

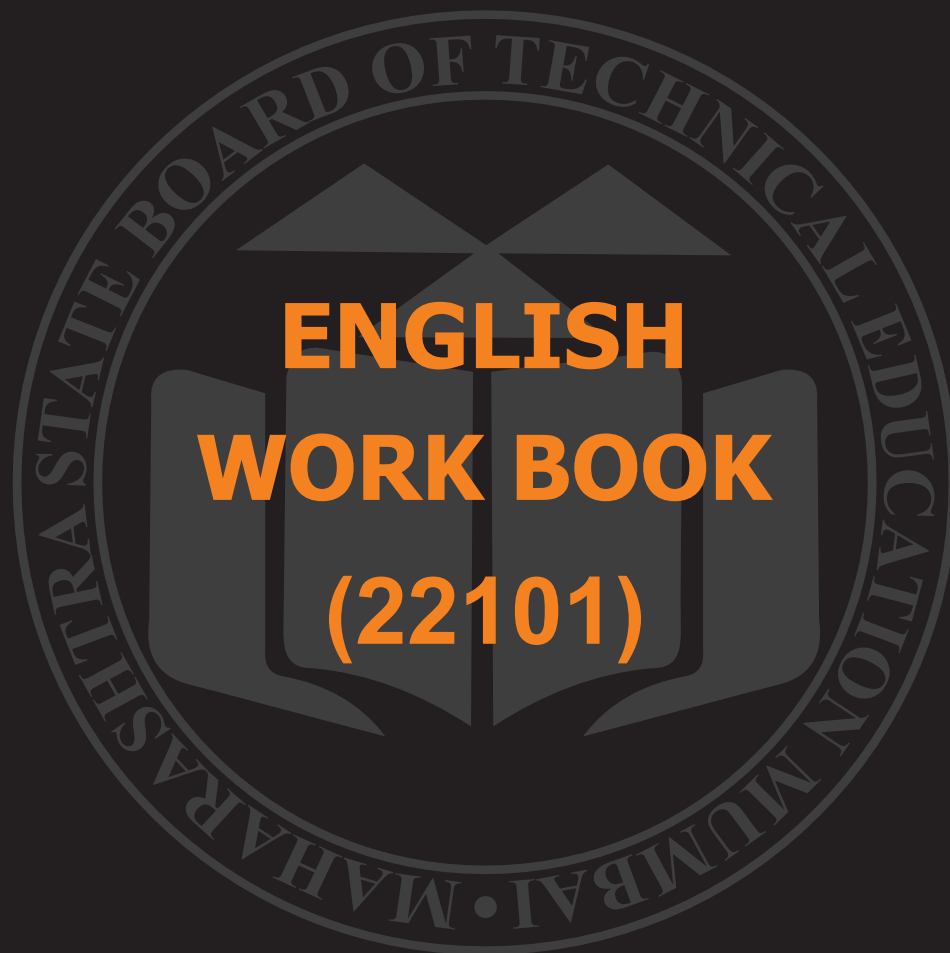
I

Name _____

Roll No. _____ Year 20____ 20____

Exam Seat No. _____

ALL PROGRAMMES | SEMESTER - I | DIPLOMA IN ENGINEERING AND TECHNOLOGY



MAHARASHTRA STATE BOARD OF TECHNICAL EDUCATION, MUMBAI

(Autonomous) (ISO 9001 : 2015) (ISO / IEC 27001 : 2013)

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To ensure that the Diploma level Technical Education constantly matches the latest requirements of technology and industry and includes the all-round personal development of students including social concerns and to become globally competitive, technology led organization.

MISSION

To provide high quality technical and managerial manpower, information and consultancy services to the industry and community to enable the industry and community to face the changing technological and environmental challenges.

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MSBTE believes in the followings:

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- Market requirements do not wait for curriculum changes.
- Question paper is the reflector of academic standards of educational organization.
- Well designed curriculum needs effective implementation too.
- Competency based curriculum is the backbone of need based program.
- Technical skills do need support of life skills.
- Best teachers are the national assets.
- Effective teaching learning process is impossible without learning resources.

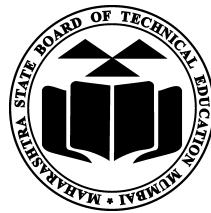
A Laboratory Manual
for
English workbook
(22101)

Semester-I

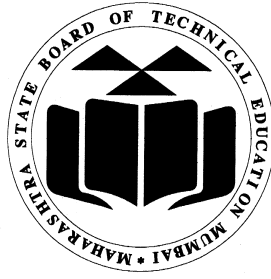
Diploma in Engineering and Technology
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Maharashtra State
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MAHARASHTRA STATE BOARD OF TECHNICAL EDUCATION

Certificate

This is to certify that Mr. / Ms.
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..... (Code:) has
completed the term work satisfactorily in Subject **English workbook (22101)**
for the academic year 20..... to 20..... as prescribed in the curriculum.

Place:

Enrollment No:.....

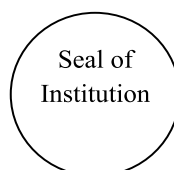
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UNIT ONE

APPLIED GRAMMAR

Course Outcome

Formulate grammatically correct sentences.

Unit Outcomes

Writing Skills

- 1a. Use relevant articles in constructing sentences.
- 1b. Apply prepositions to construct meaningful sentences.
- 1c. Identify conjunctions to connect phrases and clauses in the specified sentences.
- 1d. Use correct form of tenses in the given situation.
- 1e. Change the active and passive voice from the specified passage/list.
- 1f. Change the narration for the given situation.

Speaking Skills

- 1g. Formulate grammatically correct sentences for the specified situation.
- 1h. Use relevant Prepositions for the situation mentioned.
- 1i. Apply relevant conjunctions to use idiomatic language for the given situation.
- 1j. Apply the relevant voice in formal communication for the given passage.
- 1k. Use relevant narrations for the given situation.

1.1 ARTICLES

‘A’, ‘an’ and ‘the’ are the articles in English language. They are used before nouns or noun phrases to determine whether the noun is specific or non-specific.

a) Indefinite Articles – a and an:

‘A’ and ‘an’ are called *Indefinite articles* because they are used before the indefinite or general noun.

Example: I will have *a* fruit.

In this example, ‘fruit’ refers to ‘any fruit’ and not a particular fruit.

Choice between A/An :

The choice between ‘a’ and ‘an’ is decided by the beginning vowel or consonant sound of the word that follows the article.

A: ‘A’ is used before a word beginning with a consonant sound.

Examples: a girl, a guitarist, a man, a cub, a university, a union, a European country, a uniform, a useful thing, a one-rupee note, a one-eyed man.

An: ‘An’ is used before a word beginning with a vowel sound.

Examples: an enemy, an ink-pad, an orange, an umbrella, an hour, an honest man, an heir, an M.A., an MLA etc.

Sr. No.	Uses	Examples
1	Before a noun that is being mentioned for the <i>first time</i> or that is not known to the receiver.	a) Suddenly we heard <i>a</i> loud noise. b) We have <i>a</i> problem.
2	To refer to a <i>general</i> type of a person or thing and not a specific one.	a) Would you like to have <i>a</i> grilled sandwich? b) <i>A</i> child needs love and affection.
3	Before <i>singular countable nouns</i> .	a) We saw <i>a</i> car. b) Here is <i>a</i> dog.
4	To express numerical sense of <i>one</i> or to mean each when stating prices, speed or rates.	a) The pears cost Rs. 160/- <i>a</i> dozen. b) We can complete the task within <i>a</i> week.
5	In the sense of <i>any</i> or to show any single individual as the representative.	a) <i>A</i> student should obey the teachers. b) Dog is <i>a</i> faithful animal.
6	To express <i>vague sense of a certain</i>	a) I saw <i>a</i> beggar. b) One day I met <i>a</i> musician.
7	To mention <i>how much</i> of something there is.	a) There are <i>a</i> lot of workers in the factory. b) He worked with us for <i>a</i> few months.
8	Before ‘-ing’ form of verbs that is referring to an action, event or sound.	a) He celebrated with <i>a</i> winning heart. b) We all witnessed <i>a</i> fearing accident.
9	To change a <i>proper noun</i> into a <i>common noun</i> .	a) You are <i>a</i> Chanakya. b) He is <i>a</i> Shakespeare of this era.
10	Before <i>uncountable</i> nouns qualified by an adjective.	a) A teacher should possess <i>a</i> good knowledge of the subject. b) During rainy season, we come across a beautiful scene everywhere.

b) Definite Article –The

‘The’ is called *definite article* as it is used to indicate someone or something specific.

Sr.No.	Uses	Example
1	Before a <i>singular countable nouns, plural countable nouns and uncountable nouns</i> .	a) <i>The</i> book is not available in <i>the</i> market. b) <i>The</i> water of this river is very clear and sweet. c) I have read all <i>the</i> books you gifted me.
2	To talk about <i>a particular thing</i> or <i>person</i> that has been already mentioned.	a) I ate a cake and an ice cream. <i>The</i> cake was tasty and delicious. b) I read a book. <i>The</i> book was interesting.
3	Before nouns referring to actions and changes when they are followed by ‘of’.	a) <i>The</i> growth of the steel industry is fast. b) <i>The</i> policies of the government are changing now.
4	Before nouns which are <i>unique of their kind</i> in the world such as earth, sky, sun, moon, ocean etc.	a) <i>The</i> earth moves round <i>the</i> sun. b) <i>The</i> sea and <i>the</i> sky meet each other at <i>the</i> horizon.
5	Before nouns which have <i>superlative adjectives</i> before them.	a) Akbar was <i>the</i> greatest Mughal emperor. b) ‘Vision for 2020’ is one of <i>the</i> best books. by Dr. A.P.J. Abdul Kalam.

Sr.No.	Uses	Example
6	Before an <i>Adverb</i> when used for comparatives	a) <i>The</i> higher you climb <i>the</i> colder it gets.
7	Before nouns which represent <i>a class of one kind</i> .	a) <i>The</i> poor always suffer. b) We should always help <i>the</i> weak and <i>the</i> helpless.
8	Before proper noun when it is used for <i>comparison with a similar noun</i> .	a) Kashmir is <i>the</i> Switzerland of India. b) Vijay is <i>the</i> Ramanujan of recent era.
9	Before abstract nouns or material nouns when they are used in a <i>particular sense</i> .	a) <i>The</i> beauty of the Taj Mahal has not yet faded. b) <i>The</i> honesty shown by you is remarkable. c) <i>The</i> wheat of Punjab is of the best quality.
10	Before <i>proper nouns</i> such as names of mountain ranges, rivers, oceans, seas, gulfs, canals, deserts, few names of countries.	<i>The</i> Himalayan, <i>the</i> Alps, <i>the</i> Ganges, <i>the</i> Nile, <i>the</i> Pacific, <i>the</i> Atlantic, <i>the</i> Persian Gulf, <i>the</i> Bay of Bengal, <i>the</i> Arabic Sea, <i>the</i> U.S.A., <i>the</i> U.S.S.R., <i>the</i> U.K.
11	Used to say which type of <i>musical instrument</i> someone plays	a) Fiona is learning <i>the</i> flute. b) He plays <i>the</i> violin.
12	Before names of <i>certain books</i>	<i>the</i> Ramayana, <i>the</i> Quran.
13	Before names of <i>newspapers</i>	<i>the</i> Hindustan Times, <i>the</i> Times of India.
14	Before <i>famous buildings</i>	<i>the</i> Taj Mahal, <i>the</i> Red Fort.
15	Before <i>nationalities</i>	<i>the</i> English, <i>the</i> French, <i>the</i> Indian.

c) Omission of the Articles

Sr.No.	Omission	Examples
1	Articles are not used with <i>uncountable, abstract</i> and <i>material</i> nouns when they are used in a <i>general sense</i> .	a) <i>Rice</i> is grown in some regions of Maharashtra. b) <i>Honesty</i> is the best policy. c) <i>Platinum</i> is costlier than <i>gold</i> .
2	With <i>plural countable</i> nouns used in a <i>general sense</i> .	a) <i>Children</i> are innocent. b) <i>Books</i> are our best friends. c) <i>People</i> are habituated to <i>smart phones</i> .
3	With <i>noun phrases</i> that contain other determiners.	a) <i>My house</i> is located at Shivajinagar. b) I recently read <i>America's history</i> . c) I looked at <i>this cat</i> with curiosity.
4	Before <i>languages</i> .	a) We speak <i>English</i> for effective global communication. b) <i>Marathi</i> is spoken in some parts of Karnataka also.
5	Before <i>proper nouns</i>	a) We had a meeting in <i>Nagpur</i> . b) <i>Raman</i> likes to watch movies. c) <i>Asia</i> is the largest continent.
6	Before the names of <i>relations</i>	a) <i>Father</i> has returned from his journey. b) We went to our hometown to see <i>Grandmother</i> .

1.1 Sample Exercises

Complete the following sentences by using the suitable articles 'a', 'an' or 'the':

- Ram goes to _____ temple every day.
- I bought _____ new mobile.
- Goa is _____ paradise for all hippies.
- Man is _____ highest form of creation.
- Please open _____ window.
- Gramophone is _____ devise for recording and reproducing sound and music.
- _____ inspector of the prison was hated by the prisoners.
- Suresh is _____ good painter.
- Most of _____ people in this village are honest.
- What _____ beautiful person she is!
- Arjun returned after _____ hour.
- Which is _____ longest river in India?
- _____ umbrella is _____ useful thing during rainy season.
- Not everyone gets _____ opportunity to become famous.
- Life is like _____ concert to me.
- _____ Science of life is not as complicated as rocket science.
- My friend is _____ M.A. in Sanskrit.
- The time flies as fast as _____ eagle.
- Sanskrit is _____ difficult language.
- He is _____ efficient employee.

1.2 PREPOSITIONS

A Preposition is a word preceding a noun or a pronoun and expressing relation to another word in the clause. It is used before nouns and pronouns to show place, time, position or method.

Commonly Used Prepositions

Context	Prepositions	Examples
Place or Position	above	The aeroplane flew <i>above</i> the building.
	across	The bridge is <i>across</i> the river.
	along	The horse was walking <i>along</i> the beach.
	among	Divide the fruit <i>among</i> the group.
	to	I have never been to Africa
	away from	Its not easy to stay <i>away from</i> home.
	behind	There is a river <i>behind</i> my house.
	below	Millions of people still live <i>below</i> the poverty line.
	beside	The language lab is <i>beside</i> the principal's cabin.
	between	Shanu always reads in <i>between</i> the lines.
	in	Neetu always keeps her books <i>in</i> the cupboard.
	on	The snacks are kept <i>on</i> the table.
	against	During recess, the students lean <i>against</i> the wall.
	by	He was standing <i>by</i> the car
	from	The water was dripping <i>from</i> the trees.
	into	The donkey fell <i>into</i> the well.
	Near	The temple is <i>near</i> the school.
	off	Our society is located <i>off</i> M.G. road.
	inside	Mother kept her jewelry <i>inside</i> the locker.

	outside	The children are playing <i>outside</i> .
	beyond	This creation is <i>beyond</i> my imagination.
	over	She leaned <i>over</i> the desk to answer the phone.
	through	Hit the nail <i>through</i> the wood.
	under	He kept the letter <i>under</i> the candle stick.
	within	We live <i>within</i> easy reach of the shops.
Time	after	Ananya told Sayee to call her <i>after</i> 9.30 p.m.
	before	Nitya and Rugvedi met <i>before</i> submitting their final project.
	at	The concert will start <i>at</i> 8.30 p.m.
	by	We will reach Mysore <i>by</i> 7.00 a.m.
	for	Mitali has been working here <i>for</i> 10 years.
	during	Aditya was sleeping <i>during</i> the lecture.
	from	The meeting was scheduled <i>from</i> 10.a.m. to 12.00p.m.
	in	They could complete the assignment <i>in</i> time.
	on	The employees met for the project <i>on</i> Monday.
	since	Ronit has been crying <i>since</i> morning as he lost his cat.
	through	The cold weather continued <i>through</i> the spring.
	throughout	The food outlet is open <i>throughout</i> the year.
	till	The medical shop is open <i>till</i> 12.00 midnight.
	until	The coupon is valid <i>until</i> September.
	within	Our guest should be here <i>within</i> an hour.
Method and Manner	by	He achieved success <i>by</i> fair means.
	with	The soldiers fought <i>with</i> courage.
	in	Soft skills should be taught <i>in</i> an effective manner.
Reason and Purpose	from	Sakshi is suffering <i>from</i> fever.
	of	He died <i>of</i> a snake bite.
	for	Dandeli is a good place <i>for</i> river rafting.
	because of	He skidded from his bike because <i>of</i> spilt oil on the road.
	with	She is shivering <i>with</i> cold.
Possession	of	Swami Vivekananda is a man <i>of</i> principles.
	with	Teena came for the party <i>with</i> her family.
Direction and Motion	on	The unruly boys were throwing stones <i>on</i> the tree.
	opposite	The bank is situated <i>opposite</i> the bus stop.
	out of	She helped him <i>out of</i> the way.
	through	We have to cross <i>through</i> five tunnels while going to Mumbai from Pune.
	to	This road goes <i>to</i> the museum.
	towards	This road goes <i>towards</i> the golf club.
	up	The kite flies <i>up</i> in the sky.
	across	He ran <i>across</i> the jungle.
Agent/Doer	by	Ravana was killed <i>by</i> Ram.
Means and Instrument	by	We are going to Mahabaleshwar <i>by</i> car.
	with	Fruits can be cut <i>with</i> a knife.
Material/Ingredient	of	This table is made <i>of</i> teak wood.

	with	The embroidery on this dress is done <i>with</i> silk thread.
Measurement/Rate	by	Shashi is taller than you <i>by</i> four inches.
	at	The bank charges home loan <i>at</i> 9% interest.
Beneficiary/ Recipient	for	He bought a car for his sister <i>on</i> her birthday.
	to	I presented a book of Sudha Murthy <i>to</i> my son.
Accompaniment	with	I am going to picnic <i>with</i> my friends.
Contrast / Concession	after	After every effort, one <i>may</i> fail.
	for	<i>For</i> one vice, she has a hundred virtues.
	with	<i>With</i> all her faults, everyone admires her.

Certain prepositions must follow certain words, and the correct preposition must be used to make relationships between words in the sentences clear. Such prepositions are: able *to*, capable *of*, preoccupied *with*, concerned *by*, prohibited *from*, refer *to*, talk *to*, listen *to*.

1.2 Sample Exercises

1.2.1 Exercise: *The underlined prepositions are not correct. Rewrite the following sentences using correct prepositions:*

- Education is a means for an end.

- Reenu has a great admiration of Wax Museum.

- It is not good to be ashamed for one's work.

- Rajat spoke to me at the mobile.

- This machine has not been in use from 2000.

- The factories in Pune remain closed for Thursdays.

- I shall send you this CD latest on 10 February.

- What are you looking for so fixedly?

- The farmers are tired from work.

- Kunal is guilty for rudeness.

11. Kaveri is afraid with a dog.
.....
12. People cannot abide to the new rules.
.....
13. We have to listen for what our parents say.
.....
14. There is no exception of this rule.
.....
15. Tarun has an ambition to higher position.
.....
16. Our College is situated of Sinhgad Road.
.....
17. I am younger from my brother.
.....
18. The cashier was not on the counter.
.....
19. Prince fell in the well.
.....
20. Water flows on the bridge.
.....

1.2.2 Exercise: Select correct prepositions to be filled in the given passage from the list given here: (from, to, in, at, around, beyond, near, since)

Small river flows the heart of Kashi. From one end to the other of the city, there are four bridges..... it. Near the bridge, there is a swimming pool, where children get training May and June. The new trainees are generally seen practicing the river bank. They are not allowed to go a certain point. Beside the bridge, there are small boats anchored and one can enjoy boating a very nominal payment.

1.2.3 Exercise: Select correct prepositions to be filled in the given passage from the list given here:(since, to, from, through, by, on, for)

Mr. Srivastava received a letter his daughter who had been living in Chennaimany years. Now she was coming homeair from Chennai. Everybody except Mrs. Srivastava was standing outsidereceive his daughter. The girl had brought many presentsher brother, mother and father. The family kept chatting till midnight and went to bed very late.

1.3 CONJUNCTIONS

Conjunctions are the words that join words, phrases or clauses. There are three types of conjunctions:

1.3.1 Coordinating Conjunctions:

They are used to join two or more words phrases and two main or independent clauses of equal rank. The common coordinating conjunctions are: *and, or, but, nor, so, therefore, yet*.

Example: He is poor *but* he is an honest person.

In this sentence, 'but' joins two principal clauses- He is poor ' and 'he is an honest person '.

Other Example:

- a) My friend enjoys poetry **and** fiction as well.
- b) We must work hard **or** face failure.
- c) My father invited them **but** they didn't come.
- d) I know you must be tired **so** I will let you rest.
- e) I felt lonely **therefore** I went to play cricket with my friends.
- f) Christmas was only a few days away **yet** it didn't seem like Christmas.

1.3.1 Select correct coordinating conjunctions to be filled in the given passage from the list given here: (and, or, but, so, nor, yet, still, therefore).

- a) It was raining heavily..... we cancelled our trip to Goa.
- b) Teachers parents shape the lives of children.
- c) Walking is a very good exercise many people don't go for it.
- d) You can eat your cake with a spoon a fork.
- e) His two favourite sports are Football..... Tennis.
- f) I wanted to go to the beach Mary refused.
- g) She is a vegetarian, she doesn't eat any meat.
- h) Jennifer doesn't like to swim..... she enjoys cycling.
- i) The students didn't submit the assignments they consult the teacher.
- j) It is a small car it is surprisingly spacious.

1.3.2 Subordinating Conjunction:

They are used to join one main clause and one or more subordinate clause/s. They introduce a dependent clause and describe the relationship between dependent (subordinating) clause and the independent (main/principal) clause in the sentence. The common subordinating conjunctions are: *unless, after, till, since, if, before, than, that, though, although, where, when, while, because, as, as soon as, until*.

Example: *If* you pay the bill, I will be very happy.

Here 'if' is a subordinate conjunction which introduces subordinate clause 'you pay the bill'.

Other Examples - subordinating conjunctions:

- a) I won't pay **unless** you provide the goods immediately.
- b) He did not reach the party **till** it was too late.
- c) He had been in a grumpy mood **since** he got up.
- d) **If** you come late, I will punish you.
- e) Let's go to the store one last time **before** we leave.
- f) We should not spend more **than** we earn.
- g) I think **that** I know who sang this song.
- h) She spoke quietly **because** she didn't want Ramesh to hear.
- i) **As soon as** I hear any news I'll call you.
- j) I definitely meet him **whenever** I go to Paris.
- k) Companies are training their employees **so that** they can use their talents efficiently.
- l) Harry is my best friend **though** we don't see each other very often.
- m) **Even though** he is a millionaire, he lives in a very small flat.

- n) No one left the room **until** the talk ended.
- o) Although he is very famous **still** he is humble.
- p) **When** you are in London, write an email to me.

1.3.2 Select correct subordinating conjunctions to be filled in the given passage from the list given here: (Unless, if, when, because, as if, although, after, before, as soon as)

- a) The train had already departed I reached the station.
- b) Sachin scored moregetting tips from his coach.
- c) I shall contact him he comes back.
- d) You will not succeedyou work hard.
- e) Seema didn't come to collegeshe was out of station.
- f) Ashok will get the job he deserves it.
- g) He was behaving in such a way he was a king.
- h)he got enough time, he could not complete his assignment within time.
- i) You should finish your homework I get back home.

1.3.3 Co-relative Conjunctions:

They are used in pairs to connect two words, phrases or clauses that carry equal importance within a sentence. The common co-relative conjunctions are: *either.... or, neither.....nor, not only.....but also, as.....as, rather than, both.....and, if..... Then, whetheror.*

Examples - Co-relative conjunctions:

- a) You should go **either** by bus **or** by train.
- b) **Neither** the police officers **nor** the military personnel were present there.
- c) The car is **not only** economical **but also** easy to drive.
- d) I like you **as** much **as** he does.
- e) **If** you promise, **then** I will come.
- f) She is free to decide **whether** to play **or** not.

1.3.3 Sample Exercise for the usage of Co-relative conjunctions. (Either.....or, neither..... nor, not only.... but also, as.....as, if.....then, whether.....or)

- a)my parents allow I'll decide to come with you.
- b) Dr. Kalam was..... a scientist.....an author of many famous books.
- c) The management will decide..... to install this machine not.
- d) Ritu is tall intelligent than Deepa.
- e) you finish your work.....leave your job.
- f) Your company offers a good salary.....an opportunity to grow.

1.4 TYPES OF SENTENCES

A sentence is a group of words that makes a complete thought. It is a separate and complete grammatical unit. Sentences are used in four different ways: to make statements, to ask questions, to command or request and to make exclamations. The same meaning can be conveyed by changing the structure of sentence as per situation.

There are four types of sentences:

1.4.1 Assertive/ Declarative Sentences:

A sentence that states a fact is called as an assertive sentence. Such sentences are simple statements. They state, assert or declare something.

Example:He is an honest employee.

1.4.1 Sample Exercises: Convert the following sentences into Assertive sentence.

- a) How kind of him to help the poor man!
.....
- b) Give me a cup of tea.
.....
- c) Are they wise enough to submit the proposal?
.....
- d) What a pleasant surprise!
.....
- e) Does the manager discuss all the issues with you?
.....

1.4.2 Imperative sentences

Imperative sentences are requests, suggestions, advice or commands. They often appear to be missing subjects and use a base form of verb to begin the sentence. In fact, the subject is the person listening or the audience.

Example: Bring me a glass of water.

1.4.2 Sample Exercises: Convert the following imperative sentences to assertive.

- a) Please be quiet in the library.
.....
- b) Close the door.
.....
- c) Don't be so rude to him.
.....
- d) Go to office and start the work.
.....

Sample Exercises: Convert the following assertive sentences into imperative.

- a) You have to attend the seminar.
.....
- b) You must keep quiet.
.....
- c) You don't go there.
.....
- d) You should come on time.
.....

- e) You must complete the assigned work in time.

.....

1.4.3 Interrogative Sentence

An **interrogative sentence** is a type of sentence that asks a question. They are typically marked by inversion of the subject and predicate: that is, the first verb in a verb phrase appears before the subject. The sentence always ends with a question mark (?) .

Example: Why don't many people follow traffic rules?

1.4.3 Sample Exercises: Transform the following interrogative sentences to assertive.

- a) Did you pay the bill?

.....

- b) Are you ready to leave?

.....

- c) Are they not sure to lose the matter?

.....

- d) Who doesn't know him?

.....

Sample Exercises: Convert the following assertive sentences to interrogative.

- a) He will never learn manners.

.....

- b) The workers are not going on strike.

.....

- c) The production unit was equipped with the latest machineries.

.....

- d) The guest arrived late for the function.

.....

- e) Ananya doesn't refuse to talk with her friends.

.....

1.4.4 Exclamatory Sentences

An **exclamatory sentence**, or exclamation, is a more forceful version of a declarative sentence. In other words, an exclamatory sentence makes a statement but it also conveys excitement or emotion. An exclamatory sentence ends with an exclamation mark (!).

Example: What a pleasant surprise it is!

1.4.4 Sample Exercise: Transform the following exclamatory sentences to assertive.

a) How big that mango tree is!

.....

b) What a beautiful picture it is!

.....

c) Hurrah! We have won the match.

.....

d) If only I were a king!

.....

Sample Exercise: Convert the following assertive sentences into exclamatory.

a) It is very fine weather today.

.....

b) It is joyful that I won a lottery.

.....

c) It is sad that I could not qualify the competition.

.....

d) He is a very noble man.

.....

e) You seem to be much upset.

.....

1.5 TENSES

In grammar, tense is a category that expresses time reference with reference to the moment of speaking. Tenses are usually manifested by the use of specific forms of verbs, particularly in their conjugation patterns. It is very essential to have knowledge of tenses for correct use of a language to establish effective communication.

There are three types of Tenses-Present, Past and Future.

Example:

- a) We **watch** movies every weekend.- Present tense
- b) He **wrote** an application for that job yesterday. - Past tense
- c) You **will complete** the project by next month. – Future tense

Present Tense – The verb in present tense refers to the present time.

Past Tense- The verb in past tense refers to the past time.

Future Tense- The verb in future tense refers to the future time.

The tense of a verb shows not only *time* of action but also the *state* of action referred to. Each of these Tenses has four sub tenses-Simple, Continuous, Perfect and Perfect Continuous Tense.

1.5.1 Simple or Indefinite Tense: Here the verb specifies the simple action, without anything being said about the completeness or incompleteness of the action.

Sub Tense	Person	Singular	Plural
Present	First person	I speak	We speak
	Second person	You speak	You speak
	Third person	He / She / It speaks	They speak
Past	First person	I spoke	We spoke
	Second person	You spoke	You spoke
	Third person	He / She / It spoke	They spoke
future	First person	I shall/will speak	We shall/will speak
	Second person	You will speak	You will speak
	Third person	He / She / It will speak	They will speak

1.5.2 Continuous/Progressive tense: Here the verb indicates incomplete or continuous action.

Sub Tense	Person	Singular	Plural
Present	First person	I am speaking	We are speaking
	Second person	You are speaking	You are speaking
	Third person	He / She / It is speaking	They are speaking
Past	First person	I was speaking	We were speaking
	Second person	You were speaking	You were speaking
	Third person	He / She / It was speaking	They were speaking

1.5.3 Perfect Tense: Here the verb shows that the action is completed or perfect.

Sub Tense	Person	Singular	Plural
Present	First person	I have spoken	We have spoken
	Second person	You have spoken	You have spoken
	Third person	He / She / It has spoken	They have spoken
Past	First person	I had spoken	We had spoken
	Second person	You had spoken	You had spoken
	Third person	He / She / It had spoken	They had spoken

1.6 USES OF TENSES

1.6.1 Present Tense

a) **Simple Present Tense**- It is used:

a1. To express a habitual action or an action that happens regularly.

- Examples:** i. The manager **gets** up at five and starts work at seven.
ii. Umesh **practices** the piano every day.
- a2. For universal or general truth.
Examples: i. The earth **turns** 360° every day.
ii. Antarctica **is covered** with ice.
- a3. In narratives such as sports events or demonstrations (substitute for the simple past).
Examples: i. Virat **catches** the ball and he **throws** it to the wicket.
ii. First I **put** some butter in the pan and **turn** on the cooker.
- a4. To express a future event that is part of a fixed timetable.
Examples: i. The train **leaves** at 03.00 pm sharp.
ii. The flight **is** at 07.00 tomorrow morning.
- a5. To state the facts and things in general those are always true.
Examples: i. India **is** a rich source of herbs .
ii. Gold **isn't** liquid at room temperature.
- a6. In exclamatory sentences, beginning with 'here' and 'there'.
Examples: i. There **goes** your trainer!
ii. Here **comes** the train you are waiting for!
- a7. To introduce quotations.
Example: Swami Vivekananda **says**, "Arise, awake and do not stop until the goal is reached".
- a8. Instead of the simple Future Tense in clauses of time and condition
Examples: i. I shall wait till you **finish** your lunch.
ii. If you heat water to 100 degrees, it **boils**.
- b) Present Continuous Tense - It is used:**
- b1. To indicate an action that is happening at the moment of speaking.
Examples: i. I **am** just **leaving** office. I'll be home in an hour.
ii. Please be quiet. The children **are sleeping**.
- b2. To indicate an action which may not happening at the time of speaking.
Examples: i. **Aren't** you **teaching** at the university now?
ii. At two in the afternoon, we **are having** lunch.
- b3. For definite future arrangements.
Examples: i. We **are going** to the beach on the weekend.
ii. I **am not going** to the party tonight.
- b4. For habits that are not regular, but that happen very often. (an adverb like 'always', 'continuously' or 'constantly' are used)
Example: i. You **are** continuously **losing** your keys.
ii. She **is** constantly **missing** the train.
iii. Adhiraj **is** always **smiling**.

Note: Verbs which refers to *state* rather than actions or progress, are not normally used in the continuous form in the present tense .

- i. Perceptions: feel, smell, hear, taste, see
- ii. Emotions: want, wish, envy, fear, dislike, hate, hope, like, love regret, hope, refuse.
- iii. Thinking : think, suppose, believe, agree, consider, trust, remember, forget, know, understand, imagine.
- iv. Appearing: appear, look, seem.

c) Present Perfect Tense- It is used:

- c1. To indicate an action completed in the recent or immediate past (with *just*).

Examples: i. I **have** just **finished** my *work*.
ii. He **has** just **taken** the medicine.

- c2. To indicate a past action happened at an unspecified time.

Examples: i. I **have been** to France three times.
ii. Madhuri **has** never **traveled** by train.
iii. Manisha **has studied** two foreign languages.

- c3. To show that something started in the past and has continued up until now.

Examples: i. Rashmi **has been** in England for six months.
ii. Priya **has loved** chocolate since she was a little girl.

Note: The adverb and adverbial phrases with unfinished time expressions can be used in Present Perfect such as: *ever, never, once, many times, several times, before, so far, this month, this year, this week, today, already, yet*, etc but not with specific past /finished time expressions such as: *yesterday, one year ago, last week, when I was a child, when I lived in Japan, at that moment, that day, one day*, etc.

1.6.2 Past Tense

a) Simple Past Tense- It is used:

- a1. To express the idea that an action started and finished at a specific time in the past.

Examples: i. I **didn't watch** the play yesterday.
ii. **Did** you **have** dinner last night?

- a2. Sometime the specific time may not be mentioned. It can be implied by context.

Example: i. I **didn't sleep** well (last night).

- a3. To describe a past habit

Examples: i. They never **went** to school, they always **skipped** class.
ii. **Did** you **play** a musical instrument when you were a kid?

b) Past Continuous Tense:-

- b1. It is used for an action going on at some time in the past.

Examples: i. Kavya **was enjoying** the games at the funfair
ii. Stuti **was preparing** for IIT entrance exam.

- b2. The past continuous and simple past are used together when a new action happened in the middle of longer action. Simple past used for later action.

Examples: i. While I **was writing** the email, the computer suddenly **went** off.
ii. What **were** you **doing** when I **called** you?

- b3. It is also used with 'Always', 'continuously' 'continually' or 'constantly' for persistent habit in the past.

Examples: i. She **was** always **coming** to class late.
ii. I didn't like them because they **were** continuously **complaining**.

c) Past perfect Tense- It is used:

- c1. To indicate a completed action before a certain point of time in the past.

Examples: i. When we arrived, the film **had started**.
ii. I **had** never **seen** such a beautiful beach before I went to Miami.

- c2. To express the idea that something occurred before another action in the past.

Examples: i. When I reached home, my mother **had left** for the office.
ii. I **had written** the letter before he arrived?

1.6.3 Future Tense

a) Simple Future Tense- It is used:

- a1. To talk about facts in the future time which we cannot control.

Examples: i. My uncle **will turn** forty this Sunday
ii. It **will be** Holi in week.

- a2. To indicate an action that we think, expect, hope or believe will happen in the future.

Examples: i. I think Brazil **will win** the World Cup.
ii. I'm sure you **will enjoy** the games.
iii. Probably, it **will rain** today.

- a3. To indicate an action that we decide to do at the time of speaking

Examples: i. The task is not completed, I **will complete** it by evening.
ii. It is raining. I **will take** an umbrella.

1.6 Sample Exercises

Rewrite the following sentences using correct form of verbs given in bracket.

1. When you arrive tonight, we..... (go) out for dinner.
2. Whenever we meet, we (plan) a trip.
3. The sun (shine) brightly.
4. Vijay (wait) for me when I arrived.
5. I promise I (not/tell) him about the surprise party.
6. Shikhar Dhawan (score) a century in the last match.
7. I (feel) hungry. Let's go and have something to eat.
8. (have) you ever (visit) the U.S. before your trip in 2006?
9. Who (invent) the bicycle?
10. Yesterday evening the phone (ring) three times while we (have) dinner.
11. When I met you last time, you (think) of moving to a new flat.
12. She only understood the movie because she (read) the book.

13. Can you (help) me move this heavy table?
14. Hello Nitya, I (not/see) you for ages. How are you?
15. We can go out now. It (not/rain) any more.
16. He (go) to that place every year.
17. There I..... (notice) how important it..... (be) to speak English nowadays.
18. And I..... (already begin) to read the novel.
19. If I (pass) my exams successfully, I..... (start) an apprenticeship in September.
20. While I (do) the language course, I (meet) lots of young people from all over the world.

1.7 ACTIVE AND PASSIVE VOICE

Voice is the form of verb which indicates whether subject does something or something has been done to it. There are two types of Voice:

1.7.1 Active Voice

When the subject is the agent or doer of the action, the verb is in the active voice.

Example: The boy **makes** a kite.

In this example, the verb 'makes' shows that the subject 'the boy' *does something*. Here, the doer of the action is important. The subject *acts* so it is called the active voice.

1.7.2 Passive Voice

When the subject is the target or receiver of the action, the verb is said to be in the passive voice.

Example: A kite **is made** by the boy.

In this example, the verb phrase 'is made' shows that *something is done to* the subject 'a kite'. Here, the person or thing acted upon is to be made prominent. The subject is not active but *receives some action* so it is called the passive voice.

1.7.3 Conversion of Active Voice to Passive Voice

A. Assertive sentences:

When the active voice is changed to the passive voice:

- i. The sentence must have objects. The place of subject and object is interchanged. The object of the verb becomes the subject of the verb.
- ii. The past participle form of verb is always used in the sentences of passive voice for all the tenses.
- iii. The word 'by' is used before the object in the sentences in passive voice.

Change of Pronoun

Active Voice	Passive Voice
I	Me
We	Us
You	You
He	Him
She	Her
It	It
They	Them

Active and Passive Verb Forms

Tense	Active	Passive
Simple Present	He writes a letter. S+V+O	A letter is written by him. S+ am/is/are+V2+O
Present continuous	She is completing the project. S+ am/is/are + V ing + O	The project is being completed by her. S+ am/is/are+ being+ V2+O
Present Perfect	They have done the work. S+ have/has+V2+O	The work has been done by them. S+ have/has+been+V2+O
Simple Past	He wrote a letter. S+V1+O	A letter was written by him. S+ was/were +V2+O
Past Continuous	She was completing the project. S+ was/were +V ing + O	The project was being completed by her S+ was/were+ being+ V2+O
Past Perfect	They had done the work. S+ had +V2+O	The work had been done by them. S+ had + been+V2+O
Simple Future	He will finish the work. S+ shall / will+V+O	The work will be finished by me. S+shall/will+ be +V2+O

Note: S- Subject , O- Object, V-Base form of verb, V1-Past form of verb, V2- Past participle form of verb

Passive Sentences with two objects

Rewriting an active sentence with two objects in passive voice means that one of the two objects becomes the subject, the other one remains an object. Which object to transform into a subject depends on what you want to put the focus on.

Example:

Active Voice: A manager will give **you** a ticket.

Passive Voice: 1) **A ticket** will be given to you by the manager.

2) **You** will be given a ticket by the manager.

B. Interrogative Sentences:

When the active voice is changed to the passive voice:

- The primary auxiliary verbs **do, does** or **did** do not appear in the passive form.
- The verbs **has, have, had, will, shall, can** or **may** do not change their position at the beginning of the sentence.
- The question words **when, why, where, how** or **what** do not change their position at the beginning of the sentence. Note that **who** changes to **by whom** and **whom** into **who**.

Active Voice	Passive Voice
Did she recognize you?	Were you recognized by her?
Have you invited them?	Have they been invited by you?
What did he say?	What was said by him?
Whom did you invite?	Who was invited by you?

C. Imperative Sentences-

If we want to put emphasis on the action, the passive voice has **Let + object + be + past participle** form. We can begin passive sentence with 'you' if we want to put emphasis on the person addressed to.

Example

Active Voice	Passive Voice
Open the door.	Let the door be opened. You are ordered /requested to open the door.
Do not beat the dog.	Let the dog not be beaten. You are instructed not to beat the dog.
Help me.	Let me be helped. You are requested to help me.
Learn the poem.	Let the poem be learned. You are asked to learn the poem.
Don't touch it.	Let it not be touched. You are warned not to touch it.

Note that 'do' is not used in the passive form, only 'to be' forms are used.

1.7.4 Sample Exercise: Change the voice.

- 1) I sent the report yesterday.
.....
- 2) The restaurant was renovated by me in 2004.
.....
- 3) The girls were singing songs when I went into the hall.
.....
- 4) By whom was she taught French?
.....
- 5) I will clean the house every Saturday.
.....
- 6) Let the door be shut.
.....
- 7) Grammar is taught to us by Prof. Gokhale.
.....
- 8) The publisher had printed the book before anyone saw the mistake.
.....
- 9) He will be forgiven by the teacher.
.....
- 10) The fire destroyed the whole forest.
.....
- 11) The two ministers are signing the treaty.
.....

12) Marry generously donated money to the homeless shelter.

.....
13) Susan will bake two dozen cupcakes for the sale.

.....
14) Who ate the last cookie?

.....
15) Will your brother pay your fees today?

.....
16) The director will give you instructions.

.....
17) Who did this?

.....
18) Let this post be advertised.

.....
19) The kangaroo carried her baby in her pouch.

.....
20) The robber has been caught by the police.

.....
=====

1.8 DIRECT AND INDIRECT SPEECH

In conversation, the words of a speaker are reported in two ways: Direct and Indirect Speech.

In Direct Speech, the actual words of speaker are quoted.

Example: Ashwini said, “This is the place where I live.”

In Indirect Speech, the words of speaker are reported without quoting exact words.

Example: Ashwini said that it was the place where she lived.

It can be noticed that in direct speech, inverted commas are used to mark the actual words of the speaker whereas in indirect speech, inverted commas are removed. Depend upon the tense of reporting verb and reported speech, certain changes in the sentence structure are made. It can be studied as follows:

1.8.1. Guidelines for converting Direct Speech into Indirect Speech

A. When the reporting verb is in the simple present tense or simple future tense, the tenses of the direct speech does not change in the indirect speech.

Examples

i. **Direct Speech:** Arun says, “I love my country.”

Indirect Speech: Arun says that he loves his country.

ii. **Direct Speech:** Mother will tell to Krishna, “Your class begins at 8:00.”

Indirect Speech: Mother will tell Krishna that his class begins at 8:00.

B. When the reporting verb is in the past tense, the changes in the tense of direct speech take place as follows:

Sr.No.	Rule	Example
1	Simple Present changes to Simple Past	Direct: Harish said, "I eat an apple." Indirect: Harish said that he ate an apple.
2	Present Continuous changes to Past Continuous	Direct: Harish said, "I am eating an apple." Indirect: Harish said that he was eating an apple.
3	Present Perfect changes to Past Perfect	Direct: Harish said, "I have eaten an apple." Indirect: Harish said that he had eaten an apple.
4	Simple Past changes to Past Perfect	Direct: Harish said, "I ate an apple." Indirect: Harish said that he had eaten an apple.
5	Past Continuous changes to Past Perfect Continuous	Direct: Harish said, "I was eating an apple." Indirect: Harish said that he had been eating an apple.
6	Simple Future changes to 'would + base form of verb'	Direct: Harish said, "I will eat an apple." Indirect: Harish said that he would eat an apple.

C. When the reported speech contains a universal truth, simple present in the reported speech is not changed into the corresponding simple past but remains unchanged.

Example. Direct Speech: Tiya said, "The sun rises in the east."

Indirect Speech: Tiya said that the sun rises in the east.

D. The pronouns in the direct speech are changed according to the speaker and the listener:

S. No.	Direct Speech	Indirect Speech
1	He said to me, "I will invite you for the party."	He told me that he would invite me for the party.
2	She said to him, "I will invite you for the party."	She told him that she would invite him for the party.
3	I said to them, "I will invite you for the party."	I told them that I would invite them for the party.
4	She said to us, "I will invite you for the party."	She told us that she would invite us for the party.
5	Geeta said to me, "They will invite you for the party."	Geeta told me that they would invite me for the party."

E. Certain Adverbs showing nearness in direct speech are changed to words showing distance in indirect speech.

Direct Speech	Indirect Speech
Now	Then
Here	There
Ago	Before
Thus	So
This	That
These	Those

Today	That day
Tomorrow	The next day
Yesterday	The day before /the previous day
Tonight	That night
Last night	The night before/ the previous night

F. Direct to Indirect Speech of Imperative Sentences

While changing the sentence from direct to indirect speech, the reporting verb is changed to 'order', 'request', 'suggest', 'warn' or 'advise'. The verb in the reported speech is put in the infinitive ('to' + base form of verb). When 'let' in the direct speech expresses a proposal or suggestion, the reporting verb is changed into 'propose' or 'suggest' and the auxiliary 'should' along with the verb is used instead of the infinitive. The imperative form is changed to assertive.

Direct Speech	Indirect Speech
Tanmay said to Trisha, "Please give me your book."	Tanmay requested Trisha to give him her book.
The doctor said to the patient, "Take the medicines as prescribed."	The doctor advised the patient to take the medicines as prescribed.
The principal said to the students, "Follow the rules strictly."	The principal ordered the students to follow the rules strictly.
He said, "Let the child go home now".	He suggested / proposed that the child should go home then.

G. Direct to Indirect Speech of Interrogative Sentences

While changing interrogative sentences from direct to indirect speech, reporting verb is changed to 'ask', 'question', 'enquire' or 'demand'. When the direct question has *Yes/No* for an answer, '**if/whether**' is used to connect the reporting verb and reported speech. The same word is used to introduce the reported speech if the question begins with an interrogative pronoun or adverb such as **who, which, whom, when, what, where, how and why**. The sign of interrogative (?) is also omitted. The interrogative form is changed to the assertive.

Direct Speech	Indirect Speech
He said to me, "Do you like fruits?"	He asked me whether/if I liked fruits.
Manu said to Om, "How are you going for the seminar?"	Manu asked Om how he was going for the seminar.
She said to him, "What is your plan?"	She asked him what his plan was.
David said to John. "How often do you go to the theatre?"	David asked John how often he went to the theatre.

H. Direct to Indirect Speech of Exclamatory Sentences

While changing Exclamatory sentences from direct into indirect speech, the reporting verb is changed to **wish, exclaim, joy, sorrow, pray, cry, bless**, or some other similar verbs. The conjunction 'that' is used to connect reporting verb and reported speech. The words showing exclamation such as *alas, hurrah* etc are omitted. The sign of exclamation (!) is also omitted. The exclamatory form is changed into the assertive.

Direct Speech	Indirect Speech
He said, "What a wonderful team it is!"	He exclaimed with joy that it was a very wonderful team.
She said, "Alas! We lost the match."	She exclaimed with sorrow that they had lost the match.
The old man said, "Ah! I am ruined"	The old man exclaimed with sorrow that he was ruined.
The boy said, "Good Heavens! We have reached the station".	The boy exclaimed with delight that they had reached the station.

1.8.1 Sample Exercise: Change the following sentences into Indirect Speech.

1) Geeta said, "I do yoga daily."

.....

2) She said to me, "What do you want now?"

.....

3) I said to him, "Are you going for the party?"

.....

4) The monitor said, "Sir, some students were making noise yesterday."

.....

5) The servant says, "The master is not at home."

.....

6) Anju said, "I wrote a letter."

.....

7) The Prime Minister said, "India became independent in 1947."

.....

8) He said to the policemen, "Please save me."

.....

9) The old man said to her, "Obey your elders."

.....

10) The girl said, "Hurrah! I have won a gold medal."

.....

11) Raju said, "Gautam must go tomorrow".

.....

12) He said, "I have passed the physical test."

.....

13) "Don't play on the grass, boys," she said.

.....
14) "You should revise your lessons," he said to me.

.....
15) "I shall appreciate it," he said.

.....
16) Emma said, "People in Africa are starving."

.....
17) "I brought you this book," she said to him.

.....
18) Param said to me, "He moved a year ago."

.....
19) He said to me, "I have not done it today."

.....
20) She said to him, "I don't believe you".
.....

UNIT TWO

COMPREHENSION

Course Outcome

Summarize the Comprehension Passages.

Unit Outcomes

Writing Skills

- 2a. Answer the given questions of the specified passage.
- 2b. Formulate sentences using the given new words
- 2c. Use correct syntax to construct meaningful sentences for the given situation.
- 2d. Answer the questions on the given unseen passage.

Speaking Skills

- 2e. Pronounce the words correctly in the given passage.
- 2f. Give oral instructions with correct pronunciation and intonation for the given situation.
- 2g. Answer the questions orally on the given unseen passage with correct pronunciation.

IMPORTANCE OF COMPREHENSION

Comprehension is an ability to understand something. In context with language studies, comprehension is an exercise where content is understood, incorporated and reproduced in own words.

An engineering professional has to understand technical as well non-technical concepts, ideas or messages at workplace. Thus there is a need of understanding the unfamiliar content by paying careful attention to context and reproducing same if required. Before joining an industry, an engineering student has to face recruitment process where comprehension is used as a tool to find out how well a candidate understands content and language.

SEEN PASSAGES

2.1. SHIVA'S BLESSING by Aditya Sharma

Pre-reading Activity

- | | |
|----|---|
| 1. | Discuss about any person who faced financial difficulties in completing the education? How did he/she cope up with the circumstances? |
| 2. | Have you ever helped any needy person? What kind of help did you extend? |

Fourteen years old, N. Shiva Kumar was delivering newspapers early one morning. The eighth-standard student was deeply troubled. It was the start of the academic year and his father, an out-of-work lorry driver, did not have Rs.15,000 to pay his annual fees. So Shiva was afraid he'd not be able to continue his schooling. There was nobody he could ask for so much money.

As Shiva was about to toss a newspaper into a bungalow, he spotted its new resident, a kind-looking man named Krishna Vedavyasa, washing his car. In his desperation, something prompted Shiva to get off his bicycle and talk to Mr. Krishna, then a 40-year-old father to a five-year-old son and manager at a brand-consulting firm. "Sir, I also wash cars in the

mornings," Shiva told Krishna, "May I wash your car?" Years earlier, Shiva's mother had sold much of her jewellery to get him into Maruthi Vidyalaya, an English-medium ICSE school not far from their home. A good education for Shiva, his parents reckoned, was their only hope. Quite unlike his well-to-do classmates, Shiva had started delivering newspapers by age ten. He now had a route that catered to a hundred homes, which brought in Rs.150 a month. His father Nagendra, who drove a company lorry, now bought flowers that his wife strung into garlands. Shiva and his elder sister Yogeshwari, who went to a local government school, sold the garlands at traffic signals and other places after school. Despite all the hard work, money was always tight. "You are too young to wash cars and deliver papers," said Krishna. "Why do you do this work?"

Shiva ended up telling Krishna about his family's situation. Another day, soon afterwards, he also spoke of the school fees he badly needed. "If I don't deposit `15,000, I'll be struck off the rolls." Then, the desperate boy added, "Could you please pay it?" "But I don't even know you!" Krishna replied, taken aback by the unexpected request. "Why don't you check me out at my school?" said Shiva, his eyes fixed on Krishna's with hope. "You needn't give the money to me. You can give it to my school so that I may continue with my studies."

The next day Krishna went over to Shiva's school, where he met the principal and some of his teachers. He was pleasantly surprised to discover that the boy had always been a topper. Krishna paid the fees. That evening Shiva went over to thank Krishna. "You don't have to do these small jobs from now. Just focus on your studies, I'll keep paying your fees," Krishna told him. Shiva left smiling, knowing that the fees weren't everything. His family needed cash for rent and food, among other things. So he continued working-and studying-just as hard.

"My day started at four," Shiva recalls. "But I made sure I focused on lessons in school and revised them at home. During free periods, I taught students who were weak in some subjects." That wasn't for money, but it helped him comprehend textbook chapters even before they were taught in class. Shiva topped his school in the ICSE board exams. As for Krishna, he was as good as his word, paying the fees at the start of every academic year. Krishna, who Shiva called "Uncle," had insisted they converse only in English-which Shiva did not speak at home-for more fluency. On Krishna's advice, Shiva also opted for science in college.

Meanwhile, Shiva's father hire-purchased a Canter mini truck to be a self-employed goods-transport driver. He also gave up their flower work, which spared the children the task of peddling garlands. Now, after classes, Shiva began working late into the night as a salesman in an electronics shop. With not a minute to spare, Shiva had to forego games, picnics or films that other teenagers enjoyed. Once, when his class planned a trip to Coorg, which he couldn't afford, a teacher offered to pay Shiva's excursion fee. But when Shiva happily informed his mother, she refused to accept the favour. "You mustn't indulge in anything with other people's money," she told Shiva firmly. "Enjoy yourself when you can afford it."

All along, Krishna remained his guide and mentor. "Take up either Mechanical Engineering or Computer Science. There are plenty of job opportunities there," Krishna had suggested. After Shiva got into an engineering college and chose Computer Science, Krishna signed Shiva's admission form as his guardian and continued paying the fees.

At one point, Shiva left his job at the electronics store and started a computer repairs service with a friend. With all this, Shiva sometimes reported late for college. Tired, he would doze off in class. Classmates giggled and teachers rebuked him. "Only I knew what was going on in my life," says Shiva, "My father's truck hardly made any money and I had to keep earning."

Meanwhile, from newspaper delivery boy in the mornings, Shiva graduated to sub agent with about 50 customers. His premises: just the footpath outside a couple of shops, where he stacked his newspapers before the shops opened. His earnings increased

substantially, but the workload had shot up too. He was still delivering papers, but also had to visit homes and offices to collect payments and acquire more customers.

At one point, the computer firm Wipro selected him as a software engineer after a campus interview. "Don't get tempted by the offer," Krishna told him. "You'll have a much better career if you got into IIM, the Indian Institute of Management." That sounded like a dream! "You can make it," Krishna kept telling him. "No doubt about that." Shiva wasn't going to let the good man down. He began preparing for IIM's common admissions test (CAT). On Krishna's suggestion, he also enrolled in a CAT coaching class. Krishna paid the Rs.25,000 fees. "After attending a few lectures, I realized I didn't have the time. So I kept taking their notes and old CAT question papers to study at home," says Shiva. After Shiva cleared the CAT's written tests, Krishna called him home to conduct mock interviews and to try out "group discussions." Together, they spent hours preparing. Shiva also kept track, regularly watching the news and reading up on current affairs. He finally made it, getting offers from six IIMs. Taking a student loan, Shiva joined IIM Calcutta in 2013. By the time he left for Kolkata, handing the newspaper business to his father to run, his clientele had increased ten-fold to about 500.

MARCH 2015: In their sparsely furnished two-room house in Banasawadi, Bengaluru, Shiva Kumar, having just graduated from IIM Calcutta and back after the convocation, is telling his parents and sister about the job offer he's just got-in an e-commerce company dealing in property. "I'm joining as deputy country manager in Sri Lanka," he tells his parents and sister. "After three months of training, I will head its Lanka operations." "Are they providing accommodation too?" asks his father. "What's the salary?" asks his mother. The six-figure pay is something they find hard to digest. "When are you leaving?" When a dream comes true, the questions don't end.

Shiva feels this is only the beginning, although at 24, when most others are just starting out, he already has 12 years of work experience. He plans to remain an employee in the corporate world only for a few years to pay off his education loan and support the family. That's because his entrepreneurial spirit has another plan cut out for him: "I'll set up my own company and make it a global name." Whatever the business, he will also "counsel and aid students facing financial hardship." And where did the thought come from? "Had it not been for Uncle Krishna Vedavyasa," says Shiva, "I wouldn't have reached here. I want to multiply the blessings I have received.

Exercise 2.1 Give the contextual meanings of the following sample words using the dictionary.

- i. Desperation.....
- ii. Prompted.....
- iii. Reckoned.....
- iv. Sparsely.....
- v. Clientele.....
- vi. Mock
- vii. Excursion
- viii. Comprehend
- ix. Convocation
- x. Substantially

Exercise 2.2: Answer the following questions in 3 to 4 sentences [02 marks questions]

- i. Express your views/ideas on: Helping the needy people.
- ii. Express your views/ideas on: Gratitude for help received from someone.
- iii. Describe the family condition of Shiva Kumar during his childhood and school life.

- iv. Write about Mr. Krishna Vedavyasa, Shiva's kind uncle.
- v. State the work Shiva's father, mother and sister did to pull the family through difficult times.
- vi. State any two qualities of Shiva that has inspired you.
- vii. Describe how Shiva prepared for IIM exam.

Exercise 2.3: Answer the following questions in 5 to 6 sentences [04 marks questions]

- i. Describe the hardships in Shiva's life that made him a strong human being.
 - ii. Explain the statement: 'I want to multiply the blessings' from the lesson 'Shiva's Blessing'.
 - iii. Draft the educational profile of Shiva Kumar.
 - iv. State any four qualities of Shiva Kumar's personality that impressed you the most.
 - v. Compose a message that you get from the life of Shiva and Krishna Vedavyasa.
 - vi. Summarize the success story of Shiva Kumar.
 - vii. Imagine yourself in Shiva's place and develop an action plan to respond to the problems in your life.
 - viii. Describe the help given to Shiva by Krishna Vedavyasa.
 - ix. State your short term and long term goals in six sentences.
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2.2. GRIND by Sundareswaran C.

Note: Mahatria is T.T. Rangrajan, Founder of Infinitheism, Chennai.

Pre-reading Activity

- 1. What is your goal in life?
- 2. What efforts are you taking to achieve your goal?
- 3. How do you tackle the problems you face?

"DREAM ... because dreams do come true" is repeatedly said by every legend who has etched his or her name in the history of time. We all have dreams; dreams of making it big in the area we are "interested in, being the best in whatever we do, living a life surrounded by luxury, everything on this planet within our reach and the list goes on. Actually it does not end there; having a dream is only half a battle won. The next half is the most important and crucial one; that is 'radical action'. As Mahatria says, "It takes what it takes to become what you want to become". The only way is to work your way up one step at a time; there is no other way.

Everyone has big dreams and high hopes but when the time comes to act towards realising the dream, fear creeps in and all types of self-limiting questions flood our mind. 'What if I end up penniless', 'What if I fail so badly that I regret for it my entire life' and the most dominant and common one being 'What if I become a laughing stock and end up embarrassing my family' etc. - such questions pop up in the weak mind. Due to these self-limiting beliefs, we don't even start or take the first step towards our dream.

Yes, you might not have a great start but in order to become great you need to start! You need to get going even if you don't feel like it. The world record holder for sprinting, Usain Bolt, (100 Mtrs in 9.58 Sec), shared in an interview what goes through his mind sometimes, when he is in practice session completely exhausted. "At that moment, you just want to stop; you just want to give up right there. To hell with this, I just want to go home. Sometimes when you get up from the bed you know what type of training is planned for you today ... It's like 'Oh God, I don't want to go today ...' But you have to go ..." - that makes him what he is today! Even the people you look up to and admire go through this negative thinking process but they take the step and move forward in spite of this negative mindset. That makes them a 'Legend'. Body says 'Stop I am tired'; mind says 'I can't anymore'; but the heart says 'You still have a goal to achieve' and you go back to work that is GRIND. Easier said than done ... But in order to be great you must start. You need to practice this 'Grind Mindset' day-in and day-out. Yes, it is going to be forced and it does not seem natural at the initial stages. You need to dig in deep and keep grinding even after you get tired. Boxing legend Mohammed Ali was asked "How many sit ups do you do everyday?" Mohammed Ali replied, "I don't count my sit ups. I only start counting when it starts to pain. That is what really counts". There is no such thing called 'Easy success' and the famous 'Overnight success' does not exist.

Barcelona and Argentina Star Forward Lionel Messi (4 times World Player of the Year) once said, "It took me 19 years to become an overnight success". You need to practice; you need to push forward even if you don't feel like it. It is sacrifice day-in and day-out. Sacrifice is must, if you want to succeed. Everyone in this world is talented. That is why everyone is unique but your talent can take you only to a certain level. In order to grow past your talent you need to put in the extra effort; that is you must 'Grind'. That is why it is called skill. The Hollywood actor Will Smith said, "Talent is what you got naturally. Skill is got by hours and hours and hours on beating on your craft". There is a term called 'Prodigy'. Even they need to practice to hone their skill.

Walter Edward Dandy an American neurosurgeon was the first person to perform surgery for 'Posterior Fossa Partial Trigeminal Rhizotomy' in the brain. No one at that time thought this surgery would be possible but Walter Dandy had a dream, dream of giving people a second chance to live and he was willing to start, so he went ahead with the surgery. Do you know, his first 13 patients died... Can you imagine how devastating it would have been? All the blames, criticisms and his own self-doubt tormented him. But Walter was a strong minded person; in spite of the failures and ridicule, he went ahead with his attempt to find a cure and now he is proudly known as 'one of the three founding fathers of Neurosurgery'. So you need to keep moving forward despite the odds. Even the most accomplished person faces adversity but the legend is the one who refuses to give up to adversity and rises above it. Our honourable former President Dr. A.P.J. Abdul Kalam was born to a fisherman family in a small village near Rameswaram. He studied in a small government school and used to distribute newspaper in his younger age, went on to become a world renowned nuclear scientist, making India a nuclear power house and famously known for receiving a standing ovation for his speech at the EU (European Union) Parliament. Do you think it must have been a walk in the park for him, from an ordinary boy from Rameswaram to becoming a world renowned scientist and 11th President of India?

The Real Madrid star and Portugal football team's captain, the legendary Cristiano Ronaldo was born in a very poor family. His mother was a cook and his father was a kit man in a local football club. In an interview his mother said "Ronnie used to practice daily from morning to night". Ronaldo had to relocate himself away from his family as he got an offer for better training. He was depressed and home sick, he used to call home and cry daily. He had difficulty in

making friends. He wanted to quit but his determination was longer than his self-doubt and focused all his energy in improving his game and improving as a person, finally he got selected for Portugal's most famous club "Sporting Lisbon" and even got selected for the top 11 in the Euro 2004 squad for Portugal. He was just 19 years old then. September 6th, 2005, Portugal was facing Russia for a decisive spot in the 2006 World Cup, Germany. Ronaldo was on the starting 11 and was one of the important players in the squad. But few hours before the match he received an information from his home to about his father's death. His coach gave him an option to go home but Ronaldo refused and he wanted to dedicate the match to his father. Even though the match ended in a draw, due to his brilliant passing, attempts on goal and ball position, he was named man of the match. His father used to tell him that he has to become the best footballer. Now Cristiano Ronaldo is the most decorated superstar and legend to ever play the sport. A young boy asked Ronaldo, "How do I become like you?" Ronaldo replied, "Believe in your capacities, Work Hard, Give Your 100% every time and dream ... because dreams do come true".

Legends are the one who gambled with life. They took chances and risked everything they had to get what they wanted. Road to success is a lonely road, learn to walk alone. Yes, it is very hard, but in the end it is worth it. And that knowledge comes with an expense. But you have to start somewhere. Even if you don't feel like it "Get up, Dress Up And Show Up". "Wrong action leads me somewhere; but inaction will lead me nowhere" says Mahatma. So get out of your comfort zone and embrace the uncertainty. Remember, legends embrace all kinds of uncertainty and difficulties at any given point of time; they don't choose according to their comfort zone. They always look for ways to expand their comfort zone by constantly stepping out of them. So, get up, grind, never give up, succeed and repeat.

Exercise 2.4: Give the contextual meanings of the following sample words using the dictionary

- i. Grind
- ii. Adversity
- iii. Dominant.....
- iv. Gambled.....
- v. Renowned.....
- vi. Penniless
- vii. Accomplished
- viii. Legendary
- ix. Legends
- x. Uncertainty

Exercise 2.5 : Answer the following questions in 3 to 4 sentences [02 marks questions]

- i. State the self-limiting beliefs mentioned in the lesson 'Grind'.
- ii. Explain what Mohammad Ali thinks about 'Success'.
- iii. Discuss about the qualities of legends mentioned in the lesson 'Grind'.
- iv. State the family background of Dr. A.P.J. Abdul Kalam.
- v. State any four qualities of Lionel Messi that has inspired you.

Exercise 2.6: Answer the following questions in 5 to 6 sentences [04 marks questions]

- i. Explain the given statement in your own words: 'Having a dream is only half a battle won'.
- ii. Describe the initial struggle of Walter Edward Dandy, an American neurosurgeon.
- iii. Describe about your role model.
- iv. Explain the term 'Grind' in your own words.
- v. Write the success story of Cristiano Ronaldo.
- vi. State how the success stories mentioned in the lesson 'Grind' inspire you?
- vii. State and explain the steps you would take to accomplish your dreams.

2.3. JRD TATA*Courtesy: Tata Central Archives***Pre-reading Activity**

1. Name a few successful industrialists you know. Discuss about their qualities.
2. What common qualities do you find in these successful people?

The year 2004 is significant for the Tata Group, as it marks the 100th birth anniversary of JRD Tata and Naval Tata and the death centenary of Jamshedji Tata. For two generations and more JRD epitomised a way of life and a culture of business that cared for the country and its people.

A tribute: *"The wealth gathered by Jamshedji Tata and his sons in half a century of industrial pioneering formed but a minute fraction of the amount by which they enriched the nation. The whole of that wealth is held in trust for the people and used exclusively for their benefit. The cycle is thus complete; what came from the people has gone back to the people many times over."* -- **J R D Tata.**

Born in Paris on July 29, 1904, Jehangir Ratanji Dadabhoy Tata was the second child of Ratanji Dadabhoy Tata and his French wife Sooni. Established in 1859, the Tata Group was already India's biggest business conglomerate when Tata became its fourth chairman in 1938. He was then just 34 years old. Under his leadership, the Tata assets climbed from Rs. 62 crore (Rs. 620 million) in 1939 to over Rs. 10,000 crore (Rs 100 billion) in 1990.

Diversification: During the last half of the twentieth century Tata entered several new businesses, many of them unconventional, and produced a vast range of products -- from airlines to hotels, trucks to locomotives, soda ash and other heavy chemicals to pharmaceuticals and financial services, tea and air conditioning to lipsticks and cologne.

The group seemed to make everything and do everything. One of Tata's earliest achievements was to cajole ten rival cement companies to merge and form the Associated Cement Companies, run by the Tatas. JRD strengthened existing businesses such as steel, power and hotels. As an industrialist, JRD Tata is credited with placing the Tata Group on the international map. As an aviator and pioneer flier, he brought commercial aviation to India.

As a patron of the arts, he was revered by India's artists, sculptors and performing artists; under JRD's tutelage, the Tatas became the biggest buyers, promoters and supporters of the art world in India and as a philanthropist, he was respected for keeping alive and building up the tremendously active Tata charitable trusts.

a) The leader and the motivator

Leadership, according to JRD meant motivating others. 'As chairman, my main responsibility is to inspire respect. 'Sometimes referred to as the 'chairmen's chairman,' JRD

adopted a management by consensus style: “When a number of persons are involved I am definitely a consensus man,” he once said, adding: “but that does not mean that I do not disagree or that I do not express my views. Basically it is a question of having to deal with individual men heading different enterprises. You have to adapt yourself to their ways and deal accordingly and draw out the best in each man. If I have any merit it is getting on with individuals according to their ways and characteristics. In fifty years I have dealt with a hundred top directors and I have got on with all of them. At times it involves suppressing yourself. It is painful but necessary. To be a leader you have got to lead human beings with affection”. Be that as it may, Tata spotted talent easily. And once he was confident that a manager would perform, he gave him a long hope. If they wanted to be on their own, like Sumant Moolgaokar, he left them to it. If they occasionally wanted a shoulder to cry on, like Darbari Seth, JRD was there. The supportive climate he built developed entrepreneurs such as Sir Homi Mody, Sir Ardeshir Dalal, Sir Jehangir Ghandy, Russi Mody, Sumant Moolgaokar and Darbari Seth, and others who created billions in wealth for the group and the country. It was an environment where scientists of international repute such as Homi Bhabha, leading lawyers such as J D Choksi and Nani Palkhivala, and economists such as John Matthai, A D Shroff, D R Pendse and Freddie Mehta could flourish. Tata's personal interest in technology, combined with India's isolation in the 1950s and 1960s, spurred several group companies, particularly Tata Steel and Tata Chemicals, to innovate in their fields.

b) A benign boss

According to Tata, the crux of any successful labour policy lay in making workers feel wanted. One of the inherent drawbacks of modern industry with its large and concentrated labour forces was that each man felt 'that instead of being a valued member of a friendly and human organisation, he was a mere cog in a soulless machine. "Because of this, a worker's attitude towards management becomes one of indifference, mistrust and coldness often tinged with hostility. He is easily led to feeling himself the victim of callous and unfair treatment and little is needed to make him look upon his employers as his enemies and break out into open conflict.'

Tata Steel became one of the earliest companies in India to have a dedicated human resources department. Expressing surprise that the company had functioned for so long without one, Tata commented: “If our operations required the employment of, say, 30,000 machine tools, we would undoubtedly have a special staff or department to look after them, to keep them in repair, replace them when necessary, maintain their efficiency, protect them from damage, etc.”

“But when employing 30,000 human beings each with a mind and soul of his own, we seem to have assumed that they would look after themselves and that there was no need for a separate organisation to deal with the human problems involved”. Jehangir Ratanji Dadabhoy Tata died in Geneva on November 29, 1993, and made his money in India. Few addressed him with the full pomposity of the name with which he was born; he was simply 'JRD' to the world, and to his friends. JRD was India's most well-known industrialist, widely respected for his enormous contribution to the development of Indian industry and aviation in particular. Tata headed India's largest industrial conglomerate with uncommon success. But this was only one aspect of his life. He was also a man of great sensitivity and was pained by the poverty he saw around him and sought vigorously to alleviate it. He also was a philanthropist who wanted India to be a happy country and did all he could to make it so; a patron of the sciences and the arts; and a man with a passion for literature, fast cars, skiing, and flying.

Exercise 2.7: Give the contextual meanings of the following sample words using the dictionary.

- i. Philanthropist.....
- ii. Patron.....
- iii. Conglomerate.....
- iv. Pomposity.....
- v. Flourish.....
- vi. Entrepreneurs.....
- vii. Suppressing.....
- viii. Strait-jacketed.....
- ix. Vigorously.....
- x. Subsidiaries.....

Exercise 2.8: Answer the following questions in 3 to 4 sentences [02 marks questions]

- i. Write in three sentences about JRD Tata.
- ii. State the significance of the year 2004 for the Tata Group.
- iii. Name the entrepreneurs developed under the guidance of Tata.
- iv. State any two points of JRD Tata's personality that impressed you most.
- v. Name the scientists, lawyers and economists who flourished under the leadership of JRD Tata.
- vi. Explain the concept of leadership according to JRD Tata.

Exercise 2.9: Answer the following questions in 5 to 6 sentences [04 marks questions]

- i. State the diversified areas in which the Tata group entered in the last half of the 20th century.
- ii. Summarize the contribution of JRD Tata as a philanthropist.
- iii. Describe the role of JRD Tata as a leader and motivator.
- iv. Elaborate the statement: 'The Tata group is India's biggest business empire.'
- v. State and explain any four qualities of a successful entrepreneur.
- vi. State the achievements of JRD Tata.
- vii. Explain the reason behind non-existence of HR department in Tata company initially.
- viii. Explain JRD's role as 'a benign boss'.

2.4. A MESSIAH FOR THE ABANDONED SICK by Soutik Biswas**Pre reading Activity**

- | |
|---|
| <ol style="list-style-type: none"> 1. Name a few social workers you know. 2. Have you ever taken part in any social activities? |
|---|

a) Gurmeet Singh serves the underprivileged with smile.

Are you in pain? This is the question Gurmeet Singh usually asks when he enters a government hospital ward in Patna. It is a damp and grubby facility with lime-green walls and stained tiled floors. Half a dozen gurneys for sick patients are scattered all over the ill-lit place. A fetid smell of urine and stale food fills the air. When night falls, rats slink out of a

defunct fireplace and scurry for food. The food-dinner comprises rice, lentil soup and some vegetable gruel-is insipid. A doctor and a nurse come on their rounds a couple of times a day. At other times, the patients appear to be left to their fate. The place has the appalling moniker of the ward for lawaris or the abandoned. Put simply, it treats patients who have no family or have been rejected by them. When they recover, they are usually sent away to rehab homes or returned to the streets.

For its inmates, the ward can be their home for months on end, for the streets, where they usually live and forage for food and shelter, can be a harsher place. Tonight, it appears, nobody is hurting. On a bed, lies a young woman who has had her limbs amputated after she was hit by a train. She's also pregnant. The nurses call her Manju. Questions about her family, home and the father of the baby draw a blank. Some nights ago, they found her weeping on the cold floor after she was bitten by rats. But when Singh enters the ward, her face lights up, and she smiles wanly.

In the bed opposite her, a bed-ragged woman with wild hair and wearing a dirty green jacket over a torn cotton gown trembles all the time. Tonight, she's holding a loaf of bread that the hospital gave in the morning. One night, other inmates say, she fell off the bed and lay on the floor for a while. Across the room, Tapan Bhattacharya, 40, lies in a bed with his leg in traction. He says he landed up here with a broken femur after the auto-rickshaw he was travelling in overturned. "Can you find me a job?" he asks. "I have nobody and nowhere to go." In another room, across the ward, two patients, Sudhir Rai and Farhan, appear to be lost in their own world, hoarding bread and fruit from breakfast and waiting for their next meal. Farhan became an amputee a fortnight ago after he was hit by a train near Patna. Sudhir does not tell me what is wrong with him. There are no doctors or bed charts to check with.

There's a stream of pale blood and urine flowing on the floor under his bed. But, as soon as Singh waddles into the ward, there's a frisson of excitement among its inmates. Their weary faces light up; some even manage to break into a smile. By day, Singh, a genial 60-year-old, works at the family-owned clothes shop in a bustling city market. By night, he is a veritable messiah to the residents of this foul kingdom of disease and disability, tucked away in a corner of a vast 90-year-old 1,760-bed state-run Patna Medical College and Hospital, one of the largest in Bihar. For more than 20 years now, Singh has been visiting the abandoned patients' ward every night with food and medicines. He hasn't been on a vacation or stepped out of Patna for the past 13 years because, he says, he cannot abandon the abandoned. The unfailing devotion to his patients is matched by Singh's unchanging routine. Around nine every evening, he leaves his modest apartment-all his five brothers live on a floor in one of the city's oldest high-rises-and heads to the hospital. He picks up some money to pay for medicines - the five brothers put away 10 per cent of their monthly earnings in a donation box at home to pay for 'Singh's patients'-that are not provided by the hospital, where treatment is free. On the way, he stops at one of the many cheap hole-in-the-wall eateries that dot Patna to pick up rotis, vegetables, salad, eggs and curd to feed to his patients.

b) Dignity And Care

Once Singh reaches the ward, he enquires about the patients' condition, playing, at once, nurse, doctor, provider and kin. He goes through their prescriptions and pays for the more expensive medicines, tests, scans and chemotherapy for cancer patients. He also donates 'a lot of' blood. Then he takes out the shining steel plates, and caringly serves the food. Tonight the menu is piping hot rotis, vegetables, curd and a sweet. The gruel that the hospital provides for dinner is usually left uneaten. In a bit, the patients are wolfing down their first proper meal of the day. "All they need is some dignity and some care. The government is not even able to provide that. In the past 22 years that I have been coming here, nothing has

improved in this ward. Nothing," says Singh. Singh's involvement began two decades ago when a woman selling plastic bags turned up at his shop carrying a badly scalded boy in her arms. "It was a hot day. I saw tears in her eyes. Then I saw her boy who had got burnt. I took them to this hospital, and found that there was nobody to treat him. The doctors were on strike. The poor and the abandoned were the worst affected. I was very angry. I decided to do something about it."

Authorities want to fete him for his work and have sent him letters of admiration, but the Good Samaritan prefers to shun the spotlight. Tonight, he is busy feeding the disheveled woman, who is having her first proper meal of the day. Then he'll tuck her under a blanket for the night. "He is like God," comes a voice from the ward, as the diminutive Sikh man puts out the light and shuts the door to keep the cold out. He will be back again, tomorrow night.

An RD Update: *This article appeared online in February this year. Since then, Gurmeet Singh's work has been interrupted somewhat-he is unable to offer food to the patients currently. The superintendent of Patna Medical College and Hospital says, "Patients should be offered food approved by doctors. The hospital has sanctioned Rs25,000 for the lawaris ward so that patients are taken care of. They are offered good food and fruits." Singh, however, continues to serve patients in the ward with medicines and care. He is hopeful that he will find a way to serve food to them once again.*

Exercise 2.10: Give the contextual meanings of the following sample words using the dictionary.

- i. Underprivileged.....
- ii. Damp.....
- iii. Grubby.....
- iv. Gurneys.....
- v. Fetid.....
- vi. Amputated.....
- vii. Appalling.....
- viii. Wolfing.....
- ix. Scalded.....
- x. Samaritan.....

Exercise 2.11: Answer the following questions in 3 to 4 sentences [02 marks questions]

- i. State any four positive points of Gurmeet Singh's personality that has attracted you.
- ii. Describe the unchanging routine of Gurmeet Singh for the abandoned patients.
- iii. Trace the beginning of Gurmeet Singh's involvement with the abandoned people in the hospital.
- iv. Explain the statement: 'Singh cannot abandon the abandoned'.
- v. Explain the statement: 'The patient appears to be left to their fate'.
- vi. State any two messages you get from the life and work of Gurmeet Singh.

Exercise 2.12: Answer the following questions in 5 to 6 sentences [04 marks questions]

- i. Summarize the contribution of Gurmeet Singh as a philanthropist.
- ii. Explain the meaning of the statement: 'He [Gurmeet Singh] is like God'.
- iii. Describe the scene in the Lawaris ward in the hospital where Gurmeet Singh served.
- iv. Explain the multiple roles of Gurmeet Singh as nurse, doctor, provider and kin.
- v. 'Gurmeet Singh is a good Samaritan'-give reasons supporting this statement.

- vi. Describe the condition of any two abandoned patients in the lawaris ward.
- vii. Justify the statement: ‘Gurmeet Singh is a messiah to the residents of this foul kingdom of disease and disability’.

2.5. ELECTRONIC WASTE From www.moneycrashers.com

Pre-reading Activity

1. What do you know about E-waste?
2. Think and discuss about the innovative ways of disposing E-waste.

How often do you buy a new cell phone, laptop, or TV? In these gadget-driven days, you probably upgrade your electronics fairly often. Most people don’t think twice about buying the ‘latest and greatest’ technology. After all, companies and their marketing teams spend a great deal of money to make sure that we’re hungry for the next iPad or LED TV.

While our hunger for electronics and technology keeps growing, what happens to our old stuff? The statistics and trends are startling:

According to Wirefly.org, the average cell phone user gets a new cell phone every 18 months.

- In the U.S., we toss more than 100 million cell phones in the trash every year.
- 20 million TVs are trashed in the U.S. every year.
- Only 13% of electronic waste is disposed and recycled properly.

a) Where Does Our E-Waste Go?

Electronic waste from equipment of all sizes includes dangerous chemicals like lead, cadmium, beryllium, mercury, and brominated flame retardants. When we dispose off gadgets and devices improperly, these hazardous materials have a high risk of polluting the air, contaminating soil, and leaching into water sources. When e-waste sits in a typical landfill, for example, water flows through the landfill and picks up trace elements from these dangerous minerals. Eventually the contaminated landfill water, called “leachate,” gets through layers of natural and manufactured landfill liner and other protection. When it reaches natural groundwater, it introduces lethal toxicity. Health risks range from kidney disease and brain damage to genetic mutations. Scientists have discovered that Guiyu, China, has the highest levels of cancer-causing dioxins in the world. Seven out of ten children in the villages of Guiyu have too much lead in their bodies; 82% tested positive for lead poisoning. Because the drinking water is so contaminated, villagers have to truck in water from other towns. Even with the best intentions in mind, recycling e-waste often leads to illegal overseas shipping and dumping. Devices get left in a huge pit or burned. Worse, a 2008 study from the U.S. Government Accountability Office found that some recyclers ship e-waste to third world countries under the guise of philanthropy, claiming that these “donations” bring technology to developing nations. While plenty of recyclers run reputable operations, the shadowy companies just ship obsolete e-waste to digital dumping grounds in countries like Ghana.

Frontline profiled an e-waste dump in Ghana that explored the health risks of these practices. Young children there make a living by scavenging waste to reclaim gold, silver, iron, and copper. The amount of time they spend at dumping grounds is dangerous enough; factor in these poisons and chemicals and these habits can become be fatal. Further, the U.S. State Department lists Ghana as one of the top sources of cyber crime in the world. Criminals can purchase salvaged hard drives in an open market, and minutes later they have access to the personal and financial information you left behind in discarded devices. ABC News did an

incredible investigation of one e-waste recycler based in Denver. This company, which claimed to safely recycle e-waste, wasn't recycling it at all. Instead, they were loading all those computer monitors, laptops, TVs, and cell phones into shipping containers and sending them off to the Far East, mainly rural China and Hong Kong. People in developing countries are paying with their lives just so we can have the next iPad. Now that you have a sense of how serious a problem e-waste poses, consider how you can make a difference with your daily decisions. It's sobering and depressing to think about tragedy abroad, but we *can* change things. We can make sure our e-waste is recycled effectively, and NOT shipped off to third world countries irresponsibly.

b) How to Recycle Your E-Waste Safely

The good news is that you have plenty of options for properly recycling or donating your used electronics. It's important to understand this: Even if you take your e-waste down to your local recycling center, there's a high probability that it won't get recycled properly. As ABC News discovered, e-waste recyclers are often more concerned with making a buck than they are with making sure these hazardous materials are disposed of properly. So what can you do?

c) Use a Certified E-Waste Recycler

Find an e-waste recycler certified through the Basel Action Network (BAN). BAN is a non-profit organization devoted to certifying e-Stewards, recyclers who are committed to safely and responsibly recycling electronics. Members take and demonstrate the Pledge of Responsible Recycling, so working with a certified e-Steward means you don't have to worry that your gadget will become another nation's pollution or a criminal's newest project. BAN's recycler locator will help you find the certified safety and comfort of e-Stewards in your area.

d) Visit Civic Institutions

Check with your local government, schools, and universities for additional responsible recycling options. With e-waste becoming such a large problem, government offices and schools are assigning days when citizens can bring unwanted electronics to a designated drop-off location.

Many communities post a calendar that will include recycling days, so check your local paper or visit their website. When you recycle your items locally, you can make the occasion a day trip and a community event. Encourage your neighbors to join you and spread the word about educated e-waste disposal.

e) Explore Retail Options

Best Buy, for example, isn't certified through BAN's e-Steward program, but they do have an effective recycling program in all of their stores. They claim to only use recyclers who adhere to the highest standards of e-waste processing. Specifically, their website discloses that e-waste that you bring to their stores will not end up in a foreign country or in any landfill:

Best Buy makes sure that the recyclers we work with adhere to the highest guidelines and standards so that the products customers bring into our stores for recycling don't end up in landfills or in foreign countries, and that all hazardous materials are disposed of properly. We partner directly with a short list of qualified, respected recycling companies who ensure all products collected for recycling through Best Buy are handled responsibly. These recycling companies meet our standards, and we encourage them to examine and

consider additional third-party standards for responsible practices (such as the EPA R2 and e-Stewards).

You can drop off all kinds of e-waste for recycling at Best Buy including: Cell phones, TVs, Power cords, GPS devices, Speakers, DVD players, Paper shredders, Memory cards, Desktops, Laptops, Netbooks. Additionally, Gettington teams up with an e-Stewards partner, exchange, to provide you with an opportunity to recycle your e-waste via pre-paid postage containers. You can recycle old items and get the benefit of cash reward for some products. You can even transfer the rewards to charitable organizations.

f) Donate Your Electronics

Reusing is always better than recycling. If your electronics still have life left, you can reduce e-waste pollution and share technology with people who wouldn't otherwise have access to it.

Organizations like Cell Phones for Soldiers and Verizon's HopeLine program will make sure your old cell phone makes its way to a worthy cause. Other organizations, like the Salvation Army and Goodwill, can sell your used electronics and use the profits to educate and empower others who need help. Goodwill has been particularly active with its Reconnect program, which has a strict no-export policy.

g) Final Word

Every time you replace one of your electronic devices, it's your responsibility to be sure your old one gets recycled properly.

Ideally, your first step will be to consume less. Don't get pulled into the hype of new technology if you can help it. If you do want something, try to find a gently-used version first. Then, when you have an expired product, take the time to find a responsible e-waste recycler. Be a part of the solution. Help properly recycle as much e-waste as possible. You'll make the Earth a better place, help halt digital data dumps, feel proud of your accomplishment, meet new friends, and maybe even make your wallet a little greener!

How do you normally dispose of your electronics? Do you have any additional tips for properly recycling e-waste?

Exercise 2.13: Give the contextual meanings of the following sample words using the dictionary.

- i. brominated flame retardants.....
- ii. hazardous.....
- iii. contaminating.....
- iv. lethal toxicity.....
- v. obsolete.....
- vi. scavenging.....
- vii. designated
- viii. accomplishment.....
- ix. disposed.....
- x. landfills.....

Exercise 2.14: Answer the following questions in 3 to 4 sentences [02 marks questions]

- i. State any two health hazards of improper disposal of e-waste.
- ii. State the additional tips for proper recycling of e-waste.
- iii. Define the term: 'Electronic Waste'.

- iv. Explain the importance of proper disposal of electronic waste.
- v. Develop four meaningful sentences on 'Save Environment'.

Exercise 2.15: Answer the following questions in 5 to 6 sentences [04 marks questions]

- i. Explain the terms: Recycle and Reuse.
 - ii. Explain the given statement:
'When you dispose off e-waste properly, you'll make the Earth a better place'.
 - iii. Describe the role and responsibilities of the society in controlling e-waste hazards.
 - iv. Explain the positive steps that students can take to stop e-waste pollution.
 - v. Assume that you are educating your friend about e-waste and its disposal. List instructions that you will give him/her.
 - vi. Explain the concept of recycling of e-waste.
 - vii. State the various options available for recycling of e-waste.
 - viii. Explain the statement from the lesson 'Electronic Waste': Be a part of the solution.
-

2.6. BE REMARKABLE by Naren Goidani**Pre reading Activity**

- 1. Can a person be successful in life by only scoring good marks?
- 2. How can you be different from others?

Why do we study? Is it to make our life secure? Is it to create a career? Will studies truly make our life secure or provide us with a career? Hmmm, interesting point? Or is it disappointing? Or it is scary? Or does it sound like an unnecessary question?

We have lived our entire lives thinking when we complete our studies the world will be waiting with open arms to give us great opportunities and reward us handsomely. Nothing can be far more from truth than this thinking. Many students have faced terrific disappointments after they passed out of college for they discovered what they have is not enough for the world. What is needed? What is the gap? Where should we students focus? Let me share some pointers, suggestions and guidelines with all of you. A few years ago, organizations started taking IQ (intelligence quotient) tests that revealed the 'intelligence' of the interviewees. The HR department of organizations realized, even when candidates came to them with 'good marks', most of them were not qualified for 'work'. The surprising revelation was that some candidates who scored good marks did so because of good 'memory' rather than intelligence. These good candidates knew how to memorize the subjects better than others. In some cases, it was just luck. What they studied was asked in the exams. These are the people who study in the last moments and 'manage' to score. Sadly they mislead many others to do the same and scrape through. This is dangerous for your future. In a few cases it was indeed good studies and intelligent understanding. The percent of the last category needed to be improved.

The HR people realized, mistakes were happening when people were recruited based only on marks. Hence, the IQ tests were introduced. It tested the ability of people to 'solve' rather than 'remember'. Since this new IQ tests were giving them good results, they got encouraged to research how to make things even better. Besides the IQ test, another new test called the EQ (Emotional Quotient) test was introduced. This tested the ability of candidates to be emotionally stable. After all, who wants a person who panics, who has fear, who becomes jealous, who becomes angry fast? This person can never work as a Team Player. Nor

can they give their 100% to their own work. Neither will they progress, nor will the organization progress.

For the best results, great teamwork is mandatory. After all, no one can ever do everything by himself or herself. While the combination of IQ and EQ gave better results in recruitment, studies and research in this field of 'ideal candidates' for an organization continued. The latest development in this field is called SQ. This SQ stands for situational intelligence quotient. When you have time, IQ comes in the picture. When there are emotional turmoil EQ comes into picture. There are times, when decisions must be taken on the spot. Even if you are not the decision maker, you must take decisions. Even if you do not have enough data, you need to make your choices. These choices can make or break so much. These are crux situations. What is required in these situations? When faced with difficult situations, you must carry 'Self-Belief'. When faced with angry people, you must know how to calm people down. When faced with a tragedy, you must be able to establish positivity. When faced with huge losses, you must be able to rule with composure. When faced with problems, you must be able to intensely search, identify and present solutions. When faced with critical situations, you must be able to make important well thought of choices.

While your qualifications provide the necessary platform, your IQ, EQ and SQ will help you to take-off. While studies help you to gain an interview call, your IQ, EQ and SQ will help you getting employment and creating a career. In case you want to be a businessman, it is your IQ, EQ and SQ that will be the solid support in making the best of the opportunities. With IQ, EQ and SQ, no hurdle is high, no problems is big. When faced with difficult situations, your BEST will come out. Even if you make mistakes, as all of us do, you will bounce back big. Manufacturers expose their products to vigorous tests. The products that stand the toughest of tests are the most premium products. Similarly, the challenges of life will be your vigorous tests from which you must emerge victorious and be a premium product. As you study, study well. Give your 100% to master the subjects. Along with that, do develop your IQ, EQ and SQ too. While your marks certainly help you, you will need more than marks to be 'remarkable'.

Remember, 'remarkable' is more than 'mark'. It has R (Really) and E (Exceptional) in the beginning. It includes 'able' (IQ, EQ and SQ) to complete it. Have Really Exceptional Marks (for a great pedestal) and be very Able (for take off - IQ EQ and SQ) too. Be "R E MARK ABLE". Live a R E Mark Able life. Read great books that make you believe you can be 'remarkable'. Nurture the company of people whose presence, whose comments, whose life style makes you believe you can be 'remarkable'. Meditate, exercise, and eat nourishing food that provides you vital energy to live a remarkable life. Whatever happens, 'believe in yourself'. The creator always creates remarkable things. In 'his' factory, there is no ordinary product. The fact that you have been created means you 'can' live a remarkable life. What humans can do, god will not do. What God can do, humans cannot do. He has played his part by creating us. Now it is up to us to play our part and create ourselves as 'remarkable' people.

With loads of love, prayers and best wishes,

Narendra Goidani
As I Live...I learn.

Exercise 2.16: Give the contextual meanings of the following sample words using the dictionary.

- i. Scary.....
- ii. Terrific.....
- iii. Revealed.....
- iv. Interviewees.....
- v. Recruited.....
- vi. Turmoil.....
- vii. Composure.....
- viii. Vigorous.....
- ix. Victorious
- x. Hurdle.....

Exercise 2.17: Answer the following questions in 3 to 4 sentences [02 marks questions]

- i. Write the full form of the abbreviations: *IQ, EQ, and SQ*.
- ii. State the meaning of the word, 'Remarkable', according to the author.
- iii. List the qualities of emotionally stable people.
- iv. State the expectations of HR Department from the interviewees.
- v. Explain the statement : The ability of people to 'solve' rather than 'remember'

Exercise 2.18: Answer the following questions in 5 to 6 sentences [04 marks questions]

- i. Summarize the suggestions given by the author to make one's life remarkable.
- ii. Formulate your action plan to develop your IQ, EQ and SQ.
- iii. State the situations where an individual's IQ, EQ and SQ are tested.
- iv. Develop your action plan to become a remarkable person.
- v. Explain the following terms: EQ, IQ, and SQ.
- vi. Summarize the suggestions given by the author to make one's life remarkable.
- vii. Explain the statement: 'Remarkable is more than mark.'

2.7. ARUNIMA SINHA: A BIOGRAPHY From www.makingpeacewithlife.com**Pre-reading Activity**

1. List a few people who have climbed Mount Everest, despite their physical difficulties.
2. How can you be an extraordinary person?

Arunima Sinha is the first Indian amputee to climb the Mount Everest. Among women amputee, she is just the second one to achieve this milestone. Before Arunima, Rhonda Graham, a female amputee from USA climbed Mount Everest in October, 2011. *In 2015, she was awarded the Padma Shri, the 4th highest civilian award in India.*

Arunima was a sports enthusiast from the childhood- a national level volleyball player. She decided to get a job in the paramilitary forces so that she can carry on with her passion for sports along with a regular source of income as well. But, the fate had other plans. On the night of 11th April, 2011, while on her way to Delhi from Lucknow from Padmavati Express train, she was attacked by a group of local robbers. They tried to snatch her gold chain which was gifted by her mother. She tried to resist them. Thanks to her athletic

physique and fitness, she gave them a tough time. But, being a lonely girl, she could not resist them for longer and eventually, she was overpowered by them. Those inhuman guys threw her out of the running train. Another train coming on the parallel track run over her legs. By the time, she reached hospital, the doctors were left with no option but to amputate her left leg below the knee. Otherwise, the infection could have spread in the whole body. Her right leg also didn't remain completely immune from that accident. A rod was inserted in the right leg- from knee to ankle.

She spent 4 months at the All India Institute of Medical Sciences, New Delhi. One day, while lying on the bed in the hospital, she read an article about the Mount Everest- the ultimate destination of every mountaineer. Then only, she decided to climb it. She took inspiration from Yuvraj Singh and other famous personalities who won over cancer and other life threatening conditions to bounce back and prove their mettle. *People used to come to meet me in the hospital and sympathize by saying words like- "you would not be able to play volleyball anymore" or "what a tragedy with this young girl."*

Why she took this extremely difficult decision of climbing Mount Everest when she was already offered a job by the Indian Railways? Why she didn't spend her life like any other handicap person doing a regular 9 to 5 job and making a livelihood? *When I was in the hospital post this robbery incident, I came across several absurd conspiracy theories like- I was traveling without ticket, hence, I jumped out of the train to avoid punishment OR I jumped out of the train by my own in the suicide attempt. These rubbish rumors hurt me badly. Then only, I decided that I would answer to all these fake theories by doing something big, achieving something extraordinary.*

Usually, people used to take more than a few months to get comfortable with artificial legs. But, she started walking in just 2 days. Her whole focus was on climbing the world's highest mountain...nothing else. The day she got discharged from the hospital, she went to meet Bachendri Pal, the first Indian woman to reach the summit (highest point) of Mount Everest. Apart from her family, Bachendri was the only person who took her ambition (of climbing the Mount Everest with artificial leg) seriously. *The moment I decided to conquer the Mount Everest, my inner sense of handicap or disability faded away. Now, it was a matter of time to show the outer world what I was made up of.* After meeting Bachendri Pal, she didn't go home. Rather, she joined the Nehru Institute of Mountaineering for training. After completing a basic course, she has undergone rigorous training for 18 months to prepare herself for the big day. She climbed various smaller peaks, including Island Peak to prepare herself before conquering the Mount Everest. Tata Steel Adventure Foundation offered her scholarship to meet all her financial requirements so that she can fully focus on her mountaineering task.

My Sherpa (the local guide for the expedition) refused to accompany me because he termed it a suicidal mission. But, I was determined to do it. I convinced him anyhow.

She started her expedition on 1st April, 2013 and reached the summit of Mount Everest on 21st May 2013- exactly after 52 days. *When I entered the death zone- 3500 feet from the top of Mount Everest- the most difficult terrain started. I saw dead bodies of mountaineers scattered all around. A Bangladeshi mountaineer took his last breath in front of my eyes whom I met not so long before. I was frightened, but, I kept on moving anyhow. You see- our bodies behave according to our thought process. I told myself that neither I can go back from here nor I can die before reaching the summit. Seeing me struggling immensely with the artificial leg, my Sherpa kept on advising me to return back. But, I overturned his advice. I told him that I just can't die before conquering this mountain. Thereafter, he started motivating me for the rest of the expedition.*

Once she reached the top, everything changed. It was something as if she got a new lease of life despite of the fact that she literally ran out of all the oxygen supply. She raised the

Indian tricolor and placed some pictures of her idol (Swami Vivekananda) next to it. Then, she took some pictures and videos of herself to produce the visual proofs of her achievement in case she didn't return back alive.

Just after a few steps on the way back, my oxygen supply finished. But, you know, fortune favors the brave. When I fell down suffocating for oxygen, I came across an extra cylinder of oxygen from nowhere. My Sherpa immediately latched it on me and finally, we returned to the base.

Her Dreams

Arunima has two dreams:

To conquer the highest mountain from each of the seven continents of the world. Till now, she has conquered six of them:

1. Mount Everest in Asia (May 2013)
2. Mount Kilimanjaro in Africa (May 2014)
3. Mount Elbrus in Europe (July 2014)
4. Mount Kosciuszko in Australia (April 2015)
5. Mount Aconcagua in South America (Dec 2015)
6. Mount Carstensz (July 2016)

I was re-born at the summit of Mount Everest. In all, after climbing all these mountains, I have learnt the true meaning of resilience, confidence and leadership and above all, humility.

Apart from climbing the remaining peaks on her list, she aspires to run a full-fledged academy for underprivileged handicapped children. She has already established it- *Shahid Chandrashekhar Azad Viklang Khel Academy* (Freedom Fighter Chandrashekhar Azad Sports Academy for disabled children). The motto of this institute is to provide the very best sports facility to handicap children, especially the poor ones. She is spending all the prize money that she earns to nurture this academy.

Exercise 2.19: Give the contextual meanings of the following sample words using the dictionary.

- i. Amputee.....
- ii. Paramilitary.....
- iii. Resist.....
- iv. Overpowered.....
- v. Immensely.....
- vi. Conquering.....
- vii. Rigorous.....
- viii. Full-fledged.....
- ix. Suffocating.....
- x. Conquer.....

Exercise 2.20: Answer the following questions in 3 to 4 sentences [02 marks questions]

- i. Name the academy started by Arunima and state its motto.
- ii. Name the awards won by Arunima Sinha.
- iii. State any two achievements of Arunima Sinha.
- iv. Explain the reaction of Arunima Sinha to the tragedy in her life.
- v. Name the peaks climbed by Arunima Sinha.
- vi. State the dreams of Arunima.
- vii. State the qualities of Arunima that touched your heart.

Exercise 2.21: Answer the following questions in 5 to 6 sentences [04 marks questions]

- i. Express your views/ideas on: Positive thinking.
 - ii. Express your views/ideas on: Reaction to criticism.
 - iii. Describe the preparations of Arunima Sinha for the Everest Expedition.
 - iv. Describe the accident of Arunima Sinha.
 - v. Explain the statement: *'I was re-born at the summit of Mount Everest.'*
 - vi. State your action plan to strengthen your weak points.
 - vii. Describe the train accident of Arunima Sinha.
 - viii. Describe the struggle of Arunima Sinha after her operation.
 - ix. Describe Arunima's experiences enroute to Mt.Everest.
 - x. Explain the reaction and subsequent support of the Sherpa to Arunima's mission to Everest.
-

2.8. SAVE YOURSELF by Sridhar R**Pre-reading Activity**

1. Do you follow traffic rules?
2. Do you use helmet while riding a bike? If no, Why?
3. Can you motivate people to use helmet for their safety?

It was October 25, 2010 - my wedding anniversary. Every year this day, as a family we plan for some outing, and that day too, we went out for dinner and celebrated our years ' of togetherness. The next day, as usual, I came back home around 9 p.m. from work. My daughter, Vishnu, had reached home early from her work, but my son, Anish, was yet to reach home. "He is on his way home," said Sarala, my wife. At about 9.30 p.m. my mobile rang, and it was a call from Anish's number. I thought he was going to say that he would come home late. But when I picked up the call, I heard a different voice at the other end. The Troubled and panicky voice said that Anish had met with an accident in a nearby area.

On hearing this, Sarala and Vishnu broke into tears and started screaming. I tried to console them but in vain. I quickly sped to the accident spot in my car, and the sight that I saw is still vivid in my memories. My, six-footer son was lying unconscious on the road and the bike was on the other side of the road. With the help of the onlookers, we shifted Anish to the back seat of the car, and I could feel warm blood on my hands as I was holding his head. We took him to a nearby, reasonably good hospital as quickly as we could.

It had been just a year since Anish returned from Scotland after completing his studies. I used to always insist him to wear a helmet when he was on a two-wheeler. But he used to argue that he was travelling only a short distance. Accidents can occur even when we travel a short distance, and in the event of an incident, there is a maximum chance of head injury.

There was urgency in the voice of the nurse sent by the doctor to call me. I felt a surge of anxiety as I entered the doctor's cabin. The doctor revealed that Anish's brain had been severely injured, and that in a couple of hours, he would collapse... However, I was not in a frame of mind to accept that. I wanted my son back to life.

We shifted Anish immediately to a leading hospital. The neurosurgeon there examined him and decided to go for a surgery. He was going to take a chance and get the surgery done because Anish was just 25. He being young was the only hope for his survival.

Alone I was waiting outside the operation theatre at 2. 30 am., weeping continuously. Anish was our dream. He was a role model to Vishnu. He was a wonderful person to our family and friends. Everyone wanted Anish back. "But in what state is he going to be after the surgery? Is he going to be alive? Is he going to be normal? Will he ever speak again? Is he going to walk, or will he have to use the wheelchair?" My thoughts ran wild. The-memory of that dreadful night still shudders my whole being... even as I write this now; words fail to express my grief...

After the surgery, the doctor said that in a scale of 1-15, where a normal person would be rated 15, Anish could be rated only three. He was then shifted to a special room with 24-hour special nurses to take care of him. Tubes were inserted into his body to aid breathing, feeding and urination. The right side of his skull was cut open and kept in his abdomen for future use. The only movements in his body were that of his head, which moved right and left, and his eye balls. Why has this plight befallen my son? If only my child had listened to me and worn his helmet...

Anish was back home after months of hospitalisation. Status of Anish - status quo. Unconscious, hands and legs were in the stage of contracture, tube in the neck for breathing, a catheter, a flexible feeding tube placed through the abdominal wall and into the stomach for feeding... A semi-hospital was created in the house - a cot with adjustable backrest, oxygen cylinder, BP apparatus, air bed, nebulizer machine, suction machine to suck the phlegm through his tracheostomy tube, two nurses (one for the day and one for the night), twice-a-day physiotherapy exercises. We could only look helplessly at our suffering child and wish that nobody should ever go through our terrible situation. We all think that something like this will not happen to us. But it happens when you least expect it to happen. Anish used to say that when he wears the helmet, his head sweats because of which his hair gets spoiled. But because he didn't wear a helmet, now his head itself got spoiled. His life got spoiled. At 25, he had so many dreams. He had told me once, "All our dreams will be fulfilled once I come back from Glasgow, Appa." He would have been still dreaming, but he was able to neither communicate nor act on his dreams. The whole family was crying every day. Vishnu cried with Sarala, Sarala cried in front of the gods in our pooja room and in every temple she knew and I cried within me.

Life went on. Four years in bed and Anish's condition remained unchanged. Every day we talked to him loudly, holding his hand tight. Sometimes he moved his mouth as if to say 'love you' in response to my 'love you'. We played his favourite music for him. There would be no expression on his face, but we could understand that he could smell the aroma of food when Sarala cooks. Every month we took him for review in an ambulance. We tried all kinds of treatment techniques, but nothing actually bettered his condition.

Four and a half years passed by. One day Anish had a problem with his uro-catheter, and we rushed him to the hospital. There he developed a breathing difficulty and collapsed. His painful life had come to an end. For us, it was a huge loss. We could only stand by helplessly as our dear son departed us forever.

Life is a precious, irreplaceable gift. And when everything in life goes smoothly, if only we would adhere to the available safety and intelligent measures, most of the time we can save our life and spare the grief of our dear ones.

Exercise 2.22: Give the contextual meanings of the following sample words using the dictionary.

- i. Panicky.....
- ii. Screaming.....
- iii. Console.....
- iv. Revealed.....

- v. Collapse.....
- vi. Neurosurgeon.....
- vii. Tracheostomy tube.....
- viii. Irreplaceable.....
- ix. Aroma.....
- x. Grief.....

Exercise 2.23: Answer the following questions in 3 to 4 sentences [02 marks questions]

- i. Express your views/ideas on: Road Safety.
- ii. Express your views/ideas on: Save Yourself from Mobile Addiction.
- iii. State the advantages of wearing a helmet while riding a two wheeler.
- iv. Explain the reason of resistance of youngsters to wearing helmets.
- v. State the message you learn from the lesson: Save Yourself

Exercise 2.24: Answer the following questions in 5 to 6 sentences [04 marks questions]

- i. Summarize the views of Anish's father on wearing of helmets.
- ii. Describe the tragedy of Anish after the accident.
- iii. Explain the statement in six sentences: 'Life is a precious, irreplaceable gift.'
- iv. Describe any road accident you have seen.
- v. State the consequences of not wearing helmets.
- vi. Describe the scene in Anish's room after his return from the hospital.
- vii. State the grief of the author.

2.9. DOER TO MENTOR by Guru Prasad Makkam

Pre-reading Activity

- 1. What are the qualities of a good leader?
- 2. In the present scenario, whom do you admire as a good leader?

Lal was the Chairman of a global corporation. Being a jet-setter made him experience different time zones month after month. He had to counter challenges in different geographies, cultures, economies and laws. Amidst all this, he would handle the routine humdrum of top management ego, union problems, his time to the family, meeting political leaders and the daily drill of routines too. We had the honour of meeting him and learn growth lessons from him directly. Lal had agreed to spend a few hours with all of us. We were decked up with our formal attire, attaches, and we carried gifts of gratitude. As the hands met in the clock, he entered with a backpack. We expected he would arrive with an entourage of secretaries, advisors and helpers. Instead he came alone, and set up his laptop, saw his calendar and came towards us with a smile of a child. The initial steps gave us a sigh of relief as he made us very comfortable while we expected to feel intimidated. 'What is the secret of his success?' we sought. After the initial pleasantries, the question popped out of one of our voices. He smiled and assured that he would reply in the course of the interaction. He rose instantly and we got up in a reflex.

He had seen a lot more decades than any of us, yet he was the quickest to move. We all followed him and a few hefty ones amongst us were gasping for breath to keep pace even at the physical realm. As we were walking, he walked past the work area to reach the next

building, where we were supposed to sit. As he moved to the work area, he could see three people amongst the thousands having a perplexed look at the screen as if it were a horror show. They seemed to have faced a major technical glitch and the Chairman occupied his chair for a few seconds. He could understand the entire issue in a minute and gave simple and short instructions, which brought an instant smile in the geeks. We wondered, 'Lal is a global leader, he could solve even the problem of a desk like a geek'. Lal uttered, 'I had worked on these machines burning midnight oil for a long time. When I started the organization, I was the 'doer'. I used to 'do' everything. Be it a coding, system architecture, accounting, administration, back office or business development, I was solely responsible. That was the stage I was a 'doer'.

We moved towards the conference hall where we were supposed to be seated. He had a conference call with the SBU heads spanning across six countries. Lal spoke about the global launch, IP strategy and the higher echelons of business. He could move from the doing domain to the strategy domain quickly. We saw the video call with awe, where group dynamics, marketing thoughts and many other agenda bullets were discussed amidst translators, technology, timing difference and different views. We could see the swift transition from the technical issue to the global perspective in a matter of a few minutes. Lal described his two decades in a short sequel of sentences, which appeared to be the foundation of his success story.

Lal narrated: I was a 'doer' when I started. I used to do everything. That phase helped me to sustain, as I had to curtail costs. It also helped me to know all the nuances of the business. Without that stage, I would've never understood higher management thoughts. He continued, a Finance Director should have been an accountant at sometime of his career to perform effectively. I used to do the most talking as a 'doer'.

Then I became the 'Manager'. Managing people also meant teaching them work, coupled with balancing their egos. I had to undergo transition from a doer to a delegator in this phase. I used to delegate work and monitor the work progress. Most work issues escalated to me, and I had to be a good listener at this stage. Without being a good leader earlier, never I would have been an effective manager. As a doer I talked a lot, while as a manager, it had to be the listening part. The organizations grew, and any managers reported to me. Time to migrate as a leader had come. I had to lead the managers, inspire them to reach the goal of the organization. Here I had to undergo transition to be a motivator and guide them.

Without being a good doer and a popular manager, I would have never been an effective leader. As a leader, I was just like an orchestra conductor; I had to just sync all the activities towards a common goal. Now, I have been a mentor of this organization. My doer days taught me to act. My manager days guided me to manage. My leader days made me to create managers and now my mentor days are to create leaders. These leaders will lead the organization.

We realized that Lal underwent a transition at every stage. He was a doer and grew up to be a manager. This graduated to the role of a leader and finally the mantle of a mentor followed this up. He had to change as a person in each of these roles. He had to change his thought process, his attitude and communication. All the roles are important. Each of us needs to figure out in our business as to where we are positioned. Many small enterprises get married to the 'doer' syndrome and the company would remain small. Many others would get plastered to the 'manager' role. A few of them move to the 'leader' role, which is a whole lot of communication, group strategy and skills of leading and motivating. It requires a tremendous brain to be a leader. A mentor would be moulded out of compassion, selflessness and visionary. Every characteristic is important. A doer is like a baby learning tiny steps, the manager is running together, a leader is directing a large number of people in a run while a mentor is creating a vision to all the runners and taking them there. The size of the

organization grows depending on how fast, smooth and clear the transition of the entrepreneur is. A doer can be a mentor; this growth phase has to be embraced in every organization.

Exercise 2.25: Give the contextual meanings of the following Sample words using the dictionary

- i. Counter.....
- ii. Humdrum.....
- iii. Formal attire.....
- iv. Entourage.....
- v. Gratitude.....
- vi. Realm.....
- vii. Delegate.....
- viii. Transition
- ix. Tremendous.....
- x. Compassion.....

Exercise 2.26: Answer the following questions in 3 to 4 sentences [02 marks questions]

- i. Explain the terms: Doer and Mentor
- ii. Explain the terms : Delegator and Leader
- iii. Express your views /ideas on: Planning for success.
- iv. Express your views /ideas on: Entrepreneurship.
- v. State the various stages in Mr. Lal's life.

Exercise 2.27: Answer the following questions in 5 to 6 sentences [04 marks questions]

- i. State any four qualities of Mr. Lal that have inspired you.
- ii. Describe the various roles of Mr. Lal as a Manager.
- iii. Describe the role of Mr. Lal as a Doer of the organization.
- iv. Summarize the success story of Mr. Lal.
- v. Describe the characteristics of a successful entrepreneur.
- vi. Write about any one young successful entrepreneur of your region.
- vii. Explain any three: Doer/Mentor/Manager/leader/delegator.
- viii. Describe the various stages in the successful growth of an organization.
- ix. Describe the importance of the doer stage in the life of an entrepreneur.
- x. Describe the importance of the manager stage in the life of an entrepreneur.
- xi. Describe the importance of the mentor stage in the life of an entrepreneur.

UNIT THREE

PARAGRAPH AND DIALOGUE WRITING

Course Outcome

Compose dialogues and paragraphs for different situations.

Unit Outcomes

Writing Skills

- 3a. Differentiate the given types of paragraphs with justification.
- 3b. Formulate a paragraph in words with synchronized sentence structure on the given situation/topic.
- 3c. Explain the theme on given paragraph precisely.

Speaking Skills

- 3d. Summarize the given paragraph with correct pronunciation and intonation.
- 3e. Take part in debates with correct pronunciation, intonation and using verbal and non-verbal gestures on the given themes.

3.1 PARAGRAPH WRITING

A paragraph is a group of sentences organized around a central topic. Paragraphs are comprised of sentences, but not random sentences. The cardinal rule of paragraph writing is to focus on one idea. A solidly written paragraph takes its readers on a clear path, without distraction of ideas. A basic paragraph structure usually consists of the topic sentence, supporting sentences and a concluding sentence.

3.1.1 Four Essential Elements of a Good Paragraph

A good paragraph has four essential elements, which when used correctly, can change an average paragraph into a good paragraph.

a) Unity

Unity in a paragraph begins with the topic sentence. Every paragraph has one single, controlling idea that is expressed in its topic sentence, which is typically the first sentence of the paragraph. A paragraph is unified around this main idea, with the supporting sentences providing details and discussion. In order to write a good topic sentence, think about your theme and all the points you want to state. Decide which point drives the rest, and then write it as your topic sentence.

b) Order

Order refers to the way you organize your supporting sentences. Whether you choose chronological order, order of importance, or another logical presentation of detail, a solid paragraph always has a definite organization. In a well-ordered paragraph, the reader follows along easily, aided by the pattern you have established. Order helps the reader to grasp your meaning and avoids confusion.

c) Coherence

Coherence is the quality that makes your writing understandable. Sentences within a paragraph need to connect to each other and work together as a whole. One of the best ways to achieve coherence is to use transition words. These words create bridges from one sentence to the next. You can use transition words that show order (first, second, third); spatial relationships (above, below) or logic (furthermore, in addition, in fact). Also, in writing a paragraph, using a consistent verb tense and point of view are important ingredients for coherency.

d) Completeness

If all sentences clearly and sufficiently support the main idea, then your paragraph is complete. If there are not enough sentences or enough information to prove your idea, then the paragraph is incomplete. Usually three supporting sentences, in addition to a topic sentence and concluding sentence, are needed for a paragraph to be complete. The concluding sentence or last sentence of the paragraph should summarize your main idea by reinforcing your topic sentence.

3.1.2 Types of Paragraph

There are four types of paragraphs: *Technical*, *Descriptive*, *Narrative* and *Compare and Contrast*.

When considering the type of paragraph, you are about to write, you need to consider a few different questions. What is the purpose of the paragraph? What are you trying to communicate to your reader? The answers to these questions will guide you as you consider both the content of your paragraph and the effect you are trying to achieve. There are many different types of paragraphs. Each type has a different purpose, and writers make use of different means in achieving each purpose.

a) Technical Paragraph

This kind of paragraph is written to convey the technical information. When writing such paragraph, one has to be very particular about choice of words, grammatical structures and style of presentation. A technical paragraph should be clear and correct in context and must avoid any kind of ambiguity and vagueness.

Examples**i) Smartphone**

A smartphone is a mobile phone that can multitask. It works as a computer. It is a compact device which works like a computer. Its functions include sending and receiving emails, text, photographs and multimedia messages, registering contacts, calculator, currency, alarm, browsing the internet using a mobile browser, playing games and much more. The smartphones usually come with a large touchable display and an inbuilt QWERTY keyboard. Because smartphones are small computers, they run an operating system that is often common between devices to ensure compatibility. The majority of smartphones run on Apple iOS or Google Android but others use Windows Phone or BlackBerry OS. Most can do multitasking, running more than one program which helps the user do things quicker and easier.

ii) Dishwasher

A dishwasher is a mechanical device for cleaning dishware and cutlery. Unlike manual dishwashing, which relies largely on physical scrubbing to remove soiling, the mechanical dishwasher cleans by spraying hot water, typically between 45 and 75 °C (110 and 170 °F), at the dishes, with lower temperatures used for delicate items. A mix of water and dishwasher

detergent is pumped to one or more rotating spray arms, which blast the dishes with the cleaning mixture. Once the wash is finished, the water is drained, more hot water is pumped in and a rinse cycle begins. After the rinse cycle finishes and the water is drained, the dishes are dried using one of several drying methods. Sanitation is achieved by either the use of a booster heater that will provide a 82 °C (180 °F) "final rinse" temperature or through the use of a chemical sanitizer.

b) Descriptive Paragraph

This type of paragraph describes some event or incident and shows the reader what a thing or a person is like. The words chosen in the description often appeal to the five senses of touch, smell, sight, sound, and taste. The purpose of a descriptive paragraph is to allow the reader to experience the item, phenomenon or event being described as vividly as possible without physically sensing it. That is, the reader cannot see it, but knows what it looks like; cannot taste it, but knows whether it is salty or sweet; cannot touch it, but knows its texture. Descriptive paragraphs typically include modifiers (adjectives, adverbs, prepositional phrases) and figurative language (metaphors, personification, similes) to help enrich the "experience" for the reader.

Examples

i) A Friendly Minion

In one corner of my dresser sits a smiling Minion on a tiny tricycle--a gift I received on my birthday from a close friend. The Minion is a cute, small, yellow melodious henchman with a goggle. It has one eye. The eye is outlined in black with thin, dark lashes flowing from the brows. Its broad grin disappears into the wide, white ruffle around its neck. The Minion wears a fluffy, two-tone nylon costume. The left side of the outfit is light blue, and the right side is yellow. The two colors merge in a dark line that runs down the center of the small outfit. The white spokes on the wheels of the tricycle gather in the center and expand to the black tyre so that the wheel somewhat resembles the inner half of a grapefruit. The Minion and unicycle together stand about a foot high. As a cherished gift from my good friend this colorful figure greets me with a smile every time I enter my room.

ii) A Sunset

It was amazing to watch the sunset from the sea-shore of Karde Beach. The sight of sunset was mesmerizing. The incredible crown seemed to be made of silver and gold, the colour of sunset. The enchanting shiny Jewels, spectrum of rainbow, that decorated its smooth, shiny surface held everyone's breath, present over there. We could see the orange and yellow. reflection of the setting sun in the water. Slowly the sun set behind the mountains and the whole seashore started shining once again with the reflection of moon.

c) Narrative Paragraph:

This type of paragraph tells a story. There is a sequence of action or there is a clear beginning, middle and end to the paragraph. Narrative paragraphs tell stories. True narrative paragraphs, however, are similar to short stories in that they feature characters, follow a plot line, include a conflict which is resolved and are told from an identifiable point of view. They may also establish a setting or include a moral.

Examples

i) My Favorite Family Experience

One of my favorite family experiences was when I went to see Anne Frank's (a Jewish victim of the Nazi persecution during World War II) hideout in Amsterdam, Holland. I had read

Anne's published diary when I was young. So I was extremely thrilled to actually have the chance to see where she and her family hid from the Germans for so many months. I walked up the stairs of an apartment building and into a room with only a bookshelf in it. From what I remembered from reading the diary, there was a doorknob behind the books. I found the doorknob and turned it and there was the secret annex. When I stepped into the room behind the bookshelf, I felt as if I had stepped back into history. I found Anne's room still with pictures of her favorite celebrities on her walls. The Frank family's furniture was still placed where they had left them in the rooms, everything just as described in the diary. I toured each room in awe of actually seeing how they had lived, yet with sadness to know how it all ended. Anne's diary was no longer just a book to me, but true heart-felt, emotional life story written by a girl I felt I almost knew.

ii) An Accident

I can never forget the night when I got into a car accident and it was very frightening. I was on my way to home and suddenly, out of nowhere, there was a loud bang. I felt the jerk in the car. When I looked back, I saw another car pushing my car. I pushed the brake and I could smell the burnt rubber. By God's grace nothing happened to me. Later, I came to know that the driver of the other car was drunk and was arrested by the police. But for me, I thank God, and it was really a narrow escape.

d) Compare and Contrast

In this type of paragraph, opening sentence names the two subjects and states that they are very similar, different or have many important (or interesting) similarities and differences. Continue discussing similarities only using compare/contrast cue words such as *like*, *similar to*, and *also* for each comparison. Then describe all the differences, using compare/contrast cue words such as *differs*, *unlike*, and *on the other hand* for each difference.

Examples

i) Life Now and Five Years Ago

My life now and my life five years ago are similar but there are also some major differences. Five years ago, I was living in Hyderabad and going to high school. I didn't have to work because my parents supported me. I had the responsibility of taking care of my younger sister as my parents were working. I didn't really have any major goals five years ago. I wasn't really thinking about my future quite yet. On the other hand, now I live in New Delhi and I have to work now in order to support myself. I have a more responsibility now than I did five years ago. I have some major goals now. For instance, I want to graduate and get my degree. I have a lot of things that I want to accomplish now. Five years ago, I really wasn't going anywhere with my life, but now I'm starting to get my life in order and deciding what I want to do now. My life now has changed a lot in only five years.

ii) Town Life versus Country Life

As every coin has two sides, in the same way every aspect has two sides. Town life is a life where people can enjoy the glamorous night-life, ethnic food and here there is a lot of scope for entertainment and education. But on the other hand life in Town is not so easy because of crime, rude and unfriendly people. In country people are usually quiet and friendly, neighbours are not isolated against each other. Country is not crowded so one can breathe fresh air. Children also have good values and ethics. But contrary to all this, people in country are close minded, orthodox and uneducated. Therefore it all depends on an individual to select either a Town life or a Country life.

Exercise 3.1 Develop a paragraph on the given topics in about 75 words.

- i. Waiting Room at the Railway Station
- ii. Microwave
- iii. My Treasured Belonging
- iv. Laptop
- v. My Favourite Restaurant
- vi. An Online Class compared to a Traditional Face-to-face Class
- vii. The Toyota Corolla and the Honda City
- viii. Two Neighborhoods
- ix. A Real Vacation and a Dream Vacation
- x. Two Smartphones: Samsung Galaxy and Apple iPhone
- xi. LED TV
- xii. WiFi Technology
- xiii. Celebration of Cultural Event
- xiv. My First Day in the Institute
- xv. An Accident

3.2 DIALOGUE WRITING

A dialogue is a conversation between two or more people in a variety of situations. Dialogue writing helps the students to express their ideas and thoughts easily and constructively. Proper dialogue writing needs skill and command over the language.

3.2.1 Steps in Writing a Dialogue

Dialogue writing contains the following major steps:

a) Greetings

Beginning of the dialogue has to be with greetings. Greet the other person according to the time of the day. The language of the dialogue will differ depending on whether the situation is formal or informal; with a known or unknown person. In formal situations, use terms like *Good Morning, Good Afternoon, Good Evening*. In informal situations, words like *Hi, Hello* etc. are used.

b) Development of Dialogue

The dialogue should read like a spontaneous real conversation. Include questions with proper question marks, exclamations with proper exclamation marks, etc. so that the dialogue sounds real. Use correct expressions like excuse me, sorry, thank you, please, May I know...etc. to show polite enquiries and responses.

c) Closing Sentence

Dialogue should end with proper sentences depending on whether the situation is formal or informal. In formal situations use the expressions like:

Good day to you.

Have a nice day.

Thank you very much for your help.

It was a pleasure talking to you.

In informal situations, use expressions as:

Take care; See you soon, Bye, etc.

Examples

There are many occasions and situations when dialogue takes place between two persons. The following examples will provide guidelines to write the appropriate dialogues between two persons.

a) A dialogue between two students of the same school who are meeting in their new Institute

Amit: Excuse me, have I seen you somewhere?

Rajiv: Oh yes, I think we are from the same school, Rosary school, right?

Amit: Yes, I now remember that you were my junior by two years. Have you taken admission here in this institute?

Rajiv: Yes, in first year Computer. What about you? Are you also here?

Amit: Yes, I am a final year student of Computer Engineering in this institute. Glad to have you here.

Rajiv: It is good to know that you are here. I was feeling very nervous and tense.

Amit: Do not worry at all. I will help you. Please let me know if you have any problem.

Rajiv: Sure, I will, Bye.

Amit: Bye, take care.

b) A dialogue between two students of the same institute enquiring about each other.

Sita: Hello

Geeta: Hello

Sita: May I know your name please?

Geeta: Sure, I am Geeta Pande from Jalgaon.

Sita: Are you a student of this Institute?

Geeta: Yes, I am a first year student of diploma in Civil Engineering. How about you?

Sita: I am Sita Kapur from Satara. I am a final year student of diploma in Civil Engineering in this institute.

Geeta: Nice meeting you. Bye.

Sita: Bye, see you.

c) A dialogue between a visitor and a student where the visitor enquires about the office.

Visitor: Excuse me, May I know where the institute office is?

Rahul: Certainly, it is on the ground floor of this building. Take a left turn from the porch and the first room to your left, is the administrative office.

Visitor: I want to meet the Cashier. When does the office open? What are the office timings?

Rahul: The office timings are from 10:30 am to 5:30 pm. You can meet the Cashier, Mr. Pandit by 10:30 am.

Visitor: Thank you for the information.

Rahul: It is my pleasure.

d) A dialogue between a parent and a student where the parent enquires about the timing of the institute.

Parent: Excuse me, may I know the timings of your institute?

Student: Oh yes! It is from 10:30 am to 6:00 pm but sometimes we have to come early at 8:30 am or 9:30 am for our extra lectures.

Parent: Is Saturday a working day for you?

Student: We have only two working Saturdays. We have holiday on the 2nd and 4th Saturday. Sometimes we work on the 1st, 3rd and 5th Saturday also.

Parent: Do you have a half day college on working Saturdays?

Student: No, we have the usual 10:30 am to 6:00 pm schedule.

Parent: Thank you so much for the information.

Student: It is my pleasure.

e) A dialogue between two friends regarding the schedule of final exam.

Rohit: Hi Riya!

Riya: Hi Rahul!

Rohit: Do you know when our final exam is?

Riya: The exact date is not declared but I think the final exam will be in the first week of December.

Rohit: When does our term end?

Riya: The first term ends on the 30th of November. The schedule is displayed on the notice board.

Rohit: Yes, I know I want to plan my vacation. Do you think we will be free by the 15th of December?

Riya: I don't think so. But I feel it is better to ask the Exam In charge and find out.

Rohit: Certainly. I will find out. Bye.

Riya: Bye.

f) A dialogue between two friends where one friend enquires about the other's reason of absence in college.

Sneha: Hi Gauri! Why were you absent yesterday?

Gauri: Hi Sneha! I did not come as I was not well. I had fever.

Sneha: Did you consult the doctor then? What did he say?

Gauri: Yes I went to the doctor yesterday. He gave some medicines and advised me to rest for a day.

Sneha: What is the reason behind your illness then?

Gauri: Nothing serious; it is actually the changing weather conditions that cause the illness.

Sneha: Oh! Yes. The weather these days is really bad. Even I feel a little feverish today. Anyway take care and get well soon.

Gauri: Thanks and you too take care.

g) A dialogue between Class Representative and Principal about asking for permission to go for a visit to IT Park.

CR: Good morning Sir, I am Sonali Raut, CR [Class Representative] of first year E&TC class.

Principal: Good morning. What is your problem?

CR: Sir, we want to arrange a class visit to Hinjewadi, Pune. We want to see the IT Park there. We plan to go on the coming Saturday so that our regular classes are not disturbed. Sir we need your permission for this visit. It is a one day visit.

Principal: How many students are going and who are the teachers accompanying you?

CR: Sir, we are total 40 students, 25 boys and 15 girls. Two teachers will come with us Mr.Gupta and Mr.Raut from E&TC department.

Principal: All right. Write an application stating all the details.

CR: Sure Sir, Thank you very much.

h) A dialogue between the General Secretary of a college and the Principal regarding permission to celebrate Teacher's Day.

General Secretary: Good morning Sir.

Principal: Good morning.

General Secretary: Sir I am the G.S. of our institute. Sir the students want to celebrate Teacher's Day on 5th September that is in next week. Sir will you please allow us to conduct the programme?

Principal: What is the nature of the programme? Tell me the details.

General Secretary: Sir, we propose to have the programme at 4:00 pm in the Impact Hall. We will take care that regular teaching and classes are not affected. But we want all the teachers to be present for the programme. Sir, we also plan to keep some games and activities for the teachers. May we have your permission for these activities?

Principal: Go ahead.

General Secretary: By tomorrow I will show you the details of the programme. Thank you very much Sir. Good day to you.

Principal: Good day.

i) A dialogue between a subject teacher and a student asking for permission to leave early due to illness.

Amey: Good morning Madam.

Prof. Shinde: Good morning

Amey: Madam, I am not feeling well today. May I go home early today?

Prof. Shinde: What is wrong with you?

Amey: I have a stomach ache. May I go home?

Prof. Shinde: What lecture or practical do you have next?

Amey: Madam, I have your English practical from 4 pm to 6 pm. Will you please excuse my absence?

Prof. Shinde: Sure. Rest for some time and get well soon.

Amey: Thank you very much Madam.

Prof. Shinde: It is all right.

j) A dialogue between subject teacher and student about extension of time limit for the Technical Presentation Assignment.

Kiran: Madam we are not ready with our Technical Presentation assignment .We are not prepared. May we do it next time?

Prof. Raut: But I have already given you one week's extension of time limit.

Kiran: Madam last week was our second test. So we studied for the test. This week we will prepare this assignment and then do the presentation next week.

Prof. Raut: What if you are again not prepared by next week?

Kiran: That will not happen Madam, please trust us.

Prof. Raut: All right, I will give you one more chance.

Kiran: Thank you very much Madam.

Exercise 3.2: Complete the following dialogues

a) A dialogue between a teacher and student about the student's excuse for not being able to participate in debate competition.

Student: Good afternoon madam!

Teacher: Good afternoon!

Student: Sir, I am sorry to inform you that I will not be able to participate in next week's intercollegiate debate competition.

Teacher: Why what is your problem?

Student:

Teacher: I am very sorry to hear that.

Student: I will have to leave for my native place next week so.....

Teacher: But we have already sent the final list of names to the concerned authorities. I don't think they will accept any last minute changes.

Student: I can understand that Sir but I can't help it.

Teacher: All right do not worry. I will try to convince the concerned staff members.

Student: I am extremely sorry for the inconvenience caused to you. Please bear with me.

Teacher: It is all right.

Student: Thank you very much Madam.

b) A dialogue between a teacher and student who is apologizing for using mobile phone in class.

Teacher: I confiscated your mobile as you were caught speaking on the mobile in the class.

Student: Madam, I am very sorry. Please.....

Teacher: No, now I will hand it over to the Principal. Your parents will also be called.

Student: Madam, please don't take any extreme step.....

Teacher: Don't you know that the use of cell phone in the classroom is strictly prohibited. It is a punishable offence.

Student: I know that madam. Please give me one chance to prove myself. It was a very urgent call from my mother so I attended the call. I understand that I should have asked for your permission or ignored the call. Please excuse me.

Teacher:.....

c) A dialogue between two friends about how they commute to college.

Saniya: Hi Vaishnavi!

Vaishnavi: Hi!

Saniya: May I know where do you stay?

Vaishnavi:

Saniya: How far is it from our institute?

Vaishnavi:

Saniya: How do you commute?

Vaishnavi: How about you?

Saniya: I stay nearby in I walk to the institute every day. It hardly takes any time.

Vaishnavi: Oh! Good. I must leave now else I will get stuck up in the traffic. Bye.

Saniya: Bye.

d) A dialogue between a clerk and a student about scholarship.

Student: Good afternoon sir, I am Aradhana from first year Mechanical Engineering. May I have a scholarship form?

Office Clerk: Here, take it.

Student: What is the last date of filling this form?

Office Clerk:

Student: Do I have to join / attach any mark sheets of documents along with the scholarship form?

Office Clerk:

Student: All right Madam, Thank you for the information. Good day to you.

Office Clerk: Welcome. Good day.

e) A dialogue between Registrar and student about the attestation of documents.

Student: Good morning madam.

Registrar:.....

Student: Madam I am a student of first year Computer Technology Department. Will you please attest my certificates?

Registrar: Why do you need the attestation now?

Student: Madam, I want to submit these copies in the office.

Registrar: All right. Show me the original documents first.

Student:

Registrar: Take the stamp from that counter.

Student: Thank you very much Madam. You have been very cooperative.

Registrar: Welcome.

Exercise 3.3: Develop dialogues for the following situations:

- a) Office clerk and student about collecting scholarship cheque.
- b) Office clerk and student enquiring about EBC scholarship.
- c) Registrar and student regarding cancellation of admission.
- d) Librarian and student about losing the borrowed book.
- e) Student enquiring about the availability of the book 'Wings of Fire' by Dr. A.P.J. Abdul Kalam in the library.
- f) Arjun and Amit discussing about the ways to improve their spoken English.
- g) Class Representative and the Cultural Coordinator about annual social gathering.
- h) Final year students about campus interviews.
- i) Friends about choosing engineering discipline for their career.

UNIT FOUR

VOCABULARY BUILDING

Course Outcome

Use relevant words according to the context.

Unit Outcomes

Writing Skills

- 4a. Remove the spelling errors in the given sentences/paragraph.
- 4b. Use relevant words to correctly express the given themes/situation.
- 4c. Use the collocations correctly.
- 4d. Construct sentences using given idioms.

Speaking Skills

- 4e. Speak in specified formal situations with correct pronunciation.
- 4f. Speak in specified informal situations with correct pronunciation.
- 4g. Speak sentences using relevant collocations.

INTRODUCTION

Enhancing vocabulary power is a key to learn any language, it is very important to know words in that language. Words help us convey our ideas, thoughts, opinions, emotions etc. Learning and using new words builds our vocabulary of a particular language. We must carefully study different features of words. A person's vocabulary is not only the measure of his/ her educational attainment but also a key to success in career. In order to overcome difficulties in developing vocabulary, we need to learn the basics of : Rules of Spelling, Words Often Confused, Collocations and Idioms. Certainly there are differences in terms of spelling and pronunciation, the way English language is used. Understanding these differences and having extensive reading in variety of topics are effective ways to build English vocabulary.

4.1 RULES OF SPELLING

Misspelling is the most frequently made error in writing. To avoid the spelling mistakes, one needs to use a dictionary or a spell checker but as this cannot be used always thus one must have knowledge of rules of spellings to avoid the spelling mistakes. One can improve the spellings with little effort. Almost 90% of the English words can be spelt correctly if a student knows basic patterns, principles and rules of spelling. Knowing spelling rules and exception to these will surely help us to understand why spelling is the way it is. Following are some of the rules of spelling:

Rule 1: Consonant 'c' says /k/ but it always softens to /s/, when it is followed by 'e', 'i' or 'y'.

Examples: practice, intimacy, cylinder, city, civil.

whereas in words like **cake**, **cream**, **attack**, and **logic**, it is pronounced as /k/.

Rule 2: Consonant 'g' may sometimes be pronounced as sound of consonant 'j' when it is followed by 'e', 'i' or 'y'.

Examples: gauge, lodge, ginger, gymnastic, geographic, biology, gesture, logic.

Rule 3: English words do not end in ‘v’ or ‘j’.

Rule 4: Final ‘e’ rules.

4a. Words ending in silent ‘e’ drop the ‘e’ before a suffix beginning with a vowel.

Examples:

move – moving
change – changing

4b. Final ‘e’ remains before a suffix beginning with a consonant.

Examples:

engage – engagement
care – careful

Exceptions:

true – truly	due – duly
argue – argument	whole – wholly
nine – ninth	awe – awful

4c. The final ‘e’ remains if the word ends in ‘ce’ or ‘ge’ to keep a soft sound, with able/ous.

Examples:

courage – courageous	outrage – outrageous
notice – noticeable	manage – manageable

Rule 5: One syllable words ending in single vowel and single consonant, double the consonant before a suffix beginning with a vowel.

Examples:

beg – begged	hot – hottest
run – running	sad – saddest

Exceptions:

wish – wished
fear – fearing

Rule 6: In case of disyllabic or tri-syllabic words ending with single vowel and single consonant, the final consonant is doubled if the last syllable is stressed.

Example:

begin – beginning, beginner
refer – referring, referred
occur – occurrence, occurred, occurring

The consonant is not doubled if the last syllable is not stressed.

Examples:

buffer – buffering
suffer – suffering
offer – offering

Exceptions:

worship – worshipped
kidnap – kidnapper
handicap – handicapped

Rule 7: If consonant 'l' falls at the end of a word, it is doubled even though the last syllable is not stressed.

Examples:

quarrel – quarrelled, quarrelling
distil – distilled, distiller

Rule 8: If a word ends in 'll', the second 'l' is dropped when suffix 'ful' is added.

Examples:

skill – skilful
will – wilful

Rule 9: Words ending in 'ee' do not drop an 'e' before a suffix.

Examples:

see – seeing
agree – agreement

Rule 10: Words ending with 'ie' change the 'ie' to 'y' when 'ing' is added.

Examples:

die – dying
tie – tying
lie – lying

Rule 11: Final 'y'

11a. If a word ends in a consonant 'y', the 'y' changes to 'i' unless the suffix begins with 'i'.

Examples:

beauty – beautiful, beautify, beautician
happy – happiness, happily, happier, happiest
angry – angrily, angriest, angrier
pretty – prettier, prettiest
ready – readily, readiness
dry – dried but drying
defy – defies, defied but defying
apply – applies, applied but applying
company – companies
difficulty – difficulties

11b. 'y' followed by a vowel does not change.

Examples:

pray – prayed
play – player, played, playing
key – keys
trolley – trolleys

Exceptions:

pay – paying but paid
say – saying but said
lay – laying but laid
day – daily
gay – gaily

Rule 12: When 'ie' or 'ei' is pronounced like 'ee' as in 'jeep', 'i' comes before 'e' except after 'c'.

Examples: achieve, field, believe, relieve, grieve, yield, receive, receipt, deceive, and conceive, conceit.

Exceptions: seize, protein, counterfeit, weird, surfeit, leisure, neighbor, ancient, proficient.

Rule 13: While making plural form of words ending in 's', 'ss', 'z', 'ch', 'sh' and 'x', 'es' is added to the word.

Examples:

bus – buses
business – businesses
watch – watches
box – boxes
quiz – quizzes

Rule 14

14a. While making plural form of words ending in 'f' or 'fe', the final 'f' or 'fe' changes to 'ves'.

Examples:

calf – calves	knife – knives
loaf – loaves	wife – wives
thief – thieves	half – halves
leaf – leaves	life – lives
shelf – shelves	yourself – yourselves

Exceptions:

chief – chiefs	roof – roofs
spoof – spoofs	oaf – oafs

14b. Some words can have both endings 'ves' or 's'

Examples:

scarf – scarves/scarfs
dwarf – dwarves/dwarfs
wharf – wharves/wharfs
handkerchief – handkerchiefs/ handkerchieves

14c. Words ending in 'ff' take only 's' to make the plural.

Examples:

cliff – cliffs	toff – toffs
scuff – scuffs	sniff – sniffs

Rule 15: Adding suffix 'ly'

'ly' is added to the words ending in 'ful' then we have double letters.

Examples:

careful – carefully	faithful – faithfully
grateful – gratefully	beautiful – beautifully

'ly' is directly added to the words ending in 'e'

Examples:

love – lovely	like – likely
live – lively	complete – completely

Exceptions:

true – truly
idle – idly

gentle – gently
subtle – subtly.

Exercise 4.1 : Choose the correctly spelt word and write.

- a) i. noticable ii. noticeble iii. noticeable
- b) i. begining ii. beginning iii. bigening
- c) i. skillfully ii. skilfully iii. skillfuly
- d) i. childs ii. children iii. childrens
- e) i. happyness ii. happiness iii. happines
- f) i. courageous ii. corageous iii. courageus
- g) i. alltogether ii. altogethar iii. altogether
- h) i. completly ii. completely iii. completelly
- i) i. definitely ii. definitly iii. definately
- j) i. greatful ii. gratefull iii. grateful
- k) i. unique ii. unic iii. uniqe
- l) i. leafs ii. leaffs iii. leaves
- m) i. referred ii. refered iii. reffered
- n) i. counseller ii. counselar iii. counselor
- o) i. ninth ii. nineth iii. nintth
- p) i. vacancys ii. vacancies iii. vacancyes
- q) i. angrily ii. angryly iii. angrilly
- r) i. beginner ii. beginner iii. begginer
- s) i. keys ii. keyes iii. keies
- t) i. beautiful ii. beautiful iii. beautifull

4.2 WORDS OFTEN CONFUSED

Certain words in English are likely to be confused in respect to their meanings and usage. Besides, there are some words which are almost similar in pronunciation, but different in spellings and meanings. They are called *Homonyms*. Words that are likely to be confused are given below:

- a) Ancient: very old
Antique: belonging to the past
- b) Accept: to receive, not to decline
Except: leaving out
- c) Allude: to refer to
Elude: to escape
- d) Allusion: reference
Illusion: false
- e) Compliment: regards, appreciation
Complement: anything that completes
- f) Coarse: rough
Course: path, contents of study
- g) Desert: barren land, to leave or abandon
Dessert: a dish of fruits and sweets, served at the end of a meal.
- h) Eligible: qualified
Illegible: handwriting which cannot be read
- i) Facilitate: make easy
Felicitate: congratulate
- j) Flagrant: glaring, wicked
Fragrant: full of perfume and sweet smell
- k) Flare: burn in flames, to get angry soon
Flair: talent, quality
- l) Graceful: lovely, full of grace
Gracious: kind, merciful
- m) Gentle: noble, good in behavior
Genteel: elegant, well dressed
- n) Goal: destination
Gaol: jail
- o) Humility: politeness, meekness, modesty
Humiliation: disgrace, insult
- p) Jest: joke, fun
Zest: enthusiasm
- q) Metal: an element
Mettle: courage
- r) Ordinance: an authoritative declaration
Ordnance: gun or cannon
- s) Personal: belonging to one's own self
Personnel: employees working in an organization
- t) Prescribe: to put in courses, to suggest as a medicine, issue commands
Proscribe: monitor
- u) Perfect: complete in all respects
Prefect: monitor
- v) Query: enquiry, doubt
Quarry: a mine, a storehouse of stone
- w) Stationary: not moving
Stationery: writing material
- x) Weak: feeble
Week: seven days
- y) Rout: to defeat
Route: the way to a journey

- z) Reveal: to show
Revel: enjoy , delight
- aa) Specious: apparently correct but false
Spacious: having large space
- bb) Reverend: deserving respect
Reverent: feeling respected or honored
- cc) Momentary: temporary
Momentous: very significant

Exercise 4.2: The underlined words in the following sentences are used incorrectly. Replace them with the correct words and rewrite the sentences:

- a) Vrunda's handwriting is eligible.
.....
- b) The principle of the college was present for the meeting.
.....
- c) The rein of Akbar was spectacular in history.
.....
- d) A hoard of dacoits looted the village.
.....
- e) Amit's father is very industrial.
.....
- f) Pritam's leg was heart in an accident.
.....
- g) They had morning in their house at the death of their mother.
.....
- h) We salute our army personal.
.....
- i) No deserts were served after the dinner.
.....
- j) I do not know weather my dad will come or not.
.....
- k) The goods train is stationery.
.....
- l) Ram is very week.
.....

- m) My new home is very specious.
.....
- n) The soldiers show a lot of metal during wars.
.....
- o) The boss complemented his employees on their success.
.....
- p) The jasmine flowers are flagrant.
.....
- q) Students should decide their gaol by the age of 16.
.....
- r) Dhoni always plays cricket with jest.
.....
- s) I request you to revel the secret.
.....

4.3 COLLOCATIONS

A collocation is a combination of words that are commonly used together. The simplest way of describing collocations is to say that they ‘just sound right’ to native English speakers. It is important to learn collocations because they naturalise one’s speech. Besides, they broaden one’s scope for expression.

Collocations starting with the verb ‘Do’

- a) **Do me a favour:** The boss asked Varun to *do him a favour*.
- b) **Do the cooking:** As the guests came home unannounced, mother asked her daughter to *do the cooking*.
- c) **Do the housework:** The maid was directed to *do the housework*.
- d) **Do the shopping:** On the last day of our exams, we decided to *do the shopping*.
- e) **Do your best:** Father told his children to *do the best* in Athletics.

Collocations with the verb ‘Have’

- a) **Have a bath:** During summer, one should *have a bath* twice in a day.
- b) **Have a haircut:** Students should regularly *have a haircut* for a disciplined look.
- c) **Have a holiday:** Do you *have a holiday* on Monday?
- d) **Have a problem:** Some people *have a problem* in every situation.
- e) **Have lunch:** Why don’t you *have a lunch* at this restaurant?
- f) **Have sympathy:** People should *have sympathy* for the underprivileged.

Collocations with the verb ‘Break’

- a) **Break the law:** Few people feel proud when they *break the law*.
- b) **Break the leg:** The police threatened the thief to *break his leg* if he doesn’t tell the truth.
- c) **Break a promise:** Gentlemen never *break a promise*.

- d) **Break a record:** Students these days *break a record* in scoring above 90 percent marks.
- e) **Break the news to someone:** It's difficult to *break the news* of somebody's death.
- f) **Break the rules:** The principal warned the students not to *break the rules* of the college.

Collocations with the verb 'Take'

- a) **Take an exam:** To judge the IQ level, it is important to *take an exam*.
- b) **Take a break:** Arvind's mother told him to *take a break* from his studies.
- c) **Take a look:** *Take a look* at the breathtaking sight.
- d) **Take a rest:** The traveller decided to *take a rest*.
- e) **Take a seat:** The interviewer told the candidate to *take a seat*.
- f) **Take a taxi:** It's better to *take a taxi* in rainy season.
- g) **Take notes:** The teacher told the students to *take notes* during her lecture.

Collocations with the verb 'Make'

- a) **Make a difference:** Ajay asked his friend how he could *make a difference* in someone's life?
- b) **Make a mess:** The boys in the hostel *make a mess* of their room.
- c) **Make a mistake:** One should not *make a mistake* repeatedly.
- d) **Make a noise:** The Head of the Department requested the students not to *make a noise* during college gathering.
- e) **Make an effort:** To excel in life you have to *make an effort*.
- f) **Make money:** Father told his son not to *make money* by doing wrong things.
- g) **Make progress:** Entrepreneurs *make progress* by doing hard work.

Collocations with the verb 'Pay'

- a) **Pay respect:** It is an honor to *pay respect* to the martyrs who sacrificed their lives for our country.
- b) **Pay a fine:** In USA one has to *pay a fine* for breaking the rules.
- c) **Pay attention:** The teacher told Kumar to *pay attention* during the lecture.
- d) **Pay by credit card:** These days it is easy to *pay by credit card*.
- e) **Pay someone a visit:** Avoid *paying someone a visit* on Sundays.

Collocations with the verb 'Keep'

- a) **Keep a secret:** It is not easy to *keep a secret*.
- b) **Keep calm:** *Keep calm* even if someone upsets you.
- c) **Keep in touch:** Tarun asked Tanay to *keep in touch* through e-mails.
- d) **Keep quite:** Students were asked to *keep quite* during the seminar.

Collocations with the verb 'Save'

- a) **Save yourself the trouble:** By regular exercises, you *save yourself the trouble* of getting obese.
- b) **Save electricity:** It is our moral responsibility to *save electricity*.
- c) **Save money:** Intelligent people *save money* for future.
- d) **Save someone's life:** Have you ever *saved someone's life*?

Collocations with the verb 'Go'

- a) **Go bald:** It's a fashion to *go bald* these days.
- b) **Go abroad:** Many students *go abroad* for higher studies.

- c) **Go bankrupt:** Spendthrifts usually *go bankrupt*.
- d) **Go sailing:** It's fun to *go sailing* on the seas.
- e) **Go to war:** Soldiers are always ready to *go to war*.

Collocations with the verb 'Come'

- a) **Come into view:** In jungle safaris, tourists have to wait for the wild animals to *come into view*.
- b) **Come on time:** Anu requested her friends to *come on time* for her birthday party.
- c) **Come prepared:** The candidates were asked to *come prepared* for the Aptitude Test.
- d) **Come to an agreement:** To maintain peace and order, the two countries should *come to an agreement*.
- e) **Come to an end:** Finally, the session has *come to an end*.

Collocations with the verb 'Get'

- a) **Get a job:** To *get a job*, candidate should be confident and fluent.
- b) **Get angry:** People should not *get angry* on petty issues.
- c) **Get frightened:** Children *get frightened* during night.
- d) **Get permission:** The students approached the Principal to *get permission* for an industrial visit.
- e) **Get ready:** Mother told her daughter to *get ready* for the party.

Collocations related to 'Time'

- a) **Free time:** I like to listen to music in my *free time*.
- b) **From dawn till dusk:** Farmers work *from dawn till dusk* to earn a living.
- c) **Make time for:** We should *make time for* our hobbies.
- d) **Right on time:** Bina reached the examination hall *right on time*.
- e) **Waste time:** Do not *waste time*, because time once gone never comes back.

Collocations related to 'Business English'

- a) **Annual turnover:** The *annual turnover* of the companies depends on the effective team work, marketing and other strategies.
- b) **Break off negotiations:** It's important to *break off the negotiations* during business meetings.
- c) **Come to the point:** The teacher told Arjun to directly *come to the point*.
- d) **Dismiss an offer:** Vinay had to *dismiss an offer* of job as he met with an accident.
- e) **Draw a conclusion:** In every experiment, students *draw a conclusion* at the end.
- f) **Launch a new product:** Marketing plays an important role in *launching a new product*.

Exercise 4.3: Write sentences using the following collocations:

- a) Break the ice:.....
- b) Catch a cold/catch cold:.....
- c) Catch sight of:.....
- d) Catch fire:.....
- e) Catch someone's attention:.....
- f) Come to the point:.....
- g) Run out of time:.....
- h) Have a good time:.....
- i) Keep a diary:.....
- j) Get the message:.....

- k) Get nowhere:.....
- l) Keep cool:.....
- m) Keep an appointment:.....
- n) Draw your attention to:.....
- o) Save time:.....

4.4 IDIOMS

Dictionary defines an idiom ‘as a form of expression peculiar to a language.’ Every language has its own collection of wise sayings. They offer advice about how to live and also transfer some underlying ideas, principles and values of a given culture/society. These sayings are called ‘*idioms*’. These combinations of words have (rarely complete sentences) a ‘*figurative meaning*’. In short, idioms are a source of sparkle and polish. This list of commonly used idioms and sayings can help to speak fine English.

- a) **Action speaks louder than words:** People's intentions can be judged better by what they do than what they say.
Example: Without any arguments, we completed our project successfully; after all, *action speaks louder than words!*
- b) **A hot potato:** an issue (mostly current) which many people are talking about and which is usually disputed .
Example: GST is a hot potato these days..
- c) **Add insult to injury:** To further a loss with mockery or indignity; to worsen an unfavorable situation.
Example: *adding insult to injury.*
- d) **At the drop of a hat:** without any hesitation; instantly.
Example: On my call, she was ready to help me *at the drop of a hat.*
- e) **Back to the drawing board:** When an attempt fails and it's time to start all over.
Example: Twice Veena had to go *back to the drawing board* for her new project again.
- f) **Ball is in your court:** It is up to you to make the next decision or step.
Example: The manager told the employees that now the *ball was in their court.*
- g) **Barking up the wrong tree:** Looking in the wrong place. Accusing the wrong person.
Example: Nisha was *barking up the wrong tree* for her demotion.
- h) **Beat around the bush:** Avoiding the main topic. Not speaking directly about the issue.
Example: People with less knowledge and low confidence always *beat around the bush.*
- i) **Best of both worlds:** All the advantages.
Example: My decision of joining this institute is *best of both worlds.*
- j) **Bite off more than you can chew:** To take on a task that is way too big.
Example: Some people always *bite off more than they can chew* just to build their impression.

- k) **Blessing in disguise:** Something good that isn't recognized at first.
Example: My colleagues are *blessing in disguise* for me.
- l) **Burn the midnight oil:** To work late into the night, alluding to the time before electric lighting.
Example: During exams, students *burn the midnight oil*.
- m) **Can't judge a book by its cover:** Cannot judge something primarily on appearance.
Example: Interviewers were surprised to realize the knowledge of a student coming from rural background; you really can't *judge a book by its cover!*
- n) **Caught between two stools:** When someone finds it difficult to choose between two alternatives.
Example: I was *caught between two stools* when I got the offer letters of two renowned companies at a time.
- o) **Cross the bridge when you come across it:** Deal with a problem if and when it becomes necessary, not before.
Example: To avoid hassles, *cross the bridge when you come across it*.
- p) **Cry over spilt milk:** When you complain about a loss from the past.
Example: Mr. Sharma from our team always *cries over the spilt milk*.
- q) **Curiosity kills the cat:** Being inquisitive can lead you into an unpleasant situation.
Example: Viren gets into trouble as he becomes too curious about the things; he fails to understand the fact that *curiosity kills the cat*.
- r) **The show has come to an end:** It's all over.
Example: The *show has come to an end* due to disputes among family members.
- s) **Every dark cloud has a silver lining:** Be optimistic, even difficult times will lead to better days.
Example : Mr. Tripathi had a loss in business, but he did not lose hope as he believed that *every dark cloud has a silver lining*.
- t) **Hear it on the grapevine:** to hear rumors about something or someone.
Example : The Team Manager couldn't believe what he *heard on the grapevine* about his team members.
- u) **Hit the nail on the head:** Do or say something exactly right.
Example : Today *we hit the nail* on the head by putting the matter rationally in front of the Manager.
- v) **Keep something at bay:** Keep something away.
Example : A good leader always keeps prejudice *at bay*.
- w) **Kill two birds with one stone:** to accomplish two different things at the same time.
Example : My trip to Germany will *kill two birds with one stone*. I will do my work as well as have a great time with my family.

- x) **Last straw:** The final problem in a series of problems.
Example : We are now stress free as this is the *last straw*.
- y) **A man of letters:** A well-read man
Example : Dr. Mehta is *a man of letters* and his views are scholarly.
- z) **Let the cat out of the bag:** To share information that was previously concealed; Make a long story short.
Example : “*let the cat out of the bag, the mission is accomplished*”, said the minister.
- aa) **Crocodile tears:** Pretended sorrow
Example : Cheaters shed *crocodile tears*.
- bb) **Up to the mark:** Satisfactory
Example : Mr. Kulkarni got selected as his performance in the interview was *up to the mark*.
- cc) **Once in a blue moon:** Happens very rarely.
Example : Decisions regarding the development of our country happen *once in a blue moon*.
- dd) **Picture paints a thousand words:** A visual presentation is far more descriptive than words.
Example : In the kindergarten, pictorial experiences help to learn the things faster as a *picture paints thousand words*.
- ee) **Piece of cake:** A job, task or other activity that is easy or simple.
Example : Daily exercise is a *piece of cake* for my brother.
- ff) **With one voice:** unanimously
Example : Shreyas was selected as the class representative *with one voice*.
- gg) **Sit on the fence:** This is used when someone does not want to choose or make a decision.
Example : A few employees often *sit on the fence* in a critical situation.
- hh) **Steal someone's thunder:** To take the credit for something someone else did.
Example : Mrs. Neha steals *someone's thunder* and boasts of herself.
- ii) **To hear something straight from the horse's mouth:** To hear something from the authoritative source.
Example : The workers agreed to the new policy only when they listened to it from the *horse's mouth*.
- jj) **An iron will:** An inflexible determination
Example : Sardar Patel was a man of *iron will*.
- kk) **Castles in the air:** Imaginary schemes
Example : My friend builds *castles in the air* and actually does nothing to accomplish it.

ll) By hook or by crook: By fair or foul means

Example : He was so desperate for the post that he decided to achieve it by *hook or by crook*.

mm) Once for all: Finally

Example : *Once for all*, my daughter finished with all her school projects.

nn) At a stretch: Continuously

Example : We have been working on the task *at a stretch*.

Exercise 4.4: Write sentences using the idioms in the dotted line:

- a) In a nutshell:.....
- b) At the outset:.....
- c) A bosom friend:.....
- d) In full swing:.....
- e) Hit the hay:.....
- f) In the dark:.....
- g) True to the salt:.....
- h) For the sake of:.....
- i) In a state of:.....
- j) Look forward to:.....
- k) Look out for:.....
- l) Turn down:.....
- m) Lay down:.....
- n) Get your walking papers:.....
- o) By all means:.....

UNIT FIVE

SPEECHES

Course Outcome

Deliver prepared speeches to express ideas, thoughts and emotions.

Unit Outcomes

Writing Skills

- 5a. Develop a welcome speech on the given theme/situation.
- 5b. Develop a farewell speech for the given theme/situation.
- 5c. Formulate a speech for introducing a guest in the given situation.
- 5d. Develop a vote of thanks for the given situation.

Speaking Skills

- 5e. Introduce oneself with correct pronunciation, intonation, using verbal and non-verbal gestures.
- 5f. Give extempore talks with correct pronunciation, intonation, using verbal and non-verbal gestures for the given theme/situation.

5.1 IMPORTANCE OF PUBLIC SPEAKING

In a professional scenario, everyone needs to make speeches on different occasions. Various professional occasions create the need of learning how to compose and deliver a good speech. Public speaking is so important that it could be the deciding factor in many things such as your career development and your business growth. Speeches play an important role in persuading and promoting. Public speaking is a skill worth learning. Speeches are also delivered to welcome, to bid farewell, to introduce somebody and to propose vote of thanks. It is important to learn speech writing in order to become a proficient and concise speaker.

Every speaking opportunity is an opportunity to grow in leadership and influence. Having the opportunity to influence people's thoughts puts you in a position to create positive change in people's lives. In order for anything important to happen, an idea needs to be transferred from one person to many. Public speaking is one of the great ways to get your idea across and *make a difference*. Public speaking helps to increase *self confidence*, *communication skills*, *leadership skills*, *confidence* and *ability to understand people*.

5.2 CHARACTERISTICS OF A GOOD SPEECH

a) Proper Format

Speeches vary in content, purpose and type. This creates the necessity to decide the correct format of a speech.

b) Focus on Topic Concerned

When delivering a speech, focus on the given topic and finish in the allotted time given to you, in order to keep the audience attentive to you.

c) Conciseness

In order to maintain conciseness, the speech should be short and crisp. A concise speech expresses much in a few words. It is brief in form but comprehensive in scope.

d) Positive Attitude

A positive attitude is the key feature of a good speech that helps to keep the audience's attention. Speech becomes successful by unleashing the higher positive energy amongst the audience with the speaker's positive attitude.

e) Speech Etiquette

Speak clearly, confidently, respectfully and politely to take control of the crowd's attention. While delivering the speech, the speaker should use positive non verbal cues.

5.3 TYPES OF SPEECHES

a) Welcome Speech

A welcome speech marks the start of any special event or occasion requiring a formal opening. It could be a seminar, guest lecture, workshop, induction, orientation and much more. It is etiquette to welcome an individual or group to an organization with a welcome speech. It is a formality that makes people feel welcomed, supported and motivated.

Welcome Tips

- Your welcome speech should be about five minutes long. Include the following information in your speech:
- A greeting to the members of an organization, any honorary person present, and the new addition or additions to your group or organization.
- Sometimes the people joining you, that you are addressing in the welcome speech, will be a few individuals you can point out by name.
- When we welcome a specific group, we may refer to it such as 'The Class of 2016', 'The Creative Team' or 'The Famous Rock Band Indian Ocean'.
- Some background information about why you have come together on this day and what will take place after the greetings are over.

Sample Expressions used for Welcome Speech

- Excellencies, Distinguished Delegates or Ladies and Gentlemen
- It gives me great pleasure to extend a very warm welcome on behalf of (Name of the Institute)
- It is my pleasure and privilege to welcome all the distinguished participants to this event.
- It is such a lovely evening. As we are to grace this occasion allow me to welcome you all to (mention the event).
- It is my honour, more than a pleasure, to welcome you all to this ...
- I consider it a great honor to welcome Dr./Mr./Prof/Sri/Smt.... on to the dais. May I invite the Chief Guest on to the dais.
- A warm word of welcome to Dr..... Principal of our college, we are waiting with full of ebullience to listen to your motivational words.
- I extend my warm welcome to Sri..... to come over to the dais and occupy his chair please.
- I deem it a great privilege to welcome Sri..... to come on to the dais.
- I am immensely pleased to welcome Dr..... on to the dais.
- On this occasion, I am entrusted by the Organizing Committee of today's function to give a welcome address.

Example of Welcome Speech

“Good Morning one and all present here! I am privileged to have the pleasant task of welcoming the august gathering for the induction of first year students. On behalf of (name of the institute), I extend a warm welcome to the Chief Guest (name of the chief guest), Principal, Heads of the Departments, Staff, Parents and the first year Students. I request the principal to felicitate the honorable chief guest (name). Now I request our Principal (name) to address the audience.”

Exercise 5.1: Prepare speeches for the following situations:

- i. As a Student Coordinator, draft a welcome speech for the Paper Presentation Competition organized by your department.
- ii. As a Faculty Coordinator, draft a welcome speech for the inaugural function of a social activity organized by your institute.
- iii. Draft a welcome speech for Dr. Khare, an industrialist from your region who is invited to your institute for a talk on ‘Expectations of the industry from the diploma holders’.

b) Farewell Speech

A farewell speech is given when someone leaves a current job to take another or retires from the job. It is also given when a batch of students completes a particular educational degree. Farewell speeches mark significant departures. A well planned farewell speech crystallizes the moment of leaving, giving it focus, form, dignity and provides an opportunity to publicly acknowledge appreciation and gratitude graciously. It is given by the person leaving or to that person by a colleague, manager or boss.

Tips for Including in Farewell Speech

- What you have sincerely enjoyed admired or appreciated about the person’s contribution to the workplace, social clubs, neighborhood etc.
- Illustrations of the positive qualities of the person leaving.
- How his/her departure will impact on those left behind.
- Good wishes for the future.
- Presentation of gift on behalf of all.

Sample ideas for Farewell Speech

- a) A brief summary of involvement i.e. number of years.
- b) What you have enjoyed admired or appreciated about the workplace, job etc.
- c) The admiration and appreciation you have for the people, their qualities/ skills.
- d) What you feel about leaving?
- e) Your gratitude for the support gained and the opportunities to learn.
- f) Sharing good memories and humored anecdotes.

Examples of Farewell Speech**a) Farewell Speech by an Employee**

Good evening everyone!

It is difficult to express my feelings today as I am leaving.....When I got here so many years ago, I never realised how connected I was to have such a warm community of people around me. Many times I have been humbled by the kindness of your hearts. Tomorrow I will wake up in my new life, full of yet-to-be realized opportunities, and empty of your company... I will be in a strange limbo.

You've helped me through some difficult time, and shared the joyous times in yours. Some people judge their lives on what they do, others on who they are. I want my life judged on the friends I keep, and how enriched I am from just knowing you. There are people who helped me in my good and bad times. I will always be indebted to you all. So... until the next time we gather, my dear friends, farewell for now."

b) Farewell Speech for a Colleague

Good evening one and all present here!

Today is a very sad day for us in the office as we have to say goodbye to our wonderful coworker. He/she has worked with us for a long time and has never let us down. He/she has always been extremely professional, hard-working and a team player. He/she has a brilliant mind and always brought creative new ideas to the team.

He/she has not only been a fantastic colleague, he/she has also been a true friend. He/she always took the time to ask how his/her fellow colleagues were, always had time to listen and talk to anybody with a problem and has been a great joy in the office. He/she was always full of energy and cheerful to see everyone on Monday mornings.

He/she is a great loss to our company but we were lucky to have the opportunity to work with him/her. We all wish you the best in the future. I know that whatever the future holds, he/she will excel and continue to be successful.

We will miss you but this isn't goodbye as we know you will keep in touch and we will see you sooner rather than later. Thank you for everything you have given to the company."

Exercise 5.2: Prepare speeches for the following situations

- i. A senior faculty of your department is retiring from the job. As an HOD, draft a Farewell Speech for the faculty.
- ii. You are leaving your current organization; draft a farewell speech for the occasion.
- iii. As an HOD, draft a speech for farewell function of final year students.

5.4 SPEECH FOR INTRODUCING A GUEST

There are many professional and academic circumstances that call for a guest speaker. If you are ever in a position of introducing guest speakers then it will help you to know how to deliver your introductions in a way that is informative, entertaining and easy to understand. While introducing guest speakers, the purpose is to inform the audience of the topic, the topic's relevance to the audience and the speaker's relevance to that topic.

5.4.1 Sample introductory ideas

- a) Guest speaker's or chief guest's name and title (Dr. Prof, etc.) if any. Make sure to pronounce the name properly and easily. If you are in doubt get the correct pronunciation from the guest and practice.
- b) Guest's biography: The speaker sometimes gives the details to be said about him or her. If the details are not provided then select events, achievements and qualifications to support establishing him or her as an authority within the context of the occasion. Confirm what is to be said by the guest.
Curriculum Vitae is a great place to get information. Almost all speakers will have a CV online or the event planner may have a copy of it. You can also search their name online for other interesting tidbits about them, but do not include something that may be controversial or potentially embarrassing to them, unless you ask them first.
- c) Add a surprise to delight the audience, something that is not commonly known and something revealing the personality or humanity of the person.

Example for Introduction of a Guest/Speaker

"It is my honour to introduce the stalwart member of 'Women in Leadership' for the last ten years. Over that time she has served in every office: secretary, treasurer, chairperson, chief fundraiser, education officer to name a few and in some roles several times over. Her passionate dedication to promoting public speaking as an important component of empowerment is inspiring. We estimate that she has personally mentored at least 100 new speakers and has set an extraordinary 'yes, you can' example for many more. We see her as capable, confident and fluent - never at a loss for words. But what you probably don't know is that this woman once stuttered, stammered and blushed. Yes, she was temporarily paralyzed, struck dumb by the mere thought of standing in front of an audience to speak. How she got from awkward tongue tied silence to an eloquent front line spokesperson is the story she will share with us tonight. Ladies and gentlemen, I present before you ... Rose Stephenson!"

Exercise 5.3: Prepare speeches for the following situations

- i. Your department/institute has organized a Guest Lecture on 'Skill India'. Introduce the speaker to the audience.
- ii. Draft a speech to introduce the chief guest for the First Year Induction Program organised by your institute.
- iii. Draft a speech to introduce the chief guest Dr. Mehta who is invited to conduct a three days workshop on 'Goal Setting'.

5.5 VOTE OF THANKS

Presenting Vote of thanks at the end of any function seems to be very important since it will be a beginning for the next function. Saying thanks to everybody without missing a single person is an art. Here is a common list of members to whom we have to thank. This is for any educational institution. For other organisations, you have to select according to the hierarchy.

- a) Founder of the Institution
- b) Head of the Institution
- c) Directors/Vice Presidents
- d) Head of the Departments
- e) Faculties
- f) Students
- g) Press People
- h) Office Administration
- i) Non-Teaching Faculties
- j) Estate Office
- k) And all others

5.5.1 Sample Expressions used for Vote of Thanks

- a) I have the pleasant task of delivering Vote of Thanks to this august gathering here. My very special thanks to.....
- b) It is my pleasure to deliver the vote of thanks to.....
- c) I take immense pleasure in extending my sincere thanks to.....
- d) I extend my heartfelt thanks to....
- e) Mr/Mrs.-----, I am indeed grateful to you Sir/Madam for sparing time from your valuable schedule to be with us at this occasion.
- f) As all good things must come to an end, so does -----
- g) To conclude, let me once again reiterate that without you all, we will never have the courage to dream and the passion to make it happen; so thank you all.
- h) Last but not the least, my thanks to all the participants who have joined us today.

- i) We would like to express our deep felt thanks to our Chief Guest, -----
- j) We also thank the media for such an extensive coverage of the event.

5.5.2 Example for Vote of Thanks

Good evening all!

As all good things come to an end in life, we hardly realise that we receive a great deal more than we give, and that it is only with gratitude that life becomes rich.

On behalf of (Name of the Institute), I take this opportunity to propose vote of thanks. At the outset, I thank our Chief Guest for today (Name). Sir we are really enlightened by your presence. I would like to extend my gratitude to the management for giving us this platform to conduct this Inaugural Function. We are thankful to our honorable Founder President (Name) and Founder Secretary (Name) for gracing this occasion. I express my sincere thanks to the Directors of all institutes for their presence today. A special thanks to the organizing committee teaching & non- teaching staff for their unstinted support & co-ordination. The success of this Inaugural Function is incomplete without thanking the faculty and teams participating.

Our heartfelt thanks to each and everyone in making this event a vibrant success and memorable.

Thank you all for coming and being a wonderful audience.

With these warm words and a kind message, we move to the end of today's Inaugural Function.

Exercise 5.4: Prepare speeches for the following situations:

- i. Your institute has organized an intercollegiate technical event. Give vote of thanks to all the concerned members.
- ii. The Sports Events organized by your institute have come to an end. As a Sports Incharge, give vote of thanks.
- iii. Prepare vote of thanks for the Annual Gathering of your institute.

List Of Laboratory Manuals Developed by MSBTE

First Semester:

1	Fundamentals of ICT	22001
2	English	22101
3	English Work Book	22101
4	Basic Science (Chemistry)	22102
5	Basic Science (Physics)	22102

Second Semester:

1	Business Communication Using Computers	22009
2	Computer Peripherals & Hardware Maintenance	22013
3	Web Page Design with HTML	22014
4	Applied Science (Chemistry)	22202
5	Applied Science (Physics)	22202
6	Applied Machines	22203
7	Basic Surveying	22205
8	Applied Science (Chemistry)	22211
9	Applied Science (Physics)	22211
10	Fundamental of Electrical Engineering	22212
11	Elements of Electronics	22213
12	Elements of Electrical Engineering	22215
13	Basic Electronics	22216
14	'C' programming Language	22218
15	Basic Electronics	22225
16	Programming in "C"	22226
17	Fundamentals of Chemical Engineering	22231

Third Semester:

1	Applied Multimedia Techniques	22024
2	Advanced Surveying	22301
3	Highway Engineering	22302
4	Mechanics of Structures	22303
5	Building Construction	22304
6	Concrete Technology	22305
7	Strength Of Materials	22306
8	Automobile Engines	22308
9	Automobile Transmission System	22309
10	Mechanical Operations	22313
11	Technology Of Inorganic Chemicals	22314
12	Object Oriented Programming Using C++	22316
13	Data Structure Using 'C'	22317
14	Computer Graphics	22318
15	Database Management System	22319
16	Digital Techniques	22320
17	Principles Of Database	22321
18	Digital Techniques & Microprocessor	22323
19	Electrical Circuits	22324
20	Electrical & Electronic Measurement	22325
21	Fundamental Of Power Electronics	22326
22	Electrical Materials & Wiring Practice	22328
23	Applied Electronics	22329
24	Electrical Circuits & Networks	22330
25	Electronic Measurements & Instrumentation	22333
26	Principles Of Electronics Communication	22334
27	Thermal Engineering	22337
28	Engineering Metrology	22342
29	Mechanical Engineering Materials	22343
30	Theory Of Machines	22344

Fourth Semester:

1	Hydraulics	22401
2	Geo Technical Engineering	22404
3	Chemical Process Instrumentation & Control	22407
4	Fluid Flow Operation	22409
5	Technology Of Organic Chemicals	22410
6	Java Programming	22412
7	GUI Application Development Using VB.net	22034
8	Microprocessor	22415
9	Database Management	22416
10	Electric Motors And Transformers	22418
11	Industrial Measurements	22420
12	Digital Electronics And Microcontroller Applications	22421
13	Linear Integrated Circuits	22423
14	Microcontroller & Applications	22426
15	Basic Power Electronics	22427

16	Digital Communication Systems	22428
17	Mechanical Engineering Measurements	22443
18	Fluid Mechanics and Machinery	22445
19	Fundamentals Of Mechatronics	22048

Fifth Semester:

1	Design of Steel and RCC Structures	22502
2	Public Health Engineering	22504
3	Heat Transfer Operation	22510
4	Environmental Technology	22511
5	Operating Systems	22516
6	Advanced Java Programming	22517
7	Software Testing	22518
8	Control Systems and PLC's	22531
9	Embedded Systems	22532
10	Mobile and Wireless Communication	22533
11	Industrial Machines	22523
12	Switchgear and Protection	22524
13	Energy Conservation and Audit	22525
14	Power Engineering and Refrigeration	22562
15	Solid Modeling and Additive Manufacturing	22053
16	Guidelines & Assessment Manual for Micro Projects & Industrial Training	22057

Sixth Semester:

1	Solid Modeling	17063
2	Highway Engineering	17602
3	Contracts & Accounts	17603
4	Design of R.C.C. Structures	17604
5	Industrial Fluid Power	17608
6	Design of Machine Elements	17610
7	Automotive Electrical and Electronic Systems	17617
8	Vehicle Systems Maintenance	17618
9	Software Testing	17624
10	Advanced Java Programming	17625
11	Mobile Computing	17632
12	System Programming	17634
13	Testing & Maintenance of Electrical Equipments	17637
14	Power Electronics	17638
15	Illumination Engineering	17639
16	Power System Operation & Control	17643
17	Environmental Technology	17646
18	Mass Transfer Operation	17648
19	Advanced Communication System	17656
20	Mobile Communication	17657
21	Embedded System	17658
22	Process Control System	17663
23	Industrial Automation	17664
24	Industrial Drives	17667
25	Video Engineering	17668
26	Optical Fiber & Mobile Communication	17669
27	Therapeutic Equipment	17671
28	Intensive Care Equipment	17672
29	Medical Imaging Equipment	17673

Pharmacy Lab Manual

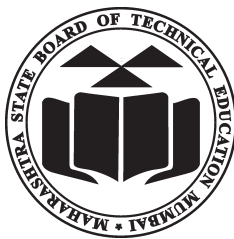
First Year:

1	Pharmaceutics - I	0805
2	Pharmaceutical Chemistry - I	0806
3	Pharmacognosy	0807
4	Biochemistry and Clinical Pathology	0808
5	Human Anatomy and Physiology	0809

Second Year:

1	Pharmaceutics - II	0811
2	Pharmaceutical Chemistry - II	0812
3	Pharmacology & Toxicology	0813
4	Hospital and Clinical Pharmacy	0816

HEAD OFFICE



Secretary,

Maharashtra State Board of Technical Education

49, Kherwadi, Bandra (East), Mumbai - 400 051

Maharashtra (INDIA)

Tel: (022)26471255 (5 -lines)

Fax: 022 - 26473980

Email: -secretary@msbte.com

Web -www.msbte.org.in

REGIONAL OFFICES:

MUMBAI

Deputy Secretary (T),

Mumbai Sub-region,

2nd Floor, Govt. Polytechnic Building,

49, Kherwadi, Bandra (East)

Mumbai - 400 051

Phone: 022-26473253 / 54

Fax: 022-26478795

Email: rbtemumbai@msbte.com

PUNE

Deputy Secretary (T),

M.S. Board of Technical Education,

Regional Office,

412-E, Bahirat Patil Chowk,

Shivaji Nagar, Pune

Phone: 020-25656994 / 25660319

Fax: 020-25656994

Email: rbtepn@msbte.com

NAGPUR

Deputy Secretary (T),

M.S. Board of Technical Education

Regional Office,

Mangalwari Bazar, Sadar, Nagpur - 440 001

Phone: 0712-2564836 / 2562223

Fax: 0712-2560350

Email: rbteeng@msbte.com

AURANGABAD

Deputy Secretary (T),

M.S. Board of Technical Education,

Regional Office,

Osmanpura, Aurangabad -431 001.

Phone: 0240-2334025 / 2331273

Fax: 0240-2349669

Email: rbteau@msbte.com