

## **Unit - 2**

# **Learning Language Skills through Language Functions**

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### **2.0 What are language functions?**

When you are trying to choose the best way to express yourself in a particular situation, you must keep in mind what you are doing with your language. Are you introducing someone, describing something, (dis) agreeing with someone, asking for/giving permission or what? These are called *language functions*. **Language functions**, in other words, **are the purposes for which we speak or write.**

A context plays a very important role in learning a concept. To enable the learners to understand the use of a language function, it is generally presented through a dialogue, and then the practice of that particular language function is given.

#### **How to classify the expressions under a language function?**

The expressions under a language function are classified according to the three levels of formality:

- neutral,
- informal and
- formal.

We can, however, for our school learners, just maintain two levels: formal and informal.

### **2.1 Objectives:**

By the end of this unit, you will be able to :

- use some language functions with greater efficiency
- get acquainted with various strategies to practice and learn language functions.

## 2.2 Greeting and Taking Leave

It is important to know how to use English to greet people politely when we meet them and how to end the conversation when we take leave of them. The way this is done is slightly different in formal situations (when, you are talking to a person whom you do not know very well, to a very senior person, to your teacher or your boss, for example) and in informal situations (when the person you are speaking to is a friend or a close relative).

Listen to a formal dialogue between two persons and follow the dialogue in the book. You can use the words in bold when you need to greet someone in English or to end a conversation.

### ACTIVITY 1

**Read aloud the dialogues given below**

#### DIALOGUE 1 (FORMAL)

*(Gita Soni and Madhu Kamar meet at the chaupal. They stay in the village, but do not know each other very well. It's three o 'clock in the afternoon.)*

*Madhu : Good afternoon, Mrs. Soni.*

*Gita : Good afternoon, Mr. Kamar. How are you?*

*Madhu : I'm very well, thank you. And how're you, Mrs. Soni?*

*Gita : I'm fine, thanks. I came to buy some stamps and inland letters.?*

*Madhu : I must send this card to my friend. It's her birthday next week. Have a nice day, Mrs. Soni.*

*Gita : Thanks, and you too. Bye!*

*Madhu : Goodbye!*

### 2.2.1 Reflection

#### 1. Specific

The two persons in the dialogue you listened to are neighbours, but they do not know each other very well. So, (a) they address each other by their titles, not by their first names: *Mrs. Naidu*, not *Gita*, and never *Mrs. Gita*, and (b) they say *Good afternoon* to greet each other, not Hello or Hi.

#### 2. General

- When we talk, we usually say I'm ..., It's ..., How're ... instead of *I am ...*, *It is ...*, *How are ...*.
- We usually say Good morning up to twelve o'clock midday, *Good afternoon* between midday and five o'clock in the evening, and *Good evening after five*. We never say *Good night* to greet a person.
- Make sure to say Bye or *Goodbye* like the speakers you heard on the CD, with the voice moving from low to high.

## ACTIVITY 2

### PAIR WORK

**Take turns to enact the roles of Mrs. Kamar and Mrs. Soni with a partner.**

#### DIALOGUE 2 (INFORMAL)

(*Laskhman and Sukhram are good friends. They meet outside a restaurant after a month.*)

*Sukhram* : **Hello**, Lakshman!

*Lakshman* : Hi, Sukhi! I haven't seen you for a long time. Where were you?

*Sukhram* : I was busy in school, practicing for Sports Day. I was in the race.

*Lakshman* : How wonderful! You must've won many prizes.

*Sukhram* : Not many. Only three.

*Lakshman* : That's great, Sukhi. Congratulations!

*Sukhram* : Thanks. And what have you been doing? Come, let's have some coffee. We haven't met in a long time.

*Lakshman* : Wish I could have stayed, but I'm really late for college. Let's meet on Sunday.

*Sukhram* : We'll do that. Bye, bye!

*Lakshman* : See you!?

### 2.2.2 Reflection:

Lakshman and Sukhram know each other very well. So:

- Sukhram addresses Lakshman by his first name.
- Sometimes we call our friends by their pet names, just as Lakshman addresses Sukhram by his pet name, Sukhi.
- They say Hello and Hi to greet each other, not Good morning or Good afternoon.
- They say Thanks instead of Thank you. General

When speaking, we say:

- haven't for have not
- that's for that is
- we're for we are

## ACTIVITY 3

### PAIR WORK

**Read the dialogue again and repeat each line.**

## ACTIVITY 4

**Take turns to enact the roles of Lakshman and Sukhram with a partner.**

### 2.2.3 Assignments:

- (a) **Read carefully the greetings suitable for different occasions of national, religious and social importance.**

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Dear Fellow Citizens engaged in the task of nation building My greetings to you as ; complete 70 years of our Independence.

---

"I firmly believe that the festival that celebrates humanity and goodness will bolster peace, brotherhood and happiness."

---

"On the auspicious occasion of Idu'l Fitr, I extend greetings and good wishes to all my fellow citizens, particularly my Muslim brothers and sisters, in India and abroad."

---

"Felicitations to you and the friendly people of the State of Israel on the occasion of your National Day."

---

"I convey my heartiest greetings and good wishes to the people of our country on the joyous occasion of Shankranti."

---

"May the noble ideals associated with celebration of Gandhi Jayanti enrich our lives with peace, harmony and the spirit of humanity!"

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- (b) **From the greetings given above, make a list of words used for greetings each other on different occasions.**

### 2.2.4 Review Questions:

- 1. Complete the following dialogue.**

*(Shankar Sharma meets Manoj Tirki, who has recently moved in as his neighbour.)*

*Shankar Sharma* : Good morning, Mr. Tirki. How ... ...?

*Manoj Tirki* : Very well. How ..... , Mr. Sharma?

*Shankar Sharma* : I'm ..... . We're happy to have you as our neighbor. Do come home sometime.

*Manoj Tirki* : We certainly will. Thank ..... . See you then.

*Shankar Sharma* : .....

Note that we say Mr. Sharma, not Mr. Shankar.

- 2. From the two expressions in brackets, choose one that would be suitable in informal spoken English and fill in the blanks in the dialogue. After you finish, read the dialogue and practice it with a partner.**

(*Manju meets her friend Parvati after school, and they walk home together.*)

*Manju* : Hi, Parvati! Are you in the play for Parents' Day?

*Parvati* : Hi, Manju! No, our class is presenting a group song ..... a Chhattisgarhi folk song. (It is/It's)

*Manju* : Wonderful! ..... Glad. You have a great voice. (I am/I'm)

*Parvati* : What's your class doing? (Thank you/Thanks)

*Manju* : ..... doing, 'Bhim and Draupadi.' I'm Bhim's mother.. (We're/ We are)

*Parvati* : Then, have to wear a sari, won't you? (You will/ you'll)

*Manju* : ..... , I hope I can manage that. (Yes/No)

*Parvati* : Oh, you ..... worry . (do not/don't)

*Manju* : ..... , Parvati. Bye. (Thanks / Thank you)

*Parvati* : ..... , (Goodbye / Bye)

3. **Mr. Kumar meets Ms. Rahman, his son's teacher, at the school. Write a dialogue between them, using the outline below.**

- Mr. Kumar greets Ms. Rahman.
- Ms. Rahman returns the greeting and asks him how his son, Kiran, is.
- Mr. Kumar says that Kiran is much better but that he has to rest for a week.
- Ms. Rahman says she hopes Kiran will get well soon.
- Mr. Kumar thanks her.
- They take leave of each other.

(b) **Enact the conversation you have written with a partner.**

4. **Given below are some useful expressions to take leave. Add more expressions to the list.**

- a) Excuse me for a moment/minute
- b) Excuse me I'll be back in a minute/moment.
- c) I wonder if you'd excuse me (for a moment/ a minute)
- d) Excuse me; I'll be back in a moment.
- e) Would you excuse me (for a while/two minutes), dear?
- f) Hang on, a second/moment/while.
- g) I'll be right back.
- h) Do proceed. I'll catch you up.
- i) Well, I'm afraid I must go now.
- j) I hope you don't mind, but I really have to go /must be going now.

5. **Write a dialogue based on the following guidelines and enact it. (You can change items b-d.)**

- a. Exchange greeting.

- b. Ask your partner about what happened in office that day. (You were on leave and did not attend office.)
- c. She/he tells you that it was a quiet day at the office. The director left for Kolkata.
- d. Thank her and say you will be in office the next day.
- e. Take leave of each other.

## 2.3 ENQUIRING AND GIVING INFORMATION

It is important to know how to ask for information politely and to thank people for it afterwards. 'Excuse me .....' and 'please' are the two most important phrases in this unit. Informal questions can be asked directly, but in formal situations a longer 'preamble' to the question is used: 'I was wondering if you could tell me .....' or 'I hope you don't mind my asking .....' .

### Activity-1

**Read the given dialogues in pairs.**

- 1 *Amit* : Excuse me. Could you tell me the way to the library, please?  
*Babli* : Sure. Go straight ahead and then turn left. There will be a large notice on the door.  
*Amit* : Thanks.
  - 2 *Ganesh* : Would you mind telling me when the next bus for Chandigarh leaves?  
*Rohan* : I'm sorry, I don't know. You'd better ask at the information counter.
  - 3 *Deepti* : Would you be kind enough to tell me where I could get my watch repaired?  
*Leena* : Yes, certainly, madam. Here's a list of all our authorized dealers
- 
- enquiring = finding, politely = respectfully.

who will accept your watch for servicing and repair.

- 4      *Charan* : Do you happen to know where I left car keys, Sheila?  
*Beni*    : I've no idea, dear.
- 5      *Bharati* : I'd like to see the latest models you've got in television sets, please.  
*Santosh*: Definitely, sir. Please come this way.
- 6      *Jitesh* : Know anything about gems? I want to buy my wife a bracelet for her birthday.  
*Hiralal* : I'm afraid I don't know much about precious stones. We could ask at the Government Emporium, though. They have a reliable jewellery shop.
- 7      *Rani*    : Sorry to trouble you, but could you tell me if Mr. Kapoor has vacated this flat?  
*Devi*    : I'm sorry, I don't know. Perhaps you could ask the lady upstairs. I'm new here.

## MAKING INQUIRIES ON THE PHONE

You often need to use the telephone to get some information or make an inquiry to find out, for ample, the time of arrival of a train or the last date for the sale of application forms or whether classes will be held on a particular day. In doing this, you have to be clear, brief and polite. This 11 make it easy for you go get the information you want. The unit will help you learn how to e English to make inquiries.

### Activity -2

**Listen to the dialogues below and follow them in your book.**

#### DIALOGUE 1

(*The phone rings in a railway inquiry office.*)

- Railway inquiry* : Good afternoon. Railway inquiry.?  
*Caller*            : Could you tell me when the Rajdhani Express to Delhi leaves, please.

*Railway inquiry* : At 7.10 in the morning ma'am.

*Caller* : Is it a daily train?

*Railway inquiry* : No, ma'am. It runs five days a week. Monday to Friday.

*Caller* : Thank you very much.

*Railway inquiry* : My pleasure, ma'am.

## DIALOGUE 2

*(The phone rings in the office of Yatri Nivas. The receptionist takes the call.)*

*Receptionist* : Good morning. Yatri Nivas.

*Caller*: What time does the Volvo coach leave for Shirdi, please?

*Receptionist* : There are two coaches to Shirdi every Friday. One at 16 hundred hours and the other at 18 hundred hours.

*Caller*: Could you reserve ten seats on the 6 P.M.. Coach, please.

*Receptionist* : In whose name should I make the booking, sir?

*Caller*: It's for Harish Jain and family.

*Receptionist* : Yes, sir. I'll repeat that. Ten seats for Mr. Harish Jain and family on the 6 o'clock, Volvo.

*Caller*: That's right. Thank you.

*Receptionist* : You're welcome, sir.

## DIALOGUE 3

*(The phone rings in the Railway inquiry office.)*

*Railway inquiry* : Hello. Railway inquiry.

*Caller* : Good morning. Could you please tell me what the fare to Baikunthpur is? I'd like to travel by the express train.

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Note that the 12-hour system of expressing time uses the numerals 1-12 followed by a.m. (from midnight until before noon) and p.m. (from noon until before midnight). Thus, 12 a.m. represents midnight, and 12 p.m. noon. Under the 24-hour system of expressing time, usually used by people, for e.g., in the travel and tourism industries, the hours are numbered from 00.00 hours spoken as zero zero zero zero hours) for midnight to 23.59 hours (spoken as twenty-three fifty-nine hours) for 11.59 p.m.

*Railway inquiry* : It's Rs.400.

*Caller* : Pardon? Could you repeat that, please.

*Railway inquiry* : The fare is rupees four hundred.

*Caller* : Thank you very much.

*Railway inquiry* : You're welcome, ma'am.

#### DIALOUGE 4

(*The phone rings in the Government Science College.*)

*Office assistant* : Hello. GSC.

*Caller* : Good afternoon. Could you tell me when you'll begin issuing application forms for the BA first year course, please?

*Office assistant* : From Thursday, 20th April.

*Caller* : What would be the price of a form?

*Office assistant* : Fifty rupees, ma'am.

*Caller* : What're your timings for the sale of the forms, please?

*Office assistant* : Ten to four every day, from Monday to Friday.

*Caller* : I would also like to know the last date for the issue of the forms, please.

*Office assistant* : 12th May, ma'am.

*Caller* : Thank you.

*Office assistant* : Most welcome, ma'am.

#### ACTIVITY -3

#### PAIR WORK

**Read the dialogues above again and repeat the lines spoken by the person making inquiries.**

## ACTIVITY- 4

**Enact the dialogues with a partner. Take turns so that each of you gets a chance to play the roles of the person answering the call and the person making inquiries.**

## ACTIVITY- 5

### GROUP WORK

1. Form groups of ten.?
2. Write down five dialogues for different situations where inquiries are made on the telephone.
3. Fold the sheets of paper and jumble them up.
4. Now choose a partner and pick up one of the folded sheets.
5. Each pair can practice its dialogue and then enact it before the group.

#### 2.3.1 Reflection:

1. (a) Given below are some expressions for enquiring.

Informal	Anytime/Anywhere	Formal
Could anyone tell me .....?	Anytime/Anywhere Me please, .....?	Sorry to trouble you, but .....?
Know (anything about) .....?	Excuse me. Do you know if/when/where/why/ anything about .....?	Would you be kind enough to please .....?
Have you (got) any idea about .....? (Got) Any idea.	Do you happen to know if/when/where/why/ anything about .....?	I hope you don't mind my asking .....?
Any clue (to/about) .....?	I'd like to know ..... please.	I wonder if you could please tell me .....? Could you please give me any information about .....?

- b) Add more expressions to this list.**
- (c) Responding to queries about information**

Informal	Anytime/Anywhere	Formal
Yeah! Sure .....	Yes/Of course	Definitely/Certainly/ Gladly. I shall be delighted to.
Er, yes/A bit		
Why not? .....	I'm not sure. but ..... .	I'm afraid I don't have that information.
Sorry, I don't know	I'm sorry, I don't know.	
Sorry, no idea	I'm afraid I don't know anything/ much about ..... .	
	I've no idea.	

- (d) Add more expressions to this list.**

3. You are a new student in college and wish to apply for a change of subjects. You ask different people to guide you. What would be the response (reply) of the following people:
- (a) a senior student-in the canteen
  - (b) your English teacher-at his home
  - (c) the college clerk-in the office
4. You have just bought a new mobile phone and don't know how to use it. You go over to your neighbour's house to seek his help. He is not at home. You talk

to his mother. Complete the conversation below:?

*You* : Good morning, Mrs. Sharma. ....

*Mrs. Sharma* : Hello, Rahul! No, I'm afraid Sudhir isn't home.

*You* : .....?

*Mrs. Sharma* : He said he was going to visit Pradeep and then they would both sit and work in the library.

*You* : .....?

*Mrs. Sharma* : I couldn't say for sure, but he's usually home by six o'clock. Can I do anything to help?

*You* : I was wondering if Sudhir could take a look at my new mobile. I don't know to operate it.

*Mrs. Sharma* : .....?

*You* : .....?

**5. Working in pairs, complete the telephone conversations below using some the expressions given above. Enact them with your partner before the whole class.**

(a) *A* : Hello. Raipur Online Shopping.

*B* : Good evening. I have not yet received the delivery which was supposed to be made yesterday?

*A* : .....?

*B* : My order number is ..... .

*A* : We have dispatched your order ..... .

*B* : .....

*A* : You will definitely get it by 11 am tomorrow. Sorry for the inconvenience caused.

(b) *A* : Hello. Railway inquiries.

B : ..... the Ahmedabad Express leave Bilaspur station, .....

.....

A : At 7.15 in the evening, sir.

B : .....

A : You're welcome.

(c) A : Good morning. Railway inquiries.

B : ..... How many ..... the Vishakapattanam Express go through, .....?

A : Daily, ma'am.

B : .....

A : You're welcome, ma'am.

(d) A : Hello. Panther Travels.

B : I'd ..... four seats on the Deluxe bus to Bijapur, .....?

A : Could you give me the date of journey, please.

B : .....

A : The seats have been reserved, sir. You could pick up the tickets tomorrow evening.

B : .....

A : Glad to be of service, sir.

(e) A : Hello. Swift Travels.

B : Good afternoon. Could ..... from Baikunthpur to Ambikapur,

A : It's Rs 550 for the non-A/C coach.

B : ..... much.

A : You're welcome, ma'am.

**2.3.2 Make a list of things you would like to know about 3 of your classmates with whom you have interacted very little. Take the information you want from them. Record your interaction.**

**2.3.3 Review Questions**

1. To whom would you say this:

'I wonder if you could tell me the principal's telephone number.'

- (a) to your English teacher?
- (b) To a fellow-student?
- (c) To the president of the student's union?

Could you use it with the others as well? If not how would you reword the question in the two other contexts?

2. You are visiting Jaipur for the first time and want to find a good place to stay for a few days. How will you ask for this information from:

- (a) your fellow passenger on the train to Jaipur?
- (b) a stranger at the station?
- (c) the Tourist Information Office in Jaipur?

3. To whom would you say this:

'Didn't you know I was going to Bombay next Monday?'

- (a) to your English teacher who wants to take an extra class on Monday?
- (b) to a friend who has invited you and some other friends to dinner at his

house next Monday?

- (c) to the manager of a firm who has called you for an interview the following Monday?
- (d) to your secretary who has fixed an appointment for you on Monday morning at eleven o'clock.

Why can't you say it to the others??

4. You have been practising a play for some time. One day, in the corridor, the college principal asks you when the play will be ready. Which of the following responses would you make and why:
- (a) Don't know.
  - (b) I'm sorry sir, but, I don't know.
  - (c) Sorry, no idea.
  - (d) I wish I knew.
  - (e) Go and ask the English teacher

## 2.5 APOLOGISING AND RESPONDING TO AN APOLOGY

When we apologise to someone, we tell them that we are sorry for doing something we ought not to have done, or for hurting them, or for causing them to be bothered or troubled. In this part of the unit you will learn to use different expressions to say sorry.

Read carefully the dialogues below. The situations in which the dialogues take place are formal.

### DIALOGUE 1 (FORMAL)

*(Satish apologises to his teacher for talking in class.)*

*Satish : (at the staff room) Excuse me, ma'am.*

*Teacher : Yes, Satish. What is it?*

*Satish* : Ma'am I'm really sorry for talking in class.

*Teacher* : Satish, you know how annoying it is when you don't pay attention.

*Satish* : Yes, ma'am, I realize that. I won't do it again.

*Teacher* : It's OK, Satish. Let it not happen again.

*Satish* : Thank you, ma'am.

## DIALOGUE 2 (FORMAL)

*(Sirish apologises to his boss for reaching office late.)*

*Boss* : Where's Sirish?

*Rani* : He hasn't come in yet, sir. (pause). Oh, here he is.

*Sirish* : Excuse me for being late, sir. The bus didn't turn up, and I had to look for an auto.

*Boss* : That's okay. But please be on time in future.

*Sirish* : I will sir.

## ACTIVITY 1

**Read aloud dialogues 1 and 2 for practice.**

### 1. PAIR WORK

**Enact the sample dialogues with a partner.**

Read carefully the dialogues given below.

The situations in the dialogues are informal.

## DIALOGUE 3 (INFORMAL)

*(Sheetal has to meet her friend Ruhi, who is coming from Janjgir Champa, at the railway station. But Sheetal is late by ten minutes.)*

*Ruhi* : Here you are at last, Sheetal! Hi! I was getting worried.

*Sheetal* : Hi! Look I'm really sorry I'm late. I was caught in a traffic jam.

*Arati* : No problem. It's good to see you.

#### DIALOGUE 4 (INFORMAL)

(*Sharan apologises to his aunt for not getting her a book she wanted.*)

*Aunt* : Have you got me a copy of the 'The Adventures of Hingra'?

*Sharan* : I'm really feeling bad I haven't been able to, aunty. Actually it's in short supply.

*Aunt* : Don't let it bother you, Sharan.

Notice that there is no significant difference between the language used for apologizing in formal and in informal situations.

#### ACTIVITY 3

**Read aloud dialogues 3 and 4 for practice.**

#### ACTIVITY 4

**Enact the sample dialogues with a partner.**

#### ACTIVITY-5

##### **Making a written apology**

1. Expression of regret - where you say-how terrible you feel about what you did.
2. Explanation of what went wrong - where you say why and how it happened.
3. Acknowledgment of responsibility - where you take full responsibility for what happened. Here don't try to defend yourself.
4. Declaration of repentance - where you say-you know what you did was wrong and won't do it again.

5. Offer of repair - where you offer to try to make it up to the victim.?
6. Request for forgiveness - where you ask the victim to pardon your actions.

adapted from: <https://www.apologyletters.net/>)

Read the email sent to a teacher for apologizing for a mistake done by a student.

Respected Madam,

I deeply regret my behavior in the class. I offer my sincere apologies.

What I did caused distraction in the class. I realize that I should shave according to the decorum of the place.

I promise not to repeat such behavior in future.

I am sorry for the incident. Hope my behavior has not caused any damage to our relationship. I will continue to grow under your guidance.

Sincerely,

Tikeshwar Paikra

**Pick up sentences from the letter and write them in column B to match them h the thoughts in column A.**

Expression of regret?	
Explanation of what went wrong	
Acknowledgment of responsibility	
Declaration of repentance	
Offer of repair	
Request for forgiveness	

### 2.5.1 Reflection

- Would an email sent to a friend have all the six features given in column A of the table given above? Would the language in column B be similar? Discuss in groups and share your thoughts with other groups.
- Read the two messages sent on mobile to two different persons for the same mistake. What do you think is the relationship between the sender of the apology and the receiver?

Message-1 :

- Sorry, I forgot to buying the book.

Message-2 :

- I must apologise for not buying the book.

- The following expressions are commonly used to apologise or express regret:
  - I must apologise for ... ing ...
  - I'm sorry for (also, about) ... ing ...
  - Excuse me for ... ing ...
  - I'm really feeling bad...
- Sometimes, after apologizing, we accept the blame for the mistake.
  - I know I shouldn't have ....
  - I realize that it is my fault, but .....
- Then the reason for something happening for which the apology is being made, is given or a promise made not to repeat an action.
  - I was unwell.?
  - Suman wanted to know what you were teaching us.
  - The bus didn't turn up on time.
  - I won't do it again.

- The following Expressions are commonly used to accept an apology.
  - That's okay. But (suggesting that something should not happen again).
  - That's all right.
  - These things happen. Don't worry about it.
- Some other expressions you can use to:

Make an Apology	Accept an Apology
(I'm) Sorry.	Oh, that's fine.
Please forgive me.	Don' let it bother you. /I understand.
I really feel bad about	Forget about it. /Never mind. / It doesn't matter.

### 2.5.2 Assignments

Make a list of expressions used for making an apology. Categorise them into those which you would use for communicating with your friends only, those you would use for your teacher only and those you would use for your friends as well your teacher.

### 2.5.3 Review Questions

1. Mention 10 different expressions which can be used to apologise.
2. Rudra took home Sashi's book. He forgot to give it back. Write a dialogue between them, using the outline below.
  - Ask Rudra for the book
  - Say that you have forgotten to bring it. Apologise.

- Respond to the apology.
3. Complete the given dialogue:

*Teacher* : Mr. Chumanlal, please show me your assignment.

*Student* : .....

*Teacher* : That's all right. But do complete it by Saturday.

*Student* : I certainly will.

4. You promised your mother to bring vegetables on your way back home. But you forgot. How will you apologize to her?
5. You are in a hurry and as you come round the corner you bump into someone and knock him down. What will you say to him?
6. Write a letter of apology to your father for a mistake you have done.
7. Read the two messages sent on mobile to two different persons for the same mistake. What do you think is the relationship between the sender of the apology and the receiver? (a) father-daughter (b) teacher-student) (c) manager-assistant (d) friend-friend. Discuss in groups.

I have proved myself a fool again, Bittu. I shouted at you thinking that you had shut down the computer without saving the changes. It was my mistake, dear. I need to control my anger. Please forgive me and forget it, buddy.

I am sorry Sir for shouting at my friend in the computer lab. I thought he had shut down the computer before I could save the changes. I should have behaved in the manner expected of me in the lab. I will take care not to repeat such mistakes. I apologise sincerely for my mistake.?

## 2.6 APPRECIATING

"Appreciating" refers to an objective admiration for something's basic value, sentiment, or nature. For example, you may not like to wear your uniform

everyday, but you can appreciate the need for doing it. One of the functions of language is to make others around us feel good about themselves by praising them, or saying something nice about them such as, for sample, that somebody looks good or that he/she does something well. Responding appropriately to compliments is a part of using language well. Similarly, it helps if you are able to express the pleasure you feel when something is well done, good or useful and also to encourage others so that they feel inspired to perform better. This part of the unit will help you learn how to do all this confidently and fluently.

### Activity-1

Read carefully the dialogues given below. Notice the expressions used to compliment people on their appearance, clothes and talents. Enact the dialogues.

#### DIALOGUE 1

(*Pratima meets Sudha at a wedding. Pratima praises Sudha's appearance.*)

*Pratima* : Sudha, you look lovely. I like you in a long plait with flowers in your hair.

*Sudha*: Thanks, *Pratima*. You look great too. I'm glad you've put up your hair. The style suits you.

*Pratima* : Had to. My hair's not very thick.

*Sudha*: But you really look good with your hair put up.

*Pratima* : Thanks, Sudha.?

#### DIALOGUE 2

(*Arjun sees Nikhil in his new scooter outside a bank.*)

*Arjun* : Wow, your new scooter looks good!

*Nikhil* : Thanks. I'm glad you like it.

*Arjun* : I think it's very smart, particularly the colour. The deep purple looks much better than the usual black.

*Nikhil* : Yes ,I too love the colour.

### DIALOGUE 3

*(Surinder submits a project report to his boss, who compliments him for doing the work well.)*

*Boss* : (going through the report) You've done a good job, Surinder. I knew I could depend on you.

*Surinder* : Thank you very much, sir. Your compliment means a lot to me.

*Boss* : I also appreciate your finishing the project on time.

*Surinder* : Thank you, sir. I owe it to the training the company has given us.

*Boss* : It's nice of you to say that, Surinder.

### DIALOGUE 4

*(Jeevan sees a man whom he knows carrying a smart briefcase at the bus stop.)*

*Jeevan* : I've been admiring your briefcase. It looks smart.

*Acquaintance* : Oh, thank you.

*Jeevan* : Would you mind telling me where you bought it? I'd like to buy one too.

*Acquaintance* : These bags have been on sale at Lepakshi since Friday.

*Jeevan* : Thank you. I'll go there right away.

### DIALOGUE 5

*(Rekha has been helping David to work out problems in geometry.)*

*David* : Rekha, I can't tell you how grateful I am to you for helping me solve these problems. You explained them so clearly. I wouldn't have been able to understand them on my own. Thank you very much.

*Rekha* : You're welcome, David. It was a pleasure to work out the sums with you.

## DIALOGUE 5

(*Girja looks after Sashikala's children for the day.*)

*Sashikala* : I really appreciate your kindness in sending lunch to school for my Children. Because of your help it was possible for me to be with my mother during her surgery. Thank you very much.

*Girja* : What are friends for, Sashikala? You have helped me too, haven't you?

## DIALOGUE 7

(*Sagar manages to sort out a misunderstanding between two" of his friends. His father appreciates him for it.*)

*Father* : I liked the point you made about trying to see each other's point of view, Sagar. Also, you spoke to them quietly when they were angry. I think it helped calm them.

*Sagar* : Thanks, father. They're good friends of mine, and I can't see them quarrelling.

## DIALOGUE 8

(*Vinod appreciates Kiran's painting.*)

*Vinod* : (*looking at the painting of a landscape*)

That's a clever way of drawing trees, Kiran. I like how you've blended different shades of green with white.

*Kiran* : Thanks for appreciating my painting, Vinod. Your comment means so much to me because you're an artist yourself.

## Activity-2

### Written Appreciation

Being able to write polished and sincere letters of appreciation is a basic element of common courtesy and etiquette. So, when someone has made a great contribution or played an important role in doing something good, or done a favour for you, it is

important to let them know that you appreciate their kindness or good deed. While writing an appreciation for a person's good deeds, remember to write it without any delay.

**Given below is a letter of appreciation sent by email. Read it.**

Dear Mr. Naidu,

I am writing this to thank you for your kind cooperation for organizing the blood donation camp held by our DIET yesterday, I am really excited that you have provided us with all the equipments and specialists needed for the camp.

Your cooperation has not only helped us collect blood but it has also spread the awareness about blood donation. Now the people of the village adopted by our DIET know that blood donation does not cause any harm and they will willingly do it when need arises.

I hope we will have more opportunities to work together.

As the Head-Boy of our DIET, I assure you all cooperation in health awareness drives or any such social activity for which you might need our services.

Sincerely

**Sunil Rathor**

**Put a tick mark on the features of a letter of appreciation that you find in the email given above. Tell your partner which sentence has that feature.**

Features	Put tick mark on features found.
Elaborate on the deed that you appreciate.	
Mention the importance of the deed done by the recipient	
Mention the good deeds that you have done in your life.	
Send the appreciation without delay.	
Mention the deed which you appreciate.	

Compare the recipient to other such persons.	
Express your willingness to cooperate whenever there is need to do any such good deed.	
Point out the recipient's weaknesses also.	
Add a line welcoming the recipient to take your help if needed.	

### 2.6.1 Reflection

- We show appreciation
  - when we are grateful for someone's help,
  - when we admire someone's abilities.
- We can show appreciation by
  - using a general expression of appreciation: That's a clever way of ..... .
  - giving a specific reason for the appreciation: I like how you've blended ..... .
- When someone appreciates us, we respond in the same way as when we are given a compliment, by thanking the person and suggesting how important the appreciation is to us.
- We can compliment people on their appearance, as in You look lovely.
- We may refer to a particular aspect we find attractive, as in .... a long plait.
- We can respond to compliments with simply Thanks/Thank you.
- We can also respond by returning the compliment, as in You look good too.
- While responding to a compliment, we may sometimes want to be modest as in, I had to (put up my hair). My hair's not very thick.
- We can give a general compliment and follow it with a specific one, as in Wow, that looks good. Particularly the colour.

- We can compliment people saying that we would like to have something they have. However, though we can ask where something was bought, it is not polite to ask its price.

Here are a few other sample compliments and responses to them.

Situation			Compliment			Response
1. At a meal	1.	a.	The meal was delicious, especially the laddus. You must've taken a lot of trouble over them.	1.	a.	Thanks. It wasn't much trouble. It's a pleasure to have you over, and anyway, I love cooking
		b.	I just love your kheer. Can I have some more?		b.	Sure. That's the best compliment you can pay me. Thank you.
2. At a house - warming	2.		What a beautiful house! You've planned it very well. I like the courtyard at the back.	2.		Thank you. It's all because of your advice and support.
3. On seeing a baby	3.		Oh, how cute she is! Such a sweet smile!	3.		Thanks. Yes, she's a very friendly baby.
4. On a painting done by a friend's sister	4.		That's a lovely painting! Your sister's really gifted.	4.		Thanks. I'm happy you think so.
5.						

### 2.6.2 Assignments:

1. Prepare a list of expressions for appreciating.
2. Prepare exercises for practice of expressing appreciation for the students of class.

### 2.6.3 Review Questions:

#### 1. Write appropriate responses to the compliment below.

a) *Sujay* : You have beautiful handwriting. How I wish I could write like you!

*Niranjan* : .....

b) *Mohsin* : You've brought up your children very well, Sarita. It's a pleasure to work with them.

*Sarita* : .....

c) *Roy* : I'd like to compliment you on your daughter's performance. You must be proud of her.

*Mrs. Rajan* : .....

d) *Patient* : Doctor, I really admire your patience and commitment towards your work.

*Doctor* : .....

#### 2. Write compliments to go with the following responses using the expressions that suit the context.

a. *You* : Excuse me, where did you buy your kurta from?

.....

*Stranger* : Thanks, I bought it at Pandri.?

b) *Teacher* : ..... at the debate. I knew you'd get a prize.

*Student* : Thank you, sir. It's nice of you to say so. I wouldn't have been able to do it without your help with the points.

c) *Keerti* : I like your mother's cooking, Ranjit.

.....

*Ranjit* : Thanks. Yes, I love her chappatis too.

- d) *Manoj* : Your story is ..... I read it three times.
- Rahul* : Thanks. I'm glad you liked it so much.
- e) *Director* : You played the role of Azad ..... It brought tears to people's eyes.
- Actor* : Thank you very much for the compliment. I think it must have been due to all the rehearsals we did.

**3. Fill in the blanks in the table.**

	<b>Situation</b>		<b>Compliment</b>		<b>Response</b>
a.	At the fruit stall	a.	The mangoes I bought at your stall yesterday were very sweet.	a.	..... Can I give you five kilos?
b.	At the doctor's clinic	b.	..... the way you give injections, sister. They don't hurt at all.	b.	..... You're also a good patient.
c.	At the Shishu Vihar nursery school	c.	I think you're My daughter simply loves you.	c.	..... ma'am. I'm also fond of her.

**4. Complete the dialogues with suitable expressions of appreciation chosen from those in the box below.?**

I wouldn't have managed,      I'm happy you make,      it was kind of you  
I appreciate

- a. *Teacher* : ..... the trouble you've taken.
- Stephen* : Thank you, sir. Your appreciation means a lot to me.

- b. *Mrs. Naidu* : ..... if you hadn't helped me with all the arrangements for Sita's wedding.
- Mrs. Das* : I enjoyed doing it. I think of Sita as my own daughter, don't I?
- c. *Guest* : I must say that ..... to spend a whole day with me at the Salar Jung museum.
- Host* : It was my pleasure. I enjoyed showing you the treasures of the museum.
- d. *Headmistress* : Ms. Mohan ..... The children speak in English to each other. That's a good way to help them use the language.
- Teacher* : Thank you, ma'am.

5. Fill in the blanks with expressions of appreciation or encouragement that you would use in the given situations. You can choose from among the expressions that appear in the unit, the first blank is filled for you as an example.

	Situation	Expressions for appreciation
1.	Your mother knits a beautiful sweater for you.	-----
2.	Your grandfather teaches you to water the rice fields.	-----
3.	Your little sister has cleaned up her shelf on her own.	-----

6. You have qualified to participate in an inter-college quiz competition and are leaving to take part in it. The Principal, class-teacher, your best friend and a student whom you don't know very well appreciate you for having got good name for the institution. What would each one of them say to you

**and how would you respond to each of them?**

7. Complete the table given below. You may refer to the table given in 'reflection'.

Situation	Compliment	Response
	<b>Great work! You've put in a lot of efforts.</b> <b>Your voice is very good.</b>	
	<b>I enjoyed your singing.</b> <b>How kind of you to take</b>	
	<b>my class! I feel much better</b> after resting this afternoon. <b>What a great help you</b>	
	<b>were! I liked the way you</b> rearranged my room.	

8. Which one of the following five expressions of gratitude would you use for your classmate and good friend as you leave her/his house after a dinner you have enjoyed very much? Explain your choice and state your reasons for rejecting the other four options.
- That was a lovely meal.
  - It was really nice of you to have asked me
  - I am obliged to you for the dinner.
  - I would like to express my gratitude for the excellent meal.
  - Hey! That was great. Thanks a lot. I really enjoyed myself.

## 2.7 ASKING FOR DIRECTIONS AND GIVING DIRECTIONS

If you do not know the way to a place, you usually ask someone how to get there. You also have to explain how to reach a place if someone asks you the

way. This part of the unit will help you learn how to ask politely for and give clear directions in English. Note that whether you are talking to complete strangers or to people whom you know, there is not much difference in the kind of language you will use to ask for and give directions.

### **Activity-1**

**Read carefully the dialogues below and practice them in pairs.**

#### **DIALOGUE 1**

*(Ratan is a new student in the college. He asks Varun for directions to the library)*

*Ratan : Excuse me, could you tell me the way to the Library?*

*Varun : Sure. Go straight down this part and you'll reach the new block. To the left of the reception desk is a staircase. Go up the stairs to the second floor and turn right. You will find the library at the end of the floor.*

*Ratan : Thanks a lot.*

*Varun : You're welcome*

#### **DIALOGUE 2**

*(Asma calls Bharat from the bus depot, asking for direction to his house.)*

*Asma : (on the phone) Hi, Bharat.*

*Bharat : Oh, hi, Asma! Where're you calling from?*

*Asma : From the Saket bus depot. How do I get to your house?*

*Bharat : Walk down the road until you come to the traffic lights at the crossroads. There, take the right turn. Got it?*

*Asma : Yes. And then?*

---

The sentences Walk up the road and walk down the road do not always mean that the road is sloping up or down. We usually use the sentences to mean walk along the road.

*Bharat* : Keep walking till you see the Shubham Hotel on your left. Right opposite the hotel is a lane leading to my house. It's the second house in the lane. There's a big mango tree in the garden. Okay?

*Asma* : Yes, thanks. I'll be there soon. See you.

### DIALOGUE 3

*(Paul asks a passerby where he can find a stationer shop.)*

*Paul* : Excuse me, would you mind telling me where I can find a stationery shop here?

*Passerby* : Not at all. Turn left at the chemist's, go down the road and take the second Right. Walk on till you reach Ganesh department store. The stationer's is the third shop from the department store.

*Paul* : Third shop from the department store?

*Passerby* : Yes, that's right.

*Paul* : Thank you so much.

*Passerby* : You're welcome.

### DIALOGUE 4

*(Reena wants Shalu to work with her on a project at the weekend. But Shalu does not know the way to Reena's house.)*

*Reena* : Could you come home on Saturday, Shalu? We can work on the science project.

*Shalu* : I can come, Reena, but I don't know the way.?

*Reena* : I'll tell you how to get here. Take bus number 9 from Aamanaka. Get off at Raj Talkies. Right opposite the cinema is Sai Temple. Walk into the third street. Our house number is 11 D.

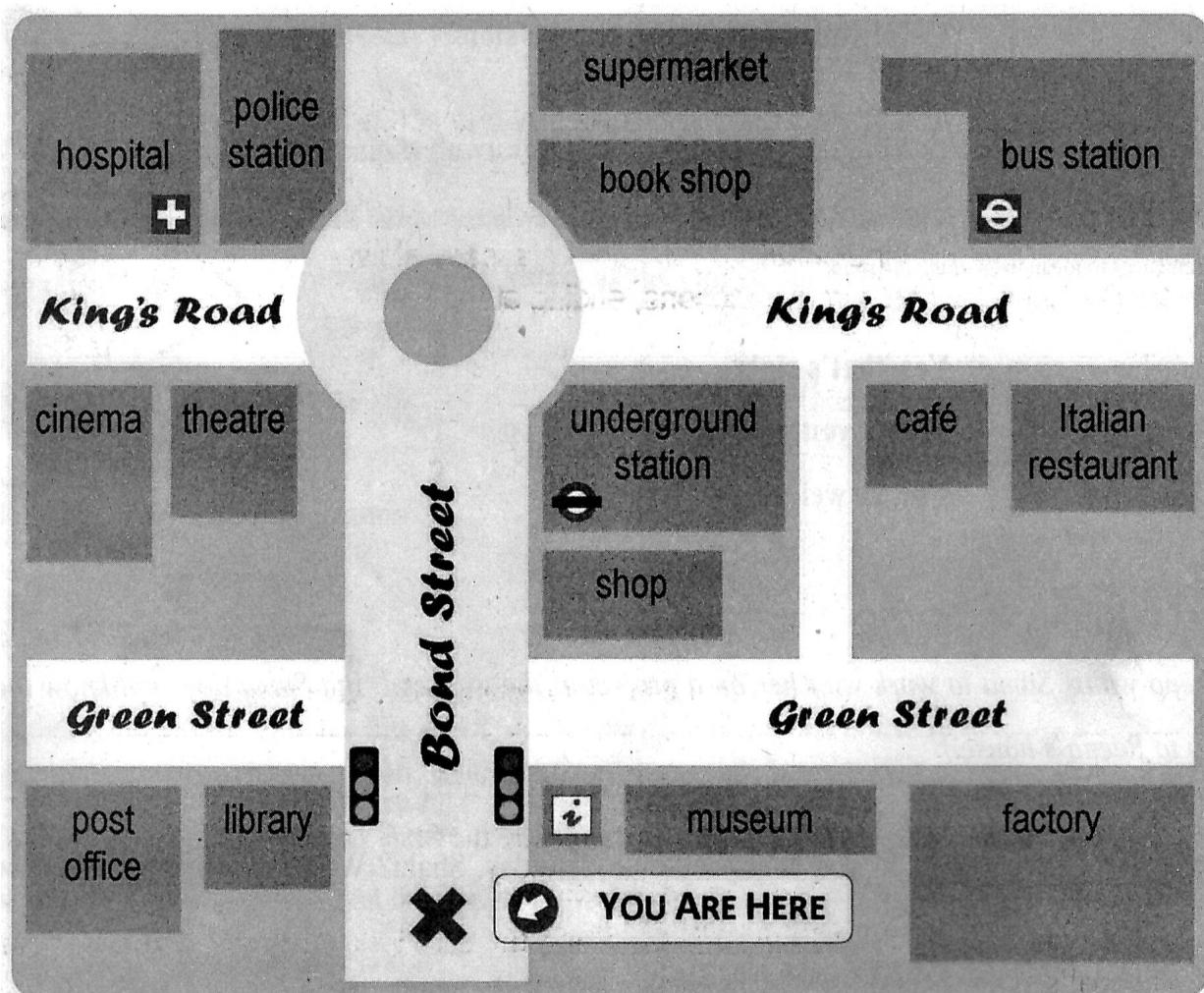
Shalu : That's easy. See you at ten, then.

Reena : Okay.

## Activity-2

### Directions to follow a map

Study the given map carefully. Trace the route by following the instructions given below it. Then compare it with your classmates.



A

Go straight on. Then take the first left on to Green Street. Walk past the library and it's the building next to the library on the left.

B

Go straight on. Go past the traffic lights. You will see a shop on the right. Go past that and it's on the right next to the shop.

C.

Go straight on. Go past the traffic lights and go straight on until you get to the roundabout. At the roundabout turn left. Go past the theatre. It's the building next to the theatre, opposite the hospital.

D.

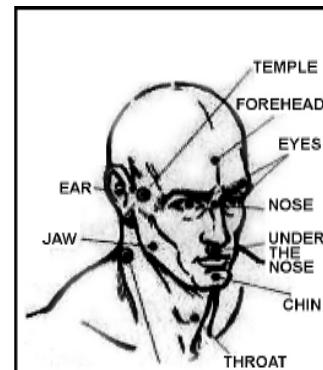
Go straight on. Go past the traffic lights and take the second right on to King's Road. Go past the bookshop. It's the building next to the bookshop opposite the cafe.

### Activity 3

#### Directions to Use a Product

**Pair Work :** Here are directions for using a moisturizer. Read and enact as given.

1. **Apply :** Dab the moisturizer on face and then gently spread it evenly on your face and neck in upward and outward movements.
2. **Massage :** Starting from the center of your chin, massage slowly up your jaw line in gentle, circular motions, ending at the lower ear. ....
3. **Activate :** Press the energy points.



### 2.7.1 Reflection:

Here are some more expressions you can use to ask direction and to give them:

	<b>Asking for direction</b>		<b>Giving directions</b>
1.	<b>Can you tell me where the Bata shoe shop is?</b>	1.	<b>It's opposite the State Bank of Hyderabad, next to the Kamath Hotel.</b>
2.	<b>Could you direct me to the principal's office, please?</b>	2.	<b>Go along the corridor and turn left. It's just round the corner.</b>
3.	<b>How far is the Navrang theatre from here?</b>	3.	<b>It's about a three - minute walk from here. Cross the road and go straight on.</b>
4.	<b>Can you help me find the bus pass counter, please?</b>	4.	<b>It's on the other side (of this bus stand), near the main entrance, facing the fresh fruit juice stall. You can't miss it.</b>
5.	<b>Can you show me the way to the Skyline cinema?</b>	5.	<b>It's in Basheer Bagh. From the crossing, go towards Hussain Sagar. On your right, you'll see the Shanbagh. Take the lane next to the hotel and walk down it about ten yards. You'll see Skyline on your left. You can't miss it.</b>
6.	<b>Excuse me, is this Shivaji Park?</b>	6.	<b>No, I'm afraid you've come to the wrong place. This is Shivaji Nagar. Shivaji park is at the other end of the city, near the Secretariat.</b>

### 2.7.2 Assignments:

Prepare a list of expressions for giving directions and the appropriate response.

### 2.7.3 Review Questions:

1. You don't know where the local post office is. When a stranger asks you for directions to the post office, what will you say?

**2. Complete the dialogue**

*Ratan* : Excuse me, could you tell me the way to the Primary School?

*Varun* : .....

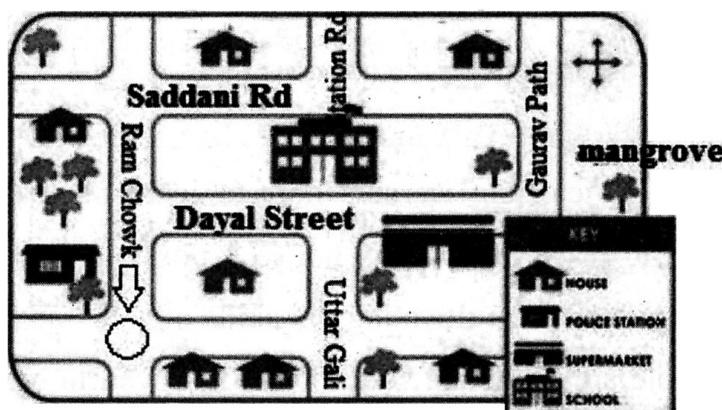
.....  
.....

*Ratan* : .....

*Varun* : .....

3. Prepare a message to be sent on a mobile phone to give directions to help the recipient find the way from the railway station/ the bus stand to our training institution.
4. Pair Work : With a pencil, trace a route on the map given below. Give oral directions to your partner to follow the same route in her textbook with a pencil. Compare the two routes.

**TOWN MAP**



5. Your friend has arrived at the bus stop in your village/town. She asks different people the route to your house. How will the following people respond? (Take hints from the table given above.)
  - (a) a stranger on the road.
  - (b) a woman at the bus-stop.
  - (c) a traffic policeman.

# **Unit - 3**

## **STUDY SKILLS**

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### **3.1 Introduction**

The real aim of teaching is teaching learners how to learn. A learner cannot always depend upon the teacher to teach everything, nor is it possible for a teacher to teach everything. Hence there is a need for cultivating the skills of self study among the learners. Study skills on the whole are academic skills. They help you to organize your studies effectively and make you efficient and self-reliant.

Study skills, academic skills, or study strategies equip the learner to study effectively. Study skills are fundamental to academic competence.

There is little doubt that no two people study the same way, and it is a near certainty that what works for one person may not work for another. However, there are some general techniques that seem to produce good results. No one would argue that every subject that you have to take is going to be so interesting that studying it is not work but pleasure. We can only wish for it. Success depends on the ability to study effectively and efficiently.

"It is not enough to simply "think about" studying; you have to actually do it and use that information to get better."

This unit is designed to help you develop effective study skills. It is not a magic formula for success in preparing for tests, or written or oral assignments. However, by applying the techniques discussed, you can gain a valuable edge in understanding material, and learning it.

### **3.2 Objectives**

After completing this unit, the participants will be able to:

1. learn and use a wide range of studying and learning strategies.

2. demonstrate the ability to summarize a brief reading passage in a very short time.
3. improve academic reading skills.
4. get acquainted with different tools available for reference.
5. simplify study and learning processes.
6. maximize the effectiveness of time spent on academic activities.
7. understand the importance of study skills.

### 3.3 Concept:

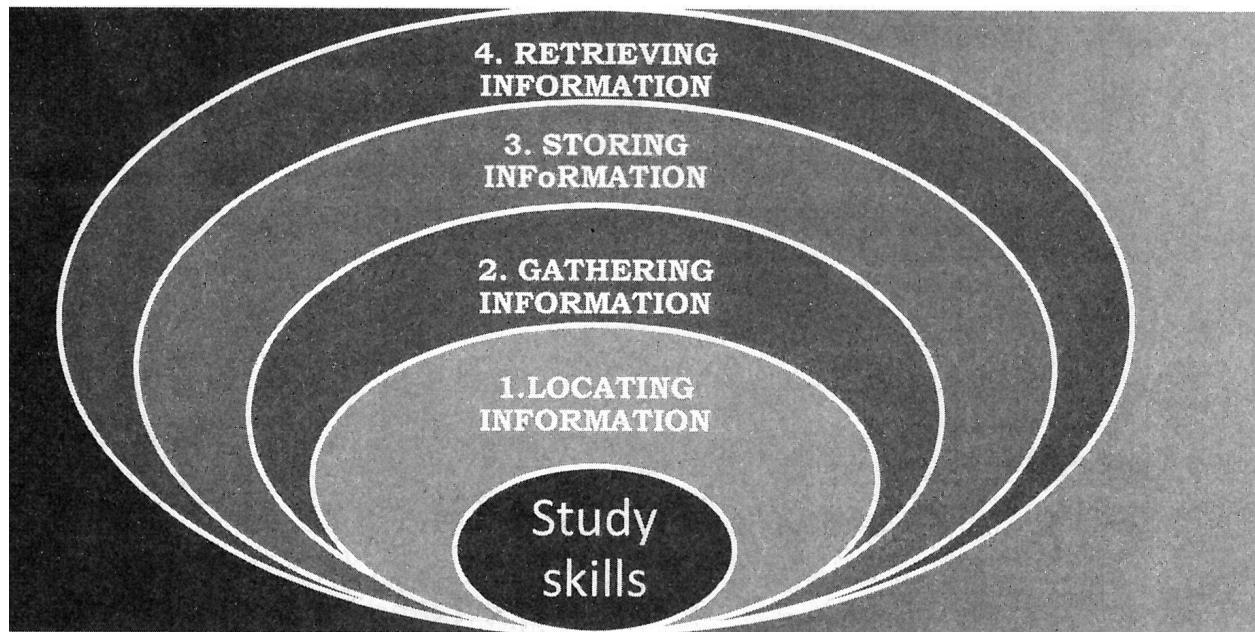
Study skills are skills which help us learn to locate (find), gather, store and retrieve information. Firstly, study skills are essential to select the proper source of information. These are skills which help us identify the sources which can give us the required information. For instance we will know whether the information should be taken from a dictionary, the internet, the thesaurus, the globe, the encyclopedia, the grammar book, the atlas or from any other source. Secondly, study skills help us to gather information. These skills help identify and collect significant thoughts or information in a passage or any reference book. Thirdly, study skills help us tackle the process of organizing or arranging systematically the information that we gather. Thus study skills help us to record or make notes in such a manner that it is very easy for us to use the information later. Fourthly study skills help use the information to retrieve the information. For example, a person having good study skills will be able to use the notes later to write an essay, a paragraph, a summary etc.

Thus study skills enable the learners to develop effective strategies of learning and accepting information in least duration of time. Study skills are applicable to almost all disciplines. Hence there is a need for cultivating the skills of self-study among learners. Therefore exercises to develop study - skills have been included in the English textbooks of class IX & X (CG Board).

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retrieve = regain/get back

---



**Figure 3.1 - Study skills**

### **3.3.1 Reflection:**

1. If you are asked to write an article on say 'Lesson Planning', what would be the procedure that you would follow?
2. 'No two people study the same way, and it is a near certainty that what works for one person may not work for another'. Justify.

### **3.3.2 Assignment:**

1. What is the importance of study skills in day to day life of a student?

### **3.3.3 Review Questions:**

1. What do you understand by study skills?
2. 'Study skills enable the learners to develop effective strategies of learning.'
3. How important are study skills in the life of a student? Justify your answer giving example.

### 3.4 Locating Information:

#### A. Reference Skills

We use reference books to locate information.

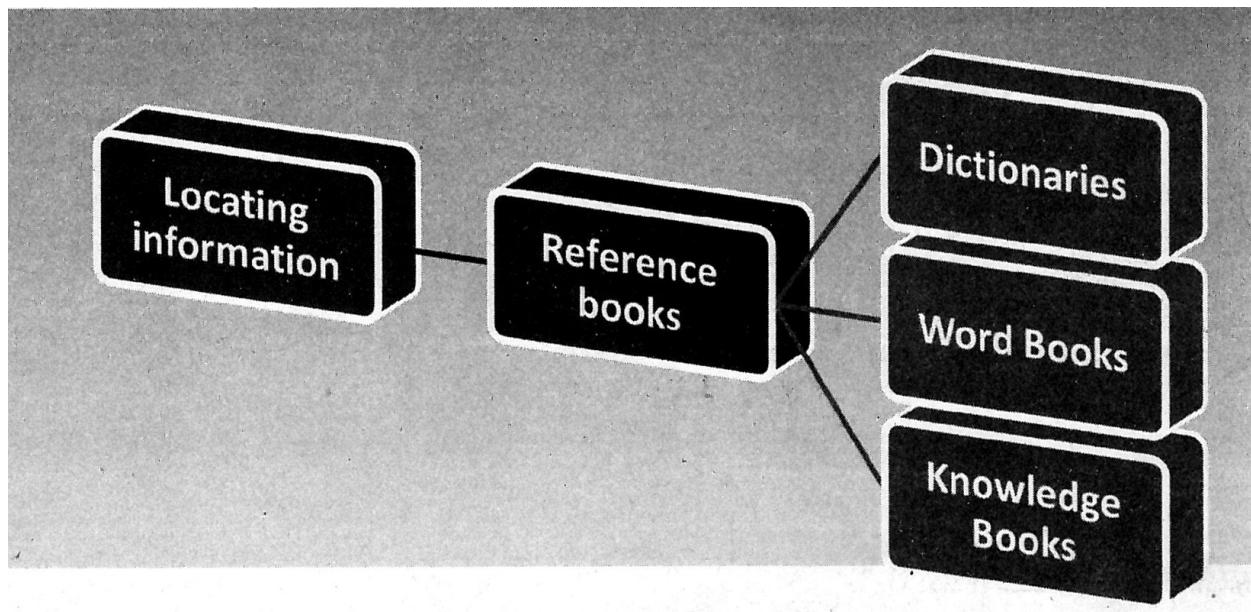
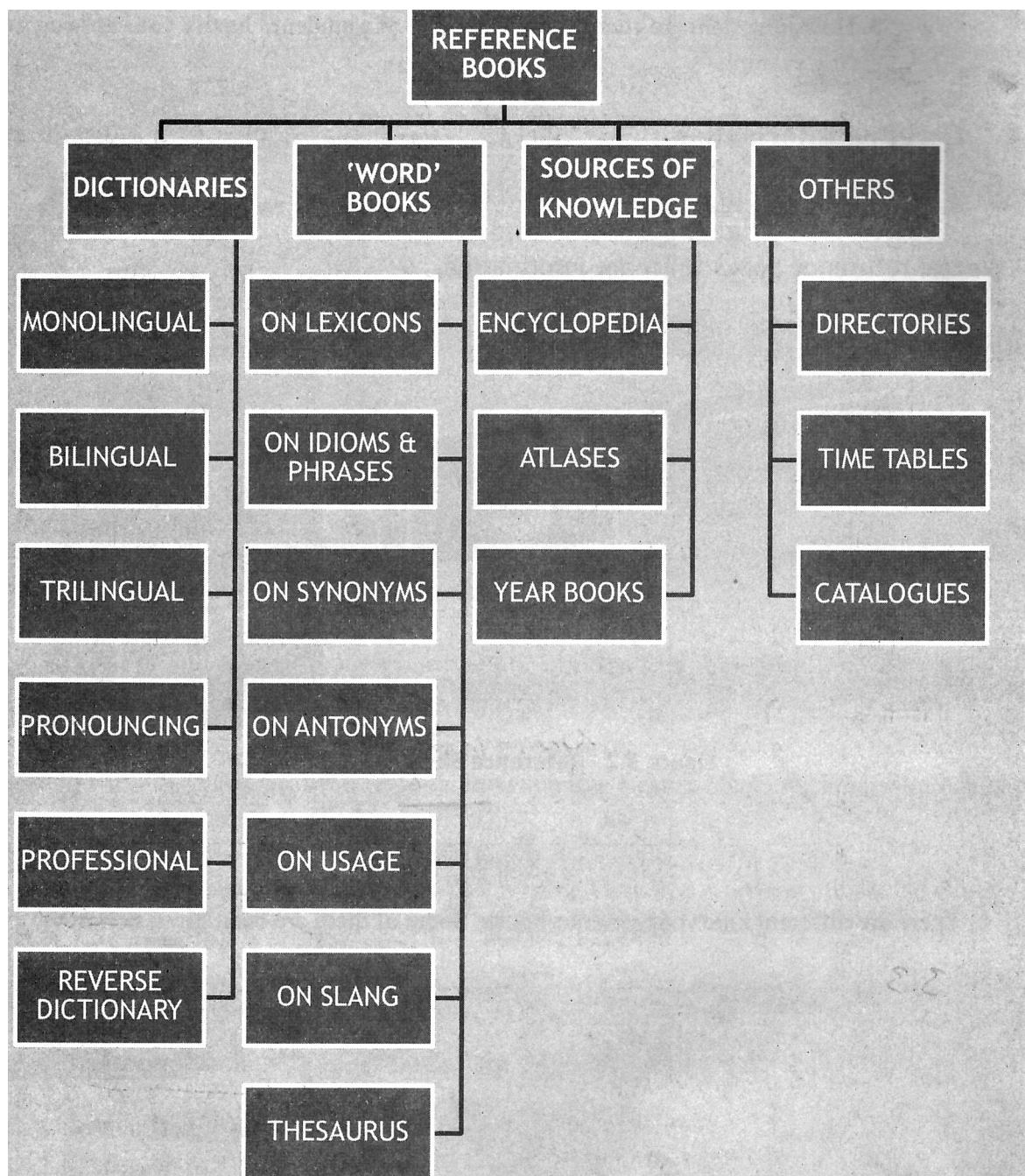


Figure 3.2 - Reference Skills

There are different kinds of reference books. Some of them have been given in figure 3.3



**Figure 3.3 - Reference Books**

Types of Reference Books		
TERMS:	DEFINITIONS:	EXAMPLES
Almanacs	Factual and statistical information	Vyavasaya Panchangam (agriculture almanac)- The Acharya N.G. Ranga Agricultural University
Atlases	Topographic and geographic information	Times Atlas of the World; Historical Atlas of the U.S. Navy
Bibliographies	List of sources on specific topic. May also appear at the end of books and as titles in the general collection	American Naval Bibliography
Biographical Sources	Information about the lives of individuals	14 Indian Scientists Who Changed The World. And Things You Probably Didn't Know About Them! Shreya Pathak
Chronologies	Dates and timelines for topics and events	Timetables of History
Compilations	Collections of documents or excerpts of texts	Panchatantra Tales-Pandit Vishnu Sharma
Dictionaries	Definitions or meanings of words or terms; can be general or specific	Webster's Third New International Dictionary; American Dictionary of Campaigns and Election,LDOCE
Directories	Address and phone number information	Telephone Directory
Encyclopedias	Overview source. May be very general or on a specific subject and may be one volume or many volumes	Encyclopedia Britannica; Britannica Online; Encyclopedia of the American Presidency
Handbooks	Collections of useful information about a subject	Handbook of Campaign Spending, Manorama hand book
Indexes	Lists of citations to articles or newspapers; may be general or very specialized	Humanities and Social Sciences Index

Statistical Sources	Numbers and statistics	Statistical Year Book India 2017- Ministry of Statistics and Programme Implementation-Govt of India
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**Table 3.1 -Types of Reference Skills****Example****1. Encyclopedia: The New Encyclopedia Britannica. Volume III page 258.**

Cross-Cousin- First cousin who is the child of a mother's brother, or of a father's sister.

Cross head- steam engine component that connects the piston to the connecting rod and is guided so as to move in a straight line.

**2. Dictionary: A Dictionary of Economics and Commerce:  
by J.L Hanson, ELBS, IV Edition**

**Ex-factory:** As a price quotation, it is the amount payable at the factory, that is, excluding the cost of delivery from the factory to the buyer's premises.

**3.4.A.1 Reflection:**

1. What are the reference books that you have referred to till now? For what did you refer to these books?

**3.4.A.2 Assignments:**

1. Where does an individual learner go to gain knowledge/ information?
2. What do you mean by reference books?
3. List out the reference books that you have come across?
4. Browse the internet and complete the table given below. Give at least

five websites for each kind of reference.

### 3.4.A.3 Review Questions:

Websites for Reference		
TERMS:	DEFINITIONS	Examples of Websites
Almanacs	Factual and statistical information	
Atlases	Topographic and geographic information	
Bibliographies	List of sources on specific topic. May also appear at the end of books and as titles in the general collection	
Biographical Sources	Information about the lives of individuals	
Chronologies	Dates and timelines for topics and events	
Compilations	Collections of documents or excerpts of texts	
Dictionaries	Definitions or meanings of words or terms; can be general or specific	
Directories	Address and phone number information	
Encyclopedias	Overview source. May be very general or on a specific subject and may be one volume or many volumes	
Handbooks	Collections of useful information about a subject	
Indexes	Lists of citations to articles or newspapers; may be general or very specialized	
Statistical Sources	Numbers and statistics	

1. Write the name of the reference books (s) which can be used for gathering information about each of the following items. The purpose in each case is given in brackets.
  - a. Practice or Practise (spelling)
  - b. Tortoise (pronunciation)
  - c. Silver Strand (waterfalls)
  - d. Telephone number (you need to ring up)
  
2. The following words and phrases occur in the passage for intensive study by your pupils in class X. You would like the pupils to gather information about each of them. Which reference book would you ask them to use in each case?
  - a. Practice or Practise (spelling)
  - b. Dhamtari (Location)
  - c. UNESCO (full form)
  - d. Forger- Forgeries (difference)
  - e. National parks & sanctuaries in Chhattisgarh -
  - f. 54281 (train name) ...

**B. Dictionary skills:**

1. What is a dictionary?  
- study aid
2. What does a dictionary contain?

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

The dictionary is the most important study aid. Teachers as well as the students must train themselves in making the fullest use of dictionary. Most users of the dictionary refer to it for meaning. But a good dictionary gives much more information. To make the fullest use of dictionary, the user should know (a) what the dictionary contains, and (b) how to use it effectively.

### **Example:**

Let us look at the Longman Dictionary of Contemporary English, Third Edition. The important parts of the dictionary are:

1. Inside covers
2. Content page
3. Preface
4. Introduction
5. Explanatory Chart
6. Guide to the Dictionary
7. The Dictionary
8. Tables

### **Inside covers**

The inside covers contain

1. A list of short forms used in the dictionary
2. Labels used in the dictionary
3. The pronunciation chart

## Introduction

The general introduction highlights some of the salient features of this dictionary such as:

- a. Different definition
- b. American and British English (Spelling & Pronunciation)
- c. Frequency of the word- This tells which words are usual and which are unusual.
- d. Phrases and collocations.

## Explanatory Chart:

Explains how the entry (word) is dealt in the dictionary. For each word first of all the pronunciation is given in International Phonetic Alphabet, followed by word class (i.e. grammar of the word) homographs, British and American spellings, usage, phrasal words, compound words, grammatical in square brackets, phrases and idioms and their meaning sign posts to know the meaning that you need etc.

## Guide to the Dictionary:

The guide to the dictionary helps us to use the dictionary in the best possible way. It gives information about:

- a. Order of entries
- b. Syllable division
- c. Variants
  - a. Spelling
  - b. British & American Differences
  - c. Word Differences
  - d. Pronunciation

- e. Stress
- f. Inflections

### The Dictionary:

The dictionary consists of

- 1. The dictionary from A-Z
- 2. Full page illustrations

### Tables:

Towards the end of the dictionary there are tables on:

- 1. Numbers-
  - a. How numbers are spoken
  - b. What numbers represent
  - c. Numbers and grammar
- 2. Weights and measures
- 3. Military ranks
- 4. Word formation
- 5. The verb 'be'
- 6. Irregular verbs
- 7. Geographical names
- 8. Longman defining Vocabulary

### Inside Back cover:

- 1. Grammar codes

### Exercise 1

#### A. Answer the following questions. When in doubt, consult your dictionary

- 1. Is your home a *residence* or a *residence*?

2. Is the woman next door a *neighbour* or a *neighbour*?
3. Are two things close together *adjacent* or *adjacent!*
4. Is a teenage an *adolescent* or an *adolescent*?
5. If you refuse to give up in your efforts to solve a problem, are you showing, *persistence* or *persistence*?

**B. Select the correct word from the brackets. If you need to, do not hesitate to consult your (or your neighbour's) dictionary.**

1. This is the (hottest, hottest) day I have ever known.
2. She (stared, starred) as the (heroine, heroin) of the film.
3. The past form of grip is (gripped, griped).

**Exercise 2**

1. Each of these three lists (of I, M & T) shows the words in the order in which they appear in the dictionary, but each one has one word that is out of order. Try to spot the three misplaced words for yourself before checking your result from the dictionary.

Innocence	minor	talent
Innocent	mineral	talk
Inquire	mingle	tall
Inquiry	miniature	tap
Insane	minimum	tart
Inquisitive	mint	target

2. Identify the part of speech of 'next' in the following sentences:
  1. Where shall they go next?
  2. Come and sit next to me.
  3. She'll go to school next week.
  4. Who's the next to see the doctor?

3. Find out which one in the pairs of words is wrong according to used in US and which in UK
  1. Truck/Lorry
  2. Living room/drawing room
  3. Purse/Handbag
  4. Revise/Review
  5. Tap/Faucet
4. Give the plurals for the words given:
  1. Basis -
  2. Basketball-
  3. Coach-
  4. Longing-
  5. Newcomer-
5. Which of the two words are pronounced alike?
  1. Addition /Edition
  2. Principal / Principle
  3. Flour/Flower
  4. Morning/ Mourning
  5. Peace/Piece

### **Exercise 3**

Look at the following phrases

Pay through the nose, in the dot, to bury the hatchet, a red herring, to be the last word  
These phrases are called idioms. English is full of such idiomatic expressions. How do we locate an idiom in the dictionary?

Idioms follow the main meanings of the word. (For example you will find the idiom

pay through the nose listed under pay)

Locate the idioms given above. In each case list the words under which you found them.

Write the meanings.

.....

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#### Exercise 4

The first column has a list of words entered as headwords in the dictionary.

Check in your dictionary. If not, under which headword did you find them? Put a tick under the appropriate column. If they are not headwords, write the word under which it is listed.

Word	Headword	Not headword	Headword under which it is listed
categorize			category
cautious			
dignified			
fledgling			
goalpost			
laryngitis			

## Exercise 5

Look at the following compound words:

**Blue-eyed, razor-sharp, nation-wide, workforce, soft-boiled**

Each of these words is made up of two words. They are called compound words. They are written either as one word or with a hyphen.

To locate a compound word in a dictionary, usually look for it under the first word of the compound word. e.g. multinational is likely to be listed under 'multi' rather than 'national.'

Look up the word eye in you dictionary and pick out 3 compound words listed under it. e.g. eyebrow.

### 3.4.B.1      Reflection

1. Before going through the unit for what purposes did you use to consult the dictionary?
2. What are the new things that you gathered from this unit?
3. Give the names of some Monolingual, Bilingual, Multilingual dictionaries?

### 3.4.B.2      Assignments:

1. Which dictionary do you normally consult? What are the different parts of that dictionary? Give in detail.
2. Go through the dictionary of idioms /Proverbs. Prepare a list of about 20 idioms and proverbs under each category that we can use in class rooms.
3. What are the different dictionaries that you have come across? For what purposes do we use those dictionaries??

### 3.3 Review Questions:

1. Identify the part of speech of 'out' in the following sentences. Consult a dictionary.
  - a. He'll be back before the month is out.
  - b. Take out the book you like the best.
  - c. The truth will always out.
  - d. She went out the door.
  - e. The fire has been out for hours.
2. Frame five exercises to check the dictionary skills of students.

(You can frame exercises on pronunciation, grammar and spelling)

### 3.5 Gathering Information:

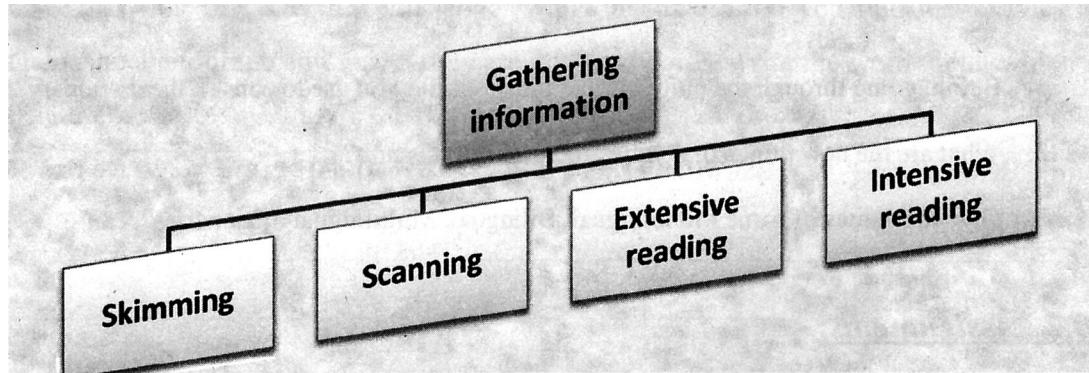


Figure 3.4 - Strategies for Gathering Information

#### Strategies used for gathering information:

**Skimming – get the main ideas, fastest speed**

**Scanning – get the specific details, Floating approach**

**Intensive reading- deliberate, slow, gather fullest information**

**Extensive reading – general theme, casual, fast, (usually novels)**

## **Skimming:**

Skimming is reading at one's fastest speed. It is used when-

- i. A reader wishes to cover material in a hurry,
- ii. A high degree of comprehension is not needed.
- iii. The reader will accept a level of comprehension somewhat lower than which can be obtained.

If the average speed of the reader is 400 words per minute, we expect his skimming speed to be 800 words per minute or more. A good average of skimming comprehension is 50%. The important characteristics of skimming are:

- i. A rapid rate of reading
- ii. Lower level of comprehension

The aim of this exercise is to encourage the readers who tend to read slowly and never skim through a text because they think there is too much they do not understand. The idea here is to show them that even a few words understood here and there are enough to understand what the passage is about. In fact, this is what happens when we run our eyes over a text to get the gist of it.

## **Example**

You are skimming through an article in which most of the words are unknown to you. Here are the ones you can understand-

<b>Hard working man</b>	<b>Professor</b>	<b>Different results</b>
<b>Results of experiments</b>	<b>Invention</b>	<b>Confession</b>
<b>Institute of Bio-chemistry</b>	<b>Published</b>	<b>Fraud regrets it</b>

Can you guess, from these words, what this article is about?

Which of the following is the most appropriate answer about the passage?

The article is about-

- A. A well known professor who has just published his confession
- B. A scientist who has admitted inventing the results of his experiments
- C. A scientist who has killed himself because he couldn't get the same results as everybody else
- D. A scientist who regrets the publications of the results of his experiments

### **Scanning:**

Scanning is the strategy that is used to gather specific information.

1. The first step in successful scanning is to fix clearly what is the information required.
2. The second step is to anticipate how the information can be gathered.

(If the question demands for names, places, titles etc. we, capital letters may provide the clues. If we are looking for distance, time etc. numbers may provide the clues?)

**Floating Approach** is normally followed for gathering such information. When reading stops and looking starts, the process can be best described as floating approach i.e. moving back and forth and downward at the same time in fairly rapid manner.

### **Exercise 1**

Here is a simple scanning exercise, but you must do it quickly. In each line of words below, one word is printed on the left hand side of the vertical dividing line, and the same word is repeated on the right hand side. Your task is to scan for the repeated word and underline it. The first one is done for you. You have 15 seconds to finish the exercise.

<b>1. newspaper/ journal</b>	<b>periodical</b>	<b>magazine</b>
review	<b>bulletin</b>	<u><b>newspaper</b></u>

2. <b>geology/ geometry</b>  <b>geography      geology</b>	<b>Psychology</b>  <b>psychology</b>	<b>geology</b>  <b>physics      logic</b>
3. <b>anarchism/ socialism</b>  <b>Liberalism      anarchism</b>	<b>conservatism</b>  <b>Marxism</b>	<b>socialism</b>  <b>capitalism</b>

**Exercise : 2**

Reproduced below are the extracts from a page of classified advertisements. Scan the advertisements and choose the accommodation you require. Give reasons for choosing it.

**Your Requirement**

**Wanted 2/3 bedroom houses with garage, in Indiranagar, Bilaspur. Rent- 4000/- 6000/- Mob: 3453467**

**Classified Advertisement****Accommodation/for Rent**

1. 2/3 Apartment, garage, with telephone facility near railway station and bus stand, attached bathrooms , in Tarnaka, Bilaspur. Rent- 3000/- 7000/- Ph. No. 567484
2. Two bed room house with car parking in Indiranagar with garden , Bilaspur Rent- 5000/- for more information call-45637859
3. Three bed room house with a terrace and car parking in the main market near bus stand in Palak ganj 1 km. from Indirapuri, Bilaspur Rent-4000/- -5000/- Mob.: 9087645

**3.5.1 Reflection:**

1. Did you know that the purpose of reading decides the strategies that we use for reading? What are strategies that you used in reading?

### 3.5.2 Assignments

1. We use different strategies to suit different purposes of reading? Discuss giving examples
2. Open any dictionary at any page.

See how quickly you can answer these questions.

On your page:

- i. What are the first and the last head words?
  - ii. Which is the longest head word? ...
  - iii. How many adjectives are there?
  - iv. How many head words do you already know?
  - v. Can you find a compound word?
  - vi. Is there any idiom? What is it and what does it mean?
  - vii. Which word has the most different meanings?
  - viii. Can you find any irregular word?
  - ix. Is there any word which has two different pronunciations ( British , American)?
  - x. Are there any pictures on the page? Which words do they represent?
3. Read any article from the newspaper or watch any TV show and write the main idea of the article or the show?
  4. Recall what are different reading strategies that you followed in last six months.  
Complete the table:

What	Purpose	Strategy

### 3.5.3 Review Questions:

1. What are the different strategies that you can use to gather information?
2. What is difference between skimming and scanning?
3. What is floating approach?
4. What is the strategy that you follow for gathering information to suit the different purposes given below?
  - i. Reading a novel for entertainment.
  - ii. Reading a novel for preparing for an exam
  - iii. Reading to find the meaning of the word in a dictionary
  - iv. Reading to find the time of arrival of a train.
  - v. Reading an article on nuclear weapons to get the general idea
  - vi. Reading a manual to assemble the parts

### 3.6 Storing Information:

Gathered information has to be stored.

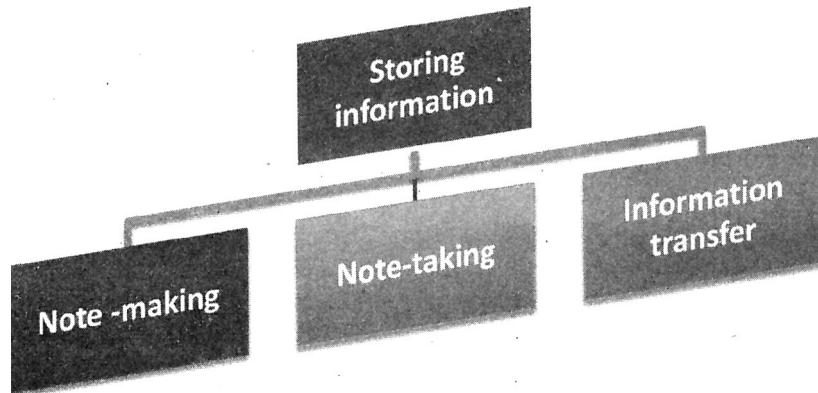
How can the information that has been gathered be stored?

.....

.....

.....

.....



**Figure 3.5- Strategies for Storing Information**

### **Why we make notes?**

- To have a record of the speaker's/writer's main ideas
- To help one's memory when revising How to make notes?

### **Why we make notes?**

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

### **Example:**

#### **Types of Interviews**

Interviews may be carried out in a one-to-one situation, or a group of interviewers may interview a single candidate, or a single interviewer may interview a group of candidates. Each interview has its advantages and disadvantages.

This is how three readers -made notes.

#### **A. 3 types of interviews**

- a) 1 to 1
- b) group to 1
- c) 1 to group

## B. 3 types of interviews

- a) 1 to 1
- b) group to 1
- c) 1 to group

## C. 3 types of interviews

Interviewer



Candidate

Notice the notes prepared by the three readers carefully.

Are the notes understandable? Have all the important points been included in the notes? What are the commonalities and the differences in these three notes?

Commonalities	Differences

### Process of note making

- Read the passage carefully.
- ***Heading***

What is the main idea of the passage? Frame a heading based on the central idea and write it in the middle of the page.

- ***Subheadings***

How has the main idea been presented and developed? Are there two or three subordinate/associated ideas? You can frame subheadings based on these.

- ***Points***

Are there further details or points of the subtitles that you wish to keep in these notes? Indent, i.e., suitably space and number.

All subheadings should be written at a uniform distance from the margin.

- ***Indenting***

All points should also maintain the same distance away from the margin.

**Note: Do not write full sentences.** And use abbreviations wherever necessary.

1. **Use standard abbreviations and symbols as far as possible:**

- i. Capitalized first letters of words

e.g. U.P., U.S.A., U.K., U.S.S.R. etc.

- ii. Common abbreviations

Sc. (for science), Mr., Mrs., Dr., Govt., etc.

2. **Common symbols**

e.g., :, \, .:, +ve, -ve, ® (leading to), ? (rising), ? (falling), =, etc.

3. **Measurements and Figures**

e.g.,: 100', 100", 100 kg, 1000 mm, 100ml, etc.

4. **Making your own abbreviations:**

- i. Keep the main sounds of the word. For example, edn. (education), progm. (programme)

- ii. Retain the suffix so that later when you are going over the notes you may recall the full form of the word -e.g., ed'nal (educational), prog've (progressive).

### **Caution**

- Do not get over-enthusiastic about abbreviations. You should not abbreviate every word. One abbreviation in point is enough.
- As a general rule, the heading should not be abbreviated. You may use abbreviations in subheadings.

5. Shortening of information by reducing the verb forms:

Several steps were taken to stop infiltration.

Steps taken to stop infiltration.

<b>Heading</b>							
<b>1. Subheading</b>							
<b>1.a Point 1</b>							
<b>1.b Sub-Sub heading</b>							
<b>1.b.1 Sub Point 1</b>							
<b>1.b.2 Sub Point 2</b>							
<b>1.c Point 1</b>							
<b>2. Subheading 2</b>							
<b>2.a Point 1</b>							
<b>2.b Sub-Sub heading</b>							
<b>2.b.1 Point 1</b>							
<table border="1"> <thead> <tr> <th><b>Key</b></th> </tr> </thead> <tbody> <tr> <td>abbr. - abbreviation</td> </tr> <tr> <td>avt. - aviation</td> </tr> <tr> <td>fmlly. - family</td> </tr> <tr> <td>pnt. - point</td> </tr> <tr> <td>engg. - engineer</td> </tr> </tbody> </table>		<b>Key</b>	abbr. - abbreviation	avt. - aviation	fmlly. - family	pnt. - point	engg. - engineer
<b>Key</b>							
abbr. - abbreviation							
avt. - aviation							
fmlly. - family							
pnt. - point							
engg. - engineer							

**Look at the notes given below.**

Notice that indenting, i.e., shifting from the margin has been used to clearly indicate subheadings, points and sub points. Subheadings, though separated by points occur below one another. Points and sub points too come below one another, similarly. Such use of indenting gives your notes a visual character. At a glance you can see the main idea and its aspects.

### 3.6.I Reflective Exercises:

- i. Why should we make notes? Is making/taking notes related to English Language teaching/learning only?

- ii. While listening to a lecture we should also take notes. Which strategies do you follow?
- iii. Can you read and understand the notes that you take during the classrooms after say 2-3 months? Justify your answer.

### **3.6.2 Assignments:**

Given below are some main points and the supporting details as noted by a student from a lecture on reading. Read them carefully and number the main points 1, 2, 3 etc. and their sub-points a, b, c etc.

## **READING**

Importance of reading skill

Most easily developed skill

Can be done anywhere

Different reading strategies

Intensive reading

Extensive reading

Skimming

Scanning

Levels of comprehension

Factual comprehension

Inferential comprehension

Evaluative comprehension

**Read the notes given below.**

**Analyse the difference in the style of numbering and the indenting (distance of the main points and the sub points) from the margin.**

1. 3 type of understanding.
  - 1.1 .....
  - 1.2 .....
  - 1.3 .....
2. Imaginative understanding
  - 2.1 essential for : .....  
.....
  - 2.2 enables us to
    - 2.2.1 .....
    - 2.2.2 .....
    - 2.2.3 .....
    - 2.2.4 .....
3. Precise understanding
  - 3.1 .....
  - 3.1.1 .....
  - 3.1.2 .....
  - 3.1.3 .....
4. ....
  - 4.1 .....
  - 4.2 Important for understanding  
- instructional manual

### **Read the paragraph and make notes:**

There are many different kinds of musical instruments. They are divided into three main classes according to the way they are played; for example, some instruments are played by blowing air into them. These are called wind instruments. In some of these air is made to vibrate inside a wooden, tube, and these are said to be of clarinet and the bossoon. Other instruments are made of brass; the trumpet and the horn, for example. There are also various other wind instruments such as the mouth organ and the bagpipes. Some instruments are played by banging or striking them. One obvious example is the drum, of which there are various kinds. Instruments like these are called percussion instruments.

The last big group of musical instruments is the ones which have strings. There are two main kinds of stringed instruments; those in which the music is made by plucking the strings and those where the player draws a bow across the strings. Examples of the former are the harp and the guitar. Examples of the latter are the violin and the cello.

2. Read any news item/article/biography ( based on facts) and make notes.
3. Go through the notes of the last class that you liked the most. Do you want to make some changes/corrections in it? Why?
4. What is the difference between abbreviation and acronyms? Make a list of 25 abbreviations and 25 acronyms that you come across in your day to day life.

#### **3.6.3 Review Questions:**

1. Making full forms or words into a short form is a good way of shortening and very useful in note making. Can you look at the following phrases and shorten them?
  - a. All India Institute of Medical Sciences .
  - b. Indian Institute of Technology ,
  - c. Bachelor of Medicine and Bachelor of Surgery

- d. Tata Institute of Social Sciences.
5. Write some ways that you can use to reduce the information giving examples?
6. What is note making? How do you make notes?
7. Write down the symbols to represent the following words:
  - a. per cent
  - b. insert
  - c. proportional to
  - d. because
8. Reduce the verb forms and write down the following sentences in compressed form
  - a. The Prime Minister will lead the delegation to the United States.
  - b. The President will inaugurate the joint session of the Parliament.
  - c. Various activities of the government have been reported.
  - d. They have to submit all accounts by the end of March.

### 3.7 Information Transfer

#### What is information transfer?

A compact way to store information is in the form of graphs, charts, diagrams, tables, etc. A lengthy verbal (i.e. in words) description can be condensed into small table or a graph. A process can be shown in the form of a flow-chart. Information in such a visual representation can be interpreted later in the verbal form. Changing the mode of presentation of information from the verbal to the visual and vice versa is called 'Information transfer'.

#### Example

The cafeteria wanted to collect data on how much milk (of different flavours) was sold in 1 week. The table below shows the results:

## 1. Matrix

Day	Chocolate	Strawberry	White
Monday	53	78	126
Tuesday	72	97	87
Wednesday	112	73	86
Thursday	33	78	143
Friday	76	47	162

Figure 3.6 - Matrix

## 2. Bar Graph

- A bar graph is used to show relationships between groups.
- The two items being compared do not need to affect each other..
- It's a fast way to show big differences. Notice how easy it is to read a bar graph.
- It's a fast way to show big differences. Notice how easy it is to read a bar graph.

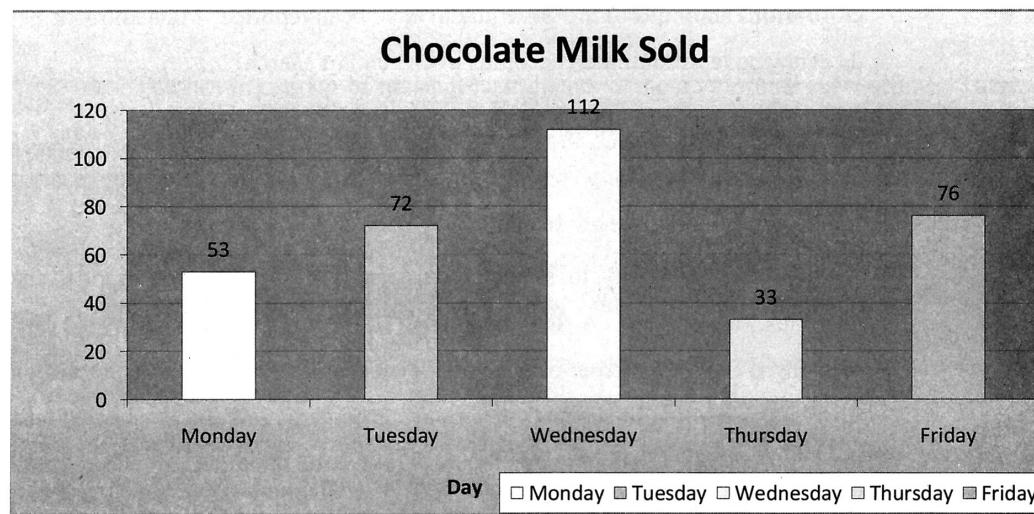
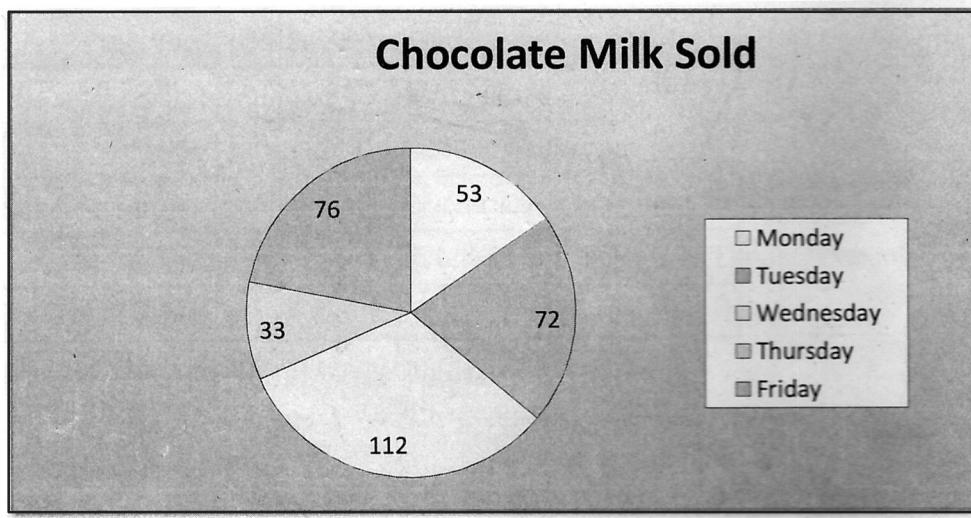


Figure - 3.7 - Bar Graph

### 3. Circle Graph or Pie Graph

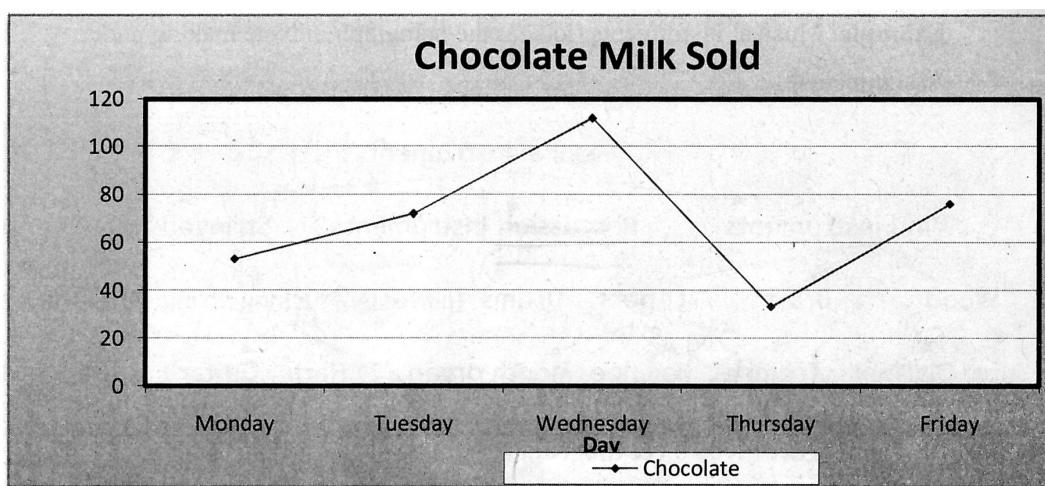
A circle graph is used to show how a part of something relates to the whole. This kind of graph is needed to show percentages effectively.



**Figure - 3.8 Pie Graph**

### 4. Line Graph

- A line graph is used to show continuing data; how one thing is affected by another.
- It's clear to see how things are going by the rises and falls a line graph shows.



**Figure 3.9 Line Graph**

**Some other modes of information transfer are given -**

**Tree Diagram:**

1. Tree diagram is convenient for presenting classification of things.
2. It is likely to stay longer in the memory of the learner and is therefore useful for the purpose of revision or exams.

**Example:** Musical Instruments (look at the paragraph in Note making under Assignments)

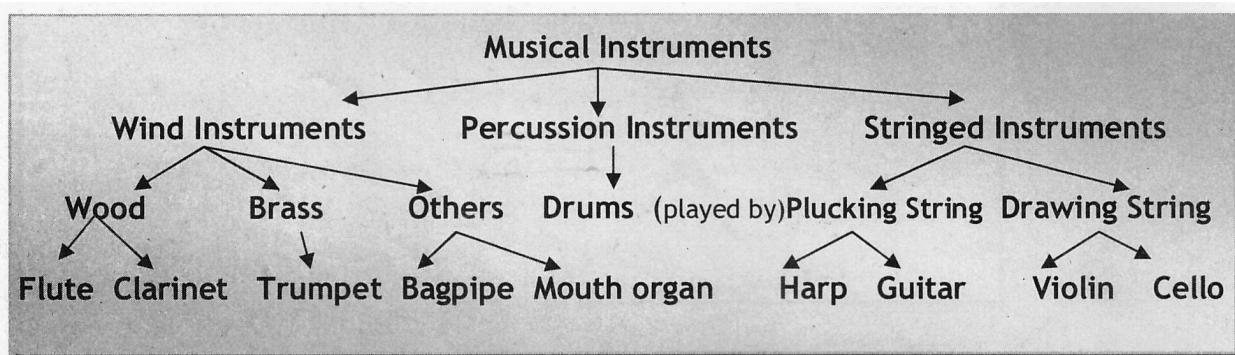


Figure 3.10 - Tree diagram (Types of Musical Instruments)

**Flow chart**

- i. Flow chart is convenient tool to represent descriptions in linear process( logical step by step process)
- ii. It represents the entire process from start to finish.

**Example - Preparation of Potato cakes**

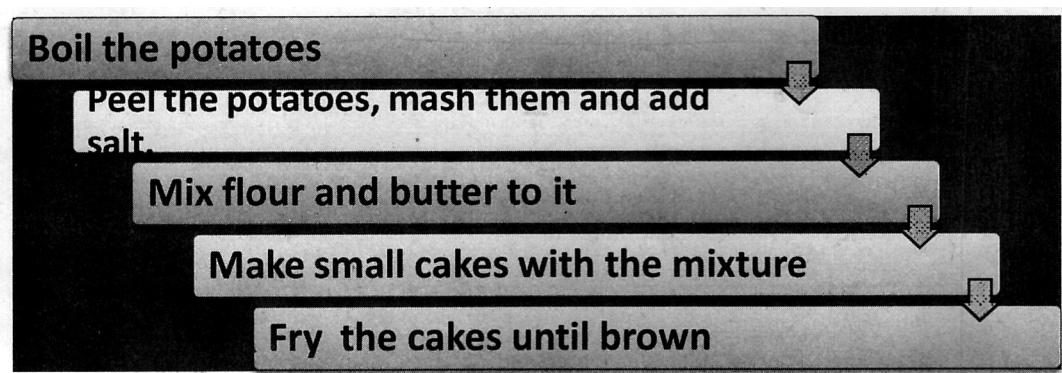
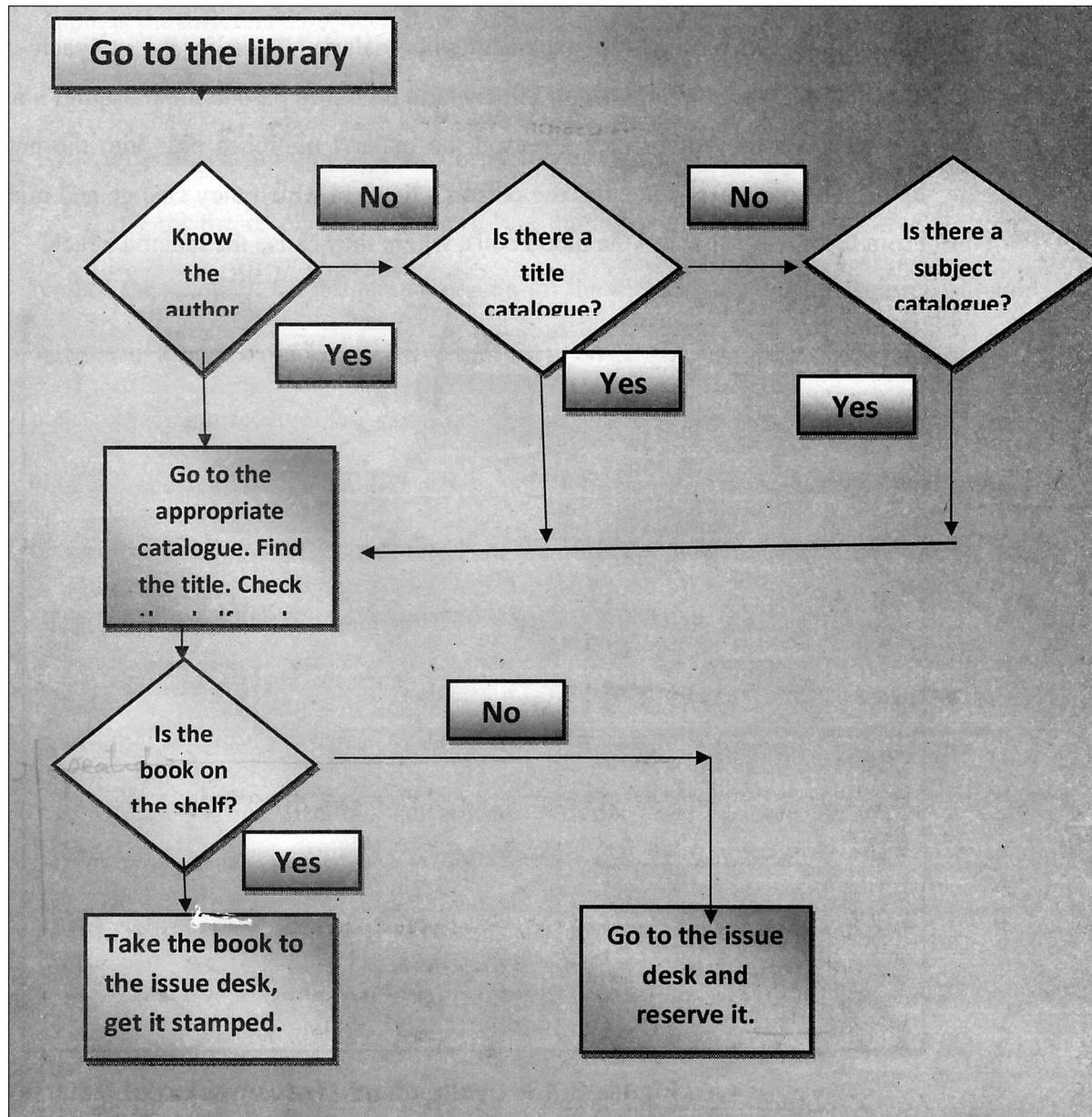


Figure 3.11- Flow chart(Preparation of potato cakes)

## 7. Algorithm/Process chart/Decision Trees

- Algorithm is a flow chart with a difference.
- It too represents process but with a decision making element.
- Therefore the chart indicates choices and route to be taken subsequently

**Example - Finding a particular book in the library**

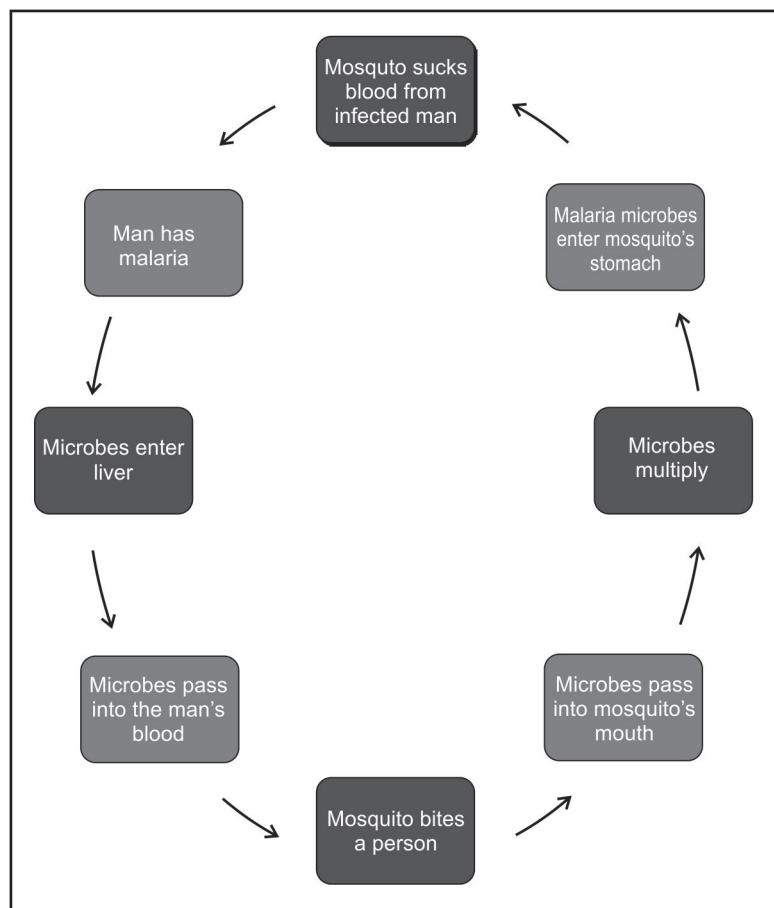


**Figure 3.12 - Algorithm (Finding a particular book in the library)**

## 8. Cyclic Chart

- i. The cyclic chart is described as a linear process except that it is not very clear where the cycle begins or ends.
- ii. It is continuously repeated Read the passage

Malaria is transmitted by a kind of mosquito called anopheles. The anopheles mosquito sucks blood from a person with malaria. Once in the stomach of the mosquito, the microbes multiply. The malaria microbes pass to the mosquito's mouth, and when the mosquito bites a person the malaria microbes pass into the person's blood. The parasites then enter the person's liver, in which they change and multiply. From there they pass into, the blood cells, where they cause the malaria attack.?



### 3.7.1 Reflection:

1. What is information transfer? What is its importance?
2. In which subjects do you think information transfer can be used the most and why?
3. How will you transform the verbal information given on the following topics to visual information:
  - i. Preparation of tea.
  - ii. Making a phone call to a friend.
  - iii. Water cycle, Life cycle of butterfly.

Can you use line graph, bar diagram or pie chart for transferring the above information into a visual form? Discuss.?

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

### 3.7.1 Assignments:

1. Describe the importance of all the modes of information transfer giving examples.
2. Which mode do you like the most? Why?

### 3.7.1 Review Questions:

1. What is the difference between flow chart and an algorithm?
2. What are the different modes of information transfer? Discuss any four of them.
3. Read the passage and transfer the information into visual form.

First lift the receiver and listen to the dialing tone. If you do not hear the

tone, replace the receiver, lift it again and listen for the dialer tone, dial the required number and listen for the ringing tone. If you receive an engage tone which a series of slow pips, replace the receiver and start the process again. When you hear the ringing tone, wait for the response from the other end. If there is no one even after sometime, disconnect the call and try again later. On the other hand, if the called number responds starts speaking. After you have finished talking end the call.

4. Transfer the visual information into verbal form.

Snake	Diet	Habitat	Venom	Length	Found in
Cobra	Frogs, lizards, and other snakes	Ant-hills	Yes- lethal	About 2 meters	India , Burma, Malaysia
Python	Birds, sheep, goats, and other small animals	Trees, swamps and wet grass lands	No- not venomous	About 10 meters	Africa, South America