UNIT-I

COMMUNICATION SKILLS FOR PROFESSIONALS
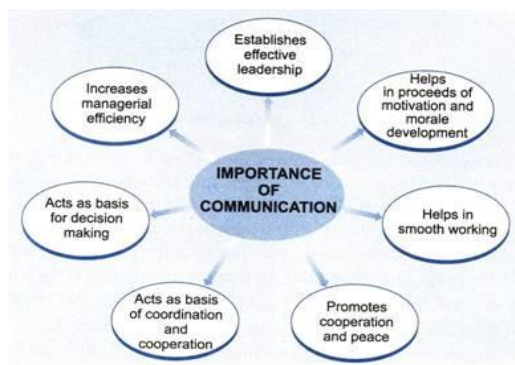
(a)Communication:

Communication can be defined as transmission or exchange of ideas, views, message, information or instructions between two or more persons by different means.

Effective Communication Increases Managerial Efficiency

Importance:

It is an important element of directing because it acts as

1. Basis of Coordination and Cooperation

2. Basis for Decision Making

3. Increase managerial efficiency

4. Establish effective leadership

5. Helps in Process of Motivation and Morale Development

6. Helps in Smooth Working of an Enterprise

7. Promotes Cooperation and Peace

(a) Verbal communication:

Verbal communication is when a person puts across a message by speaking. The message can be sent to an individual, a team or a group. It can be sent in person, via an intercom, over the phone, email etc. This communication is one way for people to communicate face-to-face.

Areas of verbal communication:

It can be divided in to two major areas:

1. Interpersonal speaking
2. Public speaking.

1. Interpersonal Speaking

Verbal communication is necessary to perform anything in an effective and efficient manner. If we communicate well and execute well then favorable things may happen. Interpersonal speaking is necessary to get things done.

Points to be remembered to become an effective communicator.

➢ Materialize your thoughts in a logical way.
➢ Be aware of what you are saying.
➢ Decide on a style that suits the occasion and then edit your remarks mentally.
➢ Apply the same process that you use in written communication when you are communicating orally.
➢ Think twice before you speak, think about your purpose, your main idea, and the people you come across.

Speaking styles

When you are speaking, observe whether you are drawing the attention of others or not. If yes well and good, otherwise know the drawbacks and immediately correct them.

Expressive Style

It is spontaneous, conversational and uninhibited. Use this when you are expressing your feelings, joking, complaining or socializing.

Directive Style

Directive style is an authoritative and judgmental style. We use this style to give orders, showing leadership, or state our opinion.

Problem Solving Style

It is objective, impartial and plain. This is the style most commonly used in business dealings. We use it when we are solving problems and conveying routine information.

Hierarchical Communication:

Employees communicate with each other to get the things done at an organization. Communication takes place between managers and subordinates. The manager of the department has to spend more than half of the time for drafting the instructions to the subordinate. That is why it is important to understand the concept of the flow of communication from top to bottom and bottom to top level.

In most cases employees talk to the coworkers in a friendly manner. The overall standard is that workers will speak more freely and openly to their fellow workers than to their superiors. When workers talk to each other and relay information on to other workers it is called the "grapevine". The grapevine is the unofficial way that communication takes place in an organization. It is neither authorized nor supported by the organization. Information is spread by word or mouth and even through electronic means today. An "open" company can use the grapevine and it will have accurate information. However in an authoritative culture the rumor will may not be accurate.

The last type of difference in communication is between the male and female sexes. It was found that when men talk, they do so to emphasize status and independence. Women are found to talk to create connections and intimacy. Woman speak about a problem as a means of promoting closeness and gain to support and connection while men talk to solve problem or give advice.

Verbal Etiquette:

In today's competitive business environment, social skills and proper etiquette can mean the difference between finding and winning the job of your career and standing still in your career to be successful in the business world, a person must use proper verbal etiquette. One important aspect of verbal etiquette is a proper introduction. Every day we encounter people in a variety of business and social situations. The way we meet and greet them creates lasting impressions and paves the way for a productive encounter. Introduction projects information. Besides the obvious elements of name, title and affiliation, an introduction conveys a level of respect and reflects how the person making the introduction view's the other person's status. Mastering the art of the introduction will help put you and the people you are introducing at ease. Learning the basics – and they are not very difficult –is the first step.

2. Public Speaking

Essential steps to create an effective speech

Step-1

Choose the appropriate topic and write the important points which should support your speech to draw the attention of the viewers.

Step-2

Inform your audience that what are you persuading your audience to do or what are you informing them about? The answer to those questions will define the purpose of your speech.

Step-3

Know the demographic features of your audience because you want to know how large the audience will be, what condition you will be speaking in, how the audience feel about you as the speaker.

Step-4

Gather information for your speech from various sources such as internet, journals, Government documents, newspapers and magazines. This information can be used in your speech in a variety of ways. It may be used to supply examples for supporting your ideas or as statistics to quantify your ideas.

Step-5

Organize your speech by identifying the main points you want to make and then put them in an order that makes sense to your topic. You can order them chronologically if your topic covers a sequence of events.

Step-6

Adding an introduction to your speech because the introduction is aimed at getting the attention of your audience. There are several ways to accomplish this, the most common are; relating the topic to the audience, shocking the audience or telling a suspenseful or provocative story.

Suggestions to improve verbal communication:

Verbal communication requires:

1. Good Vocabulary: If it is delivered accurately and clearly, it activates the mind and encourages the creativity among audience. That is why you must show interest to read and watch informative materials, listen to motivational audio programs, attend classes or seminars that relate to your line of work or objective.

2. Using positive words to challenge restrictive beliefs:

Verbal communication includes phrasing words clearly and positively. Your words, explanations, thoughts must give emotional feelings in the minds of the audience.

3. Telling or reading a story:

One of the ways to let others understand your message is by telling a story, reading a quote or telling a joke. Verbal communication through stories carries power to induce the person to relate to what you are saying or suggesting. A joke usually helps people to relax more and is opened to listen to you. The way you deliver the story can affect the thinking, emotions and behaviour of the listeners. He is able to imagine the experience and will produce a response. A story narrated eloquently can give hope to people who are in dire need for encouragement.

4. Asking right questions

It makes a difference if you ask a "why" or a "how" question. The former give you a lot of reasons, understandings and explanations while the later sets your brain thinking for a

solution, useful information and strategy. By asking questions and wording them specifically, you will invite a positive debate and interaction that will benefit all involved. You will become a better listener and entice others to do the same. Unnecessary arguments are reduced when you are able to express yourself with great command of your language skills.

5. Think and prepare before you speak

You have to project your thoughts first in your mind or in writing before speaking them out. Doing this will enable you to prepare yourself with any objections that may arise Thinking, preparing and imagining the most desirable outcome in your mind allow you to practice your presentation and getting it right.

6. Reduce your usage of verbal pauses

Too many pauses like 'ah', 'um', or 'well' will irritate your listeners or be perceived as uneasiness or uncertainty in what you are saying. In order to reduce the unnecessary verbal cues, listen to yourself and become aware of it. Then when you realize it coming, condition yourself to just a silent pause.

7. Avoid careless language

Use your phrases with care. Talk and write in ways that follow for accurate description of your experience, thoughts or ideas. Don't expect people to assume and guess what you are trying to say. Speak with specifically by avoiding words like always, never, ever, or all. Because the effectiveness of your communication is from the Response you get from the audience.

Body Language: It is an important basis of communication because if you don't use your body in proper way then your way of communication will get distracted. Everyone else including you uses your body parts to complement your verbal communication or to express your thoughts and emotions even without speaking a word your body movements have become a pattern and you are unaware and unconscious that you are doing them.

There are many clues and signals that people communicate through their body movements to show their thoughts. Learning how to interpret the meanings associated with the body parts would definitely affect your influence and improve your social skills.

Steps to improve your reading and interpreting apparent body language

1. Study people

Watch people when they talk to someone. Observe the spontaneous position of the body parts.

How does he stand or move when he emphasizes on certain words? Where do his eyes move?

Look at his eye movements. The eyes move when he tries to recall, imagine or making up something inside his head. Observe him when he is listening.

Each movement of the body sign is a telltale sign of what someone is thinking.

2. Review your own specific mannerism

You may need help from someone here to notice your own favorite eye accessing cues and facial expressions. You can make it a point to observe yourself each time you adjust your body parts when you are in conversation, listening   or thinking.

Make a decision to become aware. Understanding yourself will help you interpret what other people are actually transmitting instead of what they are saying.

3. Practice matching or mismatching the other person's body language

Practice matching someone's posture, position of limbs and gesture during interaction. Then try to do the opposite. When he crossed his leg to the right , you cross yours to the left what you gain from this exercise of matching the other person is the ability to create rapport, a term to mean being in "sync" or being on the same wavelength as the person you are talking to . It works the opposite if you mismatch his posture and physiology. Once you have developed rapport, you can lead him without his realization to your position.

4. Benefits to understand your body language

Someone is always watching: you can get yourself prepared especially when meeting a new client or attending a job interview. Knowing that people are watching you're from your posture and your appearance gives you an advantage. You can condition your body to relax by adjusting your standing, sitting position and movements to give a good first impression.

Knowing what the other person is thinking: when you are attending an interview or meeting a new person, you can guess whether he is interested in what you have to offer or say. You can tell whether he is listening or is lost in his own thoughts. This will help you find another strategy to influence his thinking pattern to your favor.

Ability to "click" it get his approval instantly: your ability to match him will send a message to him that you are pleasant and consistent even though he hardly knows you.

Positioning yourself in a way that he can't have a face-to-face conversation will make him pay more attention to your body and gestures. You can then use this to your advantage.

A significant amount of communication occurs through body language. Though we can't see our own, everyone else does. If you are saying one thing and thinking another, your body language may well give you away.

(b) Non-verbal communication

Introduction

Non-Verbal communication (NVC) is usually understood as the process of communication through sending and receiving wordless messages. Such messages can be communicated through gesture, body language or posture, facial expression and eye contact.

Importance:

Non-verbal communication speaks louder than words because **i**t takes more than words to create productive, safe, exciting and secure relationships. It takes the ability to accurately pick up and send non verbal cues such as physical, aesthetic, sings, symbols etc to attract and hold the attention of others.

Cultural differences in non-verbal communication:

General Appearance and Dress

All cultures are concerned with how they look and make judgments based on looks and dress. Americans, for instance, appear almost obsessed with dress and personal attractiveness.

Consider differing cultural standards on what is attractive in dress and on what constitutes modesty. Note ways in which dress is used as a sign of status.

Body movement

We send information on attitudes towards persons (facing or leaning towards another), emotional behavior (tapping fingers, jiggling coins), and desire to control the environment (moving towards or away from the person).

More than 700,000 possible motions we can make and it is impossible to categorize them all! But we need to be aware that body movements and position is a key ingredient in sending messages.

Posture

 The following actions denote the cultural differences:

- ➢ Bowing (not done, criticized, or affected in us; shows rank in Japan.
- ➢ Slouching (rude in most Northern European areas)
- ➢ Hands in pocket (disrespectful in Turkey)
- ➢ Sittings with legs crossed (offensive in Ghana, Turkey)
- ➢ Showing soles of feet (Offensive in Thailand, Saudi Arabia).

Gestures

Amount of gesturing varies from culture to culture. Some cultures are animated; other restrained. Restrained cultures often feel animated cultures lack manners and overall restrained. Animated cultures often feel restrained cultures lack emotion or interest.

Even simple things like using hands to point and count differ.

Pointing: US with index fingers; Germany with little finger; Japanese with entire hand (intact most Asians consider pointing with index finger to be rude).

Counting: Thumb = 1 in Germany, 5 in Japan, middle finger for 1 in Indonesia.

Facial Expressions

While some say that facial expressions are identical, the meanings attached to them differ. The majority opinion is that these do have several meanings worldwide with respect to smiling, crying, or showing anger, sorrow or disgust. However the intensity varies from culture to culture. Note the following:

1. Many Asian cultures suppress facial expressions as much as possible.
2. Many Mediterranean (Latin/ Arabic) cultures exaggerate grief or sadness while most American men hide grief or sorrow.
3. Some see "animated" expressions as a sign of a lack of control.
4. Too much smiling is viewed as a sign of shallowness.

5. Women smile more than men.

Eye Contact and Gaze

Eye contact indicates: degree of attention or interest, influences attitude change or persuasion regulates interaction, communicates emotion defines power and status, and has a central role in managing impression of others.

Western Cultures

See direct eye-to- eye contact a positive (advice children to look a person in the eyes). But within USA, African- Americans use more eye contact when talking and less when listening with the reverse being true for Anglo Americans. This is a possible cause for some sense of unease between races in US. A prolonged gaze is often seen as a sign of sexual interest.

Arabic cultures

Make prolonged eye contact _____ believe it shows interest and helps them understand the truthfulness of the other person. (A person who doesn't reciprocate is seen as unworthy.)

Japan, Africa, Latin American, Caribbean _____ avoid eye contact to show respect.

Touch

Why do we touch, where do we touch, and what meanings do we assign when someone else touches us?

Touch is culturally determined! But each culture has a clear concept of what parts of the body one may not touch. The basic message of touch is to affect or control _____ protect, support, disapprove (i.e., hug, kiss, hit, kick).

Western Cultures

Handshake is common (even for strangers) hugs and kisses of those of opposite gender or of family (usually on an increasingly more intimate bias. Note differences between the African-Americans and the Anglos in USA. Most African-Americans touch on greeting but are annoyed if touched on the head (good boy, good girl overtones).

Asian cultures

(*Filipino*, Malay, Indonesian, Thai, and Indian) stress frequent bathing and often criticizes USA of not bathing often enough!

Para language

Vocal characterizes (laugh, cry, yell, moan, whine, belch, yawn), they send different messages in different in different cultures (Japan giggling indicates embarrassment; India belch indicates satisfaction).

Vocal qualifiers (volume, pitch, rhythm, tempo and tone). Loudness indicates strength in Arabic cultures and softness indicates weakness; indicates confidence and authority to the German; indicates politeness to the Thais; indicates loss of control to the Japanese. (Generally one learns not to "shout "in Asia nearly for any reason !) Gender based as well: women tend to speak higher and more softly than men.

Vocal segregates (un-huh, shh, uh, ooh, mmmh, humm, eh, mah, lah). Segregates indicate formality, acceptance, assent, uncertainty.

Non-Verbal Gestures

Openness, confidence:
- Open hands, palm up.
- Unbuttoning or removing jacket (men)
- Eye contact
- Smile, leaning forward, relaxed
- Hands away from face, possibly behind back.
- Standing straight, feet slightly apart, shoulders squared.
- Hand in belt thumb hooked in waist.
- clucking
- snapping fingers
- Smacking palm

Cooperation readiness:
- Standing with hands on hips, feet apart, head tilted
- Uncrossed legs
- A person move closer to another
- Unbuttoned coat (men)
- Head cocked, finger to face, blinking or acquainting
- Welcoming handshake
- Open arms or hands (palms out)
- Smile
- Eye contact
- Rubbings palms together indicating expectation of something pleasant
- Hand to chest in a man indicates loyalty (but in a women it is defensiveness)
- Touching, pitting, holding hands to give reassurance

Professional
- Taking notes
- Evaluation gestures, especially hand to face
- Leaning forward
- Use of space in seating so as to avoid barriers
- Eye contact
- Absence of gestures indicative of dominance, differences, indifference, defensiveness, etc. Take notice of gestures signifying a desire to interrupt: "school" gesture of raising hand or just raising hand from table and then dropping back
- Index finger to lip to restrain from interrupting
- Hand on arm of speaker

Indifference, boredom:
- Hand hold up face, drooping eyelids
- Fidget or rock

- Leg over arm of chair
- Rhythmic drumming, tapping
- Legs crossed
- Shaking one foot (women)
- Straighten up then slouch
- " cold shoulder", turning away toward exit
- Glancing at exit
- Rigid unmoving posture with fixed stare
- Yawning
- Turning up nose and / or "tsk" sound (signifying disgust)

Evaluation interest:
- Head tilted, ear cocked
- Peering over top of glasses
- Sucking up tip of pencil or earpiece of glasses indicates wish for nourishment in form of more information
- Arched eyebrows, hand to cheek gesture in style of Rodin's The Thinker statue
- Slight blinking or squinting
- Chin stroking
- Hands touching face especially upper lip
- Leaning forward (positive) and leaning back (negative)
- Licking lips
- Winkling nose
- Scratching head
- Ruffling hair

Expressing Doubt:
- Scratching in front of ear
- Rubbing eyes
- Hand to face gestures(evaluative)
- Pacing with head down and hands behind back or just standing _____ unwise to interrupt a person thus engaged
- Scratching head , pacing
- Hand over nose
- Eyes closed
- Brow furrowed
- Arched eyebrows
- Frown
- Pinching bridge of nose, especially with head lowered

Suspicion, Secretiveness:
- Wetting lips
- Scratching head, folded arms, moving away from another
- Crossed legs
- Head tilted forward
- Rubbing nose
- Lack of eye contact
- Hand covering mouth
- Scratching in front of ear
- Frown
- Scrunching in with head down
- Stolen look, sideways glance

- Sideways positioning
- "Poker face"
- Deception indicated by lack of eye contact
- Anxiety gestures
- Looking at the floor
- Frequent swallowing

Need for reassurances
- Touching chair before sitting
- Hand to throat (women) often displaced seemingly check of the necklace is still there
- Clenched hands with thumbs rubbing
- Stroking arms
- Cuticle picking
- Hand pinching , sucking on pen, glasses etc

Anxiety:
- Heavy breathing
- Voices strained
- Lips quivering
- Rapid eye movement
- Rigidity
- Nail biting
- Finger movement
- Sighing
- Hand wringing
- Rapid, twitchy movements
- Clearing throat
- Tremors, especially knees
- Crossed fingers
- Chewing on things

Frustration, anger:
- Snorting
- Clenched hands with white knuckles
- Pointing or jabbing
- Hot under collar
- Put our cigarette especially if with grinding motion
- Making fists
- Hands on hips
- Stomping
- If sitting – on edge of chair(ready for action)
- Chin out
- Kicking the ground
- Lips pressed together, jaw muscles tight
- Running fingers through hair
- Rubbing back of neck
- Hand in pocket
- Change in skin color
- Hostile stare

Defensiveness:
- Hands in pocket
- Hands behind back
- Clenched hands
- Men with jackets button up
- Folded arms (can be reinforced by making fists)
- Crossed legs
- Body twisted away , moving away, sitting back
- Looking at the door
- Head tilted forward, possibly squinting
- Stalling for time by cleaning glasses, rearranging etc.
- Hand rubbing back of neck

Self-control, inner conflict:
- Hand holding wrist or arm
- Arm locked behind back
- Locked ankles
- Gripping arms of chair as in dentist's chair
- Suppressed gestures or displacement activities such as clenched fist hidden in pocket
- Hand to mouth in astonishment or fear (suppressed scream)
- Hand rubbing back of neck, running fingers through hair (displaced hitting out), "stiff upper lip" or reacting a little as possible.
- Blowing nose and coughing (disguised tears)

Dominating:
- Elevating self, like standing when others are sitting
- Taking a different posture than others in a group , especially hands behind head
- Sitting , straddling the chair
- Standing with arms spread and hands gripping the desk or table
- Loud voice or low voice carefully enunciated
- Standing or walking with hands behind back and chin up
- Thumbs in lapels

Superior and subordinate
- The superior usually has hand on top in a handshake while the person who is subordinate offers his hand with palm up.
- The superior makes the motion to terminate the encounter
- The superior can violate the subordinate's space, and can express doubt , evaluating domineering gestures
- The subordinate is more likely to signify self-control, anxiety, defensiveness gesture clusters
- When putting feet on desk the superior should recognize that subordinates dislike this gesture superiors pretended to ignore it. And equals take little note of it.

Flirtation courtship:
- (Lovers and couples) positioning to block out others
- Preening gestures such as smoothing hair , adjusting clothes
- Gaze holding
- Head arching
- Stroking own thigh or arm (in general, stroking and fondling indicates need for affection, reassurance)

- Touching
- A couple with strained relations avoids touching (withdraw if touch by accident) and are formally polite. Unmarried courting couples tend to stay together at gatherings while married couples tend to pair off with the men all standing together. In couples where one partner is concerned about the seductiveness of the other, rights of possession are signaled by touching (arm round waist, taking by hand, and hand on shoulder).

"Open" and "Closed" Gestures

"Open "are present when a person is ready and willing to communicate.

"Closed" are present when there may be something standing in the way of honest, complete communication.

These gestures can be observed in spouse relationships, parent-child relationships, supervisor-worker relationships, worker-client relationships, and any other time that two people are communicating. May be you will discover that your body language has been "telling" on you!

Suggestions to improve Non-verbal communication:

- Maintain a clearly audible voice ----- neither too loud nor soft.
- Give non verbal communication while other is talking, such as a simple nod of approval.
- Keep gestures smooth and unobtrusive. Don't let them compete for attention with your words. Avoid letting your gestures reveal emotional frustrations.
- Make yourself comfortable with the other. Avoid being too close or too far away physically. (Within two feet is comfortable range).
- Be relaxed and attentive. To gain acceptance lean slightly toward the other. Avoid slouching or sitting rigidly.
- Stay alert through long conversations. Closing eyes and yawning usually blocks communication. Maintain frequent eye contact.   Avoid staring, glaring or looking away.
- Your rate of speech should be average or a bit slower. Avoid sounding impatient or hesitant. Control the tone of your voice. Avoid sounding cold and harsh.
- Your feet and legs should be unobtrusive. Avoid using them as a barrier.
- Smile when appropriate: look pleasant and genuine.

Questions

1. Distinguish between verbal and non-verbal communication.
2. What are the major areas of communication?
3. How can we improve verbal communication?
4. "Body language is an important basis of communication". Comment on it.
5. Explain the importance of non-verbal communication?
6. What are the cultural differences in non-verbal communication?
7. List out the non-verbal gestures.
8. What are the suggestions required to improve non-verbal communication?

2.1 Exercises: (speaking activity by students)

Discuss a few interesting cross cultural aspects of communication.

2.2 Voice of Verbs:

Active Voice and Passive Voice:

A transitive verb has two voices: 1. The Active and 2. The Passive

Voice is the form of verb that says whether the subject does something or something is done to the subject. The form that tells us what the subject does is called the active voice and the form that tells us that something is done to the subject is called the passive voice.

In the active voice the subject is active (it acts) and importance is given to the subject. In the passive voice the object (in the active voice) is now make the subject (it is acted upon). It given importance rather than the doer or the agent.

Eg: Rama is writing a letter.

Here the subject, Rama, is acting "A letter" is the object.

A letter is being written by Rama.

Here 'A letter' is the subject. It is being acted upon but it is given importance.

The following important points are to be observed while changing active voice into passive voice.

1. The subject in the active voice becomes the object in the passive voice and object in the active voice becomes the subject in the passive voice.

2. Only transitive verbs have passive voice.

3. After the passive verb, usually we place the preposition 'by' before the agent. But it has to be kept in mind where action is very important and agent is unimportant the preposition 'by' and the agent are left out.

4. If the active voice has two objects, usually the direct object becomes subject in the passive voice. But the indirect object may also be made the subject one of the two can be made the subject.

5. In imperative sentences 'let' is used for commands and (requested) is used for requests.

When we change a question into passive it will remain a question. So the question word should come in the beginning.

6. To form the passive voice, the verb 'to be' is used. It s tense will be the same as the verb in the active voice to which the past participle of the verb in the active voice is added.

Passive Voice of the Various Tenses

Simple Present: Subject + am/is/are + past participle

Eg: Birds build nests (Active Voice)

Nests are built by birds. (Passive Voice)

Present Continuous: Subject + am/is/are + being + past participle

Eg: They are singing a song. (A.V)

A song is being sung by them. (P.V)

Present Perfect: Subject + has/have + been + past participle

Eg: I have sharpened the knife. (A.V)

The knife has been sharpened by me (P.V)

Simple Past: Subject + was/were + past participle

Eg: He sold the apples. (A.V)

The apples were sold by him. (P.V)

Past Continuous: Subject + was/were + being + past participle

Eg: Suresh was writing a letter. (A.V)

A letter was being written by Suresh. (P.V)

Simple Future: Subject + had +been+ past participle

Eg: We shall play a match tomorrow. (A.V)

A match will be played by us tomorrow.

Future Perfect: Subject + shall / will + have been + past participle

Eg: I shall have finished the work by next month.

The work will have been finished by me next month. (P.V)

Note: There are twelve tenses in the active voice and eight in the passive voice.

When we change passive voice into the active voice the following points must be remembered.

1. The subject of the passive voice will become the object of the active. Voice and the object (agent) of the passive voice will become the subject of the active voice.
2. The preposition 'by' will be left out.
3. The tense of the verb 'to be' will be the tense used, but the verb 'to be' will be dropped.
4. When there is no agent (object) in the passive, an appropriate (anticipatory) subject, like – some body, some one, we they etc. Can be used in the active voice.

Eg: 1.A magic trick will be shown by Raju (P.V)
Raju will show a magic trick (A.V)
2. The purse has been stolen (P.V)
Somebody has stolen the purse (A.V)
3. Let the black board be washed (P.V)
Wash the black board (A.V)
4. A picture was being painted by Sunil (P.V)
Sunil was painting a picture (A.V)

Exercise-1
Put the following sentences into the passive form.
1. Murali reads novels.
2. Children are plucking flowers in the park.
3. They have done their home work.
4. Women are washing their clothes.
5. She has caught a cold.
6. They have stolen our books.
7. Who has written this letter?
8. Did you abuse her?
9. Who discovered America?
10. A mad dog bit his sister.

Exercise-2
1. They found her guilty of murder.
2. A stone struck him on his head.
3. The king gave her a reward.
4. We refused their admission.
5. The teacher told us a story.
6. Give the order.
7. Keep to the left.
8. Who did this?
9. Let me do this.
10. They painted the doors green.

Exercise-3
Turn the following sentences into the passive voice. No agents with 'by' are required.
1. Someone has stolen my pen.
2. They are serving tea to the guests.
3. Someone has broken one of my dinner plates.
4. People speak English all over the world.
5. Did anyone ask any questions about me?
6. The country expects us to do our duty?

7. People tell many amusing stories about Birbal.
8. Everybody admitted that he had done his best.
9. The police were watching his movements very closely.
10. They still deny equal rights to women.

Exercise-4
Change the voice in the following sentences.
1. The ticket will be given to you by the manager.
2. Elections are held every year.
3. Her failure surprised us.
4. English is spoken all over the world.
5. They have been warned.
6. All the telephone wires have been cut.
7. My purse has been stolen.
8. Please shut the door.
9. Has anybody answered your question?
10. Did the notice frighten you?

2.3 Direct speech and Indirect speech

Direct Speech: Quoting the exact words of the speaker is called "The Direct Speech".

David said, "I am writing a letter now".

Indirect Speech: Reporting of what a speaker said without quoting his exact words is called 'Indirect Speech'.

David said that he was writing a letter then.

Rules for changing Direct Speech into Indirect Speech.

Rule: 1. the adverbs of nearness should be put into those of distance.

Direct Speech	Indirect Speech
Now	then
Here	there
Here after	there after
This	that
These	those
Ago	before
Thus	so

Today	that day
Tonight	that night
Last night	the previous night
Yesterday	the day before (or) the previous day
Tomorrow	the next day (or) the following day
Last week	the week before (or) the previous week
Next week	the week after (or) the following week
Last month	the month before (or) the previous month
Next month	a month after

Rule: 2. Tenses.

If the reporting verb is in the Present or Future tense (e.g., say, will say) there is no change in the tense of the verb in the indirect speech.
Antony says, "I eat a mango". (D.S.)
Antony says that he eats a mango". (I.S.)

If Reporting Verb is in the Past Tense, the tense of the verbs in the reported speech or Indirect Speech must be generally changed.

1. Present Tense in the Direct becomes p.ast tense.
Johnsi said, "I write a letter". (D.S)
Johnsi said that she wrote a letter. (I.S)

2. Past Tense in the direct becomes past perfect or remains unchanged.
Angel said, "I brought a pen yesterday". (D.S)
Angel said that she had bought a pen the day before. (I.S)

3. Present Continuous in the direct becomes past continuous.
John said, "I am going to church". (D.S)
John said that he was going to church. (I.S)

4. Past Continuous in the direct becomes past perfect continuous.
Nelson said, "I was playing cricket". (D.S)
Nelson said that he had been playing cricket. (I.S)

5. Present Perfect in the direct becomes past perfect.
Kamal said, "I have done my home work". (D.S)
Nelson said that he had done his home work. (I.S)

6. Present Perfect Continuous in the direct becomes past perfect continuous.
He said, "I have been reading a novel". (D.S)

He said that he had been reading a novel. (I.S)

7. 'Will' and 'Shall' are changed to 'would'.
He said, "I will go to London tomorrow". (D.S)
He said that he would go to London the next day. (I.S)

8. May-might,   can-could,   must-had to (or) must

Johnsi said, "I must go now". (D.S)

Johnsi said that she must (or) had to go then. (I.S)

Exception to the above rule:
If the direct speech contains the Universal Truth, the tense of the direct speech remains unchanged even if the reporting verb is in the past.
The teacher said, "The sun rises in the East". (D.S)
The teacher said that the sun rises in the East. (I.S)
Statement (or) Assertive Sentence
Rules :

- Remove the quotation marks in the statement
- Use the conjunction 'that'
- Change the reporting verb 'say to' into 'tell'
- Change the reporting verb 'said to' into 'told'

Note :

- He said that (correct)
- He told me that (correct)
- He told that (Incorrect)

1. **"I will work hard to get first class" said Lazar** (D.S.)
Lazar said he would work hard to get first class. (I.S.)

2. **"You can do this work" said Nelson to Johnsi (D.S.)**
Nelson told Johnsi that he could do that work. (I.S.)

3. **He says, "I am glad to be here this evening"(D.S.)**
He says that he is glad to be there that evening. (I.S.)

4. **"I'm going to the library now" said David (D.S.)**
David said that he was going to the library then. (I.S.)

Imperative Sentence (Order or Request)
Rules :

- Remove the quotation mark in an Imperative sentence.
- Use 'to' if it is an affirmative sentence. (without don't)
- Use 'not to' if the sentence begins without Don't.

- Don't use 'that'
- Omit the word 'please'. Use the word 'request' instead of 'say'.
- If the direct speech contains a request or a command, the reporting verb (say, said) change to tell, request, order, command etc. In its correct tense.

1. **"Don't talk in the class" said the teacher to the boys. (D.S.)**
The teacher advised the boys not to talk in the class. (I.S.)

2. **"Please give me something to eat. I am hungry" the old man said to them. (D.S.)**
The old man requested them to give him something to eat and said that he was hungry (I.S.)

3. **"Be careful" said he to her. (D.S.)**

He ordered her to be careful. (I.S.)

4. **"Bring me a cup of tea" said Nelson to Andriya. (D.S.)**

Nelson asked Andriya to bring him a cup of tea. (I.S.)

Interrogative Sentence (Questions)
Rules :

- Remove the quotation marks and question mark in the interrogative sentence.
- Use 'if' or 'whether' if the sentence inside the quotation marks begins with a helping verb (Auxiliary verb).
- Use the given interrogative word (what, when, where, why, who, whom, whose, which, now etc.) if it does not begin with the helping verb.
- Don't use 'that'
- Changing the reporting verb (say, said) into 'ask' or 'enquire' in its correct tense.
- Omit helping verb like 'do, does, did'. But don't omit them when they are with 'not'.

1. **"Won't you help me to carry this box?" said I to my friend. (D.S.)**
I asked my friend if he would not help me to carry that box. (I.S.)
2. **Mohan said to Stalin, "Why did not you attend the meeting yesterday"? (D.S.)**
Mohan asked Stalin why he had not attended the meeting the day before. (I.S.)
3. **"How often do you go to the theatre?" said David to John. (D.S.)**
David asked John how often he went to the theatre. (I.S.)
4. **Mohamed said to Sultan, "Do you like mangoes?" (D.S.)**
Mohamed asked Sultan if he liked mangoes. (I.S.)
Exclamatory Sentence
Rules:

- Change the exclamatory sentence into statement or Assertive
- Remove the quotation marks and exclamatory mark.
- Use the conjunction 'that'
- Omit the interjections such as Oh, O, Alas, how, what, hurrah.
- Add the word 'very' to the adjective or adverb if necessary.
- If the verb is not given, use 'Be' form verb (is, was, are, were, am) in its correct tense according to the subject.
- Change the reporting verb (say, said) to 'exclaim joyfully'

- Use 'exclaim' sorrowfully for sorrowful incidents.
1. **"O, what a beautiful flower that is!" said she. (D.S.)**
   She exclaimed joyfully that that was a very beautiful flower. (I.S.)
2. **"What a horrible sight!" we all exclaimed. (D.S.)**
   We all exclaimed that it was a very horrible sight. (I.S.)
3. **"Alas! I have broken my brother's watch" said he.**
   He exclaimed sorrowfully that he had broken his brothers watch. (I.S.)
4. **"How beautiful she is!" said Boon. (D.S.)**
   Boon exclaimed joyfully that she was very beautiful. (I.S.)

Change the following sentences into indirect speech:

1. He said, "I have got a toothache".

2. Manu said, "I am very busy now".

3. "Hurry up," she said to us.

4. "Give me a cup of water," he told her.

5. She said, "I am going to college."

6. She said to me, "Thank you"

7. Raju said, "Gautam must go tomorrow".

8. Geetha says, "My father is an Engineer."

9. He said, "I have passed the physical test."

10. She said to me, "You are my only friend."

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

1. He said, "I like this song."

2. "Where is your sister?" she asked me.

3. "I don't speak Italian," she said.

4. "Say hello to Jim," they said.

5. "The film began at seven o'clock," he said.

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

7. "Where have you spent your money?" she asked him.

8. "I never make mistakes," he said.
9. "Does she know Robert?" he wanted to know.

10. "Don't try this at home," the stuntman told the audience.

2.4 Modal Verbs

Modal verbs or Modals , are auxiliary verbs , and they are used to express the speaker's attitudes and beliefs with regard to the action represented by the main verbs .   There are thirteen modal verbs in English: 'can','could', 'may',might', 'shall',' should' ,'will', 'would', 'must','need','dare'.'ought to', and 'used to'. These always come either before a main verb or a primary auxiliary followed by a main verb to express ideas such as probability , possibility , certainity, ability , permission , obligation and necessity. Look at some examples below.

You may take the day off. (modal + main verb, to express permission)

She will have left for Kolkata. (modal + perfect tense auxiliary + main verb to indicate certainity)

He can play sitar. (modal + main verb, to express ability)

FORM

- Modal verbs are always followed by a main verb The main verb appears in its base form , or in which a word appears in the dictionary, for example *I may go to Mumbai.*
- Sometimes instead of modal verb + main verb , the order is modal verb + primary auxiliary + main verb. If the primary auxiliaries following the modals are 'be' or 'have' the main verb does not appear in its base form but in its either its present participle (e.g. eating, sleeping) or the past participle form (e.g. 'eaten','slept'),for example *They might have left the door open.* (modal+tense.aux +main verb)
- The form of modal auxiliaries does not change according to the person and number of the subject as in the case of the both main verbs and preliminary auxiliaries , for example *I/we/you/he/she/they/can speak English* but *I/we/you/they speak English, He/She speaks English.*
- To form the negative of the sentence with a modal, the partical 'not' is placed between the modal verb and the main verb / the primary auxiliary verb , for example *Nitin may not attend the meeting.* And *You should not have gone there.*
- In questions , t he modal appears before the subject noun/ pronoun, for example *Could she stand without support?* And *May I come in ?*

USES

Modal verbs have the following uses/ meanings. Note that some modal verbs have more than one of these uses.

To seek or grant permission:

The modal verbs 'can','could', 'may' and 'might' are used to ask for and to give permission, for example Could we use your computer, please? (informal/ formal, very polite) and she could borrow our books.. Note that the degree of formality increases as we move from 'can ' to 'might'. Thus, 'can', which is the most informal, is very commonly used. The modal might is thought to old fashioned by many people and is hardly used.

To make requests:

We also use 'can',' could' ,' may',' might' as well as 'will' and 'would' to make requests. Of these 'might' is not common in current English usage , for example, Will you look at my report, please. (informal)

To offer something or to invite

The modal verbs 'will' and 'would' ate used to invite or to offer something to someone . Again, 'will' is more informal than 'would', for example *Will you have a sandwich?* And *Would you like help with your baggage?*

To make suggestions:

The modal verb 'shall' is used in an interrogative sentence to make a suggestion. Alternatively , the modals 'could' or 'might' are used in declarative sentence to suggest something . Suggestions can also made without using modal verbs, and examples of how this is done are given in brackets.

Shall we go shopping? (Let's go shopping/ Why don't we go shopping?) and *you might try exercising.(why don't you try exercising).*

To show ability:

The modal 'Can' used to indicate that someone is able to do something in the present. The modal verb 'could' is used to express ability in the past for example He can fly a Helicopter. (He has the ability to fly the Helicopter) and the child could count up to fifty (the child was able to count up to fifty). Note that when there is a need to talk about ability in the future, will be able to +main verb is used in place of modal verbs for example *she will be able to walk soon.*

To indicate the degrees of possibility:

The modal 'will' ,'may', 'might', 'could', 'would' and 'should'/ ought to are used to express the speakers opinion/belief aout the possibility of something happening . The meanings expressed are cewrtainity (when the speaker is sure about something happening) , near certainty (when the speaker thinks that it is almost certain that something will happen), probability (when the speaker believes that something is likely to happen) and possibility (when the speaker thinks that there is only a chance of something happening.

> *Satish is at home now.*(statement of fact)
>
> *Satish will be at home now.* (certain)
>
> *Satish should/must be at home now.*(expected or almost certain)
>
> *Satish may / would be at home now.* (likely , probable)
>
> *Satish might/could be at home now.* (possible , but not very certain).

To express necessity , compulsion or obligation:

The modal verbs'must' and 'have to' are used to indicate that it is necessary to do something or that there is a compulsion, from either the speaker or outside, to do it, for example: *you must return home before nine* and *I have to apply for a student visa.*

The modal verb need is usually used with 'not' to express the idea that there is no compulsion to do something, it is therefore more exactly the opposite of 'must' than 'mustn't', which conveys the sense of prohibition w, for example, you needn't call her (not necessary) you mustn't call her.(not to be done)

The modal verbs 'should' and 'ought to' are used to say that the speaker that it is right to do something , or to express moral or social obligation/duty, for example *she should take care of her health.* And *I ought to be spending less on clothes.*

Because of their meanings, the modals 'must' ,'need' ,'have to', 'should' and 'ought to' are commonly used to give advice.

To Command or threaten:

Besides its use to refer to future time, the modal verb 'shall' used to command or threaten , for example

You shall not leave the room (order) and *They shall regret doing this.*(threat)

To express fearlessness:

The modal auxiliary 'dare(to)' is used to express a complete lack of fear of the consequences of an action.

For example, *I dare not (daren't) go out alone at midnight* and *He dared to go into the lion's cage.*

To express habituality:

The modal 'used to ' combines before a main verb in its base form to express the idea of an action or activity that is regularly or habitually done, for example, *We used to sleep outdoors on summer nights.*

  It also conveys the meaning of something having existed in the past, for example *There used to be an old fort by the lake.* This modal is uused only to refer to habits in the past.(The simple present tense is used when an action or activity is a habit in the present.)

        The negative form of the modal is not used very often . For example, *We didn't use to travel so much by air in the old days* is less common than *We didn't travel so much by air in the old days.*

EXERCISES

1. Fill in the blanks with words that convey the meanings in brackets.
   a. Look how cloudy it is! There _____ he rain tonight. (certainty)
   b. You really_____ take care of your parents.(obligation)
   c. I _____   get the job. (possibility)
   d. Will the lone policeman _____ confront the criminal? (fearlessness)
   e. The bus _____ be coming any time .(expectedness).
   f. I _____   want your help in case I run into a problem (probability)
   g. _____   you see the road clearly in the fog? (past ability)
   h. She _____ call the doctor (necessity).
   i. You _____ lie. (prohibition).
   j. They _____ can play the drums as well as the guitar.(present ability)
2. Write down the alternative ways of saying the following using some of the words you learned above.

a. I suggest we take a bus to the station.
b. Nita has the ability to swim well,
c. I want to speak to your brother.
d. You are permitted to extend your leave by a week.
e. I would like to know your name.
f. It is necessary to carry their examination admit cards with them.
g. It is your duty to complete your work on time.
h. It was his habit to eat just one meal a day.
i. You are prohibited from smoking in public places.
j. She does not have the courage to face her friends after letting them down.

Exercise:

3.1 (Speaking Activity by students) which is important in life? Money or Love?

3.2 Expansion of Proverbs – (oral and written)

What is a proverb?

A *proverb* is a short saying that is widely used to express an obvious truth or words of wisdom from general sayings which are considered wise.

Steps to be followed to expand a proverb

There are 5 Steps on 'How to do expansion of an idea or expansion of a proverb':

Step 1: Understand the symbol of the words in the proverb
Step 2: Substitute the meaning in the idea or the proverb
Step 3: Look for a story or anecdote or example or illustration
Step 4: Look for similar proverbs or ideas
Step 5: Sum up the paragraph

Example:

 'All that glitters is not gold'. Here we have the noun 'gold'. It is the name of a thing. We know that gold is a precious metal. So what does gold stand for? It stands for precious.

Now substitute the symbol we found out earlier in the sentence. What do we have?

'All that glitters is not precious'

The proverb is now decoded and ready for understanding.

Now that you have understood what the proverb stands for or what the proverb means, we should look for a suitable example to illustrate it.

Where do we get these stories? There are plenty of them. Aesop's fables are ideal. So are the tales of India, the Panchatantra.

We can also look for example from today's world. We could, for example, for the proverb 'Rome was not built in a day', talk about the effort put in by Barack Obama to achieve greatness, and that it took many years to build it, that it did not happen overnight.

So is the proverb 'Do not judge the book by its cover' similar to 'All that glitters is not precious'.

Use summing up words or phrases to indicate that you have finished the expansion and intend to sum it up. You could use 'Thus' or 'In fine' or 'So' or 'The proverb advises that'. Let the reader know that you are signing off.

Example: "*Where there is a will, there is a way*":

Will is the back bone of achievement. Without will and determination one cannot succeed in this world. Will is a strong desire backed by firmness of purpose and resolution. Many great men in the history of mankind teach us not to lose heart at the initial failures. Nehru and Indira are recent examples of strong will and great courage. They put the nation on the road of prosperity. It is apt to remember that a strong will supported by love and sacrifice brings good to all. Hence nothing can be a hurdle for one who makes constant efforts with faith and perseverance.

Exercise: 1- With the help of hints given, complete the following Proverb

Proverb: Work is Worship

Hints: The history of mankind ----------- achieved by those ------------worked hard. For such------work is----------. That is -------- things---------minded--------. They do not care for the ------------. They do not expect any return------------------. The Gita convey the----------of work----------expectation for ------. Such work brings one ---------------from sorrow. Great saints like---------practiced the Gospel of selfless work. Sincere and -------work-------happiness. Without --------, work becomes--------. Those, who-----with reverence and -------- are-------by-----.

Proverb: Health is Wealth

Hints: Great is the ---------of good-----in--------. Health is -----------and lack of ---------is the -----of all--------and-------in the ---------. In other words, ----------health is the --------of all kinds of ----- and ill-health is the------of all -----------of life in the --------. The poor, self and ---------of good health. The -------is that ----------body is likely to harbor a -----------mind. So, it is very--------of -------to keep ---------. The ------of any--------cannot ignore the ------------ of people. Let each of-------be strong and healthy. Let the world ---- live in be a ----------of peace and ----------.

Exercise-: 2 Expand the following proverbs.

1. Man does not live by bread alone.   2. A rolling stone gathers no moss.

3. Strike while the iron is hot.   4. Look before you leap

5. All that Glitters is not God.   6. The Child is the father of the man.

7. Slow and steady wins the race.   8. Knowledge is power.

9. Prevention is better than cure.   10. There is no smoke without fire.

11. Honesty is the best policy.   12. Failures are the stepping stones to success

13. A bird in the hand is worth two in the bush.   14. Necessity is the mother of invention.

15. The Crown and glory of life is character.

3.3 Conditional clauses

Definition of a conditional clause

A conditional clause is a type of subordinate clause, most commonly introduced by the conjunction *if* or *unless*. Like most subordinate clauses introduced by a conjunction, the conditional clause can either go **before** the main clause, or **after** it.

Zero Conditional

When we talk about things that are generally or always true, we can use:

If/When/Unless plus a present form PLUS present simple or imperative

-   If he gets there before me, ask him to wait.
-   When you fly budget airline, you have to pay for your drinks and snacks.
-   Unless you need more space, a small car is big enough for one person.

Note that we are not talking about a specific event but something which is generally true.

In the condition clause, we can use a variety of present forms. In the result clause, there can only be the present simple or imperative.

-   If you visit London, go on the London Eye.
-   If unemployment is rising, people tend to stay in their present jobs.
-   If you've done that, go and have a coffee.
-   When you go on holiday, take plenty of sun cream. It'll be very hot.
-   When I'm concentrating, please don't make so much noise.
-   When I've finished an article, I always ask Kate to read it through.

Notice that 'unless' means the same as 'if not'.

-   Unless he asks you politely, refuse to do any more work on the project.
-   Unless prices are rising, it's not a good investment.
-   Unless you've been there yourself, you don't really understand how fantastic it is.

First Conditional

We use the First Conditional to talk about future events that are likely to happen.

-   If we take John, he'll be really pleased.
-   If you give me some money, I'll pay you back tomorrow.
-   If they tell us they want it, we'll have to give it to them.
-   If Mary comes, she'll want to drive.

The 'if' clause can be used with different present forms.

- If I go to New York again, I'll buy you a souvenir from the Empire State Building.
- If he's feeling better, he'll come.
- If she hasn't heard the bad news yet, I'll tell her.

The "future clause" can contain 'going to' or the future perfect as well as 'will'.

- If I see him, I'm going to tell him exactly how angry I am.
- If we don't get the contract, we'll have wasted a lot of time and money.

The "future clause" can also contain other modal verbs such as 'can' and 'must'.

- If you go to New York, you must have the cheesecake in Lindy's.
- If he comes, you can get a lift home with him.

Second Conditional

The Second Conditional is used to talk about 'impossible' situations.

- If we were in London today, we would be able to go to the concert in Hyde Park.
- If I had millions dollars, I'd give a lot to charity.
- If there were no hungry people in this world, it would be a much better place.
- If everyone had clean water to drink, there would be a lot less disease.

Note that after I / he/ she /it we often use the subjunctive form 'were' and not 'was'. (Some people think that 'were' is the only 'correct' form but other people think 'was' is equally 'correct' .)

- If she were happy in her job, she wouldn't be looking for another one.
- If I lived in Japan, I'd have sushi every day.
- If they were to enter our market, we'd have big problems.

Note the form 'If I were you' which is often used to give advice.

- If I were you, I'd look for a new place to live.
- If I were you, I'd go back to school and get more qualifications.

The Second Conditional is also used to talk about 'unlikely' situations.

- If I went to China, I'd visit the Great Wall.
- If I was the President, I'd reduce taxes.
- If you were in my position, you'd understand.

Note that the choice between the first and the second conditional is often a question of the speaker's attitude rather than of facts. Compare these examples. Otto thinks these things are possible, Peter doesn't.

- Otto – If I win the lottery, I'll buy a big house.
- Peter – If I won the lottery, I'd buy a big house.
- Otto – If I get promoted, I'll throw a big party.
- Peter – If I got promoted, I'd throw a big party.

- Otto – If my team wins the Cup, I'll buy champagne for everybody.
- Peter – If my team won the Cup, I'd buy champagne for everybody.

Note that the 'If clause' can contain the past simple or the past continuous.

- If I was still working in Brighton, I would commute by train.
- If she were coming, she would be here by now.
- If they were thinking of selling, I would want to buy.

Note that the main clause can contain 'would' 'could' or 'might'.

- If I had the chance to do it again, I would do it differently.
- If we met up for lunch, we could go to that new restaurant.
- If I spoke to him directly, I might be able to persuade him.

Also note that sometimes the 'if clause' is implied rather than spoken.

- What would I do without you? ("if you weren't here")
- Where would I get one at this time of night? ("if I wanted one")
- He wouldn't agree. ("if I asked him")

Third Conditional

We can use the Third Conditional to talk about 'impossible' conditions, impossible because they are in the past and we cannot change what has happened.

- If I had worked harder at school, I would have got better grades.
- If I had had time, I would have gone to see him. But I didn't have time.
- If we had bought that house, we would have had to rebuild the kitchen.
- If we had caught the earlier train, we would have got there on time but we were late.

Notice that the main clause can contain 'would', 'could' or 'might'.

- If I had seen him at the meeting, I would have asked him. (But he wasn't there so I didn't.)
- If I had seen him at the meeting, I could have asked him. (But he wasn't there so it wasn't possible.)
- If I had seen him at the meeting, I might have asked him. (But I'm not sure. Perhaps if the opportunity had arisen.)
- If I had paid more attention in class, I would have understood the lesson.

Also notice that sometimes the 'if clause' is implied rather than spoken.

- I'd have done it. ("if you had asked me but you didn't.")
- I wouldn't have said that. ("if I'd been there.")
- He wouldn't have let him get away with that. ("if he had tried that with me.")

Complete the given exercise:

Complete the Conditional Sentences Type I

1. If you (wash)--------the dishes, I (cook) ---------dinner tonight.

2. If my dad (have) -------time next week, we (paint) --------my room.

3. You (learn) -------- a lot about American history if you (visit) -------- the exhibition.

4. If the weather (be/not) -----------too bad tomorrow, we (play) --------- golf.

5. We (get/not) -------- there on time if we (catch / not) ---------- the bus.

Complete the Conditional Sentences Type II.

1. If I (have) ------more time, I (learn) -------to play the guitar.

2. If she (study) --------harder, she (get) ---------better marks.

3. If we (know) -------- more about history, we (be/not) --------- afraid of the test.

4. I (go) ------ jogging with Tom and Sue if they (be) ------- here this week.

5. It (surprise) ------me if she (help / not) ------- you.

Complete the sentences with the correct form (Type I or II)

1. If you need the car in the afternoon, I------------ shopping in the morning.

2. If I------------ a hat, I would look like an old woman.

3. I'll buy this bag if they--------- it in blue.
4. She wouldn't pay cash if she -------a credit card.
5. If I didn't have you, I---------- what to do.

Complete the Conditional Sentences with the correct form (Type I, II or III).

1. If I -------stronger, I'd help you carry the piano.

2. If we'd seen you, we ------------------.

3. If we------------- him tomorrow, we'll say hello.

4. He would have repaired the car himself if he------------- the tools.

5. If you drop the vase, it-------------.

6. If I hadn't studied, I------------ the exam.

7. I wouldn't go to school by bus if I----------------- a driving license.

8. If she------------- him every day, she'd be lovesick.

9. I ----------------to London if I don't get a cheap flight.

10. We'd be stupid if we----------------- him about our secret.

3.4 Note making:

Making notes while reading an article or a book is not only a very useful study skill but it also one that will help you at work. Besides helping you remember what you read or heard some time ago, making notes will enable you to organize your own thoughts better. This is because while making notes you will also be considering the importance of the different points in the matter you are reading or listening to and drawing your own conclusions about them.

Read the following guidelines on making notes.

Note down the main or important points. You can do this by looking for special words that introduce new information or by picking up signals received from the speaker's tone.

Write down the points in short form, using words, phrases and abbreviations rather than sentences.

You can either use standard abbreviations (such as 'e.g and 'etc.') or create your own (as in 'engg.' And 'tech.').

Drop all articles and pronouns unless they are necessary in order to understand the notes.

You can use diagrams and tables in your notes to present information in a condensed form.

Follow the steps below when making notes.

Step 1: Read the passage through, from beginning to end, to get a general view of the text. This kind of reading is called skimming, an exercise that will tell you what the passage is about (the title) and also how the theme is developed in the course of the text.

Step 2: Identify the main points or divisions of the passage and give them suitable headings.

Step 3: Read the passage again closely and note down the sub points that come under each main heading.

Step 4: Put down sub-sub points if there are any. Note that as you pass from the main points to the sub points and, further, to the sub-sub points, the numbering of the points is spaced more and more to the right.

Use the frame work below. Note the numbering of the main headings, the sub headings and further divisions.

    A. ………………………………………..
        1. ……………………………………
            a. ………………………………..
            b. ……………………………….
                i.…………………………………
                ii.……………………………………..
        2. ………………………………………………
            a. ……………………………………….

i...
                        ii..
            b.   ....
    B.   ....

Another system of notation, known as the decimal notation, uses only the Arabic numerals, as shown below.

    1.   ....
        1.1 ....
        1.2 . ...
            1.2.1   ....
            1.2.2   ....
        1.3 ....

A short passage and a related set of notes are given below as sample of note making.

Read the passage given below for Note making:

The Trail of smoke in most cases inevitably leads to school. And college days-those adolescent times when mere lighting up gave them the thrill of indulging in the prohibited. And yes, they weren't mama's boy (or girls) anymore; they were macho and grown up beyond listening to nannies. Or so they thought, till they got addicted.

There is a clear link between the youth and tobacco addiction. Statistics reveal that many children are initiated into the habit of smoking at the tender age of 10 years, according to Dr. Srinath Reddy, a researcher-activist. That's why it makes sense to stop them young, when they are vulnerable to peer pressure. Smoking, which often starts as an experiment in the company of friends often transforms into addiction.

According to the Non-Smoker's Health Protection Act 1997 nobody is allowed to store, sell or distribute cigarettes, beedies or any other tobacco product within an area of 100 m around colleges, schools and other educational institutions. The Indian Parliament passed another comprehensive legislation, the Cigarette and Other Tobacco Products Act, a few years ago banning the sale of tobacco products to minors.

Has that made any difference? "You have to go to north campus to see if any law is followed.' Many students even argue that it is a matter of personal choice. "Once in college, a student is old enough to take decisions. It is clearly mentioned on cigarette packs that 'smoking is injurious to health' and after that if someone smokes, it is completely the individual's choice," says Manu Singh, a student at JNU. Sad reality is that nothing has been able to stop students from smoking in schools and colleges. It's fashion.

The law enforcement agencies takes refuge behind pleas like they have largeareas to cover with a small term. Their strength, they say, is not adequate to enforce laws. "Sometimes people pay the fine (Rs 200), which is hardly a big amount. It universities and colleges, raids are not possible. With just one person from the police, it becomes impossible to control them," said Dr. M.D. Thapa, Chief District Medical Officer, Northwest district.

Advocate Ashok Agarwal does not buy the argument According to him, there is a clear lack of interest on the part of the lawmakers. "The police and the administration have their own

priorities hence they have little time to look into these sensitive issues. The situation in this case is that of accepted and agreed violation where just nobody is bothered." he says.

The one answer the experts agree on is; the government. "There is no effort to implement the laws, complains advocate Ashok Agarwal. When society does not care, the government becomes duty-bound to make them care. "There is a direct link between the youth and tobacco addiction. They are the key targets for the MNCs," says Bijon Mishra, a social activist involved with the NGO, Voice. While society and its institution ignore those mischievous puffs in school canteens, the biggest beneficiaries are the tobacco companies.

(a) On the basis of your reading of the above passage make notes on it using recognizable abbreviations (minimum 4) wherever necessary. Use a format you consider appropriate Supply a suitable Title.

(b) Write a summary of the passage in about 80 words.

3.5 Question tags

Sometimes people finish what they are saying with a short question. Why do they do this? Because they want to know if the person they are speaking to agrees with them.

A Question Tag is the shortest form of a question using the verb plus pronoun.

Rules for question tags:

A positive statement uses a negative tag.

A negative statement uses a positive tag.

Negative tag: It is raining, isn't it? The main part of the sentence is positive, but the **question tag is negative.**

Positive tag: It is not raining, is it? The main part of the sentence is negative, but the **question tag is positive.**

1. Statement with auxiliaries:

1. David is older than you, **isn't he**?

2. It is dark, **isn't it**?

3. He and I can go by bus, can't we?

4. Sally can't dance, can she?

5. Tigers are dangerous, aren't they?

6. Sarah and Reeta will come, won't they?

If the main part of the sentence has I am in it, use aren't I in the question tag.

If the main part of the sentence has I am not in it, use am I in the question tag.

1. I am your best teacher, **aren't I**?

2. I am taller than you, **aren't I**?

3. I am not your best teacher **am I**?

4. I am not taller than you, **am I**?

2. Statement without auxiliaries:

1. She **sings** beautifully, **doesn't she**?

2. Rivers **flow** towards the sea, **don't** they?

3. The sun **shines** hot in summer, **doesn't it**?

4. Kabil **broke** the world record, **didn't he**?

3. A. Statements using auxiliaries: e.g: As has/have/had

1. The bell *has* rung, hasn't it?

2. The flowers **have** drooped, **haven't they**?

B. Statements using the main verb: e.g: As has/have/had - use do/does/did forms

1. A lion **has** sharp claws, **doesn't it**?

2. Indians **have** great respect for traditions, **don't they**?

4. Statements having negative words use positive tag: e.g: Using no, none, never, not, neither-nor
1. Rosy **is not** going to come today, **is she**?

2. The cuckoo **has no** care for its eggs, **does it**?

3. My father **never** smokes, **does he**?

4. Neither John **nor** David **has** any bad habits, **do they**?

e.g: Using little, few, scarcely, hardly, rarely

1. David **shows little** care in his studies, **does he**?

2. Antony **scarcely** listens in class, **does he**?

3. **Few** planets can be seen, **can they**?

4. They **rarely** lose their points, **do they**?

5. Statements having a little/a few are positive: e.g: Therefore they use negative tag
1. **A little** sugar is added to sauces, **isn't** it?

2. I have **a few** chocolates to share, **haven't** I?

6. Only uses both positive and negative tags:

1. *Only* children are allowed to play in the park, **are/aren't they**?

2. She *did only* one mistake **did/didn't she**?

7. Let's uses shall we:

1. **Let's** go home, **shall we**?

2. *Let's* get together for a party, **shall we**?

8. Simple requests use will you?

1. Pass me the pen, **will you**?

2. Get me a ticket, **will you**?

9. Urgent requests won't you?

1. Send the e-mail, immediately, **won't you**?

2. Pass on the message soon, **won't you**?

10. Impatient remarks can't you?

1. Keep quiet, **can't you**?

2. Listen to me, **can't you**?

11. Statements using each, every, someone, somebody, anyone, anybody, none, nobody

1. **Everybody** cheered, **didn't they**?

2. **Somebody** can do it, **can't they**?

Exercises for question tag

Choose the correct question tag for the following statement:

1. This tree can't bear fruit………………
a) can't it? b) can it? c) will it?

 2. She was feeling cold, …………………..

a) wasn't she? b) was she? c) doesn't she?

3. She is singing, ……………………….

a) isn't she? b) is she? c) doesn't she?

4. I am working, ……………………

a) am I? b) am n't I? c) aren't I?

5. The plumber fixes pipes, …………………

a) does he? b) didn't he? c) doesn't he?

6. Mr.Sachin heads the meeting,…………..

a) doesn't he? b) does he? c) will n't he?

7. Hawkers sell goods from street to street, ……………..

a) doesn't he? b) don't they? c) do they?

8. Dhoni has a motor cycle, ………………..

a) hasn't he? b) don't he? c) doesn't he?

9. Germany has won the match, ……………………

a) has it? b) hasn't it? c) doesn't it?

10. Sarah has chicken pox,……………..

a) has't she? b) has she? c) doesn't she?

UNIT-II

Technology with a Human Face- E. F. Schumacher

Ernst Friedrich Schumacher was born in Germany in 1911. A Rhodes Scholar at Oxford in the 1930's, he fled back to England before the Second World War to avoid living under Nazism. Although Schumacher was interned as an enemy alien during the War, his extraordinary abilities were recognized, and he was able to help the British government with its economic and financial mobilization.

After the War, E. F. Schumacher worked as an economic advisor to the British Control Commission charged with rebuilding the German economy. From 1950 to 1970 he was Chief Economic Advisor to the British Coal Board, one of the world's largest organizations, with 800,000 employees. Schumacher's farsighted planning (he predicted the rise of OPEC and the problems of nuclear power) aided Britain in its economic recovery.

In 1955 Schumacher traveled to Burma as an economic consultant. While there, he developed the principles of what he called "Buddhist economics," based on the belief that good work was essential for proper human development and that "production from local resources for local needs is the most rational way of economic life." Schumacher also gained insights that led him to become a pioneer of what is now called "appropriate technology": earth- and user-friendly technology matched to the scale of community life.

E. F. Schumacher subsequently became a featured writer—along with Leopold Kohr, John Papworth, Danilo Dolci, Paul Goodman, John Seymour, and Satish Kumar in the British Journal *Resurgence*. His best-selling book *Small Is Beautiful: Economics As If People Mattered* (1973, republished by Hartley & Marks in 1999) has influenced many readers to re-examine societal and personal choices regarding the persistent demands of modern life. His two other books are *Good Work* and *A Guide for the Perplexed*.

Based on a lecture given at the Sixth Annual Conference of the Teilhard Centre for the Future of Man, London, and 23rd October 1971.

The modern world has been shaped by technology. It tumbles from crisis to crisis; on all sides there are prophecies of disaster and, indeed, visible signs of breakdown. If that which has been shaped by technology, and continues to be so shaped, looks sick, it might be wise to have a look at technology itself. If technology is felt to be becoming more and more inhuman, we might do well to consider whether it is possible to have something better -- a technology with a human face.

Strange to say, technology, although of course the product of man, tends to develop by its own laws and principles, and these are very different from those of human nature or of living nature in general. Nature always, so to speak, knows where and when to stop. Greater even than the mystery of natural growth is the mystery of the natural cessation of growth. There is measure in all natural things -- in their size, speed, or violence. As a result, the system of nature, of which man is a part, tends to be self- balancing, self-adjusting, self-cleansing. Not so with technology, or perhaps I should say: not so with man dominated by technology and specialisation. Technology recognises no self-limiting principle -- in terms, for instance, of size, speed, or violence. It therefore does not possess the virtues of being self-balancing, self- adjusting, and self-cleansing. In the subtle system of nature, technology, and in particular the super-technology of the modern world, acts like a foreign body, and there are now numerous signs of rejection.

Suddenly, if not altogether surprisingly, the modern world, shaped by modern technology, finds itself involved in three crises simultaneously. First, human nature revolts against inhuman technological, organizational, and political patterns, which it experiences as suffocating and debilitating; second, the living environment which supports human life aches and groans and gives signs of partial breakdown; and, third, it is clear to anyone fully knowledgeable in the subject matter that the inroads being made into the world's non-renewable resources, particularly those of fossil fuels, are such that serious bottlenecks and virtual exhaustion loom ahead in the quite foreseeable future.

Any one of these three crises or illnesses can turn out to be deadly. I do not know which of the three is the most likely to be the direct cause of collapse. What is quite clear is that a way of life that bases itself on materialism, i.e. on permanent, limitless expansionism in a finite environment, cannot last long, and that its life expectation is the shorter the more successfully it pursues its, expansionist objectives. If we ask where the tempestuous developments of world industry during the last quarter-century have taken us, the answer is somewhat discouraging. Everywhere the problems seem to be growing faster than the solutions. This seems to apply to the rich countries just as much as to the poor. There is nothing in the experience of the last twenty-five years to suggest that modem technology, as we know it, can really help us to alleviate world poverty, not to mention the problem of unemployment which already reaches levels like thirty per cent in many so-called developing countries, and now threatens to become endemic also in many of the rich countries. In any case, the apparent yet illusory successes of the last twenty-five years cannot be repeated: the threefold crisis of which I have spoken will see to that. So we had better face the question of technology -- what does it do and what should it do? Can we develop a technology which really helps us to solve our problems -- a technology with a human face?

The primary task of technology, it would seem, is to lighten the burden of work man has to carry in order to stay alive and develop his potential. It is easy enough to see that technology fulfils this purpose when we watch any particular piece of machinery at work -- a computer, for instance, can do in seconds what it would take clerks or even mathematicians a very long time. If they can do it at all. It is more difficult to convince oneself of the truth of this simple proposition when one looks at whole societies. When I first began to travel the world, visiting rich and poor countries alike, I was tempted to formulate the first law of economics as follows: 'The amount of real leisure a society enjoys tends to be in inverse proportion to the amount of labour-saving machinery it employs.'

If you go from easy-going England to, say, Ger- many or the United States, you find that people there live under much more strain than here. And if you move to a country like

Burma, which is very near to the bottom of the league table of industrial progress, you find that people have an enormous amount of leisure really to enjoy themselves. Of course, as there is so much less labour-saving machinery to help them, they 'accomplish' much less than we do; but that is a different point. The fact remains that the burden of living rests much more lightly on their shoulders than on ours.

The question of what technology actually does for us is therefore worthy of investigation. It obviously greatly reduces some kinds of work while it increases other kinds. The type of work which modern technology is most successful in reducing or even eliminating is skilful, productive work of human hands in touch with real materials of one kind or another. In an advanced industrial society, such work has become exceedingly rare, and to make a decent living by doing such work has become virtually impossible. A great part of the modern neurosis may be due to this very fact; for the human being, defined by Thomas Aquinas as a being with brains and hands, enjoys nothing more than to be creatively, usefully, productively engaged with both his hands and his brains. Today, a person has to be wealthy to be able to enjoy this simple thing, this very great luxury: he has to be able to afford space and good tools; he has to be-lucky enough to find a good teacher and plenty of free time to learn and practise. He really has to be rich enough not to need a job: for the number of jobs that would be satisfactory in these respects is very small indeed.

The extent to which modern technology has taken over the work of human hands may be illustrated as follows. We may ask how much of 'total social time' -- that is to say, the time all of us have together, twenty-four hours a day each -- is actually engaged in real production, Rather less than one-half of the total population of this country is, as they say, gainfully occupied, and about one-third of these are actual producers in agriculture, mining, construction, and industry. I do mean actual producers, not people who tell other people what to do, or account for the past, or plan for the future, or distribute what other people have produced. In other words, rather less than one-sixth of the total population is engaged in actual production; on average, each of them supports five others beside himself, of which two are gainfully employed on things other than real production and three are not gainfully employed. Now, a fully employed person, allowing for holidays, sickness, and other absence, spends about one-fifth of his total time on his job. It follows that the proportion of 'total social time' spent on actual production -- in the narrow sense in which I am using the term -- is, roughly, one-fifth of one-third of one-half, i.e. 33 per cent. The other 96 per cent of 'total social time' is spent in other ways, including sleeping, eating, watching television, doing jobs that are not directly productive, or just killing time more or less humanely.

We may say, therefore, that modern technology has deprived man of the kind of work that he enjoys most, creative, useful work with hands and brains, and given him plenty of work of a fragmented kind, most of which he does not enjoy at all. It has multiplied the number of people who are exceedingly busy doing kinds of work which, if it is productive at all, is so only in an indirect or 'roundabout' way, and much of which would not be necessary at all if technology were rather less modem. Karl Marx appears to have foreseen much of this when he wrote: 'They want production to be limited to useful things, but they forget that the production of too many useful things results in too many useless people.' to which we might add: particularly when the processes of production are joyless and boring. All this confirms our suspicion that modern technology, the way it has developed, is developing, and promises further to develop, is showing an increasingly inhuman face, and that we might do well to take stock and reconsider our goals.

As I have shown, directly productive time in our society has already been reduced to about 3) per cent of total social time, and the whole drift of modern technological development is to reduce it further, asymptotically* to zero. Imagine we set ourselves a goal in the opposite direction -- to increase it six fold, to about twenty per cent, so that twenty per cent of total social time would be used for actually producing things, employing hands and brains and, naturally, excellent tools. An incredible thought! Even children would be allowed to make themselves useful, even old people. At one-sixth of present-day productivity, we should be producing as much as at present. There would be six times as much time for any piece of work we chose to undertake -- enough to make a really good job of it, to enjoy oneself, to produce real quality, even to make things beautiful. Think of the therapeutic value of real work: think of its educational value. No-one would then want to rise the school-leaving age or to lower the retirement age, so as to keep people off the labour market. Everybody would be welcome to lend a hand. Everybody would be admitted to what is now the rarest privilege, the opportunity of working usefully, creatively, with his own hands and brains, in his own time, at his own pace -- and with excellent tools. Would this mean an enormous extension of working hours? No, people who work in this way do not know the difference between work and leisure. Unless they sleep or eat or occasionally choose to do nothing at all, they are always agreeably, productively engaged. Many of the 'on-cost jobs' would simply disappear; I leave it to the reader's imagination to identify them. There would be little need for mindless entertainment or other drugs, and unquestionably much less illness.

Now, it might be said that this is a romantic, a utopian, vision. True enough. What we have today, in modern industrial society, is not romantic and certainly not utopian, as we have it right here. But it is in very deep trouble and holds no promise of survival. We jolly well have to have the courage to dream if we want to survive and give our children a chance of survival. The threefold crisis of which I have spoken will not go away if we simply carry on as before. It will become worse and end in disaster, until or unless we develop a new life-style which is compatible with the real needs of human nature, with the health of living nature around us, and with the resource endowment of the world.

As Gandhi said, the poor of the world cannot be helped by mass production, only by production by the masses. The system of mass production, based on sophisticated, highly capital- intensive, high energy-input dependent, and human labor-saving technology, presupposes that you are already rich, for a great deal of capital investment is needed to establish one single workplace. The system of production by the masses mobilizes the priceless resources which are possessed by all human beings, their clever brains and skilful hands, and supports them with first-class tools. The technology of mass production is inherently violent, ecologically damaging, self-defeating in terms of non-renewable resources, and stultifying for the human person. The technology of production by the masses, making use of the best of modern knowledge and experience, is conducive to decentralization, compatible with the laws of ecology, gentle in its use of scarce re- sources, and designed to serve the human person instead of making him the servant of machines. I have named it intermediate technology to signify that it is vastly superior to the primitive technology of bygone ages but at the same time much simpler, cheaper, and freer than the super-technology of the rich. One can also call it self-help technology, or democratic or people's technology -- a technology to which everybody can gain admittance and which is not reserved to those already rich and powerful.

Although we are in possession of all requisite knowledge, it still requires a systematic, creative effort to bring this technology into active existence and make it generally visible and

available. It is my experience that it is rather more difficult to recapture directness and simplicity than to advance in the direction of ever more sophistication and complexity. Any third-rate engineer or researcher can increase complexity; but it takes certain flair of real insight to make things simple again. And this insight does not come easily to people who have allowed themselves to become alienated from real, productive work and from the self-balancing system of nature, which never fails to recognize measure and limitation.

Modern agriculture relies on applying to soil, plants, and animals ever-increasing quantities of chemical products, the long- term effect of which on soil fertility and health is subject to very grave doubts. People who raise such doubts are generally con- fronted with the assertion that the choice lies between 'poison and hunger'. There are highly successful farmers in many countries who obtain excellent yields without resort to such chemicals and without raising any doubts about long-term soil fertility and health. For the last twenty-five years, a private, voluntary organization, the Soil Association, has been engaged in exploring the vital relationships between soil, plant, animal, and man; has undertaken and assisted relevant research: and has attempted to keep the public informed about developments in these fields. Neither the successful farmers nor the Soil Association have been able to attract official support or recognition. They have generally been dismissed as 'the muck and mystery people', because they are obviously outside the mainstream of modern technological progress. Their methods bear the mark of non-violence and humility towards the infinitely subtle system of natural harmony, and this stands in opposition to the life style of the modern world. But if we now realize that the modern life-style is putting us into mortal danger, we may find it in our hearts to support and even join these pioneers rather than to ignore or ridicule them.

On the industrial side, there is the Intermediate Technology Development Group. It is engaged in the systematic study on how to help people to help themselves. While its work is primarily concerned with giving technical assistance to the Third World, the results of its research are attracting increasing attention also from those who are concerned about the future of the rich societies. For they show that an intermediate technology, a technology with a human face, is in fact possible; that it is viable: and that it re- integrates the human being, with his skilful hands and creative brain, into the productive process. It serves production by the masses instead of *mass production*. Like the Soil Association, it is a private, voluntary organization depending on public support.

I have no doubt that it is possible to give a new direction to technological development, a direction that shall lead it back to the real needs of man, and that also means: *to the actual size of man*. Man is small, and, therefore, small is beautiful. To go for gigantism is to go for self-destruction. And what is the cost of a reorientation? We might remind ourselves that to calculate the cost of survival is perverse. No doubt, a price has to be paid for anything worthwhile: to redirect technology so that it serves man instead of destroying him requires primarily an effort of the imagination and an abandonment of fear.
Source: http://www.ditext.com/schumacher/small/2.html#5

Questions:

1. Why does the writer say that modern technology has become inhuman?

2. How would the alternative technology suggested by the Schumacher make things better?

3. How would society benefit if the percentage of the time people spend to actually produce things is increased?

4. What kind of life style does the writer think we should adopt in order to survive and why does he think this is going to be difficult?

5. What is the main difference between the system of mass production and production by the masses as indicated in the passage?

UNIT-III Azim Premji – An Entrepreneur

Azim premji Chairman of Wipro Technologies is one the most respected business tycoon and philanthropist born on July 24,1945 in Mumbai to an affluent Gujarathi entrepreneur.

Childhood & Early Life:

as the youngest of five children of a Muslim boat owner named Jainulabudeen and his wife Ashiamma. Kalam grew up in humble surroundings and had to take up a job while he was still in school in order to augment his family's meager income. He distributed newspapers to help his father in providing for the family. He was a bright young boy, blessed with a thirst for knowledge and was always eager to learn new things. He completed his schooling from Ramanathapuram Schwartz Matriculation School and proceeded to study physics at the Saint Joseph's College, Tiruchirappalli, from where he graduated in 1954. Then he studied aerospace engineering in Madras Institute of Technology, graduating in 1960. His childhood ambition was to become a fighter pilot but he narrowly missed achieving his dream but soon realized, although I was not flying airplanes, I was helping to make them airworthy. He joined the DTD&P.

Hovercraft Nandi:

Abdul Kalam gained sufficient experience in designing at the Directorate of Techinical Development and Production of the Ministry of Defense. Based on his experience and studies, the Aeronautical Development Establishment (ADE) has set up a project team comprising four persons with Abdul Kalam as the leader. The objective was to design and develop an indigenous hovercraft prototype called a ground equipment machine (GEM). The team was given three years to complete the engineering model.

The project to build the GEM was the biggest capability at the time. The members of the team including Abdul Kalam had no previous experience in building a flying machine. No design and standard parts or components were available. All the same, the team must build a successful flying machine. It must be heavier than air. No literature or no person with knowledge of flying machines was available.

In spite of all odds, Abdul Kalam decided to go ahead. After spending a few months on the drawing board, he took up the actual model. Part by part, subsystem by subsystem, and state by stage, the work started progressing. This endeavour to produce a wingless, light and swift machine opened the windows of Abdul Kalam's mind. He did not want fate to play a favourable role in his efforts. Instead, he was determined to create his own opportunities.

The GEM hovercraft was named Nandi. Its appearance was not attractive, but Abdul Kalam said that it was not made to be looked at but to fly with. The Defence Minister took a

ride in it with Abdul Kalam at the helm or steering. Everyone including a group captain expressed concern about the safety of the Defence Minister with inexperienced Abdul Kalam at the helm. But Abdul Kalam knew the machine that he had created and he was sure that he was competent enough to fly it. The Defence Minister gave him a green signal to start the machine. He was satisfied with the smooth ride of the machine. Thus, his experience with GEM hovercraft helped him to become a rocket engineer that heralded a greater future for him and the country.

Career at ISRO:

Kalam got the opportunity to work with the renowned space scientist, Vikram Sarabhai as a part of the INCOSPAR committee. Sarabhai handpicked a team to give form to his dream of an Indian SLV. Kalam was transferred to the Indian Space Research Organisation (ISRO) in 1969 as the project director of India's first indigenous Satellite Launch Vehicle (SLV-III) which successfully deployed the satellite "Rohini" in near earth orbit in July 1980. An expandable rocket project on which he had started working independently in 1965 got the government's approval for expansion in 1969. Over the next several years he developed the Polar Satellite Launch Vehicle (PSLV) and SLV-III projects, both of which proved to be successful. In the 1970s he also worked on the development of ballistic missiles from the technology of the successful SLV program and directed the projects Project Devil and Project Valiant which were aimed at producing a short-range surface-to-air missile. Even though the projects were discontinued in 1980 without achieving full success, they earned Kalam great respect and admiration from the scientific fraternity.

After working for two decades in Indian Space Research Organization and mastering launch vehicle technologies, Kalam took up the responsibility of developing indigenous guided missiles at DRDO as the Chief Executive of Integrated Guided Missile Development Programme (IGMDP). In 1980s, the government decided to initiate an advanced missile program under his directorship and thus the Integrated Guided Missile Development Program (IGMDP) was launched with Kalam as the chief executive. The program which aimed at the research and development of a comprehensive range of missiles started in 1982-83. The former president was responsible for the development and operation of AGNI and PRITHVI missiles and for building indigenous capability in critical technologies through networking of multiple institutions. Kalam also gave credit to former Prime Minister Indira Gandhi for launching the IGMDP which includes the short range surface-to-surface Prithvi, medium and long range surface-to-surface Agni, surface-to-air missiles Trishul and Akash, and anti-tank missile Nag.

Presidency:

Kalam stood for presidency in 2002 and easily won the 2002 presidential election. He had the support of both the ruling Bharatiya Janata Party and the opposition Indian National Congress and was sworn in as the 11th president of the Republic of India on 25 July 2002. He was the first scientist and first ever bachelor to occupy Rashtrapati Bhawan. He was a popular president who was much respected by the citizens of the country. At the end of his term he decided not to contest the Presidential election again and stepped down on 25 July 2007.

Post-Presidency:

After leaving office in 2007, Kalam became a visiting professor at several universities. He became the chancellor of the Indian Institute of Space Science and

Technology, Thiruvananthapuram and professor of Aerospace Engineering at Anna University. He also became a visiting professor at the Indian Institute of Management Shillong, the Indian Institute of Management Ahmedabad, and the Indian Institute of Management Indore and taught information technology at the International Institute of Information Technology, Hyderabad.

Abdul Kalam's Contribution to Society:

APJ Abdul Kalam was a practical educational thinker and visionary who always stand to incorporate ancient and advanced learning principles for growth of a balanced Indian society. He had done many contributions to advancement of society, science, education etc. He formed the "What Can I Give Movement" in 2011 with the goal of creating a compassionate society and in 2012, his efforts to improve healthcare led to the release of a tablet for medical personnel to use in remote areas. Encouraging medical organization to continuously struggle towards working for the poor, Kalam wanted more study in medicine particularly in searching a cure for AIDS and for making low cost healthcare.

Conveying Annual Oration Speech at Maulana Azad Medical College, APJ Abdul Kalam worried on need to reach out to rural areas and carry advanced technological progress which will help doctors in making low cost healthcare. Social Problems like female feticides, dowry system and problem of drug abuse are some of the obstacles in the growth of a nation. If offering Urban Facilities in Rural Areas is taken as a mission, it will attain prosperity for villagers throughout the country and since 750 million citizens are living in rural community, any mission for growth of country has to be comprehensive of this section of population. He gave away all his wealth and savings to a trust called PURA.

APJ Abdul Kalam's contribution towards Science:

APJ Abdul Kalam is known as "Father of Indian missile program". He recognized a number of centers for investigation of missile technology and commissioned many defense schemes. He has planned a research programme for increasing bio-implants. He was a supporter of pen resource software over proprietary answers and believes that the use of open source software on a large scale will get more people the advantages of Information Technology.

Dr. APJ Abdul Kalam considers his work on India's nuclear weapons program as a way to declare India's place as a future superpower. He performed the Pokhran-II nuclear tests that drive out an obvious signal that India could protect itself well. An iron hand and clear principles is what it takes to guide a nation, and Kalam proved it on.

APJ Abdul Kalam's Contribution towards Education:

Dr. A.P.J Abdul Kalam felt that every school must have essential facilities such as a big building prepared with airing and lighting. The rooms must be airy and have large classrooms. The school must also have a library, laboratories including current Information Technology tools and communications, safe drinking water, clean toilets and a playground. This is likely by assigning the additional 2 to 3 per cent of GDP. Being a passionate advocate, he gave thrust to Information Technology facilitated learning at various levels in rural India. Dr. Kalam travelled comprehensively throughout India and abroad and encouraged thousands of students, academicians and teachers at various levels, through his lecture and made them aware of importance and purity of mission they have undertaken. He lights the young brains in schools and colleges of India with strong strength by saying, "The dream is not what you

see in sleep…, dream is which does not let you sleep". Some of the inspiring quotes by him are:

"Thinking is progress. Non-thinking is stagnation of the individual, organisation and the country. Thinking leads to action. Knowledge without action is useless and irrelevant. Knowledge with action converts adversity into prosperity."

"We will be remembered only if we give to our younger generation a prosperous and safe India, resulting out of economic prosperity coupled with civilization heritage."

"Climbing to the top demands strength, whether it is to the top of Mount Everest or to the top of your career."

Books and Documentaries:

Abdul Kalam's books are inspirational and thought provoking. He wrote several books in his career. Some of the books written by him are Wings of Fire, India 2020: A Vision for the New Millennium, Ignited Minds, The Luminous Sparks, Mission India, Inspiring Thoughts, Developments in Fluid Mechanics and Space Technology, Unleashing the Power within India, A Manifesto for Change: A Sequel to India 2020. He got more interests on writing Tamil poetries, playing veenai (south Indian musical instrument). Along with the books Kalam's poems that triggered patriotic fervor were also published in many journals across India.

Awards and Honors:

Mr. Kalam had the single honor of getting voluntary doctorates from 40 universities and institutions. He was honored with several prestigious awards from the Government of India including the Padma Bhushan in 1981, the Padma Vibhushan in 1990, and the Bharat Ratna in 1997 for his work with ISRO and DRDO and his role as a scientific advisor to the Government. He was also the recipient of the Von Braun Award (2013) from the National Space Society "to recognize excellence in the management and leadership of a space-related project". He was also the Fellow of many professional institutions.

Death:

Kalam remained active until the last day of his life. He was scheduled to deliver a lecture at the Indian Institute of Management, Shillong on 27 July 2015. Only five minutes into his lecture, he collapsed and was rushed to the Bethany Hospital where he was confirmed dead of a sudden cardiac arrest at the age of 83. He was laid to rest on July 30 with full state honors in his hometown, Rameswaram, Tamil Nadu. In honor of the scientist and former president, the southeast Indian state government of Tamil Nadu created a "Dr. A.P.J. Abdul Kalam Award," which recognizes exceptional individuals who promote the sciences, students and humanities. The government has also established Kalam's birthday (October 15) as "Youth Renaissance Day." Discussion about building a large-scale memorial at his burial site is underway.

Kalam's Simplicity:

Kalam was a very simple person with just a few personal possessions. He did not die in penury, but neither did he live a life of luxury. He survived on the royalty from his books

and his pension. The exact amount of his life savings is not known. "It wasn't much to write home about," said Sheridan, his secretary for over two decades. In material terms, the "People's President", it now transpires, owned precious little, save his 2,500 books, a wrist watch, six shirts, four trousers, three suits and a pair of shoes. Kalam did not own any property nor a fridge, TV, car or an air conditioner. This possession is for a man who spent over five decades in public service, including his stint as President of the Republic.

"He would never accept a gift, save a book, and whenever somebody brought him a packed gift and tried to pass it off as a book, he insisted on examining what was inside. Anything other than the book was politely returned," says his former media advisor SM Khan.

Kalam's love for technology is well known and he kept himself abreast of the latest developments mainly through radio. "He did not have a television set in his living quarters. He got his news either from radio or newspapers. The only TV set at his Rajaji Marg residence was used by his staff," Khan said.

The country's first bachelor President, Kalam, whose flowing grey hair is seen as being at odds with what Indians thought a president ought to look like, was one amongst the most respected people of the country who contributed immensely both as a scientist and as a president. Remarkably brilliant and extraordinarily humble, he was the most perfect human being, encouraging man we have seen in this century and the past. His life was devoted to service of our country.

Kalam has left an indelible mark on the hearts and minds of Indians in a manner few other public figures have in recent memory. In death he achieved the kind of acclaim in people's hearts that politicians covet but may never come close to attaining. "The lives of great men remind us, we can make our lives sublime, and, departing, leave behind us, footprints on the sands of time." Former president APJ Abdul Kalam wasn't around when Wordsworth wrote these lines. Had both the men belonged to the same age then these lines would have surely been written for Kalam.

Glossary

Potent (Adj): very powerful, effective

Odds (N): will not happen

Endeavour (V): try to do something

Helm (N): to control

Immense (Adj): extremely large in size

Questions:

1. Give an account of Abdul Kalam's experience with an indigenous hovercraft prototype or a ground equipment machine (GEM)?

2. Give an account of the success story as a Aeronautical Engineer?

3. What are the achievements of Abdul Kalam in space Technology?

4. Write about Abdul Kalam's attachment towards his motherland?

5. How did Abdul Kalam succeed as a president?

4.1 Exercise (Speaking Activity by students) Is Technology a boon or bane?

4.2 a) Find synonyms for the following words:

 1. Endeavour 2. Benevolent   3. Commemorate   4. Indigenous   5. Imminent

b) Find the antonyms for the following words:

1.Emphasis   2.Appropriate 3. Significant 4.Control 5. Systematic   6. Courageous

4.3 Idioms

What are idioms?
Idioms are non-literal expressions. This means that the meaning that you are expected to understand is different from what the words should mean. For example, someone can literally 'hit the roof' if they fall from somewhere high, and strike the top of a house. However, most English speakers will understand that 'hitting the roof' is an idiom for getting very angry very quickly.
For example:
'What did Jim say when you told him that you had crashed his new car?'
'What do you expect? He hit the roof.'

Why are idioms used?
Idioms are a part of language (and not just a part of English). They give a meaning more vividly and often more briefly than a long literal explanation would do. For example, I have just told you that an idiom gives you all information that you need but compresses it by giving you a mental picture that explains everything, but I could have told you that idioms give you the meaning 'in a nutshell'.

Match the following Idiom with the meanings provided:

	Idiom		Meaning
1	Acid Test	i	Trying all the clever means to achieve something.
2	Chase your tail	ii	Being constantly aware of the most recent developments.
3	Whole bag of tricks	iii	Being the first one to make a start of something.
4	Explore all avenues	iv	When a feeling is very intense and exciting
5	Keep your fingers on the pulse	v	Acid test proves the effectives of something.
6	Back-room boys	vi	Thinking or talking about it all day long.
7	Fever pitch	vii	Failing to express your emotions.
8	Have on the brain	viii	Trying out every possibility to get a result.
9	First out of the gate	ix	People who perform important work but have no

			contact with the public.
10	Cork up something	x	Spending a lot of time and energy doing a lot of things but actually achieving too little.

Use the following Idioms in your own sentences:

1. Deep down
2. Have your heart in the right place
3. Beard the lion in his den

4. Go bananas
5. Lump in your throat
6. Hard as nail

7. Proud as a peacock
8. Tongue-tied
9. Look on the bright side

10. Speak volumes

4.4 Phrasal verbs

A phrasal verb is made up of a verb and an adverbial or a prepositional particle. It is used idiomatically to convey a special meaning completely different from the meaning expressed by the verb or the particle. The same verb followed by different particles conveys different meanings.

Phrasal verbs are consisting of two or three parts - an ordinary verb and another word or words like in, for or off. They are very common in English.

With the help of a dictionary, find out the meaning for the phrasal verbs given and use them in your own sentences.

account for, fixed up, get out of, back out, keep in, make up, deal with, ran after, looked after, care about, watching for, work out, got on with, left off, made up, feel out, my mind, join up, keep up with, looked up, hold on, get out, ask after, asked for, help up, keep down, hold off, died away, drew back, took out, set in, worked up, threw away

4.5 Subject Verb Agreement:

While grammar is not as static a science as is typically assumed, there are 20 rules of subject verb agreement that attempt to objectify part of the English language form. Most of the concepts of subject verb agreement are straightforward, yet some aspects of singular and plural usage in English grammar are more complicated.

Rule:

1. Subjects and verbs must agree in number. This is the cornerstone rule that forms the background of the concept.

The *dog growls* when he is angry. The *dogs growl* when they are angry.

2. Don't get confused by the words that come between the subject and verb; they do not affect agreement.

The *dog*, who is chewing on my jeans, *is* usually very good.

3. Prepositional phrases between the subject and verb usually do not affect agreement.

The *colors* of the rainbow *are* beautiful.

4. When sentences start with "there" or "here," the subject will always be placed after the verb, so care needs to be taken to identify it correctly.

There *is* a problem with the balance sheet. Here *are* the papers you requested.

5. Subjects don't always come before verbs in questions. Make sure you accurately identify the subject before deciding on the proper verb form to use.

Does *Lefty* usually *eat* grass? Where *are* the *pieces* of this puzzle.

6. If two subjects are joined by *and*, they typically require a plural verb form.

The cow and the pig *are jumping* over the moon.

7. The verb is singular if the two subjects separated by *and* refer to the same person or thing.

Red beans and rice is my mom's favorite dish.

8. If one of the words *each, every, or no* comes before the subject, the verb is singular.

No *smoking or drinking is* allowed. Every *man and woman is* required to check in.

9. If the subjects are both singular and are connected by the words *or, nor, neither/nor, either/or*, and *not only/but also* the verb is singular.

Jessica or Christian is to blame for the accident.

10. The only time when the object of the preposition factors into the decision of plural or singular verb forms is when noun and pronoun subjects like some, half, none, more, all, etc. are followed by a prepositional phrase. In these sentences, the object of the preposition determines the form of the verb.

All of the *chicken* is gone. All of the *chickens* are gone.

11. The singular verb form is usually used for units of measurement or time.

Four *quarts of oil was* required to get the car running.

12. If the subjects are both plural and are connected by the words *or, nor, neither/nor, either/or*, and *not only/but also*, the verb is plural.

Dogs and cats are both available at the pound.

13. If one subject is singular and one plural and the words are connected by the words *or, nor, neither/nor, either/or*, and *not only/but also*, you use the verb form of the subject that is nearest the verb.

Either the *bears* or the *lion has* escaped from the zoo. Neither the *lion* nor the *bears have* escaped from the zoo.

14. Indefinite pronouns typically take singular verbs.

Everybody wants to be loved.

15. Except for the pronouns (few, many, several, both, all, some) that always take the plural form.

Few were left alive after the flood.

16. If two infinitives are separated by *and* they take the plural form of the verb.

To walk and to chew gum require great skill.

17. When gerunds are used as the subject of a sentence, they take the singular verb form of the verb; but, when they are linked by *and*, they take the plural form.

Standing in the water *was* a bad idea. *Swimming* in the ocean and *playing drums are* my hobbies.

18. Collective nouns like herd, senate, class, crowd, etc. usually take a singular verb form.

The *herd* is stampeding.

19. Titles of books, movies, novels, etc. are treated as singular and take a singular verb.

The Burbs is a movie starring Tom Hanks.

20. Final Rule – Remember, only the subject affects the verb!

Choose the correct form of the verb that agrees with the subject.

1. Annie and her brothers (is, are) at school.

2. Either my mother or my father (is, are) coming to the meeting.

3. The dog or the cats (is, are) outside.

4. Either my shoes or your coat (is, are) always on the floor.

5. George and Tamara (doesn't, don't) want to see that movie.

6. Benito (doesn't, don't) know the answer.

7. One of my sisters (is, are) going on a trip to France.

8. The man with all the birds (live, lives) on my street.

9. The movie, including all the previews, (take, takes) about two hours to watch.

10. The players, as well as the captain, (want, wants) to win.

11. Either answer (is, are) acceptable.

12. Every one of those books (is, are) fiction.

13. Nobody (know, knows) the trouble I've seen.

14. (Is, Are) the news on at five or six?

15. Mathematics (is, are) John's favorite subject, while Civics (is, are) Andrea's favorite subject.

16. Eight dollars (is, are) the price of a movie these days.

17. (Is, Are) the tweezers in this drawer?

18. Your pants (is, are) at the cleaner's.

19. There (was, were) fifteen candies in that bag. Now there (is, are) only one left!

20. The committee (debates, debate) these questions carefully.

4.6 Analogy:

An analogy is a comparison in which an idea or a thing is compared to another thing that is quite different from it. It aims at explaining that idea or thing by comparing it to something that is familiar.

Examples of Analogy from Everyday life

We use analogy in our everyday conversation. Some common analogy examples are given below:

- Life is like a race. The one who keeps running wins the race and the one who stops to catch a breath loses.
- Just as a sword is the weapon of a warrior, a pen is the weapon of a writer.
- How a doctor diagnoses diseases is like how a detective investigates crimes.
- Just as a caterpillar comes out of its cocoon, so we must come out of our comfort zone.
- You are as annoying as nails on a chalkboard.

Function of Analogy in Literature

Writers use analogies to link an unfamiliar or a new idea with common and familiar objects. It is easier for readers to comprehend a new idea, which may have been difficult for them to understand otherwise. Their comprehension of a new idea picks up the pace when they observe its similarity to something that is familiar to them. In addition, by employing this literary tool, writers catch the attention of their readers. Analogies help increase readers' interest as analogies help them relate what they read to their life.

Match the right analogy given under:

1. WEDDING: MARRIAGE   (A) birthday: gifts   (B) coronation: reign
                           (C) graduation: degree   (D) medal: bravery

2. FRUGALITY: STINGY   (A) warmth: heat   (B) resolution: whimsical
                           (C) reflection: thoughtful   (D) pride: haughty

3. TACTILE: TOUCH   (A) musical: acoustic   (B) audible: volume
                           (C) nasal: nose   (D) visible: sight

4. NIGHTMARE: DREAM   (A) semaphore: signal   (B) dread: expectation
                           (C) tap: trap   (D) fear: conspiracy

5. SANDAL: FOOTWEAR   (A) volume: Shelf   (B) watch: timepiece
                           (C) monarch: castle   (D) wax: candle

6. JOURNAL: ARTICLE   (A) anthology: poem   (B) dance: ballet
                           (C) magazine: cover   (D) concert: musicians

7. POSTSCRIPT: LETTER   (A) preamble: document   (B) glossary: reference
                           (C) epilogue: play   (D) signature: pen

8. REFUGEE: ASYLUM   (A) astronaut: capsule   (B) perfectionist: frustration
                           (C) opportunist: advantage   (D) director: stage

9. DEFEND: UNTENABLE   (A) flourish: vigorous   (B) escape: unfettered
                           (C) protect: dangerous   (D) care: invariable

10. SORT: CRITERION   (A) study: competence   (B) rank: value
                           (C) divide: quality   (D) poll: opinion

11. INCUMBENT: OFFICE   (A) politician: election   (B) jailer: prison
                           (C) retiree: service   (D) tenant: dwelling

12. EMULATE: PERSON   (A) mimic: gesture   (B) create: reputation
                           (C) obey: leader   (D) work: partner

13. RECYCLE: WASTE   (A) rebuild: product   (B) reclaim: land
                           (C) salvage: rescuer   (D) irrigate: earth

14. WALK: SCURRY   (A) march: follow   (B) nap: sleep
                         (C) impress: notice   (D) jog: sprint

15. PROFICIENCY: EXPERT   (A) recognition: winner   (B) medal: athlete
                         (C) passion: enthusiast   (D) promotion: office

16. VOLATILE: VAPORIZE   (A) translucent: illuminate (B) frigid: chill
                         (C) ponderous: lift   (D) soluble: dissolve

17. TERRESTRIAL: LAND   (A) aquatic: water   (B) predatory: animal
                         (C) nocturnal: day   (D) arid: desert

18. CHAT: CONVERSE   (A) allege: deny   (B) browse: read
                         (C) halt: travel   (D) purchase: gift

19. TICKET: ADMISSION   (A) receipt: payment   (B) coupon: discount
                         (C) license: arms   (D) application: promotion

20. WAITER: DINER   (A) ballet: dancer   (B) clerk: customer
                         (C) juror: judge   (D) captain: teammate

21. PETAL: FLOWER   (A) ashok: tree   (B) staple: paper
                         (C) sprout: seed   (D) tooth: comb

22. CAPTION: CARTOON   (A) byline: newspaper   (B) seriousness: news
                         (C) subtitle: film   (D) translation: content

23. ANECDOTE: STORY   (A) humour: joke   (B) melody: music
                         (C) limerick: poem   (D) column: newspaper

24. CREST: HILL   (A) fathom: sea   (B) linen: bed
                         (C) stem: plant   (D) roof: house

25. SEED: PLANT   (A) egg: bird   (B) pouch: kangaroo
                         (C) calf: cow   (D) drop: water

Activity

Have a discussion regarding current environmental issues. (Speaking activity)

Questions:

1.Write briefly about the childhood and the education of Maathai.

2. Describe the political activism of Maathai.

3. Give an account of Maathai Green Belt Movement.

4. How did Maathai work for the cause of democracy?

5. How do you feel about the personality of Maathai?

6. What are the major achievenments and contribution of Maathai?

5.1 Exercise (Speaking Activity by students) Have a discussion regarding current environmental issues.

5.2 (a) Find Synonyms for the following:

Ethnic, several, primary, shelter, mission

5.2 (b) Find Antonyms for the following:

Available, restore, honour, democracy, negotiate

5.3 One word Substitutes:

Match the following:

i. monogamy	A) hatred of marriage
ii bigamy	B) friendship, love
iii. Polygamy	C) lover of books
iv. misogamy	D) custom of marrying many
v. philogynist	E) lover of wisdom.
vi. Philanderer	F) legal offence of marrying two or more
vii. enamour	G) lover of womankind
viii. amity	H) one who loves women for fun.(male flirt)
ix. philosopher	I) marrying one at a time.
x. bibiliophile	J) falling in love with.

5.4 Detecting errors:

Read each sentence to find out whether there is any grammatical error in it. The error, if any, will be in one part of the sentence. The number of that part is the answer. If there is no error the answer is 5. (Ignore errors of punctuation, if any.)

1. Selling peanuts (1) / on the road is (2) / the only means of earning (3) / in respect of most of the people. (4) / No error (5)

2. Her talk was (1) / judged by many (2) / as one of the most important talks (3) / given in the seminar. (4) / No error (5)

3. The boy who was guilty with (1) / having stolen the cell phone (2) / came out (3) / with the truth. (4) / No error (5)

4. She is the teacher (1) / whom I know (2) / has helped my son (3) / in the examination. (4) / No error (5)

5. You cannot demand (1) / all your articles (2) / unless you do not (3) / give advance notice. (4) / No error (5)

6. We insisted, but neither (1) / Jona nor her assistant (2) / is ready to (3) / work on Sunday. (4) / No error (5)

7. There is just not enough (1) / time to my unit to sit round (2) / talking about how we feel (3) / about each other. (4) / No error (5)

8. The act will be passed (1) / with a comfortable majority (2) / if all the partisans of (3) / her group favours it. (4) / No error (5)

9. Hardly had I (1) / entered the airport (2) / than I met (3) / my cousin Tilak. (4) / No error (5)

10. An anti-terrorism cell is opened (1) / by the town police (2) / three months ago (3) / as a precautionary measure. (4) / No error (5)

11. The artist who was giving (1) / detailed description of (2) / the sculptures was (3) / speaking fluently French. (4) / No error (5)

12. Martin would attempt (1) / to open the umbrella (2) / when her spectacles slipped off (3) / and fell down. (4) / No error (5)

13. If you had not (1) / reached so quickly, (2) / we might well (3) / have had a disaster. (4) / No error (5)

14. She has a remarkably (1) / lovingly appearance (2) / which brings her honour (3) / and admiration as well (4) / No error (5)

15. Although the driver applied (1) / the brakes, he could (2) / not prevent the bus (3) / from hit the tree (4) / No error (5)

16. The firemen could not (1) / succeed in reserve the (2) / child although they (3) / could put out the fire (4) / No error (5)

17. Employees have been to realize (1) / that mere paper qualification (2) / is so guarantee for (3) / successful job performance (4) / No error (5)

18. Having performed the risky act (1) / the spectators expressed (2) / their admiration for him (3) / with applause (4) / No error (5)

19. While searching (1) / a necessary document (2) / in my study room (3) / I found a nice piece of poetry (4) / No error (5)

20. The publisher says (1) / that there is (2) / many important details to attend (3) / to before this book gets printed (4) / No error (5)

III Unit- Azim Premji

Indian Business Tycoon, Investor and Philanthropist

Azim Premji, Chairman of Wipro Technologies is one the most respected business tycoon and philanthropist born on July 24, 1945 in Mumbai to an affluent Gujarati entrepreneur. Azim Premji is one of the instantly recognizable faces in the Indian business industry. Azim is a Gujarati Muslim and his family is originally from Kutch. His father Mohamed Hashem Premji was a famous businessman in his time and was also referred to as the 'Rice King of Burma'. Azim Premji is married to Yasmeen Premji and they had two sons – Tariq and Rishad. Rishad is currently working as the Chief Strategy Officer for the IT business activities of Wipro.

Azim Premji obtained a Bachelor of Science in Electrical Engineering from Stanford University, USA. This is almost equal in importance to a graduate degree in engineering in India. His career started in 1966 when he had to cut short his education at Stanford University upon receiving the news of his father's demise and came back home to take charge of his father's company, which had been started in 1945.

Premji has been at the helm of Wipro Limited since the late 1966. At that time, Wipro was working out of a small town in Maharashtra named Amalner and dealt in Sunflower Vanaspati, a cooking oil brand, and 787, a laundry soap that was the byproduct of cooking oil production. Premji managed to diversify the company's offerings by starting the production of bakery fat, various kinds of lights and related products, toiletries made from locally available ingredients, hydraulic cylinders, hair care soaps and toiletries for babies. Thanks to his visionary capabilities, he was able to understand the potential of information technology in the 1980s.

At that time, there was a significant gap in the IT market in India when IBM was shown the door. So, Premji changed the name of his company to Wipro and started to make microcomputers so as to gain entry into the sector for high technology products. In this project, he collaborated with Sentinel Computer Corporation, an American organization. Very soon, he made a complete shift from fast moving consumer goods to the technology industry. Thus in 1970s, Wipro made a focused shift from soaps to software services taking advantage of the expulsion of IBM from the Indian market.

Under Azim's able guidance Wipro has metamorphosed from Rs.70 million company in hydrogenated cooking fats to a pioneer in providing integrated business technology and process solutions on a global delivery platform. Wipro Technologies is the largest independent R&D service provider in the world and is ranked among the top 100 technology companies globally. Turning what was then a $2 million hydrogenated cooking fat company into close to $ 8 billion Revenue IT, BPO and R&D Services organizations with a presence in 58 countries, that it is today the overall Wipro group revenues are $ 9 billion. This played a key role in making Premji one of the richest Indians and put the company among the top global leaders. He is also unofficially regarded as the Czar of the information technology industry of India. Ever since its inception, Wipro – under Premji's leadership has kept growing and diversifying and is right now held as one of the leading companies in its domain in the country.

The company's IT division became the world's first to win SEI CMMI level 5 (Capability Maturity Model® Integration (CMMI®) is a process improvement approach that provides organizations with the essential elements of effective processes) and PCMM Level 5 (People Capability Maturity Model) certification, the latest in quality standards. A large percentage of the company's revenues are generated by the IT division. It has further collaborated with leading global companies, such as Alcatel, Nokia, Cisco, Ericsson and Nortel and has a joint venture in Medical Systems with General Electric Company.

Premji has been driven by one basic idea – to build an organization deeply committed to Values, with the firm belief that success in business eventually but inevitably follows. Unflinching commitment to Values continues to remain at the core of Wipro. Premji strongly believes that ordinary people are capable of extraordinary things when organized into highly charged teams, and takes keen personal interest in developing leaders and teams.

Wipro's business success has been driven by keeping the customer at the core of everything it does. Combining its deep expertise in technology with an equally clear understanding of customer industries, Wipro attempts to deliver business value to customers consistently. The consistency is driven by its pioneering efforts in service quality and predictability, through methodologies like Six Sigma, PCMM and Lean. The underlying tenets that drive this overall culture are that of speed, simplicity and excellence.

Premji firmly believes that business organizations have a social responsibility not only to employ ethical, fair and ecologically sensitive business practices but also to actively engage with fundamental societal issues. "Wipro Applying Thought in Schools" (in India) and "Wipro STEM Fellowships" (in the US) are initiatives deeply involved in trying to improve quality of school education, while the "Wipro Cares" program engages with local community causes. Mission 10X works to improve quality of engineering college education. In 2001, Premji established and personally endowed the Azim Premji Foundation, a not-for-profit organization, with a vision of enhancing quality and equity in the public school education system in India, to build a better society. The Azim Premji Foundation works in 7 states of India which has over 300,000 schools. In 2011, the Foundation established the Azim Premji University, which is focused on teaching and research programs in Education and other areas of Human Development.

Azim Premji, the 69 year old business tycoon took charge at a young age of 21 and since then has been imparting many of the lessons he learnt during his career with India's youth. Every budding entrepreneur can learn 5 life lessons from him.

Know your Strength

While it is important to know one's weaknesses, it is equally important to know one's strengths as well. Azim Premji has followed this throughout his life and turned what was then a $2 million hydrogenated cooking fat company into the $ 7 billion company, with a presence in 60 countries. At an event organized by AIMA and Bombay Management Association, he had said that it is important to cherish the good in us because it is only our strengths that help us correct our weaknesses.

Stay Grounded

Every entrepreneur can become successful. But what is important is to not let success go to your head says Premji. He has always advised young entrepreneurs to remain down to earth because the moment one lets success get into the head, he is already on his way to failure. He has also stressed on the fact that failure is as much a natural phenomenon as success is. So, when you encounter failure, always learn your lessons and move on!

Be Far-Sighted!

The 69 year old philanthropist believes change is inevitable. And so he advises everyone to develop their own early warning system, which sets the alarm and prepares one for the changes ahead. He believes 'being forewarned is being forearmed' even when things are going right.

Stick To Your Values!

He has believed that one's value system forms the core of the business. Premji has time and again emphasized on the need for sticking to values because he firmly believes that success in business eventually but inevitably follows. He has said that once you stand by what you believe and don't compromise with it under any circumstances; he becomes resilient to stand up to crisis, a quality much adored in entrepreneurs!

Have Faith!

Azim Premji has always believed that it is important to have faith in one's own ideas, even when everyone around tells you it is impossible. It is this faith that has helped him diversify Wipro and make it an IT giant, not just in the country but across the globe.

NGOs and Foundations opened by Azim Premji

The life and times of Azim Premji are testament to the fact that he believes in giving back to the society in a meaningful manner and help it go ahead. In that vein, he has opened a number of charitable institutions and NGOs over the years. He has also taken part in some key charitable initiatives.

Participation in The Giving Pledge

The Giving Pledge is a campaign, a brainchild of Bill Gates and Warren Buffet. Its primary aim is to provide encouragement to rich people to come forward and commit a part of their riches to philanthropic activities. Azim Premji is the first Indian who has signed up for the programme. In fact, he is the third person from outside the United States of America – he is preceded by David Sainsbury and Richard Branson - to have become a part of this initiative. As of April 2013, Premji has donated at least 25% of his personal wealth to the said charity.

Azim Premji Foundation

The Azim Premji Foundation was established in 2001 and is a major part of the philanthropic work done by Premji. The Foundation award degrees in teacher training and is also involved in computer-based assessment in Andhra Pradesh, a learning guarantee programme, and a policy planning unit in Karnataka. It is a not-for-profit entity and its main aim is to come up

with contributions by working in active partnership with the Government and other related sectors of society that can help in realizing a level of universal education, which, in turn, will lead to a society that has values like justice, equality, humanity and sustainability at its core.

Azim Premji Trust

During December 2010, Premji promised to provide 2 billion dollars for making school education in the country better than what it was. He transferred equity shares – amounting to 213 million in number – from his company to the Azim Premji Trust. This is supposed to be the biggest ever educational donation in the country by any Indian billionaire. The basic area of work of the foundation is elementary education. Through its work in this sensitive area of education in India, the Azim Premji Foundation is attempting to come up with proofs of concept that can change the very system in which the government-owned schools operate in India. The emphasis is on improving the quality of education on offer and bringing the schools at par with the best schools across the country. Most of these schools are in the rural area and this is where the foundation has been focusing to a significant extent. It currently functions in the states of Karnataka, Puducherry, Uttarakhand, Andhra Pradesh, Rajasthan, Bihar, Chhattisgarh and Madhya Pradesh.

Azim Premji University

The Azim Premji University was set up as per an act passed by the legislative assembly of Karnataka. Its main aim is to conceive and execute programmes that can help in the development of the overall educational scenario as well as a well-trained workforce. It also attempts to provide substitute models for changing the educational scenario. The university also puts in money in educational research with the end aim of widening the horizon of educational thoughts in India.

Awards and Recognition won by Azim Premji

Premji's business stealth and sharp mind has got a mention and acknowledgement from many market and industry leaders. Over his illustrious career, he has received a lot of honour and respect and been conferred with many awards. He considers his numerous honors and accolades, as recognitions for Team Wipro. He was on the **Business Week** cover in 2003, October with the sobriquet "India's Tech King" and has listed him as one of the 30 greatest entrepreneurs of all time, which is no mean feat considering the global reach of the said publication. This recognition was in honour of the role that he has played over the years in making Wipro one of the top business organizations across the world in terms of growth. As an acknowledgement to his genius mind, capability and competency, **Financial Times** included him in a global list of 25 people "dramatically reshaping the way people live, work or think". **Time** listed him amongst the world's 100 most influential people in April 2004 and again in April 2011, citing his contribution to improving the public education system in India. He was named by **Fortune** (August 2003) as one of the 25 most powerful business leaders outside the US, by **Forbes** (March 2003) as one of ten people globally with most "power to effect change", and by the **Journal of Foreign Policy** (November 2011) as amongst the top global thinkers.

Premji's contributions to the world of trade and commerce were recognized when the Indian Government bestowed on him the title of Padma Bhushan in 2005. He received the Padma Vibhushan, which is the second most prestigious civilian award in India, in 2011. This was

conferred as a way of appreciating the exceptional work that Premji had done in terms of philanthropy. In 2006 National Institute of Industrial Engineering, Mumbai, conferred on him the Lakshya Business Visionary Award. He also got the Economic Times Lifetime Achievement Award in 2013. Premji became the first Indian recipient of the **Faraday Medal**. In September 2013 Premji received All India Management Association **(AIMA)** Managing India Award as the Corporate Citizen of the Year for his inspiring business values and his contribution to society. He was honored with the Asian Business Leaders Award by **Asia House (UK)** in October 2013 for his "impressive business credentials and his significant efforts to inspire a commitment in others to improve the society. In December 2013, **Economic Times** bestowed Mr. Premji with **Life Time Achievement Award**.

He has been conferred honorary doctorates by the Michigan State University and Wesleyan University (in the US), Indian Institute of Technology Bombay, Roorkee, Kharagpur and Manipal University. Premji is a member of the Indo-UK, Indo-French CEO forums and a member of the Indo-Japan Business Leaders' Forum. The **Republic of France** bestowed upon him the "Legion of Honor" and **Forbes India** honored him with its inaugural "Outstanding Philanthropist of the Year" in November 2012.

Premji was also supposedly the wealthiest person in the country as of 2015 states Forbes; he is the fourth richest in India and 61st across the world. As of 2014, his personal wealth totalled to 16.4 billion. His personal net worth was estimated at 19.1 billion dollars in March 2015. Premji holds 75% of the shares of his company, besides owning a private equity fund named Premji invest. Premji invest is responsible for managing the personal investment portfolio of Premji, which is estimated to be worth a billion dollars. He is currently the third richest Indian with a personal wealth of USD 16.8 billion.

Reading success stories of greatest professionals stimulate motivational enzyme within us and we all wish to emulate them on path of success. Premji is known for his modesty and frugality in spite of his staggering wealth. He drives a Toyota Corolla and flies economy class, prefers to stay in company guest houses rather than luxury hotels.

At the age of 65, Premji still continues to guide Wipro through four decades of diversification to emerge as one of the leading brand in the software industry. He is a living icon among Indian businessmen and is a source of inspiration to a number of budding entrepreneurs. Today, he is busy shaping up a third epoch in Wipro's history- in ecology. Azim Premji is a standing testimonial to aspiring young achievers, leaving a clear message that vision and hard work is the way of getting one to the path of success.
Source: www.businessinsider.in/5-**Life**...To...**Azim**-**Premji**/.../43402591.cms
http://www.wipro.com/about-Wipro/Wipro-leadership-team/Azim-H-Premji/

Glossary
1. Hydraulic- denoting or relating to a liquid moving in a confined space under pressure.
2. Philanthropist- a person who seeks to promote the welfare of others, especially by the generous donation of money to good causes.
3. Visionary- thinking about or planning the future with imagination or wisdom.
4. Credentials- a qualification, achievement, quality, or aspect of a person's background, especially when used to indicate their suitability for something.
5. Acknowledge- accept or admit the existence or truth of.

Find out the synonyms for the following:

1. Stagger 2. Currently   3. Pioneer 4. Domain 5. Extraordinary 6. Elementary 7. Horizon 8. Recognize 9. Luxury 10. Testimonial

Find out the antonyms for the following:
1. Fundamental 2. Strength 3. Encounter 4. Inevitable 5. Resilient 6. Charity 7. Donate   8. Bestow 9. Wealth   10. Affluent

Activity: Entrepreneurship is the process of designing, launching and running a new business, i.e. a startup company offering a product, process or service. The entrepreneur is "a person who organizes and manages any enterprise, especially a business, usually with considerable initiative and risk. Rather than working as an employee, an entrepreneur runs a small business and assumes all the risk and reward of a given business venture, idea, or good or service offered for sale. The entrepreneur is commonly seen as a business leader and innovator of new ideas and business processes. Discuss the skills you need to master to be the next successful entrepreneur of India.

IV Unit

The Year 2050 – Reflections of a Futurist- Theodre J. Gordon

One of the most remarkable features of 2050 will be that most of the 1960 babies will still be alive.

Why do I think that more than 50 percent of the "boom babies" will survive to age 90 when today only 18 percent do? Because of a biomedical revolution which is under way.

In the last 20 years spectacular and unexpected changes have been taking place. Death from major cardiovascular diseases has dropped 20 percent; hypertensive deaths by two-thirds; stroke deaths by 20 percent and death due to rheumatic heart disease by 50 percent. Recent availability of drugs which offer control of hypertension explain part of the improvement, but not all. Whatever the reasons – availability of antibiotics, better health care, attention to diet, jogging, exercise – the effects in the United States are clear – cut and lasting.

It is also possible that by the middle of the 21st century some progress will have been made toward extending the human life span beyond 110 years. But increased longevity and improved health are likely to have several drawbacks:

World population will be larger than it might have been. The most optimistic forecasts of demographers would place world population in 2050 at about 10,000 million (as compared to our current 4,200 million); with increased longevity, population is likely to be about 12,000 – 13,000.

Low birthrate and increased longevity combine to raise the average age of the population. In 1980 it was 30.1 years in the United States; by 2050 it will be almost 40.

There is likely to be a period of difficult social adjustment as longevity increases. For example, most pension funds and annuities in the United States have been computed on the basis of higher death rates than we will achieve. This means that the funds will be paying out longer than expected, and this extra burden, added to other problems of pension funds, will undoubtedly put additional strains on them in the 1990s and early in the next century.

With these 12,000-13,000 million people, the world of 2050 is apt to be much smaller than it is now: less space per person, more rapid spread of ideas through instantaneous, inundation media.

On the "up" side are nascent technologies and infrastructural changes which improve distribution, reduce spoilage, bring new foods into wide use, improve productivity and increase the amount of arable acreage under cultivation. There is a really good chance that huge increases in food production can come from such developments as:

New plant varieties, obtained through genetic engineering, which are photo synthetically efficient, use less water and tend to be self-fertilizing;

Improved uses of the ocean, including domestication of sea animals and aquaculture; and,

Tropical agriculture, which will open to the world many billions of acres of land currently unusable. This requires development of fundamentally new farming techniques that utilize the patterns of heat and rain to advantage.

By 2050 or so, our conventional petroleum reserves will have been substantially exhausted. The price of what remains will be so high that it will be impractical to burn it.

Between now and the end of the 20th century, before non depletable alternatives are commercially developed, new synthetic fuel and the extraction of petroleum liquids from oil shale are likely to arise.

No one is sure, of course, how the energy picture will ultimately evolve, but the probability is an electricity scenario. All of the advanced energy technologies that we hear discussed today – solar, geothermal, wind power, fusion – are electricity producing. Given a breakthrough or two, it seems to me that the time of the electric automobile is almost here, perhaps even in the 1990s.

Furthermore, by the year 2050 we should be well along towards utilizing two virtually inexhaustible energy resources: solar electric power and nuclear fusion. Today neither possibility is very far advances-both are expensive compared with existing systems: both require a great deal of basic and applied scientific research development, large-scale engineering and capital. But given these systems, we will have supply, not only of electricity, but of transportation fuels as well, since their output is convertible to mobile energy storage technologies. The promise of these systems lies in providing means for generating power using essentially unending energy sources. Thus, they promise abundance, if not low cost. Their cost, of course, depends on how the technologies evolve.

Technology seems to come in waves. In the field of energy we are witnessing the plateau of the fossil wave; solar and fusion are to follow. Between now and 2050 there are, it seems to me, three other technology waves which will blossom, plateau and, to a large extent, determine what life will be like for the boom babies and their progeny. These technologies are electronics, genetics and psychology.

Electronics is blossoming now and will plateau in the first or second decade of the next century. This means that essentially anything we can conceive of doing electronically can be done: go-anywhere telephones; fingertip information on nearly any topic; machines which speak and listen; three-dimensional life size television; complete automation of appliances.

Well before 2050 progress in artificial intelligence will certainly have caused us to re – examine what it means to be human. When machines which augmented human mechanical capability were first introduced at the onset of the industrial revolution, the Luddites, fearing the machine age, asked the question, "what's left for humans?

The answer at that time was that the human role is intellectual. Now there is the real possibility that machines will be able to perform intellectual tasks as well. Take any measure of human intellectual performance – IQ, recall, attention span, creativity. By early in the next century machines will be available which perform better in these dimensions than human beings. The Luddites' question will be asked again.

Two possible answers occur to me. First, we might view the machine as a colleague, working with us to augment our own sensory and reasoning capacities. Second, we might view ourselves ultimately as the framers of appropriate questions, the organizers of automated intellectual capacity in the pursuit of human needs, institutions and pleasures.

Genetics is a science about to become a technology. Early in the next century when developments in electronics are slowing, developments in genetics will be accelerating. This technology will lead to the ability to "design" plants and animals to perform human functions. In agriculture, scientists will be able to produce plants which have improved photosynthetic efficiency, minimum water requirements, self-fertilizing characteristics and a

desired spectrum of nutrient qualities. In mining, organisms will metabolize desired metals and thus concentrate them for later 'harvesting'. In the production of pharmaceuticals, micro organisms will be used as factory workers to produce chemicals normally found only in natural body and plant processes.

Finally, in medicine, scientists will intervene in the process by which genetic diseases – such as sickle cell anaemia, Tay Sachs disease and mongolism – are passed from parents to progeny, to cure these diseases before conception. They will also address other diseases currently suspected of having a genetic origin, such as propensity to cancer or heart disease, and perhaps even the rate of aging itself. Ultimately, perhaps before 2050, this science of genetics, which will prove so important, will give us the ability to design animals, including ourselves.

By 2050 the technology of psychology may be ready to take off. The 'trigger' discovery will understand how memory is recorded and retrieved. Today there is no clear understanding about whether memory is chemical, electrical or physical. Knowing how memory is stored and retrieved will improve education, persuasion, rehabilitation, personality development, knowledge itself and open the huge and exciting possibility of expanding mental capacity closer to the limits of human potential.

Finally, by 2050, space may again offer several frontiers: in orbit, on the moon and elsewhere beyond the earth. A small town may be in orbit to take advantage of the unique characteristics which the orbital environment offers. Perhaps by 2050, observers in the orbital city could follow world food supply and predict harvest size and crop disease. Fishery surveys could be conducted to determine the quantity and location of meat-fish herds. Plankton and other small organisms' could be detected from orbit and hazard warnings issued to shipping and coastal cities. Weather observation and prediction may be a primary business in this orbital town: air pollution measurements and contamination warning systems can be operated from orbit.

By the next century it may be possible to accomplish careful and limited weather manipulation from orbit. For example, large scale cloud feeding might utilize orbital bombing with silver iodide. An orbiting mirror might be used to heat certain portions of the atmosphere to deflect atmospheric currents and thus divert rain-laden clouds or storms. The mirror might also be used to illuminate portions of the earth to speed crop maturation, or perhaps to aid in night time rescue operations.

In the next century, space may provide an alternative to war. Space, after all, offers the potential advantage may be obtained without killing. As it may permit nations to develop advanced technologies without building weapons, it could thus provide new chances for international co-operation.

Space discoveries will tend to place man in diminishing perspective with respect to the cosmos which surrounds him. This realization – coming over decades – may help to illustrate the futility and purposelessness of conflict on earth. And as the earth becomes smaller as a result of its growing population, the limitless boundaries of space will begin to open to infuse in imaginations the spirit of exploration that otherwise would be denied all of the generations that come after ours.

The boom babies will face significant challenges in the years ahead. From our present perspective, 70 years is a very distant time horizon, but from the perspective of history, it is a

mere blink of an eye. And yet the challenges and opportunities for the generation we spawned are staggering in their potential.

Glossary

1. Annuities- a specified income payable at stated intervals for a fixed or contingent period often for the recipient's life.

2. shale- a rock of fissile or laminated structure formed by the consolidation of clay etc.

3. scenario- an outline of a story or a phenomenon

4. Boom babies- Members born in the 60s have been named "the baby boom" by demographers.

5. Industrial Revolution- the complex of social and economic changes resulting from the mechanization of productive processes that began in England about 1760.

6. Luddites- a member of English workmen (1811-16) who destroyed industrial machinery in the belief that its use diminished employment.

7. Tay Sachs- a rare, fatal disease (mainly of the eye) occurring chiefly in children, especially of Jewish and Eastern European origin.

8. Spawn- to produce in large numbers

9. Frontiers- the limit of knowledge or the most advanced achievement in a particular field.

10. Staggering- astounding, bewildering.

Exercises
Match the following synonyms

1. Progeny   War
2. Enhance   Land
3. Inundating   Flooding
4. Diminish   Offspring
5. Acreage   Reduce
6. Armed conflict   Increase

Give one word substitutes for each of the following:
1. Pertaining to compounds formed by chemical reaction as opposed to those of natural origin.
2. Effecting organic changes
3. Pertaining to preparation of drugs, medicines etc.
4. To recover or regain
5. Pertaining to internal heat of the earth
6. The science of mind or mental state or processes
7. Medicine used in the treatment of infectious diseases
8. A person pursuing the science of vital and social statistics as of births, deaths, marriages etc.
9. Land capable of producing crops or suitable for farming
10. A natural inclination or tendency
11. Generations yet to come.

Find out the meanings of the following idiomatic expressions and use them in sentences.

1. To keep an eye on
2. To see eye to eye with
3. eye-wash

4. An eye for an eye
5. In the twinkling of an eye.

Comprehension

1. Why does the author hope that the human life span will extend beyond 110 years by 2050 A.D.?
2. What are the drawbacks of increased longevity? (50 words)
3. What makes the author believe that by 2050 A.D. there will be adequate increase in food production? (50 words)
4. What, according to the author, will the energy picture be in the 21st century?
5. Which technologies are likely to develop between now and 2050 A.D.? Mention the impact on our lives of one such technology.
6. Assess the impact of space discoveries on international relationships.
7. What other areas would you like to include in the picture of life in 2050 as outlined by the author? (about 100 words)

Activity

1. Do you admit the reflections of Gordon? If yes or no, substantiate relating to the current development.
2. How best can we trap the alternative sources of energy to make life comfortable when the present energy sources are depleting? - Discuss.
3. The words Science and Technology have been used in the text. Find the difference between these two words.
4. Knowledge comes but wisdom lingers- Expand and discuss this statement
 5. Construct a dialogue between two persons Ashok and Ramesh. Ashok believes that youth is better than old age but Ramesh holds the opposite view. He believes that old age is better than youth.

Developing Hints

Students of technical courses need to take notes from various sources in the form of bits and sometimes in the form of an outline. These bits and outline have to be elaborated in the form of sentence blocks for their use and record. The exercise on 'hints development' prepares the students to develop their skill in elaborating gist or points into sentences and passages.

Guidelines for developing the hints:

1. Read the given hints carefully in order to understand the main theme.
2. Follow the outline given. Do not omit any point and keep to the order in which the points are given in the outline.
3. Carefully connect all the points given in the outline and develop the story in a coherent way.
4. Make proper use of connectives for continuity between sentences.
5. Use your imaginative skill to develop the hints.
6. Your language must be simple and direct and verbs must be used in the proper tense forms.
7. Never forget to supply a suitable title to your answer.

Example:

Life- full of challenges - man accept realities - he to know - weaknesses and strongholds - ignorance of one's weaknesses take him nowhere - knowing and acknowledging this before making use of strongholds or virtues he must get rid of weaknesses - otherwise his voyage be stumbled - he plug the holes lest he be drowned.

Answer:

<p align="center">**Know Thyself**</p>

Life is full of challenges. Man has to accept realities in his life. He must know his weaknesses and strongholds for his progress. Ignorance of one's weaknesses takes him nowhere. It will hinder his progress in life. He must be knowing and acknowledging this before he goes to make use of his strongholds or virtues for his well-being.

Man must get rid of his weaknesses otherwise his voyage of life would be stumbled. He is likely to overestimate himself and underestimate others. He must plug the holes lest he would be drowned. If he is to make progress really he must know himself fully.

Letter Writing

An official letter (also called a business letter) is one that you write to communicate on a work related or business matter. Examples of official letters are application letters, letters of enquiry , letters to the editor, letter written to conduct business transactions and letters to employers and colleagues on matters concerning work. Take lot of care in writing official letters because they leave a lasting impression and help in building and maintaining a good relationship with the person or organization you write to . Besides being polite and considerate will greatly improve your chances of getting a positive response from the person you write to.

Some important features of official letters are as follows.

They should be brief, precise and clear, with the opening paragraph stating simply and with minimum preliminary remarks the reason for writing the letter, the middle paragraph(s) explaining the purpose of the letter fully, and the closing paragraph stating what action you expect of the addressee.

They must be complete with regard to all the information that may be required by the person or organisation the letter is sent to.

They must be written in a style that is formal , but not stiff or impersonal, current practice favours simple, natural language and short words and sentences, Do not use either old fashioned fixed expressions , such as 'We beg to acknowledge the receipt of your letter. dated - - - - ' or ' enclosed herewith please find - - - - ', or a very informal or causal tone that you would in writing to, for example a friend . prefer sentences in active rather than in passive voice because it is less impersonal way of saying something, and it also shows that you are willing to take responsibility for everything the letter says.

They are written in a format different from that of personal letters though there are three variations in current use, a lot of modern business correspondence is written in the full block style, which is the simplest because it does not need punctuation (except in the body of the letter) and is uniformly aligned to the left margin. Look at this layout below.

Senders Address

_____

_____

Date

Inside address

_____

_____

Salutation

_____
_____
_____
_____

_____
_____
_____.

Compli. Close.

Name & Sign

_____

- Make sure that your official letter has the following necessary elements:

- The sender's address (omitted if you are using a printed letterhead with a company or person's name and address printed on it.)

- a reference number to help file and locate a letter (this usually has parts consisting of the initials of the organization and department concerned followed by a file number, for instance JNTU/ChDpt/293, which is short form of Jawaharlal Nehru Technological University/Chemistry Department /Internal Assessment Scores.

- The date (as in 2 July2008, not 2 nd June 2008 or June 2, 2008)

- The full name and address of the person or company writing to, and in overseas letters, also name of the country the letter is going to

- The salutation ('Dear Sirs', if the letter is sent to an organisation or a department,'Dear Sir/Madam' if the inside address has only the designation of the person to whom the letter is addressed, for example 'The General Manager', but Dear Mr/Ms/Dr/professor - - - ', if the inside address has the name of the person to whom the letter is being sent.

- The subject line (as in 'Indent No. 30')

- The body of the letter, consisting of an opening, middle section with details of facts, action taken, etc., in separate paragraphs and the closing line(s).

- The complimentary close ('yours sincerely' only if you have addressed the addressee by his/ her title and name, 'yours faithfully' in all other cases)

- after the sufficient space below the complimentary close, the signature of the sender , with his/ her name and designation, if any, in two separate lines below it: 'for' in front of the sender's name if the letter is signed on his/her behalf by someone else, as in:

Shashi Deshpande
For Vimal Mehta
Regional Manager

- Include the following optional elements if your letter needs them:

- an attention line in case you are sending some information , a document , etc., to an organization and want to ensure that it reaches a particular person who will deal with it.

- a list of enclosures starting with 'Encl,' / 'Encls' below the signature line,
 for e.g: 1.signed draft agreement.
                2. copy of bank statement.
- the name and designations of people you copy into your letter below the list of enclosures, if you want the addressee to know you are doing so (suggested form is 'copy to', not 'cc'); bcc, or 'blind copy circulated', appearing only in the file copy of the letter in case you do not want the addressee to know that the correspondence is being shared with others.

- lastly, the initials of the person who dictates the letter and that of the person who types it.

Look at the two sample official letters.

Cygnus Wires
56-712-80, S.T.Industrial area
Mumbai 400 001

Order No. 65/267

26 August 2009

Bansal Steel Pvt. Ltd
87 Shalimar Road
Pune 411 029

Dear Sirs,

Subject: order for steel rods

We would like to place an order for the following grades and quantities of steel rods on the 20% discount offered by you:

Quantitity	Items No.	Catalogue	Rate
500 tonnes	Hot rolled 1010	27540	Rs 1000/tonne
250 tonnes	Silicon Steel	43601	Rs 1500/tonne
500 tonnnes	Carbon steel	72158	Rs 1750/tonne

We request you to arrange to have the goods delivered carriage paid * at the above address by 15 October 2009. Please enclose a pro forma voucher, on receipt of which, we will raise a purchase order and send you a cheque for the amount.

Yours faithfully,

S.J.George

(Simon J.George)
(* when the quoted price includes transportation of the delivery to the buyer)

Letter written to apply for a job

Flat No.36
C wing
Sea Breeze Apartments
Beach Road
Goa 346 087

18 September 2015

The Personal Manager
Hotel Malabar Palace
M.G.Road
Kochi 643 008

Dear Sir/Madam,

Application for the post of Assistant Manager, Reservations

This is with reference to your advertisement in the *Hindu* dated 16 September 2015 calling for applications for the post above in your hotel.

I am 26 years old and I am a graduate in hotel management from the college of vocational studies, Mumbai. I belong to Madhya Pradesh , but I am working at present in Hotel Surya, a three star hotel in Goa as a sales executive in Reservations. One of my main duties in the hostel is to liaise with travel agents and private companies and get business for the hotel. I have been with the Hotel Surya since July 2012.

I would be grateful if you consider me for the advertised position.

Yours faithfully,

(Asif Ahmed)

Encl. 1. Copies of Certificates
         2. Testimonial

Exercises

1. Draft a letter on the following situation: Mr Salman Abdulla of Bansal Steel Private Limited replies to the letter from Cygnus Wires to confirm their order.

2. You are Sowmya Sagar and you have recently moved from 61/7 Vilas Enclave to 129, Neeti Apartments, Kasturba Nagar, Ahmedabad 700007(Tel: 26537390). Write to the branch manager of the Bank of Baroda, 25, Divya Circle, Ahmedabad 700004 informing her of the change and requesting that your new address and telephone number be noted and that the records be modified accordingly. Your savings account number at the bank is 235479.

3. You are Samrat Patil of Abha Book Store, Chennai, which sells university books on science and technology. You want to write a letter to the sales manager of Science Tech

publications in Mumbai asking for their catalogue and enquiring about the possibility of being their distributor for the southern zone.

E-Mail Writing

Because of their speed and convenience, email messages are increasingly being used not only for personal but also in academic and business communication. Most businesses encourage their customers to write to them by providing a contact us button on their website. Research institutes and university departments have also begun to use email to send assignments to students to receive their responses and to correspond with scholars.

A sample email letter.

To : salim.alpha@gmail.com

Subject: Publication proposal

NB/2456/34

9 June 2016
Dr Salim Qureshi
Alpha Technologies
Vadodara390001

Dear Dr Salim Qureshi,
Thank you for writing to us about your manuscript titled 'data structure' we are pleased to inform that we are interested in the publication proposal. I request you to send a summary of your work and a table of contents to edit.mumbai@hamsa.com. This will help us understand your proposal better.

Thank you again for approaching Hamsa publishers. We look forward to hearing from you.

With regards,

Sincerely,
Ashwin Malhotra,
editor, Hamsa publichshers,
245\74 Bazar gate
Mumbai 400001,
Tel: 24567200/24567201, email: co.mumbai@hamsa.com

The following guidelines will help you write e-mail letters.

i) Use the To line for the recipient's e-mail id, if there is more than one, the address can be separated by semicolons (;). The e-mail id of the sender will appear automatically in the recipient's copy.

ii) Use the CC (Carbon copy) line to send copies of your letter to other people whom you want to keep informed.

iii) Use the BCC (blind copy) line for people who want to keep their privacy. The addresses you type here will not be seen by other recipients.

iv) Do not skip the subject line. It must give a clear idea of the content of your message so that the recipient will immediately know what the letter is about. Make the title in the subject line short but specific so that the recipient can quickly locate a particular message among others from you.

v) Send files that you want to go with your message *as attachments*. The recipient has to download them in order to read or see them.

vi) Be prepared for problems when sending attachments. Attachments can take a long time to download, especially with graphics or photographs in them; they can carry viruses; and they can be incompatible with the software of the recipient's computer.

vii) Official email letters, especially if they are very formal, must have all the components of such a letter that is sent by post: sender's address, date, recipient's name and address, salutation, subject line, complimentary close, sender's name and designation.

viii) Do not type the email message in capital letters; it is considered to be a rude act, and it will offend the recipient.

ix) Do not risk writing anything highly confidential, such as your ATM password or credit card number, in your messages. Though e-mail gives privacy to users, remember that your message can be retrieved by hackers, criminals or other people looking for information.

Exercises

1. You are Prerna Pai living at 24, Marigold Apartments, Indira Nagar, Bengaluru and you have just received a letter of appointment as Assistant Executive in the accounts section of Samtron Industries, 124, Shubham Complex, M.G.Road, Bengaluru. The letter is dated 10 August 2009 and the sender is Mr. Manu Bhat General Manager. Write a three-paragraph e-mail letter accepting the offer formally. You must do the following: acknowledge the receipt of the letter and thank the sender (paragraph 1), Conform that the terms and conditions stated are acceptable to you and that you will be able to report for work on the date referred to in the appointment letter, and you say that you are enclosing the signed copy of the appointment letter (paragraph 2) and make an appropriate closing remark (paragraph 3).

2. You are Anne Jacob, a graduate in chemical engineering from NIT Warangal. You have three years experience as an Assistant Project Engineer with a fertilizer company. Write an email application letter in response to an advertisement for the post of project engineer in a well-known petrochemical company. Refer only briefly to your educational qualifications and work experience in the body of the letter and say that you are attaching your CV and testimonials for the company's reference.

Report Writing

A report is a short, sharp, concise document which is written for a particular purpose and audience. It generally sets out and analyses a situation or problem, often making recommendations for future action. It is a factual paper, and needs to be clear and well-structured.

Official Reports

Official or technical reports are formal reports written in response to instructions received from people in authority. They are also referred to as 'survey reports' because the writer need to survey or study for example a subject area or situation or the working of an industry before preparing it.

Follow the guidelines below to write official reports
1. The first step in writing an official report involves the collection of data through investigations, inquiry, meetings, surveys etc.
2. The second step is to arrange the information in a format used for the purpose.
3. The style and tone used in official reports are usually formal.
4. It is important to present facts clearly and concisely because they will be used to take decisions.
5. An official report must be accompanied by a formal covering letter thanking the person, people or the organization concerned for assigning you the task of making the report and stating your availability for further discussions and clarifications.
6. Use the format below to write an official report
-From (name and designation of the person writing the report)
-Date
-To (name and designation of the person to whom the report is sent)
-Title of the report
-Terms of Reference (who authorized the report/why it is being made/what the reporter has been asked to survey etc.)
-Abstract or summary (included when the report is very long, so that busy senior colleagues may get the essence of the report quickly, without having to go through the main body of the report).
- Body of the report (explaining how the necessary information/data was collected and giving the findings of the investigation)
-Conclusion (containing the reporter's interpretation of the facts and his/her comments and recommendations)
-Signature (of the person writing the report)

Look at the sample given below for an illustration of the format used for official reports.

From
Dr Sathya Prakash
Assistant Medical Officer
District Health centre
Aurangabad

Date: 14 May 2016

To
Dr Mehtab Akhtar

Chief Medical Officer
District Health centre
Aurangabad

Title: Deaths due to Dengue fever

Terms of Reference: As instructed by the Minister of State for Health, a survey was conducted to investigate reports of over thirty people dying of Dengue fever in four villages in the district.

Findings: The writer visited the four villages of B. Kothakota, Gollapalle, Bangarupalyam and Ramapuram to confirm the above reports and study the situation. The findings of the study are as follows.
a. According to the records maintained in the local government hospitals as well as in private nursing homes, the number of patients diagnosed with Dengue fever was 23 in B. Kothakota, 14 in Gollapalle, 22 in Bangarupalyam and 30 in Ramapuram.
b. While 19 patients suffered from mild forms of the fever, 70 patients presented acute symptoms and needed hospitalization.
c. The line of treatment followed was in accordance with that recommended for the management of dengue fever.
d. 40 deaths were confirmed by the hospital and local panchayats.
e. For more than two weeks now, no cases of Dengue have been reported.

Conclusion and recommendations: The outbreak of Dengue fever appears to have been brought under control before it became an epidemic. It is recommended that the primary health care centers in the district keep a close watch on the condition of the patients suffering from the fever and report other deaths, if any. Further, the centers should be instructed to immediately alert the District Health centre if new cases of Dengue fever are reported in the area.

S. Prakash
(Satya Prakash)

Exercises

1. You are District Education Officer for Guntur district in Andhra Pradesh. You have been directed by the secretary, Department of School Education (DSE), to study and evaluate for June 2013- May 2014, the achievement of the objectives of the districts' primary education programme below. Follow the sample to write report.

- Making admission available to all children from the age of five.
- Making sure that the children do not drop out from school.
- Providing lunch to children under the mid-day meal scheme in primary schools run by the government and aided managements.
- Supplying free textbooks to children of classes 1 to 5.
- Providing in-service training to primary teachers.

2. Imagine that you are an officer in the Meghalaya Forest department. The secretary of the department has asked you to report on the steps taken in the previous year to conserve the

forests in and around Shillong. Use the points below and also browse the net for more information to write the report, presenting facts and making recommendations.

Expansion of areas under forest covers through regeneration and tree plantation programmes, with focus on species having commercial and economic value, protection of forests and their produce from fire, diseases, chopping of trees, poaching and encroachments.