

BAEL (N)-330

Semester V

BASIC ENGLISH PROFICIENCY COURSE



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Unit 1: Introduction to Basic English Proficiency Course

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1.1. Introduction

Welcome Dear Learners!

Congratulations for joining the Uttarakhand Open University Basic General English Proficiency Course!! With registration, you started your journey. And, by opening this book you are well into it!! We have written the course specially for you. Hope you enjoy it and feel more confident to use English as you keep studying it.

1.2. Learning Outcomes

This is an English language proficiency course at the basic level. It aims at making you use English more than you have used it before. Broadly speaking, by the end of the course, you will be able to:

- listen, understand and respond to spoken English
- read independently simple short texts with understanding
- speak to share and ask for information, greet, thanks, apologize, etc
- write simple short emails, letters, reports, essays, etc.

1.3. What You Have to Do to Get the Best Results?

The role of the learner is very important. As they say in English, “You can take a horse to the water, but you can’t make it drink!!” Support is provided by the university, but personal initiative is essential. This is to say that the person must do the task. The task cannot be done by others like university professors, your parents, the library, etc. They can only help you, support you but cannot do the task of learning for you.

Here are a few steps that you can follow to get the best results from this course. Firstly, read these study materials as often as you can. Take one booklet with you wherever you go. Open it and read it again and again, softly or loudly. Repeating words, sentences, rhymes over and over make them a part of our daily life. When your ears hearing what your mouth is saying as your eyes are reading, it will become a part of you. You will become familiar and comfortable with

English. You won't have to wait and think. You won't have to translate from your mother tongue. You will speak English naturally.

Secondly, find someone to share what you are learning. It can be your mother, grandmother, aunt, brother, younger sister, neighbour or a friend. If you are not working, you can be a tutor to a school student. Language is the best and easiest means of communication or interaction. Any language is best learnt when it is used frequently. It is not possible to always go out and look for strangers or tourists to talk to in English. You must find someone who you will be comfortable practicing what you learn. Do find someone to fit that role!!

Thirdly, make reading a habit. Reading is your road to all round success. It helps in a thousand different ways. If your village or town has a library, become a member. Fix a day and time in the week when you will go there, read for a while and return with one book to read over the week. Reading expands your world like nothing else can. It keeps you away from pointless talk and people seek you out to read or write for them!

Fourthly, maintain a notebook or diary regularly. You can use it for a variety of purposes. If you like, word lists of new words learnt; you can keep a date or week wise record of what you learnt; how you felt about it; what are the doubts you still have. Writing is an integral part of learning. To write neatly and clearly by hand, you need good physical motor skills, coordination between eyes, hand and brain. That is why it is said, "Reading makes a man; writing makes a perfect man."

Finally, track your own progress. Play language puzzles and quizzes on your smartphones. Newspapers too have a corner for word puzzles. You will find many self-assessment questions on the internet and your course books. Do them honestly and review where and why you have made mistakes. You cannot learn without making mistakes. So, don't be afraid and keep at it!! You do know the old saying, "Slow and steady wins the race!!"

1.1.1 Self-Check Questions

1. Based on your reading of the above sections, say whether the following sentences are True or False:
 - a) Going to the library is a waste of time and money.
 - b) This is a course for English language and literature.
 - c) This is a self-study course written for you in simple language.
 - d) You must travel to Uttarakhand Open University office to study English.
 - e) You need to study very hard because English is a difficult language.
 - f) We need to find someone to speak to practice what we have learnt.
 - g) Writing makes it easy to remember things because our hand, eyes and brain are working together.
 - h) Checking our own learning by using the smartphone is a good idea.
 - i) Reading the course books again and again will improve our confidence and knowledge.
2. Read the Learning Outcomes listed above carefully. Do you think there is any sequence or logic in the points listed? Yes/No. If yes, what is the logic? You can explain in Hindi.
3. There are three sayings/proverbs used in the sections above. Write them down. Also, explain each through an example of your own.

1.4. Advantages of Opening Learning

Every situation in life has its pros and cons; its advantages and disadvantages. It's always good to look at the benefits and think of ways to overcome the drawbacks.

The biggest advantage of open learning is that it is well supported by specially written study material for a specific subject or language at a specific

level. This is a big advantage because learners know the scope of their course and what exactly is expected from them.

This is especially important for learners who are in remote areas and do not have easy access to course mates or extra resources. Often open learners are studying and doing jobs and don't have much time for study. Many open learners have other family responsibilities like running a household, looking after the aged or infants, etc. Having clearly marked limits and expectations for the courses you are studying help learners.

The drawback of course is not having ready and quick access to a place of study and people to study with. You must have heard many stories of many great scholars, writers and painters who had good friends or/and teachers to support their education. The example of President and scientist Abdul Kalam comes to mind immediately. In his early childhood, Kalam's education was greatly supported by his teachers and friends. He, in turn, became a role model, motivator and influencer for millions of schoolchildren all over the country. This drawback can be overcome by being active in online classes and What's App study groups that are set up for you. As they say, "Where there is a will; there is a way".

1.5. How to Track Your Own Progress

The easiest way to track your progress is to plan your progress check points and methods. No body is as invested in your own education as you, yourself. Therefore, it is very important for you to look honestly and squarely at yourself and do a SWOT analysis from time to time.

What is a SWOT analysis? It is something that is done by businesses. Courses in business management teach students how to do this. It can be applied to any situation, project or task someone has to do. You need to look closely at your own situation and finding out what are you **STRENGTHS-WEAKNESSES-OPPORTUNITIES-THREATS (SWOT)**.

Your strengths as a student are those qualities that you have that support learning. For example, being serious about your education; making a daily timetable for yourself where you allot time for studies, etc. Your weaknesses are those qualities and habits that distract you. For example, if you make a timetable but don't keep to it; if you watch television or chat with friends on your smartphone, then these will be counted as weaknesses. Your opportunities are factors outside you that you can make good use of for your own growth and development. For example, This course in Basic English which Uttarakhand Open University has specially created for you is an opportunity. If you use it well, you will learn things that you hadn't learnt before. Your threats are also external factors. Threats don't allow you to achieve success. They slow you down or block your progress. For example, having a lot of other physical work that you must do, like farming, cooking, looking after younger brothers and sisters are threats. Even if you want, you may be too tired to study.

Doing a SWOT analysis always helps. It gives a complete view of your own situation as you see it. As an adult, we must look at ourselves honestly and correctly. Your success or failure is in your hands alone!! So, you must decide what you want and work accordingly. Best of luck!!

1.1.2 Self-Check Questions

1. Based on your reading of the above sections, say whether the following sentences are True or False:

- j) Open learning has only advantages, no disadvantages.
- k) Open learning courses allow learners to study at their own pace, time and place.
- l) Having ready-made study materials limits the amount one has to study.
- m) Working adults and those living far away from the city are greatly benefitted by the open learning system.
- n) The disadvantage of not having a classmate or college can be beaten by finding a partner living nearby.
- o) Spending time on tests and quizzes is a big waste of time.
- p) Grown up mature adults can only do a SWOT analysis.
- q) It is easy to complain about what you don't have. But, it is better to look for one's openings.
- r) Our success depends on our own efforts and will to succeed.
- s) A successful learner becomes a role model for those around them.

2. Do a quick SWOT analysis. You can write short simple sentences. You can pick some from the box below:

- **STRENGTHS:**

- **WEAKNESSES:**

- OPPORTUNITIES:

- THREATS:

3. Self-Check for English at low beginners' level-

Source: englishforeveryone.org

Name _____ Date _____

● ● Sentence Completion--

Directions: Choose the best word to complete each sentence:

1) Egypt is _____.

- . A. an animal
- B. a colour
- C. a country
- D. a woman

2) Mrs. Parsons and Mrs. James are _____.

- A. women
- B. men
- C. girls
- D. boys

3) Latin and Greek are _____.

- A. a country
- B. languages
- C. cities
- D. a colour

4) Black is _____.

- A. a country
- B. a child
- C. a city
- D. a colour

5) Football and basketball are _____.

- A. sports
- B. boys
- C. a sport
- D. a boy

6) Pasta is a _____.

- A. food
- B. girl
- C. vegetable
- D. fruit

7) My brothers are _____.

- A. a boy
- B. sports
- C. men
- D. boys

8) London is _____.

- A. a city
- B. a country
- C. a street
- D. a language

9) Peaches and cherries are _____.

- A. fruits
- B. a color
- C. colors
- D. women

10) A house is _____.

- A. a girl
- B. a building
- C. an animal
- D. a song

Total: 10 marks

4. Self-Check for Upper beginners' level—

Source: Vocabulary Assessment Test:

URL: https://nyelvkonyvbolt.hu/uploads/files/TEACHERS_BOOKS/Aktivator_5.pdf

Test 1: School

Complete the sentences with the missing words. The first letter of each word is given.

- 1 After kindergarten, I went to p_ school.
- 2 Maya went to an i_ secondary school, which was rather expensive.
- 3 Miss Hani is in the s_ with all the other teachers.
- 4 Our c_ is too small and it gets very crowded at lunchtime.
- 5 Tim is my c_. In fact, we sit together in most lessons.
- 6 Pinky's favourite subject is s_, especially physics.
- 7 I like maths; I enjoy solving p_.
- 8 My favourite subject is P_, because I'm good at sports.
- 9 I've lost a big f_ with my artwork in it.
- 10 Our history t_ is very interesting: it contains a lot of photos and sources.
- 11 I'm going to g_ from university in six year's time
- 12 Chandu is going to t_ his final exams at university next year.
- 13 If you f_ the driving test, you can retake it.
- 14 If I p_ all the exams, I'm going to celebrate for a week.
- 15 This school has the highest a_ standards in the city.
- 16 Students who ch_ in exams can expect to find themselves in

trouble.

17 If you m_ too many lessons, you'll have a lot of work to do on your own.

18 Miss Farah is quite d_: she expects everyone to study hard.

19 I don't see the point of learning things by h_ without understanding them!

20 Miss Tuhina says she hasn't had the time to m_ our tests. I hoped I'd know my result today.

TOTAL: / 20

1.6. Let's Summarize What We Have Learnt

You have been told what the course aims to do for you. And, what you have to do for getting the best results from it. In short, you have to read the course book again and again. If you keep a notebook and find a friend or family member to practice with, you will listen, speak, read and write better. Happy learning English!!

1.7. ANSWERS

1.1.1

- 1. a) False
- b) False
- c) True
- d) False
- e) False
- f) True
- g) True
- h) True
- i) True

2. Yes, there is a clear sequence and logic in the points listed.

Logic: यह एक भाषा सीखने की प्राकृतिक प्रक्रिया (natural order of language learning) को दर्शाता है – **Listening** → **Reading** → **Speaking** → **Writing**.

जब हम कोई नई भाषा सीखते हैं, तो सबसे पहले हम उसे **सुनते** हैं (listening), फिर हम उसे **पढ़ना** सीखते हैं (reading), उसके बाद हम धीरे-धीरे **बोलने** लगते हैं (speaking), और अंत में हम उसे **लिखना** सीखते हैं (writing)।

इस क्रम से भाषा की समझ और उपयोग बेहतर तरीके से विकसित होता है।

Logic: The points follow the natural order of language learning – **Listening** → **Reading** → **Speaking** → **Writing**.

When we learn a new language, we usually begin by **listening** and understanding. Then we move on to **reading** simple texts. After that, we gain the confidence to **speak**, and finally, we learn how to **write**. This order helps us build our language skills step by step, starting with understanding and ending with producing language in writing.

3.

i) You can take a horse to the water, but you can't make it drink. (You can help someone, but you can't force them to use the help).

Example: I gave my friend all the notes and explained the lessons, but he didn't study. Well, *you can take a horse to the water, but you can't make it drink*.

ii) Reading makes a man; writing makes a perfect man. (Reading gives knowledge. Writing helps you think clearly and become better.)

Example: I read many books to learn new things, but when I started writing regularly, I understood better. It's true that *reading makes a man; writing makes a perfect man*.

iii) Slow and steady wins the race. (Doing something slowly and regularly is better than rushing).

Example: I practiced speaking English for just 20 minutes every day. After a few months, I spoke fluently. *Slow and steady wins the race*.

1.1.2

1. j) False

k) True

l) False

m) True

n) True

- o) False
- p) False
- q) True
- r) True
- s) True

6.

1. Egypt is **C. a country**
2. Mrs. Parsons and Mrs. James are **A. women**
3. Latin and Greek are **B. languages**
4. Black is **D. a color**
5. Football and basketball are **A. sports**
6. Pasta is a **A. food**
7. My brothers are **D. boys**
8. London is **A. a city**
9. Peaches and cherries are **A. fruits**
10. A house is **B. a building**

TEST 1 School

1. After kindergarten, I went to **primary** school.
2. Maya went to an **independent** secondary school, which was rather expensive.
3. Miss Hani is in the **staffroom** with all the other teachers.
4. Our **canteen** is too small and it gets very crowded at lunchtime.
5. Tim is my **classmate**. In fact, we sit together in most lessons.
6. Pinky's favourite subject is **science**, especially physics.
7. I like maths; I enjoy solving **problems**.
8. My favourite subject is **PE**, because I'm good at sports.

9. I've lost a big **folder** with my artwork in it.
10. Our history **textbook** is very interesting: it contains a lot of photos and sources.
11. I'm going to **graduate** from university in six year's time.
12. Chandu is going to **take** his final exams at university next year.
13. If you **fail** the driving test, you can retake it.
14. If I **pass** all the exams, I'm going to celebrate for a week.
15. This school has the highest **academic** standards in the city.
16. Students who **cheat** in exams can expect to find themselves in trouble.
17. If you **miss** too many lessons, you'll have a lot of work to do on your own.
18. Miss Farah is quite **demanding**: she expects everyone to study hard.
19. I don't see the point of learning things by **heart** without understanding them!
20. Miss Tuhina says she hasn't had the time to **mark** our tests. I hoped I'd know my result today.

UNIT 2 -: Why Start with Listening?

2.1. Introduction

2.2. Difference between Hearing and Listening

2.3. Different Types of Listening

2.4. What do Good Listeners Do?

2.1. Introduction

In Block 1 unit 1, we learnt some general principles of good language learning. With unit 2 we begin to learn English by looking at the specific skills that we use while using a language. That is why the block are named – Listening, Speaking, Reading and Writing (LSRW, for short).

Why do you think we are going from LSR to W? Why not, the other way found, that is, WRS to L?? That is because LSRW is the sequence or order in which we learn a language!!

Think about how you learnt your mother tongue?? You were not aware of it but even before your birth, you were listening to the language that your mother used. After you were born, you listened to everyone around you speaking. It took you about ten to fourteen months of listening to be able to say your first words, “mumma”, “pappa”, “duddu”. So, it is a proven fact that Listening comes first. And, even if an adult is learning a foreign language, he/she will need at least four months of listening to that language before he/she can speak it.

Self-Assess- How well do I listen to English?

Therefore, let’s check how well we listen to English when it is spoken? We can do this by asking ourselves some relevant questions and answering them to ourselves. Here are a few questions for you to answer:

*How often do you hear English being spoken to you or around you? All the time/ Sometimes/ Rarely/ Never?

* On the television, radio or your phone, do you listen to chat shows, news, videos, reels in English? All the time/ Sometimes/ Rarely/ Never?

* Do you know some English songs, poems, rhymes? How often you listen to them? All the time/ Sometimes/ Rarely/ Never?

* Have you watched English films where the dialogues are spoken in English? All the time/ Sometimes/ Rarely/ Never?

* Did your English teacher speak in English? Did she/he make you speak in English? All the time/ Sometimes/ Rarely/ Never?

How you answer these questions will help you to assess your present level of being able to listen to and speak English. Of course, you must have noticed the positive effect that Listening to a language has on Speaking. If you have been doing all five kinds of activities ‘all the time’, then you have very good listening skills. If your honest answers have been ‘never’, ‘rarely’, then your listening skills won’t be good enough for you to perform well where all round knowledge is required.

But don’t lose heart! The course will give you the methods and materials that you need to listen to again and again to get better! So, it’s all up to YOU!!

Speaking and Listening are two skills that are closely related. If there is no input, there will be no output. That’s common sense!! So, if you want to speak better, start by listening to English spoken in a wide variety of situations. Thanks to the internet, that is not difficult at all these days. If you enter a few words on a Google search, you will get to hear talks, lectures, songs, rhymes, sometimes, poems recited by the poets themselves. The world of good standard English being spoken correctly will open up to you. Of course, you must take the first step and keep at it for at least four months at a stretch. Research shows that you need at least four months of good listening skills to be able to speak a language.

Self-Check Questions

1.2.1 Based on your reading of the above sections, say whether the following sentences are True or False:

- a) There is no special reason for starting with Listening.
- b) You can speak a language well without having heard it spoken.
- c) In earlier times, it was not easy to hear English being spoken in our towns and villages.
- d) A child listens to a language for a long time before it says a few words.

- e) One can learn to speak any language in ten days.
- f) In India many people listen to the news and talks in English to improve their listening skills.
- g) To be able to begin speaking a new language, one should have heard it for at least four months.
- h) We can hear English in announcements that are made in railway stations and airports.
- i) As we begin to listen to English more, we are able to understand what is being said more easily.

1.2.2. Write a short paragraph to record your responses to the five questions above. You can begin with.....

Hi! Today is(date/month/year). I'm answering some questions to find out about how well I can understand when English is spoken. I think I have/don't have very good/good/average/ poor listening skills because I

.....

.....

.....

.....

.....

1.2.3. After four months of studying this course, please return to this page. You may like to write how things have changed. Good luck!!

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.....

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2.2. Difference between Hearing and Listening

In English there are two verbs that are used when we talk about information that we get from our ears. They are ‘to hear’ and ‘to listen’. There are many differences in that each verb means and how they are used.

Study these sets of sentences to find out how they are different:

1. “Rohit, don’t shout! I can hear you.”
2. “Can you hear the birds sing? Listen carefully.”
3. “Oh! I heard the loud noise, so I came out to find out what had happened.”
4. “Just listen to what the teacher is saying. She mightn’t repeat the instructions.”

Hearing is something that happens when sound waves enters the ears. If your ears are normal, you will hear sounds around you. It just happens, you don’t have to do anything for it. While listening is an active process. To begin with, you have to know the language. Then, you have to pay attention and focus on

what is being said. Without some effort and focus, listening is not possible. People with hearing loss have to put more effort to understand speech. This can be demanding and tiring.

Listening to long speeches even in your own language can be tiring and boring. When it comes to English, it is even worse!! That is why beginning learners should listen to short texts. And, they should be repeated several times—slowly and clearly. That is why nursery rhymes, short funny poems, stories are good to begin with. They are a great way to learn both speaking and listen.

As we become more comfortable in listening to English, we listen to longer texts more easily. Listening requires mental effort to decode speech. Many English words are a part of many Indian languages, and that makes decoding sometimes easy. But listening also requires us to respond – to show that we have understood by doing something, saying something or showing it by nodding our heads. You may have noticed that songs and rhymes are said with music and action. The actions help us to remember what the word means. Even adults like to do these actions because it is so much fun.

Self-Check Questions

1.2.4 Based on your reading of the above sections, say whether the following sentences are True or False:

- a) Hearing_requires a lot of attention.
- b) Listening requires a lot of attention.
- c) People like to listen to birds singing.
- d) When someone talks too softly, you cannot hear them.
- e) “I can listen to someone calling me.” Is this sentence correct?

1.2.5. Find a friend to say these short poems and rhymes aloud. You can add actions to make it fun!

1. Two little hands to
Clap, clap, clap.
Two little feet go
Tap, tap, tap.
Two little eyes are
Open wide.
One little head goes
Side to side.

2. Polly put the kettle on,
Polly put the kettle on,
Polly put the kettle on,
We'll all have tea.

Sukey take it off again,
Sukey take it off again,
Sukey take it off again,
They've all gone away.

3. Money is honey, my little sonny,
A rich man's joke is always funny.

2.6. You can add to this list from the internet. You can also create your little poems. Do try!!

2.3. Different types of Listening

There are different kinds of listening that we do all the time. Most of the time, we are not aware which type we are doing. That is because of several factors.

First, of course, is your **need for the moment**. Your requirement at the time or moment of listening. What exactly do you want to hear. This is primarily what you hear!

Let us understand this with an example. Let us say, you want to catch a bus from Almora to Haldwani and you have reached the Inter State Bus Station. You hear a lot of noise – people shouting, buses honking, conductors calling out routes, etc. Through all this noise, you want to find out which is the first bus leaving Almora for Haldwani. Here, you do **intensive listening**.

Intensive listening is what we do when we listen to get information, solve problems, or convince others. This type of listening requires that we concentrate our full attention on achieving our goals. We not only listen carefully but we also watch the speaker for any **non-verbal cues** (gestures, tone of voice, pitch, facial expression) to understand better the speaker's intention. We become personally involved in the process and provide the other person feedback: signs of agreement or disagreement, nods of the head, frown on the face or other body movements. This feedback allows speakers to adjust their message accordingly.

In this case, you will listen carefully to what the conductors are saying. Your attention is fixed towards the word “Haldwani”. The moment you hear “Haldwani” being said, you run in that direction. You will ask try to read the sign board on the bus and you may also raise your hand to show him that you want to

board the bus. You also ask the conductor to confirm before getting into the bus. All these have been your non-verbal cues.

Once you are comfortably settled in the bus, you will be doing **casual listening**. For example, the music that is being played, the conversation that you can hear but you are not ‘taking it in’. It doesn’t interest you or matter to you.

We do **casual listening** when we listen for pleasure as in listening to the radio or while watching TV. We listen in a light-hearted way and may not take in all the information that is being conveyed. In fact, there may be very little by way of information and the talk may be for amusement and not for information. This often happens in parties, in a crowd or in the college canteen.

You may be travelling to Haldwani to be with a cousin who has just failed in an important exam or with an uncle who has discovered he has some health problems. **Empathetic listening** is now required.

Empathy is the ability to listen to not just the words but the hidden meaning – the cry for help or the frustration or anger of a friend or relative. It is the ability to understand how someone else feels because you can imagine yourself in his or her shoes. Counsellors and psychologists use **empathic listening** in dealing with their clients. If parents and teachers use empathic listening they can get to know their children and students better as well as bond with them more closely. Good friends often provide empathic listening to each other. In fact, it is usually the mark of a good friend that he or she is a good and empathic listener.

Self-Check Questions

1.2.7 Based on your reading of the above sections, say whether the following sentences are True or False:

- a) The above section deals with the importance of using public transport.
- b) It is important to know about different kinds of listening.
- c) We should be patient and listen with understanding and love when someone is talking about their difficulties.
- d) We do intensive listening when we are watching an YouTube video on “Climate Change”.

1.2.8 Give some examples of the three types of listening that you do in your daily life. Please don't use the example that has been given in the lesson.

Think for yourself!!

2.4. What do good listeners do?

Though listening is very important, good listeners are rare. Very often people who are careless and self-centred make bad listeners. “If it is of no use to me personally, I will not bother about it”, is the attitude. Sometimes, people will quickly pre-judge a speaker on the basis of his or her looks, dress, style or manner of delivering the speech (accent, speed or volume). Sometimes, people will dismiss subjects as boring or too difficult and will create distractions or get distracted themselves.

Though listening is hard work and requires concentration, there are times there may be **over- listening**. For example, at a lecture when you want to miss nothing and focus on every word and example of the speaker, we can miss the wood for the trees. That is to say, we may pick up all the irrelevant ideas and miss

the main point. At the other extreme are people who fake attention-- they may be physically present and pretend to listen while their minds are somewhere else. In fact, they are play-acting at listening!

Good listening requires a positive approach, quick thinking and an open frame of mind. Therefore, learn to listen carefully. Good listeners always make better learners. You will be surprised at how much you can pick up if you are a good listener. Concentrate on not just the choice of words but also the tone in which the message is delivered. Be slow to respond. Don't jump to conclusions but let the information be given fully before you ask a question. Look for the 'intention' of the speaker and don't be distracted by unnecessary details.

During important conversations and phone calls, the best way to remember all the significant points is by **taking notes**. Note taking also helps you to stay attentive and interested. It makes difficult material easier to handle. The notes may only be important words or dates, times and addresses but they will be enough to jog your memory when you need to recall. In fact, it may be a better idea to write out a short summary as soon after the talk or conversation as you can, while the details are still fresh in your mind, so that recalling is easier.

Finally, effective listeners understand and use the time difference between the speed of speaking and the speed of thinking. We listen at the rate of 125-250 words per minute but think at the rate of 1000-3000 words per minute. Effective listeners use this **speaking/thinking differential** in 3 ways: they try to guess the next point of the speaker; they evaluate the supporting evidence being used and they summarize the talk/lecture to themselves from time to time. This way they hear more and understand and remember better.

Self-Check Questions

2.9. Based on your reading of the above sections, say whether the following sentences are True or False:

- a) Grand-children love their grand-parents because they listen to them and do what the kids want them to do.
- b) People who are selfish listen carefully to others.
- c) Careless people are poor listeners because they are lazy and don't make notes.
- d) It is important to think quickly while listening to understand what is very important and what is not.
- e) We listen faster than we think.

2.10 Re-read the entire unit. Then read the sub-heading given below. Decide before which paragraph you will place the following sub-headings:

- I. Type II – Casual Listening
- II. Importance of Good Listening at School or College
- III. Difference between Listening and Thinking
- IV. How to become an Effective Listener
- V. Type III – Empathic Listening
- VI. Causes of Poor Listening
- VII. Importance of Good Listening at the Workplace
- VIII. Type I – Intensive Listening
- IX. Importance of Good Listening at Home

ANSWERS:

1.2.1.

- a) False – There is a special reason for starting with listening. It is the first skill we develop and is essential to learning any language.
- b) False – Listening is necessary before one can speak a language well. You must hear how it sounds first.
- c) True – In earlier times, it was not easy to hear English being spoken in small towns and villages.
- d) True – A child listens to a language for a long time before saying their first few words.
- e) False – You cannot learn to speak any language fluently in just ten days. It takes time and practice.
- f) True – Many people in India listen to the news and talks in English to improve their listening skills.
- g) True – To begin speaking a new language well, it's often recommended to listen to it for at least a few months.
- h) True – English can be heard in announcements at railway stations and airports.
- i) True – The more we listen to English, the more easily we begin to understand it.

1.2.2

Hi! Today is **5th September 2025**. I'm answering some questions to find out about how well I can understand when English is spoken. I think I have **average** listening skills because I can understand simple sentences and common phrases, but I sometimes miss details when people speak fast. I've learned that listening is the first step to speaking a new language, and that hearing English regularly—in announcements, news, or conversations—can really help

improve my skills. I want to get better by listening more carefully and practising every day.

1.2.4

a) False – Hearing **does not** require attention. It happens naturally when sound reaches your ears, whether you're focusing or not.

b) True – Listening **does** require attention. It means you are actively focusing on what is being said.

c) True – People generally enjoy listening to pleasant sounds like birds singing.

d) True – If someone speaks too softly, it becomes difficult or impossible to hear them.

e) False – The sentence “I can listen to someone calling me” is **not fully correct**. It should be: “**I can hear someone calling me.**” We “hear” sounds that come to us; “listen” is usually followed by **to**+ a **noun**, like “I listen to music.”

1.2.7

a) The above section deals with the importance of using public transport. False (*The previous content is about learning, listening, and studying—not public transport.*)

b) It is important to know about different kinds of listening. True

c) We should be patient and listen with understanding and love when someone is talking about their difficulties. True.

d) We do intensive listening when we are watching a YouTube video on “Climate Change”.

True

1.2.9.

- a) True
- b) False
- c) True
- d) True
- e) False

Unit 3: TASKS WITH SAMPLE AUDIO TEXTS

3.1. Listening as a Core Language Skill

3.2. Listening for Pleasure

3.3. Listening for Specific Information

3.4. Listening for Work Purpose

3.5. Listening for Academic Purpose

3.6. Conclusion

3.1. Listening as a Core Language Skill

Listening is the foundation of real-world communication. It's the very first language skill we develop—long before we learn to read, write, or speak. From early childhood, we begin to make sense of the world by listening. For English language learners, listening remains one of the most essential skills, not just for learning vocabulary, but for understanding **how the language works in real situations.**

Through listening, learners naturally pick up **new words**, understand **common sentence structures**, and become familiar with **pronunciation, rhythm, and intonation**—the natural rise and fall of spoken English. Unlike reading or writing, listening trains the brain to **process language in real time**, helping learners respond more quickly and confidently in everyday situations. This leads to greater **fluency**, as it builds the ability to understand English as it is actually used in conversations, media, and professional environments.

When you listen carefully, you do more than just catch a few words. You begin to **grasp vocabulary**, meaning you learn new words and how they are used in context. For example, you might hear the word “*appointment*” in a sentence like, “*I have a dentist appointment tomorrow at 10,*” and understand that it means a scheduled meeting or visit. Over time, you pick up many useful words just by listening to how native speakers use them.

Listening also helps you **recognise sentence patterns**, or the typical ways words are put together. For example, in everyday English, you might hear a pattern like, “*Can I get a...?*” in places like cafés or restaurants: “*Can I get a coffee, please?*” The more you hear these patterns, the more naturally you begin to understand and use them yourself.

Another benefit of listening is learning correct **pronunciation**—how words sound when spoken—and **intonation**, which is the rise and fall in pitch when someone speaks. Intonation helps us understand emotion and meaning beyond just words. For instance, saying “*Really?*” with a rising tone can show surprise, while saying it with a flat tone can sound doubtful or uninterested. These are small but important details that help you sound more natural and understand others better.

More importantly, listening helps your brain learn how to **process language quickly and effectively**. In real conversations, people speak fast, use informal language, and sometimes don’t pronounce every word clearly. Practicing listening regularly trains your brain to keep up with the speed of natural speech and to focus on the **main idea**, even when every word isn't perfectly clear.

This unit focuses on helping learners improve their listening skills by exploring **a variety of real-life listening contexts**. Each context requires a slightly different approach and purpose. For example:

- Listening to **entertainment** such as movies, podcasts, or interviews helps learners hear natural, informal English.
- Listening to the **news** improves comprehension of formal language, current events, and public issues.
- In the **workplace**, listening carefully is essential for understanding instructions, joining discussions, or following meetings.
- In **academic settings**, listening helps with following lectures, taking notes, and understanding complex information.

Each of these situations involves different listening **strategies**, such as identifying key words, listening for detail, or understanding main ideas. In this unit, learners will practice these strategies through guided tasks that reflect real-world scenarios.

By the end of this unit, learners will feel more confident in their ability to understand spoken English across different contexts. They will also begin to notice how listening supports all other skills—**speaking, reading, and writing**—by improving language awareness, comprehension, and overall communication ability.

3.2. Listening for Pleasure

Listening for pleasure is one of the most natural and enjoyable ways to develop language skills. It mirrors real-life situations in which people listen to stories, conversations, or media simply for enjoyment, rather than to complete a task. Whether it's hearing a friend describe a visit to a festival, listening to a podcast on nature, or watching a travel video, we often absorb language more deeply when it is tied to emotion, imagery, and curiosity. This kind of listening encourages us to relax, focus on content rather than correctness, and develop a stronger emotional connection with the language.

In this activity, the audio text titled "*A Day at the Market*" provides a narrative rich in sensory detail—describing sights, sounds, and smells that are common in local markets around the world. Listening to such texts helps learners build mental images and sharpen their descriptive skills, which are essential not only in storytelling but also in everyday conversation. For example, explaining what a place looks like, describing a meal to a friend, or reviewing a new experience online all require the ability to use sensory language clearly and vividly.

TASK 1.3.1A

Instructions:

1. Listen to the audio once without taking notes. Focus on imagining the scene—what can you see, hear, or smell?

2. Listen again, this time writing down specific sensory details (at least three).
3. Using your notes, write a short paragraph (40–60 words) that describes the scene at the market. Try to use at least three of the five senses—sight, sound, smell, taste, or touch.
4. Underline all sensory or descriptive vocabulary in your paragraph.

Audio Text: *A Day at the Market* (narrative, sensory, engaging)

Live audio source: [Education for Peace Foundation – “A Day at the Market”](https://ed4peace.org/listening-exercise-3-a-day-at-the-market/) (includes transcript excerpt. Link: <https://ed4peace.org/listening-exercise-3-a-day-at-the-market/>)

The primary goal of this task is to build learners' ability to **listen attentively and visualize content**, which strengthens comprehension, descriptive language, and creative thinking. Unlike factual or instructional listening, pleasure-based listening invites learners to **mentally engage with the story**, forming images and emotions connected to the words they hear. This deeper engagement aids in vocabulary retention, improves fluency in expression, and builds confidence when writing or speaking descriptively. It also mirrors authentic situations where listening is a source of enjoyment—such as podcasts, audiobooks, or everyday storytelling.

Listening for pleasure plays a powerful role in language development because it engages the listener's imagination and emotions. When learners listen to stories, conversations, or descriptions for enjoyment—rather than just to complete a task—they tend to absorb vocabulary, sentence patterns, and pronunciation more naturally. Unlike more structured or academic forms of listening, pleasure-based listening allows learners to focus on the **meaning and mood** of what they hear. This makes the experience more memorable and helps build a **positive relationship with the language**.

From a language learning perspective, listening for pleasure strengthens both **comprehension and fluency**. It develops the learner’s ability to follow longer stretches of speech, understand tone and nuance, and recognize how language functions in real contexts. Over time, it builds better intuition for how English “sounds” and feels—something that textbooks alone often cannot provide. In everyday life, this kind of listening shows up when we enjoy a friend’s story, listen to music lyrics, follow a podcast, or watch a movie. In each of these situations, we’re not just hearing English—we’re living it, and in doing so, making it part of our thinking and expression.

While the first task focused on visualizing a busy market, this following activity invites you to slow down and listen to a peaceful nature story. The aim is to help you develop your **imaginative listening**, improve your understanding of descriptive language, and notice how sounds, smells, and feelings are expressed in English. By focusing on the mood and sensory details of the story, you will become better at understanding tone and setting—key elements in both spoken and written communication.

Task 1.3.1B. This audio excerpt from a short story called “*A Walk in the Woods*” describes a peaceful walk through a natural setting using rich, descriptive language. Follow the instructions to complete the tasks given below:

1. Play the audio once without taking any notes. Close your eyes if helpful, and picture the scene in your mind. Ask yourself: What kind of place is this? What does it feel like to be there?
2. Play the audio again. This time, write down at least five descriptive details you hear. Focus on what the narrator sees, hears, smells, or feels during the walk.
3. Writing Task: Now imagine you are the person taking this walk. Write a short journal entry (40–60 words) describing your walk in the woods.

Use at least three senses in your description (for example, “I saw...”, “I heard...”, “I felt...”).

4. Highlight Sensory Language: Underline any sensory or emotional words in your paragraph that help create the mood or bring the setting to life.

***Note:** There are no fixed “right” or “wrong” answers in a personal, creative task like this. The focus should be on:*

Using at least three senses

Using descriptive and emotional vocabulary

Staying within the word count

Showing imagination and connection with the audio

Listening for pleasure through peaceful or reflective stories nurtures **empathy, imagination, and a deeper connection with the language**. Learners become attuned to how language can be used to **set a mood, describe a setting, or share personal thoughts**, all of which are vital for fluent storytelling and conversation. Such texts also introduce common descriptive patterns used in journals, travel writing, and spoken anecdotes—skills applicable in both casual and professional contexts. By engaging with English in this relaxed and enjoyable way, learners strengthen both **receptive skills (listening, visualizing)** and **productive skills (writing, expressing emotion)**—making language learning feel natural and enjoyable.

3.3. Listening for Specific Information

In everyday life, we constantly listen for specific pieces of information—such as prices, times, numbers, quantities, names, or short instructions. This kind of listening is not just useful; it is essential for functioning in daily situations where we don’t have time to process every word. For example, when you're at the

supermarket and the cashier tells you the total price, or when you're ordering food and need to understand what items are available and in what sizes, you are listening for precise details. Similarly, when you call to book a doctor's appointment and are told the date and time, or when a teacher gives you deadlines and instructions, your ability to catch specific words and numbers can make a big difference.

In public settings, this skill becomes even more important—such as listening to train or bus announcements, understanding flight information at an airport, or following GPS directions while driving. In each of these examples, you're not expected to understand everything—just the key information that allows you to take the correct action. This kind of focused listening helps you avoid mistakes, saves time, and boosts confidence when navigating the English-speaking world.

In professional or academic settings, listening for specific information is equally critical. You might have to take notes during a meeting, follow instructions in a training video, or extract facts from a lecture or news report. In each case, being able to listen selectively—filtering out what's essential from what's not—is what separates passive listeners from effective communicators. That's why practicing this skill in a controlled way, such as through guided listening activities, helps learners become more alert, accurate, and capable in real-life conversations.

The following activity around the audio text, *Shopping for Groceries*, helps you practice this by listening to a dialogue that includes common vocabulary around food, shopping, and numbers.

In this exercise, you will first listen to get a **general idea (gist)** of the shopping conversation. On the second listen, you'll complete a chart with item names, prices, and quantities. This trains you to listen **actively and selectively**—focusing only on the important information.

TASK 1.3.2 – Shopping for Groceries

Instructions

Look at the chart below. You will need to fill in three columns for each grocery item: the name of the item, the price, and the quantity.

Item	Price	Quantity
Apples		
Bread		
Milk		
Cheese		
Eggs		
Oranges		

1. Listen to the audio all the way through one time to get the gist. Focus on understanding the general idea of the conversation. Who is speaking? Where are they? What is the purpose of the conversation? Link: <https://www.esl-lounge.com/student/listening/0L5-shopping-for-groceries-transcript.php>
2. Listen to the audio a second time for specific details. This time, pay close attention to numbers and key items. Write down the price and quantity for each item mentioned in the conversation.
3. Listen a third time (if needed) to check and correct your answers. Pause or replay parts of the audio to confirm the numbers or quantities.
4. Optional Extension – Speaking or Writing Practice:
After completing the chart, use the information to:
 - Write a short paragraph describing what was bought (e.g., “They bought a dozen eggs for \$2.50...”)

- Or, practice speaking aloud what was purchased as if you're telling someone what you bought at the store.

The ability to extract exact information—like how much something costs or how many items are being bought—is a **practical and transferable skill** for real-life situations in English-speaking environments. For example, when you live or travel abroad, you'll often need to listen to announcements, conversations in shops, or questions at work that require you to focus on **numbers, items, and facts**—not just general meaning.

The purpose of this task was to help you get better at finding and writing down important details when someone is speaking quickly in real-life English. In everyday situations, people don't always speak slowly or repeat what they say. You often need to understand things like prices, times, numbers, or names the first time you hear them. This happens in many situations—like buying something at a shop, making a doctor's appointment, asking for directions, or listening to travel announcements. This skill is also important in more serious situations, such as during a job interview, school test, or speaking exam, where it's important to listen carefully and answer correctly. This activity helps train your ears to focus only on the important parts of what you hear, just like you would need to do in real life.

The main thing you will learn from this task is how to pay attention to small but important details when listening in English. This could mean remembering what to buy at a store, following steps someone gives you, or writing down names and numbers someone says on the phone. Doing this kind of listening regularly helps you become more accurate and confident, and it also helps you feel more comfortable using English in daily life. You'll be better at understanding people, making fewer mistakes, and handling tasks on your own—whether you're at work, in school, or traveling. In the end, it helps you become a stronger and more

independent English speaker who can listen carefully and respond clearly in many different situations.

3.4. Listening for Work Purposes

In professional environments, effective communication often depends not just on what we say, but on how well we **listen**. Whether it's following a supervisor's instructions, tuning into a team briefing, or catching key details from an announcement, **listening with focus and accuracy** helps us respond quickly, make better decisions, and work more efficiently. In fact, many workplace errors can be traced back to poor listening. When you're able to understand spoken English clearly—especially in formal or fast-paced contexts—you become more capable, reliable, and confident in your role.

Listening is one of the most useful language skills we use at work every day. We often need to hear and understand things like instructions from a manager, reminders during meetings, updates about tasks, or changes to schedules. If we don't listen carefully, it can lead to mistakes, missed deadlines, or confusion between team members. But when we do listen well, we can work faster, avoid problems, and complete tasks correctly. Good listening also shows respect for others, helps us stay organized, and makes us more professional and reliable in any job.

For example, many jobs require people to listen carefully to **weather reports**. A weather forecast may seem simple, but it's very important for workers in jobs like delivery, travel, construction, farming, or event planning. A delivery driver might need to change their route because of rain or snow. An outdoor event team might delay setting up because of a storm warning.

That's why learning how to listen to **formal spoken information**—like announcements and reports—is a key skill in the workplace. These messages usually follow a clear and structured format. With practice, you can quickly catch

the most important parts, such as **what's going to happen, when, and where**. Listening well makes you more prepared, efficient, and confident in your work.

TASK 1.3.3A : Weather Forecast

Instructions:



1. Play the weather forecast once to get the overall idea. What is the forecast about?
2. Listen again and answer the questions below. You may replay parts of the audio as needed.
 - a) Which regions will see thunderstorms?
 - b) What's the forecast for Uttarakhand and Delhi?
 - c) How do weekend temperatures compare to midweek highs?
 - d) What weather change is expected by midday?

This task is an example of how to listen for key facts in a formal, structured style—something that happens often in real-life work situations, such as receiving instructions, announcements, or reports. In these contexts, it's important to focus and understand spoken English quickly and accurately, especially when decisions need to be made based on what you hear. Being able to respond clearly and confidently to spoken information is a valuable skill in any job, whether you're dealing with customers, managing a team, or following a schedule.

By doing this task, you practice understanding formal English pronunciation and tone, learn how to pick out specific facts and updates quickly, and improve your ability to follow structured spoken messages. You also develop useful vocabulary related to weather, schedules, and locations. These skills are not just helpful for work—they're also useful in everyday life, such as understanding announcements at the airport, listening to safety instructions, or following the news in English.

Listening comprehension in the workplace goes far beyond simply hearing what someone is saying—it requires a combination of **skills** and **strategies** that allow you to process information quickly, respond accurately, and take appropriate action. In fast-paced professional environments, where tasks often depend on brief instructions, meetings, or updates, your ability to **listen with focus and intention** is one of your most valuable communication tools.

One essential skill is the ability to **identify key points** during spoken communication. This means actively listening for important details such as what needs to be done, who is responsible, when it needs to be completed, and why it matters. For example, in a team meeting, a manager may quickly assign five different tasks to different people—if you're not actively filtering for your own name or role, you might miss your instruction entirely. Developing this skill involves practice in **prioritising relevant information**, especially when there is a lot being said in a short amount of time.

Another crucial strategy is **note-taking while listening**. In meetings, presentations, or phone calls, being able to jot down names, deadlines, or action items helps you remember and clarify responsibilities later. This doesn't mean writing every word—rather, it involves learning how to listen for **keywords, phrases, and signals** that indicate something important is being said, such as “by Friday,” “can you take care of,” or “let's follow up on.”

Predicting content is also helpful. When you know the context—such as a weekly planning meeting—you can anticipate the kinds of things that might be discussed: timelines, project updates, or assignments. This prepares your brain to tune in more effectively to relevant parts of the conversation.

In addition, understanding **tone, stress, and intonation** plays a big role in professional settings. For instance, when someone raises their voice slightly or slows down, it might signal emphasis or urgency. Being sensitive to these cues helps you interpret not just what is being said, but how important it is.

Finally, strong workplace listening involves a readiness to **clarify** or **confirm** information. If you're unsure about what you heard, asking polite follow-up questions—like “Just to confirm, is the deadline Thursday or Friday?”—shows professionalism and helps avoid misunderstandings.

In summary, listening in the workplace is an **active process** that involves focusing, filtering information, taking notes, and following up. Mastering these strategies not only improves your performance at work but also builds your reputation as a dependable and communicative team member.

In many jobs, teams rely on short spoken meetings to share updates and assign tasks. To work well in these settings, it's essential to listen carefully and understand what needs to be done, who's responsible, and when it's due. The following activity helps you practice gathering that kind of information and responding professionally.

TASK 1.3.3B: An office briefing meeting



Instructions

1. Play the audio once. Try to understand the purpose of the meeting and the overall tasks being discussed by the manager, Naina.
2. Listen again and write down in the table given below:
 - a. Each task mentioned
 - b. The person or role assigned to each task
 - c. Any deadlines or dates given

Task Assigned	Person	Deadline/Notes
Task Assigned	Person	Deadline/Notes

--	--	--

Note: Pay close attention to verbs like “submit,” “handle,” or “send,” and phrases like “by Friday,” “this week,” or “coordinate with.”

3. Imagine you are one of the team members who has been assigned a task.

Write a professional email to your manager confirming the task you will complete. Your email should:

- a) Mention the task
- b) Confirm the deadline
- c) Ask any questions you have
- d) Use formal language and polite tone

You can use the structure below for your email:

Subject: Task Confirmation – [Your Name]

Dear [Manager's Name],

Thank you for today’s meeting. I am writing to confirm that I will be handling [brief description of task] as discussed.

I will ensure it is completed by [deadline].

Please let me know if there are any additional details I should be aware of.

Best regards,

[Your Name]

Therefore, as demonstrated in the tasks above, careful listening to spoken instructions and meeting updates is essential across all types of workplace environments. In many professional settings, effective communication depends

not only on what is said, but also on how accurately that information is received and acted upon. In these activities, learners were guided to practise identifying key facts—such as tasks to be completed, deadlines to be met, and responsibilities to be assigned. These details were then used to compose professional written responses, allowing learners to demonstrate understanding and accountability.

By engaging in this process, both **listening comprehension** and **business writing** skills are strengthened—two core components of effective workplace communication. As confidence in processing spoken English improves, individuals are better equipped to contribute to team objectives, follow instructions accurately, and manage tasks efficiently. Furthermore, the ability to respond clearly and professionally is viewed as a key indicator of reliability and competence in professional settings. Over time, these integrated communication skills form a strong foundation for career development and greater responsibility in the workplace.

3.5. Listening for Academic Purposes

Listening is more than just hearing words — it is about **understanding, processing, and responding to information effectively**. In both everyday life and academic settings, one essential listening skill is the ability to **understand academic explanations** and **identify their structure and main ideas**. Whether you're listening to a teacher explain the water cycle or a colleague describe a workflow in a meeting, this skill helps you grasp the message quickly and respond appropriately. Recognising how ideas are connected and organised allows you to stay focused, take accurate notes, and retain the information more effectively.

Academic explanations often include **specialised vocabulary**. Learning to identify and understand these **academic terms** during listening tasks is key to building both subject knowledge and language skills. In an academic setting, these words carry precise meanings that help clarify complex concepts. In

everyday life, similar vocabulary may appear in news reports, documentaries, or professional discussions. Developing your ability to recognise and understand academic vocabulary through listening prepares you to engage with higher-level content and improves your overall comprehension.

Another important aspect of listening is being able to follow a **sequential explanation** — where information is presented in a logical order. Words and phrases like *first*, *then*, *next*, *after that*, and *finally* act as **signposts** that guide listeners through the explanation. This skill is especially important in subjects like science or history, where understanding the **order of events or stages in a process** is crucial. In everyday contexts, you might hear sequential explanations when someone gives directions, explains a recipe, or outlines steps in a task. Being able to identify this structure helps you follow along and organise the information mentally — or in your notes — as you listen.

Effective listening often goes hand-in-hand with **good note-taking techniques**. In academic contexts, using **headings**, **bullet points**, or **numbered lists** helps break down complex information into manageable parts. Instead of writing full sentences, successful note-takers capture **key terms**, **main ideas**, and **supporting details** in a structured format. For example, while listening to a talk on any given topic, you might use headings like ‘Main points’ and bullet points under it to list the key words of arguments made in relation to the main point. This method also works in everyday life — such as jotting down key points from a podcast, an interview, or workplace training. Developing strong note-taking habits allows you to make the most of what you hear and refer back to it later with ease.

In today’s fast-paced, information-rich world, being able to **understand academic explanations** and **identify their structure and main points** is not just a classroom skill — it’s a vital tool for lifelong learning and effective communication. By focusing on academic vocabulary, recognising sequential structures, and practicing effective note-taking, you equip yourself to listen with

purpose and clarity. Whether you're in a lecture hall, a meeting, or simply learning something new online, these listening skills will help you stay engaged, organised, and confident.

TASK 1.3.4. Journey of Water

Instructions

Listen to the audio of a lecture titled *Journey of Water* to complete the tasks that follow:

1. Take notes under:

- Main Idea
- Processes
- Key Terms



2. Write a 100–150 word summary of the water cycle.

In this activity, you have developed a key listening skill: understanding academic explanations by identifying their structure and main ideas. You also learned how to recognise **academic vocabulary**, follow **sequential explanations**, and apply **note-taking techniques** such as using headings and bullet points. These strategies not only help you process spoken information more effectively but also prepare you to respond with greater accuracy and confidence in both academic and real-world contexts.

3.6. CONCLUSION

This Unit has explored building learners' auditory comprehension by introducing them to a variety of real-world listening contexts. Through structured exposure to sample audio texts, learners are not only given the opportunity to refine their

listening techniques, but also to recognize the *purpose* behind different listening situations. Whether it's listening to a podcast for relaxation, picking out key facts from a recorded announcement, or following a professional meeting or academic lecture, each task in the unit develops specific listening strategies such as predicting, note-taking, identifying tone, and filtering relevant information.

More importantly, the unit fosters *active listening*—a vital 21st-century skill that goes beyond language learning and into every area of personal and professional life. As learners engage with diverse audio materials, they become more comfortable navigating authentic speech, varying accents, and a range of speaking speeds. This prepares them to confidently participate in conversations, workplace discussions, academic settings, and informal interactions.

Looking ahead, the skills cultivated in the Unit will serve as a strong foundation for more advanced listening tasks. Students are encouraged to continue practicing with real-life audio sources such as interviews, news clips, and online talks to deepen their comprehension and fluency. By mastering the art of listening with intention and purpose, learners are well on their way to becoming effective communicators in both local and global contexts.

ANSWERS

1.3.1A

1 a: Descriptive paragraph will vary. Key is use of at least three senses (e.g., sight, smell, sound) and underlined sensory words.

1 b:

2. Write down five descriptive details that involve the surroundings or atmosphere. Here are five examples that appear in or are implied by the text

(Note: this is just an example. Your answer may vary):

The sun was just rising.

The air smelled fresh and clean.

Birds were singing in the trees.

The soft crunch of leaves underfoot.

It was a quiet Sunday morning.

These details engage the senses of sight (sun rising), smell (fresh air), hearing (birds singing, leaves crunching), and feeling (calm, peaceful).

3. Journal Entry (40–60 words) (**Note: this is just an example. Your answer may vary**)

This morning, I took a peaceful walk through the woods. The air smelled like damp leaves and earth. I heard birds singing in the trees and felt the soft crunch of leaves under my boots. Light from the rising sun filtered through the branches. Everything felt calm and quiet, like the forest was still waking up.

4. Underlined Sensory and Emotional Vocabulary (**Note: this is just an example. Your answer may vary**)

This morning, I took a peaceful walk through the woods. The air smelled like damp leaves and earth. I heard birds singing in the trees and felt the soft crunch of leaves under my boots. Light from the rising sun filtered through the branches. Everything felt calm and quiet, like the forest was still waking up

1.3.2 Shopping for Groceries

Item	Price	Quantity
Apples	\$2 per kilo	Anna 4, Tom 3
Bread	\$1.50	1 loaf (Anna)
Milk	\$1 per litre	2 litres (Tom)
Cheese	\$3 for a block	1 piece each
Eggs	\$2 for 6	Tom wants 6
Oranges	\$1.50 per kilo	Tom 2, Anna 1

1.3.3A Weather Forecast

1. The forecast gives a detailed update on weather conditions across different regions of India for the current week. It highlights clearing monsoon rains in the south, possible thunderstorms in the northeast, dry and hot conditions in central and northern India, and a shift to rain and cloud cover by the weekend. It also provides temperature trends and localised updates for Delhi, Uttarakhand, and other regions.

2. a) Meghalaya, Arunachal Pradesh, and parts of Assam are expected to see heavy and thundery showers. Delhi may also experience isolated evening thunderstorms later in the week.

b) In Uttarakhand, some foggy patches are expected, especially in the early morning, mostly in low-lying areas. Otherwise, it will be dry. Delhi, on the other hand, can expect a dry and bright start, with high temperatures (32–35°C) throughout the week and possible isolated thunderstorms later in the week.

c) Weekend temperatures will be slightly cooler, around 27–30°C. Midweek highs are expected to reach 32–35°C in areas like Delhi. So, the weekend brings a slight drop in temperature, offering a milder, more comfortable change.

d) In the south and along the east coast, morning clouds and showers are expected to clear by lunchtime, leading to dry and sunnier conditions.

1.3.3B: An office briefing meeting

1.a) To give the team a clear plan for the upcoming week, including task assignments, deadlines, and preparation for the Friday client meeting.

b) The key areas being discussed are:

- Final preparation for the **Friday client meeting** (presentation slides, meeting room, tech check, refreshments)
- **Task assignments** for specific team members (Anjali, Vikram, Nisha)
- Deadline for **weekly reports** (due by midday Friday)
- Introduction of a **new intern**, Arjun, and request to support him

2. Table:

Task Assigned	Person Responsible	Deadline / Notes
Finish PowerPoint slides	Anjali	By Wednesday afternoon
Include updated budget figures	Rajiv (via Anjali)	Coordinate with Anjali; no specific deadline given
Book meeting room + tech check	Vikram	Before Friday morning (for the client meeting)
Arrange refreshments	Vikram	Before Friday morning
Draft follow-up email	Maya	By Thursday
Upload weekly reports	All team members	By midday Friday
Welcome and support new intern	All team members	Ongoing throughout the week

3. This is an email from Maya. Your answers may vary according to the person you choose to write the email for.

Subject: Task Confirmation – Client Follow-Up Email

Dear Naina,

Thank you for today's team briefing. I am writing to confirm that I will prepare the follow-up email to the client, including the key points and next steps discussed in Friday's meeting. I will have the draft ready by Thursday, as requested. Please let me know if there are any specific points you would like me to include.

Best Regards,

Maya

1.3.4

1.

- **Main Idea:**

- The water cycle is a continuous natural process that moves water through different stages.

- **Processes:**

- Evaporation
- Transpiration
- Condensation
- Precipitation
- Collection/Accumulation
- Infiltration

- **Key Terms:**

- Evaporation
- Condensation

- Precipitation
- Transpiration
- Infiltration
- Accumulation

2. Summary (100–150 words):

The water cycle, also known as the journey of water, is a continuous process that circulates water through the environment. It begins with **evaporation**, where the sun heats water from oceans and rivers, turning it into vapor. Plants also release water through **transpiration**. This vapor rises and cools, leading to **condensation**, where clouds form. When clouds become heavy, **precipitation** occurs in the form of rain, snow, or hail. The water then returns to the earth, flowing into bodies of water or soaking into the ground — this is called **collection** and **infiltration**. The cycle then repeats. This process is vital for sustaining life, distributing fresh water, and maintaining Earth's climate.

Unit 4: Listening and Responding

4.1. Introduction

4.2. Responding by Following Instructions

4.3. Taking Notes and Asking Questions

4.4. Ways of Seeking Clarification

4.5. Listening to Give Emotional Support

4.1. Introduction

All communication is a two-way process. There is a sender and a receiver. The number of senders and receivers changes and their roles also change from time to time within a talk or conversation. Therefore, listening is not a passive skill. As we learnt in the earlier units, we must be alert, think quickly and respond correctly. In this final unit on Listening, we will study more about how to respond appropriately when we are listening to someone or something.

4.2. Responding by Following Instructions

If someone is speaking to you, he/she will expect you to show that you understand, you are listening and want the talk to continue. What do you think will happen if you don't respond at all? If you are silent, don't smile, don't nod, don't make any eye contact with the speaker? Do you think he/she will notice it?? Yes. Will it affect him/her? Yes. What will be the speaker's response to the listener's lack of response? The speaker will think that the listener is not interested and may stop all together. Or the speaker may end the talk quickly. Can you think of a time when you did this to someone, or did someone do this to you? **Nonverbal cues** like nodding the head, clapping, smiling laughing, making eye contact, frowning, looking puzzled, angry, sad or worried are very important for effective communication. Only nonverbal cues are not enough. They show that you are listening, interested and understanding the message. But that's all!

Verbal cues are like nonverbal cues in many ways but there are some differences. Verbal cues are sounds like "Um..mmm", "Oh!", "Wow" or simple single words like "okay", "yes", "no", "why?" These short verbal cues can serve many purposes. For example, showing that you agree or disagree with "yes",

“okay” or “no”. With ‘why’, one is clearly asking for more information, some explanation.

By **following instructions**, we move to still better way of responding. One of the easy ways to show how well you have understood is by **following instructions**. Teachers and parents make children do this all the time. For example:

* “Rasheed, quickly get half kg of sugar and a packet of tea leaves from the grocery store. There’s fifty rupees”.

* “Rosy, why don’t you teach Ankit some maths? He has failed again.”

* “Colour the crow black”.

* “Class! Stop talking and open your reader to page 17.”

When a teacher or parent is teaching a child a language, she begins with simple commands. “Bring your notebook.” “Go to sleep”. “ No leaving vegetables on your plate. Eat this now”. Then, they slowly increase the difficulty level of the instructions. For example,

“Neha, please go out of the class. Wait outside until I call you. Okay? Have you understood?”

Self-Check Questions

4.1 Based on your reading of the above sections, say whether the following sentences are True or False:

- a) This unit is on what to do while and after listening.
- b) Listening is a passive skill where nothing needs to be done.
- c) Nodding your head, smiling when you hear something good are examples of nonverbal cues.
- d) While listening to someone over the telephone, we say “yes” “a..haa”, “okay”, “right” from time to time.

e) People who are dumb mute (cannot speak) show that they understand by following instructions and using many nonverbal cues.

4.2. Think and write down one sentence on how you respond to the following:

f) Your grandfather calling out to you.

g) A young man you don't know calls out to you.

h) Your friend makes a phone call.

i) You are watching a movie.

j) At an examination hall, the invigilator is giving instructions.

h) You hear the National Anthem at the end of a programme.

4.3. Taking Notes and Asking Questions

Another important way of responding to listening is by **taking notes**. Students take notes while listening to their teacher. Sometimes teachers help students by writing on the blackboard what they want students to note down in their notebooks. This is especially helpful for beginners and little children. It helps them with the spellings, punctuation and capital letters.

Adults in the workplace also need to take notes. At a meeting, presentation or at work, someone might say something quickly and move on. The person may not have the time to repeat things to you, so you need to note down the correct information, name, number or date there and then. You can't afford to forget or make a mistake. So, the best thing to do is write it down as and when you hear it. Have you seen anyone doing this? Yes, policemen on duty attending to calls, persons working at bank counters when you go to get your work done. Nurses, when they are told by the doctor about a patient's dose, etc. Intensive listening requires taking notes.

Notes are a useful record of key information, and the sources of that information. Writing notes helps you remember what you heard. Taking notes

helps you to concentrate and listen effectively. Selecting what to note down increases your understanding. There are 5 R's of note taking:

- **Record** – Write down. If you have the time, you can do an audio recording on your smart phone. You can also make notes on your smart phone app or laptop. But it is always better to use your hand and a paper and pen or pencil to write it down yourself. The coordination of the hand, eyes, ears and brain make for better long-term memory.
- **Reduce** – Only record the key information. Leave out what does not matter. This requires some quick thinking and analysis. Asking yourself questions and answering them swiftly.
- **Recite** – Repeat the key information immediately to the person before they get into another task. By repeating or reciting what has to be done, you are getting a quick conformation that you are in the right track. You don't want to waste time on a wrong task, so repeating for conformation is best.
- **Reflect**- Taking time to think over what has been said and what you have noted will always make you more confident and do the task better. When it comes to lectures and videos, many like to reflect on what they have learnt by sharing it with a classmate or family member.
- **Review**- This is returning to the notes after some time gap. Typically, we review the notes we have made of the lectures we have heard before the exams. At the workplace, the review of what you have done as a result of good or bad listening may come from you boss as feedback.

Asking questions is often a part of the recite, reflect and review steps that have been described above. It is important to ask questions because there may be gaps in what the speaker is saying and what and how you understand it. Sometimes the gap is so great that the listener doesn't understand and loses interest in actively engaging with it. This is bad both for the speaker and the listener. It can be easily solved by asking a question. Sadly, students and workers are often afraid to ask

questions. They think that it shows them in a poor light to a person of higher authority.

Self-Check Questions

4.3. Based on your reading of the above sections, say whether the following sentences are Good/ Sometimes good/Bad practices to follow:

- i) Whenever I listen to something or someone, I immediately make notes.
- j) I have often asked the teacher many questions in the class.
- k) Whenever I have a doubt, I ask my elder sister who patiently explains.
- l) The teacher writes down the important words and dates on the black board.
- m) Students asking questions is a sign of them listening to the speaker.

4.4. Listen to an interview in English of your favourite role model. It can be on radio, YouTube or the television. It can be a sports person, actor, influencer or chef. Make notes while you listen and write a short paragraph on your role model.

You can start like this:

Today I listened to an interview of The person asking the questions was.....

.....
.....
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.....
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.....

4.5. Did you follow the 5 R's of Note taking? Yes/No. Write 2 sentences to support your answer.

.....
.....
.....
.....

4.4. Ways of Seeking Clarification

How often have you asked someone:

*Sorry, I didn't hear that...? Could you please say that again?

* Pardon? What did you say?

*Oh! I must turn right from the roundabout. Then??

*Could you explain that again?

And, when and why did you ask these questions?

Asking specific questions, restating what you have understood are common ways of seeking clarification. This is necessary because what a person is saying may not be heard clearly. Sometimes, if there are too many details, you may not be able to remember all the details. So, while taking notes, you might want to ask the person to repeat. Sometimes, it is a word or name you are hearing for the first time. You might want the person to spell out the word.

There are 5 main steps to follow when you are seeking clarification:

1. Draw the attention of the speaker to yourself. The speaker does not know that you are having a problem hearing or understanding. Therefore, it is necessary

to attract the speaker's attention to yourself first. You can go this by standing up, raising your hand, use a nonverbal cue to show that you have a question to ask. The speaker too may indicate through gesture that you ought to wait and that he/she will come to you after she finishes what the person is saying.

It is common practice for lectures, talks, interviews to have last 10 minutes was questions and answers.

2. Use polite language and tone. We must always remember that the speaker is doing us a favour by clarifying our doubts. The person is putting extra time and effort into getting into our shoes to understand our problem and then answer it appropriately according to our level or need. The speaker has to think quickly and on his/her feet. It's not easy and we must acknowledge that.

Polite language and tone come with a positive attitude to the speaker and the subject. Sometimes some people in the audience or class may wish to display their knowledge or bring out those aspects that the speaker may not have touched. Or, they ask questions and then don't patiently hear and try to understand what is being told. Good learners are active listeners. They are willing to listen closely and adjust their understanding on the basis of the explanation.

3. Acknowledge the lack of understanding. This is not as easy as it looks. Many people are very shy and hesitate to ask for clarification. They think that it will show them in a poor light. People think it will show them to be foolish, incompetent, not intelligent, etc. That is why they may not ask for any clarification from a boss or teacher. Instead, they turn to their colleague or friend. And, often the friend or colleague may have had the same problem as you. So, you are where you were!! Confused! Stressed!! Worried!!

It's important to understand that asking for clarification is a sign of confidence and strength. You are very sure what you know and have to do. That is why, you are asking a question about something that is not clear to you.

4. Request for clarification: After drawing the speaker's attention to yourself, you should use polite language and tone to directly ask for clarification. It can

be simple repetition, request for some examples or more elaboration. It is sometimes useful to briefly summarize what you have understood before to go to your specific query.

5. End with a ‘Thank you’. Just as we open a conversation, we also need to close it correctly. The speaker has given you and the audience more time and effort, so you need to thank him/her for it. It is best not to ask further follow up questions because you might be irritating others. It is your problem, not everybody’s problem. So, it is best to smile and say, ‘thank you’. If you are really interested, the conversation can go on over tea or outside the classroom.

4.6. Match the expressions given below with the function (listed in the box below) each one performs. You can use the 5 steps described above. An example has been done for you:

Draw the attention of the speaker to yourself	Use polite language and tone.	Acknowledge the lack of understanding	Request for clarification:	End with a ‘Thank you’.
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Example ---n) I’m not quite clear on what you mean.....

Answer: Acknowledge the lack of understanding

- o) Can you explain in more detail on what you mean by.....?
- p) Thank you very much. Now I understand.
- q) Excuse me, did you say..... or.....?
- r) Would you mind repeating that, please?
- s) Give a quick example. I have to go home.
- t) The talk was very interesting. I didn’t catch the last thing you said...

u) Please speak loudly madam, we can't hear you.

4. 7. Which of the above expressions do not follow the 5 steps? Can you improve them?

.....

.....

4.5. Listening to Give Emotional Support

This is what you do all the time – when friends, relatives, brothers, sisters and sometimes total strangers. In India, it is not uncommon for people you meet in trains, busses, shops to open their hearts to you. They may share their deepest secrets or current troubles with you even though they don't show you. Has this ever happened to you? When? Where? And how did you deal with the situation? I'm sure it will be interesting for you to think about it. It will be very interesting for us to hear as well!!

People often look for empathy. Empathy is quite different for the common word we all know--sympathy. Sympathy is feeling sad or concerned about someone's difficulties or misfortunes. For example, if a classmate meets with an accident or you see a child crying because it has lost its parents, you feel sympathy for them. You feel sorry for them, not feel their emotions. There is a distance. You don't get involved with them or their situations.

Empathy is understanding and sharing the emotions of another person as if you were experiencing them yourself. There is greater emotional involvement in empathy. You put yourself into the other person's shoes. You experience their emotions as if they were your own. You don't judge or may not even give suggestions. You simply see things from their point of view and try to understand

their experience. For example, if you have empathy then you will go over to the child who is crying and hold him kindly, ask him what happened, etc. You don't only watch, you get involved.

Listening to give emotional support is also called **empathetic listening**. **Empathetic listening** is the need of the hour because most people feel lonely and feel no one cares for them, which is often not true. The many tensions of modern lifestyles, needs, desires and work demands don't allow people to spend time for others. Everyone is caught in his/her own world and think chatting or simply listening to someone is a waste of time. We really need to think deeply about what we are doing and make changes in our attitudes.

If someone is speaking to about issues that appear, events that are very important to them, you should realize that they **trust** you. Nobody opens his/her to someone else unless the person sees some qualities in you that the person likes. It is something to be proud of and see as one's strength. Perhaps you are a very gentle and calm person. You listen with genuine interest and focus on understanding rather than judging the person or deed. You should then choose a comfortable and private setting where the two of you can give undivided attention to each other. If you avoid making or taking phone calls, listening to music, etc. that will strengthen the bond and trust. It will certainly reduce stress, helplessness and loneliness that the person already feels.

All what you have learnt in your Block 1 on Listening can be put to good use. You will notice that if you are a good empathetic listener, you will have many friends and lots of knowledge about the world, people and relationships!! Finally, you can become a successful teacher, social worker or counsellor!! Three cheers for good active listening.

Self-Check Questions

4.8. Based on your reading of the above sections, say whether the following sentences are True

v) Empathy requires more focus and kindness than sympathy.

w) “I feel with you” is same as “I feel sorry for you”.

x) “What do you think would help?” is better than “I think you should...”.

y) “Not here.... Let’s go to the park....We can walk the talk. Shall we?”

z) “Oh my God! That must have been awful!!”

4.9. Write a short paragraph (5 sentences) of your experiences with listening to English.

Rate yourself out of 10. Say what you did well and what you didn’t.

4.10. Write 2 paragraphs on your experience of empathetic listening.

First paragraph: Who was speaking to you? Why? About what?

Second paragraph: How did it end? How you felt? How did she/he felt/tell?

ANSWERS

1.4.1

- a) True
- b) False
- c) True
- d) True
- e) True

1.4.2

f) *I immediately go to him and respond politely, saying, “Yes, Dadaji, do you need something?”*

g) *I turn around cautiously and ask, “Yes? Do I know you?” keeping a safe distance.*

h) *I answer warmly and say, “Hey! What’s up?” because I’m happy to hear from them.*

i) *I focus quietly on the screen and try not to talk or use my phone so I don’t miss anything.*

j) *I stop writing and listen carefully, making sure I understand all the instructions before starting the exam.*

k) *I stand up silently and respectfully, showing attention and respect to the anthem.*

1.4.3

Statement	Response
i) Whenever I listen to something or someone, I immediately make notes.	Good
j) I have often asked the teacher many questions in the class.	Good
k) Whenever I have a doubt, I ask my elder sister who patiently explains.	Good
l) The teacher writes down the important words and dates on the blackboard.	Good
m) Students asking questions is a sign of them listening to the speaker.	Good

Here is a sample response to help guide your writing for TASKS 4.4 and 4.5
(Note: These are simply examples. Use it solely as a reference. Your answer is subjective and therefore will vary)

1.4.4

Today I listened to an interview of Virat Kohli, the Indian cricketer. The person asking the questions was a sports journalist from Cricbuzz.

Kohli spoke about his early struggles, discipline, and how fitness changed his game. He shared how failure taught him to stay mentally strong. He also mentioned the importance of teamwork and staying grounded despite fame.

He talked about his daily routine, diet, and how he prepares for matches. It was inspiring to hear him say, “Hard work beats talent when talent doesn’t work hard.”

TASK 4.5.

Yes, I followed the 5 R’s of Note Taking.

I reduced long answers to key points and tried to recite them in my own words. I also reviewed my notes to organise the ideas clearly.

1.4.6.

Expression

Function

- | | |
|---|---|
| o) Can you explain in more detail on what you mean by.....? | Request for clarification |
| p) Thank you very much. Now I understand. | End with a 'Thank you' |
| q) Excuse me, did you say.....
or.....? | Draw the attention of the speaker to yourself |
| r) Would you mind repeating that, please? | Use polite language and tone |
| s) Give a quick example. I have to go home. | Does not follow the 5 steps (Too direct, impolite) |
| t) The talk was very interesting. I didn't catch the last thing you said... | Acknowledge the lack of understanding |
| u) Please speak loudly madam, we can't hear you. | Does not follow the 5 steps (Tone could be improved) |

1.4.7.

Which expressions do not follow the 5 steps? Can you improve them?

s) "Give a quick example. I have to go home."

This sentence is too abrupt and does not use polite language or tone.

Improved: "Could you please give a quick example before I leave? I have to go home soon."

u) "Please speak loudly madam, we can't hear you."

This lacks politeness and may sound rude.

Improved: "Excuse me, madam, would you mind speaking a little louder? It's hard to hear from the back."

1.4.8.

- v) True
- w) False
- x) True
- y) True
- z) True

Unit 5: Importance of Reading

5.1. Introduction

5.2. Importance of Reading

5.3. For Expanding Knowledge

5.4. For Increasing Vocabulary and Grammar

5.5. For Research and Problem Solving

5.6. For Pleasure and Mental Peace

5.1. Introduction

Block 2 deals with the very important skill of Reading. If we look at language skills from the point of view of how they are learnt, Speaking should come before Reading. However, in this course since we are studying in a formal educational setting, Reading is placed before Speaking. We need to read about anything we wish to learn. It is one of the mediums through which we learn. Therefore, in this block we will go through the many stages and concepts we should know to read confidently, independently and with enjoyment.

5.2. Importance of Reading

English has many good quotations on the importance of the habit of reading. Let us begin by reading some of them and understanding what each says about the importance of reading:

“A room without books is like a body without a soul”. -- Cicero

“A book is a gift you can open again and again”. – Garrison Keillor

“Think before you speak. Read before you think.” –Fran Lebowitz

“That’s the thing about books. They let you travel without moving your feet.” – Jhumpa Lahiri

“There is no friend as loyal as a book.” – Ernest Hemingway

There are many more such quotes you can find on the internet or in your library. Each is brief and saying something very important about why we should read and how not reading will disadvantage you in a hundred different ways. Yet, it is a sad reality of the present times that young people don’t read, they do not like to read and think that is “cool”. Nothing, nothing can be further from the truth.

5.3. For Expanding Knowledge

You may have noticed in school that the students who got the chance to get selected for essay writing, debate or recitation competitions were those who read books. They went to the school library, sat there reading and carried books home. Of course, this was possible because they wanted to read and their school, teachers and parents made books and time for reading available to them.

It is sad that young people today like to scroll and watch reels on their smart phones. Some watch YouTube videos to understand topics and prepare for exams. The question that you need to ask yourself is – Is that enough to real **know** the subject or topic? Is this expanding my knowledge? Will I be able to talk about this topic for even one minute? If the answer is honest “No”, then you have NOT learnt a thing. You may still pass the exam or move to the higher class, but that’s all.

There are a variety of reasons why students can reach college and university without becoming good, independent and confident readers. Within themselves, they are aware of this and this affects their level of confidence. They will not easily want to do any assignment or task alone because they know that they may not be able to finish it on time or do it well enough. This lack of confidence in your own abilities is not a very good feeling to live with all your life. Somewhere, sometimes, it will get noticed that you are not able to read independently with confidence.

This is your chance of a lifetime to slowly and systematically learn to read English independently. That is your chance of a lifetime! You should be happy that you have taken this Basic General English which is teaching you about Reading so that you read better. You are fortunate and what you learn should make you a good English teacher.

It is important to know that learning takes time, patience, practice and understanding the processes underlying the skill or concept. Understanding processes is critical because it allows us to achieve the same results repeatedly. Instead of only focusing on the end goal or outcome, understanding the steps and activities or processes involved gives better results. You can reduce errors, increase speed and quality. When you are given an unseen comprehension passage, you will not be afraid to read it.

Self-Check Activity

2.1. Answer the following questions briefly:

a) You will say that you are a good/average/ poor reader in your mother tongue because _____ you can.....

.....

.....

.....

b) In English you assess yourself as a good/average/poor reader because

.....

.....

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.....

.....

c) In this course Reading has been place after Listening because

.....

.....

.....

d) Everyone needs to read independently because

.....

.....

.....

e) While learning anything, it is important to understand the step involved because.....

.....

.....

.....

2.2. Match the explanations given below with the quotations each refers to:

f) A book will never cheat you or let you down.

g) A book allows its reader to know about places that he/she has not visited.

h) One cannot be called human if they are not engaged in knowledge and reading.

i) We discover new truths about life when we re-read books.

j) One cannot speak intelligently if the person does not read. Reading supports thinking.

5.4. For Increasing Vocabulary and Grammar

Let us ask ourselves a few questions about what we usually do when we see something written:

- Do I read the names of the shops, streets, nameplates of houses and offices when I am travelling on a bus or train?
- Do I only look at the pictures and scenery of hoardings on roads and buses and ignore the printed matter?
- Do I read when things are written in Hindi or my mother tongue?
- Do I read when things are written in English?

- Do I know and use many words correctly?
- When I speak or write, am I grammatically correct?

If you answer the above questions truthfully, they will tell you a lot about your reading habit and practices. For example, if your answer is ‘yes’ for the first question, this shows that you are comfortable reading, and it is a part of your unconscious habit. This is extremely good for any learner.

If your answer is ‘yes’ for the second question, it shows that you don’t want to read and put the effort that is needed for reading. This also shows that you might be spending most of your time ‘watching’, ‘looking’ at things. You may have a very short attention span and like to quickly move from one thing to another. All of these aren’t good for reading.

A ‘yes’ for the third question suggests that you are good at reading in Hindi or your mother tongue. It also shows that you want to remain in your comfort zone. You don’t feel the need to be able to read in English. And, if your answer is ‘yes’ for the last question, then this is the best! And your answers to the next two questions will also be ‘yes’. You are either a good reader or you are aware that engaging in the process of reading will make you a better reader. Congratulations!!

5.5. For Research and Problem-Solving

Reading is essential exercise for the brain. Just as you need to do daily physical exercise to keep your body fit, you need to read to exercise your brain. Your mental processes will work better and faster if you read. It is common knowledge that anyone who reads more, thinks more and deeply. And when he/she speaks, everyone listens attentively because there is always something new, relevant and useful to say. They speak based on their knowledge and reasoning. It is difficult to prove them wrong until you have equally good reasons and facts.

Reading also improves memory because to read and understand a long piece of writing, you must activate your short-term memory. For example, while reading a short story or a novel, you have to remember who the hero is, who is the villain, who is whose daughter or son or parent. To remember all these correctly, we often turn back the papers and quickly re-read what we might have already read.

That is why reading also increases concentration. It is not something that can be done on the run. It needs focus and undivided attention. The more you re-read, review what you have read, reflect on it, you are also improving your concentration. Focus and concentration are necessary for anything or everything we do. For example, what would happen if you went to the kitchen to make yourself some tea, switched on the stove and before you put the kettle on it to boil, you got a phone call from a friend and began talking to him/her and forgot all about the lit stove? It would be a sure recipe for disaster!!

A good reader is a good researcher and problem solver. Wisdom, knowledge and facts that good regular readers have make them excellent researchers and problem solvers. Having read on a wide variety of subjects –literature, languages, culture, history, geography, sciences, environment, politics, economy—they are able to provide broader world view. This is a decision each one of us have to take

- Do you want to be a frog in a well?
- Do you want to be a big frog in a small pond?
- Do you want to be a little frog in a big pond?

Self-Check Questions

2.3. This section asks you to think about the following topics:

- Reading habits
- Concentration
- Aim in life

Interview 5 persons to find about what they think about the above stated topics. Select an older man, a middle-aged woman, a friend, someone you think is well read, and someone who is not.

Write a short essay on what you discover.

5.6. For Pleasure and Mental Peace

It is a sad comment of our times that watching has replaced reading for our younger generations. They prefer watching reels to reading articles, magazines and books. That is because the screen is more easily available than printed materials. You carry smart phones in your pocket and access it at will. Books are heavy to carry and takes more time. The content on social media is more engaging because it is less demanding. They are shorter, have images and sound effects that make understanding easier.

Compared to watching, reading looks boring. Only children's books have pictures. Maps, graphs and tables are there but usually not too many because there is a space and cost crunch. Reading also appears passive and a slower process. When you read, you usually read alone. At best, you might be talking to the writer. While watching often becomes a group activity with friends hurdled together.

However, many people even today read for pleasure and relaxation. Not only writers, scholars, professors, content writers, students but also ordinary people like rickshaw drivers, office staff, home makers, etc. There is an interesting incident in a Dalit Bengali writer's autobiography about how a chance ride that he gave to writer Mahasweta Debi, turned him into a writer. Because she

looked like a teacher, he had asked her the meaning of a difficult word that he didn't know the meaning of. This changed his fate forever!

Famous film maker Sai Paranjpe talks beautifully about the pleasure that reading lots and lots of book gave her in her early childhood. In an interview which is available on YouTube, she says about being an only child but never feeling bored or lonely because she would spend hours rocking on her little red rocking chair travelling to distant lands, fighting dangerous dragons, lost in the imaginary worlds that books had created for her. Her many wonderful films are excellent examples of her creativity, imagination, ability to create different characters and humorous plots.

The emotional benefits of reading are many. Those who read, don't need people around them. They are happy and laugh, weep, think of the people they meet in the world of books. This increases their empathy. They are able to understand others, their motives, needs, unexpressed desires better. The experiences and thoughts of all the wide variety of writers they have met, becomes their own to accept or reject. This helps them to know and discover themselves!!

Finally, reading handheld paper-based books can be very relaxing. Many people always have a book by their bedside and read a few pages before they drop off to sleep. Unlike screen time, heading does not hurt the eyes. In many homes and cultures, stories are read out to children when they are tucking into their beds. Reading can take the place of singing lullabies as the child grows older. Parents reading out to children helps to strengthen the bond between the parent and child besides making reading a lifetime pleasurable habit for the child.

After having read so far, you must have make a secret promise to yourself that you will read more than you have read!!

Self-Check Questions

2.2.4. Answer the following questions briefly:

k) What do you like to do in your free time? Physical activities like gardening, cycling? Scrolling on your smart phone? Talking to people? Reading? Justify your answer in 2/3 sentences.

l) Are you happy with how you are spending your free time ? Yes/No?? Why?? Justify your answer in 2/3 sentences

o) If you had to change anything about your daily routine, what would it be? Justify your answer in 2/3 sentences

ANSWERS

2.1.1. Sample Answer.

a) You will say that you are a good/average/poor reader in your mother tongue because you can understand what you read easily, identify the main ideas, and respond to questions based on the text.

b) In English, you assess yourself as a good/average/poor reader because I sometimes struggle with new vocabulary and complex sentence structures, but I can usually understand the main idea of a passage.

c) In this course, Reading has been placed after Listening because listening helps build vocabulary, pronunciation, and understanding of sentence patterns, which support better reading comprehension.

d) Everyone needs to read independently because it helps develop thinking skills, improves language ability, and allows us to learn at our own pace.

e) While learning anything, it is important to understand the steps involved because

it helps us to follow a clear path, avoid confusion, and achieve better results by building understanding gradually.

2.1.2.

Explanation	Quotation
f) A book will never cheat you or let you down.	“Books are always loyal friends.”
g) A book allows its reader to know about places that he/she has not visited.	“Through books, we can travel to distant lands without moving an inch.”
h) One cannot be called human if they are not engaged in knowledge and reading.	“To read is to be truly human.”
i) We discover new truths about life when we re-read books.	“Each time you read a book again, you find something new.”
j) One cannot speak intelligently if the person does not read. Reading supports thinking.	“If you don’t read, you can’t think. If you can’t think, you can’t speak.”

2.1.3.

Sample Answer

The Friend (Age: 25)

My friend, a young professional, is someone who loves reading but finds it difficult to maintain consistency. He enjoys reading novels and sci-fi books during his free time but often gets distracted by social media and work commitments. He feels that concentration is a challenge, especially with the constant pull of digital devices. His aim in life is to build a successful career, but he also desires to travel and explore the world. He believes reading plays a crucial role in broadening his understanding of different cultures and ideas.

Unit 6: Steps for Becoming an Independent Reader

6.1. Introduction

6.2. Relationship between Spoken and Written Language

6.3. Difference in Conventions of Devanagari Script and Roman Script

6.4. Importance of Decoding and Chunking

6.5. Using the Dictionary Versus Guessing Word Meaning

6.6. Re-reading and Underline Key Words and Phrases

6.1. Introduction

Unit 1 would have made you realize the many benefits of being a good habitual reader. Like all language skills, the benefits of practicing one skill surely get transferred to others. At the stage of life you are in is very good for learning new skills and improving those you already know. You don't usually have the responsibility for running a household or earning for the family. So, you can spend more time on things that you know are important for your professional and personal growth. Reading is certainly one of them and this unit is especially important. In this unit you will be shown the steps to follow to become a confident independent reader.

6.2. Relationship Between Spoken and Written Language

India is a multi-lingual country, and its many languages have many different scripts. As people living in Uttarakhand, you are most familiar with the Devanagari script which is used in Hindi in India. However, Urdu which is very similar to Hindi is written in the Perso- Arabic scripts.

Interestingly, there is little or no link between a language and its script. You know this well because you are often writing Hindi in the Roman script on WhatsApp chats. Europeans when the first came to India, learnt the Indian languages by using the Roman script. It is a good idea to support the learning of a language by focusing on its essential features like basic words, essential expressions and structures. You may have noticed that writing in the script that the language uses is not necessary to use the language.

However, here in this course, we are not learning English to be able to say a few simple sentences and understand English used in everyday situations. In India, English is a much-used official language. There are 22 official languages in India and English is used as a Link language. In states where the Devanagari script is not used, English is often used when dealing with the Centre or other states. Since it is one of the most used international languages used for business,

science, technology, English is often called a Library language. English is our window to the world. Children in India typically move from home language to regional language or Hindi, the national language to English.

6.3. Difference in Conventions of Devanagari Script and Roman Script

Teachers of English often complain that often students' answers don't make sense because of lack of full stops, commas, capitals. Students scatter answers with dots, use capitals in the middle of words and show total disregard for the rules of the Roman script. This is because they have not been taught the rules of writing well enough when they were beginners. From the alphabet 'Aa ...Bb....', they are taken to Word charts and short sentences. Especially when the language you more frequently see around you uses different conventions, the new, foreign rules become more difficult to remember well and use correctly. The fact that punctuations and use of capitals, etc. are not tested adds to students ignoring these aspects of written English.

Devanagari scripts look very different from Roman script through the two share many common sounds. Firstly, Devanagari does not have the concept of Capital (upper case) and small letters. Secondly, in Devagiri the word boundary is marked with a line of the top. Roman does this by separating words with space in between. Thirdly, English indicates the end of a sentence with a full stop. It looks like a simple dot but carries great significance. In Devanagari this is done with a single horizontal line.

Thirdly and very importantly, in Devanagari consonants have a vowel sound built into them which can be changed by diacritics (matras). Roman script has separate letters (also called characters) for consonants and vowels. English has only 5 vowel letters but 20 vowel sounds. Since the vowel sounds are four times more than the letters, they are pronounced differently according to where they occur in the word. This will be taken up in some detail in Block 3.

English has 21 consonant letters but 24 consonant sounds. It is important to know that some sounds are made with a combination of 2 or more letters. For example, 'th' can be 'ढ' (as in the, this) or 'श' (as in sure, leash). The matter becomes difficult for new learners because sometimes the same combination of letters may lend to a different sound. For example, 'th' can be 'ढ' (as in the father, though) and it can be 'थ' (as in throne, thought). You also have many letters which are pronounced differently in different words. For example, 'c' can be 'क' (as in cat, cost, cake) or 'स' (as in nice, city, cycle). 'T' can be 'च' (as in nature, suture) or 'ट' (as in took, bet).

Self-Check Questions

2.2.1. Read the sections above carefully to fill in the blanks with the most appropriate option:

- a) Most people in Uttarakhand read.....(English/Hindi) easily because they see it around themselves all the time.
- b) Being a good habitual reader in one language
(benefits/hinders) reading in the other language.
- c) Students in colleges and universities are in a(bad/good)
position to spend time on upgrading their skills.
- d) India is a(mono/multi) lingual country and has
(many/one) official languages and scripts.
- e) You can't improve your reading skills unless you follow a
(systematic/ random) steps patiently.
- f) Devanagari script is very..... (different from/similar to) the
Roman script.
- g) Urdu and Hindi are examples of same or similar languages written in
.... (same/different) scripts.

- h) English.....(can/can't) be written in the Devnagari script.
- i) When a language is used for a wide range of functions, it becomes important tonot learn/learn its script.
- j) English in India is a (link/library/national/international) language.

2.2.2. In the section above you have been given examples of how different letters of English can represent different consonant sounds. There are 5 different combinations of letters presenting 8 different consonant sounds. Give at least 3 new examples for each sound.

6.4. Importance of Decoding and Chunking

Decoding and chunking are very important processes that are needed in reading in any language. After knowing the letters of the alphabet and the convention of writing of a particular script, we need to move on to decoding the words. Many of the steps we will be describing happen all at once; not necessarily one after the other. However, for you to understand their role, method and importance, it is important to present them as steps to be followed.

Decoding is the process of sounding out individual words. Decoding is the process of translating printed words into speech by using phonics – the relationship between letters and sounds. It is a foundational skill for early reading

that allows readers to attack unfamiliar words. Phonic awareness, that is, the relationship between a letter and its sound comes with a lot of effort, time, patience, repetitions and loud reading with correct pronunciation. This was not easily available to every student. However, today with good internet websites freely available, those who are motivated can learn.

Regular drills with phonic charts readers to break up a word into its individual sounds and then blend them back together to read the whole word.

For example:

Cat	कैट
Dog	डॉग
Show	शो
Little	लिटिल
Thought	थॉट
Judge	जज

Once the reader is more familiar with the system, he can use decoding skills on new unfamiliar words. Early readers first master decoding by sounding and blending simple words. Visual display through charts and posters on classroom walls supports this process. Teachers and parents loud reading to the child further strengthen this important foundational skill.

As students advance in further developing their reading skill, they begin to use chunking. Chunking is a strategy for breaking down complex words or texts into smaller, more manageable units to improve reading speed and comprehension. It helps readers move beyond a letter-by-letter or word-by-word

reading style. When used with complex words, chunking involves finding familiar parts, such as syllables, prefixes, suffixes, or root words. For example:

reading	Read+ ing
dislike	Dis+like
decoding	De+ cod(e) +ing
Uncomfortable	Un+ comfort + able
Irreplaceable	Irr + place +able

Developing readers learn to use chunking to read more complex, multisyllabic words more efficiently and accurately. They recognize common "chunks" of letters that form specific sounds or meaning, instead of sounding out every letter individually. Chunking supports pronunciation and spellings because the reader begins to look for patterns in pronunciation, spelling and syllable types and divisions. We will talk more about chunking and syllable division in Block 3 on Speaking. Fluent readers combine both skills effortlessly. They can apply foundational decoding when needed for an unfamiliar word but primarily use chunking to process text in larger, meaningful units, which improves reading speed and makes comprehension easy.

Self-Check Questions

2.2.3. Notice the sound quality of the letter ‘a’ in the following words in the table below. How will you represent each sound in Devanagari?

Add 3 more word in each column:

Apple	Cake	Father
Cat	Snake	Park
Bat	Gate	Car
Man	Made	Master

2.2.4. Notice how two sound /s/ and /sh/ can be spelt differently. Add 3 more words in each column:

Sugar	Shoe	Nation	Machine	Official	Press
Snow	Shop	Station	Chef	Special	Mess
Sure	Wish	Emotion	Mustache	Ancient	Access
Sunday	Shore	Ration	Parachute	Social	Distress

2.2.5. Some multi-syllabic words are given below. As has been done in the above section, indicate who you will be chunking them for better reading and comprehension:

Girls, woman, timetable, wisely, uncommonly.

6.5. Using the Dictionary Versus Guessing Word Meaning

Being able to decode and read the word is certainly the important first step. Equally important is knowing word meaning. Words are of no use unless you know their meaning. There are several effective ways to find out the meaning of a word. Beginners always have charts with the words and their pictures. This is possibly only for common words that refer to concrete objects. Beginning readers have illustration along with the text to support reading. In middle school, readers may have word meaning on the margin in the mother tongue. Earlier, word meanings would appear at the bottom of the page or at the end of the lesson. Even before that, there would be a Glossary at the end of the reader. It would be alphabetically arranged, and students would have to flip back and locate the word they wanted the meaning of. Those days, students were required to know how dictionaries are arranged. Pocket Oxford Dictionary was compulsory from Class 5 or 6.

Today, looking for word meaning is much easier. You can type the word and ‘meaning’ or ‘definition’ into a search engine like Google. Immediately, the word, its pronunciation, meaning/s, sentences illustrating usage will appear before you. There are online dictionaries like Dictionary.com or Merriam-Webster dictionary. There is also thesaurus which give synonyms or similar words and antonyms or opposites.

However, it is always not possible to open your online dictionary. You want things to happen quickly and not spoil the flow of your reading. It is always better to make a quick guess of the meaning of an unfamiliar word from the content and move on. There will be clues as to what the word could possibly mean from the context. What you have read and understood so far will allow you to make a fair good decision about what the word might mean. And, chunking it will offer powerful hints. Like ‘dis-’ or ‘un-’ is something negative. ‘Anti-’ is against and ‘re-’ is again.

6.6. Re-reading and Underline Key Words and Phrases

If we have mastered the earlier stages, we are well into being able to read and understand written English. For beginning readers, the process of reading itself may take so much time and effort that they may not be able to understand what they have read. It is always a good idea to read and re-read poems, stories, essays, etc. Since you are saying entire sentences loudly or softly to yourself in your mind, those become a part of you. Without being very conscious of it, you may speak words and expressions that you have read.

Underlining key words and phrases is also a good way to get at the meaning of the text. Everything that is written is not important. Certain words, sentences may be more important than others. If you are able to decide which words are important and which are not, you have become an active reader. As you are reading, you are also thinking. You are asking yourself questions. That’s simply great!! Good work!!

Self-Check Questions

2.2.6. Answer the following questions briefly:

- k) Have you opened a hard bound paper dictionary? If yes, when? Where?
- l) Do you have an online dictionary on your smart phone? How often to you use it? Why?
- m) How often have you guessed the meaning of a difficult word? Were you able to guess correctly?
- o) How many times do you read a lesson? How does re-reading help? Give an example.
- p) Do you use paper-based books or read on your screen? Why do you do this? Do you find it easy?
- q) If you must underline the key words in a story, what would you underline? For example, name of the place,.....
- r) Do you like to underline the text or write down key details in your own handwriting? Why do you do this?

ANSWERS

2.2.1

- a) Most people in Uttarakhand read Hindi easily because they see it around themselves all the time.
- b) Being a good habitual reader in one language benefits reading in the other language.
- c) Students in colleges and universities are in a good position to spend time on upgrading their skills.
- d) India is a multilingual country and has many official languages and scripts.
- e) You can't improve your reading skills unless you follow a systematic steps patiently.

- f) Devanagari script is very different from the Roman script.
- g) Urdu and Hindi are examples of same or similar languages written in different scripts.
- h) English can be written in the Devanagari script.
- i) When a language is used for a wide range of functions, it becomes important to learn its script.
- j) English in India is a link language.

2.2.2

The same sound can be spelled in different ways in English. Below are 5 groups of consonant sounds and different letter combinations that produce them, along with 3 examples each.

1. /ʃ/ (sh sound)

Spelling patterns:

sh → shop, shape, shampoo

ch → machine, chaise, chef

ti/ci/si → nation, special, suspicion

Examples:

Sh: shiny, shell, sheep

Ch: chic, chute, moustache

Ti/Ci/Si: caution, facial, tension

2. /s/ (s sound)

Spelling patterns:

s → sun, same, sister

ss → press, mess, glass

c before e/i/y → cent, city, cycle

Examples:

S: song, season, soap

SS: pass, boss, kiss

C: ceiling, circus, receipt

3. /ʒ/ (zh sound as in "vision")

Spelling patterns:

s → measure, treasure, leisure

g → genre, mirage, collage

Examples:

S: decision, occasion, division

G: beige, garage, barrage

Z (rare): azure, seizure, brazier

4. /tʃ/ (ch sound)

Spelling patterns:

ch → chair, chalk, chain

tch → watch, fetch, match

Examples:

Ch: chase, cheap, cherry

Tch: catch, stitch, pitch

5. /dʒ/ (j sound)

Spelling patterns:

j → jam, jump, joke

g (before e/i/y) → giant, gem, giraffe

dg → bridge, badge, edge

Examples:

J: jungle, judge, journal

G: giraffe, ginger, general

DG: fudge, lodge, hedge

2.2.3: Sound Quality of the Letter ‘a’

1. Short “æ” sound (*as in "Apple"*)

Word	Devanagari
Apple	एपल
Cat	कैट
Bat	बैट
Man	मैन

Suggested additions:

Hat	हैट
Map	मैप

Word	Devanagari
------	------------

Fan	फैन
-----	-----

2. Long “ei” sound (*as in "Cake"*)

Word	Devanagari
------	------------

Cake	केक
------	-----

Snake	स्नेक
-------	-------

Gate	गेट
------	-----

Made	मेड
------	-----

Suggested additions:

Late	लेट
------	-----

Name	नेम
------	-----

Game	गेम
------	-----

3. Long “a:” sound (*as in "Father"*)

Word	Devanagari
------	------------

Father	फादर
--------	------

Park	पार्क
------	-------

Word	Devanagari
------	------------

Car	कार
-----	-----

Master	मास्टर
--------	--------

Suggested additions:

Start	स्टार्ट
-------	---------

Hard	हार्ड
------	-------

Star	स्टार
------	-------

2.2.4: Different Spellings of /s/ and /ʃ/ (sh) Sounds

Group 1: /s/ – Spelled as s

Word	Devanagari
------	------------

Sugar	शुगर
-------	------

Snow	स्नो
------	------

Sure	श्योर
------	-------

Sunday	संडे
--------	------

Suggested additions:

Sun	सन
-----	----

Word	Devanagari
------	------------

Sister	सिस्टर
--------	--------

Same	सेम
------	-----

Group 2: /ʃ/ – Spelled as sh

Word	Devanagari
------	------------

Shoe	शू
------	----

Shop	शॉप
------	-----

Wish	विश
------	-----

Shore	शोर
-------	-----

Suggested additions:

Shower	शॉवर
--------	------

Shiny	शाइनी
-------	-------

Share	शेयर
-------	------

Group 3: /ʃ/ – Spelled as -tion

Word	Devanagari
------	------------

Nation	नेशन
--------	------

Word	Devanagari
------	------------

Station	स्टेशन
---------	--------

Emotion	इमोशन
---------	-------

Ration	राशन
--------	------

Suggested additions:

Caution	कॉशन
---------	------

Fiction	फिक्शन
---------	--------

Action	एक्शन
--------	-------

Group 4: /ʃ/ – Spelled as -ch, -che

Word	Devanagari
------	------------

Machine	मशीन
---------	------

Chef	शेफ
------	-----

Mustache	मस्टाश
----------	--------

Parachute	पैराशूट
-----------	---------

Suggested additions:

Chic	शीक
------	-----

Cache	कैश
-------	-----

Word	Devanagari
------	------------

Crochet	क्रोशे
---------	--------

Group 5: /ʃ/ – Spelled as -cial / -tial / -cient

Word	Devanagari
------	------------

Official	ऑफिशियल
----------	---------

Special	स्पेशल
---------	--------

Ancient	एन्शिएन्ट
---------	-----------

Social	सोशल
--------	------

Suggested additions:

Partial	पार्शियल
---------	----------

Facial	फेशियल
--------	--------

Artificial	आर्टिफिशियल
------------	-------------

Group 6: /s/ – Consistent spelling with "ss"

Word	Devanagari
------	------------

Press	प्रेस
-------	-------

Mess	मेस
------	-----

Word	Devanagari
------	------------

Access	एक्सेस
--------	--------

Distress	डिस्ट्रेस
----------	-----------

Suggested additions:

Success	सक्सेस
---------	--------

Address	एड्रेस
---------	--------

Process	प्रोसेस
---------	---------

2.2.5: Chunking Multisyllabic Words

Chunking involves breaking down words into pronounceable parts or syllables to improve fluency in reading.

Word	Chunked as
------	------------

Girls	Girls (<i>single syllable</i>)
-------	----------------------------------

Woman	Wo·man
-------	--------

Timetable	Time·ta·ble
-----------	-------------

Wisely	Wise·ly
--------	---------

Uncommonly	Un·com·mon·ly
------------	---------------

Unit 7: Reading with Comprehension and Understanding

7.1. Introduction

7.2. Reading Texts for Gist to Reading for Global Understanding

7.3. Pre-Reading, During-Reading, and After Reading

7.4. Reading at Different Speeds

7.5. Faculty Reading Habits

7.1. Introduction

Reading efficiently involves many different processes. We sometimes use them without thinking much about the processes themselves. Somehow, if we read and understand what has been read, we are happy. Here in this Block 2 we are being told about the main processes, so that we can apply them ourselves to whatever we read. In Unit 1 we learnt about developing an awareness of scripts and their conventions, need for decoding for word recognition, etc. In this unit we move to the next higher stage where we will look more closely at the process of understanding. We read to primarily to understand. Therefore, it is crucial to know more about this process.

7.2. Reading Texts for Gist to Reading for Global Understanding

Sometimes, the short texts may have little or no text, they only require understanding. This comes from the posters or signs, their colours, what they show and where they appear. For example, when we see any of these on the roadside, we know exactly what they mean:



Sometimes, complete messages as be said in a few words, like in the examples above. People read them easily and often remember them for a long time. The meaning too is easy to understand. For example, you come across these on t-shirts, cards, posters, WhatsApp forwards:



However, as we move up from class to class, we become quick at decoding and chunking. We use sight recognition, that is, by looking at the word, we know what it is and how to say it. This shows we have learnt to read. We begin to read fluently, read to learn and understand. By class 5, students use reading as a primary tool to get new information and understand complex ideas.

Reading longer texts with understanding involves word recognition, fluency, and comprehension. Word recognition involves recognizing the meaning of the

word. This can only happen when you have enough vocabulary. We try to comprehend as we read. Comprehension or understanding is the goal of reading. We must make sense of the text and construct meaning from it. All these processes are inter-related. If the reading passage has too many difficult words that you have not seen, read or heard before, you won't understand what you are reading. This will make you lose interest and give up reading.

That is why libraries and bookstores arrange books according to age of the readers. Children's books will always be colourful with many pictures and the font size will be large to make it attractive to young readers. The subjects too are those that children find fun – fairies, monsters, ghosts, magic lamps, flying carpets, etc. As we move on, the subjects become more informative, academic, the length of the reading passages keep increasing.

7.3. Pre-Reading, During-Reading and After-Reading

Just as there are processes used to read, there are stages of reading. **Pre-reading**, as the name suggests, begins even before we read. It is like the warm-up we do before playing a game. It is preparing or getting our brains engaged to receive the material. This is usually done by activating previous knowledge, facts that we already know about the subject. Looking at the pictures, reading the title, the name of the author or reading the blurbs at the back of the book is what adults do decide whether they want to read the book, buy it or just keep it aside. For example, when your grandmother asks you, “Do you know I used to climb up this neem tree as a young girl?”, she is getting you to be curious. Or, when the teacher says, “Has anyone been to the zoo in Nainital?”, she is getting you ready to read a lesson about wild animals. And, probably take you for a day trip to GB Pant High Altitude Zoo. Pre-reading questions gives you a purpose for reading.

During-Reading

This is the stage of active reading when you engage with the text. We try to get at the meaning by visualizing, actively constructing meaning from the text. Good

readers create a secondary world in their imaginations where they picture the different scenes, characters, their clothes, how they look, how they interact with one another, etc. Fluent readers who can do this enjoy reading more than watching. The imaginary secondary world that they create is richer than many film makers make.

During reading you also need to ask questions of the text and author. Like, "why is the author saying this?" "What will happen next?" Making guesses and checking whether they are right or wrong as we read further into the text is very necessary. Detective stories and novels are written to misguide and confuse you about who is real criminal is. There are hints and suggestions in the text that make you believe that X is the killer when it turns out to be Y!!

Post-Reading

Typically, post-reading indicates that you have completed reading the text and are now reflecting on it to make full sense of it. After-reading you are able to summarize, say what you have understood in your own or another language, decide on the theme, purpose, importance, etc. Most importantly, as you grow as a reader you also grow as a scholar and researcher because you learn to synthesis. Synthesis in reading is understanding facts, information, patterns that you have gathered from different sources together to form a new information. Synthesis in reading involves combining new information from a text with your prior knowledge and experiences to form a new idea or a more complete understanding. The exciting result of synthesizing is a new insight or understanding that wasn't present before. The information becomes a part of your thinking and understanding of the world. You begin to connect ideas. You look for similarities and differences between different sources of information.

Self-Check Questions

2.3.1. Complete the following statements given below. Try to use your own words. That will show that you are well into the path of becoming an efficient independent reader!! Good luck!!

- a) Reading is important because.....
- b) When it comes to reading in English, I find that I.....
- c) I think this is good/bad because.....
- d) For me, the most important learning/s from this block
is/are.....
- e) Why I think this is so is because earlier I used to.....but now I
know that I should.....

2.3.2. Answer the following questions in 2 or 3 sentences:

- f) How is learning to read different from reading to learn?
- g) What is the proof that someone has read and understand what he/she read?
- h) What is involved in the pre-reading stage? Why is it important?
- i) How is while-reading different from post-reading?
- j) What is visualization in reading? Give an example.
- k) What is synthesis in reading? Give an example.

7.4. Reading at Different Speeds

Reading is a purpose driven activity. We know why we are reading and what we want to get out of it. From example, if you are looking at the class timetable, you want to know which classroom to go to and how what subject you will be

studying. If you are reading the train timetable, then it is to decide which platform to go to for boarding the train you want to travel on.

The purpose and the time available for it often decides how quickly or slowly we do it. For example, if you want to be the first one to answer the question, you will read the passage quickly looking for the answer. Your partner may not bother to read at all, because she knows someone will give it and she will know the answer without making any effort.

Skimming is a fast-reading technique to grasp the general idea or gist of a text by reading the title, headings, and first or last sentences of paragraphs. Scanning is a rapid technique to locate specific details, facts, or keywords within a text. Skimming gives you an overview, and scanning helps you find specific pieces of information, like dates or names.

Intensive reading is what students do all the time. It is a close, detailed, focused study of a short text to understand the entire text. It is done for academic and research purposes and for exams. In contrast, extensive reading involves reading longer texts for pleasure and general comprehension, building fluency, confidence, and broad language exposure. Intensive reading aims for depth, full understanding to be retained in memory. Extensive reading is often done for relaxation, peace, broad knowledge about the world. Reading novels, short stories, comics are examples of extensive reading people do at different stages in their lives.

7.5. Faulty Reading Habits

Some reading habits that are useful for beginners and help them to learn to read, should be given up as we grow older and become more confident. To make us keep our focus and attention on reading and the printed page, teachers and parents insist that children should read aloud. But if we continue to do that, it will make us slow and will affect our understanding. Even subvocalization, silently

pronouncing the words in your mouth should be stopped. Silent reading is effective reading.

Similarly, it may be necessary to re-read what we have read to remember details we have forgotten or missed. But re-reading repeatedly in quick spans of time is called regression and is a sign of poor focus. Word-by-word reading, that is focusing on every single word rather than taking in groups of words also reduces reading speed and comprehension. All the steps that have been described in this block should be practiced daily.

Very importantly, you need to have good eyesight, adequate lighting and a quiet surrounding to be able to read. In libraries, no one is allowed to talk. The desks are kept near the large windows. The peace and quiet, the feeling that you are among other readers who are also quietly reading, will certainly make readers of those who are afraid of reading.

You must have heard that Swami Vivekananda could read a 700-page book in one hour. This was possible because of his excellent focus, speed, memory, understanding which in turn came from practice and discipline. To become an efficient independent reader, you need all of these qualities.

Self-Check Questions

2.3.3. Give examples of your own to show that you have understood the following terms:

Skimming; Scanning; Intensive reading; Extensive reading; Regression.

ANSWERS

2.3.2

f) Learning to read is about knowing how to read words and sentences. Reading to learn is using reading to understand new information.

- g) The proof is when someone can explain the text, answer questions, and use the information correctly.
- h) The pre-reading stage involves looking at titles, pictures, and thinking about the topic. It helps the reader get ready to understand the text.
- i) While-reading is when we read and think at the same time. Post-reading is what we do after reading to check our understanding.
- j) Visualization is making mental pictures while reading. For example, imagining a forest when reading about a girl walking in the woods.
- k) Synthesis is putting ideas together from one or more texts. For example, reading two stories and explaining what they both say about friendship.

2.3.3

Skimming:

I quickly read the introduction and headings of a blog post to understand what it was about without reading every paragraph.

Scanning:

I looked through a list of conference speakers to find out what time Dr. Meera's session was scheduled.

Intensive Reading:

I carefully read a short story in class, underlining new vocabulary and analysing sentence structure for a comprehension test.

Extensive Reading:

I read an entire mystery novel over the weekend just for enjoyment, without worrying about understanding every single word.

Regression:

While reading a complex article on economics, I kept going back to the previous paragraph to make sense of the explanation.

UNIT 8: Vocabulary Building through Reading

8.1. Introduction

8.2. Making Word Lists and Noting Rules of Word Formation

8.3. Using Advanced Learners' Dictionaries for Usage

8.4. Homonyms, Homophones, Synonyms, Antonyms

8.5. Active and Passive Vocabulary

8.6. Reading Texts of Average Length and Difficulty

8.1. Introduction

The final unit in this block brings greater focus on one of two essential elements that make up a language – vocabulary and grammar. Knowing a language will always involve knowing its word, how they are pronounced, what they mean, how and when they are used. Words also have their grammar but that will be dealt with when we study about writing. There are languages in the world that don't have a script, but you can't have a language without vocabulary and grammar.

8.2. Making Word Lists and Noting Rules of Word Formation

Making lists of words for teaching purposes has a long history. In gurukuls, maths, madarsas, padhsalas, communities, churches and schools, there have always been word lists that students had to learn at first. The types of words that were listed differed from time to time and place to place depending on the purpose. For example, besides basic vocabulary and common phrases, Sanskrit word lists have nature, yoga and philosophical terms. In English, there are frequency-based word lists that especially prepared scientifically studying the entire data-base available of English words. These lists often provide the words that are taught and used in English Readers.

In the Self Check Question following this section, you will find an example of first 100 most frequently used English words. There have been a number of studies all over the world to decide on these. About half of all written material in English use the first 100 words. It has been found that almost all complex ideas can be written in the most frequently used 3500 words.

Students must learn to recognize these words immediately and spell them correctly. However, this is not enough. The Oxford English Dictionary (OED), a historical and comprehensive dictionary, contains more than 600,000 word-forms, including over 273,000 headwords and millions of quotations illustrating

their use and etymology. The OED focuses on the history of words, capturing their development over time rather than just present-day usage.

It is not useful to open word lists or dictionaries to learn more words. This is because a word can have a variety of different meanings, and you have to decide quickly and efficiently what it might mean in the text and context that you are reading.

8.3. Using Advanced Learners' Dictionaries for Usage

It is important to know how to use words correctly in speech and in writing. This is called 'usage'. Usage refers to the way a word or phrase is commonly used within speakers of a language. Since the learner may not become to the culture or country where the language is spoken, advanced learners' dictionaries provide vocabulary usage sentences to how to correctly and naturally apply a word in context. These examples show not only the word's meaning but also its typical grammatical function, tone, and appropriate setting. The function of usage examples is to provide context beyond a simple definition, which is crucial for full comprehension. There are some key features of that the sample. Usage sentences demonstrate.

Contextual meaning: A sentence or phrase that clarifies what the word means in a particular context or situation. If the word can be used in multiple situations in slightly different ways, those too will be demonstrated while explaining each meaning. For example, the meaning of "usage" in "phone usage" is different from its meaning in "correct English usage". A word's meaning can change depending on the surrounding words and phrases. This is not so clear and obvious to beginner or new learners. Therefore, studying the sample usage sentences repeated help in using the word confidently.

Part of speech: The sentence demonstrates the word's grammatical role, such as whether it functions as a noun, verb, or adjective. You may know only one form of the word that is given in the text. However, you may have to use another form in the sentence you are making. Therefore, it is important to know its part of

speech. Interestingly, in English you have the same word form functioning as different parts of speech. For example, ‘book’, ‘table,’ ‘well,’ ‘smoke’, etc.

A table of word formation has been given below:

 WORD FORMATION (VERBS – NOUNS – ADJECTIVES – ADVERBS) www.learn-english-today.com			
VERB	NOUN	ADJECTIVE	ADVERB
act	action	active	actively
care	care	careful	carefully
clear	clarity	clear	clearly
consider	consideration	considerable	considerably
create	creation	creative	creatively
decide	decision	decisive	decisively
differ	difference	different	differently
distract	distraction	distracted/ing	distractedly
hate	hatred	hateful	hatefully
impress	impression	impressive	impressively
justify	justification	justifiable	justifiably
madden	madness	mad	madly
protect	protection	protective	protectively
quicken	quickness	quick	quickly
rely	reliability	reliable	reliably
sadden	sadness	sad	sadly
secure	security	secured	securely
speed	speed	speedy	speedily
strengthen	strength	strong	strongly
succeed	success	successful	successfully

Tone and formality: The example can indicate if a word is formal, informal, or slang, which is essential for proper communication. For instance, a usage example might distinguish between the formal word ‘supervise,’ ‘purchase,’ ‘renumeration,’ and the informal ‘keep an eye on,’ ‘buy,’ ‘payment’.

Common collocations: These are words that often appear together. For example, the typical greetings in English are ‘Happy Christmas’ but ‘Merry New Year’. The easiest way of explaining this that it’s way it has been done down the ages and being done now. This is often referred to as ‘Common collocation’. Other such commonly used are ‘heavy rain’, ‘bad headache’, ‘come prepared’, ‘tearing hurry’, etc.

Idiomatic use: Words also form parts of phrases and idioms. These cause serious problems for beginners. They are groups of word those meaning is different from the literal meaning of the word. For expressions like ‘kick the bucket’, ‘let the cat out of the bag’, ‘once in a blue moon’ usage examples show that the meaning cannot be deduced from the individual words alone.

Therefore, if you want to use words more accurately and fluency, don’t stop with word Source: The Reading Teacher’s Book of Lists, Fourth Edition, © 2000 by Prentice Hall Authors: Fry, Kress & Fountoukidis FIRST HUNDRED Words 1-25 the of and a to in is you that it he was for on are as w the first 300 make up about 65 percent of all written material. Is it any wonder that all studentsith his they I at be this have from Words 26-50 or one had by word but not what all were we when your can said there use an each which she do how their if Words 51-75 will up other about out many then them these so some her would make like him into time has look two more write go see Words 75-100meaning and pronunciation; move on to studying the entire entry.

Self-Check Questions

2.4.1. Study the table given below and decide for yourself:

- a) Do I know the meaning of each of these words?
- b) Do I know how to pronounce them?
- c) Do I know how to spell them?
- d) Can I use them in sentences of my own?

If your answer is 'yes' for all four questions, then you know the first hundred most used words in English!! Good show!! Congratulations!!

Now, test a friend, brother or sister.

Instant Words 1,000 Most Frequently Used Words

These are the most common words in English, ranked in frequency order.

Authors: Fry, Kress & Fountoukidis

Source: The Reading Teacher's Book of Lists, Fourth Edition, © 2000 by Prentice Hall

1–25	26–50	51–75	76–100
1. the	26. or	51. up	76. use
2. of	27. one	52. down	77. your
3. and	28. had	53. see	78. way
4. a	29. by	54. come	79. about
5. to	30. word	55. made	80. many
6. in	31. but	56. may	81. then
7. is	32. not	57. part	82. them
8. you	33. what	58. over	83. these
9. that	34. all	59. new	84. so
10. it	35. were	60. sound	85. some

11. he	36. we	61. take	86. her
12. was	37. when	62. only	87. would
13. for	38. your	63. little	88. make
14. on	39. can	64. work	89. like
15. are	40. said	65. know	90. him
16. as	41. there	66. place	91. into
17. with	42. use	67. year	92. time
18. his	43. an	68. live	93. has
19. they	44. each	69. me	94. look
20. I	45. which	70. back	95. two
21. at	46. she	71. give	96. more
22. be	47. do	72. most	97. write
23. this	48. how	73. very	98. go
24. have	49. their	74. after	99. see
25. from	50. if	75. thing	100. number

2.4.2. Study the table on Word Formation given above. Choose 12 words (4 of each type- verb, noun, adjective, adverb) and copy down the usage sentence that is given in the online or paper-based dictionary. Please Note: Only some dictionaries like Oxford Learner's Dictionaries, Cambridge Dictionary, Longman Dictionary of Contemporary English, etc provide usage sentences.

2.4.3. Reflect on what you have learnt so far about vocabulary. Write 2 short paragraphs about what you found useful. Give examples to elaborate your feedback.

8.4. Homonyms, Homophones, Synonyms, Antonyms

All languages have these because languages have limited number of sounds. Common short words are preferred to long multi-syllable words. Therefore, some overlap is bound to happen. Let us take four common categories through there are some more.

Homonyms are words that are spelled and/or pronounced the same but have different meanings. For example, ‘ate’ (past tense of eat) and ‘eight’ (the number 8); ‘bear’ (a large wild animal, support, suffer) and ‘bare’ (uncovered, naked, empty); buy (to purchase) and by (near) and bye (a quick farewell).

Homophones are words that have the same spelling and sound as another word, but a different meaning. For example, ‘saw’ as past tense of ‘see’ and ‘saw’ as a cutting tool. ‘Left’ as a direction and ‘left’ as past tense of ‘leave’, or ‘train’ as to teach and ‘train’, a vehicle are some examples of homophones.

Synonyms are words or phrases that have the same or a very similar meaning to another word or phrase in the same language. All synonyms are not perfectly interchangeable. They are used to add variety to writing, avoid repetition, and help a writer choose the most precise word for their message. A thesaurus is a book that lists words in groups of synonyms and related concepts. Electronic dictionaries provide lists of synonyms and antonyms.

Antonyms are words that have the opposite meaning of another word. Not all words have antonyms, especially nouns like "tree" or "sandwich". Antonyms exist in either-or categories, for example, dead- alive; in-out; happy-unhappy. Sometimes, antonyms are based on relationships, for example, doctor-nurse; teacher-student; salesman- customer, etc.

Here are a few examples:

WORD	SYNONYMS	ANTONYMS
Good	Excellent, fine, wonderful	Bad, terrible, awful
Fast	Quick rapid, speedy	Slow, sluggish, leisurely
Quiet	Silent, calm, peaceful	Noisy, loud, boisterous
Honest	Truthful, sincere, trustworthy	Dishonest, deceitful
Bold	Brave, daring, courageous	Timid, shy, meek

8.5. Active and Passive Vocabulary

As learners of a language, it is useful to know about active and passive vocabulary. The role of each is clearly different and increasing both are essential. Your **active vocabulary** consists of the words you actively use in speaking and writing. You have good control over them and can use them easily and correctly. They are the first 3500 words in the Frequency List we talked about before. Active vocabulary allows you to communicate clearly in most everyday situations and common academic and workplace situations.

Passive vocabulary, on the other hand, are words you recognize but don't actively use often in your speech or writing. **Passive vocabulary** builds comprehension, allowing you to understand and process language more deeply. A broad-based passive vocabulary provides the foundation for language

proficiency. Our early national leaders chose to make English one of the main mediums of science, medicine and technology so that Indian students would have good passive vocabularies and remain connected with the world.

8.6. Reading Texts of Average Length and Difficulty

It must be quite clear to you by how your range of vocabulary directly impacts your reading skill, speed and comprehension. Therefore, you will be doing a service to yourself if you engage in book time rather than screen time. Advanced countries of the world have moved a full circle and are coming back to the value of real rather than the virtual world. Looking at images may look easy but they are as easy to forget. There is a lot of virtue in reading, reflecting, re-reading, making notes and observations as we read. Those feed into our language proficiency, confidence and growth. Give it a try!!

Self-Check Questions

2.2.4. Test your vocabulary by drawing a circle around the correct answer:

- e) the money you receive every month for your work is your --
A wages. B salary. C pension. D profit.
- f) A retired person receives a --
A salary. B fee. C profit. D pension.
- g) If you're not happy with how much you earn, you can ask for a pay --
A bonus. B higher. C wages. D rise.
- h) When applying for a job, you may be asked for _ from previous employers.
A qualifications B skills C references D experience
- i) After you have applied for a job, you may be invited for a(n)

A conversation. B meeting. C qualification. D interview.

2.2.5. 2 Complete the sentences with the missing verbs:

j) I would like to _ for the job of receptionist.

k) If you're so tired, why don't you _ a day off?

l) The workers decided to _ on strike.

m) I think it is important to _ your job well.

n) They _ really long hours.

ANSWERS

2.2.4

- e) B salary
- f) D pension
- g) D rise
- h) C references
- i) D interview

2.2.5

- j) apply
- k) take
- l) go
- m) do
- n) work

Unit 9: Difference between Written and Spoken English

9.1. Introduction

9.2. Using Shorter Sentences and Simpler Words, Expressions

9.3. Using Short Forms for Modals and Helping Verbs

9.4. Using Gap-Fillers, Reducing Repetitions

9.5. Formal, Semi-Formal, Casual Expressions

9.1. Introduction

This block, as the name suggests, is about Speaking and Spoken English. Like in the previous block, many of the features we describe are common and are shared by many languages. However, the patterns may be different. You will understand this as you read and reflect further.

9.2. Using Shorter Sentences and Simpler Words, Expressions

Let's think about us using Hindi or our mother tongue. Do we speak the way we write, if we write? Sometimes, many of us speak in our mother tongue like Malayalam, Bengali or Tamil at home, if we come from Kerala, West Bengal and Tamil Nadu, but we may not be able to read or write in these languages. And, for those who speak, read and write their mother tongues, is the language they use for speaking and writing the same? Have you ever thought about these matters? Firstly, spoken language uses shorter sentences and simpler words. Since speaking often happens at the moment of speaking, spontaneously, there isn't much time to think. We use the first word that comes to our head or tongue. These are usually the short, easy to pronounce, often used simple words and expressions. For example,

Anil: Hi! How's life?

Rita: Not bad. Bye. I'm in a hurry.

Most of the time, it is interactive. It is taking place between two or more people. Even in a class or public lecture, there will be time for questions. This also makes it more direct where many factors are understood or given and don't have to be established verbally. There are cues in the situation, place, persons speaking that need not be spelt out. For example,

Rita: Oh God! You look terrible! What happened?

Anil: Jaundice. Just out of bed. Don't worry. I'll be fine.

Task 3.1.1 Compare this with what Rita may write in a letter:

Dear Aunty,

Hope all of you are fine at home.

Yesterday I met Anil near the college gate. I don't think he has told you that he had an extremely bad attack of jaundice. He came to college after nearly three weeks.....

.....

.....

.....

.....

Hugs and kisses,

Rita

Written language is often more formal and structured. Though both the conversation and the letter are informal, there are many differences. The tone in the conversation is emotional and expressive. While in the letter the tone is more distanced, respectful and informative. It uses a wider range and variety of words. More details must be provided even when you write to someone you know. Rita seems to know Anil's mother and Anil appears to be an outstation student.

Scholars or writers often don't know who their readers might be. That is why they must spell things out in great details. This takes more words, longer sentences and more attention for the reader who must imagine everything in his/her head. The writer has to depend on range of words, grammar and structure to convey meaning clearly. There is no direct interaction between the reader and the writer. It only happens through the page, In speaking, everything is present for all participants to see and know immediately.

9.3. Using Short Forms for Modals and Helping Verbs

In written English, which is typically formal, we are advised not to use **short forms**, also called **contractions**. English has been used in India for over two hundred years and many of the rules and conventions that were being followed in earlier times are carried forward. Many of words, expressions that we use are no longer in use by its native speakers. That is why modern-day native speakers of English find Indian English old-fashioned, highly formal and over-polite.

Most Indians read more English than they use it in their conversation. Most educated Indians will start speaking in their mother tongue when they are in the company of those who know it. A few English words or sentences may be thrown in for subject specific terms like medicines, science, technology, etc. Formal English that one has read and learnt, is also spoken. Some of the typical conventions of Spoken English are not used. **Contraction** is one of them.

Contractions are shortened forms of words, typically two words combined into one and marked by an apostrophe, that are common in speech for a more natural and informal flow. They are formed from words like "be" (is, am, are), "will," "have," "had," and "not". Common examples include I'm (I am), you're (you are), he's (he is/has), it's (it is/has), don't (do not), and can't (cannot). They are used to make speech brief, quick flowing and natural.

Contractions are created by combining words and omitting letters, using an apostrophe to show where the missing letters were. Here are some more examples:

Pronoun + BE/HAVE:	• I'm (I am), you're (you are), she's (she is/has), we've (we have)
Pronoun + will/would/had:	• He'll (he will), she'd (she had/would), they'd (they had/would). • : don't (do not), isn't (is not), can't (cannot), wasn't (was not).

Auxiliary verb + not:	• How's (how is), How'd (how did/had).
How +other words:	

Interestingly, short forms can't be used in all situations. They are not used in formal writing like academic articles, business communication and legal documents. However, we have been using them in this course from block 1. Though you will receive this material in a printed book form, we as English Language Teachers are TALKING to YOU, our students! Therefore, the features of Spoken English are being followed all through this course. This is a choice we have made to create an interactive bond with you! I hope we are achieving it.

Short forms can't be used when the answer is positive or 'yes'. It can be used with negative ending. For example:

Teacher: Good morning, Is Mary in class today?

Neha : Yes, she is, ma'am.

Teacher: Good! Is Rupa here?

Mary: No, she isn't.

Please note that the modal 'may' does not have a negative contraction. It is used to refuse permission, is formal and shows emphasis and power. Similarly, when the auxiliary verb in the main verb, contractions can't be used. For example:

Students may not loiter in corridors.

Sorry! You may not borrow my car.

I have a dog at home.

I am hungry. Let's go and eat.

Self-Check Questions

3.1.2. You must have read through the first 2 blocks to have reached here.

Write 2 short paragraphs about 80- 100 words each, describing:

- How your journey so far has been
- What new aspects/concepts have you learnt
- What more do you think you need
- What makes you say so

In each paragraph, you can cover 2 bullet points.

3.1.3. Answer briefly in your own words and give original examples:

a) List 5 ways in which your Spoken mother tongue is different from your

Written mother tongue?

b) Are the differences there when it comes to English?

c) Why are shorter and simpler words used while speaking?

d) How does the absence of the reader in real time affect written language?

e) Why are short forms used? When are they used?

f) When are contractions not used? Why?

9.4. Using Gap-Fillers, Reducing Repetitions

Many people don't use **gap-fillers**. When someone asks a question, it is immediately answered. Often, a part of the question may be repeated as part of the answer. For example,

Interviewer: Good morning, sit down. What is your name?

Interviewee: Good morning, Sir. Thank you. My name is Rohan Bajaj.

Interviewer: Where do you live?

Interviewee: I live in Nainital which is in the Kumaon region of the Indian state of Uttarakhand.

Do you think Rohan could have spoken less and left out some of the information that he gave? Yes! Often we do not use gap fillers because we believe it will give a bad impression of our lack of fluency. We often mistake fluency in speech with speed. You will learn more about this in this block.

Gap fillers are words or phrases, such as "um," "well," or "you know," that people use to fill pauses, buy thinking time, and maintain fluency during a conversation. When used correctly to perform some important functions, they make the speech more-effective-and-sound more natural.

However, when gap-fillers are over-used, it can be seen as a sign of hesitation and poor oral communication. You may think it is better than silence which will show ignorance. Frequent pauses, repetitive use of same gap fillers, using them inappropriately are all signs of poor speaking skills and should be avoided. We should avoid or reduce use of filler in formal situations like interviews or work meeting. Overuse certainly is distracting and reduces the value of what is being said. It is important to understand that a deliberate pause can be more impactful and gives the listen time to reflect.

Some gap-filler words and phrases are given below along with the functions they perform:

To buy thinking time:	3 "Well," "Let me think," "Hmm," "I guess," "It's hard to say," or simply a brief pause.
To clarify or explain:	4 "I mean," "What I mean is," "In other words," "Let me put it another way". 5 "You know," "Actually," "Basically," "So," "And another thing is".

To connect ideas or extend an answer:	6 "I'm not sure, but," "I could be wrong, but," "If I'm not mistaken".
To express uncertainty:	7 "Okay," "Right," "Uh-huh," or a nod
To agree or show understanding:	

9.5. Formal, Semi-Formal, Casual Expressions

As adults we all know that the language we use both in speech and writing depends on the situation we are in, the relationship we have with our speaker and the function it performs. For example, with your doctor in an appointment and the doctor asks, "Well, Mr Sharma. How are you today?", you will give a detailed description of all that troubles you. But, out on the street, the same question will get a reply like, "All fine. And, how are you?"

This is why looking closely at oral communication or spoken English becomes so interesting. Everything is happening in real time. You have to think on your feet. Once you have said something, it is gone and done. You can't take it back like you can erase and edit in writing.

You will learn more about **formal language** in your final block on writing. Here we will learn about formal words, expressions and structures that are used while speaking in formal situations. Formal situations are those in professional settings, academic writing, official communications, or when addressing someone in a position of authority or speaking to strangers. In these situations, we don't use short forms and prefer complex words. The tone is objective,

serious and respectful. Complete and complex sentences are preferred to simple, very short ones.

In contrast is **Informal or casual language** which is used with family, friends and people you know very well. It uses shorter and simpler words and sentences. Slangs, and words typically used in friendly conversations are used. The tone is casual, friendly and emotional. For example, “Hi Guys! What’s up?”. “Lond time no see”. It is not so important to use correct grammar or complete sentences.

Semi-formal language, as the name suggests, comes in the middle. It is used with colleagues, existing customers or someone you know but aren’t close to. The tone is a balance between formal and informal, polite but familiar. The vocabulary is not too complex and the grammar in a mix of formal and informal structures. When to use which is often decided on the purpose, relationship between the participants, place they are in and the culture each belongs to. For example, in western cultures complaints and requests are made more directly than in Eastern cultures. An American might turn down an invitation in a way that a Japanese may think very rude. That is why some knowledge of other cultures becomes very important for global business.

Self-Check Questions

3.1.4. Read the last 2 sections to answer the questions briefly:

g) In your mother tongue, what are the gap-fillers you use? Give 2 or 3 examples. As indicate the situation and the person you will use them.

h) Do you use gap-fillers when you speak in English? Yes/No. List 2 or 3 of them.

i) Why don’t some people use gap-fillers?

j) When should short forms and gap-fillers not be used? Why?

3.1.5. This unit has used some short exchanges to demonstrate different features of Spoken English. Prepare similar short exchanges to demonstrate the following:

k) Different functions performed by gap-fillers. (5 functions, 5 short dialogues)

l) Formal, Semi-formal and Casual spoken language. (2 short exchanges for each)

ANSWERS

3.1.1.

Dear Aunty,

Hope all of you are fine at home.

Yesterday I met Anil near the college gate. I don't think he has told you that he had an extremely bad attack of jaundice. He came to college after nearly three weeks. He still looked quite weak and pale, but he insisted that he was feeling much better. He said he was just out of bed and had been advised to take things slowly.

I was really surprised to see him back so soon. I told him to take care and not to strain himself. I hope he continues to recover fully. Please make sure he gets enough rest at home.

Hugs and kisses,

Rita

3.1.3

a) This question needs to be answered by the learner on their own. Some aspects to explore may include but not remain limited to:

- i. Grammar is more relaxed in speech.
- ii. Spoken language uses more informal and casual expressions.
- iii. Spoken language often has incomplete sentences.
- iv. Tone, facial expressions, and gestures support spoken language – not possible in writing.
- v. Spoken language may include regional dialects and slang; writing usually follows standard language.

b) Yes, similar differences exist in English. Spoken English is more relaxed, uses contractions and informal expressions, whereas written English tends to follow more formal rules.

Example:

Spoken: “I’m off now.”

Written: “I am leaving now.”

c) Why are shorter and simpler words used while speaking?

People use simpler words when speaking because it’s quicker, easier to understand, and more natural in everyday conversations.

Example:

Spoken: “She’s nice.”

Written: “She is a pleasant and kind person.”

d) How does the absence of the reader in real time affect written language?

Since the writer cannot explain or answer questions immediately, written language must be clearer, more detailed, and well-structured to avoid confusion.

Example:

Spoken: “By the way, the plan’s changed.”

Written: “I would like to inform you that the original plan has been changed.”

e)

Why: To speak more quickly and naturally.

When: In informal speech, messages, or friendly emails.

Examples:

don't (do not), I'm (I am), you'll (you will)

These are common in everyday conversation.

f) When are contractions not used? Why?

When: In formal writing like academic essays, reports, or official letters.

Why: To maintain a polite, formal, and professional tone.

Example:

Formal: "You will receive your results shortly."

Informal: "You'll get your results soon."

3.1.4

g) The answer to this question is subjective.

h) Yes. Examples: um, you know, like

i) Because they want to sound fluent, confident, or professional.

j) They should not be used in formal settings (e.g., presentations, academic writing)

because they make the language sound informal and less professional.

3.1.5

k) Functions of Gap-Fillers

Thinking time

A: What did you think of the movie?

B: Um... I think it was alright.

Engaging the listener

A: How was the meeting?

B: It was, you know, quite productive.

Showing uncertainty

A: Are you free tomorrow?

B: Like, I'm not totally sure.

Holding the floor

A: What happened next?

B: Well, um, I got there late and, like, everyone was inside...

Softening speech

A: You didn't like it?

B: Well, you know, it wasn't really my thing.

1) Levels of Formality

Formal:

A: Good morning. May I speak with Mr Kapoor?

B: Certainly. One moment, please.

A: I would like to enquire about the application process.

B: Of course. I'll share the details shortly.

Semi-formal:

A: Hi, could you help me with the assignment?

B: Sure, I'll send my notes tonight.

A: Are you attending the meeting tomorrow?

B: Yes, I should be there by 10.

Casual:

A: Hey, what's up?

B: Not much, just chilling.

A: Wanna grab a coffee?

B: Yeah, sounds good!

Unit 10: Talking Across Distances

10.1. Introduction

10.2. New Communication Styles

10.3. Abbreviations and Acronyms used in Smartphones

10.4. Consequences of Instantaneous Communication

10.5. Identify Your Caller and Yourself

10.1. Introduction

Today we live in a world of technology that makes quick changes and changes everything we do. The pandemic Covid -19 forced the world to adopt and adapt to technology almost immediately. It has changed the way and speed at which we communicate, send documents and messages, order food, good, etc. In doing all this, technology has also drastically changed how we speak. Today you use new language forms like acronyms and emojis that older people sometimes find difficult to understand or use. With video and conference calls, everything is happening faster, and we have to multi-task.

In this unit learn more about how spoken language is used while using technological devices which has become the need of the hour. All jobs today require some ability to use computers, tablets, smartphone and their applications. While being able to use new technology, we need to aware of its shortcomings and dangers. We will touch on those as well.

10.2. New Communication Styles

Technology makes everything happen quickly. This makes it necessary human beings also do things fast to keep pace with machines. In many ways, the machine, technology is the master and man has to follow commands that the machine gives. Handling OTPs (One Time Password) is a good example. OTP is a temporary, secure PIN (Personal Identification Number)-code sent to you via SMS (Short Message Service) or e-mail that is valid for one session. It is a security measure to protect financial transactions available only for few seconds. If you are not quick enough with all the cut, paste, movement from one page to the next back again in quick time, the process might be stopped at the other end. This is a challenge for many and has to be mastered with diligence and frequent practice. Similarly, some new language expressions and forms have to be learnt.

10.3. Abbreviations and Acronyms used in Smartphones

These are often communication- focused or technology- specific terms. Here are some frequently used examples. These are for general use:

• LOL: Laughing Out Loud • ASAP: As Soon As Possible • BRB: Be Right Back • FYI: For Your Information • DM: Direct Message • IMO: In my Opinion	• IDK: I Don't Know • LMK: Let Me Know • NVM: Never Mind • OMG: Oh My God • TBH: To Be Honest • TTYL: Talk to You Later
---	---

Here are some technology and network related acronyms

• LTE: Long-Term Evolution (a mobile network technology) • GPRS: General Packet Radio Service • Wi-Fi: Wireless Fidelity (for wireless internet) • UI: User Interface (the graphical part of an app or operating system) • OS: Operating System (like Android or iOS) • API: Application Programming Interface (how apps talk to each other) • FAQ: Frequently Asked Questions • MMS: Multimedia Message Service (for sending pictures and videos)
--

▪ Emojis & GIFs

Emojis and GIFs are small, digital images, animated images or icons that express emotions and physical gestures in digital messages. These visual aids have become a new form of non-verbal expression, used to convey emotions or reactions that words may not fully capture. However, they can also lead to misunderstandings and confusions. Not everyone is using these and they are best avoided in business transactions.

10.4. Consequences of Instantaneous Communication:

Technologies like email, text messages, and social media enable real-time or near-instantaneous interaction. They have drastically reduced the time it takes to communicate. This has had many consequences all of which are not always beneficial.

Today, you have Wikipedia, dictionary, thesaurus, templates, auto correct, available all the time at the click of a button. So, you are expected to send and respond faster. Therefore, informal language and saying less is common. Often, this leads to confusion – parts of the message may be lost or misunderstood. Of, some of the finer nuances and shades of meaning and emotions are lost. For example, which would you like to receive? A condolence message like:

Oh! Sorry to hear that. RIP 😞

Or,

OMG!! Aunty was such a lovely person. She'll be dearly missed. Take care, dear.

RIP. 🙏

Self-Check Questions:

3.2.1.

Answer the following questions briefly:

- a) How often do you use new communication devices? Do you use the forms described above? How often? Give some examples.
- b) What are FAQs? What are some of the FAQs given in the Uttarakhand Open University website? Write down at least 5 of them.
- c) What does Wi-Fi stand for? Where do you see this word? Why is it there?
- d) What does OMG stand for? When is it used? Give at least 3 short exchanges using OMG
- e) What are some of the negative effects of new communication styles? Have you felt them? Give at least one example.

10.5. Identify Your Caller and Yourself

Fortunately, not everything has changed. Most of the steps we had to follow for making calls from telephone landline phones have to be followed while using newer devices. For example, whether you are speaking over a landline or smart phone, you need to know who is calling and your caller needs to know who is calling.

Whether it is a tele-marketing call, business or personal call you need to first greet, then **identify yourself** if you made the call. Give your name, and if it is a business call, your company's name and your position in the company to the person you are talking to. Speak slowly and clearly and say straightaway why you are calling. It is best to state this immediately and clearly, though briefly. This way you can save a lot of time by not talking to the wrong person or at the wrong time. Similarly, if someone call, greet briefly and ask him/her to identify him/herself.

Another important thing about making a phone call is to make it, if you must, even if it is about something unpleasant. Delaying it might make the problem worse. Check on the time zone you caller is in and do not make a call very early or too late in the day. It shows a lack of concern and might be considered unprofessional.

- **Mentally rehearse your talk**

Even before you decide to make a call, you should be clear in your mind about what you want to talk about and how much you wish to say. In fact, it is a good idea to **mentally rehearse your talk**. It is still more helpful to keep important papers handy to which you can refer as you talk, so that facts and figures are correct, and you don't have to hunt for them while the caller waits. It is also important to keep a **clear and direct approach** with a minimum of social chit-chat.

Social chats are all right occasionally, when you are relaxed and on very friendly terms with the caller but they tend to waste time, both yours and the other person's, who may be busy when your call comes through. Do not talk to anyone else while you are talking on the phone. If for some reason you must, then put the other person on hold.

Give concise, to-the-point answers if the listener has any queries and say you don't know if you are asked about something you don't have any knowledge of. Do not pretend that you have all the answers if you don't. Say that you will ring the person back as soon as you have the correct information and do call back as you promised.

- **Keep and make notes while talking**

If it is an important call, **make notes** before you call so that you don't miss anything. Also, **take notes** during the call so that you can accurately recollect the information later. Jot down the name of the person who has called and address him by name. This helps in building rapport and leaves a better impression. In

business calls it is also a good idea to send a letter or e-mail confirming any decisions taken or agreements arrived at, over the phone. Names and numbers should always be repeated and spelt out, if necessary, to avoid mistakes.

- **Some Necessary Distance Call Etiquettes**

An important fact about listening is that a person can listen to and comprehend roughly 400-800 words per minute. This is faster than the average speaking rate of 125-175 words per minute. On an average, a person listens in bits or bytes of 30 to 45 seconds at a time. Keep this in mind both when you make a call or receive one. Pause while speaking and your speech will be clear and will get a better response.

Avoid using words such as 'like' 'I know' 'all that' 'you know', etc., as well as nervous laughs. Eating and talking at the same time should also be avoided. Not only is it very rude, it also makes it very difficult for the other person to understand clearly what is being said. Remember also to reduce the volume of your TV or stereo when talking on the phone. Remember to greet your listener properly at the beginning of a call and bid them farewell before ending the call. Tell the other person that the call was important to you and that it was a pleasure talking to him/her. End the call properly. It is bad manners to stop abruptly. If you keep these etiquettes in mind, making and receiving phone calls should be a pleasure.

Self-Check Questions

3.2.2. Answer the following questions briefly:

- f) What are the steps to follow when making long distance calls?
- g) Why is it necessary to identify the caller?
- i) What are some of the steps to follow before making an important call?
- j) What important facts about listening should we keep in mind while talking on the phone?
- k) List three things we must not do when talking on the phone.

- l) List three things we should do while talking on the phone.
- m) Why is it important to smile while talking on the phone?
- n) Why are some of the etiquette followed? What will happen if you don't follow them?

ANSWERS

3.2.1 (Sample)

a) I use new communication devices like smartphones and laptops daily. Yes, I use forms like emails, messaging apps, and social media frequently. For example, I use WhatsApp for chatting, Zoom for meetings, and Gmail for official emails.

b) FAQs are Frequently Asked Questions.

Some FAQs from the Uttarakhand Open University website are:

How can I take admission in UOU?

What is the last date for admission?

How can I download study material?

How do I appear for the exam?

What is the procedure for re-registration?

c) Wi-Fi stands for Wireless Fidelity.

You see this word in places like cafes, hotels, airports, and homes.

It is there to indicate that wireless internet is available.

d) OMG stands for Oh My God.

It is used to express surprise, shock, or excitement.

Examples:

A: I just met Shah Rukh Khan!

B: OMG! Are you serious?

A: I lost my phone again.

B: OMG, not again!

A: We've got a holiday tomorrow.

B: OMG, that's great!

3.2.2

f) Check the country and area code, dial the international access code, make sure you have sufficient balance or call plan, and take note of the time difference between the two countries to ensure that it is an acceptable time to talk before making the call.

g) To make the conversation clear and avoid confusion, especially in professional or unknown settings.

i) Note down key points, check the number, choose a quiet place, and be mentally prepared.

j) Listen carefully without interrupting, show interest, and wait for the other person to finish speaking.

k) Don't interrupt the speaker.

Don't eat or chew while speaking.

Don't speak loudly or rudely.

l) Speak clearly and politely.

Listen actively.

Keep the conversation to the point.

m) Smiling affects your tone; it makes you sound friendly, warm, and confident over the phone.

n) Etiquette ensures clear, respectful, and effective communication. If not followed, it may lead to misunderstandings or appear rude and unprofessional.

Unit 11: Doing Everyday Tasks Orally

11.1. Introduction

11.2. Greetings and Wishes-First Steps

11.3. Introducing Oneself and Others

11.4. Ending a Conversation – Saying Goodbye

11.1. Introduction

This unit will deal with some everyday tasks that we do orally. You will notice that a certain sequence or structure is followed in each case. It is not a random exchange of utterances. There are a purpose and reason behind the exchanges. You will notice that the expression we use often depends on the situation, relationship of the people talking and the reason for this exchange. You will need to discover these as you look carefully at the different samples given in this unit. We would encourage you to learn these and practice with a friend or neighbour. I'm sure you will find eager partners for practicing Spoken English.

11.2. Greetings and Wishes-First Steps

Here are some samples. Speak them aloud, learn the expressions and practice with a friend:

1.A: Hello, Aman. How are you?

B: Fine, thanks.

2. A: What a pleasure to see you Mr Singh! How are you keeping?

B: Not bad. How about you? How's life treating you these days?

3. A: Hello, Anju! Just the person I was looking for.

B: Hello, Sushil! What can I do for you?

4. A: Good morning, Sir!

B: Good morning, Vikram! I didn't see you in class yesterday. Are you keeping well?

A: Yes, sir. Thank you very much.

5. A: Good afternoon, Mr. Sharma. I hope you are keeping well.

B: I'm very well indeed, thank you Mr. Chairman.

What do you notice about these dialogues? Starting a conversation normally involves two steps: greeting others and asking about their wellbeing. The formulas are fixed, and the answers should be brief and have fixed responses. One should not start talking about his/her troubles.

11.3. Introducing Oneself and Others

Sometimes when you are with strangers and want to start a conversation, you need to introduce yourself. When you are with others and some people in the group don't know a few who are there, but you know all of them, then you need to start a round of introduction.

1. A: Hi Asha, Nitin and John! Meet our classmate, Gurpreet, she is from Gurdaspur. Antony is from Chennai and Akash is from Jharkhand.
B: Hi! I hope you like it here.
C: Hi! Welcome to Nainital. Lovely place. Lovely people!
D: Hi! Welcome to our College!
2. A: Good morning, class. Let me introduce myself. I'm Mrs Verma, your English teacher. I'll be seeing you four times a week.
3. A: Excuse me, I don't think we have met before. I'm Meera.
B: No, we haven't. I'm Kiran. Glad to meet you, Meera.
A: Hi! Same here, Kiran.
4. A: Ladies and Gentlemen, this evening I would like to introduce the Chief Speaker of today's seminar, Prof. Anatha Murthy. He is a renowned writer and critic. Today he will speak on Modern Indian Literature.
5. A: Hello, how do you do? I'm Mr. Gupta from the Mumbai office.

B: Hello, how do you do, Mr. Gupta. I'm Vishal from the Allahabad office. You will notice that it is necessary to introduce yourself first. Then, the person will introduce him/herself. When introducing others, you need to provide some information about the person being introduced, so that a conversation can be started. In more formal situations, it is always the younger person who is introduced to the older person. The man is introduced to the woman, the junior to the superior. People shake hands, nod lightly or do a namaste. You don't add Mr. before first names (Meera, John) If you want to add Mr./Mrs./Ms., then use the surname (Mr. Sharma).

11.4. Ending a Conversation- Saying Goodbye

Parting salutations, like greetings, are set phrases and necessarily do not mean what they say. People who meet regularly, take leave informally. Formal leave takings are more elaborate. People who will not meet each other for a long period, shake hands too or hug each other lightly. On leaving a party or gathering, one must seek out the organisers or host and hostess, thank them and bid good-bye.

1. A: Oh! It's 5 o'clock already. I'd better rush. It'll take me 2 hours to reach home. Mum will be worried.

B: We must get together again soon.

A: Yes, we must. Bye now!

B: Bye!

2. A: Dr Pandey, when can I come and discuss my topic with you?

B: Would 3 in the afternoon be okay with you?

A: Yes, sir. That's perfectly fine. I'll return at 3.

B: Well, goodbye till then.

A: Goodbye, sir.

3. A: Well, that was interesting. But I'd better be going or I'll miss the special.

B: Bye, Kiran. See you tomorrow.

A: Bye!

4. A: Excuse me, Mr. Gupta. Here's the report you had wanted.

B: Aah yes, Mrs. D'Souza.

A: Er, I was wondering whether I could leave an hour earlier today? My son isn't keeping well and needs to be taken to the doctor.

B: Oh, what's the matter with him?

A: He's been running for the last few days. The doctor had advised some tests. I need to collect the reports from the Path Labs before they close at 6.

B: Alright, don't be late tomorrow. There are some documents to send off tomorrow by 10.

A: Yes, sir. I'll handle those in the morning. Goodbye, sir.

B: Goodbye, Mrs. D'Souza. My best wishes for your son. I'm sure he'll get well soon.

Self-Check Questions

3.3.1. Answer the following giving appropriate examples (At least 5 in each case):

- a) Expressions young friends use to greet each other
- b) Expressions elders use to greet their friends
- c) Expressions students use to greet and to take leave from teachers
- d) Expressions juniors use to start and end conversations with seniors
- e) Expressions used at surprise meetings of friends

3.3.2. Answer giving the correct words or expression for each of the following (At least 3 each):

- f) To ask for a favour from a boss
- g) To introduce oneself to a stranger
- h) To show agreement with what has been said
- i) To give wishes
- j) To ask a junior to do some work for you

3.3.3. Read each scenario and answer briefly:

k) A young employee greets the manager of his company, whom he is meeting for the second time, saying: “Hi! Rahul! Long time no see’. The manager is not at all pleased. Why?

l) You have gone to the hospital to see your uncle. He introduces you to the patient on the next bed. What will you say to him? —

- In good shape, are you?
- How are you feeling now?
- How’s life?

11.5. Asking For and Giving Information

In today's world, asking for and giving information has nearly stopped. Everyone goes to Google search and since it is a machine, we don't follow the rules of asking. We just type or speak out our query. However, it is important to know how to ask for information politely and to thank them for it afterwards.

1. A: Excuse me, could you tell me the way to the library, please?

B: Sure. Go straight ahead, then turn left. There will be a big notice on the door.

A: Thanks.

2. A: Would you mind telling me when the next bus for Kullu leaves?

B: I'm sorry, I don't know. You'd better ask at the Information Counter over there.

A: Thanks!

3. A: Would you be kind enough to tell me if I am eligible for a fee concession, sir?

B: For that, you must go to the University portal, and you will find a drop-down box for Scholarships. Fill in the form there with all your details and you will be informed by e-mail.

A: Thank you very much, sir.

4. A: Do you have any idea where I left my cupboard keys, Ma.

B: Oh my God! You are the limit! How should I know?

A: Thanks very much, Ma. You have been helpful!

5. A: Hi! Do you live in Jaipur? I'm going there for the first time.
B: Yes. How can I help you?
A: Could you suggest a good place for lodge and boarding which wouldn't cost too much?
B: Try The Hosteller on MI Road. It has dormitory-style rooms and will cost Rs 300/- per night.
A: Oh! That's cool! Within my budget too! Many thanks!

Notice how 'Excuse me' and 'Thank you' are used frequently for opening closing the query. Also, notice that in formal situations, we need to speak at some length before asking the question. In informal situations, the question can be put quite directly and briefly.

11.6. Apologizing and Expressing Regret

In English, we express gratitude and apologies far more frequently than we do in the Indian languages. We thank people not only for gifts and favours but also for offers of help, compliments, wishes of good luck and success and when others ask after us. When anyone does the smallest thing for you, you need to thank. The other person notices it and feels good about it.

Apologies are offered when we have done something socially unacceptable, we have annoyed or inconvenienced others. The more serious the offence, the more formal the apology. The language for expressing regrets is not very different from that for expressing apologies. Except, the situation and context might be different – like, when you need to refuse or suddenly drop the conversation to engage in another urgent task.

1. A: May I borrow your book for the weekend, please?
B: Yes, of course.
A: That's very kind of you. Thanks a ton!

2. A: I'm sorry we couldn't make it to your party last evening. Our car broke down midway...

B: What a pity! We did miss you a lot.

3. A: Oops, my fault! I didn't see you coming! Hope you aren't hurt!

B: That's okay. Hope you aren't hurt either.

4. A: Mrs Handa?

B: Yes?

A: Ma'am, I'm from Home Appliances Customer Care. We have received a complaint about your TV.

B: Please come in. We're really unhappy about the TV. There have been 3 break downs in 2 months!

A: I'm sorry to hear that. I'll see what I can do, ma'am.

5. A: Off for the vacation?

B: Yes, but I don't think it'll be much of a vacation!! I'm taking my class for the Har Ki Dun Trek. Hope we all return in one piece!!

A: Of course, you will. Good luck and enjoy!! I'm sure all will go well!!

Self-Check Questions

3.3.4. Write short dialogues which should contain at least 5 exchanges in each. Write then in a way that they will be interesting to read. Imagine yourself as the main speaker and have 1 or 2 more characters in each dialogue.

- m) By mistake you took your friend's book home. How do you apologize to him/her the next day?
- n) How will you thank your mother for the beautiful birthday present that you have received from her?
- o) You are a new student in the college, and you want to change one of your subjects. You talk about it to 2 of your classmates.
- p) While you are walking near the City Centre Mall, someone asks you for the way to SBI. You don't exactly where it is. What will you say?
- q) You and your friend are at the cinema. There is an elderly man who is occupying the seat in the middle. What will you say?

ANSWERS

3.3.1

- a) Expressions young friends use to greet each other:

Hey!

What's up?

Yo!

Sup bro?

Long time no see!

- b) Expressions elders use to greet their friends:

Good morning!

Hello, how have you been?

Nice to see you again.

How do you do?

It's been a while!

- c) Expressions students use to greet and to take leave from teachers:

Greeting:

Good morning, ma'am.

Good afternoon, sir.

Hello, ma'am.

May I come in, sir?

How are you today, ma'am?

Taking leave:

Thank you, sir.

See you tomorrow, ma'am.

Have a good day, sir.

Goodbye, ma'am.

Take care, sir.

d) Expressions juniors use to start and end conversations with seniors:

Start:

Excuse me, sir, may I have a moment?

Good morning, ma'am.

I hope I'm not disturbing you.

May I speak with you, sir?

I have a small request, ma'am.

End:

Thank you for your time.

I appreciate your help.

Have a nice day.

I'll get back to you with updates.

It was nice speaking with you.

e) Expressions used at surprise meetings of friends:

Oh wow! Look who's here!

I can't believe it's you!

This is such a surprise!

What are you doing here?

Fancy meeting you here!

3.3.2

f) To ask for a favour from a boss:

Could I request a small favour, sir?

Would it be possible to...?

I was wondering if you could help me with something.

g) To introduce oneself to a stranger:

Hello, I'm [Name].

Nice to meet you. I'm from [Organisation].

Let me introduce myself, I'm [Name].

h) To show agreement with what has been said:

Absolutely!

I totally agree.

That's right.

i) To give wishes:

All the best!

Congratulations!

Wish you a speedy recovery.

j) To ask a junior to do some work for you:

Could you handle this for me, please?

I'd appreciate it if you could do this.

Please complete this by evening.

3.3.3

k) Because the greeting “Hi! Rahul! Long time no see” is too casual and informal for a manager, especially when the employee is young and not personally close to him. A respectful tone is expected in the workplace.

l) Correct expression: How are you feeling now?

It is polite and appropriate for someone in the hospital.

3.3.4

m) You took your friend’s book by mistake.

You: Hey Neha, I’m really sorry — I just realised I took your Maths book home by mistake yesterday.

Neha: Oh no worries! I was wondering where it had gone.

You: I brought it back today. Here — completely safe and untouched!

Neha: Thanks! I was going to ask you if you’d seen it.

You: Totally my fault. I should’ve checked my bag before leaving.

Neha: Happens to all of us. Thanks for returning it so quickly.

n) Thanking your mother for a birthday present

You: Mum! Thank you so much for the smartwatch! I absolutely love it!

Mum: I’m so glad you liked it, beta. I wasn’t sure which one you wanted.

You: It’s perfect. It has all the features I wanted — and the colour’s amazing too.

Mum: You’ve worked hard this year. You deserve a little treat.

You: This is more than a treat! I’ll wear it every day. Thank you again, Mum!

Mum: You’re welcome, my love. Happy birthday once again!

o) You are a new student and want to change a subject

You: Hi, I’m Aakash. I just joined this week. Can I ask you both something?

Classmate 1: Sure! What’s up?

You: I'm thinking of switching from Economics to Psychology. Do you know how the process works?

Classmate 2: Oh yeah, you need to fill a subject change form and get it signed by the Head of Department.

You: Thanks! Is there a deadline?

Classmate 1: I think it's within the first two weeks. Better hurry!

You: Alright, I'll go to the admin office now. Thanks a ton, both of you!

p) Someone asks you for the way to SBI, but you're unsure

Stranger: Excuse me, can you tell me how to get to the SBI branch nearby?

You: Hmm... I'm not exactly sure where it is, sorry.

Stranger: Oh, alright. I thought it might be near here.

You: You could try asking at the security booth near the mall entrance — they usually know.

Stranger: Good idea. Thanks anyway!

You: No problem! Hope you find it.

q) You and your friend are at the cinema; an elderly man is in the middle seat

You: Excuse me, sir — I think these seats are ours. Could we just get past, please?

Elderly Man: Oh yes, of course. Let me stand up for a second.

Friend: Thank you, sir. We're just in seats 7 and 8.

You: Sorry to trouble you — the rows are always so narrow!

Elderly Man: No trouble at all. Enjoy the film!

You: You too, sir! Thanks again.

Unit 12: Speaking for Academic Purposes

12.1. Introduction

12.2. Rehearsing and Keeping Notes – Rationale

12.3. Researching and Arranging Speaking Points – Rationale

12.4. Expressing Doubts and Seeking Clarification – Rationale

12.5. Making PowerPoint Presentations – Rationale

12.6. Reflection

12.7. Summary

12.1. Introduction

In academic settings, speaking is not merely a mode of communication; it is a tool for constructing and conveying knowledge. Whether delivering presentations, participating in discussions, or responding to questions, the ability to speak effectively plays a central role in student success. Speaking in these contexts requires precision, organization, and confidence—skills that are not always intuitive but can be developed through guided practice. Clear articulation of ideas helps establish credibility, fosters engagement, and ensures that complex or technical content is accessible to listeners.

Academic speaking also demands a strategic approach to preparation and delivery. It involves the ability to analyze a topic, gather reliable information, organize content logically, and express oneself appropriately depending on the context. Furthermore, it often calls for interaction—such as clarifying doubts, responding to feedback, and using supportive tools like visual presentations. Mastering these sub-skills equips students to function effectively in seminars, conferences, classroom discussions, and other formal academic forums. This unit explores the key elements of speaking for academic purposes and offers structured activities to support the development of each sub-skill in a practical and engaging way.

To truly develop academic speaking competence, students must first become comfortable with its foundational sub-skills. These individual components, though often taught separately, are deeply interconnected. Starting from preparing structured notes to trying to respond to a live question, every stage in academic speaking contributes to the speaker's effectiveness. In the following sections, we will explore these sub-skills in turn—rehearsing and note-taking,

researching and organizing speaking points, expressing doubts and seeking clarification, and delivering PowerPoint presentations. Each section is framed by a rationale, an activity, a model response, and a reflection to reinforce both the technique and the importance of the skill in academic contexts.

12.2. Rehearsing and Keeping Notes-Rationale

Rehearsal and note-taking form the backbone of successful academic speaking. Rehearsing ensures that the speaker becomes familiar with the material, builds fluency, and reduces performance anxiety. Reading from a script is a big giveaway. It shows you aren't familiar with your subject. In such a situation, those present may not want to waste their time listening to you!! Good academic speakers use brief notes to stay on track while maintaining a natural tone. Notes act as both a roadmap and a safety net during speaking, providing key points and transitions that help the speaker stay organized without losing spontaneity.

Task 3.4.1 Choose an academic topic such as *The Impact of Climate Change on Agriculture*. Watch a short video (3–5 minutes) or read a brief article on the subject. Using that information, create an outline with four main points and a few supporting bullets under each. Using only your notes, rehearse a short 2-minute talk. Record yourself if possible and play it back to evaluate your fluency, clarity, and use of notes. Make a friend or sibling listen to the recording and give you feedback.

This exercise emphasizes the importance of preparation and active practice. By rehearsing with the support of structured notes, students gain control over content delivery and learn how to balance structure with natural speaking. This reinforces the habit of planning speech in advance and minimizes over-reliance on memorization or reading out a written script.

12.3. Researching and Arranging Speaking Points-Rationale

In academic speaking, content must be more than accurate—it must be coherent and logically arranged. Researching ensures the speaker draws from trustworthy and relevant information, while structuring points helps the audience follow the speaker’s reasoning. A well-organized presentation reflects clear thinking and shows respect for the listener’s time and attention. Knowing what to say and in what order can greatly influence the impact of the message. This is easier said than done. You need several rounds of drafts before you are happy that your meaning is coming across easily and clearly.

Task 3.4.2

Choose a topic of current relevance such as *Should AI Be Regulated in Education?* Identify and read from at least three credible sources—these may include scholarly articles, opinion pieces from established publications, or government and institutional websites. From your research, extract four key points. Arrange them in a logical sequence starting with an introduction and ending with a conclusion. Prepare a 3-minute speech using your outline, paying attention to flow and transitions.

It is important for students to learn how to convert research into structured communication. It fosters critical thinking by encouraging the selection and prioritization of points and helps build the speaker’s ability to organize ideas clearly. The process of structuring content reinforces the importance of argument flow and logical reasoning in academic discourse.

12.4. Expressing Doubts and Seeking Clarification-Rationale

Academic speaking is not limited to giving information—it also involves questioning, clarification, and collaborative learning. Expressing doubts and seeking clarification is a sign of intellectual curiosity and engagement. These interactions are vital in seminars, group discussions, and conferences, where speakers must be able to respectfully ask for further explanation without interrupting the flow of discourse. Mastering this sub-skill not only helps students better understand content but also allows them to contribute meaningfully to academic conversations.

Task 3.4.3

Find a partner to work in pairs. One person presents a brief explanation of a topic such as *CRISPR Gene Editing*. The listening person expresses doubt or confusion about one aspect of the explanation and uses academic language to request clarification. After 3 minutes, switch roles. Practice using polite and precise phrases such as: “I’m not sure I follow,” “Could you clarify that?”, or “Can you explain that in another way?”

Such practice helps learners become comfortable with academic dialogue and encourages them to take an active role in their own learning. It promotes respectful interaction and clear articulation of confusion, building a culture where questions are valued as part of learning. Learning how to ask for clarification appropriately also improves listening skills and enhances overall classroom communication.

12.5. Making PowerPoint Presentations-Rationale

PowerPoint presentations are a staple of academic communication. Used well, they help clarify key points, provide visual reinforcement, and guide the audience through the speaker’s argument. However, poor slide design or overuse of text

can hinder comprehension. The goal of academic presentations is not just to display information but to support the speaker's message through clean visuals and focused talking points. This sub-skill trains students to integrate content, technology, and oral delivery in a cohesive manner.

Task 3.4.4.

Select a familiar academic topic such as *Plastic Pollution in Oceans*. Create a three-slide PowerPoint presentation with the following structure: Slide 1 – Introduction and Title, Slide 2 – Main Argument or Problem, Slide 3 – Conclusion or Call to Action. Practice delivering a 3-minute presentation using the slides as visual support. Do not read from the slides. Instead, use them to guide your delivery and enhance clarity.

Power Point Presentations highlights the integration of visual and verbal communication. Students learn that PowerPoint should support, not substitute, spoken content. Through this process, they develop visual literacy and public speaking confidence, while also learning to tailor content for clarity and engagement. The ability to synthesize complex information into key visuals sharpens focus and enhances the IMPACT OF PRESENTATIONS.

12.6. REFLECTION

Academic speaking is a layered and deliberate practice that involves much more than the ability to talk. It is an essential skill for participating in knowledge communities, sharing ideas persuasively, and demonstrating intellectual rigor. Each of the sub-skills explored in this unit—preparing and rehearsing with notes, researching and organizing points, interacting through questions, and presenting with visual aids—contributes to a student's ability to communicate effectively in academic settings. Together, they form a strong foundation not just for formal speaking tasks, but also for active engagement in learning.

By working through these targeted activities, you will gain confidence, clarity, and control over your academic voice. You learn to respect the structure, tone, and expectations of academic discourse while also developing the flexibility to adapt to different speaking situations. Ultimately, these skills prepare you not only for success in academic life but also for professional and public contexts where effective communication is essential.

In academic settings, speaking goes beyond casual conversation—it's a way to present knowledge, explain ideas, and participate in discussions thoughtfully and clearly. Whether you're preparing for a seminar, giving a class presentation, or engaging in an academic debate, your ability to speak with clarity, structure, and confidence can deeply influence how your message is received.

Speaking for academic purposes isn't something that happens naturally for everyone, but it's a skill you can build through regular practice. This unit guides you through four key areas of academic speaking: preparing and using notes, organizing content based on research, expressing doubt or asking for clarification, and delivering PowerPoint presentations effectively. Each section includes a short explanation, a practical activity you can do on your own, sample answers, and a reflection to help you understand the skill you're developing.

12.7. SUMMARY

Being able to speak effectively in academic contexts is a skill that benefits every student—not only in school or university but also in future careers. This unit has helped you practice essential parts of academic speaking: preparing and rehearsing with notes, researching and structuring ideas, asking for clarification, and using slides to enhance your delivery. Each activity builds your ability to express ideas clearly, think critically, and present with confidence.

Remember, academic speaking isn't about being perfect—it's about being prepared, clear, and thoughtful. The more you practice these skills on your own, the more natural they'll become. Whether you're giving a class presentation or speaking at a conference one day, these foundations will help you speak with confidence and purpose. Good Luck!!

ANSWERS

3.4.1 (Sample answer)

Topic: *The Impact of Climate Change on Agriculture*

- Rising temperatures reduce crop yields, particularly in developing countries
- Unpredictable rainfall disrupts irrigation and seasonal planting
- Soil degradation limits arable land and reduces agricultural productivity
- Solutions include development of drought-resistant crops and sustainable farming practices

3.4.2 (Sample answer)

Introduction: The rapid integration of AI in education has sparked both excitement and concern

Point 1: Ethical challenges include bias in AI algorithms and data privacy issues

Point 2: Unequal access to technology deepens the digital divide among students

Point 3: AI can be misused for academic dishonesty, such as plagiarism or cheating

Point 4: Despite risks, AI offers benefits like personalized learning and adaptive assessments

Conclusion: Regulation is necessary to ensure AI enhances education without compromising fairness or integrity.

3.4.3 (Sample answer)

Speaker: “CRISPR allows scientists to modify DNA sequences to eliminate genetic disorders.”

Listener: “I’m not sure I follow your point about how CRISPR makes the change. Could you explain how it edits the DNA?”

3.4.4 (Sample answer)

Slide 1: Title – *Plastic Pollution in Oceans*; subtitle – Causes and Solutions

Slide 2: 8 million tons of plastic enter oceans annually; marine life is endangered; microplastics found in food chains

Slide 3: Call to action – Ban single-use plastics, increase recycling, promote public awareness

UNIT 13: The Importance of Written Communication

- 13.1. Introduction: Why Writing Matters
- 13.2. Writing for Documentation and Record Keeping
- 13.3. Sorting Formal and Informal Records
- 13.4. Practicing Documentation – Daily Record Entry
- 13.5. Writing to Research and Collate
- 13.6. Identifying Reliable Sources
- 13.7. Collating Information
- 13.8. Writing Clearly and Legibly
- 13.9. Proofreading for Capitalisation and Spelling
- 13.10. Writing with Audience, Purpose, and Situation in Mind
- 13.11. Matching Purpose to Tone
- 13.12. Summary and Reflection

13.1. Introduction: Why Writing Matters

Writing is more than just putting words on a page. It is a powerful tool that allows people to share ideas, preserve information, express thoughts, and influence others. Written communication forms the foundation of academic learning, professional communication, personal reflection, and legal or historical record-keeping. Whether you're sending a message to a friend, drafting a report at work, or putting down your thoughts in a diary, writing gives form and structure to your thinking.

While spoken communication is immediate and often informal, writing offers precision, permanence, and reach. Once written, your words can travel far and last long after you've written them. As a result, strong writing skills are essential not just in school or exams but in nearly every part of adult life.

13.2. Writing for Documentation and Record-Keeping

In everyday life, we depend on written documents to record important information. Receipts, contracts, school notes, meeting summaries, and personal diaries are all examples of writing used to record events, decisions, or actions. These records allow us to remember what was agreed, planned, or experienced. Developing the habit of writing things down clearly helps us stay organized, track our progress, and protect ourselves from confusion or miscommunication. It also forms the basis of systems like legal contracts, academic marksheets and degrees, health records, and historical archives.

Before learning how to write and keep records, it's important to first understand the different types of written documents we see and use in everyday life. These documents might seem simple at first—like a receipt, a school timetable, or a note in a diary—but each one has a specific structure and reason for being written. Some are meant to share information, some to remember

important details, and others to make formal agreements. By becoming familiar with these different types, learners can begin to see how writing helps us stay organized, remember things, and communicate clearly. This also helps them understand why writing things down accurately is so important in school, at work, and in daily life.

Task 4.1.1: Match the type of document with its purpose.

Document Type	Purpose
1. Receipt	A. Records learning from a lecture
2. Meeting minutes	B. Tracks the purchase of an item
3. Personal diary	C. Reflects private thoughts and feelings
4. Contract	D. Legally binds two or more parties
5. Prescription	E. Lists medication and dosage given by a doctor
6. School timetable	F. Shows periods and subjects across a school day
7. Bank statement	G. Records financial transactions in an account
8. Resume	H. Summarizes qualifications and experience for employment
9. To-do list	I. Lists tasks for the day or week
10. Newspaper article	J. Reports current events to the public

After identifying these document types, you begin to understand the diversity of writing that exists around you. Each type has a function, and your ability to recognize and write these forms adds to your effectiveness in life, school, and work.

13.3. Sorting Formal and Informal Records

It is also important for learners to know the difference between formal and informal writing because each is used in different situations. Formal writing is used when you are writing to someone in authority—like a teacher, principal, or employer—and it needs to be polite, clear, and well-structured. Informal writing is more relaxed and is used with people you know well, like friends or family. When learners understand the difference, they can choose the right tone and language for each situation. This helps them communicate clearly and respectfully, and makes sure their message is understood in the right way.

Task 4.1.2: Classify the following written items as *Formal (F)* or *Informal (I)*.

1. A handwritten recipe shared between friends
2. An employee performance appraisal
3. A personal journal entry
4. A resignation letter
5. An email to a colleague about a deadline
6. A text message to a sibling
7. A lab report submitted in school
8. A review posted on an online shopping site
9. A wedding invitation
10. A WhatsApp message to a teacher

Thus, as one can see, recognising the tone and purpose of writing helps you decide how to express your ideas in the best way. When you know who you are writing to and why, you can choose the right words and style. Informal writing, like messages to friends, allows more freedom—you can use casual language and simple sentences. But formal writing, such as letters to teachers or reports, needs to be more serious and organized. It must follow proper rules for grammar,

structure, and respectful language. Learning the difference helps you write clearly and appropriately in different situations.

13.4. Practicing Documentation – Daily Record Entry

It is important for learners to develop the habit of writing short, clear entries that give a quick summary of an event or action. This kind of writing is useful for keeping records, taking notes, or reporting something that happened. It teaches learners to focus on the most important details and express them in a simple and organized way. With practice, they will become better at choosing the right information, using full sentences, and writing in a way that others can easily understand. This skill is especially helpful in school, work, and everyday life where short written summaries are often needed.

Task 4.1.3: Imagine you are part of a school event planning team. Record the following details in point form as documentation:

Event: Teacher's Day Celebration

Date: 5 September

Meeting Time: 10:00 a.m.

Decisions made:

- The theme will be “Our Teachers, Our Heroes.”
- Grade 11 will organize the cultural performance.
- Students will design and print the invitations.

Now, write a short formal record entry (3–5 lines):

Use full sentences. Be concise.

The practice of documentation does not need to be long or complicated, but it should always be clear, accurate, and well-organized. Writing in this way helps others understand what happened, what was decided, or what needs to be done. As you practice, you’ll get better at picking out the most important points and writing them in a way that is easy to read. Over time, this skill will help you

clearly and professionally record meetings, school projects, and everyday activities where keeping track of information is important.

13.5. Writing to Research and Collate

We often need to collect information from different sources—such as books, websites, newspaper articles, or even interviews with people—to better understand a topic or make a decision. This process is called collating. It means bringing together useful information, sorting it into clear categories, and writing it down in an organized way. Collating is a key skill in school when working on projects or writing essays because it helps you support your ideas with facts. It is also useful at work when preparing reports or presentations. Even in everyday life, we use this skill—like when we compare phone models before buying one, or gather details about different colleges before applying. When learners practice collating, they learn how to find useful information, filter out what is not needed, and present what they’ve found in a simple and logical way. This helps improve not just writing but also thinking and decision-making skills.

13.6. Identifying Reliable Sources

What makes a source trustworthy and how to choose information that is useful and reliable for writing. In today’s world, we come across many types of information online and offline—some of it is true and well-researched, while some may be incorrect, biased, or misleading. Being able to tell the difference is an important part of writing, especially when working on school assignments, projects, or reports. If we use information from poor or unreliable sources, our writing may become confusing, inaccurate, or less believable. By learning to identify reliable sources—such as official websites, textbooks, or well-known news outlets—learners can build the habit of using facts that are accurate and

trustworthy. This skill helps them become more confident and responsible writers.

Task 4.1.4: Mark the sources below as Reliable (R) or Unreliable (U).

1. Wikipedia (openly edited)
2. A government health website
3. An unknown blog without contact info
4. A printed school textbook
5. A YouTube video from a verified education channel
6. A news article from a major publication
7. An Instagram post with no references
8. A peer-reviewed journal
9. A WhatsApp forward
10. A published novel

When writing research-based texts, the quality of your sources has a strong impact on how clear, accurate, and trustworthy your work will be. Using information from poor or unverified sources can lead to mistakes, confusion, or even spreading false ideas. That's why it's important to check if the source is reliable—by asking questions like: Who wrote it? Is it up to date? Is it backed by evidence? Through this activity, you have learned how to think carefully about where your information comes from. Now you understand that before including any fact or detail in your writing, you should make sure it comes from a credible and trustworthy source. This will make your writing stronger, clearer, and more useful to your readers.

13.7. Collating Information

Learners need to practice organizing different pieces of information in writing so they can present their ideas clearly and logically. When information is well-organized, it is easier for the reader to follow and understand the message.

Without structure, even good ideas can become confusing or lose their meaning. By learning how to group related facts, use headings or categories, and follow a clear order, learners can turn scattered details into a meaningful and connected piece of writing. This is especially important when working on reports, essays, or projects where different types of information need to come together to support a central idea. With regular practice, learners develop the ability to think more clearly and express their thoughts in a more effective way.

Task 4.1.5: You are researching “Healthy Eating.” Sort the information into the correct category.

Statement	Category (Benefit / Food Group / Advice)
Eating vegetables improves digestion.	
Avoid sugary drinks whenever possible.	
Fruits provide essential vitamins.	
Whole grains are a source of fibre.	
Drink 8 glasses of water daily.	
Dairy provides calcium for bones.	
Healthy eating helps maintain body weight.	
Eat smaller portions more often.	
Proteins help build muscles.	
A balanced diet includes all food groups.	

Collating information means carefully collecting and sorting ideas in a clear and organized way. This skill is important because it helps you avoid confusion when writing longer texts like reports, essays, or projects. When your information is arranged properly—grouped under the right headings, listed in a logical order, or presented in simple sections—it becomes much easier for both you and your reader to understand the main message. It also shows that you have taken the time to think through your topic and present your points in a thoughtful manner. Good collation not only improves the quality of your writing but also makes your ideas stronger and more convincing.

13.8. Writing Clearly and Legibly

Writing clearly and legibly is an essential skill that goes beyond just using correct grammar. It also includes making sure your handwriting is easy to read and that you are using punctuation, capital letters, and spelling correctly. When your writing is neat and free of errors, it shows that you care about your work and respect your reader. It also helps prevent misunderstandings, as poor handwriting or incorrect punctuation can easily change the meaning of a sentence. Whether you are writing a college assignment, a note, or a formal letter, clear and careful writing helps you communicate your thoughts more effectively. Developing this habit early will help you in every area of life where written communication is needed.

13.9. Proofreading for Capitalization and Spelling

Learners need to develop the habit of writing carefully and checking their work for errors. Good writing doesn't happen in just one step—it requires attention to detail, especially when it comes to punctuation, capital letters, and spelling. By practicing these skills regularly, learners become more aware of common mistakes and learn how to fix them. Editing and proofreading are important parts

of the writing process because they help ensure that the final version is clear, correct, and easy to read. This habit not only improves the quality of writing but also builds confidence in expressing ideas accurately and professionally.

Task 4.1.6: Rewrite the following sentences correctly.

1. my name is rita and i live in delhi
2. the taj mahal is in agra india
3. our exams begin on monday
4. the internet has many uses
5. dr shah is our english teacher
6. january is the first month of the year
7. we will visit kolkata in december
8. mr. mehta is a kind principal
9. my favourite subject is history
10. she likes painting and swimming

Taking time to review your work shows that you take your writing seriously and care about how your message is received. When you check for spelling, punctuation, and grammar mistakes, you make your writing clearer and more professional. This habit also helps you avoid small errors that can create confusion or give the wrong impression. Over time, reviewing your work helps you become more confident in your writing and teaches you to pay attention to the little details that make a big difference. These skills are important not only in school but also in the workplace and in everyday communication.

13.10. Writing with Audience, Purpose, and Situation in Mind

All writing is done for a reason, and that reason affects the way we choose our words, tone, and structure. For example, when writing to a friend, it's fine to use a casual tone, simple language, and even slang. But when writing something more formal—like a report, application, or email to a teacher—your writing needs to

be polite, clear, and well-organized. This is why it's important to understand three key things before you start writing: the **audience** (who will read your writing), the **purpose** (why you are writing), and the **situation** or **context** (what the writing is about). When you keep these in mind, you are more likely to write in a way that fits the situation and communicates your message clearly and effectively. This is a valuable skill for school, work, and daily life.

13.11. Matching Purpose to Tone

Learners need to understand how the situation they are writing in affects the tone, language, and format they should use. Writing is not the same in every context—how you write depends on who you are writing to and why. For example, a message to a friend will sound very different from a formal letter to a teacher or a report for school. By learning to identify different writing situations and match them with the correct tone and structure, learners can make better choices in their writing. This skill will help them become more flexible and effective communicators in both personal and formal settings.

Task 4.1.7: Match each writing situation to the correct tone or style.

Situation	Writing Style
1. Message to a friend about a trip	A. Formal, detailed, objective
2. Email to teacher explaining absence	B. Polite, respectful, factual
3. Instagram caption for a photo	C. Casual, friendly, personal
4. Report about school cleanliness drive	D. Structured, informative, brief
5. Complaint letter to electricity department	E. Formal, firm, solution-seeking

Once you understand your purpose and who you are writing for, your writing becomes clearer and more effective. Knowing your audience helps you choose the right tone, words, and level of detail, while understanding your purpose helps you stay focused on what you want to say. This means your message is more likely to be understood the way you intend it to be. Whether you're writing to

inform, request, thank, or explain, thinking about the purpose and audience makes your writing stronger and more meaningful. This skill helps you communicate with confidence in both personal and formal situations.

13.12. SUMMARY AND REFLECTION

In this unit, you explored how writing is not just something we do in school or college, but a skill we use in many parts of our daily lives. Writing helps us remember things, explain ideas, plan events, keep records, and communicate with others—whether it's through a diary entry, a formal report, or a simple message. You learned that good writing doesn't happen by accident; it requires thinking carefully about what you're trying to say, who you're saying it to, and why you're saying it.

Each activity in this unit showed you a different way that writing is used in the real world. You practiced identifying different types of written documents, organizing information from various sources, correcting basic writing errors, and changing your tone and style depending on the audience and purpose. These activities were designed to help you see writing as a flexible and useful tool—not just something for exams, but something you'll use throughout your life.

By the end of this unit, you should have a stronger understanding of how to write clearly, thoughtfully, and correctly in different situations. More importantly, you've begun developing the habit of thinking before writing—considering who you are writing for and what your message needs to do. These are skills that will not only help you do better in school but also prepare you for communication in the workplace, in formal settings, and in everyday life.

ANSWERS

4.1.1:

1-B, 2-A, 3-C, 4-D, 5-E, 6-F, 7-G, 8-H, 9-I, 10-J

4.1.2:

1-I, 2-F, 3-I, 4-F, 5-F, 6-I, 7-F, 8-I, 9-I, 10-F

4.1.3: (Answer will vary; here's one example)

Record Entry:

A meeting was held at 10:00 a.m. to plan the Teacher's Day Celebration on 5 September. The theme "Our Teachers, Our Heroes" was chosen. It was decided that Grade 11 will organize the cultural performance, and students will be responsible for designing and printing the invitations.

4.1.4:

1-U, 2-R, 3-U, 4-R, 5-R, 6-R, 7-U, 8-R, 9-U, 10-R

4.1.5:

(Answers will vary; here's one example)

- Benefit: Eating vegetables improves digestion, Healthy eating helps maintain body weight
- Food Group: Fruits provide essential vitamins, Whole grains are a source of fibre, Dairy provides calcium, Proteins help build muscles
- Advice: Avoid sugary drinks, Drink water, Eat smaller portions, Balanced diet includes all groups

4.1.6:

All sentences should begin with a capital letter and include proper nouns capitalized and spelling corrected. For example:

1. My name is Rita and I live in Delhi.

4.1.7:

1-C, 2-B, 3-C, 4-D, 5-E

UNIT 14: WRITING A WELL-ORGANIZED ESSAY

- 14.1. Introduction: What Is an Essay
- 14.2. Why Essay Writing Matters
- 14.3. The Structure of an Essay
- 14.4. Identifying the Parts of an Essay
- 14.5. Understanding the Essay Prompt
- 14.6. Brainstorming Ideas
- 14.7. Paragraph Organisation
- 14.8. Writing a Concluding Sentence
- 14.9. Summary

14.1. Introduction: What Is an Essay?

An essay is a carefully structured piece of writing that focuses on a specific topic and presents an idea, explanation, or argument in a clear and logical manner. Unlike a list of unconnected facts or opinions, an essay is organized to guide the reader through the writer's thought process step by step. It has a clear beginning, middle, and end—usually including an introduction, body paragraphs, and a conclusion. This structure helps the writer stay focused and helps the reader understand the main message without confusion. Essays are a common form of writing in schools, colleges, competitive exams, and even in many jobs. They are used to assess how well someone can understand a topic, think critically about it, and communicate their ideas clearly and effectively. Learning how to write a good essay is an important skill that supports academic success and strengthens communication in real-life situations.

14.2. Why Essay Writing Matters

Learning to write a well-structured essay does much more than help you complete school assignments—it builds important thinking and communication skills that you will use throughout your life. Writing an essay teaches you how to take a big or complex idea and break it down into smaller, clear parts. It helps you express your thoughts in an organized way so that others can understand and follow your point of view. This kind of clear thinking and expression is useful not just in academic work, but also in speaking confidently, giving presentations, writing blog posts, preparing reports, or applying for jobs and scholarships. As you become more familiar with how essays are planned and written, you'll find that writing becomes less overwhelming. You'll know where to start, how to develop your ideas, and how to finish strong. These skills will not only improve your writing but also boost your overall confidence in communication.

14.3. The Structure of an Essay

Most essays follow a simple structure that acts like a map for both the writer and the reader. This structure includes three parts: the introduction, the body, and the conclusion. The introduction prepares the reader for what is to come, the body provides the main content in a logical order, and the conclusion ties everything together. This structure is flexible enough to apply to personal reflections, argument essays, reviews, and more.

Designing Framework/Structure for an Essay

To write a well-organized essay, it is essential to follow a clear structure that allows your reader to easily follow your argument and understand your points. A well-structured essay is not just about presenting information—it's about presenting that information in a way that makes sense, engages the reader, and supports the main idea or argument effectively.

Let us take a simple topic—"Why Reading Is Important"—to illustrate how an essay is constructed.

Introduction

Reading is a powerful habit that helps people grow intellectually and emotionally. It opens new worlds, improves language, and builds understanding of different ideas and cultures.

Body Paragraph 1

Reading improves vocabulary and language skills. Regular readers are more likely to use correct grammar and a wider range of words.

Body Paragraph 2

Books and articles help readers understand different viewpoints. This makes people more open-minded and informed.

Body Paragraph 3

Reading also helps people relax and reduce stress. A good story can transport a person to another world and provide comfort.

Conclusion

In conclusion, reading is a habit with many benefits—from improved language

to emotional well-being. Encouraging reading from a young age helps individuals grow into thoughtful and capable people.

14.4. Identifying the Parts of an Essay

Before you can begin writing essays, it is crucial to understand the purpose and role of each section within an essay. Every essay, regardless of its topic, follows a similar structure that helps guide the reader through your ideas in a logical and coherent way. Each section—whether it’s the introduction, the body paragraphs, or the conclusion—serves a distinct function, and knowing where your ideas belong within this structure is essential to crafting a well-organized and effective essay.

Understanding where each part of your essay should go will not only help you stay on topic but will also make it easier for you to communicate your argument clearly. The introduction is where you introduce your topic and state your thesis, setting the stage for the reader to understand the purpose of your essay. The body paragraphs are where you develop your argument, providing evidence, examples, and explanations to support your thesis. Lastly, the conclusion serves to summarize your key points, reaffirm your thesis, and leave the reader with something to think about.

In this task that follows, you will practice matching each part of an essay with its correct function. This exercise will help you recognize how each section contributes to the overall flow of the essay. By understanding the specific role of each section, you will become more comfortable with essay writing and more confident in your ability to create well-structured and meaningful essays. Ultimately, this will improve the way you organize and express your ideas, making your writing clearer and more impactful.

Through this exercise, you will also become more familiar with how an essay communicates its message from beginning to end. Recognizing the structure of

an essay is essential for both writing and reading. When you understand how essays are structured, you can better analyse others' work and recognize effective writing techniques. Moreover, this skill will allow you to write with more intention and precision, ensuring that your ideas are presented in a way that is easy for your audience to follow and understand.

As you move forward with the activity, keep in mind that mastering essay structure is a foundational skill not just for academic writing, but for all types of written communication. Whether you're drafting an application letter, writing a business report, or composing an academic paper, a clear understanding of how to structure your writing will make your work more organized and persuasive.

Task 4.2.1: Match each essay part with its correct function.

Essay Part	Function
1. Introduction	A. Supporting points and examples
2. Body	B. Overview and thesis statement
3. Conclusion	C. Summary and restated main idea

By completing this activity, you reinforce your understanding of how an essay is constructed and why each section is necessary. An essay is not just a random collection of thoughts or ideas; it is a carefully organized piece of writing that follows a logical sequence. A strong essay needs a clear beginning, middle, and end—and each of these parts plays a unique role in guiding the reader through the argument or narrative.

The **beginning**, typically the introduction, serves to hook the reader, provide essential background information, and present the thesis or main argument. Without a clear introduction, the reader may be unsure about the topic, purpose, or direction of the essay. The **middle**, which consists of the body paragraphs, is where the main ideas and supporting evidence are presented. It is the heart of the essay, where you develop your argument, elaborate on key points, and provide the necessary details to support your thesis. If the body is

disorganized or lacks focus, the reader will struggle to follow your reasoning. Finally, the **end**, which is the conclusion, brings everything together by summarizing the key points and reaffirming the thesis in light of the evidence presented. A strong conclusion leaves the reader with a clear sense of closure, ensuring that the argument or discussion feels complete and satisfying.

Each of these sections plays a specific role in ensuring the essay flows logically and effectively communicates your ideas. The introduction sets the stage, the body supports and develops your ideas, and the conclusion reinforces your message and provides a sense of finality. Without any one of these parts, your essay would feel incomplete or unclear, and the reader might have trouble following your argument or understanding your point of view.

In addition to helping you organize your ideas, this activity will also sharpen your writing skills. By recognizing the function of each section, you can plan and draft your essays more efficiently. You'll also be able to spot any gaps or weaknesses in your essay, ensuring that all sections work together to present a cohesive and persuasive argument.

Overall, this exercise emphasizes that a strong essay isn't just about writing—it's about crafting a well-structured and coherent argument that guides the reader through your thoughts. Mastering essay structure is a fundamental skill that will serve you well in all forms of writing, helping you become a more effective and confident communicator.

14.5. Understanding the Essay Prompt

Every essay begins with a prompt or question, and to respond effectively, you must first understand exactly what the task is asking you to do. This first step is essential because it sets the direction for your entire piece of writing. If you misunderstand or overlook the purpose of the prompt, you may end up writing something that is off-topic or incomplete, even if your language and ideas are strong.

Essay prompts are more than just questions—they contain key words that reveal what kind of response is expected. These words may ask you to "explain," "discuss," "compare," "evaluate," or "argue," and each one demands a different style and structure. For example, a prompt that asks you to "compare two ideas" is very different from one that asks you to "argue for or against an issue." If you fail to notice these differences, your essay may not match the task, and this can affect your clarity, structure, and even your grades or assessment outcomes.

Understanding the task also helps you focus your thoughts and plan your essay more effectively. Once you know what kind of response is needed, you can decide how to organize your points, what examples to include, and how formal or informal your tone should be. This early clarity saves time and gives your writing a strong foundation.

In short, carefully reading and analysing the essay prompt is the first and most important step in the writing process. It helps you stay focused, avoid confusion, and write an essay that is relevant, well-organized, and appropriate in both tone and content.

To understand an essay prompt one ought to follow a set of steps:

1. Read the Essay Prompt Carefully:

Begin by reading the essay prompt or question thoroughly. Pay attention to each word to ensure you fully understand the task.

2. Identify the Key Words:

Look for the most important words or phrases that clarify what you are being asked to do. These key words will indicate the type of writing you need to do and guide how you will structure your response. Key words often tell you whether the essay should be an argument, explanation, analysis, or comparison.

3. Determine the Type of Writing:

Based on the key words, determine whether you need to describe,

analyse, argue, compare, or explain something. This will help you decide how to approach the essay and what your focus should be.

4. **Practice with Examples:**

Below are several sample essay prompts. For each prompt, underline or highlight the key words, and then identify what type of writing is required. Write a short explanation of how these words influence your approach to the essay.

Sample Essay Prompts:

1. **Prompt 1:**

“Discuss the impact of social media on interpersonal communication.”

- **Key Words:** Discuss, impact, interpersonal communication
- **Type of Writing:** This prompt asks you to **discuss** how social media influences the way people communicate with one another. This means you need to analyse both the positive and negative aspects of social media’s role in communication.

2. **Prompt 2:**

“Compare the advantages and disadvantages of online education.”

- **Key Words:** Compare, advantages, disadvantages, online education
- **Type of Writing:** The word **compare** indicates that you need to look at both sides of the issue—advantages and disadvantages. Your essay will present a balanced view of online education by examining both its positive and negative aspects.

3. **Prompt 3:**

“Explain the causes of climate change and its effect on global ecosystems.”

- **Key Words:** Explain, causes, effect, climate change, global ecosystems
- **Type of Writing:** The word **explain** suggests that you need to provide a clear and detailed account of the causes of climate change and how it affects ecosystems worldwide. You will need to use factual evidence and examples to support your explanation.

4. Prompt 4:

“Evaluate the effectiveness of government policies in reducing pollution.”

- **Key Words:** Evaluate, effectiveness, government policies, reducing pollution
- **Type of Writing:** The word **evaluate** asks you to assess or judge the success of government policies. You will need to weigh the evidence and make a judgment about whether these policies have been effective in addressing pollution.

5. Prompt 5:

“Argue for or against the use of genetically modified organisms (GMOs) in agriculture.”

- **Key Words:** Argue, genetically modified organisms (GMOs), agriculture
- **Type of Writing:** The word **argue** indicates that you need to take a position on GMOs in agriculture and provide reasons and evidence to support your stance. This essay will require you to present a persuasive argument.

Task 3.2.2

Based on the section above, complete the task below learn how to identify the key words in an essay prompt and determine what kind of writing is required.

By doing so, you avoid going off-topic and ensure that your writing is relevant.

1. **Essay Prompt:** “Discuss the benefits of learning a second language.”
2. **Task:** Choose the option that correctly interprets the prompt.
 - a) Write about grammar rules
 - b) Describe challenges of learning languages
 - c) Explain the good points of learning a second language
 - d) Translate a paragraph into another language

After doing this activity, you will be better prepared to read essay prompts more carefully in exams or assignments. You will know how to identify instruction words such as “discuss,” “explain,” or “compare,” and how to focus your writing to suit the purpose of the question.

Understanding how to break down an essay prompt is crucial for organizing your thoughts and staying focused on what’s required. The key words in a prompt direct your approach, helping you understand whether you are supposed to describe something, compare ideas, argue a point, or analyze an issue. If you fail to identify the key words correctly, you might end up writing off-topic, which can weaken your argument or explanation.

By recognizing these key words and determining the type of writing required, you’ll avoid misunderstandings and ensure that your response stays relevant to the task at hand. This activity builds the foundation for better essay writing, making it easier to structure your ideas and communicate your points effectively. When you know exactly what the prompt is asking for, your writing will become more focused, organized, and purposeful.

14.6. Brainstorming Ideas

Before you begin writing anything—whether it's an essay, a story, or a report—it's very important to take time to think about your ideas. Writing without

planning can make it harder to stay focused or know what to say next. That’s why brainstorming is such a helpful first step.

Brainstorming is a process where you come up with as many ideas as you can that relate to your topic. These ideas might include facts, examples, opinions, reasons, or questions you want to explore. At this stage, it’s okay if the ideas are not perfect or fully developed—the goal is just to get your thoughts flowing and gather everything that might be useful for your writing.

By brainstorming, you give yourself a clearer picture of what you want to say. You can see which ideas are strong and worth including, and you can start thinking about how to organize them. For example, you might group similar ideas together or decide which points should come first, second, and last.

This step is important because it helps you avoid “writer’s block,” which is when you feel stuck and don’t know what to write next. Brainstorming makes it easier to start writing because you already have ideas ready to go. It also helps make your writing stronger, because your paragraphs will have real content—meaningful points and examples that support your topic clearly and effectively. In short, brainstorming is not just a warm-up activity. It’s a key part of the writing process that helps you think clearly, stay organized, and write with confidence.

Task 4.2.3: Fill in the brainstorm chart with three benefits of learning a second language.

Benefit # Idea (One sentence)

1

2

3

This task has helped you create a small collection of ideas that you can use later when writing full paragraphs. It’s like building a foundation before you start writing. By doing this early planning, you make the writing process easier, faster,

and more organized. Instead of struggling to think of what to say while writing, you already have useful points and examples ready to go. This shows how thinking ahead can save time and help you write more clearly and confidently.

14.7. Paragraph Organization

Understanding and Building Strong Paragraphs

One of the most common problems in essay writing is poor paragraph organization. Sometimes, ideas are mixed up, or important points are missing, which can confuse the reader. Learning how to build strong, clear paragraphs is a big step toward becoming a better writer.

A well-organized paragraph is like a mini-essay. It focuses on **one main idea** and explains it clearly using **three important parts**: a topic sentence, supporting sentences, and a concluding sentence. Let's look at each part more closely:

1. Topic Sentence – The Main Idea

The topic sentence is usually the **first sentence** in a paragraph. It tells the reader what the paragraph is about. It should be clear and focused, like a headline for the paragraph.

- **Example:** “Getting enough sleep is important for doing well in school.”
This sentence tells the reader that the paragraph will be about how sleep affects school performance.

2. Supporting Sentences – The Details and Examples

After the topic sentence, you need to **support your main idea**. This is done with 2–4 (or more) sentences that explain, give examples, or provide reasons and facts. These sentences should stay on-topic and make the main idea stronger.

You might include:

- Facts or statistics
- Personal experiences

- Descriptions or reasons
- Examples from reading or research
- **Example:** “When students don’t sleep enough, they have trouble focusing in class. They may also feel tired or stressed, which can affect their performance in class and examinations.”

3. Concluding Sentence – The Wrap-Up or Link

The last sentence of the paragraph should **wrap up** the idea or help connect it to the next paragraph. This is called a **concluding sentence** or **transition sentence**.

- **Example:** “That’s why getting 8 hours of sleep each night can help students do their best in school.”

This makes the paragraph feel complete and helps the reader move smoothly through the essay.

Practicing Paragraph Structure

In this activity, you will be given a group of jumbled sentences. Your job is to put them in the correct order to form a clear, well-organized paragraph. This will help you:

- Understand how paragraphs are built
- See the importance of clear structure
- Get better at writing your own paragraphs in essays

By doing this, you’ll develop a natural sense for paragraph flow. It also helps you plan better before writing, which makes the whole process smoother and helps prevent “writer’s block.” When your paragraphs are clear and full of strong content, your writing becomes much more effective and enjoyable to read.

Task 4.2.4: Reorder the following sentences to form a clear body paragraph.
Sentences (in random order):

- A. For example, bilingual people often have better problem-solving skills.
- B. Learning a second language improves thinking ability.
- C. This helps in both academic and professional life.
- D. It challenges the brain to recognize and process different patterns.

After completing this exercise, you will have practiced how to organize a paragraph in a clear and logical way. You'll understand how to start with a strong main idea, add useful supporting details or examples, and end with a good concluding sentence. This is one of the most important writing skills you can learn, because it helps your ideas make sense to the reader. When your paragraphs are well-organized, your essays become easier to follow, more interesting to read, and more convincing overall. Strong paragraphs are the building blocks of strong writing!

14.8. Writing a Concluding Sentence

The final paragraph of an essay, called the **conclusion**, is where you wrap up your ideas and leave a lasting impression on the reader. A good conclusion **reminds the reader of the main point** of your essay and shows why it matters. It does **not introduce any new ideas**, but instead brings everything together in a clear and thoughtful way. It should feel like a natural ending, not just a quick stop.

In this activity, you will be given some points or ideas from an essay, and your task is to write **one strong concluding sentence**. This will help you practice how to end your writing with **impact and clarity**, making sure the reader understands your message and feels that your essay is complete.

Task 4.2.5: Use the ideas below to write a concluding sentence for an essay on “Why learning English is useful.”

- Global communication
- Jobs and education
- Travel opportunities

A concluding sentence helps you to summarize your ideas effectively at the end of your essay. Writing a strong conclusion is an important writing skill that many students overlook. A good conclusion does more than just end your essay—it brings everything together in a way that shows your reader you’ve made a thoughtful point.

When done well, a conclusion gives your writing a strong sense of closure. It shows that your essay is complete and well-organized. Most importantly, it helps your message stick with the reader by leaving a lasting impression. Whether you're writing to inform, argue, or explain, a strong conclusion makes your ideas feel finished, polished, and meaningful.

This activity will help you practice this valuable skill by focusing on writing just one clear, powerful concluding sentence based on the points you’re given. Learning how to end your essays effectively will make your writing more professional, more persuasive, and easier to understand.

Now that you have completed a full sequence of pre-writing tasks, you should feel more confident in your ability to plan and structure an essay. Each task in this unit was carefully designed to help you build one important skill at a time. First, you learned how to understand the essay prompt clearly, so you know exactly what you are being asked to write about. Then, you practiced generating ideas through brainstorming, which gave you plenty of material to work with. After that, you focused on organizing your paragraphs so your ideas flow in a clear and logical way. Finally, you learned how to write strong introductions that grab the reader’s attention and effective conclusions that leave a lasting impression.

By breaking the essay writing process into these smaller, manageable steps—just like the ones you practiced here—writing becomes much less overwhelming. Instead of trying to do everything at once, you can focus on one

skill at a time and build your confidence gradually. This way, essay writing becomes a clearer, more organized task, and you'll find it easier to express your ideas clearly and persuasively.

Remember, strong writing is the result of good planning and practice. Keep using these skills whenever you write, and your essays will continue to improve!

14.9. Summary

This unit introduced the process of writing a well-organized essay by taking you through each of the essential stages: identifying the structure, understanding the topic, planning ideas, and building paragraphs. The activities helped you learn by doing—starting from small pieces and building up to a complete, logical structure. With continued practice, you'll be able to approach any writing task with a clear plan, thoughtful content, and well-organized paragraphs.

ANSWERS

4.2.1:

1 → B

2 → A

3 → C

4.2.2:

Correct answer: **c)** Explain the good points of learning a second language

4.2.3:

Sample Answers:

1. It improves job opportunities.
2. It allows communication during travel.
3. It sharpens memory and thinking skills.

4.2.4:

Correct sequence: **B → D → A → C**

4.2.5:

Sample answer:

“Learning English is useful because it connects people across the world, helps with jobs and education, and makes travel easier.”

UNIT 15: Grammar for Effective Writing

15.1. Introduction

15.2. Identifying Capital Letters and Punctuation

15.3. Sentence Forms – Statement, Question, Command, Exclamation

15.4. Word Order in Sentences

15.5. Choosing the Correct Tense

15.6. Connecting Sentences

15.7. Sentences Types – Simple, Compound, Complex

15.8. Reflection

15.9. Summary

15.1. Introduction: Why Grammar Matters in Writing

Many people think of grammar as just a bunch of boring rules, but actually, grammar is like the backbone or structure of language that helps everything make sense. Without grammar, writing can become confusing and hard to understand because the words don't connect properly. Good grammar helps writers clearly express their thoughts and ideas, making it easier for readers to know exactly what the writer means—without getting mixed up or confused.

No matter what kind of writing you are doing—whether it's a formal report, a friendly email, or even a quick note—using proper grammar makes a big difference. It helps make sure your message is clear and that people understand you the way you want them to. In short, grammar is what keeps writing organized and meaningful, so both the writer and the reader can communicate well.

Writing correctly is more than just following rules—it's a way to show respect for your reader. When you take the time to organize your message clearly and carefully, it lets others know that you value their time and want to communicate in the best way possible. Grammar is much more than just punctuation or spelling. It also includes important parts like sentence structure, verb tenses, word order, and how your ideas connect smoothly from one sentence to the next. All these parts work together like pieces of a puzzle to create writing that flows easily and clearly shares your point of view.

Because we write for many different reasons—whether it's for school, exams, work, or everyday life—it's important to master basic grammar skills. When your writing is grammatically correct, it doesn't just look good on paper; it becomes clearer, more confident, and more professional. This makes it easier for your readers to understand you and take your message seriously. This unit is designed to help you understand how grammar supports better writing and to guide you as you practice the most important grammar rules and skills.

15.2. Identifying Capital Letters and Punctuation

Before you can write good sentences, you need to know how to start and end them the right way. Every sentence in English must **begin with a capital letter**. This is a big letter at the start of the sentence, like the letter “A” instead of “a.” The capital letter tells the reader that a new sentence is starting and a new idea is coming.

At the end of the sentence, you must put a special mark called **punctuation**. Punctuation shows that the sentence is finished and helps the reader understand what kind of sentence it is. The most common punctuation marks are:

- A **full stop (.)** at the end of a sentence that tells something or gives information. For example:
I like to play soccer.
- A **question mark (?)** at the end of a sentence that asks something. For example:
Do you like ice cream?
- An **exclamation mark (!)** at the end of a sentence that shows excitement, surprise, or strong feeling. For example:
Wow! That was amazing!

Using a capital letter at the start and the right punctuation at the end helps the reader see where one sentence ends and the next one begins. This makes your writing easier to read and understand. If you forget these important steps, your sentences might look confusing and hard to follow.

Remember, starting with a capital letter and ending with the correct punctuation is the very first step in writing good sentences. Once you practice this, you will be ready to write longer and clearer sentences that make sense to everyone!

Task 4.3.1: Rewrite the following sentences using capital letters and punctuation correctly.

1. i like reading books
2. where are you going
3. that was amazing
4. we will meet on monday

This is an important but simple habit that all good writers need to learn. Using correct punctuation and capitalization is the very first step in writing clearly. Even if your essay has great ideas and strong arguments, it can lose points or confuse readers if you don't start sentences with a capital letter or end them with the right punctuation. By paying attention to these basics, you make sure your writing is easy to read and your message comes across clearly.

15.3. Sentence Forms – Statement, Question, Command, Exclamation

Writers use different types of sentences depending on what they want to say or how they want to connect with the reader. Understanding these sentence types helps you write more clearly and make your message stronger. There are four main kinds of sentences you will use in writing:

1. Statements

A statement is a sentence that gives information or tells the reader something. It explains facts, ideas, or opinions. Statements usually end with a full stop (period). For example: *The sun rises in the east.* Statements are the most common type of sentence because they help share important details.

2. Questions

A question is a sentence that asks for information or invites someone to

answer. Questions always end with a question mark (?). For example: *What is your favourite colour?* Using questions in your writing can help engage the reader and make your writing more interesting.

3. Commands

A command tells someone to do something. It can be an instruction, a request, or an order. Commands usually end with a full stop or sometimes an exclamation mark to show urgency. For example: *Please sit down.* or *Stop right there!* Commands are helpful when you want to guide your reader or give clear directions.

4. Exclamations

An exclamation shows strong feelings like surprise, excitement, happiness, or anger. Exclamations always end with an exclamation mark (!). For example: *That's amazing!* or *Watch out!* Using exclamations helps add emotion and energy to your writing.

Knowing when and how to use these sentence types lets you match your writing to your purpose. For example, if you want to explain something clearly, use statements. If you want to get the reader thinking or responding, use questions. When you need to give instructions, commands are best. And when you want to show strong feelings, exclamations are the way to go.

By mixing these sentence types in your writing, you can make your ideas clearer, keep your reader interested, and express yourself more fully. This skill is important whether you are writing essays, stories, emails, or even text messages!

Task 4.3.2: Identify the type of each sentence below.

1. Please close the door.
2. What is your name?
3. I love playing the guitar.

4. That was a great match!

Choose one:

- a) Statement
- b) Question
- c) Command
- d) Exclamation

It is important to know how different sentence types work in writing. Each type—statements, questions, commands, and exclamations—has a special purpose. By learning to use them correctly, you can make your writing more interesting and easier to understand.

When you know how to use different sentence types, you gain more variety in your writing. This means your sentences won't all sound the same, which keeps your reader engaged. You also have more control over how you express your ideas. For example, you might use a question to get the reader thinking, or a command to give a clear instruction.

This skill is especially useful when you're writing for different tones (such as formal or casual) or different audiences (like teachers, friends, or co-workers). The more you practice using all sentence types, the stronger and more flexible your writing will become.

15.4. Word Order in Sentences

In English, we usually follow a certain order when we build a sentence. This order is called **word order**, and it's very important for making your writing clear and easy to understand.

In English, most sentences follow a **basic word order**:
Subject + Verb + Object

This means that a sentence usually starts with the **subject** (the person or thing doing the action), then the **verb** (the action), and then the **object** (the person or thing receiving the action).

Example 1: Simple Sentence

✔ *The boy (subject) kicked (verb) the ball (object).*

✘ *Kicked the ball the boy.*

Both the sentences above use the same set of words, then why is one grammatically correct and the other incorrect. The reason is that in the sentence “*The boy kicked the ball,*” “the boy” is the subject, “kicked” is the verb, and “the ball” is the object. The sentence follows the correct order, and it’s easy to understand. But if we change the order and say, “*Kicked the ball the boy,*” the sentence becomes confusing. The words are all there, but they’re in the wrong order, so the meaning isn’t clear. That’s why correct word order is so important—it helps the reader or listener quickly understand who is doing what.

English relies a lot on word order to show who is doing what. In some languages, you can change the word order and still understand the meaning. But in English, changing the word order can change the meaning—or make the sentence meaningless.

Example 2: Changing Subject and Object

The dog chased the cat. (The dog is doing the chasing.)

The cat chased the dog. (Now the cat is doing the chasing.)

The words are the same, but the meaning is completely different!

More Sentence Patterns with Word Order

English sentences don't always stop at Subject + Verb + Object. Here are a few common variations:

1. Subject + Verb (no object)

Some verbs don't need an object.

- She sleeps.
- They arrived.
- The baby cried.

These are still correct because they follow Subject + Verb word order.

2. Subject + Verb + Adjective

Sometimes we use an adjective after linking verbs (like *be*, *seem*, *feel*).

- He is tired.
- The soup smells delicious.
- They seem happy.

Here, the adjective describes the subject.

3. Subject + Verb + Adverb

Adverbs tell us more about how, when, or where something happens.

- She runs quickly.
- He speaks loudly.
- They arrived late.

Adverbs usually come **after** the verb or **at the end** of the sentence.

Task 4.3.3A: Choose the correct responses for the questions and statements below on subject-verb agreement.

Questions:

- What is the correct word order in a normal English sentence?
 - a) Verb + Object + Subject
 - b) Subject + Verb + Object
 - c) Object + Subject + Verb
- Which sentence is correct?
 - a) Ate the sandwich she.
 - b) She the sandwich ate.
 - c) She ate the sandwich.
- What happens if you use the wrong word order in English?
 - a) It's easier to understand.
 - b) The meaning might change or be confusing.
- True or False: The sentence "He is happy" follows the Subject + Verb + Object pattern.

Task 4.3.3B. Rearrange the words into correct sentences:

1. cake / the / she / baked
2. cried / baby / the
3. to / school / walk / I
4. quickly / runs / dog / the
5. cake / birthday / baked / her / mother / a
6. in / the / children / park / playing / are
7. bus / missed / the / I / morning / this
8. helps / reading / writing / with / also

Learning the correct word order in English is one of the most important steps in writing and speaking clearly. When your words are in the right order, your sentences make sense, and people can easily understand what you mean. This is especially important when you want to share ideas, give information, or tell a story.

At first, remembering the correct word order might feel difficult, but with regular practice, it will become much easier. Over time, you'll start to notice which sentences "sound right" and which ones don't. This will help you catch mistakes and fix them before you write or speak. The more you practice, the more confident you'll feel, and the better your sentences will become.

By building this habit, you'll take an important step toward becoming a stronger, clearer, and more effective communicator in English.

You now have a much better understanding of how to arrange your ideas in the correct order so that your sentences are clear, complete, and easy to follow. This may seem like a small detail, but it is actually one of the most important parts of good writing. If your words are in the wrong order, even just a little, your sentence can become confusing or even say something you didn't mean. But when you use the right word order, your message is easy to understand, and people can follow your ideas without guessing or getting lost.

This is especially important when you're writing for formal or important purposes, like writing an email to a teacher, a letter to a company, or a paragraph for a school assignment or exam. In these situations, clear communication matters a lot. If your sentences are mixed up or unclear, the reader may not take your message seriously—or worse, may misunderstand what you are trying to say. But when your writing is well-organized and follows correct sentence structure, you sound more professional, respectful, and confident.

Practicing word order now will also help you in many real-life situations. For example, if you're applying for a job, you may need to write a cover letter or

fill out an application form. Employers will expect your writing to be clear and correct. Or if you're sending an important email to ask for help or give information, the person reading it will understand you better if your sentences are in the right order. Even in everyday writing—like posting online, messaging someone, or filling out forms—using proper word order shows that you know how to communicate clearly and politely. The more you practice, the more natural it will feel to put your words in the right order. Eventually, you won't have to stop and think about it—you'll just know what “sounds right” and be able to write clearly and confidently in any situation.

15.5. Choosing the Correct Tense

Verb tenses are an important part of English grammar. They help us show when something happens—whether it happened in the past, is happening now, or will happen in the future. For example, we say “*I walked*” for the past, “*I walk*” for the present, and “*I will walk*” for the future. Each of these tells the reader a different time for the same action.

Using the correct verb tense is important because it keeps your writing clear, logical, and easy to follow. If the tenses are mixed up or used incorrectly, your reader may get confused about when things happened. For example, if you say “*Yesterday I go to the park,*” the meaning is not clear because “go” is a present tense verb, but “yesterday” shows the past. The correct sentence would be “*Yesterday I went to the park.*” That one small change makes the sentence clear and correct.

Verb tenses are especially important in different types of writing. In storytelling, using past tense helps show a sequence of events that already happened. In instructions, the present tense is often used to give clear steps (e.g., “*First, mix the ingredients*”). In reports, choosing the right tense helps describe facts or findings correctly. And in reflections or journal entries, changing

between past and present tenses can help you explain what happened and how you feel about it now.

By learning how verb tenses work and practicing them in your writing, you'll be able to express yourself more accurately. This helps your reader understand your message exactly the way you intend—and that's the goal of all good writing.

Task 4.3.4: Choose the correct verb form to complete each sentence.

1. I _____ (go / went / going) to the market yesterday.
2. She _____ (is / was / will) very happy with her exam results.
3. We _____ (meet / met / will meet) you at 5 PM tomorrow.
4. They _____ (play / played / are playing) in the garden right now.

Therefore, it is important to practice tense awareness when writing. This means paying attention to the verb tenses you use and making sure they match the time of each action you are describing. When your tenses are consistent and correct, your writing becomes much easier to follow. It allows your ideas to flow smoothly and helps your reader understand the order of events—what happened first, what is happening now, and what will happen later.

Whether you're telling a story, giving instructions, writing a report, or sharing a personal experience, using the right tenses makes your message clear and accurate. Practicing tense awareness helps you build this skill over time, so your writing always makes sense and communicates your ideas effectively.

15.6. Connecting Sentences

Connecting sentences is an important skill that helps make writing more interesting, clear, and easier for readers to follow. When ideas are linked smoothly, the text flows better and becomes more enjoyable to read. Writers often

use connecting words, also known as linking words or conjunctions, to join sentences and show how different ideas relate to one another.

Some common connectors include words like “and,” “but,” “so,” “because,” and “although.” Each of these words serves a different purpose. For example, “and” is used to add information, while “but” introduces a contrast or an opposite idea. The word “so” shows a result or consequence, and “because” explains a reason. “Although” is used to show contrast between two ideas in the same sentence.

By using these connecting words effectively, writers can make their writing more logical, engaging, and easier for readers to understand. Without connectors, writing can feel choppy or disconnected. Learning how to use them correctly is an essential part of becoming a strong and confident writer.

Task 4.3.5: Fill in the blanks using the correct connector from the list:
(Connectors: and, but, because, so)

1. I wanted to go to the park, _____ it started raining.
2. She studies hard _____ she wants to pass.
3. We cleaned the room _____ decorated it with balloons.
4. He was tired, _____ he didn’t go to the party.

Being able to write longer and more detailed sentences is an important step toward improving your overall writing skills. Connectors — also known as linking words — play a key role in achieving this. They help to create flow and cohesion in your writing by clearly showing how your ideas are connected.

For example, using words like “and” can add more information, while “but” can introduce a contrasting idea. “Because” explains reasons, and “so” shows results. These small words make a big difference by guiding the reader through your thoughts and making your writing easier to follow. By learning to

use connectors effectively, you'll be able to write more complex and engaging sentences, making your writing not only more interesting but also more professional and easier to understand.

15.7. Sentence Types – Simple, Compound, Complex

Sentences are the building blocks of communication — they are one of the most powerful tools we use in language to express ideas, ask questions, and share information clearly. Whether we're writing an email, having a conversation, or giving instructions, the structure of our sentences directly impacts how well others understand us. Knowing how to use different sentence types allows us to communicate more effectively, saving time and avoiding confusion in everyday situations.

There are three basic types of sentences: **simple**, **compound**, and **complex**.

- A **simple sentence** expresses **one clear idea**, making it easy to understand and ideal for direct communication. For example: *“The meeting starts at 10 a.m.”*
- A **compound sentence** joins **two related ideas** using connectors like **and**, **but**, or **so**. This type of sentence helps show relationships between ideas. For instance: *“The meeting starts at 10 a.m., but I'll arrive early.”*
- A **complex sentence** connects a **main idea with a supporting detail**, often using words like **because**, **although**, or **when**. These sentences allow for more nuanced and informative communication, such as: *“Although the meeting starts at 10 a.m., I'll arrive early to prepare.”*

Understanding how and when to use these sentence types improves both writing and speaking. It helps you express your thoughts with **clarity**, **precision**, and **variety**, which is especially valuable in school, work, and everyday conversations. When you choose the right sentence structure,

your message becomes more engaging and easier to follow — making you not just a better writer, but a more effective communicator overall.

4.3.6 Task: Read the sentences and write whether they are simple, compound, or complex.

1. I like ice cream.
2. He went to school, but it was closed.
3. Although she was late, she completed the test.
4. We played in the rain and got wet.

Understanding different sentence types will help you avoid repetition and significantly improve the overall style of your writing. When you rely too heavily on just one kind of sentence—especially simple sentences—your writing can start to sound flat or monotonous. However, by learning how to use a mix of simple, compound, and complex sentences, you can create rhythm, show relationships between ideas, and keep your writing dynamic and engaging.

A good writer knows how to vary sentence structure to match the purpose and tone of their message. For example, short simple sentences can add emphasis or clarity, while longer complex sentences can provide depth and explanation. This variety not only helps hold the reader’s attention but also improves the flow and readability of your writing.

In short, mastering sentence types is an essential step toward becoming a more skilled, expressive, and engaging writer.

15.8. Reflection

Writing is one of the most essential language skills, and like any skill, it improves most effectively through regular, focused practice. While understanding grammar

rules, sentence structure, and vocabulary is important, it is the act of consistently applying these elements in your own writing that leads to real improvement.

Much like learning to play an instrument or mastering a sport, becoming a confident writer takes time, effort, and repetition. With each piece of writing — whether it's a short paragraph, an essay, or even a journal entry — you strengthen your ability to organize thoughts, choose the right words, and express ideas clearly. Regular writing practice also helps you develop your personal voice, refine your tone, and adjust your language for different audiences and purposes.

Importantly, writing is not just about producing grammatically correct sentences. It's about communicating meaning effectively, solving problems with language, and engaging the reader. The more you write, the more fluent and flexible you become with language, and the more naturally grammar, punctuation, and structure fall into place.

Practice also builds confidence. The hesitation or frustration many learners feel when writing begins to fade as writing becomes more familiar and manageable. Mistakes become opportunities for learning rather than obstacles, and each writing task becomes a chance to grow.

In short, if you want to become a better writer — not just for school, but for life — practice is non-negotiable. The more you write, the more skilled, expressive, and effective you become. Keep writing, keep experimenting, and remember: every sentence you write is a step forward in your development as a communicator.

15.9. Summary

This unit has focused on using grammar not just as a set of rules to memorize, but as a practical tool that helps you become a clearer, more confident writer. Good grammar supports your ideas, helps your writing flow, and makes sure your message is understood the way you intend. Instead of thinking of grammar as

something separate from writing, you've learned how it works as a natural part of the writing process.

Throughout this unit, you've practiced several core grammar skills that are essential for strong writing. You learned how to write complete sentences that start and end properly, using correct punctuation and capitalization. You practiced choosing the appropriate verb tenses to match the time of the action, which helps your reader follow the sequence of events. You worked on arranging words in the correct order—so that your sentences make logical sense and communicate clearly. And you explored how to link ideas smoothly between sentences and paragraphs, which keeps your writing connected and easy to follow.

These skills form the foundation of all good writing. Without them, even the best ideas can become confusing or lose their impact. But when you use grammar correctly, your writing becomes not only accurate, but also more engaging and effective. You can tell a story, explain your opinion, describe a process, or share your experiences—and the reader will be able to follow every step.

What you've learned in this unit is useful far beyond the classroom. These grammar tools will help you in many real-life situations, such as writing emails, filling out forms, preparing reports, or communicating professionally at work. They are also essential for academic writing, including essays, research papers, and exam answers. Being able to write clearly gives you confidence, and it leaves a good impression on anyone who reads your work.

By building this strong foundation now, you are preparing yourself for future success in school, in your career, and in everyday life. Grammar is not just about being "correct"—it's about being understood. The more you practice and apply what you've learned, the more natural it will feel, and the more powerful your writing will become.

Keep reviewing and applying these grammar strategies in all your writing tasks. With time, you'll find that good grammar becomes a habit—and that habit will help you grow into a skilled and effective communicator.

ANSWERS

4.3.1:

1. I like reading books.
2. Where are you going?
3. That was amazing!
4. We will meet on Monday.

4.3.2:

- 1 → c) Command
- 2 → b) Question
- 3 → a) Statement
- 4 → d) Exclamation

4.3.3A:

1. b) Subject + Verb + Object
2. c) *She ate the sandwich.*
3. b) The meaning might change or be confusing.
4. False. (It follows Subject + Verb + Adjective.)

4.3.3B:

1. She baked the cake.
2. The baby cried.
3. I walk to school.
4. The dog runs quickly.

5. Her mother baked a birthday cake.
6. The children are playing in the park.
7. I missed the bus this morning.
8. Reading also helps with writing.

4.3.4:

1. went
2. was
3. will meet
4. are playing

4.3.5:

1. but
2. because
3. and
4. so

4.3.6:

1. Simple
2. Compound
3. Complex
4. Compound

UNIT 16: Writing Emails, Letters, Reports, and Reviews

16.1. Introduction: The Need for Functional Writing

16.2. Rationale: Why Learn Different Writing Formats?

16.3. Understanding Email Structure

16.4. Writing a Formal Letter

16.5. Features of a Report

16.6. Identifying Review Language

16.7. Writing Practice 1: Write a Structured Email

16.8. Writing Practice 1: Write a Mini Review

16.9. Reflection

16.10. Summary

16.1. Introduction: The Need for Functional Writing

In everyday life, we often need to communicate clearly and professionally through writing. Whether you're sending a polite email to your teacher, writing a formal letter to a company, preparing a report at work, or sharing your thoughts about a book or movie, the ability to write for real-life purposes is a valuable skill. This kind of practical, everyday writing is called functional writing, and it plays an important role in helping us stay organized, solve problems, and connect with others.

Functional writing allows us to do many things: we can ask for help or information, make a request, give feedback, report facts, or share our opinions in a clear and respectful way. This kind of writing is used in schools, workplaces, and even in personal situations. For example, you might write an email to explain why you missed a deadline, a letter to make a complaint, a report to describe what happened in a meeting, or a review to recommend a film to others. In all of these cases, knowing how to structure your message clearly helps you get your point across effectively.

This unit introduces you to the formats and language features of four very common and useful types of writing: emails, letters, reports, and reviews. Each of these has a different purpose and tone, and learning how to use the correct structure for each one makes a big difference. For example, a formal email usually begins with a polite greeting and ends with a professional closing. A report may include headings and bullet points to organize information. A review often includes both facts and personal opinions, while a letter may use more formal language depending on who you are writing to.

By understanding the key features of these formats—such as layout, tone, structure, and purpose—you'll be able to write messages that are not only grammatically correct but also clear, polite, and appropriate for the situation. When your writing is well-structured and focused, your reader can understand

your message quickly and easily, and they're more likely to respond in a helpful way.

As you move through this unit, you'll get the chance to practice writing for different real-world situations, and you'll learn useful language to help you express yourself more confidently. These are skills you'll continue to use throughout your life—in school, at work, and in your personal communication.

16.2. Rationale: Why Learn Different Writing Formats?

Every situation calls for a different tone and structure in writing. The way we write to a close friend is not the same as how we write to a teacher, manager, or company. Knowing how to adjust your writing to match the situation shows that you understand the purpose of your message and respect the person reading it.

For example, a casual email to a classmate or friend may use friendly and polite language like “Hi,” “Thanks,” or “See you soon!” It’s still respectful, but the tone is more relaxed and personal. On the other hand, when writing a formal letter to a school principal, manager, or business, your tone needs to be professional and respectful. You would start with a greeting like “*Dear Sir or Madam*” or “*To Whom It May Concern,*” and use formal phrases such as “*I am writing to request...*” or “*I would appreciate your assistance...*” This type of language shows maturity and seriousness.

A report is different again—it should be factual, clear, and well-organized. Reports are usually written for school assignments, workplaces, or academic purposes. They don’t include personal opinions unless asked for, and they often use headings, bullet points, or numbered sections to make the information easy to read.

A review, such as one about a movie, book, product, or experience, is more flexible. It blends facts and personal opinion. In a review, you might describe what happened or what the item is like, and then explain whether you liked it or not and why. Reviews allow for more personality in your writing, but they still

need to be clear and structured so the reader understands your opinion and the reasons behind it.

When we choose the right format and tone for a piece of writing, we show that we understand the situation and the reader's expectations. This helps us communicate more effectively and builds trust with our audience. It also shows that we can be polite, professional, and thoughtful in different kinds of communication.

Mastering these formats and tones will help you succeed in many areas of life. At school, you'll use them for assignments, essays, and exam tasks. In the workplace, you may need to write formal emails, reports, or requests. In everyday life, these skills will help you when writing to customer service, reviewing a product online, sending a polite complaint, or applying for something important. The more you practice, the more natural it will become—and the more confident you'll feel when writing for any purpose.

16.3. Understanding Email Structure

Before writing an email, you need to know its basic parts. An email is short, direct, and usually polite in tone. It starts with a greeting, followed by a body (the main message), and ends with a closing.

Task 4.4.1: Match each part of the email to its function. In this exercise, you'll identify each part of an email and learn how these parts work together to communicate clearly.

Email:

To: teacher@example.com

Subject: Request for Extension

Dear Ma'am,

I hope you are well. I am writing to request an extension for the essay due on Friday. I was unwell this week and could not complete it on time. I would be grateful for a two-day extension.

Thank you for your understanding.

Sincerely,

Rina Shah

Match the parts:

1. Greeting
2. Purpose of the email
3. Reason or explanation
4. Request
5. Closing line
6. Sign-off and name

A well-written email is key to effective communication, whether for work or personal matters. To make sure your emails are clear and well-received, focus on brevity, politeness, clarity, structure, tone, and a clear call to action. Keeping emails short shows respect for the recipient's time and ensures important details aren't buried in unnecessary information. Whether professional or personal, concise emails help get your point across without overwhelming the reader. Politeness is also essential, as using phrases like "please" and "thank you" promotes positive communication.

Clarity is crucial—both the subject line and body should be straightforward so the recipient knows exactly what the email is about and what action to take. A

well-structured email follows a simple format: an opening that sets the context, a body with key details, and a closing that summarizes next steps or invites further discussion. Tone matters too: make sure it fits the context, whether formal for work or casual for friends. Lastly, always include a clear call to action, whether asking for approval, scheduling a meeting, or seeking feedback. This helps both parties stay aligned and reduces the need for follow-up emails. By being clear and direct, you can prompt quicker, more efficient responses.

16.4. Writing a Formal Letter

Unlike an email, a formal letter requires a structured format and a consistent formal tone, making it an important writing skill for everyday communication in more official or professional settings. Formal letters are typically used to communicate with institutions such as schools, businesses, or government offices when making requests, submitting applications, filing complaints, or providing important information. Because these letters are often used as official records, it's essential that they are clear, polite, and properly formatted. Writing a formal letter involves including key components such as the sender's and recipient's addresses, the date, a subject line, a formal salutation, and a well-organized body that clearly states the purpose of the letter. Developing this skill ensures that your message is taken seriously and reflects a level of professionalism expected in formal interactions.

Practicing how to organize and write formal letters not only improves your overall writing ability but also helps you communicate more effectively in situations where tone and structure matter. For example, applying for a scholarship, requesting a reference, or addressing an issue with a service provider all require a clear, respectful, and well-structured approach. Each part of the formal letter serves a purpose: the addresses identify the sender and receiver, the subject line gives context, and the body delivers the message in a logical order. Learning to sequence these parts correctly builds attention to detail, enhances

clarity, and demonstrates respect for the reader's time. Mastering this form of writing is a valuable life skill that can support you in both academic and professional environments.

Task 4.4.2: Arrange the following letter parts into the correct order.

- A. Subject: Complaint regarding damaged product
- B. Yours sincerely,
- C. Dear Sir/Madam,
- D. I am writing to report a damaged item I received on August 5th. It was broken upon arrival. I request a replacement.
- E. 51 New Road, Ahmedabad – 380001
- F. Rakesh Mehta

After this exercise, you'll better understand how formal letters are structured and why each part plays an important role in effective communication. Knowing the correct order—starting with the sender's address and ending with a formal closing and signature—helps ensure your message is organized, professional, and easy to follow. This structure is especially important when writing to institutions where clarity and formality are expected. By practicing how to arrange and write each section, you develop a stronger sense of how to communicate clearly and respectfully in written form.

This knowledge prepares you to write various types of formal letters, such as complaint letters, job applications, and official requests. In each case, using the right tone and structure shows that you take the matter seriously and respect the recipient. For example, a well-written job application letter can make a strong first impression, while a clearly stated complaint letter can increase the chances of a fair resolution. Overall, learning how to write formal letters builds your confidence and gives you a practical skill that you'll use in many real-life situations.

16.5. Features of a Report

Reports are used to record observations, findings, or decisions. They are factual, objective, and often divided into sections like title, date, introduction, findings, and recommendations.

In this activity, you will match report parts with their descriptions, learning how information is organized in reports.

Task 4.4.3: Match each report part to what it includes.

Report Part	Description
1. Title	A. Lists suggestions based on the findings
2. Introduction	B. States the topic or purpose briefly
3. Findings	C. Presents the data or facts observed
4. Recommendations	D. Explains the background and reason for the report

After this task, you'll be able to recognize and use each part of a report effectively. Understanding the structure of a report—including the title, introduction, main body, and conclusion—helps you organize information clearly and logically. Each section has a specific purpose: the introduction sets the context, the body presents facts and details, and the conclusion summarizes the main points. Learning how these parts work together makes it easier to communicate your ideas in a structured and professional way.

This skill is especially helpful in a variety of real-world situations, such as school projects, event summaries, or workplace documentation. For example, in a school setting, you might write a report to explain the results of a science experiment or a research topic. In a work environment, you might need to summarize a meeting, document progress on a project, or present findings in a clear, readable format. Being able to write effective reports shows that you can

think critically, organize information, and communicate clearly—skills that are valuable in both academic and professional settings.

16.6. Identifying Review Language

Reviews include a mix of fact and opinion, making them a unique and useful form of everyday writing. When you write a review, you describe a product, service, book, movie, or experience by sharing key details—such as features, plot, or quality—and then offer your personal evaluation. This combination helps readers understand what to expect and whether something is worth their time or money. For example, a restaurant review might mention the menu and service (facts) as well as whether the meal was enjoyable (opinion).

A good review strikes a balance between description and judgment by blending objective details with honest personal responses. It should be fair, specific, and helpful to someone who has not yet tried the item or experience. Strong reviews often explain why something was good or bad rather than just stating an opinion. For instance, instead of simply saying a movie was “boring,” a thoughtful review might explain that the pacing was slow or the plot was confusing. Developing review-writing skills not only helps others make informed choices but also strengthens your ability to express opinions clearly and support them with evidence.

In the exercise that follows, you’ll practice identifying opinion phrases and factual descriptions in a review paragraph.

Task 4.4.4: Read the review excerpt and decide which sentences are factual (F) and which are opinion-based (O).

“The film is 2 hours long and directed by Mira Patel. It was released in July 2023. The story is slow at first, but the acting is excellent. I think the ending could have been more realistic.”

1. The film is 2 hours long —
2. The story is slow at first —
3. It was released in July 2023 —
4. I think the ending could have been more realistic —

After this task, you will be able to use opinion phrases and factual statements clearly in your own reviews. This skill is important because effective reviews rely on a balance of both—factual details provide useful information, while opinion phrases express personal reactions. Knowing how to clearly separate what is a fact (e.g., "The book has 300 pages") from what is an opinion (e.g., "I found the story exciting") helps make your writing more trustworthy and easier for others to understand.

This ability is especially useful in writing assignments, online reviews, or articles for school magazines. Whether you're reviewing a movie for a class project, sharing your experience with a product online, or recommending a book in a student publication, clearly expressing your thoughts using both facts and opinions helps readers make informed choices. It also shows that you can think critically and communicate effectively—valuable skills for both academic and real-world situations.

16.7. Writing Practice 1: Write a Structured Email

After practicing email structure in earlier tasks, it's time to write your own short email. You will follow a guided structure with sentence prompts to complete your message to practice polite and clear writing using the correct tone and structure. This skill will help you write professional emails in many everyday contexts.

Scenario: You forgot to submit a class assignment and want to email your teacher politely.

Task 4.4.5: Complete the email using the provided structure.

To:

Subject: Request for Late Submission

Body:

Dear _____,

I hope _____.

I am writing to _____.

The reason is _____.

I would be grateful if _____.

Thank you for _____.

Sincerely,

16.8. Writing Practice 1: Write a Mini Review

In this final exercise, you'll write a short review using both fact and opinion. This will help you organize information while expressing your own viewpoint clearly. You will also know how to give a balanced opinion using structured writing—an essential skill for reviews, assignments, and even social media commentary.

Task 4.4.6: Using the structure prompt given below, write a short review of a book, movie, or restaurant you recently experienced.

Structure Prompt:

- Name and type of item: _____
- One fact about it (length, location, release date, etc.):

- One thing you liked: _____
- One thing you didn't like: _____

- Your final opinion in one sentence: _____

16.9. Reflection

Each activity in this unit has helped you build the skills needed to write clearly and effectively for different purposes and audiences. You've practiced writing formal and informal messages, creating factual reports, and expressing opinions through reviews. Each of these formats plays a key role in real-world communication, whether you're completing school assignments, taking exams, applying for jobs, or sharing your thoughts online.

These writing forms are not only useful in academic settings but are also essential in everyday life and the workplace. Knowing when to be formal or informal, how to present facts clearly, and how to share opinions in a thoughtful way gives you the tools to communicate with confidence. With continued practice, using these writing styles will become second nature, helping you express your ideas clearly and connect effectively with different readers.

16.10. Summary

This unit provided you with essential writing tools to handle real-life communication effectively. You explored the unique structure and tone of emails, formal letters, reports, and reviews, and practiced how to use each format for clear and purposeful writing. These skills are not only important for academic tasks but also play a key role in professional and everyday situations.

By understanding when and how to use each type of writing, you're better prepared to respond to different audiences and purposes with confidence. Whether you're emailing a teacher, writing a formal letter, summarizing an event, or reviewing a product, these formats will help you communicate clearly and appropriately. Keep applying what you've learned, and these writing styles will become a natural part of your communication toolkit.

ANSWER

4.4.1:

- 1 → Greeting
- 2 → Purpose of the email
- 3 → Reason or explanation
- 4 → Request
- 5 → Closing line
- 6 → Sign-off and name

4.4.2: Correct order:

E → C → A → D → B → F

4.4.3:

- 1 → B
- 2 → D
- 3 → C
- 4 → A

4.4.4:

- 1 → F
- 2 → O
- 3 → F
- 4 → O

Activities 4.4.5 & 4.4.6:

(Answers will vary; guided structure provided for self-completion in the task itself)

