



SHIVAJI UNIVERSITY, KOLHAPUR
CENTRE FOR DISTANCE AND ONLINE EDUCATION

B. Com. Part-I

Ability Enhancement Course (AEC)

For

English for Business Communication

(In accordance with National Education Policy 2020)
(Academic Year 2024-25 onwards)

(Semester-I and II)

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Kolhapur. (Maharashtra)
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INTRODUCTION

Dear Students,

You are learning this Ability Enhancement Course (AEC) in the distance mode as part of National Education Policy (NEP) 2020. This text book is written for the regular students, however there are some modifications made for the students of distance mode. It covers both the semesters that is Semester I and II. There are 4 units in two semesters. Three units are from the Communication Skills and one is from the Reading Comprehension. The comprehension unit is included in the Semester II.

The units which are written on Communication Skills will help you to improve language competence. Initially the first unit will enable you develop your vocabulary which is the basic requirement of English language. Secondly this book offers you to understand basic types of tenses and sentences. Thirdly the skill of description will make you capable to describe places, persons and objects. Last unit of the Second semester will give you some values and morals to develop your personality.

The students are suggested to go through the units with proper reading of text and solving the tasks as given in the units. The units are well organized in the points like Objectives, Introduction, Content, Terms to remember, Check your progress, Key to Check your progress, Exercises, Summary, Further reading etc.

If you read the Self-Instructional Material carefully with genuine interest, you will be able to develop your own English language and score good marks in the examination.

Wish you all the best for examination...

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B. Com. Part-I
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English for Business Communication

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Each Unit begins with the section objectives -

Objectives are directive and indicative of :

1. what has been presented in the unit and
2. what is expected from you
3. what you are expected to know pertaining to the specific unit, once you have completed working on the unit.

The self-check exercises with possible answers will help you understand the unit in the right perspective. Go through the possible answers only after you write your answers. These exercises are not to be submitted to us for evaluation. They have been provided to you as study tools to keep you on the right track as you study the unit.

Dear Students,

The SLM is simply a supporting material for the study of this paper. It is also advised to see the new syllabus 2024-25 and study the reference books & other related material for the detailed study of the paper.

Unit-1

Enriching Vocabulary

1.1 Objectives

After studying this unit, you will be able to

1. understand the need of the enriched vocabulary for effective communication
2. learn methods and techniques to enrich vocabulary
3. develop the ability to use the words and expressions in context

1.2 Introduction

Enriching vocabulary is important for several reasons. It is one of the sure means of effective communication. With good vocabulary at hand, students can achieve excellence in academics, personal development, and professional qualities. If students are endowed with ample vocabulary, it becomes easy for them to understand and engage with complex academic texts. Students can convey their thoughts more effectively in both the spoken and the written forms of expression. They can better grasp key concepts and follow complex arguments more clearly. This deeper comprehension and articulation can significantly improve their academic performance across all disciplines. Students need to understand that strong vocabulary is a valuable asset. It may help them to enhance job interviews, resumes, and cover letters, making them more appealing and potential candidates. A person with effective communication is often seen as more competent and credible employee who can handle business correspondence with ease and greater impact. Therefore, enriched vocabulary has also been seen as one of the employability skills.

There are various methods and techniques to enrich vocabulary. A good dictionary can help you improve your vocabulary. Students should develop habit of referring it for unfamiliar as well as familiar words. Students can also read widely and try to expose themselves to different types of texts. Extensive reading definitely introduces students to new words and contexts. They can also practise writing regularly that may help them to reinforce new vocabulary. Participating in classroom activities such as debates, discussions, and presentations further provide them chance to apply and retain new words. Besides, playing games, solving puzzles or scribbles

can help them develop vocabulary and make learning more interactive. This unit provides certain other means to enrich vocabulary. Students can practise them to improve their communication.

1.3 Presentation of Subject Matter:

This unit provides you some unique ways to develop your vocabulary. To do so, it is divided into six sections named ‘Identifying Word Classes’, ‘Word Formation’, ‘One Word Substitution’, ‘collocation’, ‘Often confusing Words’ and ‘Using Words in the Context’. Each section will take you a step ahead towards the goal of enriching vocabulary.

1.3.1. Section – 1 Identifying Word Classes

If we understand the class of a word, we can use it consciously and appropriately. In English there are 8 word classes. They are the categories of words grouped together, based on their grammatical properties and the roles they play in sentences. Each word class plays a specific role in sentence structure and meaning, and understanding them helps in analyzing and constructing sentences accurately. Here are the primary word classes in English.

Sr. No.	Name of Word Class	Definition/feature	Examples
1	Noun	Words that name people, places, things, or ideas	tree, India, happiness, book etc.
2	Verb	Words that express actions, events, or states of being.	run, jump, be, think, watch...etc.
3	Adjective	Words that describe or modify nouns.	happy, blue, large, interesting etc.
4	Adverb	Words that modify verbs, adjectives, or other adverbs, often indicating manner, time, place, or degree.	quickly, very, well, yesterday etc.
5	Pronoun	Words that replace nouns to avoid repetition	he, she, it, they, who...etc.
6	Preposition	Words that show the relationship	in, on, at, by, with,

		between a noun (or pronoun) and other words in a sentence, often indicating location, direction, or time.	during...etc.
7	Conjunction	Words that connect words, phrases, clauses, or sentences.	and, but, or, because, although...etc.
8	Interjection	Words or phrases that express strong emotion or sudden exclamation.	oh, wow, ouch, hey,oops....etc.

Check your progress:

Task 1: Identify the word class of the underlined words from the following sentences.

- 1) Uttarakhand is well-known for its beautiful landscape.
- 2) Amazon has declared yearly discount sale.
- 3) Jasprit Bomarah is regarded as one of the best bowlers in the world.
- 4) Mrunal always speaks softly.
- 5) Mahesh switched on the lights and locked the door.
- 6) If found incomplete they may refuse your proposal.
- 7) Oops! Something went wrong!
- 8) The lower house of the parliament was meeting for the first time.
- 9) The heavy rain made the bridge partially collapse.
- 10) Though his parents warned him, he ignored them.

1.3.2Section – 2Word Formations

Learning word formation is one of the essential techniques of improving vocabulary. The group of words categorized as nouns, verbs, adjectives or adverbs can be creatively used and changed into different forms of words. These are therefore open ended and called open word classes whereas the words included under the categories of pronouns, prepositions, conjunctions and interjections do not normally

get changed and therefore are called as closed word classes. Following are certain processes of word formation.

A) Affixation - Affixation is a process that helps to create a vast number of words and meanings from a relatively limited set of base words. It majorly includes Pre-fixation and Suffixation. Adding a prefix (a group of letters) to the beginning of a word is called pre-fixation. Adding a suffix (a group of letters) to the end of a word is named as suffixation. Studying them helps us to generate words, understand common prefixes and suffixes to comprehend meanings of unfamiliar words, use them to convert the known words into different other forms of the words, bring precision and express our thoughts effectively. The process of pre-fixation and suffixation is applied only to the words from open word classes.

- **Pre-fixation:** When we add prefixes to already existing words we may get the words that are opposite in meaning of the earlier word. These prefixes may even express the repetition of an action, reversal of an action or sometimes even change the word class of the base word. Following are certain commonly used prefixes to form words denoting different meaning:

Prefix	Commonly used to form or indicate	(word before adding prefix)	Word formed after adding prefix
Un---, in---, im---, dis---, ir---, il---, non	antonyms/words opposite in meaning	lucky/ active/possible/approve/regular/logical/ violence	unlucky/inactive/ impossible/disapprove/irregular/illogical/non-violence
Re--,	Repetition/ doing again/back	send/ write/ start/make	resend/rewrite/restart/remake
Pre--, fore--	Before time or order	view/ heat/word	preview/preheat/foreword
Post--	Time after	war/ lunch/graduate	postwar/post-lunch/postgraduate
Bi--, tri--, multi--,	Quantity/degree	lateral/ colour/vitamin/	bilateral/tricolor/multivitamin/ semi-urban/sub-

semi--, sub--, super--		urban/way/market	way/supermarket
Micro--, /mini— macro-- /mega--,	Small size Large size Great /large	scope/bus/ Economics/ phone	microscope/ Minibus macroeconomics megaphone
Mis--	Wrongly done	understand/ behaviour	misunderstand/ misbehaviour
Co--,	Togetherness	author/editor	co-author, co-editor
Anti-	Against something	skit/ social	Anti-skit, antisocial
En-	Change the word class	courage/circle	Encourage/encircle

Beside the above mentioned prefixes note the other certain prefixes used to form the words:

auto+ correct= autocorrect, auto+ biography= autobiography, de + forest= deforest/demotivate = de + motivate

ex + president= ex-president, ex + founder= ex-founder, trans+ national= transnational,

inter+ national= international, intra+ trade= intra-trade, intra+ state= intrastate, be+ little= belittle, be+ friend= befriend.

Find out meaning of above words and use them in your own sentences.

Check your progress:

Task 2: Add appropriate prefixes to the following words:

concept, monetize, qualify, biology, generate, patient, learn, box, pronounce, pay, common, pod, pixel, fit, mix.

Task 3: Replace the underlined words by forming appropriate word with prefix and rewrite the sentences.

Example: There are some corrections. You need to draft this again.

There are some corrections. You need to **redraft** this.

(We replaced the underlined words ‘to draft this again’ as redraft this (we kept the meaning as it is) and rewrote the sentence.)

Now solve the following sentences:

- 1) The flag of India has three colours.
 - 2) It was not possible to win that match.
 - 3) The company has organized a great event for the launch of its product.
 - 4) The debate competition will be held after lunch.
 - 5) She has written the spelling of that word wrongly.
 - 6) Did you notice that her reaction was not natural?
- **Suffixation:** Certain suffixes when added to the base words or root words change the word of those words and can be used to form our expressions precise and concise. By this process verbs or adjectives can be changed into the noun form. Adjectives can be turned into adverbs or nouns can be changed into verbs. This flexibility of changing words helps us a lot in the process of communication. It brings possibility of various linguistic expressions and avoids redundancy. For example, the sentence, ‘There are 8 word classes.’ can also be stated as ‘Words are classified into 8 forms.’ Certain language expressions demand a particular form of word in its structure. The word formation process helps us to use that word as required in the sentence. For instance, in the sentence, “I filled the **application** form”, we have to use the word ‘application’ (noun form of the word) and not ‘apply’ (verb form of the word). Let us find therefore various suffixes that help in word formation.

a) Commonly used suffixes to form noun:

Base word	Suffix used	Word formed as noun
To develop/ to manage	-ment	Development/ management
To cooperate/to amalgamate	-tion	Cooperation/amalgamation

To submit/ to permit	-sion	Submission/ permission
To approve/ to propose	-al	Approval/Proposal
Light/kind	-ness	Lightness/kindness
Active/creative	-ity	Activity/creativity
Child/mother	-hood	Childhood/motherhood
Free/wise	-dom	Freedom/wisdom
Teach/act	-er/or	Teacher/actor
Bake/scene	-ery	Bakery/scenery
Art/left	-ist	Artist/leftist
Journal/capital	-ism	Journalism/capitalism
Employ/pay	-ee	Employee/payee
Approve/renew	-al	Approval/renewal
Free/ friend	-ship	Free-ship/friendship

Check your progress

Task 4: Form the nouns by adding appropriate suffixes.

1) trouble 2) inform 3) train 4) erase 5) encourage 6) motivate 7) king 8) boy 9) propose 10) profess

Task 5: Identify the base word from the given nouns:

1) arrival 2) collection 3) scholarship 4) poverty 5) consignee 6) examiner 7) imagination 8) creativity 9) consumerism 10) nursery

b) Commonly used suffixes to form adjectives:

Word before the suffix	Suffix used	Word formed as an adjective after adding suffix
Comfort/ suit	-able	Comfortable /suitable
Help/ Duty	-ful	Helpful/Dutiful
Magic/culture	-al	Magical/cultural
Attract/create	-ive	Attractive/creative
Hero/artist	-ic	Heroic/artistic

Fear/care	-less	Fearless/careless
Courage/fame	-ous	Courageous/famous
Sun/luck	-y	Sunny/lucky
Imagine/ second	-ary	Imaginary/secondary
Book/blue	-ish	bookish/bluish
Differ/depend	-ent	Different/dependent
Interest/charm	ing	Interesting/charming

Check your progress

Task 6: Form adjectives from the following words:

- 1) Peace 2) sense 3) matter 4) girl 5) joy 6) respect 7) alarm 8) afford
9) mercy 10) part

Task 7: Fill in the blanks with suitable adjectives in the following sentences.

- Scholarship was given to students. (merit)
- This movie is really..... .(amaze)
- These are goods. (perish)
- His efforts brought him success. (continue)
- Whatever they told was simply (fantasy)

c) Commonly used suffixes to form verbs:

Word before the use of suffix	Suffix used	Word formed as verb after adding suffix
Simple/ vary	-ify	Simplify/ verify
General/personal	-ize/ise	Generalize/personalize
Dark/ strength	en	Darken/ strengthen

Check your progress

Task 8: Form verbs from the following words:

1) real 2) minimum 3) final 4) example 5) glory 6) computer 7) clear 8) just 9) wide 10) awake

Task 9: Identify verb from the given sentences:

- 1) My documents are verified by them.
- 2) We must internalize good habits.
- 3) She lengthened the wire quickly.
- 4) The government has regularized a new scheme.
- 5) You should justify your statement.

d) Commonly used suffixes to form adverb:

The most common suffix used to form adverb is **-ly**. This suffix is added to adjectives to form adverb. For instance see the following words:

Slow--- slowly

careful--- carefully

quick---- quickly

There are certain other suffixes used to form adverbs:

clock + **wise** = clockwise

back + **ward** = backward

side + **ways** = sideways

long + **er** (comparative form) = longer

Check your progress

Task 10: Change the following words into adverb forms.

1) total 2) actual 3) usual 4) up 5) easy 6) down 7) loud

A) Blending and Acronyms:

Like affixation, a process of Blending and Acronyms are other processes of word formation that help us to enrich vocabulary.

- **Blending** is a process where two or more words are combined together to form a new word. When two words are combined together their meanings are also understood together. It is a blend. In this process the beginning of one word and the end of another word are joined together to coin a new word. The word that is formed in this way retains meaning of both of the words. It is also called a portmanteau. Following are some of the often used blends/blended words:

Breakfast + Lunch = Brunch

Smoke + Fog = Smog

Cricket + Entertainment = Cricket ainment

Web + Blog = Weblog

Motor + Hotel = Motel

A word formed in this way can be used in the sentence as a singular word. See the example:

There was a traffic jam due to heavy **smog**.

Check your progress

Task 11: Select words from column A and column B and prepare often used blending words from the following and use them in your own sentences. (e.g. Tamil + English =Tinglish)

A	B
Work	Icon
Information	English
Emotions	Comedy
Video	Alcoholic
Hungry	Entertainment
Situational	Angry
Tamil	Blog

- **Acronyms:**

In business communication acronyms are generally used to save time by shortening the lengthy language expressions into manageable form. They help users

to get a quick reference. While forming an acronym the initial letter of each word is taken and a new word is formed. For example, CEO is an acronym of the three words “Chief Executive Officer”, UNO is an acronym of United Nations Organisation. A new word formed in this way is sometimes pronounced as one word (UNO) or letter by letter (CEO) As such word is formed by combining the initial letters of the different words it is always written in capital letters but we do not put a mark of full stop after each letter as we treat such a combined word as one word. As the students of business communication, if you know these words they will boost your professional competence. The employee working in business world as an administrator or an entrepreneur, if is acquainted with such usages of acronyms s/he exhibits familiarity with the professional world and exemplifies the professional credibility.

Often used acronyms in business world:

HRD – Human Resource Department

R&D -- Research and Development

CRM- Customer Relationship Management

SPOC- Single Point of Contact

SOP- Statement of Purpose

KYC- Know Your Customer

CFO- Chief Financial Officer

ROI –Return of Interest

Check your progress

Task 12: Identify the words from which the following acronyms from the business/banking world are formed:

EMI, BIC, APR, IBAN, ATM, FD, CPA, COGS, GAAP, SA

1.3.3 Section 3 - One Word Substitution:

Use of exact words is essential in communication. We can avoid long expressions if we use exact word. Substituting such a long expression with one word makes the language expression precise. Read the following sentences and see how an underlined group of words is substituted with one word.

- 1) Every year hundreds of persons walking in the streets are killed in traffic accident.

Every year hundreds of **pedestrians** are killed in traffic accident.

- 2) The people who were watching the programme cheered the participants loudly.

The **spectators** cheered the participants loudly.

- 3) All the persons working on the ship were eager to go home.

The **crew** was eager to go home.

- 4) After listening her songs the audience started clapping their hands in approval.

After listening her songs the audience **applauded**.

Check your progress

Task 13: Find out one word for the following underlined group of words from the given options.

- 1) These goods have been brought from foreign countries into India.
a) parceled b) exported c) immigrated d) imported
- 2) He is a person who pretends to be better than he is.
a) hypocrite b) traitor c) shrewd d) cowardly
- 3) Mr. Patil hang a board of No Entry to those who were entering his land without permission.
a) passengers b) pedestrians c) tourists d) trespassers
- 4) People travelling from their hometown to workplace daily have to face lots of difficulties.
a) Passengers b) Commuters c) Pilgrims d) Tourists
- 5) Varanasi is a holy place where thousands of people visit every year.
a) temple b) pilgrims c) pilgrimage d) hermitage
- 6) He donated Rs. 5 Lakh to the home which was for children whose parents were dead.
a) orphanage b) nursery c) crèche d) asylum

Task 14: Choose one word from the list for the group of words given below.

(Teetotaler, Prosecute, Spendthrift, Volunteer, Atheist, Acquit)

- 1) A person who believes that there is no God.
- 2) A person who spends money extravagantly.
- 3) One who abstains from alcoholic drinks.
- 4) To offer services without any compulsion.
- 5) To legally proceed against something.

1.3.4Section 4 – Collocation

Collocation is an often-used combination of words. If we learn words along with their partner words, our expressions will become natural.

I **missed the bus**. [~~NOT I lost the bus~~]

She **made a mistake**. [~~NOT she did a mistake~~]

Types of Collocation:

Collocation	Examples
Verb + noun	<ul style="list-style-type: none">• start the car• miss a person
Adjective + noun	<ul style="list-style-type: none">• a soft drink• heavy traffic
Adverb + adjective	<ul style="list-style-type: none">• extremely sorry• highly inflammable
Verb + adverb	<ul style="list-style-type: none">• speak fluently• drive carefully
Preposition + Noun	<ul style="list-style-type: none">• at risk• under pressure
Verb + preposition	<ul style="list-style-type: none">• listen to (someone or something)• agree with (somebody)

Task 15: Correct the following sentences with proper collocation:

1. I've made my homework.

2. She is not very good in maths.
3. They had a strong meal this morning.
4. Gita very enjoyed the party.
5. Students lost the train so they were late.

Task 16: Choose the appropriate collocation.

1. Do you believe _____ ghosts? (on/in)
2. She was _____ concerned about the situation. (deeply/highly)
3. Indian cricket players showed a great team _____. (spirit/soul)
4. As a specialist doctor, Kaivalya has _____ future. (bright/positive)
5. If you are tired with study, take a _____ of ten minutes. (break/stop)

1.3.5 Section 5 - Often Confusing Words:

Words or the groups of words that are frequently mistaken for one another are generally referred to as often confusing words. The causes for such confusion are varied. When we hear these words, the pronunciation of words appears to be similar but they are spelled differently and have different meanings. Such words are called homophones. Then there are homonyms a category of words that have the same spelling and the same pronunciation but have different meanings. In certain other cases we do not know the exact usage of the words in the context. With certain words their meaning changes according to the context in which they are used. So they may be spelled similarly, pronounced similarly but carry different meanings. Hence knowing usage of such words and using them according to the context is essential. The appropriate use of such words helps us in effective communication. Read the following words that are commonly considered as confusing words.

• **Words with similar pronunciation but different meaning:**

There---- Their, Its --- It's, Wear---- were---- ware, Sell--- Sale ---Cell, Lose ---- Loose, Principal----- Principle, Stationary ----- Stationery, Complement---- Compliment, Sit--- Seat, Buy--- by---Bye, Heal--- Heel---Hill, Piece---- Peace, Weak--- Week, Birth---- Berth, Write-----Right, Suite---Suit, Live---leave

Find out meaning of each word given above and use them in your own sentences.

- **Words that have same spelling and pronunciation but used with different meaning:**

Bank, Please, Content, Desert, Water, Right, Lead, Fair, Leaves, Kind, Cease etc.

Find out more such words and use them appropriately.

- **Usage of Confusing Words in appropriate context:**

Affect---- Effect, Assure--- Ensure, Enquire---- Inquire, Empty--- Vacant, Lend--- Borrow, Receive---- send, Farther--- Further, Expect---- Except, Remember-- -- Remind, Refuse--- Deny etc.

See how these words are used:

Daily travelling may **affect** your health.

There are lots of **effects** of this medicine.

I **assure** you that you will get your order by today evening.

He **ensured** me to deliver the goods by the evening.

(Find out the usage of remaining words in their right context.)

Check your progress

Task 17: Complete the following sentences by choosing the correct word from the given pair.

- 1) When we reached the theater not a single seat was(empty/vacant)
- 2) She always western clothes. (wears/ware)
- 3) Every citizen has to choose his profession. (a right / write)
- 4) Pawan has to all the details before he joins his duties. (feel/fill)
- 5) and Non-Violence are the guiding principles of life. (Peace/Piece)

Task 18: Match the following:

A	B
Complement	Cure
Principal	Lack of strength
Heal	Basic truth or assumption

compliment	Back part of foot
principle	Period of seven days
weak	Head/ major thing or person
Heel	A remark of admiration
Week	A thing that goes together with something

1.3.6Section – 6: Using Words in the Context:

Appropriate and contextual words create great impact in our communication. Therefore it is essential to use words suitable to the content of speaking and writing. In this sense then practicing guided writing is one of the techniques of enriching vocabulary. With the help of the words from a particular context students can develop a paragraph and enhance their sense of using words appropriately. Following is one example of it.

Declaration of HSC Examination Result ---Decision of graduation --- Choice of B.Com Degree Programme--- Enquiry for Admission---- Buying Prospectus--- Filling Application form---- Attachment of essential Documents--- Scrutiny of forms ---- Display of Merit list ---- Admission committee---- Verification of documents----payment of fees----- confirmation of admission

(Narrate your experience of taking admission to B.Com Course with the help of the given vocabulary)

After the declaration of my HSC exam result I decided to take admission to B.Com graduation. I went to one of the famous colleges to enquire about the admission process. I bought a prospectus of the college. I read all the details and filled the application form. I attached all the essential documents and submitted my form to the college. After the scrutiny of all the application forms the merit list was displayed on the college notice board. The schedule and admission committee list was also displayed there. I went on the scheduled date. Admission committee verified my documents. Committee members interviewed me and asked me to pay the fees in the office. I paid my fees and confirmed my admission.

Check your progress

Task 19: Use the given group of words and develop a paragraph describing a process of opening your email account.

(selection of email service provider--- visit to Google website----- looking for ‘Create Account’ option—filling of information with person’s details---- creating user ID ---creating strong password---- using letters-number and special characters----verification of account--- acceptance of terms and conditions--- personalize account to use.

1.4 Let’s sum up

In this unit, we have studied that for effective communication, it is necessary to enrich vocabulary. There are many methods and techniques by which we can develop our vocabulary. We learned that there are eight primary word classes. Knowing the class of a word helps us to remember and use that word consciously. Then there is the process of word formation. that includes affixation and Blending and Acronyms. Affixation includes Pre-fixation and Suffixation. These processes help to create number of words and meanings from a relatively limited set of base words. Blending is a process where two or more words are combined together to form a new words such as Brunch = Breakfast + Lunch. Acronyms are used to get a quick reference. We learned use of confusing homophones and homonyms. We also learned that many small words substitute long expressions. These words bring preciseness in our expression. At last, we practiced the guided writing for enhancing our skill of using words in the context.

1.5 Terms to Remember

Portmanteau - A portmanteau is a word made of blending parts of multiple words to form new words.

Acronyms: Acronym is a word formed from the first letters of the words that make up the name of something.

Homophones - Homophones are words that sound the same when pronounced but have different meanings and often different spellings. For example: Two, too, and to.

Homonyms - Homonyms are words that have the same spelling and the same pronunciation but have different meanings. For example: lead (to guide) and lead (a type of metal)

1.6 Answers to check your progress

Task 1

- 1) Adjective 2) Noun 3) Verb 4) Adverb, Adverb 5) Conjunction 6) Pronoun
7) Interjection 8) Preposition 9) Adverb 10) Conjunction

Task 2

Misconcept, demonetize, disqualify, microbiology, degenerate, impatient, relearn, inbox, mispronounce, repay, uncommon, tripod, megapixel, unfit, remix

Task 3

- 1) The flag of India has tricolor.
- 2) It was impossible to win the match.
- 3) The company has launched a mega event for the launch of their product.
- 4) The debate competition will be held post-lunch.
- 5) She has written misspelling of that word.
- 6) Did you notice that her reaction was unnatural.

Task 4

- 1) troubler 2) information 3) trainer/training/trainee 4) erasure
5) encouragement 6) Motivation 7) kingship/kingdom 8) boyhood
9) proposal 10) profession

Task 5

- 1) arrive 2) collect 3) scholar 4) poor 5) consign
6) examine 7) imagine 8) create 9) consume 10) nurse

Task 6

- 1) peaceful 2) sensible 3) material 4) girlish 5) joyous/joyful
6) respectful 7) alarming 8) affordable 9) merciful 10) partial

Task 7

- 1) meritorious 2) amazing 3) perishable 4) continuous 5) fantastic

Task 8

- 1) realize 2) minimize 3) finalize 4) exemplify 5) glorify
6) computerize 7) clear 8) justify 9) widen 10) awaken

Task 9

- 1) verify 2) internalize 3) lengthen 4) regularize 5) justify

Task 10

- 1) totally 2) actually 3) likely 4) up 5) easily 6) down 7) loudly

Task 11

- 1) workaholic –Dr Sen is such a workaholic that he often stays working at laboratory late night, even on holidays.
- 2) Infotainment - "A new documentary on Discovery combines news and comedy, making it a perfect example of infotainment."
- 3) emoticon- She added a smiling emoticon to her text message to show she was happy.
- 4) vlog- She has become very popular by her travel vlog that shares her adventures with her friends and followers.
- 5) hangry – if he does not get breakfast by 9 a. m., he gets very hangry.
- 6) sitcom - We love watching that new sitcom; it's so funny and relevant.
- 7) Tenglish – Listen to him carefully, he often uses Tenglish words in his speech.

Task 12

EMI – Equated Monthly Instalment

BIC – Bank Identifier Code

APR – Annual Percentage Rate

IBAN – International Bank Account Number

ATM – Automated Teller Machine

FD – Fixed Deposit

CPA – Certified Public Accountant

COGS – Cost of Goods Sold

GAAP – Generally Accepted Accounting Principles

SA- Saving Account

Task 13

1) imported 2) hypocrite 3) trespassers 4) Commuters 5) pilgrims 6) orphanage

Task 14

1) Atheist 2) Spendthrift 3) Teetotaler 4) Volunteer 5) Prosecute

Task 15:

1. I've done my homework.
2. She is not very good at maths.
3. They had a heavy meal this morning.
4. Gita really enjoyed the party.
5. Students missed the train so they were late.

Task 16:

1) in 2) deeply 3) spirit 4) bright 5) break

Task 17

1) vacant 2) wears 3) right 4) fill 5) Peace

Task 18

Complement- A thing that goes together with something,

Principal- Head/ major thing or person,

Heal- Cure,

compliment- A remark of admiration,

principle- Basic truth or assumption,

weak- Lack of strength,
Heel- Back part of foot,
week- Period of seven days

Task 19:

It is need of time to have an email account for quick communication. There are many email service providers such as Gmail offered by Google, Outlook by Microsoft, Yahoo Mail by Yahoo, Rediffmail by Rediff, iCloudmail by Apple etc. Of these, Gmail is widely used email service. To open Gmail address, you need to visit www.gmail.com where you will find 'Create Account' option. After clicking that option, the sign-up form will appear on the screen. You need to follow the directions by entering first name, last name and creating username and password for your Gmail. You need to create a strong password combining letters-numbers and special characters. Next, you need to enter your phone number to verify your account. Google uses a two-step verification process for your security. You will receive a text message from Google with a verification code. You have to enter the code to complete the account verification. After the completion, you will see a form to fill some of your personal information, like your name and birthday. Before you click I agree, don't forget to review Google's Terms of Service Then click I agree. Your account will be created. Once you create an account, you'll be able to personalize it adding contacts and adjusting your mail settings.

1.7 Exercises:

Part A:

- Exercise 1:** Explain the process of pre-fixation and exemplify the usage of prefixes with their functions.
- Exercise2:** Define the process of suffixation and provide examples of different word forming suffixes.
- Exercise 3:** How would you differentiate the process of Blending and Acronym? Explain with examples.

Part B:

- Exercise 1:** Use the given group of words and develop a paragraph describing your visit to historical place.

summer time ---- plan to visit a fort with friends---- set off at early morning--- beautiful countryside--- steep and slippery path--- less crowded--- ancient fort--- built over 600 years ago--- cool, heavy stone walls ---- several watchtowers --- wide compound walls--- underground water system—amazing and incredible experience

Exercise 2: Use the given group of words and develop a paragraph describing your participation in youth festival.

Announcement of youth festival---- held by university--- filling of the form by Cultural Department--- participation in Debate competition---- late night practice sessions with team--- brain storming sessions to develop confidence---several contestants competing ---- feelings of nervousness and excitement--- presentation with confidence --- achievement of second rank--- great opportunity --- feeling of pride

Exercise 3: Use the given group of words and develop a paragraph narrating your experience in organizing the sports activities of the college.

Gymkhana Committee ----- decision of organising sports events---- your selection as Head of Students' Organising Committee --- forming the schedule --- selection of the sports events--- formation of registration committee--- invitation letters to judges--- planning for cash prizes- trophies and certificates---- sanctioning the budget from college--- circulation of the events among students--- inauguration ceremony--- sports events--- declaration of results—prize distribution ceremony

1.7 References

Wehmeier, Sally. Ed., (2005) Oxford Advanced Learner's Dictionary of Current English(Seventh edition). OUP: Oxford



Unit-2

Tenses and Types of Sentences

2.0 Objectives:

After studying this unit you will be able to –

1. Understand the types of tenses in English.
2. Use tense correctly and communicate confidently.
3. Find relationship between subject and the verb.
4. Understand the different types of sentence constructions in English.
5. Use correct sentence patterns and be a competent communicator.

2.1 Introduction:

The human resource with effective communication skills is the basic need of the business sector. The well versed professionals in English can easily attract attention of the customers and contribute in developing their business. There is a huge demand for the fluent speakers of English in today's corporate world. Considering avenues open for the students in current scenario, they need to develop their communication skills in English. This is possible only with the proper understanding of the tenses and ability to construct sentences in English. It is said that tenses form the backbone of English language. The correct and proper use of tenses helps us to communicate clearly and effectively. The wrong use of tense can turn the meaning of the sentence as unclear or confusing. Besides, the knowledge of tenses boosts confidence of the speakers of the particular language. Along with the understanding of the tenses and their appropriate use in English, the students should be able to construct different types of sentences. The English has varied types of sentence constructions. In this unit, the students will learn and thereby get mastery over the use of tenses and construction of different types of sentences in English language.

2.2 Presentation of the Subject Matter:

The term, tense, has been derived from the Latin word “tempus” meaning time. There are many ways in which we express the time of action. These different ways of convening time of action might have been resulted in the types of tenses in English.

The tenses are the most important part of English Language. They show the time of an action that is denoted by the verb. Correct use of tense will imply the use of correct form of verb with proper auxiliary. Each tense indicates the connection between two or more time periods or the exact time of point at which an activity occurred. Tenses are a just chronology of events and dates of the happening of actions expressed by the speakers through verb transformations. A thorough knowledge of tenses will help the people immensely in gaining effective communication skills. English speakers always need to know as to when some action or event took place. The correct use of tenses helps the speaker to speak clearly and effectively with people. It also enables people to raise the level of readability of their business writings on the one hand and allows their readers to comprehend accurately what they have written using English tenses on the other.

2.2.1 Section I: Classification of Tenses

Tenses in English have been divided into three broad time classifications:

2.2.1.1 Present Tense

The present tense refers to the present time. The actions carried out at the present/ current time are included into this type of the tense. Depending on the exact point of time in which the action takes place, the present tense activities can be divided into four sub-types. It means that there are four sub-kinds of Present Tense in English:

a. Simple Present Tense

The simple present tense is used to describe habits, unchanging situations, general truths, and fixed arrangements. The simple present tense refers to the action or suggests the event that takes place in the present. It also indicates the present state of being of the subject in the given context.

The Merriam-Webster Dictionary defines present tense as “the tense of a verb that expresses action or state in the present time and is used of what occurs or is true at the time of speaking and of what is habitual or characteristic or is always or necessarily true, that is sometimes used to refer to action in the past, and that is sometimes used for future events.” The base form of the verb is used in this type of the tense. Generally, the base verb form take ‘-s’ or ‘-es’ participle at the end of the verb, when it is used in the clause, which contains third person singular subject.

For example:

1. I learn English.
2. We play cricket.
3. He runs very fast.
4. She writes a poem.

b. Present Continuous / Progressive Tense

The Cambridge Dictionary defines the 'present continuous tense' as "the verb form used for actions or events that are happening or developing now." According to the Macmillan Dictionary, the present continuous tense is "the tense used to talk about actions or behaviour that are in progress now or planned for the future". It means that the action gets progressed in this tense; hence it is also called as the present progressive tense. In other words, this tense is used to talk about something that is currently happening in an ongoing way. In this tense, the verb phrase consists of the helping verb i. e. am/is/are followed by the main verb with '-ing' participle.

The present continuous is used to talk about activities at the moment of speaking.

For example,

1. I am learning English.
2. We are playing cricket.
3. The children are crying.
4. She is writing a poem.

c. Present Perfect

The present tense is used to represent an action that just has happened in the recent past and it still has its effect in the present. It also refers to an action that represents an indefinite time in the past. According to the Oxford Learner's Dictionary, the present perfect tense is "the form of a verb that expresses an action done in a time period up to the present, formed in English with the present tense of 'have' / 'has' and the 'past participle' of the verb."

For example,

1. I have learnt English.

2. We have played cricket.
3. She has written a poem.
4. He has run very fast.

d. Present Perfect Continuous Tense

The present perfect continuous tense is used to indicate an action that started in the recent past and is still continuing in the present. As the state of action is in progress from the past to the present, this tense is also called as present perfect progressive tense. The Oxford Learner's Dictionary defines the 'present perfect continuous tense' as a tense that is used to 'talk about an action or activity that started in the past and continues now or has only just stopped'.

For example,

1. I have been learning English.
2. We have been playing cricket.
3. She has been writing a poem.
4. He has been running very fast.

Check your progress 1:

Identify the tense in the following sentences:

1. Gopal has worked in the corporate sector.
2. Neha Arora is singing melodiously.
3. They work together for the growth of their industry.
4. We have been listening to the music attentively.
5. It smells very bad in the drug factory.
6. She has been working in America.
7. The sun rises in the east.
8. They have driven their children to the school.

2.2.1.2 Past Tense

The past tense refers to the past / already spent time. The actions carried out at the time in the past are included into this type of the tense. Depending on the exact point of time in which the action took place, the past tense activities can be divided into four sub-types. It means that there are four sub-kinds of Past Tense in English:

a. Simple Past Tense

The simple past tense is used to show that an action happened/ completed at a specific time in the past. The main verb in this tense takes ‘-ed’ as a past participle to indicate the completion of an action. This is in case of regular verbs. The Cambridge Dictionary defines the simple past tense as “the form of a verb used to describe an action that happened before the present time and is no longer happening. It is usually made by adding -ed.”

For example,

1. I learnt English.
2. We played cricket.
3. She wrote a poem.
4. He ran very fast.
5. We worked together.

b. Past Continuous / Progressive Tense

The past continuous tense is used to indicate a continuing action or event that was happening at some point in time in the past. It is indicated with the use of auxiliary verbs *was/were* followed by the main verb in the progressive form which means that the verb takes ‘-ing’ participle to show continuity of the action. In other words, it shows the progress of the action or event at a specific time in the past. The past continuous tense is, therefore, also called as the ‘past progressive tense’. According to the Cambridge Dictionary, the past continuous tense is “the grammatical form used for an action that someone was doing or an event that was happening at a particular time.”

For example,

1. I was learning English.

2. We were playing cricket.
3. She was writing a poem.
4. He was running very fast.
5. We were working together.

c. Past Perfect Tense

The past perfect tense describes a past action that occurred before another past action. This tense is formed with the use of the auxiliary verb i.e. 'had' followed by the past participle of the main verb. This tense clearly states that one action took place before another action in the past. The Oxford Learner's Dictionary defines the past perfect tense as "the form of a verb that expresses an action completed before a particular point in the past, formed in English with had and the past participle."

For example,

1. I had learnt English.
2. We had played cricket.
3. She had written a poem.
4. He had run very fast.
5. We had worked together.

d. Past Perfect Continuous Tense

The past perfect continuous tense is used to indicate an action that began in the past and continued up to another point of time in the past. As the action referred in this tense had been progressing until a certain point in the past, it is also known as the past perfect progressive tense. In another words, this tense is generally used in a sentence to depict an action that started at some time in the past and continued until a specific time in the past.

The Oxford Learner's Dictionary defines the past perfect continuous tense, "as a tense form used to indicate "an action or a situation that continued for a period of time before another action or situation in the past."

For example,

1. I had been learning English.

2. We had been playing cricket.
3. She had been writing a poem.
4. He had been running very fast.
5. We had been working together.

Check your progress 2:

Identify the tense in the following sentences.

1. She had been sleeping in her room for five hours.
2. A cat was sleeping underneath the table.
3. He had read that story instantly.
4. I was taking a left turn at that moment.
5. They removed the picture from the wall.
6. They were going on a vacation to Goa.
7. I bought this beautiful dress.
8. Sameer had been jogging for miles together.

2.2.1.3 Future Tense

The future tense refers to the time ahead. The actions which will be carried out at the time in the future are included into this type of the tense. Depending on the exact point of time in which the action will take place, the future tense activities can be divided into four sub-types. It means that there are four sub-kinds of Future Tense in English:

a. Simple Future Tense

The Oxford Learner's Dictionary defines simple future tense, as "the form of a verb that expresses what will happen after the present." The Merriam-Webster Dictionary defines it as "a verb tense that is used to refer to the future." It means that the simple future tense is used to refer to actions or states that begin and end in the future. It indicates that the actions/events have not happened yet, but will happen sometime in the future.

For example,

1. I shall learn English.
2. We will play cricket.

3. She will write a poem.
4. He will run very fast.
5. We will work together.

b. Future Continuous / Progressive Tense

The future continuous tense is used to show an action happening over a period of time in the future. The Cambridge Dictionary defines it as a tense that is used to “refer to temporary actions and events that will be in progress at a particular time in the future.” In other words, the future continuous tense is generally used to represent an event or action that is happening at a certain point in time in the future. This tense is also called as the future progressive tense because it indicates an action or event that is progressing or continuing at a particular time in the future.

For example,

1. I shall be learning English.
2. We will be playing cricket.
3. She will be writing a poem.
4. He will be running very fast.
5. We will be working together.

c. Future Perfect Tense

The future perfect tense shows a completed action in the future. It can be used to represent an action or event that will be over within a particular time in the future. The action referred to in the future perfect tense has an end date or time. The future perfect tense is defined in the Cambridge Dictionary as “the form of the verb that is used to show that an action will have been performed / completed by a particular time in the future.” It means that the future perfect tense denotes a tense of verb describing an action that will have been performed by a certain time in the future.

For example,

1. I shall have learnt English.
2. We will have played cricket.
3. She will have written a poem.

4. He will have run very fast.
5. We will have worked together.

d. Future Perfect Continuous Tense

The future perfect continuous tense is also called as the future perfect progressive tense because it describes actions that will continue up until a point in the future. This tense is used to indicate an action that will be continuing until a certain point of time in the future. It can also be referred to as the future perfect progressive tense as it expresses an action or event that will be progressing to a specific time in the future. The Cambridge Dictionary defined this tense as a form used “when we are looking back to the past from a point in the future, and we want to emphasize the length or duration of an activity or event.”

For example,

1. I shall have been learning English.
2. We will have been playing cricket.
3. She will have been writing a poem.
4. He will have been running very fast.
5. We will have been working together.

Check your progress 3:

Identify the tense in the following sentences.

1. I will shop at D-Mart only.
2. They will have been learning grammar for next two years.
3. You will have finished this report by this time next Monday.
4. By the time the exam starts, she will have been studying for a week.
5. I shall see him next Sunday.
6. They might travel to Kashmir during summer.
7. My mother will be preparing breakfast by this time tomorrow.
8. Satish will not have finished his task by this time on Saturday.

Section II:

2.2.2 Types of Sentences:

To be an effective communicator in English, one needs to learn how to write and speak sentences well. Different types of sentence structures help the speaker to convey appropriate message and influence the listeners. The English language provides liberty to the learners to make use of various types of sentence structures. The use of different types of sentences will make speech or writing sound. It will look well-structured and help the communicator in getting thoughts and ideas across the target audience in a clear and effective manner. This will also allow you to express your emotions and let your readers experience what you want them to experience.

The English sentences are divided into the following four kinds / types based on their function in the process of communication:

a. Declarative or Assertive Sentence

A declarative or assertive sentence is a sentence that is informative and ends with a period or a full stop. These types of sentences are used to make a statement, to express universal truths and to make a declaration of something.

Examples:

1. I love music.
2. We water the plants regularly.
3. Suryakumar is an all-rounder cricketer.
4. There is a white house around the corner.

b. Imperative Sentence

An imperative sentence is a sentence that expresses a command, an order, or a request. It means that this type of sentence tells somebody to do something. With the help of these sentences, we can make a request, offer an advice, issue a command or give an instruction. Imperative sentences are mostly used for giving orders.

Examples:

1. Please help the poor.

2. Close the window.
3. Shut down the Computer.
4. Switch on the fan.

c. Interrogative Sentence

An interrogative sentence is one that is used to question something and it ends with a question mark. There are two types of interrogative sentences: WH-Questions and Verbal Questions. A WH-question begins with the WH word like what, which, where, why, etc. The verbal question begins with the auxiliary verb i. e. am, is, are, was, were or dummy auxiliaries like do, does, did, etc. or modal auxiliaries such as shall, will, can, could, may, might, etc. Both these types of interrogatives end with the question mark.

Examples:

1. What is your pet's name?
2. Who is the author of this book?
3. Which vegetable do you like most?
4. Do you know the person who killed the tiger?
5. Did you complete the home work yesterday?
6. Can I help you?
7. May I come in?
8. Shall I go for an evening walk?

d. Exclamatory Sentence

An exclamatory sentence is one which is used to express sudden and strong emotions, and it ends with an exclamation mark. It is defined as a sentence containing an exclamation or strong emphasis. You can also use interjections to form exclamatory sentences. These types of sentences are generally used to express our emotions, feelings or sudden reactions over something unexpected.

Examples:

1. Wow! How beautiful the KasPlatue is!

2. That was an outstanding catch!
3. What an amazing idea!
4. Oh! Very nice!
5. Hush! It's tiresome journey!

Check your progress 4:

Identify the types of the following sentences:

1. The Sun rises in the East.
2. What occupation you are engaged in?
3. Bravo! It's miraculous!
4. Do you remember the story that I told you the last year?
5. Please pass the newspaper.
6. What an idea!
7. I don't prefer tea but love the coffee most.
8. Don't forget to wash your hands before heading back to work.
9. The people are addicted to mobile now a day.
10. Finish your work as early as possible.

2.2.3 Types of Sentences on the Basis of Meaning

The English sentences can be divided into two types based on the meaning they provide to the readers. If a sentence is having positive meaning it is known as an affirmative or positive sentence. When the sentence conveys negative meaning, it is called as a negative sentence.

a. Affirmative / Positive Sentence

An affirmative sentence, as the name suggests, is a sentence structure that affirms a proposition, a day-to-day action, an idea, a request or a random thought. In simpler terms, it can be said that an affirmative sentence is a positive statement. It can be an assertive sentence or a declarative sentence which has no negative words. The Oxford Dictionary of English Grammar defines an affirmative sentence as a sentence "stating that a fact is so; answering 'yes' to a question put or implied".

Examples:

1. My mobile has two displays.
2. The teacher gave us homework.
3. My brother bought fifty varieties of fighter fish.
4. It has been raining since yesterday morning.

b. Negative Sentence:

A negative sentence is one that indicates that some action is not happening, something no longer exists or that a subject does not possess a particular quality. In most scenarios, it can be easily identified by the words ‘not’, ‘no’, ‘nobody’, ‘nothing’, ‘nowhere’ ‘no one’ and ‘none’. The Merriam-Webster Dictionary defines a negative sentence as one “denying a predicate of a subject or a part of a subject, denoting the absence or the contradictory of something, expressing negation”.

Examples:

1. He is not a teacher.
2. I cannot come early at morning.
3. They do not go walking every evening.
4. No one had gathered in the auditorium.

2.2.4 Types of Sentences on the Basis of Structure

Sentence is simply a name for the largest stretch of language in grammar which normally consists either of a single clause or more than one clause. If a sentence contains one clause which is meaningful, it is called a simple sentence. When a sentence is made up of more than one clause, it can be a compound sentence, complex sentence or complex compound sentence. It means that sentences can be divided into four types based on their structure and the number of clauses in them.

a. Simple Sentence

A simple sentence consists of a single independent and meaningful clause. It has a single predicator that is verb or verb phrase which describes the action performed by the subject. It may describe a person or thing by which an action is performed.

Examples:

1. Hardik is an excellent bowler.
2. Neha sings melodiously.
3. Kamal is listening to the music.
4. John waited for the rain.
5. I looked for Neha and Samir at the railway station.

b. Compound Sentences

A compound sentence is formed with the help of two or more than two independent clauses. These clauses are joined by a coordinating conjunction such as and, but, yet, so, or, nor, etc. Sometimes these clauses are connected by either a linking word or semicolon (;). These clauses also can be joined by some conjunctive adverbs like therefore, likewise, rather, etc.

Examples:

1. Dinesh received the message **but** forgot to respond quickly.
2. Sadiya goes to college **and** her brother to school.
3. You pull out plug **and** I'll scream.
4. My uncle bought a new bike **yet** he is going to the office by bus.
5. Gulab bought a new bike; he is going to the college by taxi.

c. Complex Sentences

A complex sentence is made up of one independent / main clause and one or more than one dependent/subordinate clauses. In a sentence, these clauses are joined or linked with one another by subordinating conjunctions like when, after, because, although, if, unless, before, as, etc. and by relative pronouns like who, which, that, whose, etc. A simple comma will connect the clauses when the dependent clause appears first in the sentence.

Examples:

1. I helped her **when** I understood her need.
2. **After** he bought a new car, the boy went on a long drive.

3. I lent him my savings **because** he was short of money.
4. **Although** no goals were scored, it was an exciting game.
5. I will not pay you **unless** you complete your work.
6. **If** you work hard, you will get success.
7. **Before** Rakesh started his journey, he took blessings from his parents.
8. **As** Kapil was sick, he could not attend the party.
9. The boy **who** is wearing a blue shirt is my friend.
10. The ice cream **which** I prefer is disliked by my brother.
11. The boy went on a long drive **because** he bought a new car.
12. I told my friend **that** India won the match.
13. I praised the guy **whose** painting I liked most.

d. Complex-Compound Sentences

A complex compound sentence is a sentence that contains one or more dependent clauses with at least two independent clauses joined together with coordinating conjunctions with a comma immediately before the coordinating conjunction. These types of sentences are the combination of complex sentences and compound sentences.

For example:

After he bought a new car, the boy, who is dark and tall and wore a red t-shirt, went on a long drive, but forgot to carry his driving license, got caught by the police.

In the above example “After he bought a new car” is a dependent clause and “the boy, who is dark and tall and wore a red t-shirt, went on a long drive”, as well as “The boy forgot to carry his driving license” and “The boy got caught by the police” are the independent clauses.

e. Compound – Complex Sentences:

A sentence which has two or more independent clauses and at least one dependent clause is called as a compound-complex sentence. These sentences are having the most complicated structures. However, the proper construction these sentences of when these sentences can improve the flow of writing. These sentences

are generally the longest of all sentences which allow the user to add a layer of complexity in writing. As they improve the flow and keep your readers engaged, these sentences are useful in explaining complicated ideas.

For example:

Though Ravindra prefers tea and bread for breakfast, he ordered pizza, and he thought it was delicious.

In the above example “Though Ravindra prefers tea and bread for breakfast” is a dependent clause because it begins with the adverbial ‘Though’ and does not stand meaningful on its own. “he ordered pizza”, and “he thought it was delicious” are the independent clauses as we can use them independently and get meaningful constructions. Thus this sentence is the fine example of compound-complex sentence.

Check your progress 5:

Identify the types of sentences.

1. He is fond of playing cricket.
2. Most of the travelers were happy just sitting around in the shade because they were tired.
3. Though the weather was bad, we were committed to undertake voyage.
4. Roshan went to college but forgot his notebook at home.
5. The pizza was delivered on time, but the delivery boy left before I reached.
6. We must be careful while speaking with the elders.
7. If you want to be entrepreneur then you should work in their community.
8. My brother brushes his teeth twice a day.
9. Yesterday was a sunny day, so we thought we would go swimming in the pool but entry was full in Water Park then we decided to visit the zoo.

2.3 Summary

There are three major kinds of tenses in English. These major tenses further have four sub-kinds, which are simple tense, progressive or continuous tense, perfect tense and perfect progressive or perfect continuous tense. It means that the learners

need to identify various aspects in terms of English verbs, such as, the state of being, continuing action or action completed. While doing this, the learner needs to know how to conjugate verbs properly by focusing on the structures of tenses and modal tenses, so that he/she can form correct and effective sentences. The English language has different types of structures based on the function they perform, the meaning they convey, and the structure. The sentences in English can be Declarative/Assertive, Interrogative, Imperative and Exclamatory sentences. They also can fall in two categories such as Affirmative / Positive and Negative Sentences and based on the structure, the English sentences can be simple, compound, complex, compound-complex and complex-compound sentences. It means that the English language provides liberty to the learners to make use of various types of sentence structures. The use of different types of sentences makes speech or writing sound and effective.

2.4 Terms to remember:

human resource : the personnel of a business or organization, regarded as a significant asset in terms of skills and abilities

well versed professionals: people with language proficiency or effective communication abilities

corporate world : business sector

avenues : opportunities

backbone : the most important part of something

boost : to energy, strength or skill

denoted : suggested, showed

imply : to suggest something in an indirect way

auxiliary verb : a verb that is used with a main verb to show tense or to form questions

chronology : the order in which a series of events happened; a list of events in order

2.5 Answers to check your progress

Check your progress 1

1. Present Perfect Tense
2. Present Continuous Tense
3. Simple Present Tense
4. Present Perfect Continuous Tense
5. Simple Present Tense
6. Present Perfect Continuous Tense
7. Simple Present Tense
8. Present Perfect Tense

Check your progress 2

1. Past Perfect Continuous Tense
2. Past Continuous Tense
3. Past Perfect Tense
4. Past Continuous Tense
5. Simple Past Tense
6. Past Continuous Tense
7. Simple Past Tense
8. Past Perfect Continuous Tense

Check your progress 3

1. Simple Future Tense
2. Future Perfect Continuous Tense
3. Future Perfect Tense
4. Future Perfect Continuous Tense
5. Simple Future Tense
6. Simple Future Tense

7. Future Continuous Tense
8. Future Perfect Tense

Check your progress 4

1. Declarative Sentence
2. Interrogative Sentence
3. Exclamatory Sentence
4. Interrogative Sentence
5. Imperative Sentence
6. Exclamatory Sentence
7. Declarative Sentence
8. Imperative Sentence
9. Declarative Sentence
10. Imperative Sentence

Check your progress 5

1. Simple Sentence
2. Compound Sentence
3. Complex Sentence
4. Compound Sentence
5. Complex- Compound Sentence
6. Complex Sentence
7. Complex Sentence
8. Simple Sentence
9. Complex-Compound Sentence
10. Complex-Compound Sentence

2.6 Exercise

A. Change the tense of the following sentences as per the instructions given in the brackets:

1. I play football every weekend. (Rewrite the sentence using future continuous tense)
2. We had gone to the cinema every Sunday. (Rewrite the sentence using simple present tense)
3. They appreciated us. (Rewrite the sentence using simple future tense)
4. I shall complete the task. (Rewrite the sentence using past perfect tense)
5. We had planned to visit London. (Rewrite the sentence using past continuous tense)
6. I shall dedicate time to learning new skills and knowledge. (Rewrite the sentence using present continuous tense)
7. I challenge myself in a friendly game of basketball. (Rewrite the sentence using simple future tense)
8. Your mother will love you forever. (Rewrite the sentence using simple past tense)

B. Identify the type of the following sentences in terms of Declarative, Imperative, Interrogative and Exclamatory, Affirmative, Negative Sentences:

1. What is your hobby?
2. Ram is working at Satara.
3. I am not willing to work with you.
4. Have you seen that place?
5. Mr. Robert is a new manager.
6. Give me a glass of water.
7. Do you know that boy?
8. Hurray! We won the match.

9. The students are not studying seriously.
10. The police caught the burglar.
11. Wow! The KasPlatue is so beautiful!
12. Wash your hand cleanly.
13. Oh! What a lovely couple!
14. I prefer tea.
15. Please don't make noise.

C. Identify the type of the following sentences as per the sentence structure in terms of Simple, Complex, Compound Sentence, etc.

1. Most of the travelers were happy just sitting around in the shade because they were tired.
2. She doesn't teach maths.
3. Although my father has many friends, he is lonely.
4. Roshan went to college but forgot his notebook at home.
5. He loves to play cricket.
6. We must be careful while speaking with the elders.
7. I have a leading role in that serial.
8. Though the weather was bad, we were committed to undertake voyage.
9. Don't pray when it rains if you don't pray when the sun shines.
10. Satish wanted to go on a walk after he finished his dinner, but it started raining.

2.7 References for further study

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Unit-1

Description

1.1 Objectives:

After studying this unit, you will be able to

1. understand the need of describing the places, persons and objects.
2. learn methods and techniques to write a description of different objects.
3. develop the ability to elaborate the things orally.

1.2 I. Introduction

Description is a detailed elaboration of a person, place, object or experience. A good description paints a clear picture in the readers' or listeners' mind. It may help them to feel and see through the writer's heart and eyes. An effective description can infuse life into one's ideas.

Graduates are hired in the corporate sectors as salesmen, executives, marketing managers, supervisors or instructors and so on. They are also demanded to work in tours and travel companies. They are also expected to work in various companies and factories. They are also employed to explain objects and processes in companies and their showrooms. The employer expects them to impress or influence the customers. Since description is one kind of rhetoric, graduates of any faculty should get mastery over it. This unit focuses on furnishing the students with the skill of description.

The unit concentrates on training first year students to use English for describing objects, people, places, daily routines, processes and experiments. The students are also made aware of the structures and vocabulary used in the skill.

II. Describing People

Describing people is an art and can give you satisfaction if you are creative, respectful and observant. It can develop your writing, communication and interpersonal skills. While describing people you should consider physical appearance, personality, behaviour and distinctive qualities of people. Study the following description of a girl.

This is a description of a young girl named Geeta. She is a bright and cheerful 20 year old girl with a touching smile. She is slender like sugarcane. She has long plaited silky black hair and an oval face with shiny black watery eyes that gives an everlasting impression while walking. Her tall and well-built figure is always dressed in the latest fashionable outfits. Her glamorous walk and innocent smile creates a wonderful environment. Her energetic movements make others more cheerful. Everyone feels energetic and inspired when the words glide through her heart saying 'welcome' and 'thank you'. Everyone feels emotionless and still when she takes a selfie, pouting leaving her below teen half open. There is a feel of Koel cooing when she speaks around. There is a great harmony among her eyelids, eyelashes and upper lips when her eyes fall on something delicate and tender. Her peaceful and calm face shines when she reads in the library. Her walk and talk radiate self confidence, enthusiasm and inspiration.

Task I Make a list of the words used for physical appearance, behaviour, interests, traits, personality in your notebook. You can find wonderful descriptions of people when you read novels, short stories, newspapers, magazines etc.

The following details will help you in writing descriptions of people.

Age- young, old, teenager, middle aged, below 40, adult, in the late sixties, in the late fifties etc.

Complexion- good, dark, fair, tanned, wheatish, brownies, light, medium, dull, luminous, pinkish etc.

Face- oval, oblong, square, wrinkled, puckered, heart shaped etc.

Smile- perpetual, inviting, wonderful etc.

Figure- Slender, short, well built, muscular, fat, bent, attractive, slim etc.

Eyes (colour and shape)- small, round, big, slanting, black, brown, blue, green, hazel, dark, deep, grey etc,

Nose- upturned, straight, short, protruding, hooked, sharp, pointed, button snub etc,

Hair (colour and shape)- plaited, curly, silky, black, silver, gray, bobbed, short, streaky, cropped, a ponytail, close cut, rough, soft etc.

Lips- thin, wide, big, lipstick coated, delicate etc.

Dress- salwarkameez, trousers, sari, traditional Punjabi, T shirt, etc.

Mood- serious, cheerful, pleasant, thoughtful, sad, worried, happy, fearful, confused, boring, curious, relaxed, irritating etc.

Personality- friendly, outgoing, reserved, confident, introvert, extrovert etc.

You can write about eyelids, eyelashes, eyeballs, forehead, ears, chin, cheeks, shoulders, ornaments, and so on.

Task II A. Write at least 5 sentences of the each pattern.

There is

She/he has

Subject+verb.....

B. Write at least 5 sentences on the each of the following structure.

Simple present - subject+verb in first form

Simple past tense- subject+verb in second form

Present continuous- subject+verb in ing form

Present perfect- subject+have/has +verb in third form

Past perfect- subject+had +verb in third form

III. Describing Objects

You come across a number of objects in and outside of your house. If you want to describe them, you must have keen eye for the details. You can mention so many things in the description of the object such as definition, shape, figure, dimensions, property, colour, material, parts, connection between parts, function, special characteristics, type, user, texture, design patterns on the object, present condition, name of the company etc.

Read the following description

This is PGK washing machine. It is rectangular in shape and fully automatic domestic appliance. It has a flat soft close glass top that allows you to see inside it. It has a fibre sturdy body and has scratch proof durable finish. There is a digital display screen on the top. It has touch screen buttons for settings for washing, gentle wash, rinsing, drying clothes etc. There is a detergent dispenser attached to the round

stainless steel drum. At the back side of the machine there are vents for cooling the machine. There is a plastic hose for draining out water, a tap for water and an electric cable. The machine operates very quietly. It has advanced features like spinning, temperature adjustments, less water consumption, hot water washing etc. It gives you reliability and efficiency. It is the latest indispensable home appliance.

The description includes

Shape- rectangular, round drum

Type - domestic

Material - Steel, fibre, glass, plastic

Parts- top, body, hose pipe, dispenser, cable, display screen, etc.

Adjectives- flat, gentle, digital, durable etc

Colour- silver

Features- soft close top, fully automatic, gentle wash, operates very quietly, spinning temperature adjustments, less water consumption etc

Study the sentence patterns.

It is

There is

It has

It - used as subject in the sentence. It is called introductory. It is also used as pronoun for the noun machine to avoid repetition.

There- used as subject. It also introduces the subject.

It has - in such sentences 'has' indicates possession. It is a verb and not an auxiliary

Practise these patterns.

Task III Describe the following objects:

1. My College
2. Computer

IV. Describing Places

We love visiting historical places like castles, temples, Museums etc. We are also interested in visiting hill stations, forest areas, malls and supermarkets.

Read the following description of a historical fort Panhala.

Panhala is a must visit place for history lovers, adventure seekers and nature lovers. It is historic Fort located north west of Kolhapur city. It is just 18 km from the city Kolhapur. It is said that it was built in 17th Century by the Great Maratha ruler Chhatrapati Shivaji Maharaj. Majestic and imposing structure of the fort is on the top of the hill. It offers breath-taking views of the surrounding landscape. It is a fine blend of Hindu and Mughal architecture. It has more than 7 km of fortifications. It is zigzagged in shape and is one of the largest forts in the Deccan. It is 400 m above its surrounding plain. It has several notable features. They are Andheribavadi, a three storey structure, kalavantinicha Mahal called nayakani Saja, on the east side of the Fort, Amberkhana, the biggest granary situated in the centre, SajjaKoti a viewing pavilion, Teen Darwaza, three double gateways at westside of the Fort and Rajdindi bastion, exits used in times of emergency. Panhala is well maintained and offers a range of amenities for visitors.

While describing places you can consider the location, climate, natural beauty, significance, notable features, present status, type of the place etc.

You can use the sentence structures like

There is

There are

It has

You can use the expressions like

You will find

You come across

You see etc

V. Describing Daily Routine

Daily routine includes a schedule of tasks and activities to be completed at specific time of the day. It is fixed way of doing things. You can talk about your daily routine and others. This task will help you to communicate effectively about your activities, habits, and time management. This will help you to identify your strengths and weaknesses that will help you to achieve success in your career. It will help you to balance between personal and professional responsibilities. Mastery over the skill can benefit you in personal and professional lives. Study the following daily routine of a teacher.

Dr Sarang daily wakes up early in the morning before 5:30. He does light exercises and takes a glass of milk. He finishes his other works like shaving, polishing shoes, cleaning bedroom, and veranda. Taking light breakfast he reads newspaper. He takes review of the daily tasks and leaves for school in uniform. He generally reaches there at about 7.00. He checks mails and responds to urgent mails. Then he prepares for the classes taking review of the notes. His teaching starts from 8.00 a.m. to 4:00 p.m. He engages classes as per time table taking break in between to rest and recharge. His lunch break is between 12.00 p.m. and 1:00 p.m. He usually uses the break for lunch and relaxation. From 3:00 p.m. to 4:00 p.m. he is generally busy in conducting extracurricular activities, preparing note, and material for the next day's classes. By 5.00 p.m. he comes home and keeps himself busy in reading online articles related to teaching and learning, in updating his personal blog, reading blogs of others etc. Then he spends quality time with his family. After that he watches some Marathi and Hindi channels and goes to bed listening radio.

Simple present tense is used for describing daily routine. - wakes up, finishes, reads, takes, responses, engages, spends etc.

Sentence structure - S + V + C(O).

- Present continuous tense is also used to describe activities currently in progress.
- Present perfect tense is used to describe activities that started in the past and continues up to the present.
- Simple past and past perfect tense may also be used for completed activities.
- Study the adverbs used - usually, normally, generally, daily, etc.
- Study how adverbs like then, after that, are used to sequence the events

- Try to use adverb like usually, rarely, seldom, often, always, daily, generally, regularly, etc while describing daily routines of people.

The following connectors help to link activities and provide a clear sequence of events in daily routine.

Before- prior to another

After- following another

Next- subsequent activity

During - occurs within a specific time

In the morning - Specify the time

And - used to connect two activities

While - for simultaneous activities

Until - indicates an activity that continues up to a specific point.

Task V: 1. Describe your personal daily routine.

VI. Describing Processes

Study the following process of making tea.

First place an empty pot on the gas stove and pour a cup of water into it. Then light the gas and allow the water to boil. After a minute or two add a small spoon of tea and two spoons of sugar in the boiling water. Next add some milk to taste and allow it for two minutes to boil. After that stir well and strain tea. Now tea is ready to drink.

Study the language feature.

Imperative sentences - place an empty pot, light the gas stove etc.

Use of transitional phrases - first, then, next, etc You may use active voice to make instructions more direct and clear.

While describing processes, focus on the following points.

Give the steps in right order

Be clear to avoid confusion

Provide specific details and measurements to avoid ambiguity

Ensure that the steps are in correct sequence

Use simple language or terms to avoid ambiguity.

Give instructions in such a way that the listener has no prior knowledge of the process.

Give safety precautions if any.

The above points will help you to describe any process clearly accurately and effectively.

Read the following steps in removing a puncture from a two wheeler.

- Move the two wheeler to a safe location
- Turn off the engine
- Remove the wheel with a wrench
- Pry the tyre away from the rim.
- Inspect the tyre to remove the object that caused the puncture.
- Apply a tyre patch on the puncture.
- Set the tyre on the rim properly.
- Inflate the tyre to the recommended air pressure
- Place the wheel back on the two wheeler.
- Tighten the nuts properly.
- Drive the two wheeler safely.

VII. Describe Experiments

While describing experiments, remember the following points for effective and easy to understand description.

- You should know the purpose and objective.
- You should know the materials and equipments.
- You should use proper scientific language and terminology.
- You should write precisely and clearly.
- You should use imperative sentences.
- You should use simple present tense
- You should use Simple sentences and avoid Complex sentence.
- You should prefer passive voice to emphasize the experiment.
- You should use simple language to avoid interpretation.

Read the following experiment of separating iron from a mixture of Sulphur and iron.

Purpose- to get iron using magnetic separation and chemical reaction.

Material - magnet, beaker, water, hydrochloric acid, filter paper, and mixture of Sulphur and iron etc.

Procedure -

First take a flat surface and place the mixture on it and hold a magnet underneath. Keep moving the magnet until the small particles get attracted to the magnet. The action separates iron from the sulphur. Collect small particles of iron in a separate pot. Collect the remaining mixture in a beaker and add hydrochloric acid to it. Then stir the mixture slowly. After that observe the reaction. There will be reaction of Sulphur with the acid and hydrogen sulphide gas will be formed. Watch carefully till the reaction is complete. And then use the filter paper to filter the mixture. Collect the solid Sulphur and discard the liquid. Next use water to wash the small iron particles. Washing removes the impurities. To remove any moisture heat the particles gently.

Check your Progress:

Task I:

This is an activity based task. Students are suggested to read the short stories, novels and write down the characteristics of the appearance of different personalities.

Task II:

Sample sentences are given students should write more sentences.

A. There is

1. There is a bus stand.
2. There is a football.

He/ She has...

1. He has a nice cell phone.
2. She has a beautiful personality.

Subject+ Verb...

1. Rakesh will reach at time.

2. Leena is an active girl.

B. Write at least 5 sentences on the each of the following structure.

Sample sentences are given students should write more sentences.

Simple present - subject+verb in first form

We play cricket.

Simple past tense- subject+verb in second form

He was reading at that time.

Present continuous- subject+verb in -ing form

I am writing a letter.

Present perfect- subject+have/has +verb in third form

He has written the letter.

Past perfect- subject+had +verb in third form

He had finished his work.

Task III Describe the following:

1. My College

I read in a local college that is the biggest and the best college in this area. With good results and other activities, my college has been ranked top every year. I am studying here for a year and I am enjoying the atmosphere here. The best thing about my college is its campus. I love to spend time on this campus. My college campus is so big. It has a huge area with ten buildings. Each building is for different divisions. There is a big playground inside the campus. Students keep playing cricket or football there all day long. The environment is so friendly. Anyone doesn't bother me or anyone. If you face any problem, everyone is so helpful. There is a computer lab and college library in the east building. I spend most of my leisure time in the library when I am in college. It has a huge collection of great books. As a book lover, I enjoy my time there. The seniors and juniors have a good bonding on the campus. Everyone contributes to having a peaceful campus. I love my college campus a lot. I love to spend time there.

2. Computer

Computer is a very significant object in the modern life. It is made up of different parts like monitor, CPU, mouse, keyboard etc. It is very useful in official

work. In every field it has got great importance as it reduces wastage of time. Even it avoids the hard work and gives smart work for all the people. The internal parts of the computer are hard disk, ram which are very important. Hard disk is used to store the data. Ram brings the files to screen of computer. Mouse is basically used to run the cursor on the screen. It has small parts like left key and right key. Right key gives different options to undertake different functions. Key board is used to add the data in the computer. Unlimited data can be typed with the help of keyboard. Computer facilitates the use of Word, Excel, Power Point and many other things for data creation and use. In short Computer is the need of the hour.

Task V: 1. Describe your personal daily routine.

I wake up at 6 o'clock in the morning. I take my bath and get dressed for college. I usually wear Jeans, T-shirt, shoes as per my interest. I comb my hair on left side. I pack up my bag with all my books and notebooks. I catch the bus for college at 7 am. It takes only 25 minutes to reach my college. I get off the bus and reach my college within 5 minutes. My class start at 7.40am. I take my breakfast in the 15 minutes recess of the lectures. I finish my college at 11.30 am and go to the Career Oriented Course Class. There I continue there for 1 hour. Then I return to my home by taking the same bus to my own town. After taking my lunch, I complete the homework given in the college. Later on I see whether there is any task of my parents to be completed. In the evening, I meet my friends and spare time just for enjoyment and chit chatting. At night I complete my remaining academic exercise. I go to sleep at 10.00pm.

Exercise:

1. Describe your brother.
2. Give detailed explanation of popular place in your town.
3. Write the procedure of making Chapati.



Unit-2

A. Reclaim Your Creative Confidence

Tom Kelley and David Kelley

- 4.A.0 Objectives
- 4.A.1 Introduction
- 4.A.2 Content
- 4.A.3 Notes and Glossary
- 4.A.4 Check your progress
- 4.A.5 Summary
- 4.A.6 Exercises
- 4.A.7 Key to Check your progress
- 4.A.8 Further Reading

4.A.0 Objectives:

After studying this unit you will be able to:

- how creativity is important in any walk of life
- how to overcome the fear
- how to stay oneself motivated

4.A.1 Introduction

Tom Kelley is the bestselling author of creative confidence. He is a man of innovation. He is closely associated with business development, marketing, human resources, and operations. Tom is an Executive Fellow at the Haas School of Business at UC Berkeley and holds a similar role at the University of Tokyo. These two brothers established IDEO which is an institute giving importance to creativity. They believe on the fact that every individual has his own creative competence. They have searched and designed the different creative principles at different institutions. Thinking out of the box is very important. Creative thinking is very useful to be productive and successful in human life.

4.A.2 Content:

Most people are born creative. As children, we revel in imaginary play, ask outlandish questions, draw blobs and call them dinosaurs. But over time, because of socialization and formal education, a lot of us start to stifle those impulses. We learn to be warier of judgment, more cautious, more analytical. The world seems to divide into “creatives” and “noncreatives,” and too many people consciously or unconsciously resign themselves to the latter category.

And yet we know that creativity is essential to success in any discipline or industry. According to a recent IBM survey of chief executives around the world, it’s the most sought-after trait in leaders today. No one can deny that creative thinking has enabled the rise and continued success of countless companies, from start-ups like Facebook and Google to stalwarts like Procter & Gamble and General Electric.

Students often come to Stanford University’s “d.school” (which was founded by one of us—David Kelley—and is formally known as the Hasso Plattner Institute of Design) to develop their creativity. Clients work with IDEO, our design and innovation consultancy, for the same reason. But along the way, we’ve learned that our job isn’t to *teach* them creativity. It’s to help them *rediscover* their creative confidence—the natural ability to come up with new ideas and the courage to try them out. We do this by giving them strategies to get past four fears that hold most of us back: fear of the messy unknown, fear of being judged, fear of the first step, and fear of losing control.

Easier said than done, you might argue. But we know it’s possible for people to overcome even their most deep-seated fears. Consider the work of Albert Bandura, a world-renowned psychologist and Stanford professor. In one series of early experiments, he helped people conquer lifelong snake phobias by guiding them through a series of increasingly demanding interactions. They would start by watching a snake through a two-way mirror. Once comfortable with that, they’d progress to observing it through an open door, then to watching someone else touch the snake, then to touching it themselves through a heavy leather glove, and, finally, in a few hours, to touching it with their own bare hands. Bandura calls this process of experiencing one small success after another “guided mastery.” The people who went through it weren’t just cured of a crippling fear they had assumed was untreatable. They also had less anxiety and more success in other parts of their lives, taking up

new and potentially frightening activities like horseback riding and public speaking. They tried harder, persevered longer, and had more resilience in the face of failure. They had gained a new confidence in their ability to attain what they set out to do.

We've used much the same approach over the past 30 years to help people transcend the fears that block their creativity. You break challenges down into small steps and then build confidence by succeeding on one after another. Creativity is something you practice, not just a talent you're born with. The process may feel a little uncomfortable at first, but—as the snake phobics learned—the discomfort quickly fades away and is replaced with new confidence and capabilities.

Creativity is something you practice, not just a talent you're born with.

Fear of the Messy Unknown

Creative thinking in business begins with having empathy for your customers (whether they're internal or external), and you can't get that sitting behind a desk. Yes, we know it's cozy in your office. Everything is reassuringly familiar; information comes from predictable sources; contradictory data are weeded out and ignored. Out in the world, it's more chaotic. You have to deal with unexpected findings, with uncertainty, and with irrational people who say things you don't want to hear. But that is where you find insights—and creative breakthroughs. Venturing forth in pursuit of learning, even without a hypothesis, can open you up to new information and help you discover nonobvious needs. Otherwise, you risk simply reconfirming ideas you've already had or waiting for others—your customers, your boss, or even your competitors—to tell you what to do.

At the d.school, we routinely assign students to do this sort of anthropological fieldwork—to get out of their comfort zones and into the world—until, suddenly, they start doing it on their own. Consider a computer scientist, two engineers, and an MBA student, all of whom took the Extreme Affordability class taught by Stanford business school professor Jim Patell. They eventually realized that they couldn't complete their group project—to research and design a low-cost incubator for newborn babies in the developing world—while living in safe, suburban California. So they gathered their courage and visited rural Nepal. Talking with families and doctors firsthand, they learned that the babies in gravest danger were those born prematurely in areas far from hospitals. Nepalese villagers didn't need a cheaper incubator at the hospital—they needed a fail-safe way to keep babies warm when

they were away from doctors who could do so effectively. Those insights led the team to design a miniature “sleeping bag” with a pouch containing a special heat-storing wax. The Embrace Infant Warmer costs 99% less than a traditional incubator and can maintain the right temperature for up to six hours without an external power source. The innovation has the potential to save millions of low-birth-weight and premature babies every year, and it came about only because the team members were willing to throw themselves into unfamiliar territory.

Tackling the Mess, One Step at a Time

Another example comes from two students, Akshay Kothari and Ankit Gupta, who took the d.school’s Launchpad course. The class required them to start a company from scratch by the end of the 10-week academic quarter. Both were self-described “geeks”—technically brilliant, deeply analytical, and definitely shy. But they opted to work on their project—an elegant news reader for the then-newly released iPad—off-campus in a Palo Alto cafe where they’d be surrounded by potential users. Getting over the awkwardness of approaching strangers, Akshay gathered feedback by asking cafe patrons to experiment with his prototypes. Ankit coded hundreds of small variations to be tested each day—changing everything from interaction patterns to the size of a button. In a matter of weeks they rapidly iterated their way to a successful product. “We went from people saying, ‘This is crap,’” says Akshay, “to ‘Is this app preloaded on every iPad?’” The result—Pulse News—received public praise from Steve Jobs at a worldwide developer’s conference only a few months later, has been downloaded by 15 million people, and is one of the original 50 apps in Apple’s App Store Hall of Fame.

It’s not just entrepreneurs and product developers who should get into “the mess.” Senior managers also must hear directly from anyone affected by their decisions. For instance, midway through a management off-site IDEO held for ConAgra Foods, the executives broke away from their upscale conference rooms to explore gritty Detroit neighborhoods, where you can go miles without seeing a grocery store. They personally observed how inner-city residents reacted to food products and spoke with an urban farmer who hopes to turn abandoned lots into community gardens. Now, according to Al Bolles, ConAgra’s executive vice president of research, quality, and innovation, such behavior is common at the company. “A few years ago, it was hard to pry my executive team away from the

office,” he says, “but now we venture out and get onto our customers’ home turf to get insights about what they really need.”

Fear of Being Judged

If the scribbling, singing, dancing kindergartner symbolizes unfettered creative expression, the awkward teenager represents the opposite: someone who cares—*deeply*—about what other people think. It takes only a few years to develop that fear of judgment, but it stays with us throughout our adult lives, often constraining our careers. Most of us accept that when we are learning, say, to ski, others will see us fall down until practice pays off. But we can’t risk our business-world ego in the same way. As a result, we self-edit, killing potentially creative ideas because we’re afraid our bosses or peers will see us fail. We stick to “safe” solutions or suggestions. We hang back, allowing others to take risks. But you can’t be creative if you are constantly censoring yourself.

Half the battle is to resist judging *yourself*. If you can listen to your own intuition and embrace more of your ideas (good and bad), you’re already partway to overcoming this fear. So take baby steps, as Bandura’s clients did. Instead of letting thoughts run through your head and down the drain, capture them systematically in some form of idea notebook. Keep a whiteboard and marker in the shower. Schedule daily “white space” in your calendar, where your only task is to think or take a walk and daydream. When you try to generate ideas, shoot for 100 instead of 10. Defer your own judgment and you’ll be surprised at how many ideas you have—and like—by the end of the week.

Also, try using new language when you give feedback, and encourage your collaborators to do the same. At the d.school, our feedback typically starts with “I like...” and moves on to “I wish...” instead of just passing judgment with put-downs like “That will never work.” Opening with the positives and then using the first person for suggestions signals that “This is just my opinion and I want to help,” which makes listeners more receptive to your ideas.

We recently worked with Air New Zealand to reinvent the customer experience for its long-distance flights. As a highly regulated industry, airlines tend toward conservatism. To overcome the cultural norm of skepticism and caution, we started with a workshop aimed at generating crazy ideas. Executives brainstormed and prototyped a dozen unconventional (and some seemingly impractical) concepts,

including harnesses that hold people standing up, groups of seats facing one another around a table, and even hammocks and bunk beds. Everyone was doing it, so no one was scared he or she would be judged. This willingness to consider wild notions and defer judgment eventually led the Air New Zealand team to a creative breakthrough: the Skycouch, a lie-flat seat for economy class. At first, it seemed impossible that such a seat could be made without enlarging its footprint (seats in business and first-class cabins take up much more space), but the new design does just that: A heavily padded section swings up like a footrest to transform an airline row into a futonlike platform that a couple can lie down on together. The Skycouch is now featured on a number of Air New Zealand's international flights, and the company has won several industry awards as a result.

Fear of the First Step

Even when we want to embrace our creative ideas, acting on them presents its own challenges. Creative efforts are hardest at the beginning. The writer faces the blank page; the teacher, the start of school; businesspeople, the first day of a new project. In a broader sense, we're also talking about fear of charting a new path or breaking out of your predictable workflow. To overcome this inertia, good ideas are not enough. You need to stop planning and just get started—and the best way to do that is to stop focusing on the huge overall task and find a small piece you can tackle right away.

Best-selling writer Anne Lamott expertly captures this idea in a story from her childhood. Her brother had been assigned a school report about birds, but he waited to start on it until the night before it was due. He was near tears, overwhelmed by the task ahead, until his father gave him some wise advice: "Bird by bird, buddy. Just take it bird by bird." In a business context, you can push yourself to take the first step by asking: What is the low-cost experiment? What's the quickest, cheapest way to make progress toward the larger goal?

Or give yourself a crazy deadline, as John Keefe, a d.school alum and a senior editor at radio station WNYC, did after a colleague complained that her mom had to wait at city bus stops never knowing when the next bus would come. If you worked for New York City Transit and your boss asked you to solve that problem, how soon would you promise to get a system up and running? Six weeks? Ten? John, who *doesn't* work for the transit authority, said, "Give me till the end of the day." He

bought an 800 number, figured out how to access real-time bus data, and linked it to text-to-speech technology. Within 24 hours, he had set up a service that allowed bus riders to call in, input their bus stop number, and hear the location of the approaching bus. John applies the same fearless attitude to his work at WNYC. “The most effective way I’ve found to practice design thinking is by showing, not telling,” he explains.

Another example of the “start simple” strategy comes from an IDEO project to develop a new dashboard feature for a European luxury car. To test their ideas, designers videotaped an existing car and then used digital effects to layer on proposed features. The rapid prototyping process took less than a week. When the team showed the video to our client, he laughed. “Last time we did something like this,” he said, “we built a prototype car, which took almost a year and cost over a million dollars. Then we took a video of it. You skipped the car and went straight to the video.”

Our mantra is “Don’t get ready, get started!” The first step will seem much less daunting if you make it a tiny one and you force yourself to do it *right now*. Rather than stalling and allowing your anxiety to build, just start inching toward the snake.

Fear of Losing Control

Confidence doesn’t simply mean believing your ideas are good. It means having the humility to let go of ideas that aren’t working and to accept good ideas from other people. When you abandon the status quo and work collaboratively, you sacrifice control over your product, your team, and your business. But the creative gains can more than compensate. Again, you can start small. If you’re facing a tough challenge, try calling a meeting with people fresh to the topic. Or break the routine of a weekly meeting by letting the most junior person in the room set the agenda and lead it. Look for opportunities to cede control and leverage different perspectives.

That’s exactly what Bonny Simi, director of airport planning at JetBlue Airways, did after an ice storm closed JFK International Airport for a six-hour stretch in 2007—and disrupted the airline’s flight service for the next six days. Everyone knew there were operational problems to be fixed, but no one knew exactly what to do. Fresh from a d.school course, Bonny suggested that JetBlue brainstorm solutions from the bottom up rather than the top down. First, she gathered a team of 120 frontline employees together for just one day—pilots, flight attendants,

dispatchers, ramp workers, crew schedulers, and other staff members. Then she mapped out their disruption recovery actions (using yellow Post-it notes) and the challenges they faced (using pink ones). By the end of the day, Bonny's grassroots task force had reached new insights—and resolve. The distributed team then spent the next few months working through more than a thousand pink Post-its to creatively solve each problem. By admitting that the answers lay in the collective, Bonny did more than she could ever have done alone. And JetBlue now recovers from major disruptions significantly faster than it did before.

Our own experience with the open innovation platform Open IDEO is another case in point. Its launch was scary in two ways: First, we were starting a public conversation that could quickly get out of hand; second, we were admitting that we don't have all the answers. But we were ready, like Bandura's phobics, to take a bigger leap—to touch the snake. And we soon discovered the benefits. Today, the Open IDEO community includes about 30,000 people from 170 countries. They may never meet in person, but together they've already made a difference on dozens of initiatives—from helping revitalize cities in economic decline to prototyping ultrasound services for expectant mothers in Colombia. We've learned that no matter what group you're in or where you work, there are always more ideas outside than inside. For people with backgrounds as diverse as those of Akshay, Ankit, John, and Bonny, fear—of the messy unknown, of judgment, of taking the first step, or of letting go—could have blocked the path to innovation. But instead, they worked to overcome their fears, rediscovered their creative confidence, and made a difference. As Hungarian essayist GyorgyKonrad once said, “Courage is only the accumulation of small steps.” So don't wait at the starting line. Let go of your fears and begin practicing creative confidence today.

4.A.3 Notes and Glossary:

blobs: Spot

stifle: suppress

warier: cautious

creative: inventive

non-creative: non-inventive

trait: quality

deny : reject
stalwarts : great person
messy : chaotic
rediscover: revive
consultancy: advice
innovation : novelty
conquer: victory
phobias : fears
cripple: crawl
untreatable: fatal
anxiety: worry
frightening : fearful
persevered : conserved
resilience: flexibility
transcend : surpass
empathy : equal feeling
venture: project
nonobvious : unclear
anthropology: science of human being
territory: area
awkwardness : clumsiness
entrepreneurs : businessmen
scribbling: jotting
collaborators : partners
prototype: sample, example
embrace: catch tightly

Inertia: inactivity

colleague: coworker

4.A.4 Check your progress:

A. Complete the following statements choosing the correct alternative from the ones given below them.

1. Most people are born
a. week b. strong c. critical d. creative
2. Creativity is essential for in any discipline or industry.
a. success b. failure c. survival d. communication
3. Stanford University's "d.school" was founded by
a. John David b. David Lawrence
c. David Kelley d. Allan David
4. Albert Bandura was a world-renowned
a. doctor b. psychologist c. engineer d. technician
5. Half the battle is to resist judging
a. partners b. colleagues c. yourself d. relatives

B. Answer the following questions in one word, phrase or sentence.

1. What are the two categories of people Tom and David Kelley defines?
2. What was authors' role at IDEO?
3. What did the Nepalese villagers want for their babies?
4. What is the effective way of design thinking?
5. What is writer's suggestion when you face tough challenge?

4.A.5 Summary:

According to Tom Kelley and David Kelley the fear of anything can restrict our self away from the success. Due to lack of confidence people remain unhappy in their lives. The authors of this essay thinks that if you go step by step towards the goal then the phobia of the difficulty or impossibility disappears. They give the

example of snake phobias. When these people come in contact with snakes slowly then they are relieved from the phobia. Their discomfort is replaced by new confidence and capabilities. Creativity is not all the times comes with your birth but it is a part and parcel of practice.

Discomfort quickly fades away and is replaced with new confidence and capabilities. Creativity is such a thing which comes out through unexpected answers and disliking responses. It makes your brain think out of box. It gives a new channel to go through the process in a different way. The invention of cheaper incubator by the Nepalese villagers is also the outcome of the creativity.

Always take a step at the single time which will convert your act into the creative thought. The authors of the extract gives the example of Akshay Kothari and Ankit Gupta whose contribution is noted by Steve Jobs and was rewarded for their proper decisions. We also feel the fear of being judged by the friends, colleagues and bosses. You can win the battle by leaving the fear of being judged by yourself. The remaining can be won by resisting yourself from judging yourself.

Don't get ready, get started the task. This will bring you out of the fear of the difficulty and impossibility of the tasks. Don't afraid of losing control over the task. Begin the task with small steps and with new persons with fresh ideas. In the words of Konrad don't be afraid of negative results dare to start and victory is yours.

4.A.6 Exercises:

1. What is the major concern of 'Reclaim Your Creative Confidence' by Tom Kelley and David Kelley
2. Discuss the ideas of Tom Kelley and David Kelley on creativity.
3. How can one overcome fear and get the success in life?

4.A.7 Key to Check your progress

A. Complete the following statements choosing the correct alternative from the ones given below them.

- | | | |
|-------------------|---------------|-------------------|
| 1. d. creative | 2.a. success | 3.c. David Kelley |
| 4.b. psychologist | 5.c. yourself | |

B. Answer the following questions in one word, phrase or sentence.

1. People divide into two categories which are “creatives” and “noncreatives,”
2. Authors’ role was not to teach the clients what is creativity but to rediscover their creative confidence.
3. Nepalese villagers didn’t need a cheaper incubator at the hospital, they needed a fail-safe way to keep babies warm when they were away from doctors.
4. The most effective way the writer found to practice design thinking is by showing and not telling
5. When you face tough challenge, try calling a meeting with people fresh to the topic.

4.A.8 Further Reading:

1. Amabile T M, Creativity under the gun, Harvard Business Review, 2002
2. McGrath R.G. Failing by Design, Harvard Business Review, 2011.
3. Amabile T M, Creativity and the role of the leader, Harvard Business Review, 2008.

2. B.Yes! I Can Do It!

Shweta Taneja

- 4.B.0 Objectives
- 4.B.1 Introduction
- 4.B.2 Content
- 4.B.3 Notes and Glossary
- 4.B.4 Check your progress
- 4.B.5 Summary
- 4.B.6 Exercises
- 4.B.7 Key to Check your progress
- 4.B.8 Further Reading

4.B.0 Objectives:

After studying this unit you will be able to:

- understand the power of your brain
- know how you can start a movement
- develop the skills of communication with people around the world

4.B.1 Introduction:

This article is taken from Femina of April 2007, which describes the venture of Poonam Ahluwalia, who started a global movement for youth employment, the movement called Youth Employment Summit (YES) to help young people find their employment career. If you wish to join this campaign, you can log on to www.yesweb.org, and find out more.

4.B.2 Content

At first, it sounds like a fairy tale. But then you hear it again and you know it's more than that. It's real; as grit, determination, and believing in an idea can ever be. That is the story of Poonam Ahluwalia, who six year ago, When she was young, she used to want to hug the sweeper of the house and couldn't understand why her mother got the jitters about it. "I got married and my husband wanted to do his MBA

in the US, so we shifted there. After that, I had my children.” It was after a gap of about 10 years that she got back to her dream.

“In 1996, I met a woman from Education Development Center in Massachusetts, where I was working, who wanted me to conduct workshops on ‘Workforce development in India’. I didn’t know what that actually meant, but I went for the interview anyway and conducted workshops in 50 areas in our country. It was an amazing success. We worked to understand the need of the areas we visited, and came back to them after three months with possible solutions: “This is what you need to generate work in your communities’. We even touched SEWA (All Indian federation of Self- Employed Women’s Association), the Women’s union in Gujarat.”

Being young herself, she started approaching youngsters. “That is when the dichotomy struck me. The young are not interested in the past or the present. They are looking at the future. They know their needs. They don’t need charity or answers or possible solutions. They need resources and ideas to make their plans come true.”

WE’RE GOING GLOBAL

She decides to try to help young people across the world by creating a global movement. Ironically, that was the lowest point in her life. “Since I didn’t know how to go about it, people did not take me seriously and tried to pull my ideas down. High level people from global institutions refused to work with me. I was scoffed at, laughed at and some of my colleague even called me mad for my vision.

“In spite of this, I kept at it because I am a fool! I am a believer and I have a immense hope. I had zero dollars in my pocket, but I wanted to change the world. There are fools like that and we are the ones who keep hope alive.”

The first YES campaign happened in 2002 in Alexandria, Egypt. “I was able to get former US president, Mr. Bill Clinton and Mrs. Suzanne Mubarak the First Lady of the Arab Republic of Egypt, to co-chair this summit, but the funniest things was we didn’t know what we were doing. We didn’t have a clue who would come and who wouldn’t. On the morning of the day, my cell phone was ringing constantly. There was a rush about 1,600 delegates from 120 countries. We had 45 government officials, NGOs, private sectors, and people from UN agencies. So it ended up like a mela. We were not prepared; we didn’t even have enough towels or place for these people to say. But we had the spirit. So we started interacting and building

relationships to find a breakthrough. We didn't need to be perfect, just have enough commitment to begin. That's how it all started."

The five-day summit discussed ways to respond to problems faced by unemployed youth. As of date, they have been able to initiate more than 400 projects in 80 countries through these summits.

"What YES does is a very cutting-edge paradigm," says Poonam. "Every country has local development needs. Just giving them money does not work. People come to us asking us what to do. We show them a tool kit and give options. It's a model which says, 'Get inspired, have a vision, find a partner, work together, and learn from each other.' We give them a platform to learn. Then we support them with fund raising, development, ministerial meetings and brandings.

"For example, a project may be doing very well in India, but you can't go to another country and tell them to replicate the same project there. You can tell them that people in India have achieved so and so through this project and let them learn, innovate and find their own answers to their own needs."

The campaigners and those interested meet every two years at a summit, bringing people who have been doing amazing things in their countries. "We prepare workshops, tool kits, publications, knowledge and then share. Youth from other countries take that knowledge and translate it to meet their needs."

Another aim of the project is to raise money for various projects. "When we raise money, we put it into projects in a country where it's most needed. Right now, we are doing a project with Levi's Strauss in Mexico, the Honduras, Costa Rica and the Dominican Republic. It involves training their factory workers in entrepreneurship and leadership." They didn't have their own workforce to implement the project, but they trained people in the Mexico network who are now training these workers.

LOVER OF ROOTS

Recently, Poonam converted the organization into Yes Inc, a company which will develop the YES fund, build capacity for 84 YES country networks to develop and implement programmes, and organise these three remaining YES summits. "We launched our company in the middle of the YES campaign which started in 2002 and will culminate in 2012." Poonam has also set up an office in Delhi. "I have opened a

YES office in the country to learn how we did it. Most countries are not like that. India has moved so far since we have local capacities and our leaders have invested in human capital. This office will learn from what groups in Indian rural areas are working towards.”

Another project that Poonam is starting is a ‘Global Fund For Youth Competition.’ It’s a project whereby the company will invite young people to make a demonstration project on how to create entrepreneurs. “We will train them in identifying markets, their community and help them decide a business plan for the competition. Those who win will be given actual capital to implement their projects.”

LOOKING BACK

High on her dreams, Poonam reminisces, “I didn’t know where I was going. Things happened. It was a snowball effect. That’s what got us here.” And ‘here’ is just the start. This passionate woman will not stop until she gets all the young people around the world working and on their toes!

4.B.3 Notes and Glossary:

grit (N): quality of courage and endurance.

eradication (V): destroy, put an end to it.

clad (V): dressed

ethnic (N): related to particular race or culture e.g ethnic Indian dress

jitters (N): nervousness

dichotomy (N): difference (between two ideas, people)

scoffed at (V): mocked, ridiculed

breakthrough (N): a way out (of some problem)

paradigm (N): pattern

reminisce (V): think of the past.

4.B.4 Check your progress

I. Choose the best alternative from the ones given below

1. Poonam Ahaluwalia conducted workshops on workforce development in
a) Kenya b) Mexico

- II. Answer the following questions in one sentence each.**

- ### 4.B.5 Summary

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4.B.6 Exercises

I. Write short answers to the following questions (3-4 sentences each)

1. What did Poonam Ahluwalia do for workforce development in India?
2. What did Poonam understand about the young people?
3. What problems did Poonam face when she started a global movement?
4. What did the Summits of YES in Mexico and Kenya achieve?
5. What work is being done by YES in collaboration with Levi Strauss?
6. What is the objective of the company YES Inc. formed by Poonam?
7. How is India different from most countries, according to Poonam?

II. Write Short Notes on the following.

1. Alexandria Summit of YES.
2. Poonam's first venture in India.
3. Aims and objectives of YES.
4. The working methodology of YES.

4.B.7 Key to Check your progress

I. Choose the best alternative from the ones given below

1. India
2. Need answers for their problems
3. 800

II. Answer the following questions in one sentence each.

1. Youth Employment Summit is a movement.
2. Workforce Development in India is a workshop which Poonam Ahluwalia conducted in 1996.
3. All Indian federation of Self- Employed Women's Association, (SEWA) the Women's union.
4. SEWA is located in Gujarat
5. Poonam decided to help young people by helping them to decide their career.
6. The first YES campaign happened in 2002 in Alexandria, Egypt.

7. Mrs. Suzanne Mubarak the First Lady of the Arab Republic of Egypt, co-chaired the summit.
8. In 2002 the company started.
9. Another project of Poonam is 'Global Fund For Youth Competition.'
10. The company office is at Delhi

Vocabulary

i) Note the following

Noun

Verb

Determination

Determine

1. He determined to go abroad for further studies.
2. His determination to compete the course was surprising.

Now find verbs of the following nouns and use both in your own sentences.

Belief, decision, employment, movement, innovation, sweeper, development, solution.

ii) There are the words which can be used both as a verb and then as a noun.

Skirt, cut, run, shift, care, watch, wish, talk

Make use of these words in your own sentences first as a verb and then as a noun.

iii) It was the dream of Poonam

- a) to find a job in the USA
- b) to eradicate poverty
- c) to established her own company
- d) to build movement to help the old people

iv) The first YES campaign discussed

- a) how to build up relationships
- b) where to organize next Summit meetings.
- c) problems faced by unemployed youth.
- d) how to raise funds for the movement.

- v) Global Fund for Youth Competition is project for
 - a) Raising funds for the enemployed youth
 - b) Making demonstration project on creating
 - c) Training young people to find jobs
 - d) Exchanging business ideas with others.

C. The Exercise Book

Rabindranath Tagore

- 4.C.0 Objectives
- 4.C.1 Introduction
- 4.C.2 Content
- 4.C.3 Notes and Glossary
- 4.C.4 Check your progress
- 4.C.5 Summary
- 4.C.6 Exercises
- 4.C.7 Key to Check your progress
- 4.C.8 Further Reading

4.C.0 Objectives:

After studying this unit you will be able to

- understand the dominance of the patriarchy in Indian society
- can realize that women should be given the right of education
- recognize why women should be treated equally

4.C.1 Introduction:

Rabindranath Tagore was the Bengali writer, playwright, composer, philosopher, social reformer and painter. Nobel Prize winner Indian author for beautiful collection of poetry named “Gitanjali.” He was such a poet who started writing poetry since the age of eight. He has established ‘Shantiniketan’ an innovative school which supports the learning in the company of Nature. Rabindranath Tagore wrote novels, essays, short stories, travelogues, dramas, and thousands of songs. His short stories are highly regarded.

4.C.2 Content:

Ever since she has learnt to write, Uma has become a pest. On the walls of every room in the house, she has written in big, unformed letters: "jalpareyatanarey" (raindrops fall and the leaves move).

Her sister-in-law was reading a mystery story, and had kept it under her pillow. Uma hunted it out and scrawled all over it with pencil: "kalo jaw, lalphul" (black water, red flower). She had almost obliterated the fine print of the horoscope book the family constantly referred to, in large letters. Right in the middle of her father's housekeeping accounts, she had written: "lekhaparakareyjeigarighorachareyshei" (It is the one who studies who gets to ride in cars).

Uma's elder brother Gobindolal, though not a great intellectual, often wrote popular pieces for magazines. He had put in a lot of effort in one and got it printed, but Uma scribbled all over it with big black letters: "Gopalbarobhalochheley" (Gopal is a very good boy). Gobindolal was furious. He beat his little sister up and took away whatever meager writing material she had (such as, a pencil stub, a blunt and ink-stained pen). The humiliated girl could not fully comprehend why she was being so severely punished. She sat in a corner and cried.

After a while, her elder brother felt a little sorry - and made up with Uma by giving her writing materials back to her, along with a whole new exercise book, lined and bound.

Uma was then seven years old. Ever since then the exercise book became her constant companion. It reposed in her arms all through the day and in the night, under her pillow.

Uma went to the girls' school in the village, escorted by the maid. The exercise book accompanied her, causing surprise and envy among her classmates. In the first year she took down short rhymes in it. She used to sit on the bedroom floor, clutch her copy, and loudly sing out what she had noted down. In the second year, she began to jot down lines of her own. For example, just below a fable she had copied down, she had written: I love Jashi a lot.

No, no, this is not a love story. Jashi is not some village lad but the maid who has been working for the household for ages. But some days later, completely opposite sentiments regarding Jashi were found recorded.

Again, there was the line: I will never speak to Hari (not Haricharan but Haridasi). But a few pages later, there were lines saying that Hari was her best friend in the world.

At the age of nine, Uma was married off to a young man who was a friend of Gobindolal, and like him, also wrote for the newspapers. He was conservative in his outlook, and the entire neighbourhood praised him for his loyalty to traditions.

While sending her off, the mother asked her to obey her mother-in-law and do household work rather than remain engrossed in her reading and writing.

"Don't scribble on the walls there", his elder brother warned her. "It is not that kind of a household. And never ever scrawl over any piece that Peareymohan writes."

Uma felt quite scared. Jashi accompanied her to the in-laws place. With affectionate consideration, she took Uma's exercise book along. It was a part of her parental place, a history of her short stay under care of her parents - a history written in crooked, unformed letters, a sweet taste of independence in her untimely entry into the prison of household duties.

Once Jashi went back, Uma took out her exercise book from the tin trunk she had. Her tears falling, she wrote: Jashi has gone home. I will go home to my mother." Soon after there was another entry: "If my elder brother once takes me home, I will never again spoil his writings."

Uma's father sometimes tried to get Uma to visit her home. But her elder brother Gobindolal and her husband Peareymohan checked any such effort. Gobindolal felt that Uma was at the age where she should learn to respect her husband and settle herself in his home. Visits to her own home might distract her. He even wrote a profound article on the subject, and the readers had greatly appreciated it.

On getting to hear of it, Uma had written in her exercise book: "Elder brother, please take me home. I will never again make you cross with me."

One day, Uma was writing some such simple thing in her exercise book. She had closed the door from inside and that roused the curiosity of her sister-in-law Tilaka-manjari. What does my sister-in-law do from time to time, closing the door?" she wondered. She peeped through a hole in the door and was most surprised to see Uma writing. Saraswati, the goddess of Learning, had never before come secretly to the inner quarters of their household. Kanaka-manjari, who was younger to Tilaka-manjari, also came and took a look.

The youngest - Ananga-manjari - stood on her toes and, with great difficulty, looked into the mysterious scene. In course of her writing, Uma suddenly heard peals of familiar laughter from outside. She understood what had happened, and quickly shut her exercise book up in her box. In embarrassment and apprehension, she lay down on the bed, hiding her face.

When Peareymohan heard of this, he was most worried. He feared that in future Uma would be reading novels and neglecting domestic chores. He also had the theory that reading and writing reduced a woman's feminine powers, destroyed married life, and even led to widowhood. When he came home in the evening, he scolded Uma a lot and sarcastically commented: "I see I have to order a suit! My wife will be going to office with a pen stuck behind her ear!"

Uma could not understand exactly what he meant. She had not read Pearyemohan's article and had not yet developed the taste for such profundity. But she felt most shy and almost shrank within herself.

For a long time after that, she did not write anything in her exercise book. But one day, in the season after the monsoons when the Durga Puja takes place, she heard a beggar - woman on the road sing a song. It was a song about Durga coming to visit her parental place. As Uma is another name of Durga, the beggar was singing:

"Purobasibale, Umar ma..

People were crying to Uma's mother: Your daughter has arrived.

Uma's mother, the queen, was rushing out to greet her daughter

Uma was stretching out her arms and crying

Why didn't you go and fetch me home?"

The song brought Uma's own homesickness to the fore. Her eyes filled with tears. Secretly calling the beggar-woman in, and closing the door, she began to take the song down in her exercise-book. She could not sing but ever since she had learnt to write, it was her habit to take down a song as soon as she heard it and so make up for her inability to sing.

But as Uma was writing the song down, her sisters-in-law, Tilaka-manjari, Kanaka-manjari and Ananga-manjari, peeped in through the hole in the door.

Suddenly they began to laugh and clap: "Sister-in-law, we have seen everything that you are doing"

At once opening the door, Uma began to plead with them: "Don't tell anyone, please! I'll never do it again. I'll never write again. Please don't tell anyone!" Then she noticed that Tilaka-manjari was eying her exercise book. She rushed and picked it up and pressed it to her chest. The sisters-in-law tried hard to wrest it away from her, but could not. Then they called their elder brother in. Uma's husband Peareymohan came in and sat down on the bed in a serious manner. In a thundering voice, he said: "Give me the exercise book."

When Uma did not obey him, he repeated his command in a lower tone: "Give it."

Pressing the exercise book to her chest, the girl looked most entreatingly at her husband's face. Peareymohan got up to grab it away from her. Then Uma threw the exercise book away on the ground and, hiding her face in her hands, lay down on the floor.

Peareymohan began to read out aloud from the exercise book. His sisters were in splits as he read and Uma tried to clutch the mother earth in a deeper embrace.

Uma never got her exercise book back.

Peareymohan too had such an exercise book like this but there was no one to confiscate it!

4.C.3 Notes and Glossary:

pest: Nuisance

scrawl: scribble

obliterate: destroy

horoscope book : Panchang

humiliate: insult

repose: rest

escort: to guide or take away

sentiments: emotions

conservative : traditional

outlook :approach

affectionate : lovable

peep: to look into

embarrassment : awkwardness

domestic chores : familial responsibilities

homesickness : remembrance

split : divide

confiscate: snatch

4.C.4 Check your progress:

I. Choose the best alternative from the ones given below

1. Ever since she has learnt to write, Uma has become a.....
a. Pest b. strong c. beautiful d. restless
2. Uma has spoiled theby writing.
a. diary b. calendar c. horoscope book d. book
3. Gobindolaloften wrote popular pieces for
a. Books b. diaries c. Notebooks d. magazines
4. Uma got married to.....
a. Peareymohan b. Jashi c. Mohan d. Peareye
5. Peareymohan snatched away Uma's.....
a. Doll b. clothes c. Exercise book d. Pen

II. Answer the following questions in one word, phrase or sentence each.

1. What is the name of Uma's elder brother?
2. Who accompanied Uma at her in-laws house?
3. What did Uma write in the exercise book in her first year?
4. What did Uma's mother ask while Uma's departure to in-laws house?
5. What is the paradox at the end of the story, 'The Exercise Book'?

4.C.5 Summary

‘The Exercise Book’ is a fine story written by Rabindranath Tagore from West Bengal. Uma, the protagonist of the story has her own aspirations. However due to the prejudiced patriarchal society she remains deprived. This story narrates the emotions, thoughts, feelings and pains of the child which is bound by the chains of masculine supremacy of the society. Due to child marriage Uma’s right of education is lost. Her innocent mind is unable to understand, why she has been sent away from her parents?

4.C.6 Exercises

A. Answer the following questions in 3-4 sentences each.

1. Explain the patriarchal system at the childhood of Uma
2. Discuss in detail the theme of ‘The Exercise Book.’

B. Write Short notes

1. Character sketch of Uma
2. Character sketch of Peareymohan
3. Uma’s humiliation by other females in the story ‘The Exercise Book’

4.C.7 Key to Check your progress

I. Choose the best alternative from the ones given below

1. a. Pest 2. c. horoscope book 3. d. magazines
4. a. Peareymohan 5. c. Exercise book

II. Answer the following questions in one word, phrase or sentence each.

1. Gobindolal
2. Jashi
3. Uma writes the rhymes in the first year.
4. Uma’s mother asked her to obey her mother-in-law at her in-laws house.
5. Uma cannot keep the exercise book on the contrary Peareymohan posses it which is paradoxical.

4.C.8 Further Reading:

1. Rabindranath Tagore : Kabuliwala
2. The Last Leaf : O’Henry

