



COMMUNICATIVE ENGLISH – II

DIPLOMA COURSE IN ENGINEERING AND TECHNOLOGY

SECOND SEMESTER

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Untouchability is a sin
Untouchability is a crime
Untouchability is inhuman

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THE NATIONAL ANTHEM

FULL VERSION

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

- Rabindranath Tagore

SHORT VERSION

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

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AUTHENTIC ENGLISH TRANSLATION OF THE NATIONAL ANTHEM

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

THE NATIONAL INTEGRATION PLEDGE

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

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

INVOCATION TO GODDESS TAMIL

Bharat is like the face beautiful of Earth clad in wavy seas;
Deccan is her brow crescent-like on which the fragrant 'Tilak' is the
blessed Dravidian land.

Like the fragrance of that 'Tilak' plunging the world in joy supreme
reigns Goddess Tamil with renown spread far and wide.

Praise unto 'You, Goddess Tamil, whose majestic youthfulness, inspires
awe and ecstasy'.

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STATE BOARD OF TECHNICAL EDUCATION & TRAINING, TAMILNADU
DIPLOMA IN ENGINEERING / TECHNOLOGY SYLLABUS
N-SCHEME

(Implements from the Academic year 2020 - 2021 onwards)

Course Name : All branches of Diploma in Engineering and Technology and Special Programmes except HMCT and film & TV.
 Subject Code : 40021
 Semester : II
 Subject Title : COMMUNICATIVE ENGLISH – II

TEACHING AND SCHEME OF EXAMINATION

No of weeks per semester: 16 weeks

Subject	Instructions		Examination			Duration
	Hours / Week	Hours / Semester	Marks			
			Internal Assessment	Board Examinations	Total	
COMMUNICATIVE ENGLISH – II	4	64	25	100*	100	3 Hrs.

* Examinations will be conducted for 100 marks and it will be reduced to 75 marks.

Topics and Allocation of Hours

UNIT	Topic	Duration
1	Functional Grammar and Usage	13
2	English for Enrichment	11
3	Situational English	11
4	Creative English	11
5	English for Scholarly Presentation/ Fluency	11
Test & Model Exam		7
Total		64

40021 COMMUNICATIVE ENGLISH – II**DETAILED SYLLABUS**

Contents: Theory

Unit	Name of the Topics	Hours
I	Functional Grammar and Usage Application of Modal Verbs Negative Formation (No, Never, Nothing, Hardly, Seldom, No longer, None, Nowhere, Neither ... nor) Use of Subordinating Conjunctions Use of Conditionals Reported Speech (Dialogue to Indirect Speech) Punctuation	13
II	English for Enrichment The Language Game: Unscramble Phrases (Noun Phrase, Verb Phrase, Prepositional Phrase, etc.) Cause and Effect Writing Suitable Responses to the Given Questions Giving Instructions	11
III	Situational English Email for Official Communication Social Media Language Reacting to Situations Correction of Sentences Proverbs for Everyday Situations	11
IV	Creative English The Language Game: Word Puzzle Grid Notice Writing for the Given Situations Slogan Writing Technical Words Infographics Comprehension	11

V	English for Scholarly Presentation/ Fluency "The Lost Child" by Mulk Raj Anand "My Vision For India" by Abdul Kalam "From Lover's Gift" by Rabindranath Tagore "The Flower" by Tennyson	11
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Reference Books

Glossaries

- <https://www.engineering-dictionary.com/>
- <https://techterms.com/definition/>
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- https://www.lexilogos.com/english/tamil_dictionary.htm

Grammar

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Motivation

1. An Autobiography; Or, **The Story of My Experiments with Truth**, Mahatma Gandhi, Penguin Books, 2001
2. **You Can Win**, Shiv Khera, New Dawn Press, 2004
3. **Chicken Soup for the Soul**, Jack Canfield, Mark Victor Hansen, 2001

COMMUNICATIVE ENGLISH - II

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UNIT – 1

Functional Grammar and Usage

Objectives:

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

- familiarize themselves with the modal verbs and their applications
- recognize different ways of expressing ability, certainty, probability, possibility and make similar structures in speech and writing
- express negation in their speech and write using negative words like “No, Never, Nothing, Hardly, Seldom, No longer, None, Nowhere and Neither ... nor”
- use subordinating conjunctions to link phrases or sentences
- speak about imaginary situations in past, present and future using the conditional words
- differentiate strongly and use reported speech to report what someone had previously said
- apply in writing various typographical functions like comma, full stop, capitalization, etc.

1. APPLICATION OF MODAL VERBS

Look at the pictures given below

Ability

possibility

necessity

Certainty

He can carry a horse on his shoulder.

It may rain shortly.

You must show your hall ticket to the invigilator.

They will punish you for this offence.

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Can you identify which word in the sentence indicates the ability, possibility, necessity or certainty?

Yes, the words are **can**, **may**, **must** and **will**.

What is a Modal Verb?

An auxiliary verb used with another verb to express ability, possibility, necessity and certainty is known as a Modal verb. The modal verbs in English are:

Shall	Will	May	Can	must
Should	Would	Might	Could	ought

Modal verbs are also used to make a polite request, offer a suggestion, pass an order, ask for permission, make an offer and ask for advice.

Examples:

- Could** you please give me your pen? - Making a request
- You **may** contact Mr. Ganesh for further help .- Offering a suggestion
- Will** you please shut up your mouth? - Passing an order
- Would** you mind if I close the window? - Asking for permission
- Shall** I read the lesson sir? - Making an offer
- Should** I call him now? - Asking for advice

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The most commonly used modal verb is "can" .

Uses of Modal Verbs:

	Where to Use?	Examples
Shall	a) To express future tense (in the first person)	I shall do it for you.
	b) To express strong assertion (in second and third person)	They shall dismiss him from the job.
	c) To express instruction	Every applicant shall enclose a self-addressed envelope.
	d) Used in question to make offer or suggestion	Shall I make a call? Shall we go now?
	a) To express future tense (in II and III person)	She will talk to you in the evening.

Will	b) To express strong assertion (in I person)	I'm sure, I will win.
	c) To express willingness	I'll take you to the station. I'll give you a gift.
	d) To invite / request someone politely to do something	Will you join us for a cup of coffee?
	e) To pass an order	Will you go upstairs now?
Should	a) Used to show what is right and appropriate	You should not drink and drive.
	b) To give or ask for advice	You should consult a doctor first. Whom should I invite first?
	c) To express refusal or anger	Why should I help him? What should I do now?
	d) To give opinion that you are not certain about	Is this enough for everyone? I should think so. Will it work out? I shouldn't think so.
Would	a) Used as the past form of will in reported speech and if – clause	He said he would come late. If you asked for help, she would help you.
	b) To refer to a possible happening	They would like to avoid him. It would be of no use. They would have come now.
	c) used in polite offer / invitation	Would you like coffee? Would you like sweets?
	d) To make polite requests	Would you mind leaving me alone for a while? Would you mind switching off your mobile now?
	a) To express possibility	What he says may be true. We may receive the order this week.

May	b) Used to ask for / give permission	May I come in madam? You may go now.
	c) To express a wish	May God bless you. May his soul rest in peace.
	d) To ask for information	May I know your good name, please?
Might	a) Used as the past form of may in reported speech	We thought that he might leave early.
	b) To point out other's fault politely, especially what they haven't done	You might have informed me earlier.
	c) To make suggestions	You might try pain killers, why don't you?
	d) To express strong possibility	He might reject your proposal.
can	a) To express ability, capacity	I can speak five languages. The room can accommodate only 30 students.
	b) To indicate that something is permitted	You can use your mobile here at any time. You can sit anywhere you want.
	c) To make a request to friends or juniors	Can you wait for me for a while? Can you remind me of this tomorrow?
	d) To make a suggestion or offer help	We can try somewhere else. Can I help you?
	e) To ask for permission (to friends, juniors)	Can I use your mobile?
	f) To express possibility	Smoking can cause cancer. Nobody can save you, if you do it again.
	a) To express necessity stronger than 'should'	You must send your application before 5 p.m We must know the right password to access this.

must	b) To express opinions logically formed	You must be tired now after working for two shifts. He must be in. Didn't you hear his voice?
	c) Before sharing realizations	I must admit, he is not a good choice for you. I must say, his performance is more than what I expected.
ought	a) To express duty	You ought to be punctual on your duty.
	b) To express what is legally or morally right	We ought to obey the traffic rules. You ought to help the poor.
	c) To express what is desirable or ideal	You ought to have basic computer knowledge to work here. There ought to be a solar panel for each house.

Get it Right

- Modal verbs come before the subject in questions.
- Modal verbs do not change form according to the tense.
- Most of the modal verbs cannot be used in past / future tenses.
- Modal verbs do not have "-s" endings in 3rd person present tense.

Activity

Fill in the blanks with appropriate modal verbs given in the brackets:

1. We _____ wait for him. All our tickets are with him. (would/ must)
2. _____ I know where your manager is? (may / will)
3. _____ I clean the board madam? (must / shall)
4. You _____ to be faithful to your friend. (can / ought)
5. Using his influence, he _____ arrange a job for you. (might/can)
6. They said that they _____ send the quotation next week. (will, would)

7. The management _____ give bonus this year, but I'm not sure. (may, will)
8. You _____ avoid watching TV serials. (shall /should)
9. I _____ admit, your sister is not doing her work sincerely. (must, ought)
10. _____ you mind, if I sit here? (would , can)

Activity

Complete the following dialogue with suitable modal verbs:

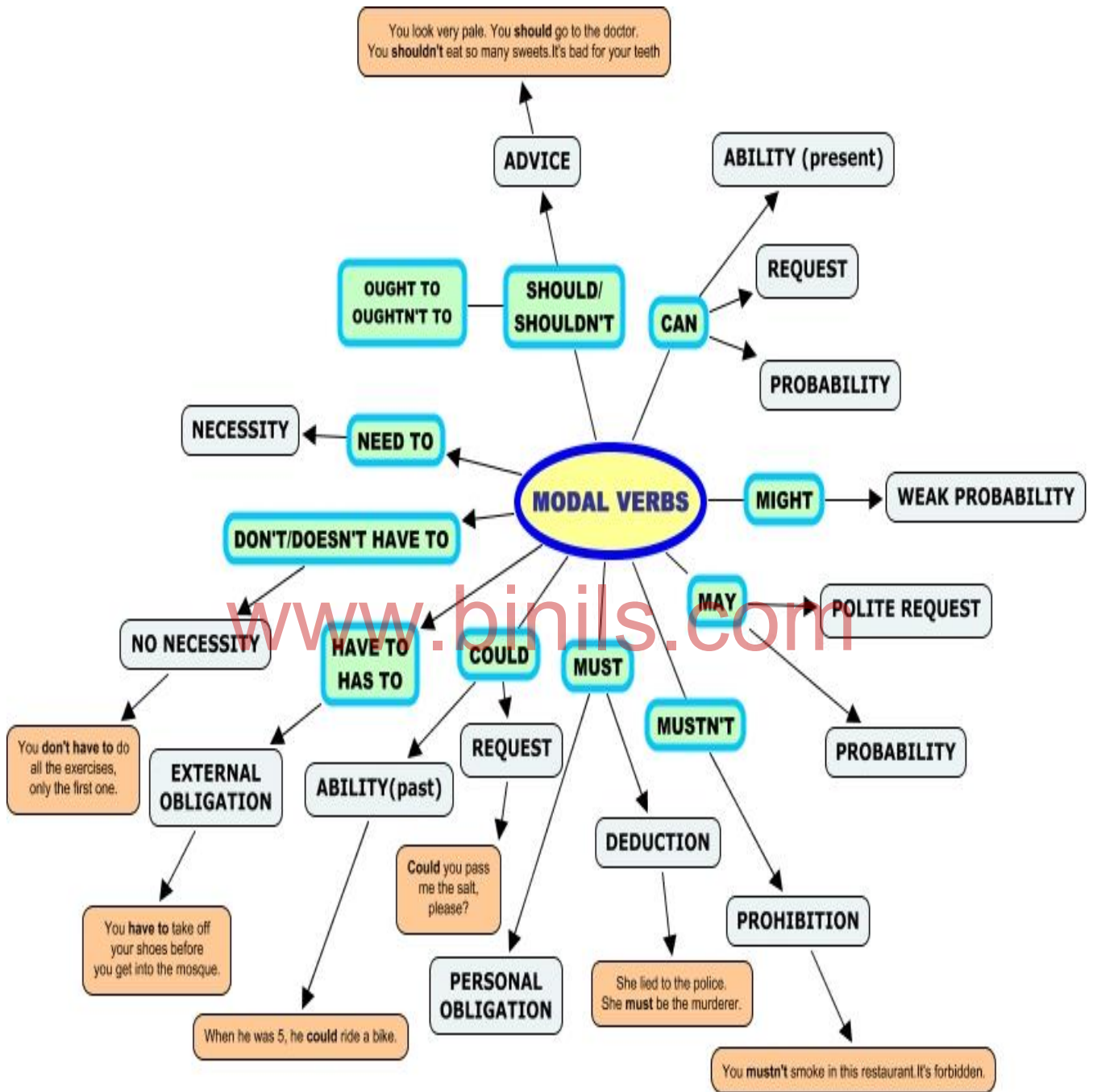
- Manager : When _____ you submit your project?
- Project Leader: We try our best, we _____ submit it on Monday sir.
- Manager : _____ I direct some more persons to assist you?
- P. Leader : No, thanks sir. _____ you mind if I ask for one more week sir?
- Manager : No, we _____ complete it in three days. What's the problem?
- P. Leader : It may take three days to check the errors. It _____ take another two days to get peer reviews.
- Manager : I'm afraid, the client _____ cancel the order.
- P. Leader : I _____ n't think so. We can complete in two days but we _____ to keep the quality as per the conditions in the contract.
- Manager : I _____ like to suggest night shift and week end work. _____ it work out?
- P. Leader : I _____ think so. _____ God help us in our mission!

Exercise

Rewrite the following sentences using suitable modal verbs:

1. He **is able to** run fast.
2. You **are permitted to** enter his room at any time.
3. She **was able to** answer all questions.
4. They **are going to possibly** cancel the programme.
5. **Do** you like ice cream?
6. You **are strictly instructed to** assemble here by 6 o'clock.
7. **I'm here for you. I want to** help you.
8. You **are morally and legally bound** to speak truth in the court.
9. Being irregular and careless in your work **is likely to** result in loss of your promotions.
10. You **are advised to** take a blood test at once.

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



2. Negative Formation

A word or statement that expresses disagreement, refusal or denial, or states that something is not true is known as a negative.

Example:


- (i) Disagreement - **No**, I don't think so.
- (ii) Refusal - We would **never** do it.
- (iii) Denial - She hasn't spoken anything against him.

Sl. No	Negatives	Meaning	Examples
1	No	<ul style="list-style-type: none"> i) To give a negative response ii) Expressing disagreement iii) Used before noun to mean "Not any /not a" iv) Used in notices to mean "not allowed" 	<ul style="list-style-type: none"> 1. Do you know his name? No, I don't. 2. Is it worth buying? No, it's not. 3. There is no bag on the table. 4. No student came to special class. 5. No smoking/ No talking/ No fishing
2	Not	<ul style="list-style-type: none"> i) Used with auxiliary verb to make negative statement ii) Used in the phrase "not at all" to mean "definitely not" iii) To express improbability 	<ul style="list-style-type: none"> 1. She is not an engineer. 2. He may not attend the meeting. 3. I hope, I'm not troubling you. Not at all. 4. He is not at all worried about that. 5. Are you coming with me or not? 6. Shall we get the order or not?
3	Never	<ul style="list-style-type: none"> i) Not ever, not at any time ii) Used to refer to what did not happen in past 	<ul style="list-style-type: none"> 1. She will never do such a thing. 2. I will never forget you. 3. I never went to her house. 4. He never hurt anyone in his life.


4	Nothing	<ul style="list-style-type: none"> i) Not anything ii) Used with but to mean "only" iii) To mean "to have no importance or value" 	<ul style="list-style-type: none"> 1. They gave me nothing. 2. Nothing is permanent. 3. His statement is nothing but a lie. 4. The story is nothing but the financial crisis of a poor family. 5. Money means nothing to me.
5	Hardly	<ul style="list-style-type: none"> i) Rarely/scarcely/ almost not ii) Expressing disagreement and "not" 	<ul style="list-style-type: none"> 1. She hardly watches that programme. 2. I can hardly breathe here. Let's go out. 3. I hardly think so. 4. He would hardly follow her order.
6	Seldom	<ul style="list-style-type: none"> i) Not often ii) Almost never 	<ul style="list-style-type: none"> 1. They seldom speak truth. 2. She seldom visits my house. 3. Being a business man, he seldom got a chance to spend time with his family members.
7	No longer	<ul style="list-style-type: none"> i) Existing in the past but not now 	<ul style="list-style-type: none"> 1. We no longer use CDs here. 2. She is no longer my friend. 3. They no longer work here.
8	None	<ul style="list-style-type: none"> i) No person; no one ii) Not any thing 	<ul style="list-style-type: none"> 1. None could solve this problem. 2. None of us agreed with his proposal. 3. There was none left for me in the plate. 4. He bought none and enjoyed the window shopping. 5. Do you have any ideas? None at all.
9	Nowhere	<ul style="list-style-type: none"> i) Not anywhere; in no place ii) Expressing no progress or success 	<ul style="list-style-type: none"> 1. He has mentioned her name nowhere in his article. 2. We went nowhere at the weekend.

			<p>3. This kind of argument leads nowhere.</p> <p>4. The meeting finally took us nowhere.</p>
10	Neither ... nor	i) None of the two mentioned	<p>1. Neither my sister nor my brother helped me in distress.</p> <p>2. I know neither French nor German.</p>

FACT STORE

 Neither allows us to make negative statement about two people or things at the same time.

Example : Neither dress fitted her. (There were two dresses and not one of them fitted her)
 Neither of us went to the concert.

 When negative expressions, such as - No, Not, Never – come at the beginning of the sentence, the subject and verb are inverted.

Example : Not once did I miss a question.
 Never has Mr. Anand taken a vacation.

Get it Right

Positive Word	Negative Verb	Negative Word
Some	Not Any	No
Someone	Not Anyone	No-one
Something	Not Anything	Nothing
Always	Not ever	Never
Still	Not Anymore	No Longer
Both	Not... either.. Or	Neither.... Nor
Much	Not Much	(very) little
Many	Not many	(Very) few

Activity

Look at the picture and complete the following sentences with suitable negatives:



1. - He has ___ hair and ___ moustache.



2. - There is ___ in the box.



3. - _____ Gita _____ Shruti has worn a hat on their head.



4. - He is _____ able to see anything.



5. He _____ missed any catch in his life.

Activity

Change the following affirmative sentences into negative ones.




1. She is innocent.
2. The firm has resources to continue the research.
3. They searched for him everywhere.
4. It is a place suitable for me. I can work here.
5. Everyone attended the meeting.
6. He frequently made a complaint about others.
7. Either Karthick or Ramesh will help you.
8. She always kept her promise.
9. Everything in this report is true.
10. Some of them got selected for the final match.

Exercise

The following sentences are in negation. Complete the missing part.

1. I am not _____.
2. Neither English nor German is spoken _____.
3. He has never come _____.
4. Nothing is as interesting as _____.
5. None of the dancers on the stage _____.
6. Nowhere in this city, you can find _____.
7. No teacher in this school _____.
8. She is no longer interested in _____.
9. My friends seldom _____.
10. She hardly sends _____.



-  Negative formation is used to express disagreement, refusal or denial.
-  It is also used to state something that is not true.
-  No, not, never, nothing, hardly, seldom, no longer, none, nowhere, neither ... nor – are the words used for negative formation.

<https://edu.gcfglobal.org/en/grammar/negatives/1/>



3. USE OF SUBORDINATING CONJUNCTIONS

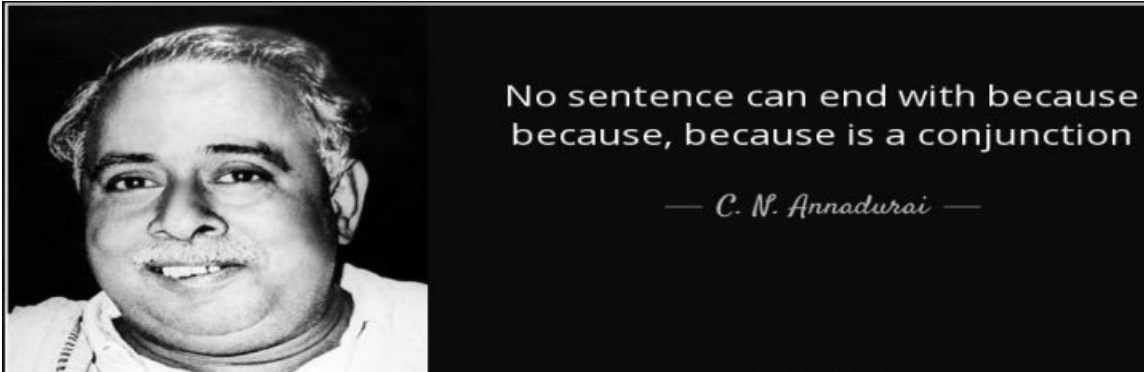
The subordinating conjunction is a type of conjunction that connects or joins an independent clause with a subordinate clause. An independent clause is essentially a clause that can exist by itself in a given sentence which means that it doesn't need any additional information to exist.

A subordinate or dependent clause is one which cannot exist by itself as a sentence and only provides some additional information to the main clause. Sentences where there is an independent and at least one dependent clause are known as complex sentences. Subordinating conjunctions are therefore found in complex sentences where they try to join or link the clauses together.

SUBORDINATING CONJUNCTIONS			
after	because	lest	till
although	before	now that	unless
as	even if	provided	until
as if	even though	since	when
as long as	how	so that	whenever
as much as	if	than	where
as soon as	in as much as	that	wherever
as though	in order that	though	while

The subordinating conjunctions are many in number and we use them regularly in our daily communication without knowing. Subordinating conjunctions have different properties and they can be grouped accordingly:

- Those which show cause and effect(that show reason)
- Those which show the significance of time or place
- Those which show condition



This was our former CM Annadurai's reply when some students challenged his English Fluency asking a sentence with at least two 'because'.

Subordinating conjunctions that show Cause and Effect

Few commonly used subordinating conjunctions that show cause and effect are because, since, though, as, hence, as a result of, in order that, so that, even though, although, unless, because of, provided that etc. These conjunctions are used to show the cause and effect of something. Let us see some examples:

- *I am not going to work because I am sick.*
- *I will not release her payment unless she completes her work.*
- *The government might agree to their demands provided they follow the rules.*
- *Although she is petite, she has a lot of strength.*

Subordinating conjunctions that show the significance of Time or Place

Few subordinating conjunctions are used to show the transition of place or time. Examples of this type of conjunctions are where, wherever, as soon as, as long as, once, when, till, until, while, whenever etc. Some examples are given below:

- ***Whenever** his wife was out working, he would take care of the house.*
- ***As long as** she lived, she took care of the orphanage.*
- *I won't be back in Mumbai **until** early next week.*
- *The child ran to her mother **as soon as** she saw her.*

Get it Right

There's another group of words that sometimes introduce dependent clauses. These are called relative pronouns. Relative pronouns are "that," "who" and "which." They differ from subordinating conjunctions because they act as the subject of a dependent clause. Subordinating conjunctions do not. Subordinating conjunctions are followed by the subject of their clause.

Using a comma with Subordinating Conjunctions

When subordinating conjunctions are used in the middle of a sentence, they are not preceded by a comma. If you compare this with coordinating conjunctions, we realise that it is just the opposite of using a comma with coordinating conjunctions. It is similar to when conjunctions are used to join two independent clauses.

When a subordinate clause begins a sentence, the entire clause is followed by a comma. But, the subordinating conjunction itself is not followed by a comma.

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ACTIVITY

Complete the following sentences using appropriate subordinating conjunctions.

1. We were happy we received the first prize.
 - a) because
 - b) if
 - c) before
2. The people were listening eagerly the leader was speaking.
 - a) since
 - b) while
 - c) after
3. This is the place we were attacked.
 - a) when
 - b) where
 - c) while

4. he worked hard, he failed.
- a) As
 - b) Though
 - c) Even if
5. she is beautiful, she is not intelligent.
- a) Though
 - b) As
 - c) Because
6. Wait here I come.
- a) unless
 - b) until
 - c) before
7. She will not come we compel her.
- a) if
 - b) unless
 - c) whether
8. There was a silence the guests had gone.
- a) until
 - b) after
 - c) whether
9. She began to cry she had lost her golden chain.
- a) whether
 - b) because
 - c) if
10. you work hard, you will get the first prize.
- a) If
 - b) Unless
 - c) Whether

ACTIVITY

Practice creating your own sentences using the conjunctions given in the bracket. (although, as, because, how, if, since, so that, still, unless, when)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

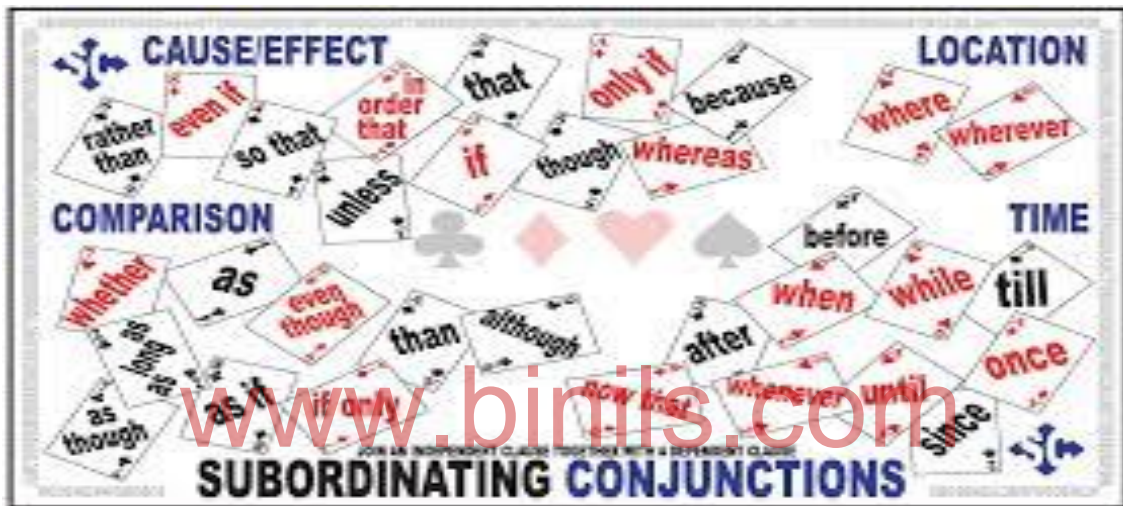
Exercise

Fill in the blanks using the appropriate conjunction. Use commas where necessary.

1. He rides the bike _____ he is on the racetrack.
2. _____ you kill living animals for food, I am going to become a vegetarian.
3. I don't mind helping the immigrants _____ I get my E-pass sanctioned.
4. I washed my hands frequently _____ I was scared of being infected.
5. We can return to our normal life _____ we overcome the Covid-19 disease.
6. _____ I get happy I smile.
7. I'm not leaving _____ 5'o clock this evening.
8. We cannot go out _____ we have worn our face masks.
9. The schools started online classes _____ complete the syllabus.
10. We got to the scene of the crime right _____ the robbers ran away.
11. _____ they looked down the lane, they saw a policeman coming.
12. _____ I am only 5'3" tall, I _____ love playing basketball.
13. _____ you finish eating your vegetables, you may have ice cream.
14. _____ it is cold outside, I'm not going to wear my jacket.
15. We will start our journey _____ the sun rises.



- 📖 A subordinating conjunction is a word that connects an independent clause to a dependent clause.
- 📖 In English, there are a lot of subordinating conjunctions. Let's take a look at the most common ones.



<https://www.khanacademy.org/humanities/grammar/parts-of-speech-the-preposition-and-the-conjunction/introduction-to-conjunctions/v/subordinating-conjunctions>



4. USE OF CONDITIONALS

A conditional sentence is one that has a dependent clause (also known as subordinate clause or if clause) presenting a condition with the conjunction “if” and an independent clause (also known as main clause) expressing the consequences. There are three types of conditional sentences:

1. if clause > present simple tense : main clause > future tense (will)

- If you help me, I will help you.
- If I win the lottery, I will buy a new car.
- If it snows tomorrow, we will go skiing.

2. if clause > past simple tense : main clause > would

- If you helped me, I would help you.
- If I won the lottery, I would buy a new car.
- If it snowed tomorrow, we would go skiing.

3. if clause > past perfect tense : main clause > would have

- If you had helped me, I would have helped you.
- If I had won the lottery, I would have bought a new car.
- If it had snowed yesterday, we would have gone skiing.

Of course, it is possible to start conditional sentences with the main clause:

- I will buy a new car if I win the lottery.
- I would buy a new car if I won the lottery.
- I would have bought a new car if I had won the lottery.

English speakers choose one of the three conditional structures as follows:

1. Conditional one - to express a simple statement of fact or intent

- I will buy a new car if I win the lottery.
- I will go home if you don't stop criticizing me.
- You will fail your exams if you don't start working harder.
- She will lose all her friends if she continues to talk about them behind their backs.

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If the “if” clause comes first, a comma is usually used. If the “if” clause comes second, there is no need for a comma.

2. Conditional two - to refer to a present unreal situation or to a situation in the future that (the speaker thinks) is unlikely to happen

- If I had a lot of money, I would buy a new car. (*but I don't have a lot of money*)
- If I were you, I would tell him you're sorry. (*but I am not you*)
- If I won the lottery, I would buy a new house. (*but I don't expect to win the lottery*)
- If it snowed tomorrow, we would go skiing. (*but I don't have much hope that it will snow*)

FACT STORE

Note that this "simple past" form is slightly different from usual in the case of the verb BE. Whatever the subject, the verb form is "were", not "was": If I were rich, I'd buy a big house.

When using wish, the past tense is used to represent a present situation.

Get it Right

The real situation depends on perspectives of the writers and speakers.

3. Conditional three - to refer to the past and situations that did not happen

- If it had snowed yesterday, we would have gone skiing. (*but it didn't snow, so we didn't go skiing*)
- If you had studied harder, you would have passed your test. (*but you didn't study hard, so you didn't pass your test*)
- If I had known that, I would have told you. (*but I didn't know, so I didn't tell you*)
- If she hadn't been driving slowly, she would have had an accident. (*but she was driving slowly, so she didn't have an accident*)

4. Zero conditional- to refer to a real situational condition in the present followed by the result that is in the present/imperative

- If you heat water to 100° c, it boils.

Exercise

Complete the following sentences using an appropriate verb form. Choose your answers from given options.

1. If I married you, we both unhappy.
a) will be
b) would be
c) would have been
2. If she had recognized me, I in trouble.
a) will be
b) would be
c) would have been
3. If she applied, she that job.
a) will get
b) would get
c) would have got
4. If I tennis, I would have won.
a) played
b) had played
c) play
5. If she worked hard, she a promotion.
a) will get
b) would get
c) would have got
6. If I the answer, I would raise my hand.
a) knew
b) know
c) had known
7. Oil floats if you it on water.
a) pour
b) will pour
c) would pour
8. If you eat too much, you fat.
a) get
b) will get
c) would get
9. It would be nice if you me with the cooking.
a) help
b) helped
c) had helped

10. What would you do if you your job?
- a) lose
 - b) lost
 - c) had lost

Complete the following sentences using an appropriate verb form given in the brackets.

1. If you come with me, I _____ (**to do**) the shopping with you.
2. Kishore _____ (**to help**) his mother in the garden if she reads him a story this evening.
3. If it _____ (**to rain**), I will stay at home.
4. Our teacher will be happy if we _____ (**to learn**) the poem by heart.
5. If they had enough money, they _____ (**to buy**) a new car.
6. We _____ (**to pass**) the exam if we studied harder.
7. If Ram repaired his bike, he _____ (**to go**) on a bicycle tour with us.
8. She would get 100 pounds if she _____ (**to sell**) this old shelf.
9. If I was/were you, I _____ (**to invite**) Rajesh to the party.
10. If the weather _____ (**to be**) fine, the children can walk to school.

Which Conditional Should I Use?

Each question describes a situation. Based on the situation, decide which conditional sentence is the most appropriate; you can choose from the zero, first, second or third conditional forms.

1. It may rain this afternoon. I hope it doesn't because I don't want the match to be cancelled.
 - A. ? If it rains, the match is cancelled.
 - B. ? If it rains, the match will be cancelled.
 - C. ? If it had rained, the match would have been cancelled.
 - D. ? If it rained, the match would be cancelled.
2. He stepped on the mine, and it exploded.
 - A. ? If you didn't ignore my advice, you wouldn't get into trouble.
 - B. ? If you hadn't ignored my advice, you wouldn't have got into trouble.
 - C. ? If you don't ignore my advice, you won't get into trouble.
 - D. ? If you don't ignore my advice, you don't get into trouble.
3. Unfortunately, I don't know Philosophy, so I can't answer your question.
 - A. ? If I had known Philosophy, I would have been able to answer your question.
 - B. ? If I know Philosophy, I will be able to answer your question.
 - C. ? If I know Philosophy, I can answer your question.
 - D. ? If I knew Philosophy, I would be able to answer your question.

Chain Conditionals:

This is a more challenging version of pass the pig and is sometimes referred to as a “conditional train”. The extra challenge is to create a new sentence using the end of the previous one. As with “pass the pig”, the teacher begins with a sentence, for example with a first conditional: 'If I go out tomorrow, I'll go to a beach.' The next person in the team relay must then use the end of the previous sentence. If I go to the beach, I'll sunbathe..... If I sunbathe, I'll get burnt... If I get burnt, I'll go to a pharmacy.... Bear in mind you can include modals such as 'might' and 'could' in this pattern too.



There are four main kinds of conditionals:

- The Zero Conditional:
(if + present simple, ... present simple)
If you heat water to 100 degrees, it boils.
- The First Conditional:
(if + present simple, ... will + infinitive)
If it rains tomorrow, we'll go to the cinema.
- The Second Conditional:
(if + past simple, ... would + infinitive)
If I had a lot of money, I would travel around the world.
- The Third Conditional:
(if + past perfect, ... would + have + past participle)
If I had gone to bed early, I would have caught the train.
(Notice we can put 'if' at the beginning, or in the middle. It doesn't matter at all.)

Conditional sentence type	Usage	If clause verb tense	Main clause verb tense
Zero	General truths	Simple present	Simple present
Type 1	A possible condition and its probable result	Simple present	Simple future
Type 2	A hypothetical condition and its probable result	Simple past	Present conditional or Present continuous conditional
Type 3	An unreal past condition and its probable result in the past	Past perfect	Perfect conditional

<https://www.fluentu.com/blog/english/english-conditional-sentences/>



5. REPORTED SPEECH

If we report what another person has said, we usually do not use the speaker's exact words (direct speech), but reported (indirect) speech. Therefore, you need to learn how to transform direct speech into reported speech. The structure is a little different depending on whether you want to transform a statement, question or request.

How to use Reported Speech

If you have a sentence in direct Speech, try to follow 5 steps to put the sentence into Reported Speech.

1. Define the type of the sentence (statement, questions, command)
2. What tense is used in the introductory sentence?
3. Do you have to change the person (pronoun)?
4. Do you have to backshift the tenses?
5. Do you have to change expressions of time and place?

1. **Statements, Questions and Commands**

Mind the type of sentences when you use Reported Speech. There is more detailed information on the following pages.

- Statements
- Questions
- Commands, Requests

2. **The introductory sentence**

If you use Reported Speech there are mostly two main differences.

The **introductory sentence** in Reported Speech **can be in the Present or in the Past**.

If the introductory sentence is in the Simple Present, there is *no backshift* of tenses.

Direct Speech:

- Savitha: "**Mala works** in an office."

Reported Speech:

- Introductory sentence in the Simple Present →
- Savitha **says** (that) **Mala works** in an office.

Introductory sentence in the Simple Past → Savita **said** (that) **Mala worked** in an office.



Occasionally, we don't need to change the present tense into the past if the information in direct speech is universal truth.

3. Change of persons/pronouns

If there is a pronoun in Direct Speech, it has possibly to be changed in Reported Speech, depending on the situation.

- Direct Speech → Savitha: “**I** work in an office.”
- Reported Speech → **Savitha said** (that)* **she** worked in an office.

Here ‘**I**’ is changed to ‘**she**’.

(that* - It's exactly the same if you use 'that' or if you don't use 'that')

	Direct speech	Reported speech/Indirect speech
Change of Pronouns	I	he/she
	we	they
	my	his/her
	your	my
	our	their
	me	him/her
	us	them

4. Backshift of tenses

If there is backshift of tenses in Reported Speech, the tenses are shifted in the following way.

- Direct Speech → Prakash : “**I work** in the garden.”
- Reported Speech → Prakash said (that)* **he worked** in the garden.

The tenses are shifted in the following way.

Direct Speech	Reported Speech
Simple forms	
Simple Present	Simple Past
Simple Past	Past Perfect
Present Perfect	
Past Perfect	
Will	Would
Progressive forms	
am/are/is	was/were
was/were	had been
has been	
had been	

5. Conversion of expressions of time and place

If there is an expression of time/place in the sentence, it may be changed, depending on the situation.

- Direct Speech → Prakash : “I worked in the garden **yesterday**.”
- Reported Speech → Prakash said (that) he had worked in the garden **the day before**.

Direct Speech	Reported Speech
This evening	That evening
Today/This day	That day
These days	Those days
Now	Then
A week ago	A week before
Last weekend	The weekend before /The previous weekend
Next week	The following week
Tomorrow	The next/Following day
Here	There

Get it Right

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In some cases backshift of tenses is not necessary, e.g. when statements are still true. *Backshift of tenses is never wrong.*

- Ramesh : “My brother **is** at Anna university.”
- Ramesh said (that) his brother **was** at Anna university. *or*
- Ramesh said (that) his brother **is** at Anna university. *or*

when you use general statements.

- Mano: “The sun **rises** in the east.”
- Mano said (that) the sun **rose** in the east. *or*
- Mano said (that) the sun **rises** in the east.

6. Reported Questions

When we report questions, we have to pay attention to the auxiliary verb. These are words like do, be, and have. Yes or no questions begin with an auxiliary verb, such as

"Do you like pizza?"

He asked me *if* I liked pizza.

To report that question, drop the auxiliary and add *if*.

Get it Right

(Learners often make the mistake of leaving the auxiliary verb in the reported speech: *He asked me do I like pizza.*)

Information questions start with a question word:

"Where *are you* going?"

To report on these, simply change the pronoun and word order.

She asked me where *I was* going.

Get it Right

Here, learners often make the mistake of keeping the same word order: *She asked me where was I going.*

A similar word order switch appears with the verb "be" in questions.

They asked, "When is the party?"

They asked me when the party was.

The question word "when" remains. "Be" moves from a position before the noun to after the noun.

Reporting speech with modals

Finally, pay attention to whether the speech you are reporting uses a modal verb. *Will*, *can*, and *shall* change to *would*, *could*, and *should* when reported. *Will* is used to make statements about the future in English. When reporting this kind of statement, *will* becomes *would*. Compare these sentences:

Kiran said, "I *will* pick up the sandwiches."

Kiran said she *would* pick up the sandwiches.

Modal verbs may appear in questions, as well:

Amrita asked, "*Can* you answer the phone while I'm out?"

Amrita asked me if I *could* answer the phone while she was out.

If the modal verb is already in its past form, it does not change when reported.

Guna stated, "I would not do that."

Guna said he would not do that.

Will into **Would** , **Will be** into **Would be**, **Will have** into **Would have**

Will have been into **Would have been**

Can into **Could**, **Could** (The verb remains unchanged)

Have to into **Had to**, **Must** into **Must/Had to**

May into **Might**

Might (The verb remains unchanged)

Should (The verb remains unchanged)

Reported Requests

There's more! What if someone asks you to do something (in a polite way)?

For example:

Direct speech: Close the window, please

Or: Could you close the window please?

Or: Would you mind closing the window please?

All of these requests mean the same thing, so we don't need to report every word when we tell another person about it. We simply use '**ask me + to + infinitive**' :

Reported speech: She asked me to close the window.

Reported Orders

And finally, how about if someone doesn't ask so politely? We can call this an 'order' in English, when someone tells you very directly to do something. For example:

Direct speech: Sit down!

In fact, we make this into reported speech in the same way as a request. We just use 'tell' instead of 'ask':

Reported speech: She told me to sit down.

The link word or the conjunction used between the introductory sentence and the direct speech for the reported speech changes in different types of sentences as follows:

Link word / conjunction

Statements	that (optional)
Questions	
* Wh – question	no link word
* Yes/no question	If / whether
Command	to
Exclamatory	that

Exercises

Complete the sentences in reported speech. Note whether the sentence is a request, a statement or a question.

1. He said, "I like this song."
He said _____.
2. "Where is your sister?" she asked me.
She asked me _____.
3. "I don't speak Italian," she said.
She said _____.
4. "Say hello to Ram," they said.
They asked me _____.
5. "The film began at seven o'clock," he said.
He said _____.
6. "Don't play on the grass, boys," she said.
She told the boys _____.
7. "Where have you spent your money?" she asked him.
She asked him _____.
8. "I never make mistakes," he said.
He said _____.
9. "Does she know Rajesh?" he wanted to know.
He wanted to know _____.
10. "Don't try this at home," the stuntman told the audience.
The stuntman advised the audience _____.

11. "Could you bring my book tonight?" she said.

She asked me _____.

12. Asha said, "I can clean up."

Asha told us _____.

Read the dialogue given below and complete the paragraph.

1. Soumya: Nice to meet you. Where have you been all these days?

Kirthi: I went to Pune to attend a seminar on environmental pollution.

Soumya: How was the seminar?

Kirthi: Quite informative and worth attending.

Now report their conversation.

Soumya all those days. Kirthi on environmental pollution. Soumya wanted to know Kirthi told

2. Shilpa: Can I borrow your English textbook?

Jaya: Sure you can. But when will you return it?

Shilpa: I will return it to you after two days from today.

Jaya: Please do as I have to prepare for the exams.

Now report their conversation.

Shilpa asked Jaya (a) _____. Jaya replied that (b) _____ and asked her (c) _____. Shilpa said she (d) _____. Jaya urged her (e) _____ since she (f) _____.

ACTIVITY

I didn't get that. What did she say?

This is a quick question drill. Ask a student a question. After they answer, ask another student what was said. For example:

T: Kamal, how did you get to class today?

S1: I came by car.

T: Sorry, I didn't get that. What did Kamal say?

S2: He said he had come by car.

T: Thanks.

ACTIVITY

Drill sergeant

This is another simple drill for reporting orders. Explain that you are going to be a drill sergeant: you are going to give four different students orders and then ask someone to report back what was said. Give short simple orders to different students in a brisk, sergeant-like voice. For example:

Put down your pen!

Listen to me!

Pick up your bag!

Answer your mobile phone!

The students must carry out the orders. Once you've given orders to four students, ask a fifth: What did I just say? The fifth student must report the orders (e.g. *You told Meena to put down her pen, you told Gopal to listen to you.*). If they can do it correctly, they become the drill sergeant.

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Procedure of changing direct speech into indirect speech

1. Remove comma and inverted commas.
2. Put "that" between the reporting and reported speeches.(it is optional to put "that" between the reporting and reported speech).
3. Change the 1st letter of reported speech into small letter except for "I"
4. Change the pronoun of the direct speech according to the rules described in table 1
5. Change the tense of the direct speech appropriately according to rules described in table 2.
6. Change the words expressing nearness in time or places of the direct speech into its appropriate words expressing distance or time as per table 3.

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<https://www.youtube.com/watch?v=rcxytsa8Cbl>



6. PUNCTUATION

What is punctuation?

Punctuation refers to the use of symbols such as comma, full stop, question mark, exclamation mark, colon, semicolon, inverted commas, hyphen and brackets, either in writing or printing, with a purpose to separate phrases, clauses and sentences, and to make pauses, questions, exclamations, explanations and additional information.

In speaking, we use pauses and the pitch of the voice to make what we say clear. Punctuation plays a similar role in writing, making it easier to read. Proper punctuation is absolutely necessary in written English. It gives the reader proper understanding of the meaning of the text and the idea expressed by an author. Proper punctuation is also an important tool to make your written text logical and readable.

IMPORTANCE OF PUNCTUATION

The absence or presence of a comma can change the entire meaning of a sentence.

For example, there's a huge difference between

“Let’s eat grandma”

and

“Let’s eat, grandma”.

Another example:

A professor wrote the following sentence on the board and asked his class to punctuate it:

Woman without her man is nothing.

There are two ways in which the above sentence can be punctuated.

- i. “Woman: without her, man is nothing.”
- ii. “Woman, without her man, is nothing”



FACT STORE

Punctuation in the West didn't really appear until about the end of the 3rd century BC when Aristophanes of Byzantium, head librarian at the Library of Alexandria introduced the precursors of today's punctuation.

PUNCTUATION AND THEIR SYMBOLS

.	full stop
,	Comma
?	question mark
!	exclamation mark
:	Colon
;	semi-colon
“ ”	double quotation marks
‘ ’	single quotation marks
’	Apostrophe
-	Hyphen
—	Dash

FACT STORE

The use of punctuation in English can change from place to place and from time to time. Modern typography suggests that punctuation should only be used when there is a need. That results in less punctuation than was the case the early 20th century.

The use of these marks is often decided by a group or organization and then written down as a style guide. Newspapers have a style guide to make their content use the same rules (consistency).

(Source : <https://wiki.kidzsearch.com/wiki/Punctuation>)

Punctuation: Capital letters (A to Z) and full stops (.)

We use capital letters to mark the beginning of a sentence and we use full stops to mark the end of a sentence:

We went to Chennai last summer. We were really surprised that it was so easy to travel on the Metro Rail.

The Football World Cup takes place every four years. The next World Cup will be held in South Africa. In 2018 it was held in Russia.

We also use capital letters at the beginning of proper nouns. Proper nouns include personal names (including titles before names), nationalities and languages, days of the week and months of the year, public holidays as well as geographical places.

They are planning a long holiday in New Zealand.

Can she speak Chinese?

The next meeting of the group will take place on Thursday.

What plans do you have for Tamil New Year?

We use capital letters for the titles of books, magazines and newspapers, plays and music:

'Oliver' is a musical based on the novel 'Oliver Twist' by Charles Dickens.

The Hindu is a daily English language newspaper in India.

They are performing Beethoven's Sixth Symphony.

In addition to closing sentences, we also use full stops in initials for personal names:

P.B. Shelley

G.B. Shaw

Punctuation: question marks (?) and exclamation marks (!)

We use question marks to make clear that what is said is a question. When we use a question mark, we do not use a full stop:

Where do you live?

Are you a student?

We use exclamation marks to indicate an expression of sudden feelings of joy, sorrow, anger and surprise in informal writing. When we want to emphasise something in informal writing, we sometimes use more than one exclamation mark:

Listen!

Oh no!!! Please don't ask me to phone her. She'll talk for hours!!!

Punctuation: commas (,)

We use commas to separate a list of similar words or phrases:

It's important to write in clear, simple, accurate words.

They were more friendly, more talkative, more open than last time we met them.

Punctuation: colons (:) and semi-colons (;)

We use colons to introduce lists:

There are three main reasons for the success of the government: economic, social and political.

We also use colons to indicate a subtitle or to indicate a subdivision of a topic:

Life in Provence: A Personal View

We often use colons to introduce direct speech:

Then he said: 'I really cannot help you in any way.'

We commonly use a colon between sentences when the second sentence explains or justifies the first sentence:

Try to keep your flat clean and tidy: it will sell more easily.

We use semi-colons instead of full stops to separate two main clauses. In such cases, the clauses are related in meaning but are separated grammatically:

English is spoken throughout America; in Brazil the main language is Portuguese.

Semi-colons are not commonly used in contemporary English. Full stops and commas are more common.

Punctuation: dashes (–) and other punctuation marks

Dashes are more common in informal writing. They can be used in similar ways to commas or semi-colons. Both single and multiple dashes may be used:

Just wanted to thank you for a lovely evening – we really enjoyed it.

Brackets have a similar function to dashes. They often add extra, non-essential information:

Porur is a small village in the eastern part of Chennai.

We use brackets around dates and page numbers in academic writing:

Heaton (1978) gives a convincing explanation of how hurricanes are formed (pages 27–32).



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According to researchgate.net, out of the 540 students who participated in answering on 5 questions, 510 (representing 94%) wrote their answers without a full stop at the end of each of the sentences.

Source : <http://www.punctuationcheck.org/funny-facts-and-stats-about-punctuation/>

You Don't Know These Facts



Languages didn't always have punctuation



Most Asian and African languages didn't have punctuation, or functioned with the bare minimum



Sanskrit has a unique way of grouping and packaging words to compensate for its lack of punctuation

Funny Punctuation Usage Examples

Eat your dinner!



Eat. You're dinner!



A woman without her man is nothing.



A woman: without her, man is nothing.



I find inspiration in cooking my family and my dog.



I find inspiration in cooking, my family, and my dog.



ACTIVITY

Students can be divided into pairs. Ask them to look at the following picture which consists of already constructed sentences and locate what punctuation mark is missing.



Source : <https://www.teachstarter.com/us/blog/26-fun-punctuation-resources-and-activities/>

Exercise

Use appropriate punctuation marks in the following sentences:

1. brazil is a beautiful country the beaches are warm sandy and spotlessly clean
2. he always enjoyed sweets chocolate and toffee apples
3. my friends car was found without its wheels in that old derelict warehouse
4. my brothers neighbours were terrible so he went round to have a word
5. aruns grandma a lovable woman always bought him chocolate cakes and sweets

6. after stealing Rams car the thief lost his way and ended up in the chief constables garage
7. we decided to visit chennai bangalore and new delhi
8. gandhiji the father of the nation died on 30th january 1948
9. i was born on 9th august 1990 in lucknow, uttar pradesh
10. i would rather die he exclaimed than join the oppressors of my country
11. we went through the smoky mountains, near shimla on our way to leh
12. long ago in a town in switzerland there lived a famous man called william



- 📖 Punctuation plays an important role in writing and makes it easier to read.
- 📖 Proper punctuation is absolutely necessary in written English
- 📖 Punctuation is an important tool to make your written text logical and readable.
- 📖 The absence or presence of a punctuation mark can change the entire meaning of a sentence
- 📖 Important punctuation marks are : Full stop (.), colon (:), semi –colon (;), exclamation mark (!), comma(,), question mark(?), single quotation mark('), double quotation mark("), apostrophe('), hyphen(-) and dash (_)

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



UNIT – 2

English for Enrichment

Objectives:

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

- enrich their vocabulary by unscrambling letters
- adeptly use noun phrase, verb phrase and prepositional phrase in sentences of their own
- present their views and expressions in a polite way
- write suitable responses to the given questions
- give suitable instructions

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1. UNSCRAMBLE THE WORDS

Many people build their English vocabulary through a blend of methods — by taking English classes, reading books, watching movies in English, and of course, through playing games. Playing word and vocabulary games is a valuable part of learning English. Educational word games can be used to teach and reinforce important language skills. In the fun format of a game, students can "play" with words while they learn!

Unscramble is a word game that asks the player to find words in several letters that have been scrambled up. It can also add educational value by helping to add new words to your vocabulary. By making connections between words and ideas, we develop our vocabulary building skills fast and more efficiently.

The best way to unscramble words is to break it into parts and recombine the letters.

- First, look for prefixes and suffixes.
- Next, look for letters that are commonly paired together. Letter pairs such as "TH" or "CH".
- Separate vowels and consonants. Most words alternate the two. Start recombining them.
- Look for English Root Words and common loan words from other languages.

ACTIVITY

Match the scrambled letters in the left column with the words given in the right column (Clue - All words relate to CYCLONE)

	SCRAMBLED LETTERS		WORDS
1	Cuold	A	Hurricane
2	Hila	B	Cyclone
3	Cherrauin	C	Storm
4	Ari	D	Radar
5	Nseadiontnoc	E	Cloud
6	Srrueesp	F	Lightning

	SCRAMBLED LETTERS		WORDS
7	Nlyocce	G	Pressure
8	Paoivreanto	H	Air
9	Rosmt	I	Hail
10	Drara	J	Humidity
11	lihtnnglg	K	Evaporation
12	Dymuihit	L	Condensation

Unscramble the scrambled letters given in the brackets to build correct words.

1. You are this kind of people, I am sure: (N S I E U G). Answer GENIUS
2. I usually drink that in the morning: (O E F C F E).
3. I am working as an (N E E G I N E R) in a big firm.
4. It is my relationship with her, (O V E L).
5. I can do this with my pen, (R W N I G T I).
6. I use it to browse the internet: (E R U O P T M C).
7. I love this game a lot: (N T N S E I).
8. I want to become a (T R C O D O) when I am an adult.
9. I am in a (E G A S N O R D U) situation and I can't have any help.
10. I used to play (O L B T A O F L) when I was young.

ACTIVITY

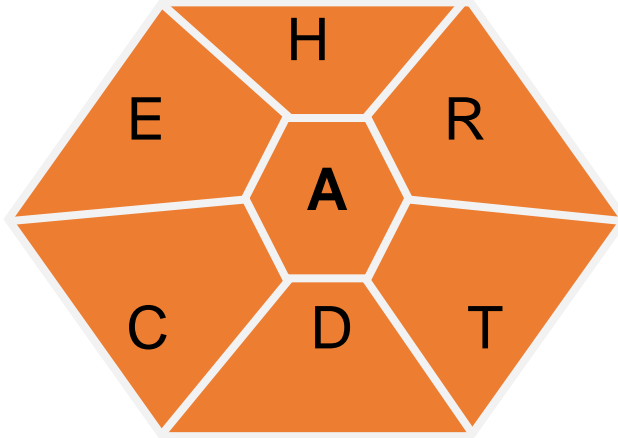
How many words can you make out of these letters?

S T O Y R E M B A

ACTIVITY

Make new words by combining the letters in the hexagon. The central letter should be common in each word.

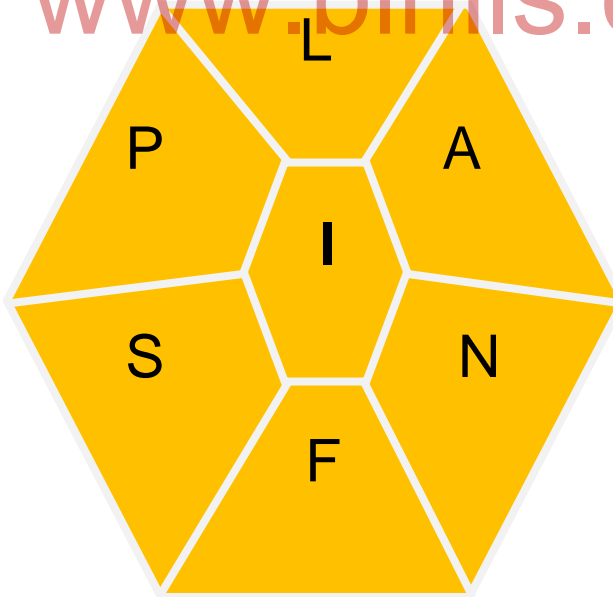
i)



1.C_R 2.H_A_ 3.RA_ 4.C__D 5.DA_E 6.H__R

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ii)



<https://brainly.in/question/10128867>



2. PHRASES IN ENGLISH

(Noun Phrase, Verb Phrase,
Prepositional Phrase, etc.)

What do you mean by a Phrase?

Look at the following:

Word : book

Phrases : a book, a useful book, a book on the table, a book on the table in the class, etc.

Sentences : It is a book. This is a useful book. He kept a book on the table, etc.

Clauses : As it is a book, it doesn't attract the public. Though this is a useful book, very few people are aware of it. etc.

Difference between a word and a phrase:

Do you see any difference between a word and a phrase? Yes, word refers to a single element, only one word but phrase indicates a group of words. But both are used as a part of the sentence.

Difference between a phrase and a clause:

Do you see any difference between a phrase and a clause? Got it? Yes, phrase is a group of words without subject and predicate whereas clause is a group of words with subject and predicate.

Difference between a sentence and a clause:

A clause may be a subordinate clause (an incomplete one) or a main clause (a complete one). But both are parts of a sentence.

Kinds of Phrases:

The phrases in English are Noun Phrase, Verb Phrase, Adjective Phrase, Adverbial Phrase and Prepositional Phrase.

1. Noun Phrase:

A noun phrase is a group of words with noun as the head and some dependents followed by or preceded to it. The dependents may be a preposition, article, possessive determiner or adjective. But the noun phrase must consist of a noun as head and usually does the work of a noun.

Noun: manager

Noun Phrases: my **manager**, the **manager**, a sincere **manager**, the **manager** of the company, the **manager** in front of the door...

(Whatever may be the noun phrase but it refers to only the manager and thus does the work of the noun)

Get it Right

It is incorrect to use a noun phrase without a determiner as in "he lived in big house." The correct usage is: He lived in a big house. But if the head word in a noun phrase is plural, the determiner will be omitted: He lived in big houses.

2. Verb Phrase:

A verb phrase is a group of words with main verb as the head and auxiliary verb (s) preceded to it. Verb phrases are generally formed while framing sentences in different tense forms other than simple present and simple past.

Verb : **think**

Verb Phrases: am **thinking**, was **thinking**, has been **thinking**, may be **thinking**, will have been **thinking**, would have been **thought**...

3. Adjective Phrase:

An adjective phrase is a group of words with adjective as the head and some dependents followed by or preceded to it

Adjective: **beautiful**

Adjective phrases: very **beautiful**, as **beautiful** as moon, more **beautiful** than any other girl, etc.

4. Adverbial Phrase:

An adverbial phrase is a group of words with adverb as the head and some dependents followed by or preceded to it.

Adverb: **fast**

Adverbial Phrases: very **fast**, as **fast** as possible, **faster** than any other animal, etc.

5. Prepositional Phrase:

A prepositional phrase is a group of words with preposition as the head and some dependents followed by or preceded to it.

Preposition: **under**

Prepositional Phrases: **under** this, **under** the table, **under** the tree of the park, **under** a chair on the first floor of a shop...

FACT STORE

Do you know X-bar theory? This theory which was proposed by Noam Chomsky, an American linguist in 1970 considers a single word as a noun phrase, though many traditional and modern grammarians do not agree with this.

ACTIVITY

Join with your friend, identify, underline the phrases in the following sentences and write their name: (One is done for you)

Sentences	Write their Name here
1. They helped him <u>behind the screen</u> .	Prepositional Phrase
2. As usual, he went late.	
3. He cut the call at once.	
4. She explained everything in a nutshell.	
5. In the beginning, he was innocent.	
6. Children met him there by chance.	
7. Suresh deleted it by mistake.	
8. They tried by all means.	
9. Please attend the meeting on behalf of me.	
10. In fact, he knew nothing.	

Exercise

Change the following words into phrases:(One is done for you)

Noun: lady

Noun Phrase : a beautiful lady

Noun: mobile

Noun phrase : _____

Verb: teach

Verb Phrase : _____

Verb: cry

Verb Phrase : _____

Adjective: big

Adjective Phrase : _____

Adjective: intelligent

Adjective Phrase : _____

Adverb: slowly

Adverbial Phrase : _____

Adverb: loudly

Adverbial Phrase : _____

Preposition: in

Prepositional Phrase : _____

Preposition: near

Prepositional Phrase : _____

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Exercise

Make use of the following phrases and write your own sentences against the phrases:

(Refer to a dictionary or ask your teacher if you don't know the meaning of the phrases.)

Phrases	Write your sentences here
1. <i>In advance</i>	Please inform me in advance.
2. <i>Good for nothing</i>	
3. <i>Not at all</i>	
4. <i>once again</i>	
5. <i>at my best</i>	
6. <i>once in a life time</i>	
7. <i>vice versa</i>	
8. <i>in addition to</i>	
9. <i>for the time being</i>	
10. <i>without fail</i>	
11. <i>step by step</i>	
12. <i>to a great extent</i>	
13. <i>Better half</i>	
14. <i>so far</i>	
15. <i>the other way round</i>	

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- 📖 Phrase is a group of words without a subject and a predicate.
- 📖 Clause is a group of words with a subject and a predicate.
- 📖 There are five phrases: Noun Phrase, Verb Phrase, Adjective Phrase, Adverbial Phrase and Prepositional Phrase.
- 📖 Phrases generally have a head word and some dependents followed by or preceded to them.
- 📖 Words, phrases and clauses are parts of a sentence.
- 📖 A determiner is a must in a noun phrase that has a singular noun whereas it is omitted in a noun phrase that has a plural noun.

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<https://www.englishclub.com/grammar/sentence/phrases.htm>



3. CAUSE AND EFFECT

The Cause & Effect Song

Tune: "Adams' Family"

Whenever something happens
There always is a reason.
You must ask **WHY** it happened –
To understand the **CAUSE**.

Cause and Effect, Cause and Effect
Cause and Effect, Cause and Effect, Cause and Effect

The cause makes something happen.
It really gets things snappin.
Ask yourself **WHAT** happened –
To understand the **EFFECT**.

Cause and Effect, Cause and Effect
Cause and Effect, Cause and Effect, Cause and Effect

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In this world everything happens with a reason and with some consequence. When you explain **WHY** things happen and **WHAT** is the reason for that to happen, the technique used is called **CAUSE and EFFECT**. Understanding cause and effect is very important in our day to day life, as we may take many decisions and solve problems. Because effects always have causes and causes lead to effects, we rarely see them separately.

FACT STORE

Cause and effect relationships are happening all around you. In science, these relationships are constantly being identified, examined and used to explain changes that occur in the world.

Look at these pictures given below



It is raining.



People use umbrella.

“It is raining” is the cause. “People use umbrella” is the effect of the cause.

These two sentences can be linked together with the subordinating conjunction “**so**” and rewritten as “***It is raining so people use umbrella***”.

Subordinating Conjunctions are link words that connect phrases or sentences. They “are also called as connectives.”

Get it Right

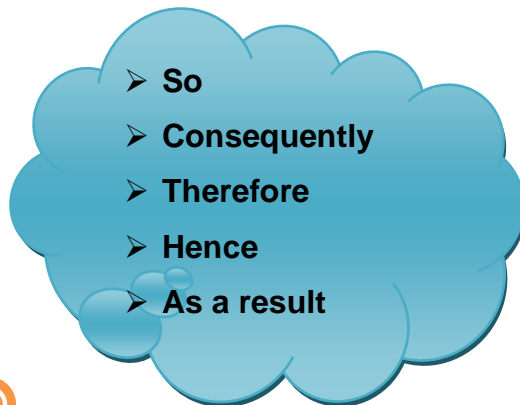
Cause (The Why)

Because
Because of
Since
As a result of
As a consequence of
Now that

Effect (The What)

So
Therefore
This resulted in
Consequently
Hence
Accordingly

Here is a list of connectives that can be used to link Cause with Effect



ACTIVITY

Connect the cause in "A" with the effect in "B"

A

1. I want to pass the exam
2. It's very late now
3. Raja didn't eat anything

B

- You need to hurry up.
- He was hungry.
- I study hard.

Exercise

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Combine the cause with the effect and rewrite the sentences using appropriate connectives.

Sl. No	Cause	Connectives	Effect
A	Their son is ill	As a result	We stayed at home.
B	It was raining.	Because	We had to cancel the match.
C	She liked the puppy.	Consequently	They had to cancel the trip.
D	The weather was bad.	So	She adopted it.
		Therefore	
		This causes	

e.g. a. Their son is ill consequently they had to cancel the trip.

ACTIVITY

Here is a song from a Tamil movie. Identify the cause and effect discussed in this lyric

கொடி அசைந்ததும் காற்று வந்ததா?
காற்று வந்ததும் கொடி அசைந்ததா?
நிலவு வந்ததும் மலர் மலர்ந்ததா?
மலர் மலர்ந்ததால் நிலவு வந்ததா?
(கொடி..)

பாடல் வந்ததும் தாளம் வந்ததா?
தாளம் வந்ததும் பாடல் வந்ததா?
பாவம் வந்ததும் ராகம் வந்ததா?
ராகம் வந்ததும் பாவம் வந்ததா?
(கொடி..)



- 📖 'Cause and effect' is used to examine the **reasons for** and the **outcomes of** situations.
- 📖 **Cause** is the thing that makes other things happen. **Effect** refers to what results in.
- 📖 Use the connectives like 'so, consequently, therefore, hence, as a result and therefore' to link cause with effect.

https://www.youtube.com/watch?v=KuzTUbk6_yI



4. WRITING SUITABLE RESPONSES TO THE GIVEN QUESTIONS

What is a question?

There are four types of sentences: statements, imperatives, interrogatives and exclamatory sentences. A question or interrogative is one of the four kinds of sentences and it can be defined as a sentence that is asked to find out information or to test a person's knowledge. There is a difference between a statement and a question: a statement is a sentence that *tells* you something. A **question** is a sentence that *asks* you something. A statement does not require an answer whereas a question requires an answer.

Question Types

There are two basic question types:

- Yes/No type questions: the answer is "yes or no"
- WH Questions/Specific Questions: the answer is "information"

Statement	I like apples.	
Question	Do you like apples?	Yes, I like apples. No, I don't like apples.
	Where did you go yesterday?	I went to market yesterday.

Note : A written question in English always ends with a question mark: ?

Yes / No Type questions and responses:



In linguistics, a **yes–no question**, formally known as a **polar question** or a **general question** is a question whose expected answer is either "yes" or "no".

The basic structure of a yes /no question is:

auxiliary verb	+	subject	+	main verb
----------------	---	---------	---	-----------

The basic structure of an answer to a yes/no type question is:

Yes	+	Subject	+	main verb (if the answer is affirmative)
No	+	Subject	+	Aux. verb + not + main verb (if the answer is negative)

Look at these example sentences. They all have the auxiliary verb before the subject:

Auxiliary verb	Subject	Main Verb	Others	Suitable Responses
Do	you	like	Vanilla ice cream?	Yes, I like it. (Affirmative) No, I don't like it. (Negative)
Are	they	playing	cricket?	Yes, They are playing cricket. No, They are not playing cricket
Will	Arjun	go	to New Delhi?	Yes, He will go to New Delhi. No, He won't go to New Delhi.
Did	She	go	to the concert yesterday?	Yes, She went to the concert yesterday. No, She didn't go to the concert yesterday.
Have	they	completed	the home work?	Yes, They have completed the homework. No, They haven't completed the homework.
Has	he	returned	the car?	Yes, He has returned the car. No, He hasn't returned the car.
Was	he	reading	his lessons?	Yes, He was reading his lessons. No, He wasn't reading his lessons.
Can	I	grow	potatoes in a pot?	Yes, You can grow potatoes in a pot. No, You can't grow potatoes in a pot.
Has	the film	started?		Yes, The film has started. No, The film hasn't started.
Would	you	like	to drink tea?	Yes, I would like to drink tea. No, I wouldn't like to drink tea.



Sometimes auxiliaries function as main verbs in yes/no question. Look at the following example sentences, they all have 'be' as main verb before the subject.

Main verb <i>be</i>	Subject	Others	Suitable Responses
Am	I	wrong?	Yes, You are wrong No, You aren't wrong
Are	They	Indians?	Yes, They are Indians. No, They aren't Indians.
Was	It	hot outside?	Yes, It was hot outside No, It wasn't hot outside.

ACTIVITY

Pair with your friend and get answers for the following questions either in affirmative or negative. One is done for you.

1. Are you Mr. Raja?
2. Are you a student of this polytechnic?
3. Do you speak English fluently?
4. Does your sister speak English fluently?
5. Do your parents speak English fluently?
6. Does your father work in a mill?
7. Is your mother a housewife?
8. Does your brother study in a college?
9. Do you get up early?
10. Does your mother prepare food for you?
11. Are you coming to college by bus?
12. Did you bring lunch yesterday?
13. Will you help your friends in studies?
14. Can you solve this problem?
15. Do you watch television regularly?
16. Do you spend time with your parents?
17. Are you interested in watching horror movies?
18. Do you want to become an IAS officer?
19. Is biriyani your favourite food?
20. Will you help your mother in daily chores?
21. Have you got a car?
22. Does your mother watch serials?
23. Do your father and brother share jokes?
24. Are you responsible for this?
25. Did you meet your friend yesterday?

Yes. I am Raja

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EXERCISE

Go through the following questions and get answers as directed. One is done for you.

1. Does Radha live in Madurai? (Affirmative) Yes. She lives in Madurai.
2. Are Ram and Rahim tired? (Negative) _____
3. Does your father work in a mill (Affirmative) _____
4. Do you like sweets? (Negative) _____
5. Has he submitted his assignments? (Affirmative) _____
6. Will you please give me your laptop? (Negative) _____
7. Can you speak English fluently? (Affirmative) _____
8. Have you read this story? (Negative) _____
9. Is it easy to solve this problem? (Affirmative) _____
10. Were they happy? (Negative) _____
11. Should they come here? (Affirmative) _____
12. Are you coming with us? (Negative) _____
13. Did you attend the meeting? (Affirmative) _____
14. Were you waiting for long?(Negative) _____
15. Have you been working? (Affirmative) _____
16. Can you be here at 7 pm? (Negative) _____
17. Will you be late? (Affirmative) _____
18. Have you ever been to London? (Negative) _____
19. Would you help me with my homework? (Affirmative) _____
20. Did you give up smoking last month? (Affirmative) _____
21. Will you forget this terrible memory? (Negative) _____
22. Was the salad delicious ? (Affirmative) _____
23. Have you checked the door? (Negative) _____
24. Do you have a brother? (Affirmative) _____
25. Would you like to drink tea? _____



- 📖 A **question** is a sentence that is *asked to find out information*.
- 📖 A written question in English always ends with a question mark: ?
- 📖 Questions are also known as “**Interrogatives.**”
- 📖 There are two basic question types : Wh and Yes or No type questions.
- 📖 **Yes / No type question** starts with an auxiliary verb.
- 📖 Yes/No questions are questions to which the answer is **Yes** or **No**.

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<https://dictionary.cambridge.org/grammar/british-grammar/questions-yes-no-questions-are-you-feeling-cold>



5. GIVING INSTRUCTIONS

Why Instructions?

Instruction refers to a detailed information or direction about how something should be done or operated. It is a set of dos and don'ts. The manufacturers of all electronic devices and machines supply instruction manual along with the products. In most of the labs, you can find instructions displayed wherever you have to handle or operate something carefully. Instructions always come along with warnings so as to avoid mishandling of the products or devices that would lead to their damage, or may harm the users or operators. For the safety of the devices and getting the desired results, one has to strictly follow the instructions.

FACT STORE

Following instructions is not just an important learning skill; it is essential life skill.

Look at the following instructions found in the instruction manual for a laptop:

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- ✓ Do not drop or place objects on the top
- ✓ Do not expose to strong magnetic fields
- ✓ Do not press or touch the display panel
- ✓ Do not expose to rain, liquids or moisture
- ✓ Do not throw the battery in fire

What is an imperative sentence?

An imperative sentence is a type of sentence that gives instructions or advice, and expresses a command, an order, a direction, or a request. There are different types of uses of imperatives. One among them is giving instructions.

Use of Imperatives for Giving Instructions:

Imperatives are generally used for giving instructions since each instruction is in one way or other, a direction, advice or warning. Remember that your main focus should be how to handle the product or how to prevent the misuse.

Look at the following instructions to replace an electric bulb:

- ✓ **Firstly**, turn off the electricity.
- ✓ **Secondly**, remove the light bulb.
- ✓ **Then**, screw in the new light bulb.
- ✓ **Finally**, turn the electricity on and switch on the light.

Note :You can also say “after that” instead of “then” and “first” / “second” instead of “firstly” and “secondly”.

Additional Info

When we give instructions, we can give extra information and advice.

- **Remember:** turn off the electricity before touching any cables.
- **Be careful not to ...** (touch any live wires)
- **Try to ...** (see if the bulb is broken or just loose)
- **Try not to ...** (touch the bulb with your hands)
- **You need to ...** (check the wattage of the bulb first)
- **It's important to ...** (make sure the electricity is off)
- **It helps to ...** (wait for the bulb to cool down before you remove it)
- **Be sure to ...** (turn off the electricity before you touch the bulb)
- **Always ...** (wear gloves when you touch a bulb)
- **Never ...** (touch a socket with wet hands)

To be familiar with the use of imperatives, try the following activity.

ACTIVITY

The following are useful verbs that can be used in imperatives for giving instructions. Use them and give general instructions. One is done for you.

Verbs	Instructions
1. Turn on / Switch on	Turn on the Television
2. Turn off / Switch off	
3. Take off / Remove	
4. Attach / Connect	
5. Check	www.binils.com
6. Replace	
7. Don't touch	
8. Don't expose to	
9. Don't keep near	
10. Don't use	

ACTIVITY

Match the following set of instructions to be followed in the Chemistry Lab with the images given below:

Images	Instructions
	Clean the test tubes after use
	Don't forget to wear gloves
	Wear lab coat to cover your skin
	Wash your hands after each experiment
	Wear covered shoes
	Tie your hair if they are long
	Don't taste or sniff the chemicals

The Role of Sequencing Words:

Instructions are generally sequential in nature especially while they are connected with procedures and the order cannot be changed in such cases.

ACTIVITY

Here is a set of instructions for how to load papers in a printer tray and print. Apply suitable sequential word for each of the instructions given in the right column.

Sequencing Words	Instructions
Then, Finally, First, Next, secondly	open the output tray.
	adjust the paper-width guide.
	load up to 20 sheets of paper.
	turn on the switch on the rear side.
	select the file you want to print

ACTIVITY

The following is a set of Do's and Don'ts to be observed in a library. Select any five instructions which are the most essential for your college library and write them in the box given below.

DO's:

1. Be a registered Library User
2. Present Student ID when borrowing books
3. Don't take books from Periodical/Reference Section.
4. Respect Library Rules and Regulations
5. Always come to the Library (identify your needs/know what you want)
6. Use all the Library Resources
7. Whisper while talking
8. Tiptoe while walking
9. Use Library PCs only for research/academic works
10. Pay Library dues
11. Use suggestion box (for your ideas)
12. Always ask for what you want

DON'Ts

1. Do not make noise in the Library
2. Do not use cell phones inside the Library
3. Do not STEAL (all items are books) from the Library
4. Do not listen to music while in the Library
5. Do not sleep inside the Library
6. Do not carry/move any item out (chairs, tables, books, etc.) without permission from Library
7. Do not carry bags, wear hats inside the Library
8. Do not install or uninstall any software program(s).
9. Do not remove or plug in your own peripheral devices.

ACTIVITY

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Join with your friend, select any one of the following questions, discuss and write your answer in the box given below.

1. Write five instructions to preserve water resources in your college.
2. Write five instructions for using your mobile phone safely.
3. Write five instructions for operating the ticket vending machine at a railway station.
4. List out any five instructions to withdraw money from an Automated Teller Machine (ATM)
5. Write any five instructions to be displayed at a construction site.
6. Write any five instructions to be followed at a metro station
7. Write any five instructions to be followed while doing an experiment in a Chemistry lab
8. Write any five instructions to be displayed at an Intensive Care Unit (ICU) in a hospital.



- 📖 Instruction refers to detailed information or direction about how something should be done or operated.
- 📖 It is a set of dos and don'ts.
- 📖 Imperative sentences are used to give instructions.
- 📖 An imperative sentence is a type of sentence that gives instructions or advice, and expresses a command, an order, a direction, or a request.
- 📖 The main purpose of giving instructions is to alert the user and guide them to use properly.

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<https://ehs.okstate.edu/general-laboratory-safety-rules.html>



UNIT – 3

SITUATIONAL ENGLISH

Objectives:

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

- equip themselves in the nuances of writing email for Official Communication
- update themselves in the usage of the social media language
- express their views according to situations
- write error free sentences by correcting typo and grammatical errors
- use proverbs in their communication and acquire near native fluency in English

1. E-mail for Official Communication

Electronic mail (email or e-mail) is a method of exchanging messages ("mail") between people using electronic devices. Email operates across computer networks, which in today's scenario is primarily with the internet facility.

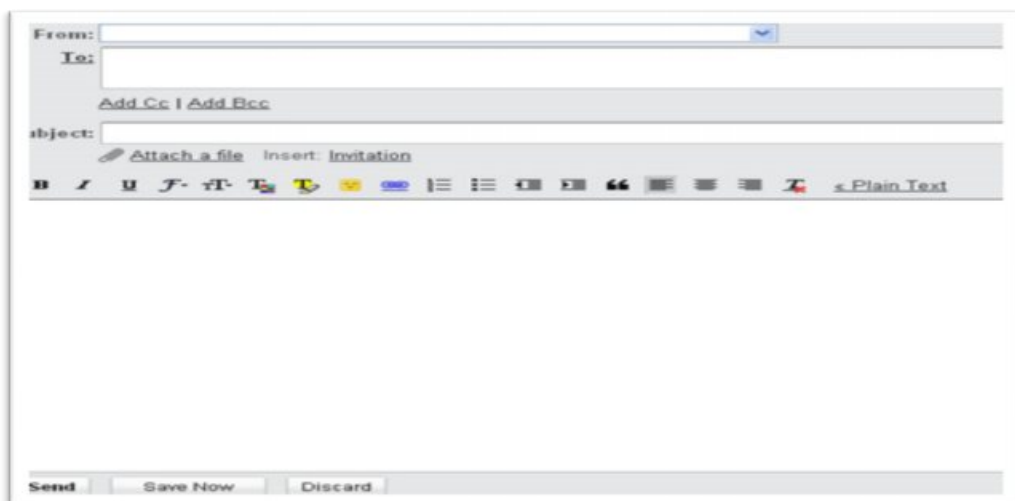
Components of an E-mail

1. The **header** section of an email contains the following:

- a. Sender's email id
- b. Receiver's email id
- c. **Date** – the date of the message
- d. **Subject** – the topic of the message

Use the subject line to inform the receiver of EXACTLY what the email is about

- e. **cc** (carbon copy) notation for additional recipient names and web addresses
 - f. **bc** (blind copy or complimentary copy) notation for recipient(s) that are hidden from view.
2. **Body** – the message of the mail.
3. **Name and Signature** – the name and contact information of the sender.
4. **Attachment** – files that are sent along with the email.



Specimen Official Email – Letter of enquiry

From : modernfurnishers@gmail.com
To : jkscompany@yahoo.com
Subject : catalogues – price list - requested

Greetings!

We are pleased to introduce ourselves as one of the popular furniture showrooms in the southern part of Tamilnadu. As we are planning to stock home and office furniture items, kindly send us your latest illustrated catalogue and price list.

We look forward to getting an early reply from you.

With best regards,

**Proprietor,
Modern Furnishers**

Specimen Official Email – Reply to enquiry

From : jkscompany@yahoo.com
To : modernfurnishers@gmail.com
Subject : catalogues – price list – enclosed.

Greetings!

Many thanks for your email dated _____. We are glad to enclose the illustrated catalogue and price list of home and office furniture.

Our furniture is made of high-gauge steel sheets and pipes and is designed to suit the requirements of customers like you. We normally offer a trade discount of 10% for customers like you and 5 % extra for bulk orders.

We look forward to getting your valued orders.

Sincerely yours,

Sales Manager - JKS Company

Specimen Official Email – Placing orders

From : modernfurnishers@gmail.com

To : jkscompany@yahoo.com

Subject : **Placing orders – Reg.**

Greetings!

Thank you for sending your latest catalogue and price list. We are pleased to place our order (as mentioned in the attached file) for the purchase of tables and chairs.

Kindly arrange to dispatch the goods at your earliest and send the documents such as Invoice and lorry receipt to take delivery.

Truly yours,

For Modern Furnishers

Specimen Official Email – Letter of Application

From : ramakrishnan2000@gmail.com

To : tvsmotors@gmail.com

Subject : **Letter of Application – Reg.**

Sir,

With reference to your advertisement in the newspaper “The Indian Express” dated _____, I would like to apply for the post of Supervisor in your esteemed organization. In this regard, I have enclosed my detailed bio-data (as an attachment file) for your kind perusal and favorable reply.

If I am given an opportunity to serve your organization, I will discharge my duties sincerely and honestly.

Yours truly,

(NAME)

Specimen Official Email – Request for Leave

From : nithyakalyani1999@gmail.com

To : managerhr@tvsmotors.org

Subject : Request for leave – Reg.

Sir,

I have been suffering from diarrhea and vomiting since last night and hence I am unable to report for duty today. I consulted a doctor and he advised me to rest in bed for a couple of days. I shall be obliged if you kindly grant me leave for 2 days from _____ to _____.

Yours respectfully,

(Nithyakalyani)

Activity

1. You need computers and printers for your computer laboratory. Draft an email to the supplier requesting for catalogues and price list.
2. In the capacity of a college librarian, draft an email to S.Chand Publications asking for their catalogue and quotation.
3. As the Sales Manager of Philips Electronics, write an email to a buyer who asked for quotation and catalogue.
4. Draft an email placing order for 200 numbers of American Tourister Travel bags for your showroom in Madurai.
5. You are suffering from Typhoid and write an email to your manager requesting him to grant you Medical Leave.
6. In response to the advertisement given by an MNC in a newspaper for the post of Engineer, draft an email applying for the same.

<https://www.wikihow.com/Write-a-Formal-Email>



2. Social Media Language



Language is an evolving thing. Technological advances have led to the emergence of what is known as social media and that in turn has made language to evolve in a much interesting manner.

The term social media, functions as an umbrella term that includes internet based sites and services that function for or promote social interactions between individuals that use them as an important part of their interpersonal communication.

ICYMI (in case you missed it) A whole host of words originating from social media and the wider Internet have become so commonplace that they've now slipped into popular usage. Just a few interesting words that have their origins in technology are -

- blogosphere (the collective word for personal websites called blogs)
- troll (someone who creates conflict online by starting arguments or upsetting people)
- buzzword (a word or phrase that is fashionable at a particular time or in a particular context)
- Hashtagging (to address a subject or call attention to something)

Just as social media alters the usage of our language, it also introduces new usage and vocabulary. With the need for quick and succinct language and communications online, full verb phrases have become common acronyms that are now used in everyday settings and not just online. Phrases such as "rolling on the floor laughing" or "talk to you later" are quickly changed to "ROFL" or "TTYL." These short acronyms creep up in everyday language, proving that sometimes words, when put together, can make you "LOL" or "laugh out loud."

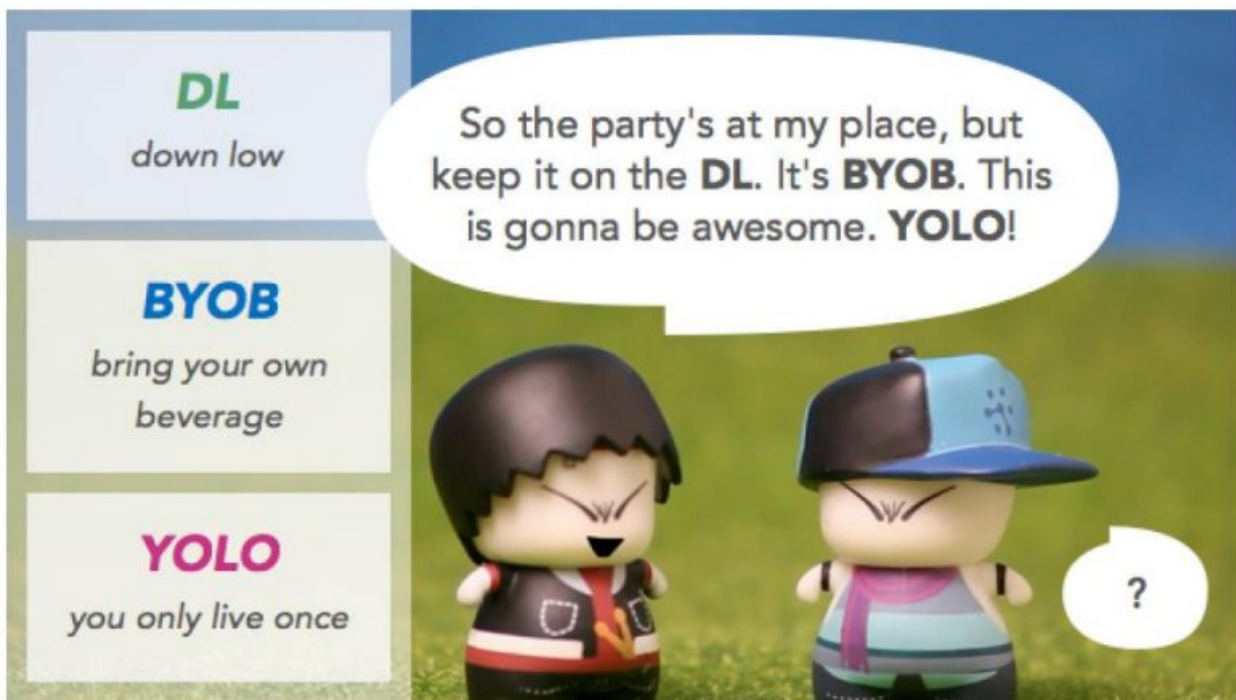


The majority of online interactions take place in written format. Due to time, word or character limitations, acronyms and other various referencing methods are increasing in their numbers and usage in online communication.

Say More With Fewer Words

Character Limit for Every Social Network		
INSTAGRAM	FACEBOOK	TWITTER
2200 characters	63,206 Characters	280 Characters

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Let us have a look at some of the commonly used acronyms in social media communication

1	2F4U	Too Fast For You
2	4YEO FYEO	For Your Eyes Only
3	AAMOF	As a Matter of Fact
4	ACK	Acknowledgment
5	AFAIK	As far as I know
6	AFAIR	As far as I remember / recall
7	AFK	Away from Keyboard
8	AKA	Also known as
9	B2K BTK	Back to Keyboard
10	BTT	Back to Topic
11	BTW	By the Way
12	B/C	Because
13	C&P	Copy and Paste
14	CU	See you
15	CYS	Check your Settings
16	DIY	Do it Yourself
17	DGMW	Don't get me wrong
18	EOBD	End of Business Day
19	EOM	End of Message
20	FAQ	Frequently asked Questions
21	FKA	Formerly known as
22	FYI / JFYI	(Just) For your Information
23	HF	Have fun
24	HTH	Hope this Helps
25	IDK	I don't know
26	IIRC	If I Recall / Remember Correctly

27	IMHO	In my Humble Opinion
28	IMO	In my Opinion
29	IOW	In other Words
30	LOL	Laughing out loud
31	MMW	Mark my Words
32	N/A	Not Available / Applicable
33	NaN	Not a Number
34	NNTR	No need to Reply
35	NOYB	None of your Business
36	NRN	No Reply Necessary
37	OMG	Oh my God
38	OP	Original Poster, Original Post
39	OT	Off Topic
40	OTOH	On the other Hand
41	POV	Point of View
42	ROTFL	Rolling on the Floor Laughing
43	RSVP	Repondez s'il vous plait (French: Please reply)
44	SFLR	Sorry, for late Reply
45	TBA	To be Announced
46	TBC	To be Continued / To be Confirmed
47	TIA	Thanks in Advance
48	TQ	Thank You
49	TYT	Take your Time
50	ICYMI	In Case you missed it

LIST OF TEXT MESSAGING & SMS ABBREVIATIONS

1	2moro	Tomorrow
2	2nte	Tonight
3	ASAP	As Soon as Possible
4	B4YKI	Before You Know it
5	BM&Y	Between Me and You
6	C-P	Sleepy
7	CTN	Cannot talk now
8	CUS	See You Soon
9	CYT	See You Tomorrow
10	EM?	Excuse Me?
11	EOD	End of Day
12	F2F	Face to Face
13	FOAF	Friend of a Friend
14	GR8	Great
15	IDC	I Don't Care
16	IDK	I Don't Know
17	J/K	Just Kidding
18	JC	Just Checking
19	JTLYK	Just to Let You Know
20	L8R	Later
21	MYOB	Mind Your Own Business
22	N-A-Y-L	In a While
23	NC	No Comment
24	NP	No Problem
25	NVM	Never Mind
26	OIC	Oh, I See

27	OMW	On My Way
28	OTL	Out to Lunch
29	OTP	On the Phone
30	QT	Cutie
31	RN	Right Now
32	SEP	Someone else's Problem
33	SITD	Still in the Dark
34	SLAP	Sounds Like A Plan
35	SMIM	Send Me an Instant Message
36	SO	Significant Other
37	TMI	Too Much Information
38	UR	Your / You are
39	W8	Wait
40	WB	Welcome Back

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Activity

Write the full form for the following Acronyms / Abbreviations.

1. NVM -
2. RSVP -
3. TYT -
4. BTW -
5. POV -

<https://curatti.com/social-media-positive-effects/>



3. Reacting to Situations

Situational English refers to English used in particular real-life situations. To convey information or express one's feelings, ideas and views related to a particular situation, one needs to develop vocabulary required for that situation. The more you train yourself in situational English or in situational dialogues, the more you would be successful in reacting to common situations in your life.



Steps in Building Conversation:

- Begin the conversation with someone (avoid personal questions)
- Elaborate further (ask or share relevant information pertaining to the topic of conversation)
- Extend with further questions (share your experience)
- Ask for opinions, suggestions, advice, etc
- Close the conversation

Situational Conversation Starters:

At school or college

- How long have you been a student here?
- What subjects do you study?
- Which is your major?
- Is there a canteen on the campus?
- Do you know a quiet place to study?
- What do you plan to do when you finish your studies?

At the airport:

- Have they announced the boarding time for the flight number 747?
- Is there a place nearby to charge my phone?
- Do you know what time we arrive at Bangalore?
- Are you flying home or flying away from home?
- Which is your favourite place?
- Can you recommend any good restaurants or sights in [Chennai]?

At the street:

- “Do you know where a [restaurant] is around here?”
- “What street is this?”
- “Do you know what time [29C] comes by?”
- “Where can I buy a [bottle of water]?”
- “How crowded are the buses when they get to this stop?”

Some standard questions and replies:

What is your name? I **am** Suresh.

How old are you? I am twenty years old.

Where are you from? I am from Rajapalayam.

Where is your house? It is in Kamarajar Nagar

When is your birthday? It falls on 12th September.

Why are you late? I met with a minor accident on the way.

Where is he from? He is from Madras.

Is it a big city? Yes, it is.

How many people are there? About 75 lakhs.

Are there good roads? Yes, the roads are long and broad.

Are there any temples? Yes there are many temples, churches and mosques.

Do you have many shops? Yes there are many shopping complexes.

Are there any theatres? Yes there are many theatres.

Do you get enough water? Yes, except during summer.

Do you live there? Yes. I live there

How long have you **lived** there? I **have been living there since** 1980.

Do you like the place? Very much.

Asking For Ways and Information

Excuse me, is there any hospital nearby?

Please tell me the way to the Railway Station.

Is there a Post Office nearby?

Can you tell me how to get to the station?

Do you know where the State Bank is, please?

How far is it?

Can I reach there by walk?

Which bus must I take to go to the zoo?

Does this bus go to the zoo?

How frequent are the buses?

When will the next bus **leave/arrive?**

When will it reach the airport?

How long will it take to reach the airport by walk/bus?

What is the fare to the airport?

Can I book a seat for the one-day tour?

Give me a window seat, please.

Is the seat in the **aisle? (ail)**

Please tell me where to get off for the railway station.

Sample dialogues:

A dialogue between two friends

A: Have you bought a new camera?

B: Yes, I have.

A: When did you buy it?

B: I bought it last month.

A: How much did you pay for it?

B: I paid Rupees two thousand five hundred for it.

A: Does it work well?

B: Yes, it works quite well.

A dialogue on completing a diagram

- A: Have you drawn the diagram?
B: Yes, I have drawn it.
A: When did you draw it?
B: I drew it last week.
A: Have you shown it to your teacher?
B: Yes, I have.
A: When did you show it?
B: I showed it yesterday.

Activity

Complete the dialogue with suitable sentences:

1. At the tourist information centre

- Tourist:** Good morning!
- Receptionist:** _____
- Tourist:** I'd like to visit the Meenakshi temple. How far is it?
- Receptionist:** _____
- Tourist:** How can I reach there?
- Receptionist:** _____
- Tourist:** How much will the auto fare be ?
- Receptionist:** _____.
- Tourist:** Can you arrange one for me?
- Receptionist:** _____
- Tourist:** Thank you very much for your help.
- Receptionist:** No mention please. You are welcome. Enjoy your stay in Madurai.

2. Daily Activities

Geetha: _____?

Radha: I get up about half-past five.

Geetha: What time is breakfast at your house?

Radha: _____.

Geetha: What do you usually do in the morning?

Radha: _____.

Geetha: What do you usually do in the afternoon?

Radha: _____.

Geetha: _____?

Radha: We retire to bed about half past ten.

3. Travel by Bus

Passenger: When is the next bus to Chennai?

Booking Clerk: _____

Passenger: _____?

Booking Clerk: Sorry. All the seats have been filled up.

Passenger: When is the next bus after this one?

Booking Clerk: _____

Passenger: Do you have any seats available in that bus?

Booking Clerk: _____

Passenger: Please give me a ticket for Chennai by that bus. By the way, how much is the fare to Chennai?

Booking Clerk: _____

Passenger: Thank you very much. Bye

Booking Clerk: No mention, please. Bye. Have a nice journey.

4. About Writing Letters

Raju: _____?

Hari: Yes. I'm writing to my father.

Raju: Do you often write letters?

Hari: _____.

Raju: How often do you write letters?

Hari: _____. What about you?

Raju: I don't write letters often. In fact, I hate to write them.

Hari: Then how do you communicate with your relatives and friends?

Raju: _____.

Hari: Well, I really enjoy writing letters. By the way, would you mind posting this letter for me?

Raju: _____.

Hari: Thank you very much.

Raju: No mention please.

www.binils.com

<https://www.eslbuzz.com/useful-english-expressions-commonly-used-in-daily-conversations/>



4. CORRECTION OF SENTENCES

Look at the following Sentences:

1. I replied him immediately.
2. Don't discuss about politics here.
3. He always works fastly.
4. It's really an useful book.
5. Why you talk like this?

All the above sentences are wrong, though they may look absolutely right. Sometimes a sentence with error may not be noticed if it is spoken by many. Errors generally occur in pronunciation, punctuation, and spelling or in using any parts of the speech such as prepositions, verbs, adjectives and conjunctions. Let us first identify the errors in the sentences listed above.

Errors	Right Expressions
1. Incorrect: replied Correct: replied to	I replied to him immediately.
2. Incorrect: discuss about Correct: discuss	Don't discuss politics here.
3. Incorrect: fastly Correct: fast	He always works fast.
4. Incorrect: an useful book Correct: a useful book	It's really a useful book.
5. Incorrect: Why you talk... Correct: Why do you talk...	Why do you talk like this?

Did you notice where the error has occurred? In the first and second sentence, it is in the **use of verbs** whereas it is **adverbial error** in the third, **error in article** in the fourth and **error in framing question** in the fifth.

Common Errors in English

Errors in the Usage of Nouns	Reasons
<p>1. Incorrect: The police has arrested the criminal. Correct: The police have arrested the criminal.</p> <p>2. Incorrect: Where is my scissor? Correct: Where are my scissors?</p> <p>3. Incorrect: Equipments are working well. Correct: Equipment is working well.</p>	<p>The noun “police” , though looking singular, is treated as plural in English.</p> <p>It is always used as plural noun since it has two blades.</p> <p>There is no plural term such as “equipments” in English. The uncountable noun “equipment” refers to things used for a particular activity.</p>
Errors in the Usage of Pronouns	Reasons
<p>1. Incorrect: He and myself went there. Correct: He and I went there.</p> <p>2. Incorrect: I saw me on the mirror. Correct: I saw myself on the mirror.</p> <p>3. Incorrect: Everyone ask me the same question. Correct: Everyone asks me the same question.</p>	<p>Myself is a reflexive/intensive pronoun and cannot be used as a subject.</p> <p>Since the object refers back to the subject, only reflexive pronoun should be used.</p> <p>The distributive pronoun ‘everyone’ should be followed by a singular verb.</p>

Errors in the Usage of Adjectives	Reasons
<p>1. Incorrect: He is more stronger than me. Correct: He is stronger than me.</p> <p>2. Incorrect: She referred to much books for her thesis. Correct: She referred to many books for her thesis.</p> <p>3. Incorrect: Anne Hathaway is senior than Shakespeare by eight years. Correct: Anne Hathaway is senior to Shakespeare by eight years.</p>	<p>Stronger itself is a comparative form and so “more” is redundancy.</p> <p>the adjective ‘much’ is used with uncountable noun referring to quantity and ‘many’ is used with countable noun denoting number.</p> <p>Adjectives – senior, junior, superior, inferior collocate with the preposition ‘to’, not ‘than’.</p>
Errors in the Usage of Verbs	Reasons
<p>1. Incorrect: He along with his friends go to Fun Mall. Correct: He along with his friends goes to Fun Mall.</p> <p>2. Incorrect: One of my friends live in Chennai. Correct: One of my friends lives in Chennai.</p> <p>3. Incorrect: He is believing me. Correct: He believes me.</p>	<p>The subject is ‘he’ singular only, so singular verb is to be used.</p> <p>The subject is ‘one’ not ‘my friends’ . So singular verb is used.</p> <p>The verb ‘believe ‘is a state verb and it should not be used in progressive tenses.</p>

Errors in the Usage of Adverbs	Reasons
<p>1. Incorrect: He worked hardly to complete the project. Correct: He worked hard to complete the project.</p> <p>2. Incorrect: She is very much beautiful. Correct: She is very beautiful.</p> <p>3. Incorrect: She speaks Malayalam good. Correct: She speaks Malayalam well.</p>	<p>'hardly' has the negative meaning of 'almost not'</p> <p>'very' is used without much before adjectives and adverbs in positive degree.</p> <p>Good is an adjective; Well is an adverb. How she speaks can be described only by an adverb.</p>
Errors in the Usage of Prepositions	Reasons
<p>1. Incorrect: I was on leave since two weeks. Correct: I was on leave for two weeks.</p> <p>2. Incorrect: I watched it in my computer. Correct: I watched it on my computer.</p> <p>3. Incorrect: My teacher entered into the classroom. Correct: My teacher entered the classroom.</p>	<p>preposition 'for' is used for duration of time and since means 'from a specific point of time'</p> <p>before communication devices, preposition 'on' is used. (on radio, on mobile, on the Net, etc.)</p> <p>after the verb 'enter', preposition 'to' or 'into' is not used in the sense "to move into"</p>

Errors in the Usage of Conjunctions:	Reasons
<p>1. Incorrect: As she was intelligent, so everyone praised her. Correct: As she was intelligent, everyone praised her. (or)</p> <p>She was intelligent, so everyone praised her.</p>	<p>Any one of the two conjunctions may be used but not both.</p>
<p>2. Incorrect: They asked that why she was late. Correct: They asked why she was late.</p>	<p>The relative pronoun 'why' itself functions as a conjunction, so 'that' is not to be used.</p>
<p>3. Incorrect: Unless you don't open your mouth, I cannot help you. Correct: Unless you open your mouth, I cannot help you.</p>	<p>After the conjunction 'unless', negatives are not used.</p>

ACTIVITY

Five sets of sentences are given below. Identify the errors and write nearby the sentence which one is correct and which one is incorrect.

1. My friend prefers coffee than tea.
My friend prefers coffee to tea.

2. She was married to a business man.
She was married with a business man.

3. He saw me yesterday.
He has seen me yesterday.

4. Neither he nor his friends speaks truth.
Neither he nor his friends speak truth.

5. He do not come to my party.
He does not come to my party.

ACTIVITY

Underline the errors in following passage and rewrite it in the box after making corrections.

There was only two days to submit my assignment. I asked for my friend to assist me in data collection. Both of us were searched for materials in my laptop. We started our work in morning and finished it only in night. I was thanked my friend for his timely help.

ACTIVITY

Join with your friend and identify the errors in the following sentences:

- | |
|--|
| 1. Sarojini Naidu was poet. |
| 2. The prize of electronic goods have gone up. |
| 3. Some childrens are naughty. |
| 4. Where you are going? |
| 5. Latha lost all her teeths. |
| 6. My father works from 10am and 6 pm. |
| 7. We have ordered for a new mobile phone. |
| 8. I have seen her yesterday. |
| 9. Our teacher teached us past tense. |
| 10. I don't know what is your name? |

<http://click4explore.com/2019/05/03/error-correction-correct-incorrect/>



5. PROVERBS

“Brevity is the Soul of Wit.”

- Shakespeare in “Hamlet”

What is a Proverb?

A proverb is a brief, simple, and popular saying, or a phrase that gives advice and effectively represents a commonplace truth based on practical experience or common sense. Every nation, language and culture has their own proverbs which are preserved as a heritage from generation to generation through oral tradition since they carry wisdom of the enlightened for day-to-day situations. Like idioms and phrases, they cannot be directly translated into another language word to word but can be used to hit the nail on the head instead of beating about the bush. They enrich one’s vocabulary and remain one of the essential tools for effective communication.

Proverbs with Example Sentences:



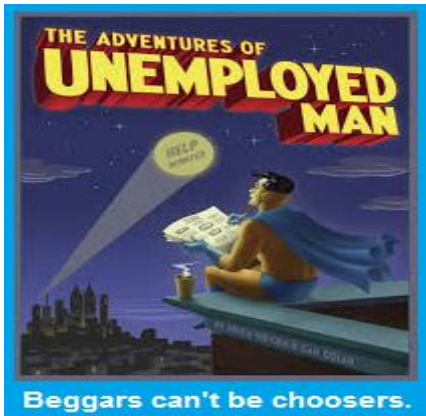
Meaning: What you do is more important than what you say.

Example: Setting an example to children is more powerful than advising them; here actions speak louder than words.



Meaning: A visual can express better than a lengthy description.

Example: This picture beautifully shows the impact excessive mobile usage as the proverb goes: A picture is worth a thousand words.



Meaning: In a pathetic situation, accept what is offered and don't expect more.

Example: When the unemployment ratio is high, the jobseekers should remember the proverb: Beggars can't be choosers.



Meaning: The beauty of a thing differs from person to person.

Example: I don't know why she selected this colour combination; perhaps, beauty is in the eye of the beholder.



Meaning: It's better to finish or do something late than to never do it at all.

Example: I have started exercising after my retirement; it is better late than never, right?"

Proverbs	Example Sentences
<p>Birds of a feather flock together Meaning: People who are similar spend time or stay together.</p>	<p>During the recess, the boys of the same class got together at the canteen as birds of a feather flock together."</p>
<p>Cleanliness is next to Godliness Meaning: Cleanliness is a great virtue. Those who are pure morally and hygienically are close to God.</p>	<p>Keep yourself clean every time. Cleanliness is next to godliness.</p>
<p>Don't count your chickens before they hatch. Meaning: Don't be hasty in making plans for the future, which you are not sure.</p>	<p>When the son talked about his salary package in the new job, his father said, "Don't count your chickens before they hatch."</p>

Proverbs	Example Sentences
<p>Don't judge a book by its cover Meaning: Don't judge someone or something by appearance alone.</p>	<p>He seems to be a simpleton but he may not be so. We can't judge a book by its cover.</p>
<p>God helps those who help themselves Meaning: Work hard to succeed instead of dreaming to be lucky.</p>	<p>Your efforts matter more. Remember that God helps those who help themselves.</p>
<p>Every cloud has a silver lining Meaning: Every bad situation has always some good aspect to it.</p>	<p>I know that you couldn't crack the exam this time but remember, every cloud has a silver lining.</p>
<p>Honesty is the best policy Meaning: Always be truthful and honest.</p>	<p>If you want people to trust you, you need to be honest with them. Honesty is the best policy.</p>
<p>Look before you leap Meaning: Be clear of what is ahead of you before you take a decision.</p>	<p>While opting a course, check on the scope for job opportunities. Always look before you leap.</p>
<p>Laughter is the best medicine. Meaning: Laughing can lighten and make an uneasy situation easier to face.</p>	<p>I know that you are down, how about watching a comedy movie, laughter is the best medicine.</p>
<p>No man is an island Meaning: No one can live alone. We need human relationships to be healthy.</p>	<p>You can't just abandon your friends and family. No man is an island.</p>
<p>Where there's smoke, there's fire Meaning: An outward sign can help you dig out an under lying problem; there is usually some truth to a rumour.</p>	<p>The agitation of the employees implied that they had a lot of problems because where there is smoke, there is fire.</p>
<p>You can lead a horse to water, but you can't make him drink it Meaning: You can try to help someone by giving good advice, but you can't force them to accept it or follow it.</p>	<p>I informed him the vacancies in the company but he didn't do anything. I understood that you can lead a horse to water, but you can't make him drink it.</p>
<p>The early bird gets the worm Meaning: People who wake up early or who prepare in advance or reach before the others achieve their target.</p>	<p>I got to the ticket of its before anyone else. I got front row seats to the show! The early bird gets the worm</p>

Proverbs	Example Sentences
<p>The grass is always greener on the other side</p> <p>Meaning: People are not satisfied with what they have and think that the others have better.</p>	<p>The students of one branch of engineering feel that the other branches are easier to study as the grass is always greener on the other side.</p>
<p>The pen is mightier than the sword</p> <p>Meaning: Deal diplomatically and not with violence</p>	<p>Mahathma Gandhi used his pen which was mightier than the sword to gain freedom for India.</p>
<p>The squeaky wheel gets the grease</p> <p>Meaning: The persons who voice out in a situation is more likely to get something.</p>	<p>The matter was rectified only because of his constant complaints. Yes, the squeaky wheel gets the grease, doesn't it?"</p>
<p>The proof of the pudding is in the eating</p> <p>Meaning: Judging anything is appreciable only if one has used or tried it.</p>	<p>The quality of the product can be certified only after checking for the desired result.</p>
<p>Two heads are better than one</p> <p>Meaning: It's easier to do something as a team than by yourself.</p>	<p>The success of the project by our team proved that two heads are better than one.</p>
<p>Time and tide wait for none.</p> <p>Meaning: The process of nature continues how much one likes it to stop.</p>	<p>There is only a month for your preparation so hurry up. We know that time and tide wait for no man.</p>
<p>When in Rome, do as the Romans do</p> <p>Meaning When you are in a new place or situation, do what majority of the people do.</p>	<p>In America, he started to behave like an American because he knows: When in Rome, do as the Romans do.</p>

ACTIVITY

Find out the proverbs suitable to the pictures given below:



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Exercise

Complete the following proverbs:

1. The proof of pudding _____.

2. Time and tide _____.

3. The pen is _____.

4. You can lead a horse to water but _____.

5. A picture is worth _____.

6. People living in glass houses _____.

7. Beauty is in _____.

8. Cleanliness is _____.

9. Action speaks _____.

10. Honesty is _____.

Exercise

Match the proverbs and their meanings

Meanings	Proverbs
a. If you can't see someone or something, you soon forget about them.	1. A leopard can't change its spots.
b. Achieve two goals with one action.	2. Kill two birds with one stone
c. If you want to know about someone look at his friends.	3. Too many cooks spoil the broth.
d. Some people never change.	4. Out of sight, out of mind.
e. No choice at all.	5. A double-edged sword.
f. Sometimes it is better for one person to do something, rather than lots of people.	6. A person is known by the company he keeps.
g. Something that can be both an advantage and a disadvantage.	7. Hobson's choice. *
h. Something dangerous, but looks innocent.	8. A wolf in sheep's clothing.
i. Two people can get on better when there's no one else.	9. Birds of a feather flock together.
j. People tend to join people with similar interests /outlooks.	10. Two's company, three's a crowd.

ACTIVITY

WHAT WOULD YOU SAY?

(Find out an apt proverb for the following situations and write it against the situation.)

1. When you suggest saving money to your spendthrift friend, he finds excuses to avoid it.
2. The workers of the factory always resort to a strike to get their demands fulfilled.
3. You still wonder how your friend married such an ugly man.
4. When somebody arrives late to complete a task
5. When your friend is in a hurry to start a new business
6. No fight but his writing brought out the desired changes in his firm.
7. Before we complete our work, the deadline was over.
8. After leaving his family and friends, he suffered a lot alone in the new place.
9. All boys interested in cricket used to assemble and play in the ground on Sundays.
10. Everyone admired the drawing that effectively presented the social issue –Child Labour.

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



UNIT – 4

CREATIVE ENGLISH

Objectives:

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

- enrich their vocabulary by solving word puzzles
- design and write notice for the given situation
- effectively use their English language in their business environments to sell their products by writing impressive slogans
- understand and use the technical words related to their branch in their academic and professional contexts
- comprehend Infographics as well as present the data in their workplace effectively through infographics

1. The Language Game : Word Puzzle Grid

What is a Word Grid Puzzle?

A puzzle can be defined as a game or problem intended to test a person's ingenuity or knowledge about something. There are different kinds of puzzles such as crossword puzzles, word-search puzzles, number puzzles, relational puzzles and logical puzzles. Word grid puzzle refers to a puzzle consisting of words arranged in a grid which has a collection of hidden words written in various directions. These puzzles enable one to explore a language and enrich one's vocabulary. This learning tool is fun-filled and educative as well.

CRICKET

M	N	A	O	F	T	E	H	T	H
I	F	I	E	L	D	I	N	G	I
H	I	K	E	R	Y	C	O	B	W
R	T	I	B	A	T	S	M	A	N
U	E	C	H	E	A	T	O	P	E
N	A	R	K	H	C	H	E	E	P
S	N	C	I	U	M	P	I	R	E
I	I	A	V	N	U	M	B	E	N
W		T	N	C	H	B	O	P	I

Activity

Find out the following prepositions that are hidden in the grid given below:

Between, By, Since, From, With, Into, Under, After, Of, At

D	E	N	O	P	S	F	R	O	M
S	I	V	P	A	O	B	E	I	Y
I	N	B	E	T	W	E	E	N	L
N	S	Y	N	I	I	C	L	T	T
C	O	W	B	O	T	A	D	O	F
E	G	H	A	P	H	U	A	T	R
B	I	A	F	T	E	R	E	H	O
U	N	D	E	R	R	X	M	I	R

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Activity

Match the following Definitions with their Words and try to locate those words in the Grid

C	O	M	M	U	T	E	R	A	C
A	E	R	P	L	A	X	Y	E	L
S	D	V	U	J	M	I	O	B	E
T	E	Q	W	E	R	T	O	O	V
F	A	B	S	D	F	W	G	O	E
A	T	R	U	N	K	I	L	T	F
T	C	O	E	R	T	D	E	B	A
O	L	O	R	D	G	E	P	I	C
S	E	K	S	T	O	C	K	R	J
E	U	S	O	Z	B	A	I	E	O
E	Y	E	L	D	V	D	D	Q	R

Activity

Find 5 words related to BUILDINGS

P	A	D	U	N	O	I	H	W	V
A	E	V	I	O	K	O	O	C	I
L	F	G	H	R	A	G	S	E	T
A	J	W	B	S	D	L	T	N	N
C	C	O	T	T	A	G	E	E	O
E	U	D	A	E	P	M	L	U	P
I	X	K	L	N	T	O	I	S	E
N	G	T	F	R	L	V	R	M	N
A	N	Z	A	A	P	O	E	B	F
R	Q	P	I	N	O	Q	B	T	G
O	A	R	M	T	U	V	I	S	T

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https://www.google.com/search?sxsrf=AleKk01WL0MXTPmKSOz5hJ38AZuUqaz1oQ:1590137953289&q=printable+puzzles&tbm=isch&chips=q:printable+puzzles,g_1:word+search:1afa4zFKBKQ%3D&usg=AI4_-kQiXlgFdKaTMXxF-MMYrR2sYzkKNw&sa=X&ved=2ahUKEwjK0uW-jcFpAhUayjgGHfAdBH8QgloDKAB6BAgMEAQ&biw=1366&bih=657



2. NOTICE WRITING FOR THE GIVEN SITUATIONS

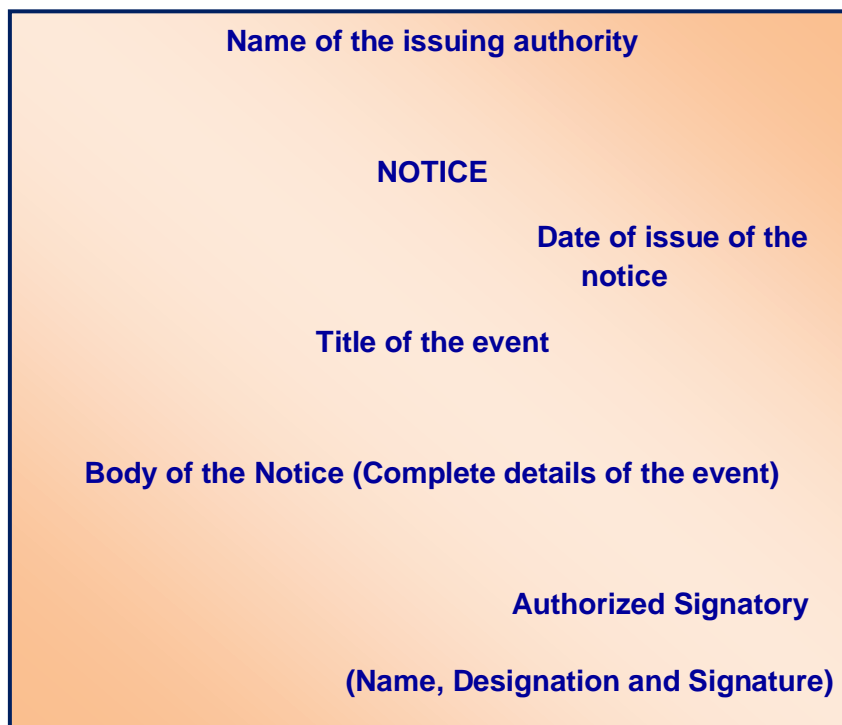
What is a notice?

A notice is a written or printed announcement meant for a specific purpose. Its prime objective is to inform a large number of people about something that has happened or is about to happen. A notice can be prepared for an upcoming event, competition, meeting or just a piece of information to be delivered to the targeted audience. It is generally written in a formal language. Notices are factual and to-the-point. The language should be simple and formal, not flowery. They are put up on display boards in educational institutions, organizations or at public places.

Format of a Notice:

A Notice for an event should have the following:

- An appropriate title
- Relevant information about the event
- Date and time of the event
- Venue of the event
- Name and designation of the issuer
- Date of issue of the notice



Notice Writing Tips

- ✓ Enclose the notice in a box
- ✓ Avoid repeating same words or information
- ✓ Keep it simple, precise and to-the-point
- ✓ Underline the word "NOTICE"
- ✓ Give a captivating title and underline it.
- ✓ Make use of the information given in the question
- ✓ Give answers for 5 Ws – What , why, when, where and who
- ✓ Declare the purpose of the notice explicitly.

Probable Topics for Notice Writing

- A Competition
- An inaugural function
- An exhibition
- An event such as a blood donation camp, NSS Special Camp, etc.

Specimen Notice 1:

You are Madhavan, President, Students' Association of ABC Polytechnic College, Salem. Your polytechnic is going to organize an inter-polytechnic cultural competition. Write a notice inviting names of all the interested students.

NOTICE

ABC POLYTECHNIC COLLEGE, SALEM

January 05, 2020

INTER-POLYTECHNIC CULTURAL COMPETITION

Our Polytechnic College is organizing an Inter-Polytechnic Cultural Competition on January 20, 2020 (Tuesday) at 10 a.m. in our college auditorium. More than 40 polytechnic colleges from all over the state will participate in this mega event. Interested students can register their names with the undersigned latest by January 12, 2020.

Madhavan
President – Students' Association

Specimen Notice # 2:

You are Karthika, Secretary, ISTE Students' Chapter of your polytechnic. Your Polytechnic is soon going to publish the polytechnic college newsletter. Write a notice inviting students to submit write-ups and creative works.

NOTICE

XYZ POLYTECHNIC COLLEGE

February 01, 2020

CALL FOR SUBMISSIONS

It is informed that our institution is going to publish its half-yearly newsletter next month. All those who wish to contribute can submit their entries to the undersigned on or before 15th February 2020. You can take any topic of your choice. For further details, contact the undersigned or your class representative.

**Karthika
Secretary – ISTE
Students' Chapter**

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Specimen Notice # 3:

In the capacity of Office Superintendent of a polytechnic college, put up a notice in your college notice board about a wrist watch found near your college canteen. Write a notice in about 50 words asking the owner to identify and collect it from you.

PACM POLYTECHNIC COLLEGE, COIMBATORE

March 20, 2020

This is to inform all the students that a wrist watch has been found nearby our college canteen. It was found on March 19 at around 3.30 p.m. The watch seems to be a new and costly one. The owner of the wrist watch shall contact the undersigned with a valid proof to claim ownership of the wrist watch on or before March 25, 2020.

**R. KRISHNAN
OFFICE SUPERINTENDENT**

Activity

Do it yourself:

1. You are Ram, Convener, Annual Day Celebrations of your polytechnic College. Write a notice to be put on the polytechnic notice board regarding the upcoming 30th Annual Day Celebrations.
2. You are Krishnan, Co-ordinator, National Service Scheme of your polytechnic College. Prepare a notice informing the students about the Blood Donation Camp to be conducted in your college auditorium.
3. You are Rekha, Women In Development Manager of your polytechnic college. Write a notice announcing the celebrations of World Women's Day at your polytechnic assembly hall.
4. You are Saravanan, Librarian of your polytechnic college library. Draft a notice instructing the students to return the books on or before 25th March 2019.
5. As the Coordinator of Inter Polytechnic Technical Symposium, draft a notice inviting students to register their names for Technical Paper Presentation and Technical Quiz contests.
6. As the Placement Officer of your polytechnic college, prepare a notice informing the campus recruitment drive to be conducted by a leading multinational company on 20th February 2019 at your polytechnic college seminar hall.

<https://www.youtube.com/watch?v=cS3-bcW-dQU>



3. SLOGAN WRITING

What is a Slogan?

Slogan, also called tagline, refers to a catchy phrase consisting of few words arranged in an attractive or rhyming manner to describe a company's identity or their product to the customers or public in general. It is one of the effective ways of advertising and its main objective is to leave a remarkable message or impact in the mind of potential customers. Slogan writing is a skill that implies effective use of language for a specific purpose. It also develops the creativity of the students in using a language as well as in responding to the needs of the business concerns.

Characteristics of Good Slogans

- ✓ **the phrases to be apt, brief and catchy ones**
- ✓ **never fail to emphasize and reinforce the brand identity**
- ✓ **express trust, innovation, quality and commitment to customer**
- ✓ **retain the reputation of the company**
- ✓ **reveal the user experiences and feelings and thereby persuade new customers to buy**
- ✓ **show how a company's product is different from their competitors' product**
- ✓ **make fun to leave a lasting impact**
- ✓ **link a proverb or a well-known expression and make it impressive and easy to remember**

Simple Ways to Write Effective Slogans

- Understand the topic or brand of a product.
 - Get deep into the objective of the topic/brand.
 - Find out the benefits of the topic/brand.
 - Focus on the uniqueness of the topic/brand.
- Research over other slogans.
 - Not to copy, but what made the difference.
- Put down all that comes to your head.
 - Throw ideas. This can help you to get a better slogan.
 - Start with longer sentences and then make it short (less than 9 to 10 words).
- Note down five best slogans.
 - Narrow down by writing and rewriting and find out what fits the most.
 - Be honest - avoid phrases such as number one, the best etc.
- Use rhyme and rhythm so that the slogan is easier to remember.

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ACTIVITY

Make a Google search and identify the name of the company whose slogans are presented below:

<i>Slogans</i>	<i>Write the Name of the Company / Product</i>
1. Connecting People	
2. Think different	
3. The Ultimate Driving Machine	
4. Think Big	
5. For Those Who Do	

ACTIVITY

Join with your friend and write the famous slogans of the following business concerns:

<i>Companies / Products</i>	<i>Slogans</i>
1. Taste the Feeling	
2. Ideas for Life	
3. The Banker to Every Indian	
4. Designed to Delight	
5. Make Way for the Future	

ACTIVITY

Students may form a group and write slogans for the following topics:

1. Environment – Pollution, Deforestation, Global warming, Water/nature conservation, Energy conservation etc.
2. General awareness – Education of girl child, cleanliness, yoga, blood donation, AIDS, National Integration etc.
3. Social evil – child labour, corruption, child abuse, female infanticide, child labour etc
4. Celebrations – children's day, mother's, women's, Independence day, National Integration, festivals etc.
5. Business – Any Products such as TV, Washing machine, Laptop, etc.

<https://www.wikihow.com/Write-Slogans>



4. Technical Words

Introduction:

How many words are in English language in total? The Oxford Dictionary of English Revised Second Edition contains 3,55,000 words. The number of words known to a person is called his or her vocabulary. The more number of words you know the more effectively you can communicate. There are language varieties such as dialect, register, jargon, idiolect, etc. Apart from the common words meant for general public, each professional has to learn the frequently used words in his professional environment known as “jargons.” The word jargon refers to special words or expressions used by a profession or group that are difficult for others to understand. Professionals such as doctors, lawyers, journalists and engineers have their own terms without which they cannot communicate among themselves and carry out their day to day assignments. Let us learn frequently used technical terms in Engineering in this lesson.

Sl. No.	TECHNICAL TERM	MEANING
1.	Beam	a long thick piece of material used in construction
2.	Column	A tall vertical cylindrical structure standing upright
3.	Concrete	A strong hard building material made with gravel and cement
4.	Richter scale	A logarithmic scale 1 to 10 formerly used to express the magnitude of an earthquake on the basis of the size of seismograph oscillations
5.	Stress	A force that produces strain on a physical body
6.	Suspension bridge	A bridge that has a roadway supported by cables that are anchored at both ends.
7.	Tension	A stress that produces an elongation of a physical body
8.	Truss	A rigid framework of beams that supports a structure
9.	Automation	The act of implementing the control of equipment

Sl. No.	TECHNICAL TERM	MEANING
10.	Compressor	A mechanical device that compresses gasses
11.	Conduction	The transmission of heat or electricity or sound
12.	Dynamics	Mechanics concerned with forces that cause motion of bodies
13.	Engine	Motor that converts energy into work or motion
14.	Lubricator	A substance capable of reducing friction by making surfaces smooth and slippery
15.	Pneumatics	The branch of mechanics that deals with the mechanical properties of gases
16.	Potential energy	Mechanical energy that a body has by virtue of its position
17.	Ampere	The basic unit of electric current adopted under the SI Units
18.	Circuit	An electrical device providing a path for current to flow
19.	Conductor	A device designed to transmit electricity or heat
20.	Analog	Having an input that is proportional to the input
21.	Digital	Of a circuit or device that represents magnitudes in numbers
22.	Generator	An engine that converts mechanical energy into electricity
23.	Ohm	A unit of electrical resistance equal to the resistance between two points of a conductor when a potential different of one volt between them produces a current of one ampere
24.	Resistance	A material's opposition to the flow of electric current
25.	Sensor	Any device that receives a signal or stimulus.
26.	Transistor	A semiconductor device capable of amplification
27.	Voltage	The rate at which energy is drawn from a source

Sl. No.	TECHNICAL TERM	MEANING
28.	Bandwidth	Bandwidth (BW) is a range of frequencies, or information, that a circuit can handle or the range of frequencies that a signal contains or occupies.
29.	Bluetooth	A technology that allows voice and data connections between a wide range of mobile and stationary devices through short-range digital two-way radio.
30.	Integrated Circuit	A semiconductor device that combines multiple transistors and other components and interconnects on a single piece of semiconductor material.
31.	Address	Identifies the location of an Internet resource.
32.	Cache	a region of computer memory where frequently accessed data can be stored for rapid access
33.	Defragmentation	The process of rewriting parts of a file to contiguous sectors on a hard drive to increase the speed of access and retrieval
34.	Ethernet	A popular network technology that enables data to travel at 10 megabits per second.
35.	Firewall	A method of preventing unauthorized access to or from a particular network
36.	Freeware	Copyrighted software available for downloading without charge.
37.	Malware	Software programs designed to damage or do other unwanted actions on a computer
38.	Protocol	A set of rules that regulate how computers exchange information
39.	Router	A device used for connecting two Local Area Networks (LANs)
40.	Search Engine	A tool that searches documents by keyword and returns a list of possible matches

Learn Technical Terms through Pictures:



TOOLS AND INSTRUMENTS



Axe



Back Saw



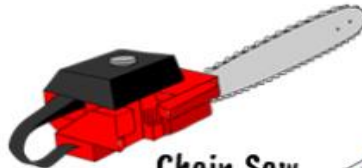
Saw



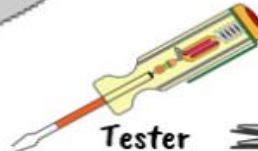
Nail



Tool Box



Chain Saw



Tester



Scissors



Nut



Bolt



Screw



Spirit Level



Tape Measure



Hammer



Corkscrew



Mallet



Step Ladder



Monkey Wrench



Pipe Wrench



Nose Pliers



Cordless Drill



Spanner



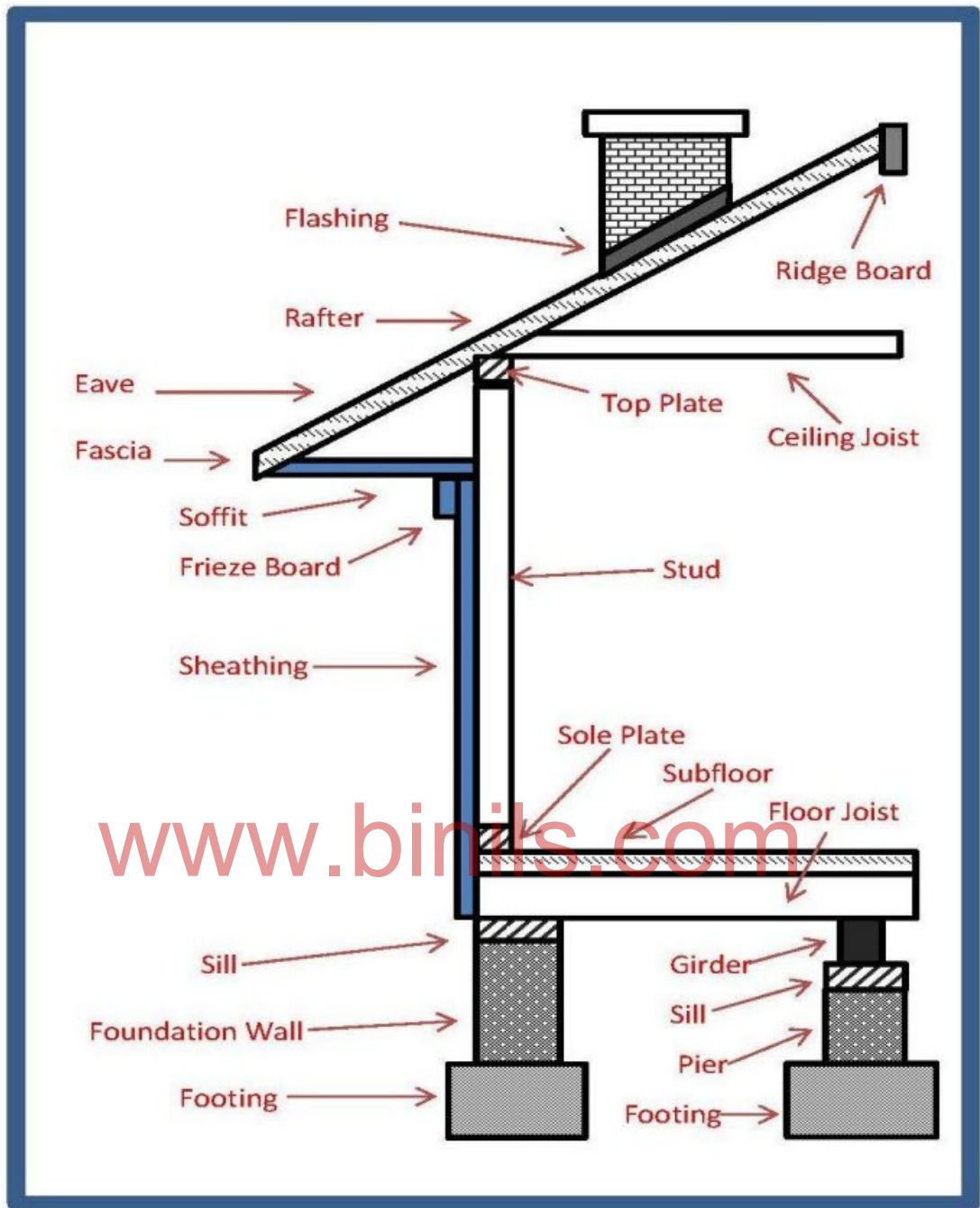
Pliers



Screwdriver



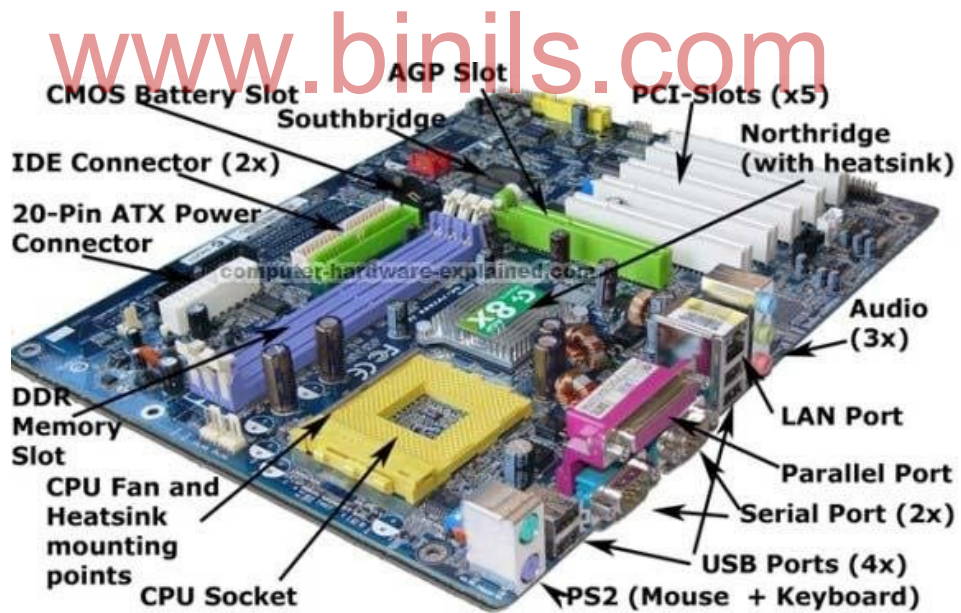
Electric Drill



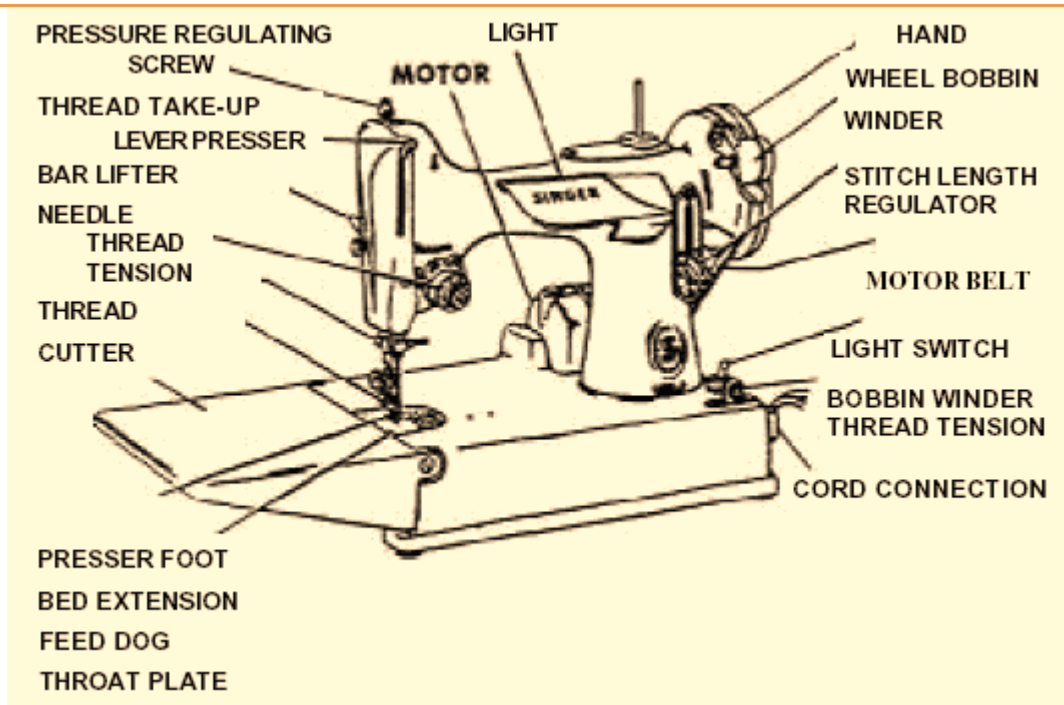
Home Construction



Electronic Components



Motherboard



Technical Terms in Garment Technology



5. Infographics Comprehension



What is an Infographic?

An infographic is basically an artistic representation of data and information using various elements such as –

- Graphs
- Pictures
- Diagrams
- Narrative
- Timeline
- Check List etc.

The focus of infographics is to communicate insights. It communicates data and information in a more engaging way than most of the traditional methods. Infographics are constructed around content to help the reader understand complex ideas visually. Students should identify the story the visual content is telling the reader.

How to Understand an Infographic?

- Spend time examining infographic elements
- Identify the structure of the infographic
- Understand the flow of the information
- Most infographics chunk information into digestible, bite-sized segments.
- Identify the parts and see how they relate to the whole.
- What is the specific topic of the infographic?
- How far can you decipher from the pictures and diagrams?
- Jot down the important points which you would like to delineate.
- Check if the points thus jotted down discuss on the specific topic.
- Prepare a rough draft.
- Present your comprehension in the form of a report.

How to Interpret an Infographic?

Example

Look at the following infographics and prepare a report of about 50 words summarizing the information presented in them.



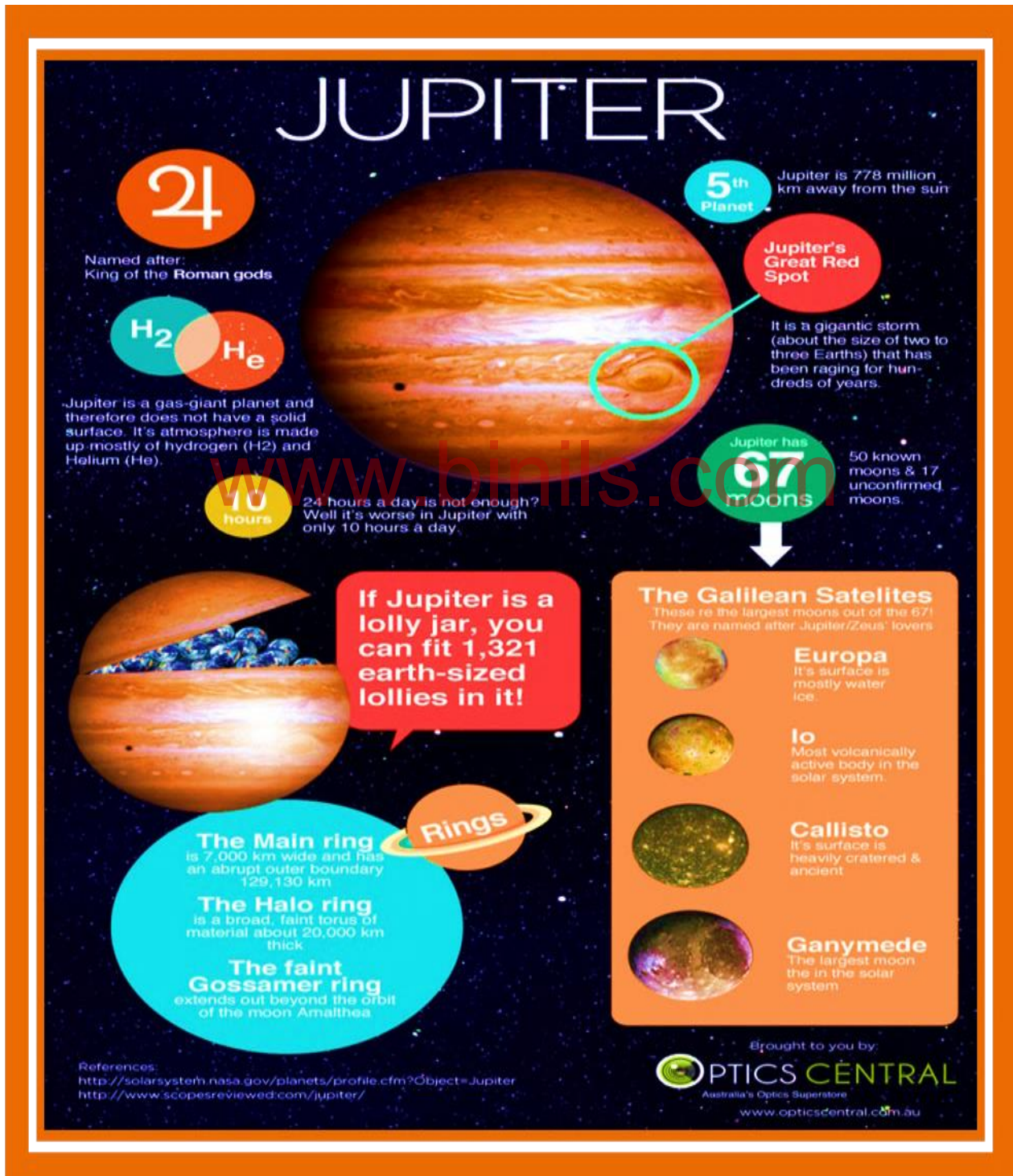
Sleeping Disorder of Kids

The given infographic vividly presents the sleeping issues of kids at various stages. Newborn babies aged 0-3 months sleep 14 to 17 hours. The sleeping time gets reduced into 12 to 16 hours when they grow up into infant stage - 4 to 12 months old. At the age of 1 to 2 years, the toddlers sleep only eleven to fourteen hours. The sleeping time still drops into 10-13 hours when they grow into preschoolers stage (3 to 5 years old). The same sleeping time falls into 9-12 hours after entering school and declines into 8-10 hours when they become adolescents. The infographics also reveals the fact that about 25-40% of kids are affected by sleeping problem at some point during their

childhood. Behavioural change, more sleep, falling asleep in inappropriate places are the signs of sleep deprivation.

ACTIVITY

Look at the following infographics and write any 5 facts about Jupiter in the box given below and then try to develop into a paragraph of 50 words:



Heading:

1.

2.

3.


4.

5.

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ACTIVITY

Study the following infographics carefully and prepare a report in about 50 words:



April 22nd is Earth Day

Here are some things you can do to make our planet a better place to live.

Reduce
the amount of garbage you make.

Reuse
things instead of throwing them out.

Recycle
paper, plastic, glass, and aluminum.


- Do not disturb the natural habitats of plants and animals. Do not pick wildflowers or gather critters for pets.
- Talk to people at home or to your teacher about planting a garden to attract butterflies and birds. These gardens provide habitats to replace those taken away by buildings, streets, and parking lots.
- Pet waste has bacteria that can threaten fish and wildlife. Clean up after your dog so its waste can't drain into lakes, rivers, and streams during a rainstorm.
- Fix something that's broken instead of throwing it away.
- When you buy something, carry it home without a bag or take your own bag to the store.
- Avoid using throw-away forks and cups.
- Refill empty bottles of water instead of buying new ones.
- Use both sides of every sheet of paper. Save scrap paper for recycling.
- Buy and use things that are made to last.
- Buy goods that require less wrapping and packaging.
- Reuse empty jars as holders for things like pencils and pens.
- Instead of throwing out food waste and grass clippings, use them to make compost, which turns into new soil.
- Separate trash so you can recycle paper, glass, aluminum cans, and plastic.
- Take old cell phones and other electronic equipment to a recycling center.

Your Part

There are many ways to reduce your carbon footprint. One way is to use less energy. Another is to consume food items that require less energy during the production process.

- Compact Fluorescent Lights, or CFLs, use 75 percent less energy than standard bulbs. Plus, they last longer. Talk with adults in your home about choosing CFLs instead of standard bulbs.
- Help move furniture away from radiators, so heat goes into a room and is not absorbed by the furniture.
- Homes should not be kept freezing in summer and boiling in winter. Ask adults to keep the indoor temperature at 75°F in summer and 68°F in winter.
- To cut down on pollution linked to shipping and packaging food, plant a vegetable garden. Talk with adults who buy your food about choosing food that is grown locally (within 100 miles of home).
- Processed foods, which are frozen, canned, or packaged, carry a big carbon footprint. Eating fresh food reduces your carbon footprint. Whenever possible, choose baked potatoes instead of potato chips. Eat an apple instead of applesauce.

Text: Kids Discover Conservation
Infotoon: Michael Kline (skogfoose.com)



ACTIVITY

Study the following infographics and write a report in about 50 words:



<https://venngage.com/blog/what-is-an-infographic/>



UNIT – 5

English for Scholarly Presentation / Fluency

Objectives:

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

- enrich their vocabulary
- increase their background knowledge of literature which would be useful in all content areas
- amplify their understanding of human behavior and empathize with others
- gain mastery over the grammar rules inductively
- learn the usage of coherence and cohesion in connected speech

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SECOND SEMESTER

"The Lost Child" by Mulk Raj Anand

"My Vision For India" by Abdul Kalam

"From Lover's Gift" by Rabindranath Tagore

"The Flower" by Tennyson

The Lost Child

- Mulk Raj Anand

It was the festival of spring. From the wintry shades of narrow lanes and alleys emerged a gaily clad humanity. Some walked, some rode on horses, others sat, being carried in bamboo and bullock carts. One little boy ran between his father's legs, brimming over with life and laughter. "Come, child, come," called his parents, as he lagged behind, fascinated by the toys in the shops that lined the way.

He hurried towards his parents, his feet obedient to their call, his eyes still lingering on the receding toys. As he came to where they had stopped to wait for him, he could not suppress the desire of his heart, even though he well knew the old, cold stare of refusal in their eyes. "I want that toy," he pleaded. His father looked at him red-eyed, in his familiar tyrant's way. His mother, melted by the free spirit of the day was tender and, giving him her finger to hold, said, "Look, child, what is before you!"

It was a flowering mustard-field, pale like melting gold as it swept across miles and miles of even land. A group of dragon-flies were bustling about on their gaudy purple wings, intercepting the flight of a lone black bee or butterfly in search of sweetness from the flowers.

The child followed them in the air with his gaze, till one of them would still its wings and rest, and he would try to catch it. But it would go fluttering, flapping, up into the air, when he had almost caught it in his hands. Then his mother gave a cautionary call: "Come, child, come, come on to the footpath."

He ran towards his parents gaily and walked abreast of them for a while, being, however, soon left behind, attracted by the little insects and worms along the footpath that were teeming out from their hiding places to enjoy the sunshine.

"Come, child, come!" his parents called from the shade of a grove where they had seated themselves on the edge of a well. He ran towards them. A shower of young flowers fell upon the child as he entered the grove, and, forgetting his parents, he began to gather the raining petals in his hands. But lo! he heard the cooing of doves and ran towards his parents, shouting, "The dove! The dove!" The raining petals dropped from his forgotten hands.

“Come, child, come!” they called to the child, who had now gone running in wild capers round the banyan tree, and gathering him up they took the narrow, winding footpath which led to the fair through the mustard fields. As they neared the village the child could see many other, footpaths full of throngs, converging to the whirlpool of the fair, and felt at once repelled and fascinated by the confusion of the world he was entering.

A sweetmeat seller hawked, “gulab-jaman, rasagulla, burfi, jalebi,” at the corner of the entrance and a crowd pressed round his counter at the foot of an architecture of many coloured sweets, decorated with leaves of silver and gold. The child stared open-eyed and his mouth watered for the burfi that was his favourite sweet. “I want that burfi,” he slowly murmured. But he half knew as he begged that his plea would not be heeded because his parents would say he was greedy. So without waiting for an answer he moved on.

A flower-seller hawked, “A garland of gulmohur, a garland of gulmohur !” The child seemed irresistibly drawn. He went towards the basket where the flowers lay heaped and half murmured, “I want that garland.” But he well knew his parents would refuse to buy him those flowers because they would say that they were cheap. So, without waiting for an answer, he moved on.

A man stood holding a pole with yellow, red, green and purple balloons flying from it. The child was simply carried away by the rainbow glory of their silken colours and he was filled with an overwhelming desire to possess them all. But he well knew his parents would never buy him the balloons because they would say he was too old to play with such toys. So he walked on farther.

A snake-charmer stood playing a flute to a snake which coiled itself in a basket, its head raised in a graceful bend like the neck of a swan, while the music stole into its invisible ears like the gentle rippling of an invisible waterfall. The child went towards the snake-charmer. But, knowing his parents had forbidden him to hear such coarse music as the snake-charmer played, he proceeded farther.

There was a roundabout in full swing. Men, women and children, carried away in a whirling motion, shrieked and cried with dizzy laughter. The child watched them intently and then he made a bold request: “I want to go on the roundabout, please, Father, Mother.” There was no reply. He turned to look at his parents. They were not there, ahead

of him. He turned to look on either side. They were not there. He looked behind. There was no sign of them.

A full, deep cry rose within his dry throat and with a sudden jerk of his body he ran from where he stood, crying in real fear, "Mother, Father." Tears rolled down from his eyes, hot and fierce; his flushed face was convulsed with fear. Panic-stricken, he ran to one side first, then to the other, hither and thither in all directions, knowing not where to go. "Mother, Father," he wailed. His yellow turban came untied and his clothes became muddy.

Having run to and fro in a rage of running for a while, he stood defeated, his cries suppressed into sobs. At little distances on the green grass he could see, through his filmy eyes, men and women talking. He tried to look intently among the patches of bright yellow clothes, but there was no sign of his father and mother among these people, who seemed to laugh and talk just for the sake of laughing and talking.

He ran quickly again, this time to a shrine to which people seemed to be crowding. Every little inch of space here was congested with men, but he ran through people's legs, his little sob lingering: "Mother, Father!" Near the entrance to the temple, however, the crowd became very thick; men jostled each other, heavy men, with flashing, murderous eyes and hefty shoulders. The poor child struggled to thrust a way between their feet but, knocked to and fro by their brutal movements, he might have been trampled underfoot, had he not shrieked at the highest pitch of his voice, "Father, Mother!"

A man in the surging crowd heard his cry and, stooping with great difficulty, lifted him up in his arms. "How did you get here, child? Whose baby are you?" the man asked as he steered clear of the mass. The child wept more bitterly than ever now and only cried, "I want my mother, I want my father!"

The man tried to soothe him by taking him to the roundabout. "Will you have a ride on the horse?" he gently asked as he approached the ring. The child's throat tore into a thousand shrill sobs and he only shouted: "I want my mother, I want my father!"

The man headed towards the place where the snake-charmer still played on the flute to the swaying cobra. "Listen to that nice music, child!" he pleaded. But the child shut his ears with his fingers and shouted his double-pitched strain: "I want my mother, I want my father!" The man took him near the balloons, thinking the bright colours of the balloons would distract the child's attention and quieten him. "Would you like a rainbow-coloured

balloon?” he persuasively asked. The child turned his eyes from the flying balloons and just sobbed, “I want my mother, I want my father!”

The man, still trying to make the child happy, bore him to the gate where the flower-seller sat. “Look! Can you smell those nice flowers, child! Would you like a garland to put round your neck?” The child turned his nose away from the basket and reiterated his sob: “I want my mother, I want my father!”

Thinking to humour his disconsolate charge by a gift of sweets, the man took him to the counter of the sweet shop. “What sweets would you like, child?” he asked. The child turned his face from the sweet shop and only sobbed, “I want my mother, I want my father!”



<https://www.youtube.com/watch?v=6kODQ2jFdOk>



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MY VISION FOR INDIA

- Dr. A.P.J. Abdul Kalam

I have three visions for India. In 3000 years of our history people from all over the world have come and invaded us, captured our lands, conquered our minds. From Alexander onwards the Greeks, the Turks, the Moguls, the Portuguese, the British, the French, the Dutch, all of them came and looted us, took over what was ours. Yet we have not done this to any other nation. We have not conquered anyone. We have not grabbed their land, their culture and their history and tried to enforce our way of life on them. Why? Because we respect the freedom of others. That is why my FIRST VISION is that of FREEDOM. I believe that India got its first vision of this in 1857, when we started the war of Independence. It is this freedom that we must protect and nurture and build on. If we are not free, no one will respect us.

We have 10 percent growth rate in most areas. Our poverty levels are falling. Our achievements are being globally recognised today. Yet we lack the self-confidence to see ourselves as a developed nation, self-reliant and self-assured. Isn't this incorrect? MY SECOND VISION for India is DEVELOPMENT. For fifty years we have been a developing nation. It is time we see ourselves as a developed nation. We are among top five nations in the world in terms of GDP.

I have a THIRD VISION. India must stand up to the world. Because I believe that unless India stands up to the world, no one will respect us. Only strength respects strength. We must be strong not only as a military power but also as an economic power. Both must go hand-in-hand. My good fortune was to have worked with three great minds. Dr. Vikram Sarabhai, of the Dept. of Space, Professor Satish Dhawan, who succeeded him and Dr. Brahm Prakash, father of nuclear material. I was lucky to have worked with all three of them closely and consider this the great opportunity of my life.

I was in Hyderabad giving this lecture, when a 14 year-old girl asked me for my autograph. I asked her what her goal in life is. She replied: I want to live in a developed India. For her, you and I will have to build this developed India. You must proclaim India is not an underdeveloped nation; it is a highly developed nation.

You say that our government is inefficient. You say that our laws are too old. You say that the municipality does not pick up the garbage. You say that the phones don't work, the railways are a joke, the airline is the worst in the world, and mails never reach their destination. You say that our country has been fed to the dogs and is the absolute pits. You say, say and say. What do you do about it?

Dear Indians, I am echoing J.F.Kennedy's words to his fellow Americans to relate to Indians "ASK WHAT WE CAN DO FOR INDIA AND DO WHAT HAS TO BE DONE TO MAKE INDIA WHAT AMERICA AND OTHER WESTERN COUNTRIES ARE TODAY."



<https://www.youtube.com/watch?v=DP5h0GVCRzo>



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FROM LOVER'S GIFT

- Rabindranath Tagore

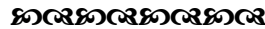
I lived on the shady side of the road and watched my neighbours' gardens
across the way revelling in the sunshine.

I felt I was poor, and from door to door went with my hunger.

The more they gave me from their careless abundance
the more I became aware of my beggar's bowl.

Till one morning I awoke from my sleep at the sudden opening of my door,
and you came and asked for alms.

In despair I broke the lid of my chest open and was startled
into finding my own wealth.



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



THE FLOWER

- Alfred Lord Tennyson

Once in a golden hour
I cast to earth a seed.
Up there came a flower,
The people said, a weed.

To and fro they went
Thro' my garden bower,
And muttering discontent
Cursed me and my flower.

Then it grew so tall
It wore a crown of light,
But thieves from o'er the wall
Stole the seed by night.

Sow'd it far and wide
By every town and tower,
Till all the people cried,
'Splendid is the flower!'

Read my little fable:
He that runs may read.
Most can raise the flowers now,
For all have got the seed.

And some are pretty enough,
And some are poor indeed;
And now again the people
Call it but a weed.



<https://interestingliterature.com/2018/09/a-short-analysis-of-tennysons-the-flower/>



1. How does the author use subtle details to describe mother nature?

The scene of the story is the festival of spring after the cold winter. The people moved on horses and in bullock carts. The author takes us to the vast area of the flowering mustard field, with pale yellow colour flowers like the melting gold. The fluttering butterflies, dragonflies, honeybees hovering over the flowers. The little insects and worms coming out to enjoy the sunshine on the footpath. The shower of young flowers in the grove and the cooing of the doves were the subtle details used, to describe mother nature.

2. What fascinated the boy in the village fair?

The mouth-watering burfies, along with other colourful sweets, the garlands of gulmohars heaped in the baskets, the toys and the colourful balloons tied to the pole, the graceful dance of the snake to the snake charmer's music on the flute, the dizzy whirling motion of the roundabout fascinated him. The child though repelled was also fascinated by the confusion of the world from the bustling and chattering of the buyers and the sellers in the fair.

3. How do you think the title is apt for the story?

The boy's feeling of losing his parents in the crowd is described here. His anxiety and fear of being lost is placed above his innocent desires that he had in the fair. He is not interested in the attractions of the fair anymore and is lost to it, when compared to the separation from his parents. This relationship of the parent's security and the happy satisfied children is brought about in this story. Thus, the title is an apt one.

4. Explain the theme of the story.

The bond of parents and their children is focused here. A boy at a young age is always in the secure hands of his parents. Though his desires are not fulfilled by them, he still feels the loss of being separated from them unbearable. He refuses to be convinced even when distracted. His only desire is to be united with his parents. This longing he values above his childish desires.

5. Narrate the plight of the boy when he was lost.

The moment the child knew that he was lost, a full, deep cry rose within his dry throat and with a sudden jerk of his body he ran from where he stood, crying in real fear for his father and mother. Tears rolled down from his eyes and his face was flushed with fear. Filled with panic, he ran in all directions and not finding his parents he stood defeated. Thereafter whatever had fascinated him in the fair was no more attractive compared to the loss of his parents. Even as the man who distracted him showing the various things in the fair, he could not be consoled.

1. What does Dr. Kalam mean by freedom?

Freedom is having the liberty to live a life of our own with our basic rights and not controlled by any restrictions. It is this freedom that will bring out the creativity and originality and hence increase productivity and quality. Dr Kalam wants the youth to protect, nurture and build on this freedom so as to be respected by the world. Besides this we should respect the freedom of others. India started its war for independence in 1857. This drive should continue.

2. How do you think India can stand on its own as a developed nation?

From Dr. Kalam's point of view we lack self-confidence, self-reliance, and self-assurance. We have come a long way in the development in all fields. Our achievements are globally recognized as we are among the top 5 nations in terms of GDP. The rate of poverty is also declining. An unceasing work as a team will definitely place us high, economically and scientifically. One should believe in oneself and contribute to the progress of the country especially by executing it.

3. Explain through the third vision, our India as a strong nation.

A country can be called powerful only if its economic power is strong along with its military power. Both these powers go hand in hand in the progress of the nation. To be a strong nation Dr. Kalam insists that we should act upon the visions and think positively rather than blaming the system. He also points out to us that we are the system. Therefore, we should bring about a change in ourselves. One should have self-respect and self-reliance to depend on our ability and not to depend on the foreign goods and systems.

4. "I want to live in a developed country". How did Dr. Kalam explain this statement?

This statement was said by a 14-year-old girl when, Dr. Kalam asked, what her goal was. He says that we are all responsible to create a developed country for the future generation. He counts on the youth of the nation to build a safe and developed India. Instead of praising the systems of other countries we should look into the flaws of our system, rectify them and actively support the change. The attitude of the youth should change in order to resolve problems on their own.

5. In what way J.F. Kennedy's words support Dr. Kalam's vision?

Dr. Kalam in his speech focused on the responsibilities of each and every citizen of India. He says that it is easy to blame the government, the law and the other governing authorities in the development of the nation. Avoid being a self-centred citizen complaining about everything that one sees around. On the other hand, we should act and contribute towards the progress of the country. Hence instead of asking what the nation has done for you, you ask what you have done for the nation.

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- 1. Who is a beggar? Who is a rich person? Explain with reference to Tagore's poem prescribed to you.**

A person who is very poor and begs for food from home to home is generally thought to be a beggar. On other hand, a person who has sustainable wealth and is capable of helping others is considered to be a rich person. But according to Tagore, the one who is spiritually poor is a beggar, even though he is immensely rich in the material world. In the given poem, the speaker is a beggar and he is more and more aware of his poverty while comparing himself with his neighbour's riches. But after God's visit to his house, he is shocked and surprised to see his own wealth in his chest and realizes that he is the richest person.

- 2. How does the beggar feel himself inferior to his neighbour in the beginning of the poem?**

The speaker of the poem has renounced his wealth, family and friends. He has undertaken his spiritual journey for a noble cause and manages his food begging from home to home like Lord Buddha. Once, while sitting on the shadow under a tree, he looks at his neighbour's garden bright in the sunshine. It reflected the neighbours abundant wealth. The more he received from others through begging, the more he reminded of his poverty. If he had not renounced all, he would have been as wealthy as his neighbour. Thus he feels himself inferior to his neighbour.

- 3. Who is the beggar begging from a beggar in the poem?**

The beggar begging from a beggar in the poem is God. The speaker of the poem is a pilgrim who has renounced all for the realization of God. He is begging from home to home and gets upset to see other's wealth and his poverty. Quite unexpectedly, one morning, God in the disguise of a man breaks the door of his house and enters begging for alms. The speaker who is already upset about his self-attained poverty grows angry and in despair, he breaks the chest that opens suddenly. He is surprised to see his own wealth there. God thus makes him realize that God visits first only those who are spiritually rich.

4. Bring out the symbolism in Tagore's poem.

Symbolism refers to an artistic or poetic way of using images or events to express mystical ideas and emotions indirectly. Tagore uses symbolically a number of images and events in the poem to express his spiritual experiences. The first symbol used by him is the neighbour's garden in sunshine. It indirectly refers to the neighbour's wealth. Tagore also means that it is not the real richness – "all that glitters is not gold." Secondly we see a person breaking the doors open and begging for alms. Tagore doesn't say directly that the person is God. The symbolism here is that God enters the house of those first who are really spiritually rich. Finally, the line – "I broke the lid of my chest open" is also symbolic. The chest also means heart within which for the first time the speaker sees how much faith in God and spiritual realizations he already had.

5. Give a brief summary of Tagore's poem and explain the transformation of the beggar.

In the given poem, the speaker is found sitting on the roadside under a tree. He is a renounced person begging from home to home for food. He is watching now the garden of his neighbour to be bright in the sunshine. When he thinks of abundant wealth of others, he grows more conscious of his poverty. But one morning, he suddenly woke up from sleep to see a person opening the doors and coming in. The speaker is already a beggar but the person arrived begged from him asking for alms. In utter hopelessness and anger, the speaker breaks his chest and opens but sees to his surprise his own wealth inside. He realizes that it is God who has visited his home to make him realize that he is not actually poor. This is the transformation that happens with the beggar.

POEM 2 : QUESTIONS AND ANSWERS

1. Mention in brief the metaphors used in the poem “The Flower”.

First, he uses the golden hour for the good times to write the poetry. Next the seeds he sowed he relates to his ideas and creativity, which was stolen by people and imitated. The beautiful flower, he relates to his works, that is done with passion and hard work. The next metaphor he compares the thieves to the critics, who are too proud to accept his work and do not understand its value but criticize and curse the poet's efforts. Finally, he compares the weeds to the failures of one's work.

2. Give the significance of the weed in the poem.

Weed is a plant that grows normally but are considered unwanted among the cultivated plants, hence having no value. In the first stanza, the people called the flower a weed because of their pride of accepting the beauty of the flower. Later in the last stanza, the people call the flower a weed. Here the weed is the poor result of the works done by people who copied the ideas of the poet by stealing it.

3. How did Tennyson, through his poem, express his dissatisfaction of the critics?

Tennyson could sense the disapproval in the critics and out of sheer hatred of his works, they shunned and criticized him. On the contrary, when his works grew in beauty and brilliance, the same critics stole his ideas and wisdom and spread it to the world by imitating them. The ideas of the poet did grow splendidly all over, but not for everyone. Those whom the ideas failed to produce good work, were referred to as weeds. Tennyson in fact considers these critics in a positive way to improve his own poetry.

4. The poet mentions the poem as a fable – Explain.

Fable is a story that gives a moral and features nature as the character. The poem starts as in a story, with “Once in a golden hour...”. He narrates it as a story, where he sowed a seed and the plant grew to give beautiful flowers. The flowers though, were scorned by people, were stolen for its seeds. The seeds were used by all, but only the healthy seeds produced beautiful flowers, whereas the others ended up as weeds. Hence the moral of this story is that, though the poet tries to show all people the flower, nobody wants to see it but later admires it. Therefore, one should think and act regardless of other people's comments.

5. What is the irony in the poem?

The flower that the poet grew, was not appreciated by the people, besides, they cursed the poet and the flower. This poem is an irony because, at the beginning the people called the flower a weed. The very flower they scorned, was later on stolen for its seeds, and sown everywhere. Now the people started to see and appreciate the flowers that bloomed and they called it splendid. Nevertheless, not all flowers were pretty and the people called them weeds.

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Model Question Paper
Communicative English – II

Time: 3 Hr

Max. Marks : 100

I. Answer any TEN of the following:

10x4=40

1. Rewrite the following sentences using suitable modal verbs without changing the meaning

- a. She is able to speak English.
- b. You are allowed to go home.
- c. It is not necessary for you to wait any longer.
- d. He will probably pass the test.

2. Fill in the following sentences using suitable negatives.

- a. _____ Sankar's friends are invited for the party.
- b. Lions _____ fight with each other.
- c. _____ in my class is going for the tour.
- d. _____ is as refreshing as the fragrance of jasmine.

3. Rewrite the following sentences using the given subordinating conjunctions given in the brackets.

- a. The meeting had to be postponed due to the Chairman's illness. (Rewrite with 'because')
- b. We were late. We missed the train. (Rewrite with 'Since')
- c. If we don't hurry up, we will miss our flight. (Rewrite with 'otherwise')
- d. It was cold but we went swimming. (Rewrite with 'although')

4. Complete the following conditional sentences with suitable verb given in the brackets

- a. If they _____ their house, they would be rich. (sell / sold / will sell)
- b. If Aruna _____, call me. (comes / came / will come)
- c. The zookeeper _____ her with a fine if she had fed the animals. (punished / would have punished / will punish)
- d. I would call the office if I _____ you. (was / were / am)

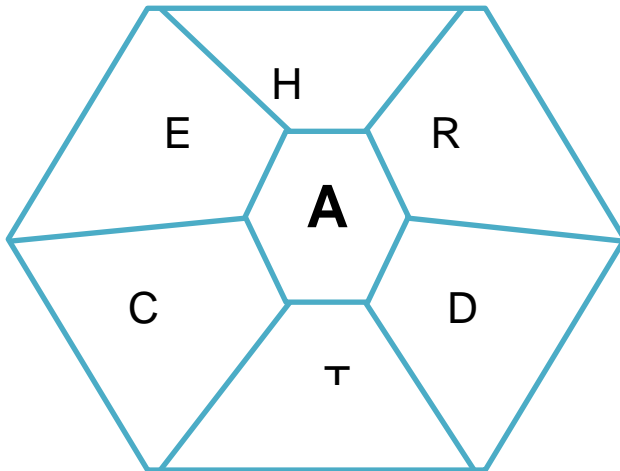
5. Rewrite the following conversation in reported speech

- Jai: Where are you going?
Gopi: To the airport.
Jai: May I drop you there in my car?
Gopi: Thanks a lot. It will be a great help to me

6. **Correct the paragraph by adding appropriate punctuation and capitalization.**

my heart leaps up when I behold a rainbow in the sky wrote wordsworth the famous poet most of us share his feelings when we are lucky enough to see a rainbow have you ever tried to reach a rainbows end

7. **Make any 4 words by combining the letters in the hexagon. The central letter should be common in each word.**



8. **Make use of the following phrases and write your own sentences.**

- a. The black cat
- b. Without fail
- c. To a great extent
- d. Has been working

9. **Combine the cause with the effect and rewrite the sentences using appropriate connectives.**

Sl. No	Cause	Connectives	Effect
1.	Their son is ill	As a result	We stayed at home.
2.	It was raining.	Because	We had to cancel the match.
3.	She liked the puppy.	Consequently	They had to cancel the trip.
4.	The weather was bad.	So	She adopted it.
		Therefore	
		This causes	

10. Write suitable responses either in affirmative or in negative to the following Questions as directed

- Did she write a nice essay? (Affirmative)
- Do you mind if I sit in the corner seat? (Negative)
- Are they playing football? (Negative)
- Aren't you going to the movie tomorrow? (Affirmative)

11. Write any 4 instructions using imperatives to be followed in the chemistry lab.

II. Answer any FOUR of the following: 4x5=20

- You are Mr. Arul and you recently bought a mobile phone from Smart Mobiles. Write an email to the Manager of Smart mobiles, explaining the poor quality of service offered in your city.
- Convert the following acronyms / abbreviations used in social media into formal language
 - NVM -
 - RSVP -
 - TYT -
 - BTW -
 - POV -
- Write a dialogue with minimum 5 exchanges between the Class tutor and a student on submitting assignments.
- Identify the grammatical / lexical errors in the following sentences and correct them.

Sl. No.	Sentence	Error	Correction
1.	Amar is a artist.		
2.	He love to paint and draw.		
3.	His favrit colour is bright green.		
4.	He has buided his house.		

5. Match the meanings with their proverbs

Meanings	Proverbs
1. Avoid assessing someone or something by appearance alone.	Every cloud has a silver lining
2. Every bad situation has always some good aspect to it.	The pen is mightier than the sword
3. We cannot live alone.	Where there's smoke, there's fire
4. Deal diplomatically and not with violence	No man is an island
5. There is usually some truth to a rumour.	Don't judge a book by its cover

III. Answer any FOUR of the following:

4x5=20

1. Find the antonyms of the given words in the vocabulary grid

- a. Happy b.Hard c.Late d.Hot e.Expensive

W	S	A	P	A	E	H	C
E	O	U	G	L	Y	I	O
T	E	A	S	Y	E	G	L
S	A	D	O	A	U	H	D
O	R	I	G	H	T	T	E
F	L	V	E	F	D	I	N
T	Y	E	Q	U	I	C	K

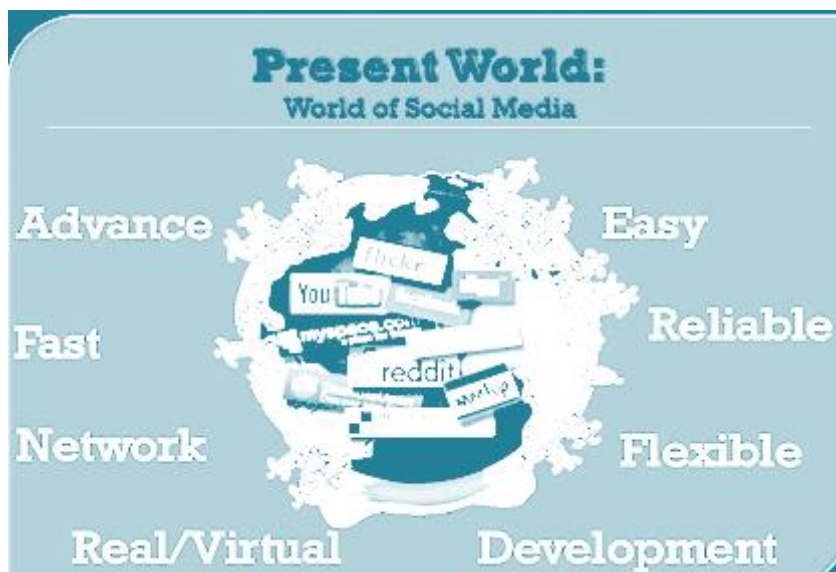
2. You are Sports – in – charge. Write a notice congratulating and praising the achievement of your college cricket team that has won the district level trophy.

3. Write 2 Slogans on your own on “SAVE ENVIRONMENT”

4. Write the appropriate technical words for the following

- a. A long thick piece of material used in construction.
- b. An electrical device providing a path for current to flow.
- c. Any device that receives a signal or stimulus.
- d. A semiconductor device capable of amplification.
- e. A tool that searches documents by keyword and returns a list of possible matches.

5. Just have a look at the following infographics and prepare a report of about 50 words using the information presented in it.



IV. Write short notes on any FIVE of the following in about 50 words :

5x4=20

1. Appreciate the former President Dr. Kalam's vision for India.
2. List out the things the child sees on his way to the fair.
3. Who is the beggar begging from a beggar in Tagore's poem?
4. The poet mentions the poem "The Flower" as a fable. Explain.
5. Bring out the theme of the poem "The Flower".
6. Identify an individual's role in India's development



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