

Unit - 5

Speaking and Listening - A Review

Section - A

Note: It is not always about learning to speak and listen effectively in English only to pass an assessment, clear a placement test or a job interview!

Have you ever thought about the different forces that are affecting education today? The emergence of new job markets requires enhanced communication skills, multi-cultural awareness and better teamwork. These, and a range of other significant factors are continuously defining and shaping the education scenarios all over the world.

With over 2 billion users of the English language, it has emerged as the most commonly used language of international business, education and communication. However, at the same time, English language too is changing as it comes into contact with new cultures, communities and countries. In this emerging scenario, the knowledge of English and effective communication skills have become imperative for the 21st century learners.

- 1 Read the questions and choose the most appropriate option.
 - (a) Do you use English words when you are talking in your mother tongue?
 - (i) some times
 - (ii) always
 - (iii) never
 - (b) Which of the following words are now part of the English dictionary?
 - (i) guru; pandit, shawl
 - (ii) bazar, karma, yoga
 - (iii) all the above
 - (c) How do you react when someone mispronounces a word e.g *snakes*, instead of *snacks*?
 - (i) Tell the speaker that it is incorrect
 - (ii) Try to understand his/her pronunciation
 - (iii) Start laughing
 - (d) What is the most important when you talk in English?
 - (i) good accent
 - (ii) fluency
 - (iii) intelligibility

- (e) Do you make eye contact with your teacher when you are seeking his or her advice?
 - (i) sometimes
 - (ii) always
 - (iii) never
- (f) Do you grope for words when trying to express yourself in English?
 - (i) some times
 - (ii) always
 - (iii) never

What do the answers to these questions tell you? These answers clearly demonstrate that gestures like eye contact, nodding your head, or hand movements (item e.) play an important role in good communication. (items b. and c.) convey the message that we use many words of English in our day-to-day communication like *school, station, party, exams*. Similarly, many words, not only from the Indian languages, but from other languages across the globe, have found a place in the English language. Users of English come from diverse social, cultural and economic backgrounds so, their spoken English can be influenced by their mother tongue (item d.). However, it is critical that our speech is intelligible to all speakers of English and therefore the choice of appropriate words and language structures (item f.) plays an important role in good communication.

2. Working in pairs, discuss the given questions.

- (a) Why do you greet someone with *Good Evening* when you meet a friend at 10:00 p.m.?
- (b) Why do you focus on the audience when making a presentation?
- (c) Why won't you dress up in a casually when you go to meet someone in the office?
- (d) Why don't you answer with just *yes/no* when facing an interview?
- (e) Why do you greet different people differently?

What have you learned so far? Share your ideas with the class. You would notice that our use of the language is strongly dependent on the context, and we always re-phrase our utterances with reference to the degree of *politeness, formality* and the choice of *register*. You continue to polish your language skills with more and more practice and thus understand its finer aspects.

Good communication is always more than the correct and grammatical use of language. You also need to pay attention to accent, tone, pitch, stress, rhythm and intonation, and a demonstrably good understanding of these aspects makes your speech INTELLIGIBLE.

A3. Given below are a few phrases that we commonly use when we greet someone, and others when we conclude a conversation and bid goodbye. Separate the *Greetings* from the *Goodbyes* and write them in the right section of the table. Use the given clues.

Good evening	Hello	See you tomorrow	Hi	See you in a while	Good bye	I need to go home
Thank you for coming	How're you?	Please come again	Good to see you	Bye-bye	Have a nice day	Take care

Greeting	Goodbye

Section - B Language Functions

1. How would you respond to the following questions/statements? Share with your class.

1. 'Congratulations! I am so pleased to hear that.'

2. Excuse me...but I really don't understand this point about the need for good connectivity'.

3. 'Is this your new phone? Must have cost you a lot?'

4. 'Thanks for inviting me, but I have another engagement'.

5. 'I doubt if I can make it for the dinner tonight'.

2. Read some possible 'answers' and match them to the comments given in activity 01:

1. Thank you so much...I had to work hard for this promotion.
2. Without good connectivity, we can't download any of the big files...and that slows down our work!
3. Not really...only twelve thousand!
4. Oh that's a pity ! Can you make it on the 18th then?
5. I can do it, only if I don't go home to change.

You are possibly thinking about other options. Of course, there can be many possible responses.

3. Discuss this with your partner and write down another set of responses for activity 01.

What does it tell you? You would have also noticed that the responses vary with reference to the context, the level of formality and also the relationship between the speaker and the listener. Here's another example to show you how the utterances can be graded starting with the least to the most formal.

- ▶▶ Lunch?
- ▶▶ Coming for lunch?
- ▶▶ Come for lunch with us?
- ▶▶ Why don't you come for lunch with us?
- ▶▶ Would you like to come to lunch with us?
- ▶▶ We would be really pleased if you could join us for lunch.

Observe how the language changes with the level of formality—among friends it can be a few words or phrases and with seniors and elders in formal context, the politeness is maintained along with the use of complete sentences during communication.

Language Functions

Understanding of different language functions and the accompanying linguistic structures is extremely helpful in developing a good proficiency of the language. A **language function** is the **purpose** of speaking that sentence or phrase. For example, "I'm sorry" represents the function of *apologising* and, "Good Morning!" represents the function of *greeting*. Please note that here the expressions like *I'm sorry*, or *Good morning*, are called **exponents** i.e., the language used to describe a function. Here are more language functions.

Functions	Exponents
Suggesting	<ul style="list-style-type: none">• <i>What about going to the zoo?</i>• <i>Let's go dancing.</i>• <i>Why don't we have vegetable curry?</i>

Inviting	<ul style="list-style-type: none"> • <i>Could you please join us for dinner on Wednesday?</i> • <i>Coming for coffee?</i> • <i>I am planning a party on the 26th. You better keep that evening free.</i>
Thanking	<ul style="list-style-type: none"> • <i>Thank you so much for this lovely...</i> • <i>This is just beautiful, many thanks.</i> • <i>You made my day...it is the perfect colour and design !</i>
Advising	<ul style="list-style-type: none"> • <i>I'd urge you to discuss the matter with Prof Kalia.</i> • <i>To get a clearer picture, it would be good to have a meeting with the Sales team.</i> • <i>Under these circumstances, you certainly need to consult an advocate.</i>
Agreeing	<ul style="list-style-type: none"> • <i>You're absolutely right!</i> • <i>That's true.</i> • <i>I couldn't agree more!</i>
Giving warning	<ul style="list-style-type: none"> • <i>If you do that again, I'll leave.</i> • <i>You had better not go there again, or else.</i> • <i>Just wait till I get hold of you!</i>
Seeking Permission	<ul style="list-style-type: none"> • <i>Is it OK if I go now?</i> • <i>Please, may I use your phone?</i> • <i>Do you mind if I bring Gopa with me?</i>
Clarifying	<ul style="list-style-type: none"> • <i>To put it another way...</i> • <i>If I understand you correctly...</i> • <i>Are you saying that....</i>
Expressing preferences	<ul style="list-style-type: none"> • <i>On the other hand, I believe...</i> • <i>I support Sudha's argument for allocating more funds for the School building.</i> • <i>The Defense Counsel's arguments are well thought out, but weak on evidence.</i>
Hypothesising	<ul style="list-style-type: none"> • <i>Imagine you had to...would you?</i> • <i>If I had the chance, I would...</i> • <i>If we hadn't paid attention to what he said...</i>

There are many other functions like *interrupting*, *expressing wishes/hopes/regrets*, *expressing obligation*, *interrupting*, *evaluating options* and so on.

3. Working in pairs, complete the following table by writing *Exponents* for the following *Functions*.

Functions	Exponents
<i>Expressing wishes/ hopes/ regrets</i>	

<i>Expressing obligation</i>	
<i>Interrupting</i>	
<i>Evaluating options</i>	
<i>Giving an opinion</i>	
<i>Clarifying</i>	
<i>Seeking permission</i>	
<i>Summarising</i>	

Appropriacy and Register

Imagine a Regional Manager (Sales) walks into the Meeting room and greets his or her team with, 'Hi, guys!' or *I'd like to wish you all a very good evening*. They would be surprised, because both of these greetings are unsuitable or inappropriate for this situation, which is neither very formal nor completely informal. And so, a simple 'Good evening' is more appropriate. The context or the situation also plays an important part in selecting the right expression, and this is called **register**. 'Hi, guys' is an example of the informal register, and, 'A very good evening to all of you' is an example of the formal register.

4. Read the following conversation between two friends and match the *italised* sentences with the functions listed.

Simran : This slice of cake isn't nice. Nothing's fresh and it tastes a bit strange!

Rohan : Yes, you're right. (1) *Should we complain to the Manager?*

Simran : (2) *That's going a bit too far, isn't it?* Maybe we could first check with the waiter.

Rohan : (3) *Are you saying you'd like to get this sandwich changed?*

Simran : No, that's not a great idea. (4) *It could be possibly worse than this one.*

Rohan : (5) *Or, could be nice and fresh!*

Simran : (6) *OK, call the waiter and let's tell him.*

- A - predicting
- B- making a suggestion
- C- asking for clarification
- D- expressing hope
- E- agreeing
- F- disagreeing

5. Play this BOARD GAME with a partner using a coin. Head: move one box; Tail: move two boxes.

You are at the PCM Annual Sales Conference at New Links Conference Centre. Make conversations with your partner on each square, according to the instructions given in the box.

<p>1 You arrive at the entrance of the Centre. Ask someone there about the venue of the conference.</p>	<p>2 The receptionist asks you to spell your second name.</p>	<p>3 You ask the receptionist where you need to register for the conference.</p>	<p>4 Move to 9</p>	<p>5 You meet a friend from your college days, greet him/her</p>
<p>20 Tell the receptionist to get a taxi for you.</p>			<p>19 Tell your mother, on the phone, that you will reach home by 5 p.m.</p>	<p>6 Ask your friend about his/her new job/ company?</p>
<p>17 Announce where the lunch is going to be served.</p>		<p>18 The team leader wants to speak to you.</p>		<p>7 Introduce your friend to your colleague who has just joined you.</p>
<p>15 Your team leader invited you to briefly talk about the sales targets for the year.</p>			<p>16 Go back to 10</p>	<p>8 Ask your colleague about what time will the meeting begin.</p>

14 Your team leader suggests you discuss this with his/her during the coffee/tea break.	12 Inform your team leader that you'll need to leave by 4:30 p.m. because you have to take your mother to the doctor.	11 You want to meet your team leader. Ask your colleague about where you can find him/her	10 A passer-by asks you about the way to the nearest bus stand or metro station.	9 Ask and note down the new mobile number of your friend.
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Section - C In My Office

In any office, there is always endless exchange of information—colleagues asking for or giving information, callers/visitors asking for information, over the phone, face to face or across the counter. It is important to use language precisely in such situations.

Giving information and asking for information.

(i) Asking a colleague, over the phone

- A : Hello, Aditya ! Reesha here.
 B : Yes, Reesha, what can I do for you ?
 A : Adi, can you please give me the mobile number of Mr Seth who designed the trophies last year.
 B : Yes, certainly. His number is-98 43 67 89 20
 A : Thanks, Adi.

Note: There is a very brief exchange of greetings/pleasantries and then the caller asks for the information. The respondent gives the information straightaway and that concludes the conversation.

(ii) Asking your senior for information face-to-face.

- Aditya : Good morning, Mr Mittal. May I come in?*
Mr Mittal: Good morning, please come in .
Adiya : Sir, I wanted to invite Mrs Sushma Shrama to the Experts' Committee meeting next week. Can you please give me her contact details?
*Mr Mittal: That's a good idea. Her phone no is 033-***** and you'll need to speak to her PA first. I'll forward you her e-mail id, which has her designation and other details. Is that all right?*
Aditya: Yes, Sir. Thank you very much.

(iii) Asking for information across the counter

Aditya : Hello. Please give me two tickets for Chandigarh.

Ticket Seller: For deluxe or ordinary?

Aditya: Deluxe please.

Ticket Seller: I'm sorry. All tickets for the 4:30 pm bus are sold out. However, we do have some for the 5:30 service.

Aditya: Ok, fine. Could you give me 2 tickets for 5:30 please!

Ticket Seller: Sure. Here you are.

Aditya: Thanks.

Notice the differentiating features of these three short conversations.

- ▶ length of conversation
- ▶ formal vs informal use of language
- ▶ use of greetings etc.

A proficient speaker bears these in mind when talking to immediate colleagues, strangers or your seniors. A good understanding of these features facilitates effective communication.

On the Phone

A great deal of real business in an office happens over the phone when people are calling up to find out about timings, to take appointments, to discuss something, to make enquiries about prices, timings availability and a whole range of other things and services may also often take down messages to be passed on to colleagues or seniors. In such situations, it is important that the speech is clear and effective and that the appropriate level of politeness is maintained throughout.

Very often, visitors and callers complain about a service, product or a piece of information. In such situations, one has to be level-headed, speak politely, and be patient to the caller of visitors. Given below here is a table of phrases and responses that you may need to often use when talking to callers and visitors:

Stages	Words/phrases	Appropriate responses
Opening	Good morning/hello... This is/It's...	Good morning/hello. Who's calling, please?
Warm up	I'd like to speak to... Could you connect me to...? How are you?	Just a minute/hold on, I'll put you through... Nice to hear from you.
Conveying the message	I'm phoning/calling about.. Could you give B a message?	I'm sorry, Z is not in. The line is busy. Would you like to hold on or call... I'll certainly pass on your message

Rounding off	Thanks for your help. I hope to see you soon/look forward to meeting you.	Thank you for calling. OK/Fine/Thanks
Closing	Thanks, bye-bye.	Bye-bye.

Section - D Sounds of English-Review

As you all I know that the English language has 26 letters in the alphabet, but the total number of sounds used in English is 44. In many languages, each consonant or vowel has a unique role, a function that never changes. However, in English, different letters (both consonants and vowels) can be pronounced differently depending on where they occur in the words, and there are sounds which are not represented by any of the 26 letters. You would have studied them in greater detail in class XI. Now, let us review these letters and sounds again.

Letters	Sounds	
Vowels	5	20
Consonants	21	24
Total	26	44

1. Given below are the phonetic symbols along with the words which represents that sound.

ɪ READ	ɪ SIT	ʊ BOOK	u: TOO	ɪə HERE	eɪ DAY	John & Sarah Free Materials 1996	
e MEN	ə AMERICA	ɜ: WORD	ɔ: SORT	ʊə TOUR	ɔɪ BOY	əʊ GO	
æ CAT	ʌ BUT	ɑ: PART	ɒ NOT	eə WEAR	aɪ MY	aʊ HOW	
p FIG	b BED	t TIME	d DO	tʃ CHURCH	dʒ JUDGE	k KILO	g GO
f FIVE	v VERY	θ THINK	ð THE	s SIX	z ZOO	ʃ SHORT	ʒ CASUAL
m MILK	n NO	ŋ SING	h HELLO	l LIVE	r READ	w WINDOW	j YES

Read all these words aloud and circle the letter that corresponds to the phonetic symbol.

Consonant Sounds

2. Now study the phonetic symbol for each consonant sound carefully, and underline the word which DOES NOT represent the corresponding sound.

Consonant Sounds	Odd one out
/p/	pen, copy, happen, ciphon
/b/	back, bomb, baby, job
/t/	tea, tight, listen, button
/d/	day, ladder, odd
/k/	key, clock, Wednesday, school
/g/	get, giggle, might, ghost
/tʃ/	church, match, nation, nature
/dʒ/	judge, age, plague, soldier,
/f/	fat, coffee, though, photo
/v/	view, heavy, ,move
/ʒ/	thing, author, matter, path
/ð/	this, other, should, smooth
/s/	soon, cease, kites, sister
/z/	zero, music, measure, buzz
/ʃ/	ship, cycle, sure, national
/ʒ/	pleasure, vision, leisure, ledger
/h/	hot, whole, thought, ahead
/m/	more, hammer, mnemonic, sum
/n/	nice, know, funny, column
/ŋ/	ring, anger, thanks, sung
/l/	light, valley, talk, feel

/r/	right, wrong, sorry, poor
/j/	yet, use, beauty, jade
/w/	wet, one, suit, queen

3. **Homophone:** It is a word which is pronounced in the same way as another word but differs from it in origin, meaning and spelling. For example: *read* (past tense of *read*) and *red* (a colour).

Homonym: It is a word which has the same spelling and pronunciation as another word, but a different meaning. For example, '*bank*' of a river and '*bank*' associated with financial transactions.

(a) Given below is a box full of words. Read each word aloud, and then find pairs of words that are pronounced in the same way, but have a different meaning and different spellings

sea	gate	too	bow	knot	see
blue	sent	fare	cue	pear	fair
there	by	gait	their	not	blew
bye	already	tye	stationery	whole	practise
deer	tie	die	two	bough	sent
queue	pair	practice	already	stationary	hole
dear	dye				

(b) Write the pairs in the table as shown below:

(e.g.) pair	(e.g.) pear

4. Stress on the right syllable

A *syllable* is a unit of sound which includes a vowel sound. You can check how many syllables a word has by putting your hand under your chin. Each time your chin moves to make a vowel sound count a syllable. For example, the word 'difficult' moves your chin three times. Therefore, *difficult* has three syllables.

If the word has only *one syllable*, that syllable is stressed, but, in *multi-syllable* words, the stress falls on one of the syllables while the other syllables tend to be spoken over quickly. This leads to sounds that are not clear (*muted*) on unstressed syllables. In order to improve your pronunciation, focus on pronouncing the stressed syllable clearly. However, don't be afraid to "mute" (*not say clearly*) the other unstressed vowels.

- (a) Study the examples and practise pronouncing the words by stressing the syllable written in capital letters.

PersonNEL	TOtally	InDUstrial	ToMAto	FanTAsTic
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Note: Unstressed syllables keep the correct sound, but they sound muted. Sometimes, unstressed vowels become a schwa sound - like a soft "uh". At other times, the vowel is pronounced but not stressed. Now, review the eight common word stress patterns in English..

One Syllable - Stressed

All one syllable words have the stress on the one syllable. The intonation should go down.

EAT	DRINK	SIGN	WELL
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Two Syllable - First syllable stressed

Examples:

Glant	PICTure	HEAting
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Two Syllable - Second syllable stressed

Examples:

toDAY	aHEAD	aLLOW
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Three Syllable - First syllable stressed

Examples:

ENergy	Operate	ORganize
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Three Syllable - Second syllable stressed

Examples:

meMORial	aSSUMption	caNAdian
----------	------------	----------

Three Syllable - Third syllable stressed

Examples:

employEE	japanESE	voluntEER
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Four Syllable - Second syllable stressed

Examples:

psyCHOLogy	eVAporate	cerTificate
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Four Syllable - Third syllable stressed

Examples:

poliTIcian	indiVI dual	reputation
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(b) Read the following sentences out aloud. Mark them as Type A or Type B according to the rise or fall in the tone.

You may recall that the pitch rises at the end of the statement/question if the speaker is uncertain, and it falls when the speaker is certain.

- 1. The percentage of women working in banks is rising, isn't it?
- 2. You are not going to put this down in writing, are you?
- 3. The policy calls for a big change in overtime rules, doesn't it?
- 4. You visited Tashi last week, didn't you?
- 5. The Agra fort was built by Shah Jahan, wasn't it?
- 6. I think this will lower the recruitment standards, won't it?
- 7. I should go and fetch the groceries, should I?
- 8. I haven't read about eight different types of intelligence have you?

5. The Silent Letter

You have earlier studied that English is not a phonetic language; it simply means that quite often, in many of the words, all the consonants may not be pronounced. And, it can be quite

difficult to remember which consonants are not pronounced in which words. Given here are some examples that illustrate this feature.

A - logically, musically, romantically,	L - calf, calm, talk, yolk
B - debt, doubt, numb, subtle,	N - autumn, column, damn, hymn,
C - blackguard, czar, scissors,	P - pneumonia, psychology, receipt
D - handkerchief, Wednesday	R - butter, finger, garden, here,
G - align, champagne, gnaw,	S - aisle, debris, island, isle,
H - choir, exhaust, ghost, heir, hour	T - asthma, ballet, castle, gourmet
K - blackguard, knead, knowledge	U - catalogue, guest, guitar, tongue

6. Intonation

(a) Working in pairs, discuss the given situation

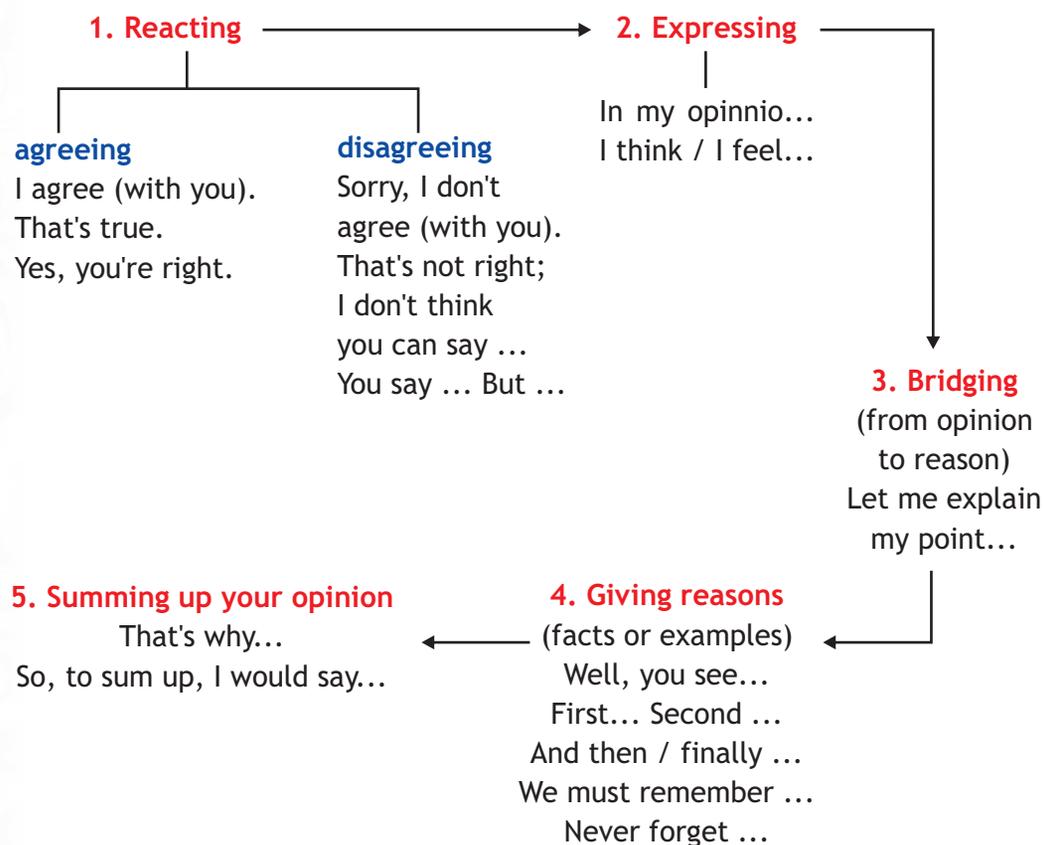
Your best friend has started going out with a group of friends who you know to be undesirable. You have tried to caution your friend about them but she/ he does not pay any heed. How will you deal with the situation?

- ▶▶ Intonation is used to convey feelings and attitudes
- ▶▶ The Falling intonation: completeness and definiteness
- ▶▶ The rising intonation: incompleteness and uncertainty or questioning
- ▶▶ The falling-rising: hesitation, contrast, reservation or doubt

(b) Which of the following language functions will you use? Write the exponents you would use.

Functions	Exponents
Expressing opinion/s	
Asking for advice	
Interrupting	
Offering suggestions	
Offering help	
Summing up	

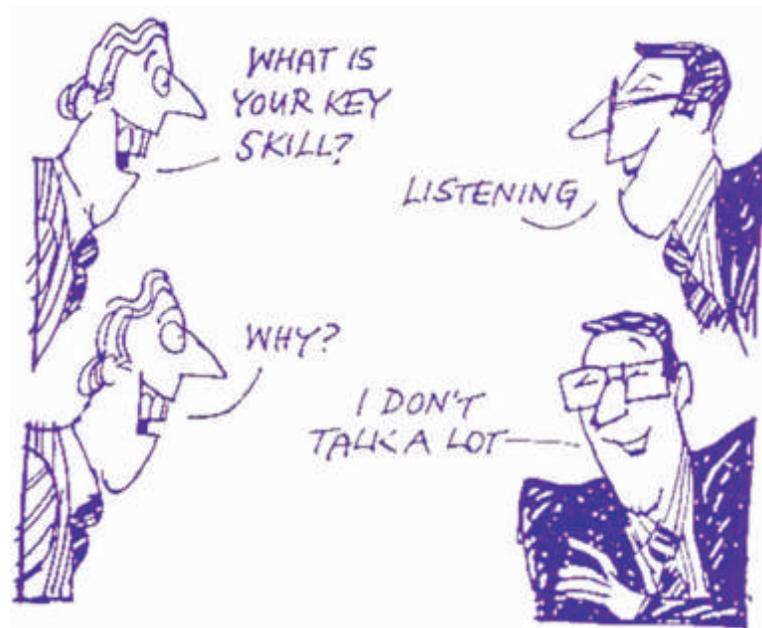
7. The TV is described as an 'idiot box'. Debate AGAINST the motion. Your presentation should be about 3 to 4 minutes. Use the language of debate appropriately to help you make your speech more effective.



Language Use

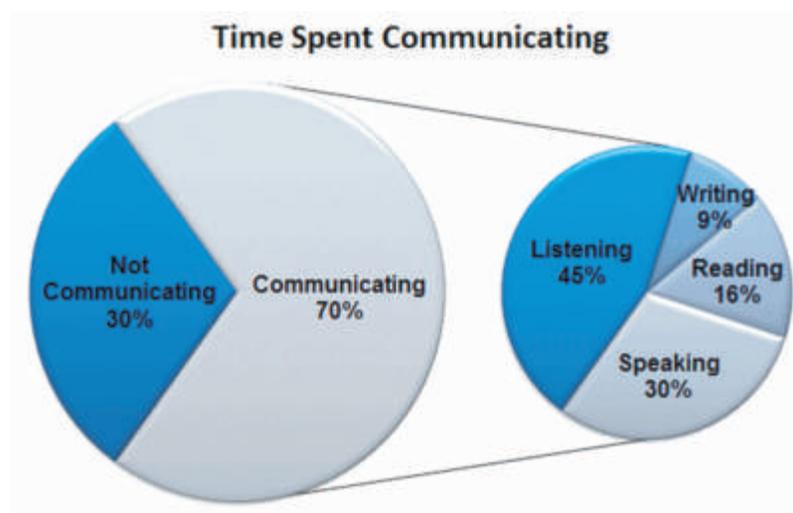
1. Opening statement/Quotation
2. Respected Chairperson, members of the jury, teachers, and my dear friends ...
3. I strongly support/reject/oppose the motion ...
4. First reason for/against
5. Second reason for/against
6. My worthy opponent has just pointed out ... but I feel...
7. Friends, don't you agree with me when I say ...
8. Although my opponent may feel ...
9. Summing up

Section - E Listening - Review



The simplest way to learn a language is to listen. That sounds surprising? But it is true! How do children learn a language? They *only listen*, and continue to listen to baby talk, the words, then phrases and sentences being spoken by all those around them, and that becomes the best stimulus for them to repeat, reproduce and eventually start speaking. They gradually start speaking in short, clear sentences and then move on to long and complex sentences. Teachers / parents. We never teach them parts of speech, sentence structures or stress patterns, but they imbibe these finer aspects of language by simply listening and figuring out the 'rules' in their mind, that is unconsciously

Listening is in not less important than reading, writing and speaking. In fact, we always do more listening than speaking, and that is the key to good communication.



In fact, listening is the first skill learnt, but the last skill taught; we certainly need to pay more attention to it, and start practising listening.

We listen to different conversations when we are travelling in a bus, metro or train, but you don't mind how the fellow-passengers are speaking. If they happen to be talking in English, you are likely to listen to many Indian words and phrases in their conversations, and many words being pronounced differently. Besides, there are many other unique features of such conversations like short-forms or abbreviations, some particular idioms and expressions shared by a group of people, or even words from their common



dialect. This is one example of a listening situation, when we are not participating in the conversation. We are only passive listeners!



There are many other situations when one needs to listen for specific information. Look at the few situations given in the pictures. At a railway station, airport or metro station, the announcements are being made continuously. But you would listen to the

one which is related to your journey—the key words that you listen/relate to are the arrival/departure time, destination and train or flight number.

In such situations, you are *listening for specific information*.

When you are listening to your teacher in the classroom teaching/revising a lesson, you would probably need to listen to each word carefully, to ensure that you develop a sound and comprehensive understanding of the new topic. This is also known as *Intensive Listening*.



Sometimes, you are listening to the news, or watching a documentary on the television. During this activity, you are not listening to each and every word or may even miss out on something it happen? It happens because you are *listening for general understanding* i.e. to develop broad understanding of the topic being discussed.



Sometimes, you don't need to listen to most of the broadcast! When does that happen? For example, when you listen to music or to a radio programme, you are **listening for pleasure that is**, enjoying what you are listening to becomes more

important than the detail of what is being spoken, narrated or discussed.

Next comes *inferential listening*. Very often what is being spoken is not directly relevant to your situation, but may become so in the near future. The information given in these situations is not direct or explicit, but implied. Can you think of a situation when this happens? Yes especially when you don't get the answer that is expected.



1. (a) Read the following conversation:

Raman: Are we going out for lunch with Meenu and Mahesh this afternoon?
Simmy: It would be good idea to invite them home on Sunday, instead.

Here Simmy, rather than answering in 'yes', 'no' or 'may be', suggests that they should consider inviting them home for dinner instead on Sunday.

Working in pairs, discuss what meaning you could guess from her statements. Her words are only a suggestion.

- (i) Home food would be less expensive
- (ii)
- (iii)

There could be other 'inferences' drawn from this short extract, while a single one can be woven into the next part of the dialogue, like the one given in the box.

Raman: That's a good idea!
Simmy: I can make their favourite vegetable, pulao too !

So, this is an example of inferential listening. In other words, *inferential listening* means that there is a difference between the **meaning** and the message.

Here is another situation:

The sales assistant at a Garments showroom may ask the customer:

Are you all right?
Are you OK?

He is not enquiring about the customer's wellbeing, but actually saying (implying) *I am willing to help you make a selection, or I can tell you more about these new designs/products/prices etc. This is important in cross-cultural communication.*

It is likely that the non-native speakers may just accept the literal meaning of remarks, or statements made by native speakers of English. Look at some examples given below:

What they say	What they mean	What others understand
That's not bad	That's good	That's poor
I almost agree	I don't agree at all	He's not far from agreement
I have a few minor comments	Please re-write completely	He has found a few mistakes/typos

You often listen to talks, lectures or presentations. What happens in such situations? Here, the objective of listening is understanding the main point and the supporting points/examples or details. As a student, you often need to practise this type of listening.

2. Practise listening

(a) Listen to the announcement at the airport and complete the statements that follow by filling in the blanks with one or two words only.

- (i) The flight has landed at the _____ airport.
- (ii) The same aircraft will fly to _____.
- (iii) Passengers should proceed to gate no _____ for boarding.
- (iv) The flight will now leave at _____.
- (v) The announcement is made at _____.

(b) Listen to the following conversation between two friends and complete the given form.

TICKET BOOKING FORM	
Name:	
Address:.....	
Pincode:.....	
Contact No:	
No of tickets :	<input style="width: 80px; height: 20px;" type="text"/>

- (c) Listen to 5 speakers talking about the use of technology in schools. Match the speakers with the key statements given. There are two extra statements that you do not need.

Speaker	Statement
1	Users of technology find learning easier by providing appropriate visuals.
2	While most content is filtered and listed, it is the user's duty to ensure that information is useful and accurate.
3	Technology helps the user to develop problem-solving skills.
4	Using technology is a good way of staying in touch with your friends and family but it has resulted in a rise in crime across the globe.
5	Technology helps improve students' self-esteem and motivation.
6	With technology providing easy access to information online, users often resort to plagiarism.
7	Use of technology promotes equity in schools.

- (d) You will listen to a Radio Show about the Indian system of medicine, Ayurveda. As you listen to the radio show, answer the given questions.

- The name of the radio show is
 - 'The Indian System of Medicine'
 - 'Ayurveda and You'
 - 'A Healthy You'
- The topic of the programme is
 - how to remain healthy
 - why ayurveda is good for health
 - the origin of ayurveda
- The science of Ayurveda developed
 - before the 12th century AD
 - between the 12th and 15th century BC
 - after the 15th century AD
- The term Ayurveda means
 - the science of long life
 - the art of living
 - the science of herbal medicine

5. Ayurveda is different from the other systems of medicine as it
- (a) developed so long ago
 - (b) believes in herbs for curing diseases
 - (c) deals with maintaining health and staying away from diseases.

Listening Script 01

Good evening, ladies and gentlemen! Skylark Airways flight DST 342 from Delhi to Patna has now landed. The same aircraft will fly to for Bangalore after 45 minutes. We are pleased to report that flight TST 257 will leave at 5:45 p.m. without further delay. Passengers travelling by Skylark Airways flight TST 257 to Bangalore may now proceed to boarding gate no. 26. We apologise for the inconvenience caused. Have pleasant flight! Passengers requiring wheelchair may contact the Airlines Staff at the Boarding Gate.

Thank you.

Listening Script - 02

- Neena : Hi, Sameer. Good you made it on time.
- Sameer : Yeh, it was tough, the traffic at this time is really bad. OK, let's fill up the form and get the booking done.
- Neena : Yeh, sure. So, my name -NEENA KALIA, and address- 238/4, M G Road, Gulab Nagar, Aligarh. Hey, do you remember my pincode ?
- Sameer : Yes, it is 301-201.
- Neena : Thanks. We also need to write our contact no. Can I write your mobile no?
- Sameer : Of course! It is 79-65-40-34-32. Is 25th evening show, all right?
- Neena : Yes, please! Since the next day is Sunday, I'll get time to prepare for the weekly test.
- Sameer : That's good planning. The tickets will cost 600/- . Is that OK?
- Neena : Yes, fine. Is your cousin Rashmi planning to join?
- Sameer : No, I spoke to her yesterday. She's going away for the weekend.
- Neena : Good for her !

Listening Script 03

Speaker 1: Many teachers have stressed opportunities that technology provides for acquiring problem- solving skills - either through instructional software designed to teach problem solving or through the many requirements for solving problems that naturally emerge when one is trying to use computer tools to accomplish a task (e.g., the selection of appropriate software, figuring out what to do when the system doesn't behave as you expect it to).

Speaker 2: Technology helps the learner acquire complex concepts, for example by graphically representing abstract concepts such as acceleration, or by providing a structure for your thinking with tools like imp.

Speaker 3: A third frequently cited rationale by teachers for introducing technology was to stimulate motivation and self-esteem. Through either personal experience or a review of the literature, many innovators perceived the dramatic effects that technology can have on students' interest in class activities and enhancing their belief in their own capabilities. While these benefits are perceived as occurring across the board, our case study sites, most of whom serve student bodies coming predominantly from lower -literacy areas - such benefits would be particularly important for these students.

Speaker 4: Another good reason for using technology was the promotion of equity. In particular with the introduction of ShareNet (the school and community intranet), a number of people easily recognized the wide disparity in the resources available to them and felt that a unifying network such as ShareNet could promote a more equitable use of those resources. In the case of several schools serving students from low-income homes, technology innovators stressed the importance of giving these students the technology tools that would facilitate the learning process, socialisation, beside encouraging children to hone their IT skills.

Speaker 5: Assuming we are justified in granting access to some store of information that we may be in control of, there is a duty to ensure that that information is useful and accurate. While all searches are filtered to some degree in order to ensure that the information the search provider believes is most important to the user is listed first, not all searches are equal and it matters which search provider one uses.

Listening Script 04

Host: Good morning and welcome to “A Healthy You” – our weekly health programme. I am your host, Pranjol Roy. Today we have with us, Dr. Arvind Dubey who is a well-known doctor of our city. Dr. Dubey practises Ayurvedic medicine. Dr. Dubey, hello and welcome to our show “A Healthy You”.

Dr. Dubey: Good Morning.

Host: Dr. Dubey, will you tell us something about the origin of Ayurveda?

Dr. Dubey: Ayurveda is the ancient Indian medical science, the origin of which can be traced back to the Vedas. The fourth book of Vedic literature, the Atharvaveda, contains passages devoted to medicine. It was this that gave birth to Ayurveda, which literally means the science of long life. It aims to cure disease, protect health, and prolong life through natural herbs.

Host: When did Ayurveda develop as a system of medicine?

Dr. Dubey: Ayurveda developed between 12 to 15 century BC, about 3,500 years ago.

Host: How is Ayurveda different from the other systems of medicine?

Dr. Dubey: Ayurveda comprises of two words: Ayur and Veda. Ayur means life, and Veda means knowledge or science. So the literal meaning of the word Ayurveda is the science of life. Ayurveda is a science dealing not only with the treatment of diseases but is a complete way of life. Ayurveda is the only science which deals with maintaining health and staying away from diseases. The word health here does not mean physical health, but also spiritual and mental health.

Host: Thank you very much Dr. Dubey for your very enlightening talk. I am sure all of us have learnt a lot about traditional Indian medicine today.

Sample Questions for Practice

READING

1. Read the following passage carefully and answer the questions that follow:

1. When I think of my school days, I am reminded of an incident which took place when I was studying in 5th class. I had a teacher, Shri Siva Subramanialyer. He was one of the very good teachers in our school. All of us loved to attend his class and hear him. One day, he was teaching about bird's flight. He drew a diagram of a bird on the blackboard depicting the wings, tail, body structure and the head. He explained how the birds create the lift and fly. He also explained to us how they change direction while flying. Nearly 25 minutes he gave the lecture with various information such as lift, drag, how the birds fly in a formation of 10, 20 or 30.
2. For me, it was not merely an understanding of how a bird flies. The bird's flight entered into me and created a feeling on the seashore of Rameswaram. From that evening, I thought that my future study has to be with reference to flight and flight sciences. I am telling this because my teachers teaching and the event that I witnessed later decided my future career. Then one evening after the classes, I asked the teacher. "Sir, please let me, how to progress further in learning flight sciences." He patiently explained to me that I should complete high school and then I should go to college that may lead to education of flight. If I do all these I might do something connected with flight sciences. This advice and the bird flying demonstration given by my teacher really gave me a goal and a mission for my life. When I went to college, I took Physics. When I went to engineering in Madras Institute of Technology, I took Aeronautical Engineering.
3. Thus my life was transformed as a rocket engineer, aerospace engineer and technologist. That one incident of my teacher's teaching, giving a live demonstration, proved to be a turning point in my life which eventually shaped my profession.
4. How it was powered. Bird is powered by its own me and the motivation what it wants. All these things were explained to us within 15 minutes. We all understood the whole bird dynamics with practical example. How nice it was! Our teacher was a great teacher, he could give us a theoretical lesson coupled with a live demonstration. This is real teaching. I am sure many of the teachers in schools and colleges will follow this example.

Pride of the Nation: Dr. A.P.J. Abdul Kalam

- (i) The teacher was teaching about
 - (a) body structure of birds
 - (b) flapping of wings
 - (c) birds flight
 - (d) creating lift and flying

- (ii) When the author said he did not understand how the birds fly ,the teacher did not get upset because
- (a) the author was a good student
 - (b) he wanted to explain it again
 - (c) he was a real teacher and a very good teacher
 - (d) many students found it difficult to understand
- (iii) The teacher took the students to the seashore because
- (a) the students liked roaring sea waves
 - (b) it was a pleasant evening
 - (c) the students could hear the sweet chirping of birds
 - (d) he wanted to teach bird dynamics with practical example
- (iv) The students were amazed to see the birds:
- (a) in marvelous formation with a purpose
 - (b) beginning to flap their wings
 - (c) chirping loudly
 - (d) flying to their destinations
- (v) The author says his career was decided by
- (a) his teacher's advice
 - (b) his visit to the sea shore of Rameswaram
 - (c) his teacher's class on birds flight and the event he witnessed
 - (d) the birds flying in the air
- (vi) The turning point in his life which shaped his profession was his
- (a) studying in the college
 - (b) doing Aeronautical Engineering
 - (c) teacher's advice
 - (d) teachers' excellent teaching through a live demonstration
- (vii) The opposite of "connected" is
- (a) linked
 - (b) disconnected
 - (c) separated
 - (d) disjointed
- (viii) The word "mission" means a/an
- (a) passion
 - (b) reason
 - (c) aim or calling
 - (d) purpose

- (ix) "Transformed" means
- (a) modified
 - (b) redefined
 - (c) changed completely
 - (d) reshaped

2. Read the following passage carefully and answer the questions that follow:

1. The spiritual training of the boys was a much more difficult matter than their physical and mental training. I relied little on religious books for the training of the spirit. Of course I believed that every student should be acquainted with the elements of his own scriptures, and therefore I provided for such knowledge as best I could. But that, to my mind, was part of the intellectual training. Long before I undertook the education of the youngsters of the Tolstoy Farm I had realized that the training of the spirit was a thing by itself. To develop the spirit is to build character and to enable one to work towards knowledge of God and self-realization. And I held that this was an essential part of the training of the young, and that all training without culture of the spirit was of no use, and might be even harmful. I am familiar with the superstition that self-realization is possible only in the fourth stage of life, i.e., sannyasa (renunciation). But it is a matter of common knowledge that those who defer preparation for this invaluable experience until the last stage of life attain not self-realization but old age amounting to a second and pitiable childhood, lying as a burden on this earth. I have a full recollection that I held these views even while I was teaching i.e., in 1911-12, though I might not then have expressed them in identical language.
2. How then was this spiritual training to be given? I made the children memorize and recite hymns, and read to them books on moral training. But that was far from satisfying me. As I came into closer contact with them I was that it was not through books that one could impart training of the spirit. Just as physical training was to be imparted through physical exercise, and intellectual through intellectual exercise, even so the training of the spirit was possible only through the exercise of the spirit. And the exercise of the spirit entirely depended on the life and character of the teacher. The teacher had always to be mindful of his p's and q's, whether he was in the midst of his boys or not.
3. It is possible for a teacher situated miles away to affect the spirit of the pupils by his way of living. It would be idle for me, if I were a liar, to teach boys to tell the truth. A cowardly teacher would never succeed in making his boys valiant, and a stranger to self-restraint could never teach his pupils the value of self-restraint. I saw, therefore, that I must be an eternal object-lesson to the boys and girls living with me. They thus became my teachers, and I learnt I must be good and live straight, if only for their sakes. I may say that the increasing discipline and restraint I imposed on myself at Tolstoy Farm was mostly due to those wards of mine.
4. One of them was wild, unruly, given to lying, and quarrelsome. On one occasion he broke out most violently. I was exasperated. I never punished my boys, but this time I was angry.

I tried to reason with him. But he was adamant and even tried to overreach me. At last I picked up a ruler lying at hand and delivered a blow on his arm. I trembled as I struck him. I dare say he noticed it. This was an entirely novel experience for them all. The boy cried out and begged to be forgiven. He cried not because the beating was painful to him; he could, if he had been so minded, have paid me back in the same coin, being a stoutly built youth of seventeen; but he realized my pain in being driven to this violent resource. Never again after this incident did he disobey me. But I still repent that violence. I am afraid I exhibited before him and day not the spirit, but the brute, in me.

5. I have always been opposed to corporal punishment. I remember only one occasion on which I physically punished one of my sons. I have therefore never until this day been able to decide whether I was right or wrong in using the ruler. Probably it was improper, for it was prompted by anger and a desire to punish. Had it been an expression only of my distress, I should have considered it justified. But the motive in this case was mixed.
6. This incident set me thinking and taught me a better method of correcting students. I do not know whether that method would have availed on the occasion in question. The youngster soon forgot the incident, and I do not think he ever showed great improvement. But the incident made me understand better the duty of a teacher towards his pupils.
7. Cases of misconduct on the part of the boys often occurred after this, but I never resorted to corporal punishment. Thus in my endeavor to impart spiritual training to the boys and girls under me, I came to understand better and better the power of the spirit.
 - (i) Acquaintance with one's religion and scriptures is _____ training
 - (a) intellectual
 - (b) spiritual
 - (c) academic
 - (d) physical and mental
 - (ii) Training of the spirit is
 - (a) training of the mind
 - (b) self-realization and working towards knowledge of God
 - (c) training without culture of the spirit
 - (d) memorizing and reciting hymns
 - (iii) Increased self-discipline and restraint Gandhiji imposed on himself was due to
 - (a) unruly, quarrelsome inmates
 - (b) those words of Gandhi
 - (c) cowardly behaviour of teachers
 - (d) demands of students
 - (iv) Once Gandhiji struck a wild, unruly quarrelsome boy and he repented later because
 - (a) the boy begged to be forgiven

- (b) the boy had disobeyed him
 - (c) it was a violent resource
 - (d) the boy could have paid back in the same coin
- (v) Gandhiji was always against corporal punishment because
- (a) misconduct on the part of the boys not very common
 - (b) corporal punishments never bring about change in behaviour
 - (c) it is prompted by anger and desire to punish
 - (d) it exhibits before him his true spirit
- (vi) How does the author describe the training of the spirit?
- (vii) According to Gandhiji what is the best method of correcting students?
- (viii) The antonym of "improper" is
- (a) impolite
 - (b) appropriate
 - (c) proper
 - (d) unwanted
- (ix) The synonym of "trembled" is
- (a) cried
 - (b) slipped
 - (c) waved
 - (d) shook uncontrollably from fear
- (x) "Scriptures" are
- (a) textbooks
 - (b) religious books
 - (c) prayer beads
 - (d) holy books

3. Read the given passage carefully and answer the questions that follow.

1. The hair, like the skin, is a barometer to the state of your internal health. If you are generally healthy and have a balanced diet, you will most probably find that your hair reflects it. On the other hand, illness, tension and deficiencies can affect hair and give rise to various problems. Hair is fed by blood flowing to the hair follicles, and this means that a good circulation is necessary for healthy hair. For this reason, the daily diet is of great importance and so are normal living habits. At some time or other, most of us are confronted with hair problems. One of the most common among these is dandruff, which can trigger off other problems like hair loss or acne.
2. Dandruff is a scalp disease. Some forms of dandruff can cause severe itching and when one scratches the scalp to relieve itching, further damage is caused. Any damage to the scalp

with the nails can cause secondary bacterial infections. All these put together give rise to a more serious problem, accelerating hair loss and undermining the health of the hair. Dandruff as well as other bacterial and fungal infections of the scalp can be cured, but very often people get resigned to living with mild forms of dandruff and overlook the necessity of having it treated.

3. What one needs to know is not only how to cure it but also how to tackle the problem in all its aspects. The object is to restore health to the scalp, and by doing so, to the hair itself. If you bring about a change in your diet and living habits, consume more fresh foods and drink plenty of water, you will be tackling the problem at the grass roots.
4. Treatment with herbal extracts has been found to be extremely effective. A number of herbs have appropriate medicinal properties that can control infection. They also help to stimulate their growth and are so mild in nature that there is no damage to delicate tresses. In fact, this is one factor which is a definite advantage, as many dandruff treatments are very harsh on the hair and finally leave it dry, and brittle.
5. Side by side with clinical treatments, a course of treatment is given for daily use, at home. This creates an awareness of the right way of taking daily care of hair. Herbs like henna, shikakai, reetha and amla are antiseptic ingredients provided by nature and have a wonderful cleansing action, without the harmful effects of detergents.
6. Light oil massage often helps to dislodge the dandruff flakes, though there is myth about the effectiveness of head massage. In actuality, when there is hair loss, a vigorous massage can cause more hair to fall, as the roots are already weak. Besides, it can damage the hair shaft. Hair is very delicate and should be handled very gently. The scalp should be massaged gently. The finger tips should be used to move the skin of the scalp in small circulatory movements.
7. For dandruff, a light massage with hot oil helps to rid the scalp of the flakes. Pure coconut oil or olive oil can be heated and applied on the scalp with a gentle massage at night. It should be left on overnight. Next morning the juice of one lemon should be applied an hour before shampooing. This can be a good weekly treatment for the scalp.
8. Henna is a natural product that also helps to control dandruff infections. However, one has to be very careful about the quality of henna that is used. Specially prepared henna powder, mixed with other ingredients, is effective in controlling dandruff and improving the texture of the hair.
9. Henna promotes hair growth, restores health and also conditions hair to a luxuriant, shiny, soft texture. It has an effective cleansing action, getting rid of toxic wastes that accumulate on the scalp, inhibiting natural hair growth.
10. These treatments help to create an 'acid mantle' on the scalp. The skin and scalp are normally acid and flourish in an acid medium.

Do as directed:

- (i) Make notes on the passage given above using recognizable abbreviations. Give a suitable title to the passage.
- (ii) Write a summary on the notes you have made in about 80-100 words.

4. Read the passage carefully and answer the questions that follow.

1. A dancer needs to remain fit at all times. Your health can mean the world to you, so it becomes important that you take good care of what and how much you consume. A dancer's diet changes with the intensity of his/her rehearsals or practices. Often, when I meet aspiring dancers and dance enthusiasts, they keep asking me diet-related questions. For a dancer, diet goes hand in hand with how we look, feel, and perform. But, how do we find out what's best for our body? We often get nutrition advice from our friends, family, teachers, studio owners, magazines, the Internet etc. Unfortunately, a few dancers have access to a professional nutrition expert, who understands the dancer's special dietary needs. I recently happened to bump into my old nutritionist friend Pooja Bhargava, who has now opened her own consultancy F.U.N. in Mumbai. We sat down and chatted for old time sake; that is when I mentioned to advice dancers on the right diet. She helped me write this piece today.

2. DO's

Eat a well-balanced diet of three meals, plus two-three healthy snacks per day. Include plenty of fruits and vegetables, nuts, low fat dairy or calcium-fortified products, lean meat, fish or vegetarian alternatives like soya, vegetable protein and whole grains. Our bodies and brains run on fuel called glucose, which is another word for "sugar". In the morning, our fuel supply is low and needs to be replenished. A light breakfast that includes a starch, dairy, or fruit will bring glucose levels up and give you the energy you need to start the day. Taking a daily multi-vitamin with minerals is important, it's not always easy to get all the nutrients we need in a day. As a safe backup, taking a standard daily multi-vitamin with minerals ensures that you are getting the Recommended Dietary Allowance (RDA), or the amount scientific research has found to be safe and adequate for all healthy people, including athletes and dancers! Drink water throughout the day to maintain adequate hydration. Limit your intake of protein and energy drinks. Snack carefully says Pooja: it is okay to have snacks once in a while when access to less processed whole foods isn't available. Plan ahead: For instance, a peanut or almond, cashew, soyanut, etc. butter sandwich on whole wheat bread provide comparable nutrition and is far less expensive.

3. DON'Ts

Remember eating less will make you lose weight. In fact, under eating can slow your metabolism, deplete your energy level, and increase body fat storage. If you find it difficult to eat before dance class, have at least a light snack of, for example, fruit and yogurt or crackers and hummus. After class, have another snack - perhaps a half or whole-

nut butter, peanut, cashew, almond, tahini, soynut sandwich and fresh or dried fruit or trail mix.

Some dancers overdo supplements, so be careful: taking too much of an individual vitamin or mineral supplement may do your body more harm than good by interfering with your body's normal metabolism. Eating a well-balanced diet can provide all the essential vitamins and minerals your body needs. Do not drink a lot of soda, diet soda, or beverages during dance breaks. Both can deplete amounts of certain nutrients in your body. Excess soda intake affects bone health, while in excess of one or two servings per day can potentially harm the body in a number of ways.

According to Pooja, relying on supplemental foods to replace regular meals or between meal snacks is also a bad idea. Many are high in sugar and calories; some contain high amounts of sugar making them low carbon that can create discomfort such as stomach upset, bloating gas, etc.

Hope all you dance love and dancers find those tips handy.

Do as directed

- (i) Make notes on the given passage using recognizable abbreviations. Give a suitable title for the notes.
- (ii) Write a summary of the notes, in about 80-100 words.

WRITING

1. Notices:

- (a) An N.G.O. has announced interesting summer jobs for the class XII students of Humanities stream. Write a notice in about 50-60 words informing the students about the same. Invent all necessary details. You are Rajni/Raju, Head boy/Head girl of Shikha Public School, Mysore.
- (b) In view of the recent calamities, the National Disaster Management Agency (NDMA) is organizing a Disaster Management Drill in your school. Write a notice in about 50-60 words informing the students of class XI and XII about the same. You are Reenu/Raman, Activity In Charge, Prince Senior Secondary School, Panipat.

2. Posters:

- (a) Children's craze for fast food has played havoc with their eating habits thereby affecting their health. Draft an e-poster in 50-60 words on "Say No To Junk Food".
- (b) Design a poster in 50-60 words on the topic "Save the Tiger".

3. Advertisements:

- (a) Design an attractive advertisement announcing the inauguration of a movie theatre in your posh neighborhood. (50-60 words)
- (b) You have cleared the Engineering Entrance Exams. Now you wish to sell the practice material which you purchased from Aasman Tutorials. Write a classified to be placed in the "For Sale" column of a local daily not more than 50-60 words.

4. Factual Descriptions

(a) **Events:**

- (i) Write a description of the social science / science exhibition in your school. (about 80-100 words)
- (ii) Describe in about 80-100 words, how Republic Day was celebrated in your locality.

(b) **Processes:**

- (i) Describe how a student goes about applying for admission to an institution for higher studies.
- (ii) As a member of your school's champion quiz team, describe how you and your team would prepare for a national-level competition.

(c) **People:**

- (i) Attempt a description of a popular sports personality for a popular magazine.
- (ii) Describe an ideal leader, according to you.

(d) **Places:**

- (i) Write factual description in about 80-100 words of the recently renovated gym in your school.
- (ii) You have purchased a latest mobile phone with several hi-tech functions. Describe this phone in 80-100 words.

5. Invitations:

- (a) Your school has started a literary club. A famous writer has been invited to inaugurate the club on 30th September 2014. Design an invitation card in about 50 - 60 words for parents of the school to attend this inauguration. Give all relevant details.
- (b) Your school is celebrating 'Joy of Giving Week'. Design a poster for the event highlighting the joys of giving and how beneficial it is to the disadvantaged groups of the society. Draft the poster in 50 - 60 words.
- (c) Draft a formal letter of invitation in 50-60 words on behalf of Mrs. And Mr. Shiv Karan Khanna to invite their friends and relatives on the 5th birthday of their daughter Sukriti at their residence. Insert all necessary details.

6. Formal Acceptance of an invitation

Draft a formal reply in about 50-60 words accepting an invitation to attend the wedding of Nikita, daughter of Mrs. & Mr. Rajesh Sharma of 20, Yojana Apartments, Ekta Vihar, Kanpur. You are Vishal Gupta of Agra Cantonment.

7. Formal Refusal of an invitation

Draft a formal reply in about 50-60 words expressing your inability to attend the inauguration of a furniture showroom of your friend, Sarthak. You are Vikas Mehra.

8. Informal Invitation

You are Samuel. Your friend, Roger, is studying in a local residential college and is staying in the hostel. Invite him to join Christmas celebrations with you and your family at your residence. Include all necessary information. (50 - 60 words)

9. Acceptance of Informal Invitation

Write an informal reply (in 50-60 words) on behalf of Roger accepting Samuel's invitation to celebrate Christmas with him.

10. Refusal of Informal Invitation

You are Gaurav Kapoor, a noted yoga expert. You have been invited by Prem Shankar Mishra, president of Residents Association of 8, Press Enclave, Panchsheel Park, Jaipur to take some yoga classes for the residents of the society. Write an informal reply expressing your inability to accept this assignment.

11. Classified Advertisements:

- (a) A Charter Accountant requires a spacious place on the ground floor which can be converted into an office. It should have adequate parking space in front and should be commercially viable. Draft a suitable advertisement for the classified 'To-Let' column of the local Newspaper 'Daily Times' in 50 -60 words.
- (b) You are the Estate Officer of 'Sapan Industries', Faridabad. Your company is shifting to Panipat. Draft an advertisement stating, 'Branded office furniture on Sale,' for the classified 'For Sale' column of the Newspaper in 50-60 words.
- (c) You are Sunil Chopra living at 44 Mayfair Gardens, New Delhi. You are going abroad on an official assignment. You wish to sell your brand new car, Honda City, just 2 months old. Draft an Advertisement in 50-60 words to be inserted in the classified 'For Sale' column of TOI, Delhi.
- (d) Suraj Travels has organized a 20-day tour to Europe for Rs 50,000/- per person, inclusive of stay and three meals. Draft an advertisement to be inserted in the, 'Tour and Travel' section of, The Hindustan Times in not more than 50 -60 words.
- (e) Write a suitable matrimonial advertisement for your older brother based on the following inputs in 50-60 words.
(slim, height 6ft, profession- doctor, settled in USA ----- his preference about the girl).
- (f) You are Lalita Rani living at Street 2, Vasant Vihar, New Delhi. While travelling in the DTC bus route no 165 you lost your suitcase containing important papers and valuables. Draft a suitable advertisement for the, 'Lost and Found' column of a newspaper in 50-60 words.XI.

12. Letter of application with a CV/resume:

- (a) A - ONE SOLUTION, a leading company in the manufacture of industrial and medical equipment, requires a PRODUCTION MANAGER. Candidates should have an Engineering degree in Chemical or Industrial Engineering and should have worked for at least 5 years at a managerial level. He/she should also possess excellent inter-personal and

communication skills. Interested persons should apply within 10 days to the The Personal Manager, A-ONE Solutions Ltd., 25, Barron Road, Jaipur. You can email to: careers@aonesolutions.com.

13. Articles:

- (a) According to an employability measurement company, English learning levels among engineering graduates is very poor in many states in India. Companies have realized the growing importance of communication skills and vocabulary and grammar and use that as an important criteria in selecting their employees. To improve their prospects within and outside the company and to be successful global citizens, students have to improve their English communication skills. As Manoj / Manasa write an article in about 200 words for the Education Plus Magazine titled 'Winning with English'. You may use the input given below.

- ▶▶ 25% engineers do not possess English communication skills.
- ▶▶ 57% cannot write grammatically correct sentences
- ▶▶ Companies want best communicators who can work well with clients.
- ▶▶ Need to network, present demos, send regular mails has increased.
- ▶▶ Colleges to inculcate importance of English and companies to offer training in English and soft skills.

- (b) Are great friendships a thing of the past? Or have the best friendships always been the stuff of imagination? These are some of the questions that arise in your mind as prepare to write an article for a popular magazine titled 'Values of Friendship'. You are Ajay / Aparna. You may use the following ideas for the article in about 150-200 words.

- ▶▶ Celebrated friendships in fiction and mythology
- ▶▶ Loyalty & steadfastness - important characteristics of friendship.
- ▶▶ It is unaffected by personality, status, wealth etc.
- ▶▶ Importance of nourishing friendship.
- ▶▶ Friendships in changing times.

14. Reports:

- (a) Your school recently hosted an Education Fair in which many leading universities from abroad participated. As the School Pupil Leader, write a report in about 150-200 words for the school magazine giving all details about the fair and how useful such an event was for the students. You are Aman / Tamanna.
- (b) An important arterial road had recently been cleared of hawkers and other illegal structures by the Corporation of your city. As a correspondent of a newspaper write a report for your newspaper giving all details of that incident in about 150-200 words.

15. Letters to the Editor

- (a) The following comments are some of the conflicting reactions you come across about Discount sales.

- ▶▶ Discount sales prey on people's obsession for shopping
- ▶▶ Prices are invariably increased and huge discounts are offered.
- ▶▶ Shopkeepers go on a publicity overkill offering the sky to customers.
- ▶▶ Discount sales are of immense help to middle class families.
- ▶▶ With limited availability of cash, shopping for the whole family can be done.

Write a letter to the editor of a leading newspaper discussing the genuineness of discount sales and its positive and negative aspects. Moreover how do customers/consumers safeguard themselves. You are Reena/Ritesh residing at 24, Park Street, Chennai. Write the letter in about 150-200 words.

- (b) Today technology has come to dominate our lives. But its greater use has come at a cost. CCTV and cameras have been installed at public places and educational authorities for vigilant surveillance. While this has been praised by some, others have criticized this move as an invasion of their privacy. As a concerned citizen, write a letter to the editor in about 150-200 words of a leading newspaper evaluating the pros & cons of this move.

GRAMMAR

1. The following passage has four errors. Identify the error in each line and write them along with the correction as shown in the example.

	Incorrect	Correct
<i>If you're looking for a unwinding,</i>	a	an
(a) out of this world, experience, much would	_____	_____
(b) recommend Kerala of its backwaters,	_____	_____
(c) Ayurveda and Yoga. But do trying the	_____	_____
(d) mountain and forests of northern Kerala.	_____	_____

2. Rearrange the following sentences sequentially to make complete sense. It describes the stages of application for higher studies abroad

- (a) Prepare to pay your application fees.
- (b) Remember that test scores are only one part of your application.
- (c) Think before you search as to why you want to study in the United States.
- (d) Depending on your level and field of study, you will need to take standardized admissions tests.

3. Vitamin D is needed for strong bones, muscle growth and general health. As a young medical representative you talk to Dr. AKS Mallik, Vice-chairman Max Healthcare, New Delhi. Prepare three sets of dialogues using the given clues.

For example: *Good afternoon, Dr. Mallik, I am Varun from AB Pharmaceuticals.*

Clues:

- ▶▶ Dr. Mallik: Good afternoon, please be seated.
- ▶▶ Vitamin deficiency
- ▶▶ People at risk
- ▶▶ Symptoms in adults
- ▶▶ Diagnosis and treatment

4. You are Mamta/Mohit a reporter from "India Now". India's obsession with cricket reflects everywhere. Frame six questions to conduct an interview with an eminent personality big shot in the cricket world based on the clues given.

Clues:

- ▶▶ Cricket - king of all sports
- ▶▶ Reflects the country's economic as well as political evolution
- ▶▶ Brings out the best and worst
- ▶▶ Multi-million dollar national entertainment
- ▶▶ India-Pakistan match
- ▶▶ Brilliant portrait of Indians

5. The following passage has four errors. Identify the error in each line and write it along with correction, as shown in the example.

	Incorrect	Correct
Example: <i>The Rath Yatra re-enacts a sacred journey.</i>	a	the
(a) In Lord Jagannath with his brother	_____	_____
(b) Balabhadra or Sister Subhadra. Three	_____	_____
(c) different elaborate decorated	_____	_____
(d) chariots are pulled in thousands of devotees.	_____	_____

6. Rearrange the following sentences sequentially to make complete sense. It gives the steps to remove acne scars.

- (a) The rotating brush is used to peel the top layer of skin.
- (b) The areas to be treated are marked and cleaned.
- (c) A local anaesthetic is used to numb the skin.
- (d) Regrowth of new skin occurs in a weeks' time.

7. JJ Colony in South Delhi was affected by low pressure of water supply. You are Navneet, a resident of JJ Colony. Prepare three sets of dialogue to be put to the Management Committee of RWA.

For example:

Resident: Sir, the residents are facing acute crisis of water in the colony; who are the culprits?

RWA: We will look into the matter.

Clues:

- ▶▶ Low pressure of water supply
- ▶▶ Residents have complained
- ▶▶ Provision of overhead tanks
- ▶▶ Overflowing tanks
- ▶▶ DJP's help
- ▶▶ Look for legal connections

8. You are Ranjana/Ranjeet, an inspiring journalist. You want to write an article on today's trend of examination result of class XII. You have gone to a renowned career counsellor with your queries. Frame six questions based on the given inputs.

Clues:

- ▶▶ From KG to PG, a mad rush
- ▶▶ Hysterical parental anxiety
- ▶▶ Competition - the 'new mantra'
- ▶▶ Pressure on students to perform
- ▶▶ Kids are kids - not machines
- ▶▶ Guide and mentor

