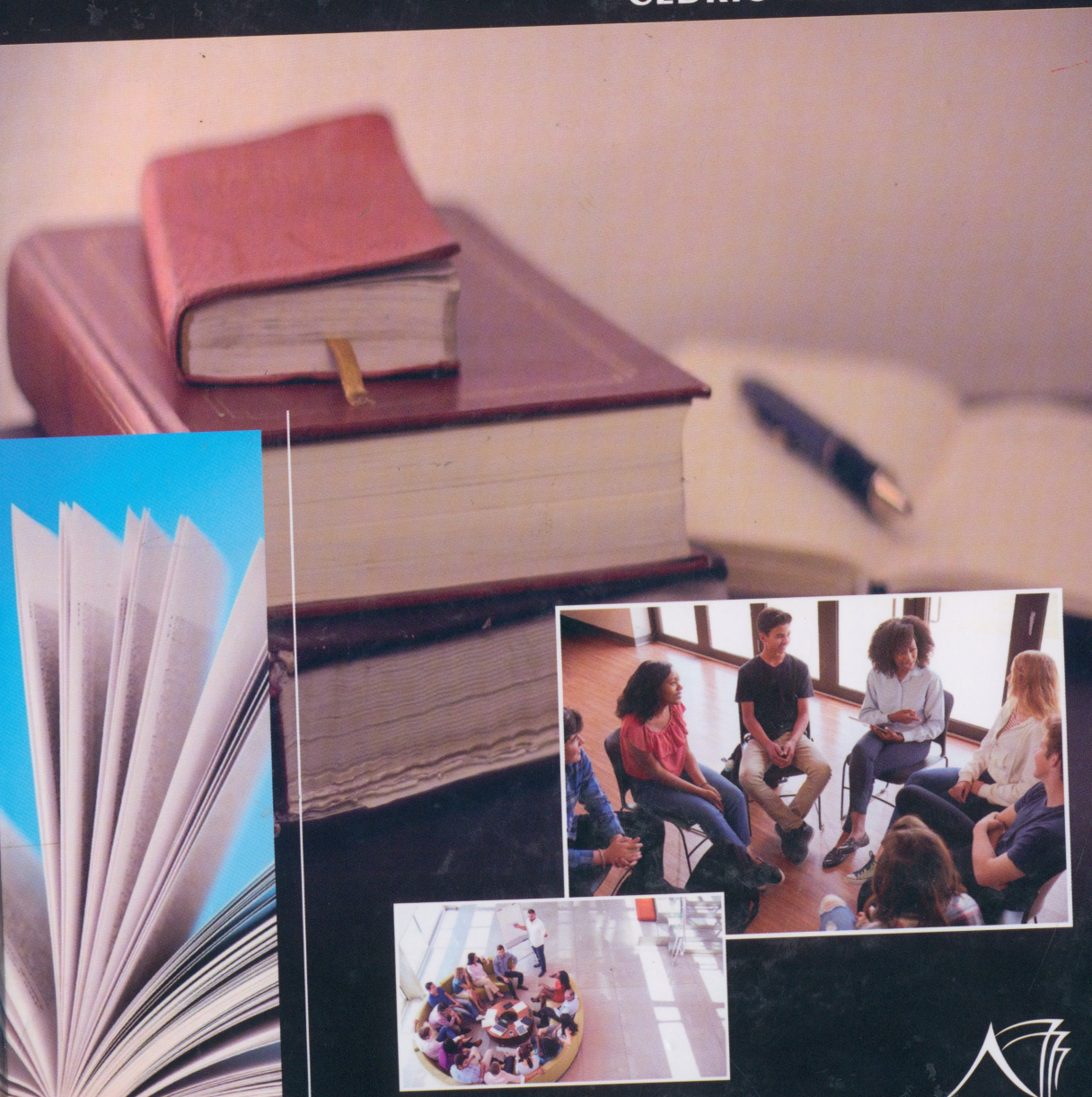
UNITEXT FOR FRESHMEN:

COMMUNICATIVE ENGLISH SKILL-I

CEDRIC WILDING



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Cedric Wilding



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Preface

Communication is an important part of the way that humans talk and exchange their ideas among themselves. It is a skill that is very helpful to indicate the right kind of ideas to the other person without a deflection from the original context or the primary thing that is to be communicated.

Communication is a skill that must be incorporated in the students from the time they take up admissions in the schools and they start their study of the curriculum. It requires them to learn a language in which they can communicate and also the various forms by which they can communicate their feelings such as that of body gestures, expressions, written communications, and many other such forms.

Around the world, it has been found that English is currently serving as the most common language through which various kinds of communications are taking place. It is important to have good knowledge of English so that the students can converse with any other person from across the globe without much hesitation or barrier of the language.

English is serving as the universally accepted language to converse in across the world and has now been readily involved in the curriculum of most schools across the globe. The same is taking place in the various schools across Africa and especially in Ethiopia.

Education is the tool that is necessary for Ethiopia to make a statement at the global level and students need to be educated enough to understand the various scenarios that the world keeps facing from day to day.

Education can help uplift the poverty of a nation, which is more of a reason, why Ethiopia must focus on making its children take up education with as much enthusiasm as possible and make them understand the various concepts which will be helpful for them to handle the general problems they may face in their daily lives.

Thus education can be termed important for the people living in Ethiopia and English as a medium must be used to impart the education to the people, especially young children. The children must be taught to communicate their problems in English and make sure that they learn their chapters in the same language as it will help develop the communication skills in them effectively.

This book tries to educate the students on the various aspects related to Ethiopia and also makes them understand the various parts of speech which are necessary for effective and fluent communication in English.

The book informs the students about the importance of various study skills which may help them in getting more and more knowledge and help them retain that knowledge for a long period of time. It takes the students through the importance of health and fitness as it tries to make them aware of the various benefits that lie with goof health and improved fitness.

The students are also informed about the various cultural values and how it plays an important role in differentiating the various communities and making them unique in themselves, thus making them respect all the cultures and communities equally. Then it informs them about the importance of wildlife and how the human interactions impact the wildlife.

The students are also informed about the manner in which demographics of a place are determined and the way that these demographics are found in Ethiopia. The book tries to educate the students on the various parts of effective communication such as use of vocabulary involving collocations, conditionals and connotations and denotations and the other grammatical parts of the sentences such as the voices, tenses and other forms of the verbs.

The book contains a lot of activities and exercises, practicing which the students can improve their communication skills and knowledge of the various aspects related to the general lifestyle and general knowledge.

With this book, I hope that the students will find a suitable medium to gain knowledge from and that this book provides the readers with sufficient information. I also hope that by taking up the lessons imparted in this book, the students can upgrade their skills to the best levels and that they can communicate fluently and effectively in various endeavors of their lives.

All the positive criticism and feedback on the book is most welcome.

Cedric Wilding

CHAPTER 1

STUDY SKILLS

LEARNING OBJECTIVES

By the end of this chapter, you will be able to:

- Understand why lecture is an important mode for gaining knowledge about a subject
- Identify the different notes taking methods which will improve the student's ability to take notes in the class
- Understand the meaning of modals and the various verbs used in modals
- Give advice using appropriate language using modals.
- Educate about the importance of reading skills
- Give advice about different strategies used to develop reading
- Understand the meaning of present perfect tense
- Give advice about the appropriate use of present perfect tense

CHAPTER INTRODUCTION

Lecture is a conventional instruction method that is used to educate students. Different types of lecture, importance of lectures, importance of note taking and the importance of active listening in lectures has been explained in this chapter.

Grammar is an important aspect of learning language and the different aspects of grammar such as modals, different types of modals, usage of modal, present perfect tense, different types and usage of present perfect tense has been explained in this chapter.

Reading is an important skill that must be acquired by any student learning a language and the different aspects of reading, methods to improve reading skills and the importance of reading skills has been described in this chapter.

1.1. LISTENING ACTIVITY: WHY ARE LECTURES IMPORTANT?

Education is becoming increasingly digitized. Hence, as students you might wonder the purpose of lectures given that notes and slides are available in the student's portals and **lecture recordings** . So why is it important to attend lectures?

Lecture recording refers to the process of recording and archiving the content of a lecture, conference, or seminar. It consists of hardware and software components that work in synergy to record audio and visual components of the lecture.

Lecture is a traditional instruction method through which the lecturer delivers information verbally. This oral tradition can be traced to the middle Ages. During the 14th century, the term lecture came into use. It meant "to read or deliver formal discourses." During this time person who delivered the information was called the reader. This is because, they recited from a book and students used to take it down verbatim.

A typical lecture involves an instructor who stand in front of the class and present he information to the students. Lecture can go on for a long time irrespective of the topic. They are quite versatile mode of instruction. The critics of lectures argue that lecturers are non-transitional in nature.

They state that there is little scope for discussion or other ways to involve the students. Lectures offer a way for lecturers to have a precise plan and execute their teaching according to it. This limits the scope for the lecturers to asses learning, offer different perspectives, adopt innovative instruction modes. It also tends to limit the student's ability to self-direct.

Many students tend to skip lectures. This is because they feel it is not important enough. However, this is an especially important part of the course which will save time and function as a guidance for assignments and exams. Listening to lectures attentively will help you understand the key-terms, definitions, example, and short-cuts. It is important to listen actively to the information that the lecturer presents and take good notes.

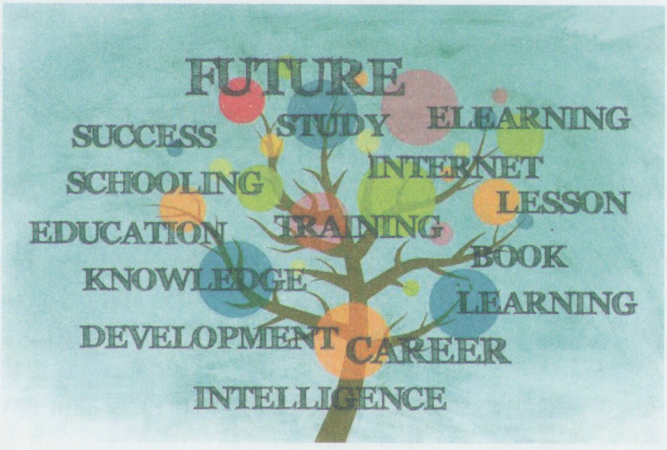

Figure 1.1: Illustration of Study Skills.

Source: Image by Needpix

There are several ways of learning. Reading and practicing might be the preferred methods for many of you, listening is also an equally important way of learning.

Lectures require concentration and this is one of the most important skill. The first step is to learn to concentrate and then learning through concentration. This will help you in excelling in studies and also taking your career forward.

Sometimes, students may find it hard to focus on lectures and hence it is important to take notes. This not only

Lecture is an oral presentation intended to present information or teach people about a particular subject, for example by a university or college teacher.

involve copying the slides or noting down exactly what the teacher is trying to say. If the lecturer posts slides prior to the lectures, keep a hardcopy of the same and use it as an outline.

Note-taking an important part of attending lectures. Establish a note-taking system which is most effective for you. Students can use colors for highlighting specific ideas. This helps in focusing more specific ideas, abbreviation or symbols which helps in de-cluttering notes.

Lectures does not encompass the slides alone. Lectures cover topics which may not be covered in the course materials. Lecturers include tips on how to study a topic, the important concepts which are important to understand the subject.

Lecture is not a way process. Lectures are an opportunity to clarify doubts in the class and also interact with others during the course. The lecturers are not the only experts in the class, the classmates are also a source of learning. Their knowledge, ideas can help you in improving your understanding of the subject. So, it is important to participate in discussions, ask questions when a topic is too difficult to understand a subject.

It is important to pay attention to not just the course material. The lecturer may reveal new information about a subject which may spark your interest. Following up on these notes after the class will help you understand the scope of eth subject and consider the aspects that you have never considered.

For example, the startup that your professor site as an example may be hiring interns. Or some material the professor may have referred may be the basis for your thesis. Above all, it helps in establishing a relationship with the lecturers which may help when one needs a good reference or job.

Lectures are unbelievably valuable and there are several reasons why one must attend it. The most important one is learning. It is important for every student to take responsibility of their education. There are times when one may have to miss a lecture. This may happen, so it is important to follow up on the lecture missed. A classmate can help or if the lecture is available in the student portal,

one may not it down from there and follow up with the class lecturer in case of any queries.

The lecturer would also be happy to help and provide you with hand-outs and help you cover up the missed topic. Every student is responsible for their own learning. **Education** is as good or bad as a student wants to make it.

1.1.1. Advantages of Lectures

Traditional lecturing has a several advantages compared to other teaching methods .

- Lectures is a straightforward method of imparting teaching. The lecturers can control over the lessons. They are the only source of information which helps avoid confusion.
- Lectures are efficient for presenting lectures in a time bound manner and fit it into a schedule.
- Lectures can be pre-recorded before the class. The professors may also show the lecturer given by others. There are many common educational videos available in public.
- Lectures are effective medium for communicating intrinsic interest in a subject.
- Lectures can be organized in a manner which meets the specific needs of a particular audience.
- Through lectures, information which is otherwise not available to the audience can be presented. Large amount of information can be transferred to the students through this way.
- Lectures are effective when there is a large set of audience.
- Lectures are especially effective for those students who learn by listening. The attention of the students can be captivated and engaged in an effective manner.

Note taking and active listening are two important study skills which facilitate in making effective use of lectures. These are discussed below:



Tip

An important factor that influences learning is what the learner already knows. While it is good to have some knowledge prior to the lecture, it should not affect your ability to listen in the class with an.

1.1.2. Note Taking

Note taking is the most important aspect of attending lectures. The students have to make note of the important ideas and points that the lecturer is emphasizing on. This helps in revising the topic and ensuring that none of the important points have been missed.

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. Educational methods include teaching, training, storytelling, discussion and directed research.

Every student has a different style that suits them the best. So, experimenting with different techniques can help one realize which method is more effective in taking comprehensive notes as well as revising later. Some popular techniques are:

- Outline or Structured Method: This is the simplest method and comes naturally to most students. Here the key points are noted in the heading and sub points are added as the lecturer covers the points in detail.
- The Cornell Method: This method is useful for reviewing the notes. The paper is divided into three sections – cues, notes, and summary. The notes section is used while taking notes in the class. The cues section indicates the main points and can be filled during or after the lecture. In the summary section a brief idea about the topic is noted after the end of the lecture.
- The Mind Map: This technique is especially helpful for taking notes of specific subjects such as history, chemistry and philosophy. Here the main idea is noted at the center of the page and all other factors or ideas that led to it are noted down around it.
- Flow Notes: This method helps in maximizing active listening within the classroom and minimize review time later. The students actively engage with the material and use various tools like arrows, graphs, doodles and diagrams to make the notes interesting.



Tip

Positive attitude is important during lectures. When you are in a good mood and have a positive attitude you are more likely to be actively engaged in learning.

Classroom is a learning space, a room in which both children and adults learn. Classrooms are found in educational institutions of all kinds, ranging from preschools to universities, and may also be found in other places where

education or training is provided, such as corporations and religious and humanitarian organizations.

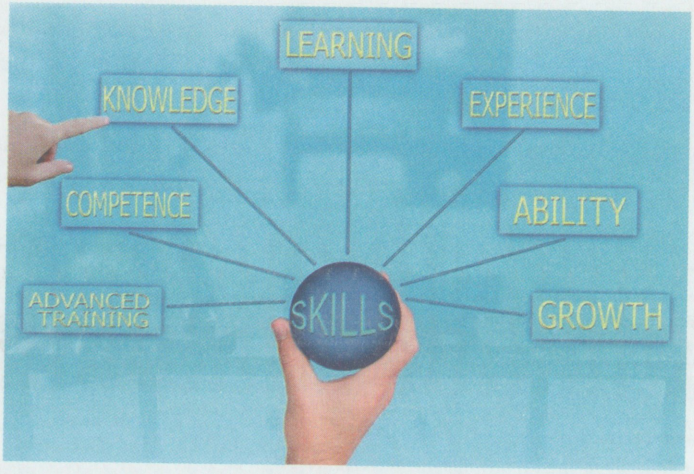

Figure 1.2: Process of Skill Development.

Source: Image by Pixabay

1.1.3. Active Listening

Active listening is an important aspect of attending lectures. It is a skill that the students have to develop which will help them to concentrate on the lessons and make the most out of what is being said in the class.

Active listening in the class includes understanding the topic as the lecturer is trying to convey it. This is important to clarify any doubts that might arise. Active listening also involves paying attention the **body language** of the speaker to develop a more accurate understanding of what he is trying to convey.

Body language is a type of a nonverbal communication in which physical behaviors, as opposed to words, are used to express or convey the information.

Principles of Active Listening

- **Focus**: This is the most important aspect. Lectures should be attended with a clear state of mind. It is important to pay undivided attention is the class.
- **Avoid Prejudice:** It is important to not hold assumptions about the topic. This will hinder the ability to understand what the lecturer is saying.

- **Repeat:** In case of any doubts it is important to confirm with the speaker about what he just said in the class.
- **Ask for Clarification:** In case one is not able to understand a topic well, it is important to ask the lecturer to repeat.
- **Verbal and Non Verbal Cues:** Verbal cues are those which the lecturer directly communicates as important. Nonverbal cues include body language, arms gesturing, tone of the voice etc. which could indicate that the topic is important for examinations.

Doubt is a mental state in which the mind remains suspended between two or more contradictory propositions, unable to assent to any of them.

PROGRESS CHECK QUESTIONS 1

a. What is the meaning of lecture?
b. What are the advantages of lecture?
c. What are the methods of note taking?

ACTIVITY 1.1.



Tip

Tip: Every student will have their own style of taking notes that suits them the best. Try different methods and adopt the style that works for you and stick to it.

Activity 1.1.1. Pre-listening

This is a group activity. Discuss the following questions in groups. Collate the important points and discuss it during the debriefing session.

- Why dos you think lectures are still important?
- What are the important study skills you to effectively utilize the lecture sessions?
- Do you enjoy lectures?
- Do you think lectures is an effective mode of instruction?

Activity 1.1.2. While-Listening

Answer the following questions about the passage about lecture given above

- What methods of note taking is more effective for you?
- How important is time management when taking lecture notes?
- Do you practice active listening? How important is it?
- What are the distractions that you generally face during lectures?

Activity 1.1.3. Post-listening

Write a paragraph of around 250 – 300 about how you think that lectures can be made more effective. For example, you may want the lecturer to repeat and emphasize on topics that are important. Again, you may want the lecture to discuss real case studies which will help you understand the subject in the context of the real world. Come up with such suggestions which you think can help the students gain the maximum from the lectures. During the debriefing share your answer and also the reason why you think it will be effective.

Paragraph is a self-contained unit of a discourse in writing dealing with a particular point or idea. A paragraph consists of one or more sentences.

Activity 1.1.4. Do you have an Effective Study Schedule?

This table contains a list of tips which is useful for creating a study schedule. Indicate a tick against the ones that you have already incorporated. You may find some tips which are useful, but you may have not incorporated it so far. Also put a Y against them. The ones you do not think is effective, put a N.

Sl No.	Tips	Developed Habits	Important But not Yet Developed
1.	Do you have a systematic and habitual learning schedule in which you allocate certain hours daily to study?		
2.	Do you use the free hours during the school day to review the lessons taught in the previous classes?		
3.	Do you take ten- or fifteen-minutes break during the study schedule as it is more effective to learn hard for a specified time and then take a break for a short while?		
4.	Do you give priority to subjects that you need focus on more? You may be comfortable in one subject and uncomfortable in another. Hence it is important to allotting more time for studying the difficult subject in order to get good marks.		
5.	Are you realistic in creating a study schedule? This will help you stay motivated.		
6.	Do you allot sufficient time for personal essentials such as bathing, exercising, eating and sleeping? It is important to be healthy to learn well.		
7.	Do you allocate time for group studying? However, it is important to involve those interested in group learning and should not waste your time.		
8.	Do you allot one or two hours for recreational activities?		

Activity 1.1.5. Note Taking

Note taking is a crucial aspect of attending lectures. This activity will help you understand what works for you. During note taking, a student roughly takes down close to 25 words out of 125 words that the lecturer speaks. Efficient note taking will help in recording pertinent information.

This activity will help you improve your note taking skills by making use of outlines and keywords. In this fun activity one student will speak on a relevant subject related to the class. The others will make an outline of this lecture. During the debriefing discuss your answers. It will facilitate in sharpening note-taking skill and teach you to group familiar content into main topics and subtopics.

Activity 1.1.6. Improve Your Concentration

Concentration helps you focus on your studies for a long period of time. Students tend to get distracted during lectures or procrastinate their tasks. In this activity your teacher will give you an activity to complete within a predetermined time.

When the timer starts you will start doing the given task. You will be given a short break in between which will be indicated by the timer. Resume the task once the timer dings again. While the timer is on, the focus should be completely on the task in hand. The task given to you will need your complete concentration and will take up our entire time.

You can also practice this activity at home every day by gradually increasing the time you focus on your work and improving your concentration.

Activity 1.1.7. Importance of a Schedule.

In order to be a successful student you have to use your time effectively and carefully. Most students often find it challenging to complete all their lessons. Therefore, it is important to have a study schedule. This helps in utilizing time effectively.

In this class activity read about successful people. You will realize that one thing they have in common is discipline and maintaining a schedule. Each of you read about a famous person who follows a strict schedule. For example, Barrack Obama is known to start working before 9.00 a.m. His routine is all about simplicity. He focusses on important matters. Similarly, Benjamin Franklin used to maintain a well-designed schedule. He used to wake up at 4.00 a.m. every day.

Reading about such eminent and people and discuss in the class the importance of maintain a schedule. Also come with points on which of their traits will help you maintain a study schedule and succeed in your **academics**.

Academic is a person who works as a teacher or researcher at a university or other higher education institution. An academic usually holds an advanced degree.

Activity 1.1.8. Time Management

A minute sounds too short, it is just 60 seconds. However, you might be surprised with how you and your classmates perceive the same amount of time. On a sheet of paper, write down what time management means. You have five minutes for the task, but you cannot see a watch for seeing how much time has lapsed.

Stop writing after you perceive that five minutes have passed. You will be surprised at how each of you experience time differently. Some of you will perceive it for longer and some of you will perceive it for a shorter time. Understanding your own perception can help you estimate how much time you need to complete each activity or project.

1.2. MODALS VERBS FOR GIVING ADVICE

Modal refers to a verb that is combined with another verb to indicate mood or tense. It expresses necessity, uncertainty, possibility, or permission.

The range of modal basics is quite broad. Hence it is normal for students to struggle to understand modal verbs. Sometimes even native speakers and students pursuing advanced English struggle to use these **verbs**. Practice helps in improving understanding.

Modal verbs may be classified as pure modals and semi modals.

Verb is a word (part of speech) that in syntax conveys an action (bring, read, walk, run, learn), an occurrence (happen, become), or a state of being (be, exist, stand).

1.2.1. Pure Modals

Pure models are those which do not change their form irrespective of the subject. They do not change to indicate past tense. They express certainty or suggestions. An infinitive verb without "to" is generally added after a pure modal. The examples below explain pure modals.

- I *can* dance. Jane *can* dance. I know they *can dance*.
- I *should* study. Tom *should* study. Students *should* study.

In order to use modal verbs in negative, the term "not" can be added.

Linguists have identified 9 pure or core modals in English:

- can
- could
- may
- might
- must
- shall
- should
- will
- would

Common models are different from other auxiliaries because they have no -s, -ing, -en, or infinitive forms. Some modals may require a "to"-infinitive complement, such as "ought". These are called marginal or semi modals.

1.2.2. Semi modals

Semi models are used when a range of possibilities, obligations, necessity, or advice are implied. Subject and tense can conjugate these verbs.

- I *need to* go to work today. He *needs to* go to work today. They *needed* to go to work today.
- She *ought to* know better than that

Linguists have identified 4 semi modals

- need (to)
- ought (to)
- used (to)
- dare (to)

Some linguists also include have *(to)* and *be able (to)* as a semi modal.

1.2.3. Modal Phrases

Modal phrases are more complex. In order to construct a phrase with modal meaning, standard modal or semi modal verb is not always necessary. There are other phrases like *had better* and invariant *be which can act as a modal or semi modal.*

1.2.4. Modal Usage and Examples

Models are helpful when expressing a degree of uncertainty related to an outcome or possibility of something. An important point to note that modals always come first in a verb phrase. The examples below explain this point.

- John *must* be his brother because they resemble each other

- I *will probably* reach there on time, but I *can't* make any commitments.

In the first example, there is no uncertainty and statement are presented as a matter of fact. In the second example, the statement involves a degree of uncertainty. The speaker is excusing himself from an **obligation**.

The same modal verbs can be used in two ways. The verb which can be used to express certainty or possibility to an extent cane also be used to absolute conviction and resolve. Hence it is challenging to master modals.

For example, the modal verb *should go* can express both:

- You *should* watch that movie sometime; I think you would enjoy it
- The shop shuts down 15 minutes. You *should* go there immediately.

The first example is a suggestion. In the second one a strong degree of obligation is expressed. The speaker asserts that if one has to reach the shop get there immediately before it closes.

Obligation is a course of action that someone is required to take, whether legal or moral. Obligations are constraints, they limit our freedom. We can choose however, to freely act under obligations.

Famous Quotes

Models are used commonly in English language . Following are quotes from famous people which are examples of modals:

- "When I was younger, I *could* remember anything, whether it happened or not.» -Mark Twain
- "Government of the people, by the people, for the people, *shall* not perish from the earth.» -Abraham Lincoln
- "She thought, 'I *must* hurry before the robbers come.›» -Jean Stafford

1.2.5. Modals for Giving Advice

The following models are used to give advice

Must – It is used to indicate two things:

A strong obligation: For example - You *must* carry an umbrella when it rains.

Or Logical conclusion or certainty: For example – She *must* be tired as she had a long day at work.

Must not – This is used to prohibit something

For example, you *must* not honk in front of schools.

Can – It is used in three contexts

Ability: For example – I *can* drive on hilly roads

Permission: *Can* I use your phone to make a call?

Possibility: Having a chocolate everyday *can* lead to obesity.

Could – It is used in the following situations:

Ability in the past: For example – When I was in school, I *could* speak French fluently

Polite Permission: *Could* you please pass the bottle of water.

Possibility: The clouds look dark; it *could* rain heavily today.

May – It is used under two situations:

To take permission: For example - *May* I have your attention please?

To indicate possibility or probability: For example - She looked pale yesterday, she *may* be sick.

Might – It is used in the following two situations:

To take polite permissions: *Might* I suggest you take a haircut?

To indicate a possibility or probability: I *might* take a trip to Europe next year.

Need not – It is used to indicate lack of necessity or obligation. For example- You *need not* worry. There is enough time for the event to start.

Should- This modal is used under the following three situations:

To indicate obligation. For example – You should *attend* the event. It will give you exposure.

To give advise. For example – You have your exams tomorrow. You *should* be studying now.

To suggest a logical conclusion. For example - You *should* be exahusted from the travel. It was a long flight.

PROGRESS CHECK QUESTIONS 2

a. What does modals mean?
b. What are the two types of modals?

ACTIVITY 1.2.

Activity 1.2.1. Use Might, Should, Must

1. I think I have lost my way. _____you please help me find my way back to the hotel?
2. We _____ invite our new neighbors to join us for lunch this Sunday. We have not met them yet and we _____ really enjoy their company. Top of Form
3. Jerry said he would reach the venue right after classes, so he _____ be here by 5:00 pm.
4. It seems Patty has hurt himself really bad. Do not move her, she _____ have internal injuries. Call the ambulance.
5. She studies so hard for the exams. I _____ believe that she failed despite that.
6. Nina said you have to give her a birthday present, but I really think you _____at least buy her some flowers, she loves them.
7. I do not know where the remote is. It _____ be on the table Or, perhaps I absent-mindedly I left it on the couch.

8. Most students find it challenging to acquire a second language. I improve learning, one _____ practice it regularly.
9. Researches indicate the various health benefits of walking one hour daily. That is why I told him that he _____ include it in his daily routine.
10. I heard that you spent a year researching about the tribal culture in the Andaman Island. That _____have been absolutely fascinating!
11. I know that he has lived in the UAE for a few years. But _____ he speaks Arabic?
12. We should call Mira to see if he has already let for the venue. He _____ reach before us and I do not want to keep him waiting.
13. Initially Sam was reluctant to go the museum. I told him I have visited it once and I think he will like it. So, he _____ go there this weekend.
14. You _____ be so concerned about Bruno. He has wandered out alone many times and will find his way back home.
15. I have been dreaming of going for a world tour with my family. I am estimating the trip _____ cost a fortune. I do not think I will be able to afford it.
16. Laura said she has to take her mother to the doctor this week, but I think her _____ show up at the party if the appointment is not scheduled for Friday.
17. This watch is exorbitantly priced. I _____ afford it.
18. This is too good to be true. You _____ be kidding!
19. The video suggested that wine should be added before adding the broccoli. Otherwise the dish _____come out well.
20. You _____take that route. There has been an accident and the road ahead are blocked. Bottom of Form

Activity 1.2.2. Use Couldn't or Might Not

1. The mountains have experienced major snowstorms in during the last month. You should check with the patrol to check road conditions. The roads _____ be accessible.
2. Unfortunately, Stella has her exams, so she _____ come with us for the movie this week.
3. Jerry _____ hear the teacher because the students were laughing so loudly.
4. Norman told me he wants to go to the exhibition with us, but we would better check with him before we purchase the passes. He works on Saturday nights and _____ be make it that evening.
5. The kid might be hungry, or she _____. It is difficult to tell with her because she never expresses her hunger.
6. We should call Jimmy before we start from here; he _____ be at home. I do not want to drive all the way there to find the house locked.
7. In order to win the race, James has to run 10km/hr. He _____ **possibly** run fast; he twisted his ankle last week.
8. They _____ get tickets to the world cup final. The tickets where are all sold out within the same day.
9. It _____ be a bad idea pack some sandwiches for the hike. Last time, we had to come back early without completing it since we were really hungry.
10. The teacher _____ angry at Joseph. He has never disobeyed the teacher.
11. The washing machine _____ be working. Maybe the power cut damaged its fuse.

12. When you were younger you could walk 20 miles in an hour _____? At least that is what Stella told me.
13. She _____ possibly be the runner up in the singing competition! Her act was the best among all.
14. I _____ have left my keys at the office. I remember carrying them back to my car. It must be somewhere in the room. I will continue looking for it.
15. Susie _____ have received the invitation to the party. Perhaps, that is why she was upset. She was really looking forward to attending this one.

Activity 1.2.3. Use Will or Would

1. I am extremely busy next week. If I find time, I _____ do it.
2. It is extremely cold outside. _____ you like some coffee please?
3. Do not worry about having to go to the doctor alone. I promise I _____ be there.
4. I thought her flight was delayed. I did not expect that she _____ be there.
5. The driving test is extremely difficult to pass. I hope we _____ be able to clear the test.
6. I have learnt a lot about fixing bugs in programs. I _____ do it if I did not know how.
7. We have not seen Jill and Sam for a while. Do you think they _____ join us for picnic if we asked them?
8. I have to visit the dentist tomorrow. I am not sure whether I _____ be able to attend the seminar.
9. Boss was really angry seeing the client's email. What do you think _____ happen at the meeting today?
10. Both the colors look really good. If you had to make a choice, what _____you decide?

11. Jim and Jane had a bad argument last week. I did not expect that she _____call him after that.
12. I think Susie did not know it was his birthday. She _____ have definitely wished you if she knew.
13. The puzzle is extremely easy to solve. I think we _____ be able to do it.
14. It is raining heavily. I think most of the people _____ step outdoor for the event.
15. The artist performs really well. You _____ want to miss the show.

Activity 1.2.4. Use Will or Shall

1. The tickets for Paris are cheap next month. I think Sheila _____ book a flight for the next month.
2. I have a weekly off tomorrow, so I _____pay him a visit.
3. My uncle has been ailing for a week. I _____visit him tomorrow.
4. Everyone scored poorly in algebra. The teacher _____ focus more on it in the next class.
5. The sun is shining brightly today. We _____ play out in the garden.
6. Do not worry for the test tomorrow. I _____ help you with the tough topics.
7. The girls have their exam this week. We _____ go for a vacation next week.
8. John is really fond of long drives. I _____ take him for a ride in my new car.
9. My car got really dirty when I took it out yesterday. I _____ get it cleaned today.
10. John is in town for some work. I _____ meet him on Monday.
11. The vacations start next week. I _____join art classes during the vacations.

12. I have been really waiting for the movie to release. I _____watch it on the day of its release.
13. I have not heard from my uncle for long. I _____ write to him to check if he is fine.
14. The artist performed really well. I _____write a mail congratulating him.
15. Tomorrow is my birthday. My mother _____ bake my favorite cake.

Activity 1.2.5. Use Appropriate Modals

1. There are a plenty of vegetables in my garden. You _____ buy any.
2. Smoking is very injurious to health. You _____ do it.
3. Sheila has been working hard for a week. She _____ be tired after working so hard. She _____ some rest.
4. I _____ speak French fluently when I was a child as I had a French tutor. But now I have almost forgot the language now due to very little exposure. Now I _____ just a few sentences in French.
5. The teacher suggested that we _____ read this article for our own pleasure. However, you _____if you do not have time before exam.
6. _____ you run continuously for an hour. No, I _____.
7. If you want to excel in Mathematics, you _____ to work hard.
8. You _____ take an umbrella. It _____ rain in the evening.
9. There is a quick pass available. You _____ wait in the queue.
10. You _____ obey the traffic rules. Stop when the traffic lights are red.
11. Your purse is beautiful. _____ I take a look.

12. _____you understand French? No, I _____.
13. My grandmother is 85. But she _____ still read without glasses.
14. _____I come with you to the market?
15. _____ you help me solve the assignment please?
16. There was a time when I _____ concentrate on my studies for hours.
17. You _____ not lose more weight, you look healthy.
18. We _____ make the first move. Wait and watch.
19. It is raining heavily so I _____stay at home.
20. When I visit Paris, I _____ I gets you macrons.
21. _____you mind if I am not able to make it today?
22. _____you be able to take care of my cat for a day?
23. Our city _____ be declared as the cleanest this year.
24. She _____accept a part time job as she wants to save more.
25. I _____ see a doctor. I have a bad headache.

MULTIPLE CHOICE QUESTIONS

1. Which of the following is not a note taking method

a. Cornell Method
b. Mind mapping
c. Outline method
d. Writing method

2. Which of the following is a semi modal verb

a. Should
b. Will
c. Ought
d. Might

1.3. READING ACTIVITY

Reading refers to the process of looking at a sequence of written symbols and trying to make some meaning out of these symbols. When a person starts reading, they use their eyes to understand written symbols such as letters, spaces, and punctuation marks.

Eyes look at these signals received by the brain on seeing few symbols would be converted into words, sentences and paragraphs which would make some meaning and communicate some information to the person looking at these symbols. Reading can be either silent within our head or can be loud in such a way that other people can hear you.

Reading is generally considered as a receptive skill which involves receiving information. The advanced process of reading would need speaking skills so that we could pronounce the words that we read. This indicates that the reading is also a productive skill which involves both receiving information and transmitting information within ourselves.

Skill is the ability to carry out a task with determined results often within a given amount of time, energy, or both. Skills can often be divided into domain-general and domain-specific skills.

There is a popular question about speaking English which is "should we be able to read for speaking in English", well the answer is that not necessarily as there are a number of native speakers of English who are able to speak fluently in English but cannot read or write English. However, reading broadens the vocabulary and helps an individual to write, speak and listen better. Therefore, writing is an extremely important skill and activity for people who are trying to learn and expert English language .

A popular quotation by Jacqueline Kennedy is that "There are several little ways to enlarge the world of your child, but the Love of books is the best of all!

Books are easily accessible handy resources that are packed with information, insights into a happy life, love, life lessons, love, prayer, fear, and large quantities of useful information. Books mostly open doors to a world of ingenuity, resourcefulness, and creativity.

Stories are an inseparable part of everyone's lives and stories are a part of history, mythology, beliefs, aspirations,

possibilities of future and so on. Therefore, it is important to acknowledge that books would become a person's best friend, loyal supporter, and key counsel for life.



Figure 1.3: Steps to Success.

Source: Image by Pxfuel

Reading at an early stage has a number of benefits and it is important to the mental and emotional growth of the child. An important advantage of developing a reading habit is that it helps in the development of **critical thinking** skills of the children. Reading books would help in the improvement of knowledge, enhances inventiveness, develops vocabulary, and would develop the intellectual levels of an individual.

Critical thinking is the analysis of facts to form a judgment. The subject is complex, and several different definitions exist, which generally include the rational, skeptical, unbiased analysis, or evaluation of factual evidence.

Over a period of time there were some people who were unable to understand the benefits of reading and tried to comprehend why people would want to read when there are so many other things to do with one's time. Reading is an extremely important aspect for a variety of reasons and some of the important reasons and advantages of reading are described in the later stages of this chapter.

For instance, John Corcoran is the author of the book "The Teacher Who Couldn't Read," was a very intelligent person who graduated from high school and college, became a popular high school teacher and a successful man. But he was not able to read, similarly, there were many smart people who had problem associated with reading even though these people are taught reading. There are several people who would have problems with reading easily and quickly even when they are taught probably.

After knowing the story of John Corcoran many people would question if reading were important when a person could achieve so much of success even without basic reading skills. But people who read the story of Mr. Corcoran will be able to understand the feeling of shame, fear and loneliness Mr. Corcoran had experienced before he learned to read. Though, he was challenged with this inability he was able to become successful because of his capabilities, intelligence, and determination. But it is essential to understand that this handicap had made life harder and less enjoyable.

It is important to impart reading skills in children at younger ages because a child would learn at the fastest pace when compared to another stage in their life. Parents generally interact with their children by talking, singing, and reading which would enhance the ability of the brain cells of the child to strengthen and make new connections. As a child learns to read, it is known to have a profound influence on the development of their business skills .

It is important to start reading at early years as it supports the academic success in students and would inculcate a lifelong love for learning. A student who has good vocabulary and language skills is known to have broader knowledge and command over a language. Therefore, they may find it easier to learn and be fluent in multiple languages.

Vocabulary is a set of familiar words within a person's language. A vocabulary, usually developed with age, serves as a useful and fundamental tool for communication and acquiring knowledge.

People with good language skills are known to have better attention spans and have a greater ability to focus and concentrate. Books have a sequential chronicle patter where there would be a beginning, middle and end which motivates the brain to think in a similar chronicle patter and therefore, spend a lot of time on building a story rather than rushing through every detail of the story.

It has been found that children who read are known to have become proficient in comprehending what they are reading and had become good listeners. This indicates that reading enhances the listening skills and develops the communication abilities of the children. There are studies which have proved that people who read books are known to have become good leaders in their life.

Reading enhances the intellectual maturity in students and ignites the curiosity in learning about people, places, and things around them. Reading develops the imagination

and creativity among students and would help children to channelize their physical energy in the right way and reading has been repeatedly associated with creativity.

Reading would play an important role in gaining knowledge, improving vocabulary, enhance the writing and spelling skills of an individual. People who are effective conversationalists and effective communicators always state the role played by reading in their lives.

The most important step for a student to improve their reading skills is by being able to read aloud. Reading would help in the development of literacy skills, interactive, sensory skills, and perception of individuals. Reading would develop social skills and communication skills in students as children who read would share a book from their friends which would help them to communicate and build their social connections. Sharing books would help in developing a strong and loving relationship with the child.

Reading is known to have improved the memory and empathic skills of several people and they are known to have prevented children from developing degenerative disorders. Reading is generally considered as a stress-reducing activity because of which reading is often associated with longer life spans. Reading about certain characters in the book, subconsciously being able to identify with different situations and experiencing their emotional conditions will make reading an enjoyable experience.

There are certain research studies that have indicated that people who regularly read "fiction" stories have better levels of acceptance and would tend to practice gratitude. Fiction books have a lot of ambiguity which motivates people to accept the diversity in life and provides them with the ability to live with more positive and healthy mental states of being.

The ability to think regarding ambiguity and accept life with ambiguity is considered as the key to creativity as one person might have the ability to look at situations from different perspectives and understand them which makes it easier to view new possibilities in life.

When starting to read it's better to start reading simple sentences and understand these simple sentences. Young children would use phonic sounds to decode words and

they keep reading aloud these words accurately. By being avid readers people demonstrate their comprehension skills and understanding while they talk to others about the topic they are reading.

To begin reading children need to have a number of skills such as matching, rhyming and awareness of different types of phonic sounds as well as language development skills such as listening, alliteration , attention, and sound discrimination .

Children would start learning a language even before they start learning to read the printed letters and words. The rhythm and melody of words become an important part of life which would the learning skills in children because of which singing, and rhyme time is an important part of their preparation for reading and writing.

1.3.1. Reading as a Daily Habit

Parents may have a hectic life, but it is important for them to make it a point to read to their child at least once a day at a fixed time. It's important to develop the quality of reading from home and parents need to keep a place for away from distractions and start reading along with their children.

Reading must be a daily routine for children similar to brushing teeth, eating a meal, or going to bed. It is important to encourage children to read in order to develop their comprehension and communication skills .

It is essential to make reading an integral part of the daily routine by adding certain element of fun into their lives and adults must encourage children to read on a daily basis to increase their knowledge and awareness about different areas of life.

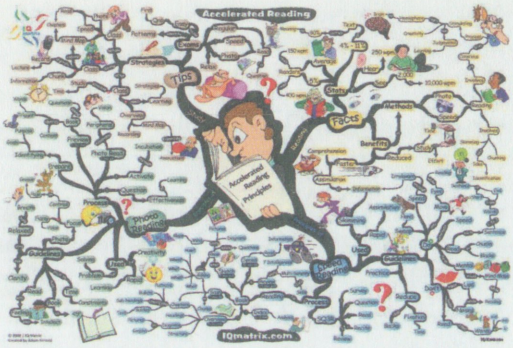

Figure 1.4: Developing Reading Skills

Source: Image by Flickr

1.3.2. Reading at School

Reading must be encouraged at schools as a practice and it is the responsibility of the teachers and librarians to have mandatory story time. Story times are important because they involve children to sit along with teachers or adults and start reading books and stories which would inculcate the habit of reading in children. Group reading or reading aloud would help to boost confidence in children and encourages their interest in reading and improves their interaction with others.

Librarian is a person who works professionally in a library, providing access to information and sometimes social or technical programming to users.

It is important to read at school along with teachers as students would develop a habit of reading faster when they are with other children which makes reading fun. Reading enables the learner's imagination run wild because of which reading becomes fun.

It is important for every class-room to have a well-equipped library and a reading corner which would encourage the culture of reading in students. Having a defined place in the classroom which would encourage the children to sit, read books and listen attentively to a story would play an essential role in developing a positive relationship with books and reading.

Reading a variety of picture and phonic books that are sent home from the library are known to encourage the reading habit. Reinforcing the concepts that are read

continuously is another concept of achieving progress gradually and helps in developing new skills in children.

1.3.3. Importance of Reading

Reading is the fundamental aspect to the functioning of the society in the present days. There are different adults who would not be able to read well and some of them would not be able to understand the instructions that are present on a medicine bottle which is an extremely dangerous phenomenon. It is important to educate children with the importance of reading and train them to read from an incredibly early age to improve their reading skills.

Society is a group of individuals involved in persistent social interaction, or a large social group sharing the same spacial or social territory, typically subject to the same political authority and dominant cultural expectations.

Reading is important as there is every sphere of our lives which demands reading and writing beginning from filling up the application forms to doing huge business transactions reading and writing are an integral part of human lives. Reading road signs, warning signs and other day to day activities are important aspects of human life and people who do not reading are known to have frustration, fear and anger because of their inability because of which reading is an extremely important skill.

Reading is an essential skill in finding out good job opportunities. There are several well-paying jobs that would require reading as an integral part of their jobs. There are several reading jobs that would need preparation of reports and memos, for which reading is extremely important. People who have poor reading skills will take a lot of time to absorb and react in workplace whereas people with good reading and comprehension skills would be able to perform well at workplace. Because of which reading is considered extremely important

Reading is essential because it plays an important role in the development of the brain and brain is like a muscle which needs exercise. The ability to understand the written words is an important way by which brain develops this ability. It's important for parents to teach their children to read at an early age because reading would help them develop their language skills. Good reading skills would help in development of the brain and the ability to understand

the written words is an important method by which brain develops.

Teaching small children to read would help them develop their language skills and helps them to learn to listen. There could be any person who could talk but there would be different people can **listen** and when a person does not have good listening skills , they may have to face several disadvantages in their life. Reading is an important method by which children develop good listening skills and communication skills .

Listen is to give attention to sound or action. When listening, one is hearing what others are saying, and trying to understand what it means.

Reading is an important method by which we discover new things and there are different types of books, magazine and internet which are great methods of enhancing knowledge, but all these would need basic communication skills and reading skills. A person who would read will be able to educate themselves in different fields and expand their knowledge in various horizons of life. In the current times where there is a lot of information that is available it is important for people to read to make use of all this knowledge for the benefit of the society and the individual.

Reading is an essential element in developing a good self-image and people who are non-readers or poor readers are known to have low self-esteem and opinions about themselves and their capabilities. There would be situations where they may feel that the world is against them and the feelings of loneliness and isolation would be more among people who are non-readers.



Tip

Reading is an important skill and every student will have to develop the habit of reading and make it a daily routine

A number of behavioral problems develop in people who are nonreaders and they would not be able to perform well in various subjects because they would not be able to read and understand the material well. A many number of times people who are non-readers would have the tendency to give up

People who have good reading skills would have better spelling skills and people who are a part of phonic reading program are known to perform better with spellings as they would learn to sound the letters and words, because of which spelling becomes extremely easy.

Reading new words would make people to use their own mind for use at later stages and help them understand the usage of words in different contexts and gives them a better

understanding of the usage of the words and its definitions instead of relying on the cold facts of a dictionary.

There is an old saying "The pen is mightier than the sword," which is absolutely true as ideas that are written down by men can either break or build nations and the flow of these ideas cannot be stopped. There is need to read and research in order to build on the good ideas and expose the bad ideas before they bring about destruction. Reading is the only method by which people would become aware of the history and develop their ideas.

Communication is the act of conveying meanings from one entity or group to another through the use of mutually understood signs, symbols, and semiotic rules.

It is an established fact that the power of written ideas could be communicated well through reading which is the basic reason because of which the governments of certain countries would insist on free and honest **communication**. People who are illiterate are can be easily controlled and manipulated because of which there is need for people who have their own research and thinking skills.

People who are illiterate often have to rely on others for information and their emotions are molded by the way their emotions are controlled. Therefore, to get control over themselves, take charge of their life, to make their own decisions, improve their thinking horizons it is important for people to learn and develop their reading skills.



Tip

Reading aloud if you cannot understand any paragraph or complex understanding as reading aloud is an important way to improve reading skills.

Reading is important because words that are either spoken or written are the building block of life. The future of a person will largely depend on the words that they believe about themselves right now. People, relationships, families, and even nations are built on good words. Therefore, it is essential to understand the importance of reading and develop reading habits in children right from their young age. Students must focus on the importance of reading and focus on improving the reading skills to prosper well in their job.

PROGRESS CHECK QUESTIONS 3

a. What is the meaning of reading?
b. What are the advantages of reading?
c. What are is the importance of reading?
d. Describe the important strategies of reading

ACTIVITY 1.3.

Activity 1.3.1: Pre-Reading

Look at the following questions and write the answers of the following questions

- What do you understand by reading?
- How often do you read?
- Have you visited a library?
- List some of your favorite books
- Do you remember at what age you started reading books?

Activity 1.3.2: While Reading

Answer the Following Question

- What is reading and write the importance of reading
- Write when is the right time to start reading?
- How to develop reading skills?
- According to the above paragraph John Corcoran never regretted that he could not read (True or False)
- Reading skills must be developed only as adults (True or False)

Fill the blanks in the following paragraphs

1) Reading is important because words that are either spoken or written are the ____ of life. The future of a person will largely depend on the words that they believe about themselves right now. People, relationships, families, and even nations are built on ____ words. Therefore, it is essential to understand the importance of _____ and develop reading habits in children right from their young age.

Students must focus on the importance of reading and focus on improving the _____ to prosper well in their job.

2) There is an old saying _____ which is absolutely true as ideas that are written down by men can either _____ or build nations and the flow of these ideas cannot be stopped. There is need to read and research in order to build on the _____ and expose the ____ideas before they bring about destruction. Reading is the _____ by which people would become aware of the history and develop their _____

3) Reorganize the following sentences into meaningful paragraph

- A person who would read will be able to educate themselves in different fields and expand their knowledge in various horizons of life.
- In the current times where there is a lot of information that is available
- It is important for people to read
- Reading is an important method by which we discover new things and there are different types of books, magazine, and internet
- To make use of all this knowledge for the benefit of the society and the individual.
- Which are great methods of enhancing knowledge, but all these would need basic communication skills and reading skills.

4) Reorganize the following sentences into meaningful paragraph

- Books are easily accessible handy resources that are packed with information,
- Books mostly open doors to a world of ingenuity, resourcefulness, and creativity. Insights into a happy life, love, life lessons, love, prayer, fear, and large quantities of useful information.

- Mythology, beliefs, aspirations, possibilities of future and so on.
- Stories are an inseparable part of everyone's lives and stories are a part of history,
- Therefore, it is important to acknowledge that books would become a person's best friend, loyal supporter, and key counsel for life.

Activity 1.3.3: Post-Reading

1) Go to a nearby library and pick your favorite book and write briefly regarding what you understand about the book

2) Can you write few words about the current affairs in your country?

1.4. GRAMMAR FOCUS: PRESENT PERFECT TENSE

Tense refers to a verb-based method which is used to indicate the time and sometimes the continuation or completeness of an action or state which is in connection to the time of speaking. The word tense has originated from the Latin word tempus which means "time."

The concept of tense in English language is used as a method that is used to refer to a period such as past, present and future. There are different languages that would

use tense to talk about time and there are several different languages that do not have the concept of tense at all. However, people of different languages might refer to tense by using different methods.

Grammar is the set of structural rules governing the composition of clauses, phrases and words in a natural language.

The present perfect tense is an important tense and essential part of **grammar** in English but learners of some other native languages who are learning English are known to have a difficult time in learning this language. It gets difficult for few people to learn English language because it uses different ideas and concepts that do not exist in these languages because of which these people find it difficult.

The structure of the Present Perfect tense is extremely simple, but the problems might arise during the usage of the tense. In addition, there could be some difficulties in using this tense between British and American English.

This unit tries to explain the structure and use of the present perfect tense along with the usage of words such as for and since. The present perfect tense is an extremely important, interesting, and useful tense. It is important for nonnative speakers to not translate the present perfect tense into their own language and they must try to apply the principles and syntax of the language while using this tense.

1.4.1. Definition

It is related to something that occurred before and it concentrates mostly on the result and not on the action. The present perfect tense is used to indicate a relationship that is existing between the present and the past. The time of the occurrence of the situation



Tip

There may be similar verb tense in the native language of second language learners in a similar form, but it is probably not the same.

1.4.2. Usage of Present Perfect Tense

The present perfect tense is used to describe:

- An action or a situation that has begun in the past and continues to occur in the present. For instance, I **have lived** in Paris since 1997(which means that I still live in Paris)
- An action that is performed during a period of

time and has not yet been finished. He **has been** to soccer match twice this week (and this week is not completed yet)

- A recurring action that has occurred in an unspecified period between the past and the present. For instance, we **have visited** Australia several times.
- An action which was completed in the recent past and was expressed by "just." For instance, I **have just completed** my work.
- An action when the time is not important. For instance, He **has read** "The monk who sold his Ferrari"

1.4.3. Structure of the Present Perfect Tense

The structure of the present perfect tense is as follows:

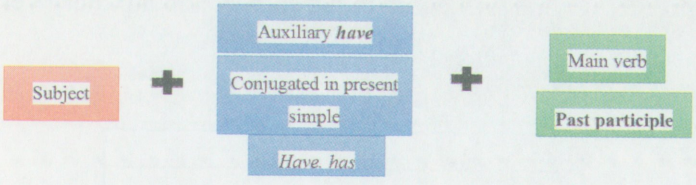

Figure 1.5. Structure of the Present Perfect.

The **auxiliary verb** (have) is conjugated in the present simple form as gave and has. The main verb is generally invariable in past participle form: -ed (or irregular).

For certain negative sentences we insert not between the auxiliary verb and the main verb. For few sentences that are interrogative by nature the subject and the auxiliary verb are exchanged. The examples of some sentences using the present perfect tense is explained below.

Auxiliary verb is a verb that adds functional or grammatical meaning to the clause in which it appears, so as to express tense, aspect, modality, voice, emphasis, etc. Auxiliary verbs usually accompany a main verb.

Table 1.1: Present Perfect Tense

	Subject	Auxiliary verb		Main Verb	
Affirmative Sentences	I	have		seen	a movie
Affirmative Sentences	You	have		eaten	my chocolate
Negative Sentences	He	has	not	been	to England
Negative Sentences	We	have	not	played	cricket
Interrogative Sentences	Have	you		finished?	
Interrogative Sentences	Have	they		done	the homework

1.4.4. Contraction with Present Perfect

The present perfect tense in the context of speaking and informal writing will contract the subject and auxiliary verb.

Table 1.2: Present Perfect Tense with Contraction

I have	I've
We have	We've
They have	They've
You have	You've
The car has	The car's

The examples of some affirmative sentences are as follows:

- You've said that before
- Tom's seen "A walk to remember"
- John's visited Paris

In the negative sentence, the auxiliary verb and the word "not" are contracted. For instance, "you haven't passed in the exam" and "He hasn't heard from her."

1.4.5. Usage of Present Perfect Tense

The present perfect tense is used to describe a relationship that exists with the past and the present. This is most commonly used to describe about:

- Experience
- Change
- Continuing situation

Present Perfect Tense for Experience

Present perfect tense is most commonly used to talk or describe the experience of people from the past. These sentences focus on the experience and not on the time of occurrence. Some examples of the present perfect tense are as follows:

- I **have seen** ant.
- She **has lived** in Paris
- **Have** you **been** to China?
- We **have** never **eaten** chocolate

These indicate two aspects:

- The events that have occurred in the past
- The memory that is created by these events

1.4.6. Present Perfect for Change

They use present perfect to describe either about a change or about new information. Some examples of the present perfect for change are as follows:

- I **have bought** a new apartment.

This statement indicates the following:

- Past: In the past, I didn't own an apartment (negative)
- Present: In the present, I have an apartment (positive)

1. Tom **has broken** his leg.

This sentence can be explained as follows:

- Past: In the past, Tom had a good leg (positive)
- Present: In the present, Tom has a bad leg (negative)

The present perfect tense is often seen as a relation between the past and the present. British speaker uses present perfect more than the American users. Americans most commonly use the past simple tense than the British users. For instance, a British would say "Have you had lunch?" whereas an American might say "Did you have lunch?" This s a simple difference that might be present in the American English and British English.

1.4.7. Present Perfect for Continuing Situation

Present perfect tense is to talk about a continuing situation and this refers to a state that was started in past and continue into the present (and might probably continue into the future).This tense is used to talk about a situation and not an action. "For" or "since" is used with the structure while talking about the present perfect continuing situation.

Some examples of the present perfect continuing situations are as follows:

- I **have worked** here since March.
- He **has been** ill for five days.
- How long **have** you **known** Sara (for)?

The structure of these sentences can be classified into the following stages:

- Past: The situation has started in the past
- Present: It continues up to now
- Future: It might probably continue in the future

1.4.8. Usage of "For" and "Since" with Present Perfect tense

The use of the words "for" and "since" with perfect tenses is explained below:

- The word "for" is used to talk about a period of time:

seven minutes, three weeks, seven years

- The word "since" is used to talk about a point in the past time: 10 o'clock, Tuesday, 1st April

For	Since
For is used to describe a period of time	Since is used to describe about a point of time in the past time
30 minutes	6.15pm
Four days	Monday
8 months	March
5 years	1994
3 centuries	1700
a long time	I left college
ever	the beginning of time

There are some example sentences that are formed using for and since with the present prefect tense:

- I have been here for two hours
- I have been here since 6 o'clock
- Jessica hasn't called for eight months
- Jessica hasn't called since March
- She has worked in Beijing for a long time
- She has worked in Paris since she left school

PROGRESS CHECK QUESTIONS 4

a. What do you understand by tenses?
b. What do you mean by present perfect tense?

ACTIVITY 1.4.

Activity 1.4.1

A) Fill in the following sentences with the appropriate words

1. (be/you) _____at college?
2. (speak/she) ____to her boss?
3. College (not/start) _____ yet.
4. He (not/see) _____ him for a long time.
5. I (not/work) _____ today.
6. No, she (have/not) _____ the time yet.
7. She (write) _____seven letters.
8. We (not/plan) _____ our vacation yet.
9. We (buy) _____ a new apartment.
10. Where (be/you) _____?

B) Write the participle forms of the following verbs

1. be
2. buy
3. catch
4. do
5. drink
6. give
7. go
8. have
9. make
10. sell
11. shut
12. sing
13. sit
14. spend
15. teach

Activity 1.4.2.

Complete the table in present perfect simple.

Affirmative	Negative	Interrogative
She has swum.		
		Has she slept?
You have made a call		
	Rupali has not cried.	
They have run.		
We have chatted.		
	the lesson has not started	
		Have we won?
She has turned around.		
	They have not arrived.	

Activity 1.4.3.

1) Write sentences in present perfect

a) Tom / not / miss / the flight-
b) they / not / plant / a tree -
c) Ram / catch / the ball -
d) we / sell / our old car -
e) the train / leave / the station –
f) we / reach / our goal -
g) our team / lose / the match -
h) she / underline / the word -
i) they / not / discover / the wealth
j) Sheela / not / talk / about the problem
k) they / ask / a question -
l) He / speak / French
m) I / be / in my room
n) we / not / wash / the car
o) Ram/ not / forget / his homework

2) Write questions in present perfect

a) you / correct / my mistakes
b) you / practice / your English

c) she / tidy up / her room
d) the boss / sign / the letter
e) Pal / shut / the door
f) you / knock / at the door
g) the teacher / mark / the tests
h) He / buy / a new car
i) they / rescue / the girl
j) Rampal / wear / a red shirt
k) they / finish / their homework
l) Rama/ kiss / Danny
m) the waiter / bring / the tea
n) Mary/ pay / the bill
o) you / ever / write / a poem

3) Ask for the information in the bold part of the sentence.

1. Ram has built **a house**.
2. Nitin has crossed the street **at the traffic lights**.
3. They have **never** been to Australia.
4. **Tina** has dialed the number.
5. Vina has spent **200 dollars** at the shopping mall.
6. They have seen him at the **library.**
7. Gates has **robbed** another bank.
8. Tin has ordered **three desserts.**
9. **Frank** has repeated the sentence five times.
10. **Annie** has asked a question
11. They have discussed **about painting** at school.
12. **Trump** has got a letter.
13. Prem has **cooked dinner**.
14. Carol has read **seven pages.**
15. **I** have heard the song 50 times

1.5. REFLECTIONS

Reflections refer to the learning experiences that are obtained by the student while learning this unit. Try to answer the following questions based on your learnings from this unit.

What are your top three take away from this unit?

_____

_____

_____

1. List down the things you have learnt newly in this unit
2. Rate the activities in each section according to their difficulty level. Put a tick mark in the box you feel is appropriate.

Sections	Easy	Difficult	Enjoyable
Listening Activity			
Grammar Focus: Modals			
Reading Activity			
Grammar Focus: Present Perfect Tense			

1.6. SELF-ASSESSMENT

Write Yes or No against each of the following questions in the tabular column

Topics	Yes or No
Did you understand the importance of listening skills ?	
Did this chapter help you understand your strength and weakness related to your learning skills	
Did you learn anything new in the listening section from this chapter	
Do understand the meaning of modals?	
Will you be able to describe the different types of modals	
Will you be able to use modals properly in your daily language	
Did this chapter help you to understand the importance of reading skills	
Did you learn anything new from the reading section of this chapter	

Do you understand the importance of present perfect tense in grammar	
Did you understand the different aspects related to the present perfect tense	
Did you learn anything new from the present perfect tense in this chapter	

ROLE MODEL

JOHN CORCORAN-A TEACHER WHO STARTED READING AT 48 YEARS

John Corcoran was born in 1937 is known to be a famous American author and he known to be the founder of Corcoran foundation. He could read at a second-grade level until forty eight years age. He is severely dyslexic and despite his disabilities he had graduated from high school and college. He worked as a high school teacher and real estate developer even withSout being discovered. He was teacher for long time for about seventeen years who didn't learn to read until 48.

In the beginning of 1990s, a four year old granddaughter of John Corcoran had asked him to read books with her, but he could not read. There are nearly 93 million Americans whose reading skills were below the basic level and John Corcoran was one among them. He had managed without basic skills of reading even at the school where he was teaching but he could not lie to his granddaughter.

Then at the age of 48, Corcoran had overcome his learning difficulties and started learning to read. Then John Corcoran had spoken about a shameful secret to the millions of people. He stated that "I kept thinking of the millions of children and adults experiencing the same shame and pain that I had experienced," and added "I knew I had to do something."

This is when he launched an encore career devoted to overcoming illiteracy and had founded the John Corcoran foundation. John Corcoran foundation was set up in 1997 and had ever since then it provided one-on-one literacy tutoring to young children, second-language learners, disadvantaged youth, and children with different disabilities including autism, speech impediments, dyslexia, and hearing impairments.

This foundation also offers online web conference tutoring and supplies every online learner with a free computer, broadband internet access and literacy software. This

foundation also has 2 tutoring centers in Colorado and California.

During the past 16 years, this organization had tutored more than 4,000 students and trained more than 250 tutors and provided nearly 2,000 free computers. The major objective of John Corcoran is to eradicate illiteracy among children and adults.

John Corcoran is popularly called as the national literacy advocate and John Corcoran had helped to bring illiteracy out of the shades with his autobiography, "*The Teacher Who Couldn't Read: The True Story of a High School Instructor Who Triumphed over His Illiteracy*".

The shocking and the emotionally moving story of a child who was failed by the system, to an angry adolescent , to a frantic college student and an evolving adult reader had tapped the interest of the audiences across the national televisions shows such as Larry King Live, Phil Donahue,20/20 and Oprah. The story of John Corcoran was featured in some national magazines such as esquire, Biography, People and Readers Digest.

1.7. CHAPTER SUMMARY

Lecture is a method of instruction where the lecturer delivers the information verbally. A typical lecture involves an instructor who stand in front of the class and presents the information to the students. There are some note taking and active listening are some study skills which help makes the lecture sessions more effective.

Modal refers to a verb which when combined with another verb indicates mood or tense. It is used to express necessity, uncertainty, possibility, or permission. The two types of modal verbs are pure modals and semi modals. Advice should be given using appropriate language and modal verbs help serve this purpose. Examples of modal verbs are should, might, could can etc.

Reading is extremely important skill for any individual and it is essential to develop the reading skill from young age. Reading is important for the development of brain, creativity, and enhanced expression of the individual. In the recent times of smart phone and mobile technology the importance of reading skills and communication are increasing continuously. The importance of reading and the need to develop different types of reading skills have been explained in this chapter.

The present perfect tense is an important tense and essential part of grammar in English but learners of some other native languages who are learning English are known to have a difficult time in learning this language. This unit tries to explain the structure and use of the present perfect tense along with the usage of words such as for and since. The present perfect tense is an extremely important, interesting, and useful tense. It is important for nonnative speakers to not translate the present perfect tense into their own language and they must try to apply the principles and syntax of the language while using this tense.

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CHAPTER 2

HEALTH AND FITNESS: LISTENING, READING AND VOCABULARY

LEARNING OBJECTIVES

By the end of this chapter, you will be able to:

- Improve your listening skills
- Listen and take notes from the essay
- Understand and identify the different types of conditionals
- Read and understand paragraphs easily
- Understand the importance of health and fitness
- Learn new words and their meanings
- Know the steps and strategies to improve your vocabulary
- Learn the different aspects about improving your communication

CHAPTER INTRODUCTION

Speaking, writing, listening, and reading are the essential skills of communication. This unit introduces students to the essentials of communication by introducing them to a wide range of activities and exercises that would help them to enhance their communication skills .

There are four essential parts of this unit which focus on improving the listening skills by providing a **paragraph** in listening and providing a wide range of questions and activities that would help students to enhance their listening skills.

Grammar is the structure of any language and it is important for students to be aware of the basics of grammar in any language. This chapter introduces students to the concepts of conditionals and help them to strengthen their grammar by providing them with a wide range of activities and exercises on grammar.
The next section introduces to reading which is the core of learning language as reading is known to improve the communication skills of the students. There are different tips and steps that would help in enhancing the reading comprehension in children.

Paragraph is a self-contained unit of a discourse in writing dealing with a particular point or idea. A paragraph consists of one or more sentences.

2.1. LISTENING ACTIVITY: IMPORTANCE OF HEALTH AND FITNESS

2.1.1. Introduction

Christiano Ronaldo is known as a professional soccer player who is famous for setting records in football while playing for the Manchester United, Real Madrid and Juventus clubs. He had also played for the Portuguese national team.

The full name of Christiano Ronaldo is Christiano Ronaldo dos Santos Aveiro who is known as a famous Portuguese soccer super star. He was paid more than $14,000 million U.S. Dollars (£12 million) by Manchester United

to sign him for the team. Ronaldo had led Manchester United to success by scoring the first three goals in the 2004 FA cup final, in 2004.He had set a franchise record for the goals he had scored in 2008, before Real Madrid had paid him a record $131 million for his services in the subsequent year. Later, in July 2018, Ronaldo had started a new phase of his career by signing with an Italian Series a club called as Juventus.

2.1.2. Early Life of Ronaldo

Ronaldo was born on 5 February 1985 in, which is a small island that is present off the western coast of the country. Ronaldo was born to José Dinis Aveiro and Maria Dolores do Santos and he was the youngest of their four children. Ronaldo was named after a famous actor Ronald Reagan, who is one of the favorite actors of Ronaldo's father.



Tip

Listen attentively and make notes as you listen to improve you understanding

Ronaldo had grown up largely in the working class neighborhood in a small tin-roofed home which had overlooked the ocean. Ronaldo was introduced to the game of soccer through his dad who had worked as an equipment manager at the boy's club.

Ronaldo had seen few hardships in his childhood when his father used to drink too much and to support the children and maintain some financial stability, Ronaldo's mother worked as a cook and cleaning person.

Ronaldo was emotionally attached to his father and the young athlete had regularly sent his father to enter into a rehab to address his drinking issues, however, his father had never accepted the offer. It was hard for Ronaldo to accept the demise of his father, because of the alcohol-related kidney problems in 2005 and his mother struggled with breast cancer in 2007.

Ronaldo was recognized a phenomenon in soccer by the time he was ten as he was a kid who ate, slept, and drank soccer. His god father Fernao Sousa stated that Ronaldo was a boy who always wanted to play football and he stated that "Ronaldo loved the game so much that he would either miss his meals or escape out of his bedroom window with a ball when he was supposed to be doing his homework."

Football is a family of team sports that involve, to varying degrees, kicking a ball to score a goal.

Ronaldo's talent and legendary image had grown considerably by his early teens and after a spell with Nacional da liha da Madeira after which he signed with Sporting Portugal in 2001.

2.1.3. Professional Growth of Ronaldo

In 2001, Ronaldo was only 16 years old and Manchester United had paid more than £12 million to sign in Ronaldo which is known to be a record fee for the player of this age. He had turned heads of many football lovers by his enchanting performance with Portugal against Manchester by awing his opponents with his amazing foot work and amazing skills

Tip

Drawing images and making notes will enhance your listening skills

The impression that was created Ronaldo was so mesmerizing that the players of Manchester United had asked their manager to try and sign for the young player. Soon, Manchester United was successful in signing for Ronaldo.



Figure 2.1: Image of Ronaldo with the Soccer Ball.

Source: Image by Pixabay

Ronaldo had kept up his expectations by keeping up his promise early on in the 2004 FA cup final by scoring the first three goals for the team and helped them to capture the championship . In 2007, Ronaldo had signed for a five-year £31 million contract with the team.

Championship is a competition in which the aim is to decide which individual or team is the champion.

In the consequent years, Ronaldo had justified the high salary he had taken by displaying one of the finest performances in the history and setting up a franchise record for the goals scored (42) and had earned himself the FIFA world Player of the year honor in the year 2008.Overall, with his brilliant performances Ronaldo had steered Manchester United to win three premier league titles.

Real Madrid

In 2009, the Spanish soccer club had agreed to pay Manchester United a record value of $131 million for a chance to sign Ronaldo and by now, Ronaldo's commitment to Manchester United had come under constant question and there were speculations that were rising that Ronaldo wanted to play elsewhere, because of which nobody was surprised to see Ronaldo leave Manchester United.

When Ronaldo had left the club he told the reporters that "he understood that the expectations were pretty high on him and he is under more pressure than when he was at Manchester United because he was there for many years and it was a new challenge for him to join Real Madrid and he believes that it would help him to become the best footballer.

Ronaldo was continuously receiving an impressive list of honors and team trophies. In December 2016, he had won his fourth Ballon d'Or award as the sports player of the year by beating out Lionel Messi or FC Barcelona.

The list of wins for Ronaldo in 2016 would include the European Championship, champion's league and the club world cup, along with some individual awards from UEFA and France Football magazine. In 2017, he had claimed the fifth Ballon d'Or to tie the mark held by his longtime contender, Messi.

Juventus

Ronaldo had joined the Italian Series A club Juventus in July 2018, after getting paid $140 million as a transfer fee Real Madrid, his old Spanish club.

Ronaldo had written an open letter on the website of Real Madrid, addressing the fans of the club by stating that "These years at Real Madrid and in this city of Madrid have quite possibly been the happiest years of my life. I only have feelings of great gratitude to this club, to the fans and to the city. I can only give thanks to all of them for the love and affection that I have received."

For many reasons, Ronaldo's debut season with Juventus was an extremely successful one as he had scored 10 times in his 14 games and had headed home for a single goal win against AC Milan for the Supercoppa Italiana trophy, after he had led his club to an eight consecutive Series A title as he was named as the league's MVP in 2019.

Portugal National Team

Ronaldo had added an emotional victory to his collection on July 10, 2016 when he had led Portuguese to victory as the captain of a national team , against France in the European Championship. In this match, Ronaldo was sidelined from the match for about 25 minutes, but Portugal had won the title with 1-0 which was their first international trophy. Teammates of Ronaldo had stated that the victory of the team was because of the motivation they have received from their captain from the sidelines.

National team is a team that represents a nation, rather than a particular club or region, in an international sport.

One of the team mates Cedric Soares had stated about Ronaldo after the Portugal victory that "He gave us a lot of confidence and he said, 'Listen people, I am sure we will win this Euro and so stay together and fight for it,'"

After the victory Ronaldo had stated that "This is one of the happiest moments in my career, as I've always said I wanted to win a trophy with the national team and make history. And I did it. Thank God, things went well for us."

Ronaldo had a tremendous start at the 2018 World Cup by kicking three goals in an opening match with Spain before adding another with Morocco to set a European

record with the 85th international goal. Ronaldo was left scoreless in a 2-1 loss to Uruguay in the knockout stage because of which he had refused to comment on his future with the national team .

PROGRESS CHECK QUESTIONS 1

a. What is soccer?
b. Have you ever played soccer?
c. Have you ever witnessed a soccer match?
d. Where did Ronaldo grow up?

ACTIVITY 2.1.

Activity 2.1.1. Pre-Listening

- Have you seen any soccer match before? If yes where and when did you see the soccer match? Describe about the match and your understanding of the match
- Can you name few countries that play soccer? Does your country participate in international soccer tournaments? If you know the answers write the answers and if you do not know the answers take the help of your teacher or Google to know more about the countries that play soccer
- Who is your favorite sports man, which country do they belong to and why do you like him? Write about the personality of the person and mention what do you find motivational about the person?
- What do you understand by the term's "soccer," "soccer clubs," "goal" and "nation"?
- What do you understand by fitness? Write notes about your understanding on fitness
- What do you understand by profession? Do you think playing soccer can be a profession?
- Write down the names of some sports that you know

- Share your notes about all these aspects with your friends, classmates and teachers and try to understand their viewpoint

Activity 2.1.2. While Listening

- Be focused and concentrate when your teacher is reading out the topic. It is important to have a pen and paper and make notes of important points while your teacher reads out the passage to you.
- Try to make a similar table in your notebook and fill in the important points in the table for better understanding

Name of the Player	
Age when he started	
Amount of money he was auctioned for	
Teams he played for	
Tournaments he had won	
Significant achievements in matches	
Which countries did he play against and won	
Family life of Ronaldo	

- Read the paragraph yourself and make notes
- Try to compare the notes that you have made while listening and the notes that your classmates made while listening and try to list down the points you have missed out
- Write down your doubts as you listen to the essay and ask the teacher your doubts only after the teacher has completed reading the paragraph

Activity 2.1.3. Post Listening

Memory Quiz

1. How many teams did Ronaldo play for?

a. 4
b. 5
c. 6
d. none of the above

2. How old was Ronaldo when he started playing?

a. 16
b. 17
c. 18
d. 20

3. What is the full name of Ronaldo?

a. Christiano Ronaldo
b. Christiano Ronaldo dos Santos Aveiro
c. Christiano Ronaldo Santos Aveiro
d. Ronaldo Santos Aveiro

4. What was the country that Ronaldo played for?

a. Portugal
b. India
c. France
d. Germany

5. Which year did Ronaldo win the medal for the country?

a. 2016
b. 2018
c. 2019
d. 2006

6. In 2018 world cup match how many goals did Ronaldo hit in a row?

a. 3
b. 4
c. 5
d. 6

7. **Who was Ronaldo emotionally more attached to?**
   a. mother
   b. sister
   c. father
   d. brother
8. **Which of the following clubs did Ronaldo play for?**
   a. Manchester United
   b. Real Madrid
   c. Juventus
   d. all of the above
9. **Where was Ronaldo born?**
   a. Funchal,
   b. Madeira
   c. Portugal
   d. all of the above
10. **How many premier league titles did Manchester united win because of Ronaldo?**
    a. one
    b. two
    c. three
    d. four

Activity 2.1.4. Listen and Draw

An important method to improve your listening skills is by drawing as you listen as drawing isolates a person from speaking and improves the ability of the students to improve their listening skills by focusing on what they listen. Your teacher may read out few instructions to you or Google for some simple audio skills that contain instructions and try to draw the instructions that you listen.

Activity 2.1.5. Running for Mouth

Write down hundred to two hundred words in a paper and make chits that contain ten words in each chit. In your break time or leisure try to form a two to three teams of three to four students in each team. Each group will have one volunteer from their group who will read out a list of ten words to the volunteer of opposite group and the volunteer will go back to their group and dictate these words to their group mates.

Now the groups would exchange the chits and another volunteer runs to pick a chit listen to the words and comes back to their group and dictate the words. The group which has the highest number of correct words is known to be the winner. The same activity can be done by collecting some YouTube videos or list of words or by using some free apps that contain a list of words. There would be a number of fun ways of doing this activity by using some free music videos, musical number from cinema and theater kids' sing-alongs from commercial jingles and several others.

2.2. GRAMMAR FOCUS: CONDITIONALS

Conditional tenses are mostly used to describe situations such as what could happen, what might have happened, and what we wish would have happened. In **English** language, a majority of the sentences that use conditional would contain the word if. There are different types of conditionals that are used in sentences which might comprise of verbs in one of the past tenses. This type of usage is often referred to as "the unreal past," as people use a past tense while they might have not been actually referring to something that is occurring in the past. There are five major ways of constructing conditional sentences in English and in majority of the case the common structure of conditional sentences would consist of an *if* clause and a *main* clause. In some of these conditional sentences that are negative there is use of "unless" instead of "if."

English is a West Germanic language that was first spoken in early medieval England and eventually became a global lingua franca.

Conditionals are used to describe the result of a particular condition. The "if" clause is known to speak about the condition (if you work out religiously) and the main clause (you will become fit) is used to speak about the result. The order of the clauses would not change the meaning of the sentences.

For example, "If you work out religiously, you will become fit" is same as "you will become fit if you work out religiously. "This indicates that changing the order of the clauses would not have an impact on the meaning of the sentence.

The different types of conditional sentences are described below:

Table 2.1: Conditionals

Conditional sentence type	Usage	If clause verb tense	Main clause verb tense
Zero	General truths	Simple present	Simple present
Type 1	A possible condition and its probable result	Simple present	Simple future
Type 2	A hypothetical condition and its probable result	Simple past	Present conditional or Present continuous conditional
Type 3	An unreal past condition and its probable result in the past	Past perfect	Perfect conditional
Mixed type	An unreal past condition and its probable result in the present	Past perfect	Present conditional

2.2.1. The Zero Conditional

The zero conditionals are used to express the present situation which is **now or always**. Zero conditionals are used to speak about the situations that are **real and possible** , generally for rules and laws. The **zero conditional** is mostly used to

express the most common truths. The tense that would be used in both parts of the sentence is the simple present. In zero conditional sentences, the word "if" would be generally replaced by the word "when", without altering the meaning of the sentence.

Zero conditional refers to conditional sentences that express a factual implication, rather than describing a hypothetical situation or potential future circumstance.

The examples of zero conditionals are as follows:

- If I drink too much tea, I cannot sleep at the night.
- You can hear if it rains
- When the sun goes down, moon rises

The structure of a zero conditional sentence is

If/When + present simple >> present simple

Table 2.2: Zero Conditional

If clause	Main clause
If + simple present	**simple present**
If u board the train	you will reach on time
If you heat wax	It melts.
If it snows	the ground gets covered in white

2.2.2. Type 1 Conditional

The type 1 conditional is mostly used to refer to the **present or future** situation which could be true and real. Type 1 conditional often refers to a possible condition and the probable result of the condition. In the type 1 conditional, the *if* clause is present in the simple present the main clause would be in simple future.

Therefore, type 1 conditional called as the first conditional, is used to talk about the future situations that are believed to be either real or possible.
Some examples of the type 1 conditional are mentioned below:

- If it doesn't rain tomorrow, we'll go shopping
- When I finish cooking, we can eat.

The structure of the first five conditional sentences is: *if/when* +present simple>>will+ infinitive.

The above structure of type 1 conditionals could be

used along with the clauses such as "unless", "as long as", "as soon as" or "in case" can be used instead of *it*.

The examples of type 2 conditionals are as follows:

- I'll leave as soon as my father arrives
- I don't want to stay in Paris unless I get a well-paid job
- In case I am not at home I will give you my keys

Table 2.3: Type 1 Conditional

If clause	**Main clause**
If + simple present	**simple future**
If this thing happens	That thing will happen.
If you do not hurry	you will miss the flight
If it rains today	I will get wet

2.2.3. Type 2 Conditional

The type 2 conditions are used to refer to a time which is either **now or any time** and to a situation which is **unreal.** These type 2 conditions are used to refer to a hypothetical condition and they are not based on any facts. They are used to express about the probable result of an existing condition. In type 2 conditional sentences , the if clause is used to express the simple past and the main clause is used to represent the present conditional.

Table 2.4: Type 2 Conditional

If clause	**Main clause**
If + simple past	**present conditional or present continuous conditional**
If this thing happened	that thing would happen. (but I am not sure this thing will happen) OR that thing would be happening.
If you went to bed earlier	you would not be so tired.
If it rained	you would get wet.
If I spoke French	I would be working in France

2.2.4. Type 3 Conditional

The type 3 conditionals are used to speak about the time that has happened in the past and describe a situation that is contrary to the reality. The type 3 conditionals are used to express to an unreal past condition which is known to be contrary to the past result. In type 3 conditional sentences , the "if" clause is uses along with the past perfect and the main clause is used to refer to the perfect conditional.

Table 2.5: Type 3 Conditionals

If clause	Main clause
If + past perfect	**perfect conditional or perfect continuous conditional**
If this thing had happened	that thing would have happened. (but neither of those things really happened) OR that thing would have been happening.
If you had studied harder	you would have topped the exam.
If it had rained	you would have gotten wet.
If I had accepted that promotion	I would have been working in Australia

2.2.5. Mixed Type Conditional

The mixed type conditionals are used to describe an incident that has occurred in the past and a situation that is currently happening. The fact that these conditionals are based on are known to be opposite of what is expressed. The mixed type of conditionals is used to express an unreal pas' condition and its probable result in the present. In mixed type of conditional sentences , the if clause uses the past perfect and the main clause uses the present conditional.

Conditional sentences are sentences expressing factual implications, or hypothetical situations and their consequences.



Tip

Practice is the key to perfection so practice well to attain perfection

Table 2.6: Mixed Conditional

If clause	Main clause
If + past perfect or simple past	**present conditional or perfect conditional**
If this thing had happened	that thing would happen. (but this thing did not happen so that thing is not happening)
If I had worked harder at school	I would have a better job now.
If we had looked at the map	we would not be lost.
If you were not afraid of cockroaches	you would have picked it up and put it outside.

PROGRESS CHECK QUESTIONS 2

1) What are type 1 conditionals?
2) What are zero conditionals?
3) What are mixed conditionals?
4) What are type 2 conditionals?

ACTIVITY 2.2.

Activity 2.2.1.

1. **How would you celebrate the part if you ____to do this again?**
   a. have
   b. had
   c. would have
2. **If I _____ the more expensive dress, I will not have enough money to pay for my meal**
   a. buy
   b. bought
   c. will buy
3. **My PhD_____ delayed if I do not complete the research work on time**

1) Top of Form

a. is

b. will be

c. would be

4. Geography is an interesting subject as it deals with the study of places and the relationships between people and environment. I _____ Geography every day if I had time.

1) Top of Form

a. studied

b. will study

c. would study

5. If I need money, I _____harder.

a. I work

b. I will work

c. I would work

6. You live in New York and have not visited Niagara Falls? If I _____ you, I would have visited the Niagara Falls by now, it is so close from here.

a. am

b. were

c. will be

2) If you _____ a bag, it is easy to carry your grocery

7. Top of Form

a. get

b. got

c. will get

8. What would you say if she _____ you about the gift, she presented you on her birthday?

a) Top of Form

a. asks

b. asked

c. would ask

9. When I take a walk along the beach, I _____ cold.

a. get

b. got

c. would get

10. When you do not care about what other people think, you _____an interesting life!

a. Had

b. will have

c. would have

11. You do not need a printout of your resume as long as you_____ a soft copy.

a. have

b. had

c. have

12. I will drink soup as soon as _____home.

a. I get

b. I will get

c. I would get

13. I have not visited my aunt's house ever since I shifted to Chicago. I will visit her as soon as I_____ time

a. have

b. will have

c. had

14. When I go on a vacation, I always_____ my friend to take care of my dog

a. ask

b. asked

c. would ask

15. If I ____the problem to my teacher, she will help me figure out a solution

a. explain

b. explained

c. will explain

Activity 2.2.2.

Match the following conditionals with the appropriate sentences

If I'd known you were coming	I wouldn't feel terrible
If I hadn't eaten too much of fish	it would have hit us.
If you hadn't taken a long time at the beauty salon	we would have won the game.
If you hadn't seen the train coming	I would have bought pizza and cola
If he had hit a six in the last ball	we wouldn't be late to the party

Activity 2.2.3

Fill the following Sentences with the appropriate conditionals

Dialogue 1

Sara: Hi Tony, we had a great time at the party on Saturday. We were waiting for you to join. Why didn't you join us?

Tony: Hi Sara, I would have loved to join you guys at the party, but I had to study my computer science subject.

Sara: If you _____ (come) with us, you _____ an amazing play.

Tony: Yes? What play was it?

Sara: It was The Hound of Baskervilles by Sir Arthur Conan Doyle. It was based on a local legend of a spectral hound that haunted the Armor in Devonshire, England. This story is about the Baskerville Hall in the moors where a terrifying hound howls for blood. It was a thriller story at the end it was revealed that.....

Tony: Wait! Do not tell me the entire story. If you ___ me the ending, you ____ **(spoil)** it for me. I want to check out where and when is the next play and see it myself. Will you join me?

Sara: Yes! Thanks.

Tony: However, how was your computer science exam?

Sara: Not great! I am going to flunk the exam. I wish I _____ taken (not take) that course. I am going to fail.

Tony: It is not that tough; I feel that you do not study much... If _____ (study) more, _____ (pass) computer science easily.

Sara: It is easy for you to say that, you always top the class with best performance and score ninety percent and above.

Tony: It is not guaranteed. I _____ (not get) ninety percent unless I ____ **(** study) hard.

Sara: I feel motivated with your words. I would work hard to do well in the next test.

Tony: Good to hear that. All the best!

Dialogue 2:

Ram: Hi Antony!

Antony: Hi Ram!

Ram: What happened you look lost?

Antony: yes, I was lost thinking about something.

Ram: What is that about?

Antony: About how thing could be different. You grew up here in Paris and you are an adult now. But what _____ your childhood _____ **(be)** like if you _____ **(be born)** in a different family at a different city.

Ram: Ok. Let me think. If I _____ (have) a different family in another city, I _____ **(not grow up)** here in Paris.

Antony: And if you _____ (not grow up) here, I would not have (not meet) met you.

Ram: yes, and I _____ have been a tourist guide in Paris nor would have seen Eiffel tower every day.

Antony: yes. By the way how about going to French open this weekend? Do you have any other plans?

Ram: Perfect. I would love to go, but I will come only __ **(conditional)** my brother does not come from London this weekend.

Antony: Fine. Will call you. Bye!

2) Fill in the blanks with the appropriate conditionals

a) If Ram_____ the university five years ago he_____ an engineer by now.

b) _____ I were you; I would try to do better on the next project.

c) We _____ lost in the city now _____ you_____ a GPS with you when we left hostel

d) If Tammy loved you, she_____ your heart last night.

e) If you had left home early, you_____ with us now in the party.

f) If you had listened to me and left home early, we _____ late for school.

g) If I had good eyesight, I _____soccer, when I was young.

h) Do you think you would be happier now if you_____ (graduate) from university?

i) If it _____ (rain) all day yesterday, we could have gone to see soccer.

j) Joe _____in France now if _____ the train yesterday

k) The professor_____ so unhappy now if you_____ your experiment yesterday.

l) I need to be disciplined, _____ I want to quit smoking

3) Fill in the blanks with the appropriate words

1. If we meet at 11:00 am, ____ have plenty of time to play sports, shop, eat and watch a movie.
2. __ (conditional) she _____at the fridge, she would find bread.
3. I _____ the police if I was /were you
4. Even if she drives slowly, she ____ reach on time
5. The shopkeeper would have penalized him with a fine if he ____ touched the mannequins
6. If you spoke softer, your colleagues _____ _____ you
7. You _____ no trouble at the court if you had paid your tickets
8. ____(conditional) you _____ in Thar desert, you will burn your legs
9. The car _____ if your press the lock button
10. Saloni had so many doubts, if she _____ her teacher, he would have answered her questions.

Activity 2.2.4.

Dialogue 1: Read the following dialogue between Alex and Williams and try to answer the questions associated with it

Alex: Williams, are you coming to the soccer match tomorrow?

Williams: I am not sure; the weather is bad. Look, it's too cloudy and wind outside

Alex: Fine, if it clears up by tomorrow, let's go out. I am so bored indoors

Williams: Sure. But, if the weather doesn't settle down by tomorrow, I will not go out with you.

Questions

1. **What will they do when the wind stops?**

   _____

2. **What do you understand from the conversation?**

   _____

3. **Are there any conditionals used in this dialogue?**

   _____

4. **Highlight one or two conditionals in the conversation**

   _____

Dialogue 2:

Tom: Hi Julie, what are your weekend plans?

Julie: Hi Julie! I am going to work over the weekend, I have a lot of work to do. If I don't finish my work on time my boss is u happy with me.

Tom: Ok. Are you making the thesis for your research project?

Julie: Yes. There is so much do. If I try to finish the work early, we can catch up for a movie.

Tom: Ok. Let me know if I can help you in any way.

Questions

What will Julie do after she finishes her work?

_____

Why does Julie want to work on a weekend?

_____

What are the conditionals used in this dialogue?

_____

Activity 2.2.5.

Try to answer the following questions using conditionals and write your answers below.

- I want to start running. How should I start running?
- I have won a lottery ticket and I do not know how to claim it. What should I do?
- My five-month-old is awake all night. I ensure that his tummy is full, diapers are dry and try to put him to sleep but he does not sleep, instead he cries the entire night. I do not know the reason. I haven't had sufficient sleep in last few months. What should I do?
- I lost my mobile phone. I do not have contact numbers of any of my friends. What should I do?
- I hate working out at the gym. What should I do?
- I keep misplacing my wallet. What should I do?
- I want to become thin quickly what should I do?
- I want to learn karate. What should I do?
- I have a headache and fever from past few hours. What should I do?
- I want to own a jet, but I do not have sufficient money. What should I do?

2.3. READING COMPREHENSION

2.3.1. Exercise 1: Trans Fats and Their Impact on the Health

Fats are often considered unhealthy but the exact reason for their unhealthiness may not be known. However, the consumption of fats has drastically decreased in the past few years because of an increase in the awareness because of which the regulators have restricted the use of Tran's fats which might pose a public health problem.

Tran's fats are also called as trans-fatty acids which are a type of unsaturated fat. Tran's fats come in both natural and artificial forms. Natural or ruminant Tran's fats occur in the meat and the dairy of the ruminant animals such as cattle, goats, and sheep. The Trans fats are naturally formed in the stomach of these animals when their stomach digest grass. These types are generally present in 2-6% of the fat in dairy products and 3-9% of the fat in beef and lamb. However, people who consume dairy and meat need not be concerned as it has been identified that the moderate consumption of Trans fats would not have harmful effects.

Conjugated linoleic acids (CLA) are a family of at least 28 isomers of linoleic acid found mostly in the meat and dairy products derived from ruminants.

One of the best-known ruminant trans-fat that is identified by dairy fat is conjugated linoleic acid (CLA) which is considered as beneficial and it is often marketed as a dietary supplement.

However, artificial Tran's fats are called as the industrial Trans fats which are generally called as the hydrogenated fats. Hydrogenated Tran's fats are hazardous to the health of the human beings. These Trans fats when the vegetable oils are chemically altered to stay at the room temperature for longer duration in order to give them much longer shelf life.

The Trans fats are generally formed in two forms such as natural and artificial Tran's fats . Natural Tran's fats are formed in certain animal products and are considered harmful. The other type of Trans fats are the artificial Trans fats which area formed from hydrogenated vegetable oils and these are known to result in some serious health issues.

The artificial Trans fats may increase the risk of heart disease. In a sequel of clinical studies where people were consuming Tran's fats instead of other fats or carbs are known to have experienced a significant increase in the LDL (bad) cholesterol without a corresponding rise in HDL (good) cholesterol, whereas there are other types of fats which tend to an increase in both LDL and HDL.

Likewise, replacing different types of dietary fats with Tran's fats significantly increases the ratio of total to HDL (good) cholesterol and has a negative impact on the lipoproteins. These two are important risk factors for heart disease.

There are a number of observational studies which relate the increase consumption of Tran's fats to an increase in heart disease. It has been identified that both observational studies and clinical trials have suggested that Tran's fats would significantly increase the risk of heart disease.

A direct relationship between Tran's fats and the risk for diabetes is not clear completely. A large research study that was carried on over 80,000 women has indicated that, those people who consumed a higher quantity of Tran's fats would develop a 40% higher risk of diabetes. Similarly, there were two other studies that found that there was no relationship between trans-fat intake and diabetes.

Fructosamines are compounds that result from glycation reactions between a sugar (such as fructose or glucose) and a primary amine, followed by isomerization via the Amadori rearrangement.

There were several controlled studies that were conducted which have examined that Tran's fats and diabetes risk factors such as insulin resistance and blood sugar results are known to have showed certain inconsistent results. There are some animal research studies that reveal that large amounts of Tran's fats are known to harm insulin and glucose function. A research study conducted on monkeys for a duration of 6-years have stated that the diet with high content of trans fat is known to have caused insulin resistance and elevated belly fat and fructosamine , a maker of high blood sugar.

The presence of excess inflammation is known to be the primary cause of many chronic illnesses such as the heart disease, metabolic syndrome, diabetes, and arthritis. There are two studies that have stated that the Trans fats are known to increase the inflammatory markers when replacing the

other nutrients in the diet. There was another study that was conducted where margarine was replaced by butter, but there was no difference that was found.

In different types of observational studies, Tran's fats are associated with an increased inflammatory marker, especially in those people who have excess body fats. There are studies that indicate that the trans-fat is known to increase inflammation in people and has adverse effects in people with excess weight and obesity.

Tran's fats are known to have a harmful effect on the inner lining of the blood vessels which are known as the endothelium. There was 4-week study that was conducted regarding Trans fats where the saturated fats were replaced by Tran's fats and it was observed that HDL (good) cholesterol dropped by 21% and the artery dilation was impaired by 29%.

In another study, it was found that the endothelial dysfunction is known to have been affected because of a heavy trans-fat diet.

Though there are a number of research studies that are being conducted on cancer there are very few studies that have examined the effects of Trans fats on cancer. However, there was a large-scale research effort that is called the Nurses' Health Study, had found that the consumption of trans fats before menopause in women is known to have been related to an increased risk in breast cancer after menopause.

Food and Drug Administration (FDA) is a federal agency of the United States Department of Health and Human Services, one of the United States federal executive departments.

There was a research study which had suggested that the relationship between consumption of Trans fats and cancer is extremely weak, because of which there is need for more study in this area to establish the relationship between the consumption of Trans fats and cancer.

The vegetable oils that are partially hydrogenated are known to be the largest sources of Tran's fat in your diet because they are cheap to manufacture and have a long shelf life. Tran's fats are present in different types of processed foods, but the governments are known to have recently moved to restrict the presence of Tran's fat in the diet.

In 2018, the **Food and Drug Administration (FDA)**

is known to have banned the utilization of partially hydrogenated oil in most of the processed foods. Though, there was a ban this ban was not fully implemented because of there are a variety of processed foods that still contain trans-fat. In addition to Untied States, there are a number of countries that have taken steps to limit the consumption of trans fat content in processed foods.

It might be difficult to completely restrict the consumption of Tran's fats as in countries like Untied States, the food manufacturers would be able to label their products as "trans-fat-free" as long as there would be less than 0.5 grams of these Trans fats per serving. Therefore, the consumption of even few "trans-fat-free" cookies could lead to harmful amounts.

Tran's fats are known to have created a damage on the inner lining of blood vessels , however, their relationship with cancer is unclear.

The studies on Tran's fats have revealed insulin resistance and type 2 diabetes, but the results from the studies on human beings are mixed and unclear. One way to avoid trans fats is by paying attention to the labels and avoid the consumption of the foods that contain partially hydrogenated items on the list of ingredients However, checking the labels alone is not sufficient as some processed foods such as regular vegetable oils will consists of trans fats but they fail to name them on the label or ingredients list.

One of the research studies by United States that was carried out on store-bought canola and soybean oil is known to consist of about 0.56-4.2% of Tran's fats without any indication on the packaging.

One of the best methods to cut down the intake of Tran's fats is by reading labels, however, it is more effective to cut down the consumption of processed food on a daily basis to reduce the intake of Tran's fats.

The Trans fats from natural sources (ruminant animals) such as normal animal products are mostly considered safe in moderate amounts and the Trans fats derived from the artificial ones are known to be strongly associated with

different health problems such as inflammation, type 2 diabetes, insulin resistance and heart disease. The health problems are more common among people with obesity or excess weight. Though, there is a general decline in the consumption of Trans fats, the average intake is mostly a concern in several countries.

2.3.2. Exercise 2: Regular Exercise and Physical Activity

Regular exercise and physical activity have a wide range of advantages which are difficult to ignore. Exercise and physical activity are beneficial to all human beings irrespective of age, sex, or physical ability. Exercise and physical activity would play an important role in leading to a happier and healthier you.

Body mass index (BMI) is a value derived from the mass (weight) and height of a person.

Regular exercise and physical activity play an important role in regulating the body weight of a human being. When a person gets involved in a vigorous physical activity of high intensity then they would burn calories and maintain a healthier version of the same human being. It's important to exercise everyday either at the gym or by playing a sport and if a person does not find out enough time to work out then it's important to understand that some amount of activity is better than no activity at all. Consistency is the key to the success of weight loss and regulation. Healthy **Body Mass Index (BMI)** determines the health of the person.



Figure 2.2. Image of a Person Exercising.

Source: Image by Public Domain Pictures

Exercise has amazing health benefits by regulating the blood pressure, heart disease and the cholesterol of a person. The levels of triglycerides are known to be present in smaller quantities in a person who regularly exercises. Regular exercise and physical activity are known to regulate different types of health problems such as strike, depression, anxiety, arthritis, different types of cancer, high blood pressure , type 2 diabetes, and other problems. Regular exercise is known to improve the cognitive function of a person and would help to lower the risk of premature death in human beings.

Blood pressure (BP) is the pressure of circulating blood on the walls of blood vessels. Most of this pressure is due to work done by the heart by pumping blood through the circulatory system.

Exercise and physical activity are known to enhance the mood of a person, therefore, a stressful day at work can be combatted by a heavy workout at the gym or by a brisk walk. Regular physical activity is known to stimulate different types of chemicals in the brain that are known to enhance the mood of a person, boost confidence and improve the self-esteem.

A person who indulges in regular physical activity and exercise would have better fitness levels, endurance and muscular strength as exercise gives the right amount of oxygen and other nutrients to the tissues which can enhance the function of the cardiovascular system. A person with good heart and lung health would have more energy to perform their daily activities which makes a person achieve overall fitness.

Regular sports and physical activity would enable an individual to sleep faster and deeper. It is important not to exercise just before the bedtime as a person would be too energized to go to sleep. Playing a sport or a regular physical activity is known to play an important role in improving the connectivity with family or friends in a social setting and improve the ability to engage in different activities that make them happy.

The benefits of an exercise would include mental benefits, physical benefits, and social benefits. The mental benefits of an exercise would include improved confidence, relieving stress, tension, and other stress related illness.

Physical benefits of regular exercise and physical activity are losing weight, improved posture, and better

body shape. Exercise and physical activity have a number of social benefits such as meeting people, making friends and several others as it plays an important role in improving the connections and overall mental health of a person.

A person who is a part of the sports club and would regularly participates in sport is known to develop certain personality traits such as co-operating with other or teamwork, healthy competition with oneself and against others, sports and physical activities would include a number of physical challenges that would comprise of testing their own limits against the environment which would enable them to give their best performances.

Sports and physical activity would play an important role in improving the aesthetic appreciation. Aesthetic appreciation would refer to the ability to recognize quality of movement in a performance and people who indulge in regular sports and fitness activities are known to have better fitness aesthetic sense and appreciation.

People who play sports exercise on a daily basis to improve their fitness, performance, and flexibility. It is important to have certain skills in order to achieve fitness in sports. Some of the skill related factors related to sports are:

- Agility
- Balance
- Co-ordination
- Power
- Reaction time

Agility: Agility refers to the ability of a person to change the position of the body quickly and with complete control.

Balance: balance refers to the ability to retain the center of mass above the base of support when stationary or when moving. The ability to retain the center of mass above the stationary level is called as the static balance and the ability to retain balance while moving is called as dynamic balance. Having balance is an important skill in sports as it helps athletes such as gymnasts to maintain their position and prevents players of the games from falling over at high speeds. Coordination: Coordination refers to the ability to use one or two body parts together. Presence of precise coordination skills will facilitate the athletes to

move smoothly and quickly especially when they have to control a ball. A majority of athletes are known to have good hand-eye **coordination** skills.

Power: Power refers to the ability to use strength at speed. If athletes possess power, they would be able to jump high, sprint quickly and throw far. Strength*Speed =Power.

Reaction time : The time between the presentation of a stimulus and onset of a movement is called as reaction time. For instance, good reaction time would help swimmers to move faster.

Sports are known to play a major role in improving the reaction time of an individual. Reaction time refers to the time between the presentation of a stimulus and the onset of a movement. For instance, swimmers with quick reaction time are known to start fast.

Speed refers to the speed or pace at which a person would be able to move or cover a specific distance in a given period of time or how fast an individual can move. Sports and physical activities everyday are known to improve the speed of the players which would help them to win over their opponents easily.

Exercise and physical activity are known to some of the best ways to feel better and boost your health and have fun. **Physical fitness** experts and department of health and human services recommends that it's important to have 150 minutes a week of moderate aerobic activity or 75 minutes of vigorous aerobic activity or a combination of moderate and vigorous activity. It is important to spread the exercise throughout the week.

Some important physical activities for fitness are running, walking or swimming, these activities can be done in small amounts every day for accumulated results. It's recommended to perform strength training exercises for some of the major muscle groups at least two times a week by lifting free weights, weight machines and by doing weight training exercises. It's important for people to consult their doctor before starting a new exercise program especially if they have any fitness concerns or health problems such as diabetes, arthritis and heart disease.

Coordination is a complex syntactic structure that links together two or more elements; these elements are called conjuncts or conjoins.

Physical fitness is a state of health and well-being and, more specifically, the ability to perform aspects of sports, occupations and daily activities.

PROGRESS CHECK QUESTIONS 3

1) What are trans fats?
2) How important is exercise?
3) Are there any benefits of doing exercise regularly?

ACTIVITY 2.3

Activity 2.3.1: Pre-Reading

Exercise 1

1) Write what do you understand by Tran's fats?
2) Do you think trans fats are bad and write about that
3) What do you understand by junk food?

Exercise 2

1) Write down notes about what you understand by "physical activity," "sports," "fitness"
2) Do you exercise daily or play a sport daily?
3) Explain why you think sports are good for you

Activity 2.3.2: While-Reading

Read the above exercises one after the other and try to make notes as you read these paragraphs. Now try to answer the following questions related to the exercises.



Figure 2.3: Image of Zidane.

Source: Image by Wikimedia

MEMORY QUIZ-EXERCISE 1

1. **HDL refers to:**
   a. Good Fat
   b. Bad Fat
   c. Both
   d. None
2. **LDL is:**
   a. Good Fat
   b. Bad Fat
   c. Both
   d. None
3. **Nuts are example of:**
   a. Trans fats
   b. Saturated fats
   c. Unsaturated fats
   d. None of the above
4. **Biscuits and chocolates are examples of:**
   a. Good food
   b. Healthy food
   c. Junk food
   d. Both a and b
5. **Excessive consumption of trans fats causes**
   a. Obesity
   b. Diabetes
   c. Heart problems
   d. All of the above
6. **What do trans fats do?**
   a. Increase the levels of good cholesterol
   b. Lower the level of bad cholesterol
   c. Lowers the level of good cholesterol
   d. Increases the level of bad cholesterol

7. **Which of the following foods has low trans fats and is good for health?**
   a. Peanut butter
   b. Margarine
   c. Butter
   d. Both b and c
8. **Expand HDL**
   a. High Density Lipoprotein
   b. Heavy Density Lipoprotein
   c. High Dense Lipoprotein
   d. High density Levels
9. **Expand LDL**
   a. Low Density Lipoprotein
   b. Low Dense Lipoprotein
   c. Low density Levels
10. **Choose the best method to cut down on trans fats**
    a. Refrain from eating processed foods
    b. Eat processed foods
    c. Eat chips
    d. Eat chocolates
11. **Which of the following can have low levels of trans fats?**
    a. fresh produce
    b. fried foods
    c. saturated fats
    d. potato chips
12. **Who are using trans fats more?**
    a. Food companies
    b. Restaurants
    c. Both
    d. No one is using trans fats
13. **An unhealthy lifestyle_____ impact on your health**
    a. Has no impact

b. Improves your health
c. Decreases the risk of heart diseases
d. Has a negative

14. FDA is:

a. Food and Drug Association
b. Food and Drug Administration
c. Fun and Drama Association
d. Fresh food and Drug Administration

15. FDA has banned the utilization of_____ in 2018

a. Sugar
b. Margarine
c. Butter
d. hydrogenated oil

16. Health problems are more common in _____ people

a. overweight
b. underweight
c. obese
d. a and c

MEMORY QUIZ-EXERCISE 2

1. Health and fitness are important for development of _____

a. mental health
b. physical health
c. social connections
d. all of the above

2. The following are the important skills that are developed by playing sports

a. agility
b. coordination
c. flexibility
d. all of the above

3. **Power means:**
   a. strength
   b. speed
   c. accuracy
   d. both a and b
4. **Reaction time refers to the_____**
   a. time between the presentation of a stimulus and onset of a movement
   b. ability to move faster
   c. ability to do more work
   d. time taken for exercising
5. **BMI refers to the:**
   a. Body movement Index
   b. Body Mass Index
   c. Bending Mass Index
   d. None of the above

Activity 2.3.3: Post-reading

1) What do you understand from trans fats and how do you think trans fats have an impact on the health of the individual. Write few lines about what you have understood

_____
_____
_____
_____
_____
_____

2) Do you think exercise and daily physical activity are important? What do you mean by a healthy meal plan and exercise activity?

_____
_____
_____
_____
_____
_____

3) **Do it yourself**: On a holiday try to note down all the junk food you are subconsciously consuming and try to calculate the amount of trans fats that is present in the food by reading the labels. Try to observe the effect the unhealthy food is having on your body and write down your experience.

The next day consciously avoid the packed and processed foods and focus on eating healthy and fresh food. Notice the effects this food has on your body and write down your experiences. Now, explain which has a positive impact and made you feel good and try to make the necessary changes for a healthy living and

2.4. VOCABULARY

Vocabulary refers to the set of words that are present within a language and are familiar to a specific person. The vocabulary of a person is unique and generally is not given a lot of thought or attention as vocabulary is gradually built along with age and it evolves over time. Vocabulary is defined as "all of the words that a person knows, understands and uses."

Vocabulary refers to the words that are used to express the emotions of a person. Vocabulary is an important aspect of learning a language as a person with extensive vocabulary would be able to express themselves clearly and communicate well with clarity. **Linguistic** vocabulary helps a person to thin with precision as a person with profound vocabulary will be able to think with precision. Learning vocabulary is not an overnight process, but it is developed over year's right from the childhood. Vocabulary can be developed by reading books, playing word games and by setting new goals to learn a new word every day.

Linguistics is the scientific study of language. It involves analysing language form, language meaning, and language in context.

Learning vocabulary is an important aspect of learning any language and the higher the vocabulary of a person the better is the ability of a person to learn or speak a language. If a person has good vocabulary, then a person would have a better ability to express their thoughts and would have an increased fluency with speaking and writing a language.

Comprehension is the primary objective of reading and vocabulary development plays an important role in learning a new language. Having strong vocabulary improves the different areas of communication such as listening, reading, speaking and writing.

Vocabulary is important and essential for learning a new language because of the following reasons:

- The growth in the vocabulary of a child is directly related to the achievements of the children in the school.
- The volume of a vocabulary of an individual predicts the ability of a person to read and write
- Learning vocabulary would help a child to think and learn about the word
- Increasing the horizons of their knowledge is known to provide unlimited access to new information

A research study by Meredit Rowe, who is an assistant professor of education in the Graduate School of Education and Harvard explains the difference between quantity of speech and quality of speech in infants and toddlers. At early stages of development between 12 and 24 months the quantity of the language that is used by a child is more important than the quality. However, as the child grows up the quality of the language that is used is more important.

Children or students would be able to learn new vocabulary by hearing words because of which listening, reading and speaking a language are seen as important tools in learning a language. When young, kids develop their vocabulary by listening to their parents and daily routines of children are an important method to build vocabulary skills. Children learn new words by learning their body parts during diaper changing, dressing and bath times. Adults encourage children to learn new words by encouraging them to talk during them to play, block building, mealtimes, music, motor play and sensory activities which would introduce them to new concepts and help them learn new words.

As kids grow up into adults an important manner by which they build their vocabulary is by reading. Reading a variety of fiction and non-fiction books that would contain

different types of words is an important manner by which people would develop vocabulary.

2.4.1. Methods of Learning Vocabulary

There may be a number of English words a person may hear or read on a daily basis or when a person is trying to translate words from their own language into English the person may be using a dictionary which would increase the vocabulary of the person. It might get difficult to learn all the new words in a language; therefore it is essential to know which are the words that we need to focus on while learning new words in a vocabulary as focused learning would improve the vocabulary of a person. Some important aspects to remember while building vocabulary are as follows:

- It is important to learn the words that relevant and important to the subject they are studying
- It is important to learn the words that students read or hear again and again
- It essential to learn those words that they would repeatedly use themselves
- It may not be necessary to learn few words which are rare and useful.

Once students understand the type of words they have to focus on while learning, it is important for them to decide on the words they are going to learn. Some important techniques to improve the vocabulary of a person are as follows:

- Writing down the words in a notebook along with their translations or definitions in building the vocabulary of a person.
- Using small cards to write down the meaning and definition of the words is an important technique to memorize words. Sometimes flash cards are used to memorize words
- Repeating the words, a large number of times is an important technique to memorize words and using an electronic dictionary to repeatedly hear how words are pronounced is an effective technique

to learn new words.

- Grouping words into a category would increase the awareness of the words and it is known to be an effective manner to learn vocabulary
- Associating words to pictures or other words is one more essential technique to improve the words
- Repeatedly taking tests on the words they have used is an important strategy to use new words
- Using the new words that they have learnt while speaking or writing will help to remember these words in the long run.

Some people might put a tick mark against the word they have learnt, so that next time they look at the dictionary they would try to recollect if they remember the meaning of the words they have already learnt. Reading out meanings and definitions of words is probably not sufficient to remember words and it is important to follow few strategies to memorize these words. It's better to learn a combination of words such as say sorry or say thank you in order to remember the words as memorizing expressions is easier than memorizing words independently.

2.4.2. Learning Vocabulary by Reading

One important way by which people learning vocabulary is by learning reading these words in books and magazines they read. The context of the word in a sentence or story is mostly sufficient to guess the meaning of the words. When a person repeatedly comes across the same word when they are reading then it becomes easy to remember the word. Therefore, doing a lot of extra reading by either reading fiction books or nonfiction words is an important way to leaning new words in a language. Reading simple books that are easy to understand is an important method to learn new words in a language rather than reading complicated books that are difficult to understand.

Vocabulary can be broadly classified into two groups called as the active vocabulary and passive vocabulary. Passive vocabulary refers to the words that a person might understand when they read or listen but do not use these

words when they are writing or speaking as they would not be able to use them. Active vocabulary refers to the words a person would be able to understand and use as well. Active vocabulary of a person may be a lot lesser than the active vocabulary of a person. The more conscious effort a person poses on learning a word the more likely it is to become a part of the vocabulary of a person.

The first things that used to learn a new English word is by learning the meaning of the word, learning the spelling of the word, pronouncing the words, how the word is inflected (how the word changes if it is a verb, adjective or noun), learn other grammar information about the word, how the word collocates with other words (how the word is used along with other words), if the word has a particular style or register and the context where the word is used. Learning these things is important for understanding and learning new words in a **language** and building vocabulary.

Language is a structured system of communication. Language, in a broader sense, is the method of communication that involves the use of – particularly human – languages.

2.4.3. Learning for Vocabulary Tests

Learning vocabulary on a daily basis for awareness may be quite different from learning words for a vocabulary test. It was mentioned in the earlier stages of the chapter that it's essential to learn the words that the student finds as important, however, when learning for a vocabulary set it could be different. When learning for a vocabulary test it might be important to work on those words that the teacher considers important or the words that are important according to the syllabus of the exam. Often, for class tests teacher may give you a set of words that are important and students may have to learn these words and they would be tested for their comprehension of these words. There could be different ways the teacher might test students for their vocabulary, but they are broadly classified into two categories:

- Teacher might give their student a word and students have to write the definition of the word, use the words as an example in a particular sentence or translate into their mother tongue.
- The second method is when the student is given a definition, a gapped example sentence and a paragraph and expected to guess the word.

- To prepare for the vocabulary test it's important for the students to learn the spelling of the words as misspelling a word or using a wrong word would lead to getting less marks in the exam.



Tip

Reading is an important skill so keep reading different types of books to improve your language

PROGRESS CHECK QUESTION 4

a. What do you understand by vocabulary?
b. What is the difference between learning vocabulary and learning words for vocabulary tests

ACTIVITY 2.4.

Activity 2.4.1: Test Your Vocabulary

Write down the meanings of the following words

1) Applaud
2) Famous
3) Obscure
4) Fitness
5) Saturated
6) Accoutrement
7) Agility
8) Demure
9) Hubris
10) Quixotic

Activity 2.4.2: Group the Words

Try to group the following words by identifying a common point between these words

abuse	prison
accuse	prosecute
admit	prostitute
allege	prove

arrest	punish
assault	raid
charge	rape
clue	rob
condemn	sentence
confess	smuggle
convict	stalk
court	steal
crime	sue
frame	suspect
guilt	testify
innocent	thief
jail	threat
judge	trial
kidnap	verdict
outlaw	victim
penalty	witness

Activity 2.4.3: What did you learn?

Read the two reading comprehension passages in the earlier sections of the chapter and note down the words that are not familiar to you and try to find the meaning of these words.

Activity 2.4.4: Use your Vocabulary

Fill in the blanks with appropriate words

rhythm	costume	assembled	famous	performs	audience
script	broadcast	rehearsed	scenes	tune	talent
reputed	tales	fiction	entertain	applauded	painting

1) Sachin Tendulkar is perhaps the most _____ cricket player in the history of the sport
2) This is my most favorite song. I know the _____ to this song, but I cannot sing the song.
3) The party had so many events such as magic show, music, drama, art and others to _____ the children.

4) The students_____ crazily when their professor appeared on stage
5) This play may not be appropriate for kids as there are _____ of criminal nature
6) Reena's daughter has a lot of_____; I am very confident that she may become a professional dancer someday.
7) Nisha's daughter did a beautiful_____ of a dinosaur in only a few minutes
8) This story is purely_____. It may look like it is true, but it is purely from the imagination of the writer
9) The drama company _____for several months before they have performed on stage
10) Students of this class belong to different countries and they were sharing the _____ from their countries in class today.
11) The students _____on stage to sing their national anthem
12) The actor had spent the entire evening learning the lines in the _____
13) My daughter's music class has melodies where they learn to tap little drums to the_____ of simple melodies
14) They have a clown in the circus who_____ for the audience at 6:00 pm daily
15) The news was_____ in the evening
16) She is paid $ 5 to stand on the street wearing the avengers _____ with the name of the burger shop in it
17) The movie was extremely boring and more than half the _____fell asleep
18) I love pizza. There is a_____ pizza corner at Commercial Street.

Activity 2.4.5.

Read following words and try to write the meaning of the words

a. Disguise or contradict.
b. a harsh, discordant mixture of sounds

c. abundant in supply or quantity
d. Intended to teach, educational.
e. mysterious, obscure
f. in existence
g. unoriginal and trite
h. a way of thought peculiar to an individual
i. acting or done quickly and without thought or care
j. not discovered or known about
k. brief, to the point
l. acting with or showing care and thought

2.5. REFLECTIONS

Reflections refer to the learning experiences that are obtained by the student while learning this unit. Try to answer the following questions based on your learnings from this unit.

1. What are your top three take away from this unit?

_____
_____
_____
_____
_____
_____

2. List down the things you have learnt newly in this unit
3. Rate the activities in each section according to their difficulty level. Put a tick mark in the box you feel is appropriate.

Sections	Easy	Difficult	Enjoyable
Listening			
Grammar			
Reading			
Vocabulary			

How do you compare the learnings of this unit to the previous unit?

2.6 SELF-ASSESSMENT

Write Yes or No against each of the following questions in the tabular column

Topics	Yes or No
Did you understand the importance of listening skills?	
Did this chapter help you understand your strength and weakness related to your learning skills	
Did you learn anything new in the listening section from this chapter	
Do understand the meaning of conditionals?	
Will you be able to describe the different types of conditionals	
Will you be able to use your conditionals properly in your daily language	
Did this chapter help you to understand the importance of reading skills	
Did you learn anything new from the reading section of this chapter	
Do you understand the importance of vocabulary	
Did you understand the different techniques that are used in building new vocabulary	
Did you learn anything new from the vocabulary section of this chapter	

ROLE MODEL

ZINEDINE ZIDANE: AN ATHLETE, MANAGER AND UN GOOD WILL AMBASSADOR

Zinedine Zidane was born on June 23, 1972 in Marseille, France. He is known to be a three time FIFA world player of the year. He is a fine player and has led France to victory in world cup 1998.He was starred for the clubs in France, Italy, and Spain. The football career of Zidane has ended in a shocking manner because he was expelled from the 2006 World cup final for head-butting an opponent, however he has always been considered as one of the all-time great sport's persons. Zidane was made the manager of Real Madrid in 2016, after which the Real Madrid teams was able to win three consecutive champions league titles with the club.

Zinedine Yazid Zidane was born on June 23, 1972, in Marseille, France. He is a son of Algerian immigrants and had practiced soccer in the streets of La Castellane, which is one of the rough sections of Marseille. He was initially featured for local youth clubs and during these days when Zidane was 14 year old, he was identified by the French Football Federation training camp by AS Cannes who was the recruiter of Jean Varraud and he had spent the upcoming three years honing the skills in Cannes' youth division. Zidane has made his initial professional appearance for Cannes at the age of seventeen for scoring a goal in his debut match. Zidane was transferred to Bordeaux in 1992 and in the subsequent years he was extremely famous for his excellent all-around play.

Zidane has become a part of Real Madrid's front office as an adviser and he was named as the club's sporting director in 2011.In the following year it was declared that Zidane who is one of the best players of the French Soccer would start coaching at the Real Madrid's youth academy. In 2014, Zidane became the coach of the club's B team.

Zidane had become the manager of the Real Madrid's first team in January 2016.There was a huge debate about how Zidane would perform in front of an extremely demanding owner and fan base, however, the icon had silenced his critics by demonstrating a high-level success, as he was the first manger to win two and three Champions League titles subsequently. He has led Read Madrid to victories in two UEFA super cups, two FIFA World Club Cups, one Spanish title and one Spanish Super Cup, before he announced that he was Stepping down from the title in 2018.However, he was hardly away for the post for less than a year and he returned to manage Real Madrid in March 2019.

Zidane was named as one of the best European soccer player for the last 50 years by the UEFA Golden Jubilee Poll in 2004 and the Pelé's list of the 125 greatest living players consisted the name of Zidane in the FIFA 100.He is one of the few people who have won the FIFA's World Player of the Year or Ballon d'OR award nearly three times.

Zidane was appointed as the Goodwill Ambassador in the March 2001 and Zidane is known to annually captain of team of soccer stars against a side which was led by retired celebrity of soccer and the present U.N. ambassador Ronaldo in a match for charity. Zidane has served as a high-profile ambassador of Qatar's successful bid to host the 2022 World Cup.

2.7 SUMMARY

Communication is an important aspect of human life . Listening, speaking, reading, and writing are the important aspect of human communication. This chapter focuses on enhancing the listening, reading, writing skills of the students. Grammar is the syntax of every language and conditionals are an important aspect of grammar that would enhance the communication skills . This chapter introduces to the basics of the conditionals and provides different practice exercises and activities for students to enhance their communication skills.

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CHAPTER 3

CULTURAL VALUES

LEARNING OBJECTIVES

By the end of this chapter, you will be able to:

- Listen to a lecture on culture and answer the questions that follow
- Tell about the various aspects of culture and the related tourism
- Discuss about cultural values with the other people
- Know the importance of peer review and feedback
- Tell about the past and present tenses
- Differentiate between simple past and simple present tense
- Differentiate between present perfect and past perfect
- Use reading to answer the concerned questions
- Have conversation with people with proper use of tenses and their forms
- Have reflections about the things you have studied and learnt

CHAPTER INTRODUCTION

In this chapter you will be informed about the meaning of cultural values and the meaning of cultural tourism. You will be told about how the cultural tourism holds a key place in the tourism industry and you will also be informed about some communities that have emerged as strong centers and attraction for cultural tourism .

This chapter highlights the importance of having respect for the cultural values of others and various kinds of communities. You will also be able to find and point out differences between different kinds of tenses among simple present and past and their perfect forms of the verbs.

3.1 LISTENING: CULTURAL VALUES AND TOURISM

As per your seating positions in the classroom, your teacher will ask the students to read one paragraph each from it and you are required to listen to the person reading out the text aloud in the class. Listen to the text being read out carefully and try not to look at the book for reference. Try and memorize the text being read out just by **listening** to it.

Listening is hearing what others are saying, and trying to understand what it means.

ACTIVITY 3.1.

Activity 3.1.1. Pre-Listening

- Describe 'culture' in your own words.
- Do you follow culture in any form? If yes, write down the ways in which you think that you follow a culture.
- Do you know anything about cultural tourism? Discuss your thoughts on culture tourism with your classmates.
- In what ways do you think cultural tourism gets promoted? Find out different kinds of tours and travels that focus on cultural tourism .

Activity 3.1.2. While Listening

1. As you listen to the text being read out in the class, mark the sentences among the ones given below, that you think you heard while listening to the text being read. (There are some sentences that are not the part of the text being read out)
   - Culture is given as that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society.
   - Culture is the most important basis on which tourism takes place in the current times.
   - Boas, on the other hand, laid emphasis on the uniqueness of the various kinds of cultures that may belong to different kinds of people and the various kinds of societies.
   - A better explanation can be found in the way that the degree and extent of the 'cultural capital' or the competence from a cultural perspective have gone up in society, with an increase in the level of education of the people.
   - Culture can be found to be there in all aspects of life.
   - The number of people visiting the museums, the historical monuments, the various archaeological sites and other such cultural places of visit, had nearly doubled between the years 1977 and 1997.
2. Fill in the blanks as you listen to the text being read in the class:
   - There is an extract from the _____, which throws light on a historical perspective of the way culture has come up in the society
   - This is mostly referred to as 'high culture' in current times and holds a very different meaning compared to '_____' which is a widespread form of culture and was referred to as '_____' in earlier times.

- According to Boas, there should not be any differentiation between the _____ and _____ and there should also be no distinction between the cultures labelling them as violent or savage and civilized.

It is quite difficult to define culture in any brief or to the exact point. There have been some American anthropologists, Kroeber and Kluckhohn, who in 1952 took up the task of reviewing all the definitions and concepts of the term culture and later went on to form a list of several definitions which amounted to a total of 164 definitions.

Philosopher Apte, in the words written in Encyclopedia of Language and Linguistics, took note of the definition of culture and summarized his readings in the following manner:

"Despite a century of efforts to define culture adequately, there was in the early 1990s no agreement among anthropologists regarding its nature."

There is an extract from the Ayruch, which throws light on a historical perspective of the way culture has come up in the society and the manner in which it has been understood. The extract can be explained as given in the following text.

The extract throws weight behind the fact that quite a lot of difficulty concerning defining the term and explaining the concept, comes out from the varied usages of the term 'culture' and these different usages of the term come up from the increased number of ways it has been used in the nineteenth century.

Anarchy refers to the state of a society being freely constituted without authorities or a governing body.

In a general manner, the term 'culture' was used by the people in three main ways and all these three ways can be found to exist even in the present world. In the first way, culture has been explained properly in the publication given by Matthew Arnold which goes by the name Culture and **Anarchy**.

In this the culture has been explained as some special product or endeavor that holds an intellectual and artistic value. This is mostly referred to as 'high culture' in current times and holds a very different meaning compared to 'popular culture' which is a widespread form of culture and was referred to as 'folkways' in earlier times.

If this definition is considered, there is a very limited number of people, who may belong to a social group in a small number, who 'have' culture inhibited in them. The rest of the ways in which culture comes to the people is potentially by the system of anarchy.

The sense of culture mentioned in the first definition of culture is related in a close manner to the aesthetics of the culture as compared to the social science related to it. In reaction to this definition, the second definition of culture was given by Edward Tylor in his publication Primitive Culture, which was out in 1870.

This definition of culture focused more on the quality that the people in the social groups possessed in totality. This was applicable for all the people from all the groups. This quality could be listed on the range regarding the evolution or development of the people and this range went from 'savagery' to 'civilization' through 'barbarism' and was given by Lewis Henry Morgan in his scheme.

To define culture, it may be useful to focus on the definition given by Tylor for various reasons. The first reason to focus on his definition is that this definition became the foundation on which anthropology built further and the second reason for its consideration is that it explains the reason behind the fertility of the definition given by Kroeber and Kluckhohn in the early part of the 1950s.

In the definition given by Tylor, culture is given as:

"that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society".

This definition gives a contrast to the view presented by Arnold and states that all people 'have' culture in them, and this culture comes to them as they take part in a social group, which goes by the term society. The culture is then considered as a whole bag of things such as knowledge, habits and capabilities.

The definition given by Tylor included all the people in a social group and this definition was used along with anthropology for a long time. This made the scientists who were quite interested in the subject of culture and the questions related to it in the late part of the 1950s, find it important to restrict themselves and their studies concerning

the cultural domain to the 'political culture'. However, the most significant part of the definition given by Tylor remained to be the 'complex whole' formulation pertaining to his theory. This phrase or term found in his definition, later went on to be accepted by even those anthropologists, who had previously rejected the evolutionary theory given by him.

The anthropologists took up the phrase to imply that the cultures were wholes and were given in the form of an integrated system. This phrase or the assertion of the fact that it was accepted by the anthropologists, has a great value from experiential point of view and also goes on to provide a very simplified version of the world.

The third explanation of anthropology was given in the field of anthropology, which developed in the literature given by Franz Boas in the twentieth century, but had the origins in the work of Johann von Herder from the eighteenth century.

In the similar manner to which Tylor had reacted to the propositions given by Arnold so that he could establish a basis to define culture on scientific grounds rather than the aesthetic grounds, Boas attempted to react to the definition given by Tylor and the various other evolutionists who came up in the social arena.

The various evolutionists who were in agreement to the definition given by Tylor emphasized on the manner in which a single culture was accepted universally, focusing on the several societies that ranged from being extremely violent and volatile to being extremely civilized.

Boas, on the other hand, laid emphasis on the uniqueness of the various kinds of cultures that may belong to different kinds of people and the various kinds of societies. Further, Boas also got rid of the value judgements which he had found to be there in the views and definitions of culture pertaining to Arnold and Tylor.

According to Boas, there should not be any differentiation between the low culture and high culture and there should also be no distinction between the cultures labelling them as violent or savage and civilized.

These explanations and definitions of the term culture

are the three main kinds of definitions that have been given for culture and the differences that can be found in those definitions. Hence, the multiple kinds of meanings of the term make it difficult for it to be understood in a clear way.

However, to sum up all this, the difficulties that are seen in the understanding of the term 'culture' are not just conceptual or semantic. All the uses of the term and the understandings related to it come in **collaboration** with various kinds of ideologies that have relevance even in the current times, or can be collaborated with those ideologies and agendas which may also be political in nature.

Collaboration is the process of two or more people or organizations working together to complete a task or achieve a goal.

3.1.1. Cultural Tourism



Figure 3.1: Cultural diversity brings in tourism.

Sources: Image by PxHere

When looked at from a theoretical perspective, the connection and linkage between the tourism and culture depicts that the market representing cultural tourism in the current times, marks the latest period in which culture and tourism have come together to represent cultural tourism . Previously, the terms 'culture' and 'tourism' represented different areas belonging to the social practice which were generally practiced by different kinds of social groups at some particular point of time. However, in 1995 John Urry stated that the barriers that existed between culture and tourism, were

starting to disappear as two kinds of processes were taking place simultaneously. These processes were given as:

- The acculturalization of society

The life on a daily basis remolds itself in the form of processes that are supposed to remove the differences between the various kinds of different social and cultural practices. This takes place as the economy of signs comes up and there is a point of meeting between the high and low culture and art and life.

The various objects and the people have now started to become more and more portable and the various distinctions that used to exist among various cultures across the world, have started to be eliminated from the system.

- The acculturalization of the tourist places

The tourism sector has now achieved a status that is full of culture and related activities and it has achieved all this by having an increase in the growth of cultural tourism . However, it may also be attributed to the enhanced amount of importance that the signs hold in the way tourist sites appear and are projected.

The tourist are not just restricted to the consumption and exploration of various kinds of cultures and recreations during the time they visit various places. They are also made to realize the importance of travel and the various products and services related to the tourism industry by the use of various signals.

In both the processes that have been described in the above part of the text, the signs and symbols used across various domains plays a significant role in promoting cultural tourism and having the various cultures get recognized by the tourists.

This may lead to a fact that the tourism industry has turned out to become a culture in itself. It may also be stated that the tourism activities have become a part of the lifestyles of several people and many definitions have termed is as a 'way of life'.

In case tourism becomes more cultural in its outlook or it turns cultural in itself, similar to the other forms of social life, it may be difficult to describe the term 'cultural

tourism'. There may be an argument in favor of tourism stating that all the types of tourism are cultural, which is supported by quite a lot of definitions of tourism that have come up in the later stages.

If this is the case, the cultural tourism should not have been there or might not have grown to the extent it has. However, there is a large number of people who have started visiting the various cultural attractions across the world, which indicates to a very expected and practical result of the process of **acculturalization** of the society.

Acculturation is a process of social, psychological, and cultural change that stems from the balancing of two cultures while adapting to the prevailing culture of the society.

It is well supported by the fact that as per the figures reported by the European Heritage Group, the number of people visiting the museums, the historical monuments , the various archaeological sites and other such cultural places of visit, had nearly doubled between the years 1977 and 1997.

There have been other figures that have indicated that in the period between 1982 and 1995, the number of people who visited the various museums and monuments had increased by about one-fourth in Europe. The growth thus seen in the number of tourists to these places can be explained by factors that concern both the sides of the economy – the demand side and the supply side.

As seen from the point of view of the demand in tourism sector, the argument generally given in favor of the increase in the number of tourists to cultural places, is that the people have started to have an increased interest in the culture of the various kinds of societies and their elements.

This argument may be combined and related to the idea of the acculturalization of society. However, in the researches which had been conducted in the Netherlands, near to the early 1990s, suggested that the tourists had begun to show a diminished interest in culture and related tourism as opposed to the interest they had in showed or exhibited in the past.

In the year 1997, De Haan suggested that the reason for an increased number of footfalls in the cultural places or destinations is due to the fact that the number of tourists itself has increased as compared to the increased interest of the tourists to visit the cultural places. However, a better explanation can be found in the way that the degree and extent of the 'cultural capital ' or the competence from a

cultural perspective have gone up in society, with an increase in the level of education of the people. This is supported by the fact that the number of people who were acquiring education in Europe in early 2000s was approximately three times of the number of people pursuing it in the early 1970s.

This implies that the number of people who may in proper position to interpret the culture in good light and appreciate its existence and diversity which may be explicitly be found in the museums, theatres or opera, has increased.

This reason may be well supported by the number of people attending these places in the countries such as France, UK and the Netherlands. The main observation from the numbers indicating the increased footfalls in these places was that the people were increasingly getting interested in the places that represented high culture, and not all the cultures, because of the increasing ability of such people to interpret that kind of culture.

There has been additional trend in the cultural industry that has found to be in trend and has helped in the promotion and growth of cultural tourism through the heritage industry. This pertains to the trend of growing nostalgia.

The rapid pace at which the life activities take place and the people having a feeling of being lost and disoriented with the increased amount of modernity having crept in, is providing an increased amount of support to the fact that it is important to preserve the past and it plays a huge role in the tourism business .

More and more organizations have become members of the associations that look after the heritage and preserve it around the world in the recent times. The increased amount of nostalgia in the tourists can also be linked to the age group of the people in Europe and other countries, as the people start to get old.

There have been quite a lot of researchers whose studies have suggested that with an increase in the age of the people, the feeling of nostalgia in them increases. This may result in them paying more visits to the heritage centers which have some relation to the past activities related to the people.

It may be seen in the manner that the important drivers which are related to the increase in cultural attractions are

governed by three main factors and their combination with each other, which go by:

- The nostalgia for the past times and activities
- The need to find relevance of the national and the local identities and
- The various economic benefits which are perceived from economic point of view and may be made out of the cultural development of tourism.

In addition to these demand actors that drive the growth of cultural tourism, there exist a lot of factors that have significant relation to the manner in which the cultural attractions have witnessed a rise in the number of tourists.

The tourism industry has contributed heavily towards the growth of economy of various nations as it has led to an increase in the increase in the number of jobs and the income generated from them and **cultural tourism** has had a great role to play in it.

Moreover, cultural tourism is used by the nations as a market area for their growth, which has resulted in many nations and regions to take cultural tourism seriously and promote it as a tool to improve the economy.

One more reason for such a rapid and smooth development of the cultural tourism may be attributed to the fact that it does not require any additional feature for its development as it is solely dependent on the culture of a place.

Thus, all the places may be found to have a culture of themselves, whereas there are many other forms and factors promoting tourism which require an additional feature to get promoted. One example of such tourism may be found in beach tourism, where it is important that the place has a beach in it.

However, to have a supply of the cultural objects in ample number for the tourists to be interested, it may be required that the funds be provided to the associations, so that they can use them in the maintenance and upkeep of the historic structures and the cultural venues. These funds can also be generated from the growth and promotion of cultural tourism in those areas.

Cultural tourism is the subset of tourism concerned with a traveler›s engagement with a country or region›s culture, specifically the lifestyle of the people in those geographical areas, the history of those people, their art, architecture, religion(s), and other elements that helped shape their way of life.

PROGRESS CHECK QUESTIONS 1

a. What do you mean by cultural tourism?
b. Define culture?
c. Numerate the factors that drive the increase in the cultural attractions.

Activity 3.1.2: Post Listening

Now that you have listened to the whole text and understood the meaning of cultural values and also got a gist of how the tourism around the globe takes advantage of the cultural diversity across the world, you are required to write a paragraph explaining the meaning of cultural values and also write a paragraph on cultural tourism . Discuss both of them among your classmates and peers and get your understanding reviewed by them and the teacher as well.

3.2. GRAMMAR FOCUS: TENSES – PRESENT AND PAST 'SIMPLE AND PERFECT'

In English language, there is a lot of confusion in the use of some of the tenses and their forms. These tenses are used to construct and relate a sentence for the people to understand. The use of the tenses and their forms gets even more confusing when the people have to identify the tense that is to be used in place of the other.

Tip

Pay close attention to adverbs. Adverbs give hints, or clues, about which verb tense you should use...

So, in this part of the chapter we will be going through the explanation for the varied uses of tenses, especially simple present, simple past, present perfect and past perfect, as these are the ones that are among the most confused ones.

3.2.1. Simple Present

The simple present form of a verb is the verb tense that has two main kinds of uses. The simple present form of a verb is used to depict an action that is taking place right now and in other case, where it is used to depict an

action that takes place on a regular basis. The action may also take place without stopping and the verb pertaining to this action can also be simple present verb, also known as present indefinite in this case. The use of the simple present form of the verb may depend on the person using it and the usage may be done by adding '-s' or 'es' to the root form of the verb.

The use of simple present form of the verb is done:

- So that the various kinds of habits, general truths, the repeated forms of actions can be expressed or the situations, emotions and wishes that do not change may be conveyed.

For example:

I work in New York (unchanging situation)

Moon comes at night (general truth)

Mac drives slowly (habit)

- So that some instructions or directions can be given

For example: You press the on button to switch on the TV.

- So that the people can convey some fixed appointments or situations both in present and in future.

For example: The train departs at 11:00 a.m.

- So that a time in the future can be referred to by using some kind of conjunctions with them such as after, before, when, until, as soon as.

For example: Ray will handle you the book after the match finishes.

Formulating Simple Present

- In the case of simple present form of a verb, generally the verb makes use of the root form or the word. However, this may not be the case in the third-person singular, as in that case the word end in -s.

For example:

I work for XYZ organization.

He works for XYZ organization.

- There are some cases of verbs, in which the third person singular form of the verb ends with -es and not with -s. Generally, to recognize these kinds of verbs one can look for root verbs that end in 'o', 'ch', 'sh', 'th', 'ss', 'gh', or 'z'.

For example:

The teacher assesses the whole class based on their score in tests.

The bell boy rushes to the guests every time he is called for.

- There are quite a lot of regular verbs, in which the negation of the verb is put before the verb.

For example:

He won't go to the party.

You don't work beyond 6 in the evening.

Making Simple Present – Negative

There is a fixed rule for making the simple present form of a verb negative. It is do/does + not + [root form of the verb]. If needed, one may also make use of the contractions don't and doesn't in place of do not and does not.

ACTIVITY 3.2.

Activity 3.2.1. Exercise 1

Use the appropriate simple present form of the verb to complete the sentence:

1. I **work / worked / works** at a bank.
2. She live / **lives / lived** with her parents.
3. Cows **feed / fed / feeds** on grass.
4. He **earns / earned / earn** a handsome salary.
5. Janet **want / wanted / wants** to be a singer.
6. Emily made / make / **makes** delicious cookies.
7. Arti and her husband **lives / live / lived** in Singapore.
8. Rohan and Sania **liked / likes / like**to play card games.
9. Sophia speak / **speaks / spoke** English very well.
10. Martin go / **goes / went** for a walk in the morning.

11. My grandfather adored / adore / **adores** his pet dog.
12. Plants needed / needs / **need** water and sunlight for making their food.

Activity 3.2.2. Exercise 2

Fill in the blanks with simple present form of the given verb

1. They _____ hockey at school. ***(to play)***
2. She _____ e-mails. ***(not/to write)***
3. _____ you _____ English? ***(to speak)***
4. My parents _____ fish. ***(not/to like)***
5. _____ Anne _____ any hobbies? ***(to have)***
6. Andy's brother _____ in an office. ***(to work)***
7. Leroy _____ very fast. ***(can/not/to read)***
8. _____ Jim and Joe _____ the flowers every week? ***(to water)***
9. Yvonne's mother _____ a motorbike. ***(not/to ride)***
10. _____ Elisabeth _____ cola? ***(to drink)***

3.2.2. Simple Past

The simple past tense is used in the sentences to convey an action that has been completed in the time pertaining to one before now. It is also known as preterit. The simple past may be considered as the most basic form of a verb in past tense in English language .

The time at which the action has taken place may pertain to the recent past, or it may also pertain to a distant time in the past. In the use of this form of the verb, the duration for which the action took place does not hold any significance.

The use of the form 'simple past' of a verb is done, to convey the term 'when' something happened. Hence it is found to be associated with certain expressions of the past. These expressions may be given as:

- Frequency – expressed in the words: often, sometimes, always

For example:

Jerry often stole cheese from the fridge.

He sometimes brought his car to the college.



Tip

The simple past in English may look like a tense in your own language, but the meaning may be different.

- A Definite point in time – expressed in the phrases: last week, when I was, yesterday, two years ago

For example:

We went to a mall yesterday.

The group saw an educational movie last month

I saw a comet when I was a child.

He went to play at 5:00 p.m.

- An indefinite point in the time – expressed in the phrases: the other day, ages ago, some time ago

Humans ate raw food ages ago.

He played a movie quite a while ago.

The simple past tense form of the verb depicts that you are mentioning something that has already taken in the past. It is not like the past continuous tense, wherein the form of verb is employed to events that have taken place in the past over a span of time. The simple past form of the verb points out that the action has finished at the point of time being referred to.

For example: World took note of the innings that Sachin played at Sharjah in 1999.

Phrase is a group of words that express a concept and is used as a unit within a sentence.

The simple past can also be used to state a past state of an action being completed, for instance the manner in which someone reacted to a certain situation or something. This kind of depiction is generally given along with the simple past form of the verb 'to be' and other form of a verb such as adjective, noun or prepositional **phrase**.

For example:

Alexander, the great, was extremely proud of his victories around the world.

The concert was the highlight of the whole event.

Formulating simple past tense

To form the simple past form of the verbs there are certain operation we need to perform on their root forms. These have been explained in the following text.

- For regular verbs

In the case of regular verbs, we add '-ed' to the root form of the verb. In case that the root form of the verb ends in 'e', we use just 'd' to express the simple past form of it.

- For irregular verbs

In case of the irregular verbs, there are more complications to the verb formation as the simple past of these verbs look exactly like the root form.
For example: cost

- For other irregular verbs

The verb form of the root 'to be' makes the simple past forms of the verb more unreliable.
Note: The verbs that are in the simple past tense (except for the ones in the form 'to be') are not required to be in agreement with their subjects.

Making simple past form of the verb 'negative'

It is good that there is a fixed form of making the simple past verbs negative. The rule remains same for both kinds of verbs -the regular and the irregular ones, the only exception being the verb 'to be'. The formula for the verb formation may be given as 'did not + [root form of the verb]'. The phrase 'did not' may be replaced by a contracted form of it 'didn't' in the sentences as per the need.

For example: The gang of robbers did not leave any valuable thing in the house untouched.
In the case of the verb 'to be' the auxiliary 'did' is not needed in the formation. In case of the subject of the sentence being in a singular form, the phrase 'was not' or 'wasn't' must be used. In case of the plural form of the sentence the phrase 'were not' or its contracted form 'weren't' may be used.
For Example:
The person in the red shirt was not well yesterday.
The principal of the school was not there when the misbehavior took place.
The teachers were not involved in any performance in the function.
The horses weren't ready to race.

ACTIVITY 3.3.

Activity 3.3.1. Exercise 3

Use the most appropriate word in the simple past form

1. She **bought / had bought / bring** a book.
2. The teacher punish / **punished / has punished** the boy.
3. The little girl laughs / **laughed / is laughing** at the boy.
4. They **knew / know / have known** it.
5. He **did not tell / does not tell / has not told** lies.
6. They **did not wait / had not waited / do not wait** for anybody.
7. Who **taught / had taught / will teach** you English?
8. The masons **built / build / had built** the house.
9. They will invite / invite / **invited** us to their party.
10. His manners **disgust / disgusted / had disgusted** me.
11. She **sang / sings / will sing** a lovely song.

Activity 3.3.2. Exercise 4

Choose the correct word from the table provided and its simple past form to fill in the blanks:

Buy	Catch	Cost	Drink
Fall	Hurt	Sell	Spend
Teach	Throw	Win	Write

- Mozart _____ more than 600 pieces of music.
- 'How did you learn to drive?' 'My father _____ me.'
- We couldn't afford to keep our car, so we _____ it.
- I was very thirsty. I _____ the water very quickly.
- Paul and I played tennis yesterday. He's much better than me, so he _____ easily.
- Don _____ down the stairs this morning and _____ his lag.
- Jim _____ the ball to Sue, who _____ it.
- Ann _____ a lot of money yesterday. She _____ a dress. It _____ 100.

Activity 3.3.3. Exercise 5

Fill in the blanks with simple past form of the verbs given in brackets.

1. It was warm, so I _____ off my coat. (Take)
2. The film wasn't very good. I _____ it very much. (Not enjoy)
3. I knew Sarah was very busy, so I _____ her. (Not disturb)
4. I was very tired, so I _____ to bed early. (Go)
5. The bed was very uncomfortable. I _____ very well. (Not sleep)
6. Sue wasn't hungry, so she _____ anything. (Not eat)
7. We went to Kate's house but she _____ at home. (Not to be)
8. It was a funny situation but nobody _____ (laugh)
9. The window was open and a bird _____ into the room. (Fly)
10. The hotel wasn't very expensive. It _____ very much. (Not cost)
11. I was in a hurry, so I _____ time to phone you. (Not have)
12. It was hard work carrying the bags. They _____ very heavy. (Be)

3.2.3. Present Perfect

The present perfect form of the verb may be formed by making use of the words 'has' or 'have' and with it the past participle of the verb may be used. It can be seen from an example below.

For Example:

I have done my homework.

The boy has moved to the new town.

The use of present perfect form of the verb is done when an action takes place at a point of time that is not specified in particular. The present perfect is used for the events that have already started in the past and are having an impact or influence in the present as well.

The impact of the actions may be some sort of things that one has gone through in their lives and those actions still have some sort of impact on the lives of those people. The present perfect form of the verb may also be used for the events that have changed over a period of time. It may even be used for a task that was left unfinished in the past and has the probability of being completed in the future. These scenarios may be better understood by some examples as the ones given below.

For Example:

Experience – Tom has been to the United States.

Change over a span of time – The performance of the team has improved since the new coach was hired for training purposes.

An unfinished task – Shae has not left his home for the party till now.

As can be observed, all of the tasks and examples mentioned above can be seen to have commenced in the past. However, there is something attached to them that is still making them happen in the present and there is a possibility that there is something concerning these situations that can change in the present or can take place in the future.

The present perfect form of the verbs can be more commonly used in four more kinds of situations and you will find them explained hereafter.

- The first situation may be the one in which a repeated action may be expressed in the form of a sentence. The present perfect form of a verb may be used when an action is found to take place for more than one time in the past.

For example: Sheena has watched the play more than four times.

- The second kind of scenario is the one in which the present perfect form of the verb may be used with words such as 'for' and 'since'. The words 'for' and 'since' are the adverbs that indicate the time durations for which an activity has taken place. They are generally used to answer the question 'how long?'

For example: The people have known the elected president for a long time.

Adverb is a word used to modify a verb, an adjective, or another adverb.

- Third case of the use of present perfect form of the verb may be the one in which the sentence makes use of the negative **adverb** 'never'.

For example: Romil has never been to India.

In the sentence above, it cannot be put forward as 'Romil did never go to India'.

- At the end there is a fourth situation in which a question may be asked to a person in the present perfect tense to enquire if they have 'ever' got involved in an event.

For example: Have you ever gone to the Church to pray selflessly?

ACTIVITY 3.4.

Activity 3.4.1. Exercise 6

Fill in the blanks with the present perfect form of the verb given in bracket

1. They _____ London this month. (Leave)
2. He _____ a lot of English papers. (Bring)
3. She _____ me about it. (Bring)
4. I _____ a long letter from father this week. (Get)
5. She (just) _____; she will speak to you in a minute. (Come)
6. I _____ to Radio City. (To be)
7. I think the director _____ the town. (Leave)
8. I _____ my office. (Paint)
9. We _____ her since she arrived to our city. (Know)

10. I _____ your name. (Forget)
11. He _____ the door. (Close)
12. He _____ it since we left him. (Do)
13. I _____ him my last penny. (Give)
14. This order _____ to many misunderstandings. (Lead)
15. He _____ his name on my book. (Write)
16. She _____ a new umbrella. (Buy)
17. He _____ my exercise over and over. (Look)
18. I _____ those books very cheaply. (Buy)
19. He _____ for two months. (Work)
20. She _____ a new job. (Find)
21. He _____ very well. (Speak)
22. The children _____ the whole pudding. (Eat)
23. You _____ many detective stories. (Read)
24. Our team _____ the first prize. (Win)
25. My little daughter _____ her finger with a knife. (Cut)

Activity 3.4.2. Exercise 7

Rewrite these sentences in the present perfect simple.

1. I didn't do it yesterday.

I _____ it yet.

2. We bought the tickets on Monday.

We _____ already _____ the tickets.

3. My girlfriend wasn't there. She didn't arrive.

My girlfriend isn't here. She _____.

4. The team wasn't successful. They lost.

The team isn't successful. They _____ just _____.

5. I didn't find my keys. I couldn't open the door.

I _____ my keys. I can't open the door.

6. Did the postman deliver the parcel in the morning?

_____ the postman _____ the parcel yet?

7. I cut my finger. It hurt.

I _____ my finger. It hurts.

8. They worked in Wales for a week in May.

They _____ in Wales since last week.

9. She was on her holiday for a month. She came back yesterday.

She _____ on her holiday for a month. She _____ just _____ back.

Activity 3.4.3. Exercise 8

Use the words in brackets to complete the conversation.

1. How long _____ unemployed? (you | be)
2. _____ any job since May. (I | not have) But _____ a job as a waiter. (I | just | apply for)
3. _____ as a waiter. (you | never | work)
4. _____ at a wedding reception twice or three times. (I | help)
5. _____ you about their choice yet? (they | contact)
6. No, they haven't _____ in touch with me since the interview. (nobody | get)
7. And _____ to them? (you | write)
8. Should I? _____ the courage to do that. (I | not find)
9. If _____ it yet, you should do it as soon as possible. (you | not do)

3.2.4. Past Perfect

The past perfect form of the verb is made use of in case of expressing an action that took place before another action in the past. The past perfect form of the verb can be considered quite similar to the present perfect form of the verb as the event being expressed in this form also started in the past. But the difference between the present perfect and past perfect is that in past perfect the event being expressed also ended in the past. This form of the verb can be used with a specified time.

For Example:
Sheen had gone to India to visit the Taj Mahal five years ago.
In the event described above, it can also be observed that it took place a long time ago.
For some students there is a situation of confusion when they see 'have had' placed in a sentence together. As it can be seen in the sentence, 'I have had a lot of trouble lately'. The confusion here lies if the verb form used is the present perfect form of the verb as it uses 'have' or is it the past perfect form of the verb as it uses 'had'.

The first word used among the two together tells about the form of the verb used in the sentence. In the sentence given above, the word used first is that of 'have' which

indicates to the fact that the sentence I in the present perfect form.



Tip

Always look for the first word in such condition of 'have' and 'had'.

Using Past Perfect

So, what do you think is the difference between the past perfect form of a verb and the simple past form of a verb? To understand the difference you may consider that if someone is talking about some point of time in the past and they want to talk about an event that took place even earlier to it, the use of past perfect makes you able to express the sequence in which the events took place.

The use of past perfect also tends to make it clearer and to-the-point. To better understand the past perfect form of the verb, you may have a look at the sentences given in the example below.

Example:

The people were happy that Ronaldo scored 45 goals the previous year.

The people were happy that Ronaldo had scored 45 goals the previous year.

The difference in the two sentences above is very subtle one. In the first sentence, Ronaldo scoring goals has not been attributed to a particular time period and the readers may interpret the **sentence** as 'the people were happy that Ronaldo was in habit of scoring 45 goals.

Sentence is a set of words that is complete in itself, typically containing a subject and predicate, conveying a statement, question, exclamation, or command, and consisting of a main clause and sometimes one or more subordinate clauses.

In the second sentence, the use of past perfect tense of the verb makes it possible for the sentence to be seen with clarity as that sentence talks about a specific point of time in which the event has taken place and it can be interpreted as 'the people are happy about Ronaldo scoring 45 goals in the specified span of an year'.

The past perfect form of the verb may be used in case where a condition is being expressed and a result is being talked about. For example, if I had slept earlier last night, I would have definitely woken up earlier today.

In the situation above, the past perfect for of the verb is used in the sentence to indicate the condition being put

in the sentence, which can be understood as the if-clause.

In most of the cases, the main reason to use the past perfect form of a verb is to indicate that the event being talked about took place before other events that are expressed in the simple past form of the verb. It is quite unusual to find an entire paragraph of sentences written completely in the past perfect form of the verbs.

Past Perfect and the use of 'Just'

The word 'just' is used along with the past perfect form of a verb to indicate to an event that happened only a short time earlier to the time another action took place.

For Example:

The bus had just left the stand, when I arrived there to catch it.

Roma had just had her lunch, when her guests arrived at her house.

I had just entered the house when my mother asked me to get a list of household items.

ACTIVITY 3.5.

Activity 3.5.1. Exercise 9

Fill in the blanks with past simple and past perfect form of the verb given in brackets.

1. It _____ to rain after we _____ to the station. (start / get)
2. We _____ the village where we _____ as children. (visit / live)
3. By the time we _____ the inn all the guests _____. (reach / leave)
4. We _____ him just after he _____ news of his dismissal. (meet / get)
5. I said I _____ that play before. (see)
6. Nobody _____ where she _____. (know / go)

7. They _____ dinner when we _____. (finish / arrive)
8. He said that he already twice _____ our town. (visit)
9. We _____ to know which novels he _____. (want / read)
10. They told us that the children _____ all the cake. (eat)
11. Why didn't you go to bed after you _____ supper? (have)
12. By that time we _____ your telegram. (already get)
13. She _____ all her money before her father _____. (spend / come)
14. Your letter _____ five minutes after he _____. (come / leave)
15. I _____ him for the flowers he _____ me. (thank / send)
16. After we _____ writing we _____ in the garden. (finish / play)
17. Who _____ into the room after the telephone _____? (come / ring)
18. We couldn't _____ the door because he _____ our keys. (open / lose)
19. She _____ to cry when the light _____ out. (begin / go)
20. By the time I _____ him he _____ his studies. (meet / already finish)

Activity 3.5.2. Exercise 10

Respond to the following situations. (Using Past perfect form of the verbs)

1. I didn't watch the film. (you | see | it | before)

Why? _____
_____?

2. I wasn't surprised by the birthday present. (you | already | know | about | it)

Really? _____
_____?

3. I didn't know how to withdraw money from the cash machine. (you | not do | it | before)

What a shame! _____

_____?

4. I got to the airport on time, but I missed my plane. (you | leave | your ticket | at home)

How come? _____

_____?

5. I didn't have to do my English homework at home. (you | write | it | at school)

Why not? _____

_____?

6. I was so sick when I went to bed! (what | you | eat | before that)

_____

_____?

7. I got lost on my way to your place. (Sharon | not tell | you | the way)

That's a pity. _____

_____?

8. I saw Jane for the first time at your party last Saturday. (you | not meet | Jane | at my previous party)

Are you sure? _____

_____?

Activity 3.5.3. Exercise 11

John is telling his sister Clara about his friend's garden party. Use the words from the ones given below to complete their conversation.

- Never be
- Eat
- Not buy
- Never meet
- Not eat
- Play
- Not drink
- Not have
- Finish

Clara: Did you enjoy the party?

John: Not at all. I _____ to such a party before. It was a disaster.

Clara: A disaster?

John: Exactly. When I arrived at the party, they _____ all the sausages. There was nothing to eat.

Clara: _____ enough sausages for everyone?

John: No, they hadn't. The house was full of people I _____ before.

Clara: So you were hungry all afternoon.

John: I was pretty hungry. I _____ anything before I left home.

Clara: Did you dance?

John: No, I didn't. There was a DJ at the party, but after he _____ a couple of songs, he disappeared.

Clara: What did you do then?

John: Fortunately, they _____ all the wine before I came. I had two or three glasses of red wine and went home.

Clara: John? You told me you _____ anything to eat. You must have got drunk!

John: To tell the truth, when I _____ the third glass, I felt a little bit dizzy. But I am all right now. Am I not?

Activity 3.5.4. Exercise 12

Choose the appropriate form of the verb given from past perfect or present perfect ones to complete the sentences in English.

1. It isn't raining now. It _____.
   i) Has stopped
   ii) Had stopped
2. We had no car at that time. We _____ our old one.
   i) Has sold
   ii) Had sold
3. The square looked awful. People _____ litter

everywhere.
   i) Has left
   ii) Had left
4. There was no sign of a taxi although I _____ it half an hour before.
   i) Have ordered
   ii) Had ordered
5. There's no more bread. We _____ it all.
   i) Have eaten
   ii) Had eaten
6. You can have that magazine. I _____ with it.
   i) Have finished
   ii) Had finished
7. I was really tired last night. I _____ a hard day.
   i) Have had
   ii) Had had
8. It'll get warmer in here. I _____ the heating on.
   i) Have turned
   ii) Had turned
9. Do you want to see this film? It _____.
   i) Has started
   ii) Had started
10. This bill isn't right. They _____ a mistake.
   i) Have made
   ii) Had made

Activity 3.5.5. Exercise 13

Fill in the blanks with either past perfect or present perfect form of the verb.

1. I'm ready to go now. I _____ (finish) my homework.
2. My mother was furious when she saw that the dog _____ (eat) the meat!
3. Pedro _____ (attend) English classes two years ago.
4. You're doing well. How many pages _____ (write) so far?
5. David was tired because he _____ (paint) the house all day.
6. It is Maria's first job. She _____ nev-

er _____ (work) before.

7. Tony arrived late. Sophie _____ (wait) for nearly half an hour.
8. The doctor was annoyed because Charlie _____ (forget) his appointment.
9. Eva must be ready for the exam now. She _____ (revise) for weeks!
10. Alex didn't go to the cinema because he _____ (see) the film already.

PROGRESS CHECK QUESTIONS 2

a. How do you define Simple Past Tense?
b. Define Present Perfect Tense?
c. Define Past Perfect Tense.

3.3. STRATEGIES TO IMPROVE ENGLISH GRAMMAR SKILLS

English grammar as a subject can stress out many students and learners as quite a lot of students find it confusing to understand and complicated to use. However, the use of correct grammar makes a student more knowledgeable and helps them stand out in a crowd, which can be crucial for their success and in general, to improve their writing skills.

English grammar is the way in which meanings are encoded into wordings in the English language.

The English Grammar can be useful for the students in future as they turn employees in various organizations. There are some basic strategies following which a person can improve their **English Grammar** skills, which have been listed as following.

The Learners Must Learn to Read

The best way to improve the grammar skills is by reading. It is considered as the most basic of ways in which these skills can be improved. Buy the virtue of reading, you are able to teach your mind about the correct grammatical use of the words and sentences.

While reading one can even enhance the learning and improvement process by reading out the text loud. This is

due to the fact that studies have found the combination of the hearing, seeing and saying things best to make sure that the mind captures the things that are being talked about or learned.

Reading can also help the people with other aspects of communication such as writing or speaking as in addition to improving the grammar usage of the words and sentences, it helps in bettering the fluency in which they are spoken or written and improving the knowledge on the vocabulary of the words in usage.

Refer to a Grammar Manual for Learning

At the time when you are writing some text, it is useful and advisable to have a reference book nearby so that it can be consulted for correcting any mistakes or for clearing any confusion while writing. Having the reference book ready can help you to get an answer to any grammatical problem that may arise while writing a piece of text.

The learners can get help from a variety of books and guides or manuals which are easily available in the market and on the internet. For better recommendations they can ask for help from a librarian or a writing instructor.

Reviewing the Basics of Grammar

There may be a situation in which one may not be interested in attending the classes on the English linguistics and writing, but it is always helpful if you can review the basics of English language and grammar from time to time so that all the principles guiding the use of language are clear to you.

All that is required is that you do a basic research on the various parts of speech and the various kinds of errors that the people generally tend to make in the use of English Grammar.

Practice your Learnings

There are quite a lot of sources of the various kinds of exercises and games that you can make use of to practice the knowledge that you have got from the learnings and

they are available in print and on the internet. These sources can be put to good use to practice more of the various grammatical skills that you can employ to better your skills and improve the use.

In case grammar is an area of concern for you, you must stick to these exercises and games and spend some time regularly on solving those. This will help in improving your grammatical skills by leaps and bounds. You can also help yourself by taking some practice tests in English grammar belonging to any level of difficulty as it will also, in some way. Contribute to your improvement drastically.

Listen to People's Inputs and Guidance

It is important that you take all the feedback on your English grammar skills in a positive and constructive way. You should always listen to the various instructors, writing lab staff and the writing tutors when they provide you with a feedback on your skills.

It will help you know about any kind of issue in your usage of grammar, which has been taking place on a consistent basis. For example, you may constantly be told about the problems that you may be facing while you construct run-on sentences or while using the tenses of the verbs or there may be problems in your usage of subject-verb agreement.

In case there are any issues, which you are told, you can improve them while proofreading the assignments that you may submit, so that you can pay special attention to the details of the document. You can also take help of the feedback to prepare a checklist, which you can refer to, while you are proofreading your document, to check for the mistakes that take place quite frequently.

Interpretation is the act of explaining, reframing, or otherwise showing your own understanding of something.

Proofread Loud

There are times at which when we go through our documents, our brain tends to fill in the gaps or correct the mistakes automatically in itself and we tend to miss any wrong **interpretation** of the text or any information that may be missing.

We tend to miss a lot of our own mistakes when we proofread. When you read out the text that you have written to someone else in a loud or audible voice or even to yourself, you make sure that you are able to assess whether you have correctly used the grammar in the text or not. The likeliness of you catching the mistakes goes up by quite a good level, when you read out the content loud in comparison to reading it only in your head to yourself.

Write Down More Often

In the same manner as reading helps you to improve your grammatical skills, writing helps you to enhance it as well so that you can benefit from it. The possibility of you improving your grammatical skills increases and betters with you trying to write fluently by making proper use of grammar in the sentences.

The students can improve their grammar skills at any age by taking up various ways of improving the skills. The methods given above will help you improve the skills gently and gradually.

ACTIVITY 3.6.

Now that you have gone through the various strategies to improve your English, go through the various strategies and take them up one by one. Do a self-review on which of the strategies is working best for you and what is the effectiveness of each strategy in your own case. You can scale the effectiveness on a scale of 1 to 5 (1 being the least effective and 5 being the most) and can add any comments if you wish to. Discuss all that you have written with your classmates.

Action / Strategy taken to improve English	**Effectiveness of the Activity / Strategy**	**Is it advisable for friends?**
Reading English (Books, Newspapers, Novels, Poems, etc.)		

Taking help from Manual		
Reviewing the Basics		
Practicing the Learnings		
Listening to people's inputs and suggestions		
Proofreading loud		
Writing Down		

3.4. READING COMPREHENSION

ACTIVITY 3.7.

Activity 3.7.1. Pre-Reading

Given below is the text that tells you about four communities. You have to read through the text with focus. Reading through the text will enhance your comprehension skills as well as provide you with information and **knowledge** on new things.

Knowledge is a familiarity, awareness, or understanding of someone or something, such as facts, information, descriptions, or skills, which is acquired through experience or education by perceiving, discovering, or learning.

You will improve your views and see the communities and cultures around the world in new light. Reading through the text you will find yourself emotionally drawn to these communities and their cultures and there will be increased excitement in you to discover new things.

- Before you read about the different kinds of cultures and communities, write down how you feel about the variety and availability of different cultures around the world. Express your views on the diversity in languages, religious practices, cultural practices, festivals, food habits, dressing habits and other factors that differentiate the communities from each other.

3.4.1. What is Indigenous tourism?

'Indigenous tourism' often consists of packaged tours, whether for individual tourists or for groups. This is happening in an increasing number of places, such as Kenya, Tanzania, India, Honduras, Ethiopia, Ecuador, Botswana, the Andaman Islands and Australia.

A key indicator of whether a particular package is good or bad lies in the degree and nature of the involvement of the Indigenous peoples themselves. When searching for an authentic experience, it is not enough to be simply attracted to something marketed as 'exotic' or deemed to be 'pure'.

There is a whole spectrum of ways in which Indigenous people can be involved in tourism: from effectively being part of a human zoo, performing for the benefit of visitors, to something more credible where they are in greater control of what is on offer.

The former has been ridiculed by some of the 'victims' themselves, as with the Mursi in Ethiopia who, in the film Framing the Other speak about their 'tourist song' and how they get more money out of visitors when wearing 'strange' and 'exotic' costumes.

At the other end of the spectrum, however, we have Indigenous communities deciding to create a safe space where they can learn, teach and share their culture – with their own communities and with the visitors who come to see them.

These communities are taking ownership, gaining economic independence and political power, and are fostering pride. Museums, heritage sites, guided walks, land and sea adventures, sampling of the 'outdoor life', local cuisine and customs have all now become common ingredients of Indigenous tourism. Even well-managed **tourism** comes with a cost.

Tourism is travel for pleasure or business; also the theory and practice of touring, the business of attracting, accommodating, and entertaining tourists, and the business of operating tours.

Tourists still bring new diseases, threats to previously 'safe' regions of the world, pollution, and the threat of potential displacement if global enterprise discovers something it 'values' in their lands. Only where host countries and their governments appreciate the role of Indigenous tourism in the economy is there some degree of protection.

For some Indigenous peoples, tourism is one of many options available to them to earn a living, and it thus becomes a choice, not a necessity. For others, however, it can be the only 'choice' they have.

3.4.2. Why do governments like it?

New heritage attractions are springing up in all parts of the world, catering for the interests of local and foreign visitors keen to hear stories of alternative ways of living. Government aid is frequently provided to assist in the work of such attractions, since they have the potential to bring employment, pride and engagement in regions that might need such a boost.

In a wider context too, when done well, tourism may contribute positively to economic independence, cultural revival, education and can create opportunities for effective cross-cultural encounters. It has been argued that 'tourism in its broadest generic sense can do more to develop understanding among people, provide jobs, create foreign exchange and raise living standards than any other economic force known.' (Kaiser and Leibr, 1978).

3.4.3. Capirona – Community Ecotourism Project in Ecuador

Capirona is an ecotourism project operated solely by an Indigenous community in Ecuador's Amazon basin. Capirona is comprised of a community of 24 Quechua families who inhabit the Napo province of Ecuador. This Indigenous community has traditionally survived by growing and selling subsistence crops.

As seed and transport costs increased, the community was forced to seek a new income stream. For this community,

logging was a last resort as they depended on the forest for their food and medicine so they decided to start a small-scale ecotourism program.

The community is not easy to get to: it is deep in the lowland tropical forest, the only access is on foot or by canoe – appealing only to a certain type of traveler. However, they knew that there was a market already, as travel agents were already bringing tourists to the forest – albeit with no direct benefit to them.

So they designed a project that would give them much-needed income, and more control over what happened in the forest, whilst minimizing any impact. With a small loan from the provincial Indigenous federation, they purchased the materials to build a visitor's center.

They decided to build in the traditional way, as they sensed that this would appeal to tourists. Everyone in the village participated in the construction of the tourist facilities. With the help of a German NGO, Capirona printed flyers about their project and distributed them in the capital (Colvin, J, 1996).

The project continues to be a communal effort. Women from different families rotate the responsibility of preparing meals for visitors. Men from the village operate the canoes and act as guides through the forest. Some individuals are responsible for keeping accounts while others monitor supplies.

Even the village shaman participates by sharing his special knowledge of the forest, telling local legends, and demonstrating some of the traditional ceremonies. Everyone joins in the farewell party for visitors. Since the program's emphasis is on cultural exchange, visitors are asked to share something of their culture at the farewell party, where traditional Quechuan music and dance are offered.

Community members also manage the accounts, determine how much to charge, decide what groups to receive and when and, most important, decide together how to use the financial gains. Profits from the project have paid for medical emergencies, provided loans to community members, purchased an outboard motor for the communal canoe, and capitalized a small store that sells basic staples to visitors and community members (Colvin, J, 1996).

3.4.4. The Sámi people, Sápmi

Sápmi (Sámi land, spanning across Scandinavia and the Kola Peninsula in Russia) has long attracted visitors from all over the world, and today it is visited by millions of tourists every year. In spite of this bustling tourist activity, and even though Sámi traditions are frequently portrayed through various media, today we sadly see very few successful Sámi tourism companies.

This means that the images of the Sámi people are being put on display in the worldwide market, but the revenue from tourism ends up in other people's pockets. Only comparatively recently have Indigenous peoples started to become more actively involved, as they have taken greater control of what has been occurring, playing their own part in mediating exchanges.

So how best Indigenous peoples might be represented in any travel brochure? This is 'a $64,000 question' to which there is no easy answer. This represents obvious manipulation for commercial reasons, but can become more sinister when images selected run counter to how Indigenous peoples are actually being treated in different countries. Then it becomes a matter of further exploitation.

3.4.5. The Maasai of Kenya

In Kenya, the economy is driven by tourist dollars. Seventy per cent of the nation's tourist parks are located on Maasai land; the image of the Maasai warrior often 'spearheads' international advertising campaigns. Yet few tourists are aware that most of the Maasai receive absolutely no financial benefit from the industry and are even excluded from the game reserves.

Travel brochures give the impression that Maasai live as they once did, and much of the marketing material depicts them hunting in traditional ways. Yet such hunting is now actually prohibited. The truth is that the mistreatment of the Maasai by successive Kenyan governments goes back a long time. This is an Indigenous community that has been aggressively displaced and denied fundamental human rights.

Many groups like Survival International have called for a **boycott** until the treatment of the Maasai has improved, a decision individual tourists must make for themselves.

Certainly a significant outcome for the Maasai would be the freedom to determine what the world knows of them and the plight of those still trying to live in their traditional homelands.

Boycott is an act of voluntary and intentional abstention from using, buying, or dealing with a person, organization, or country as an expression of protest, usually for moral, social, political, or environmental reasons.

3.4.6. Land and water rights – the Bushmen of the Kalahari, Botswana

There are often stark contrasts in how Indigenous peoples and companies working and living in the same area are treated, both in the name of promoting tourism. Take the Bushmen of the Kalahari Reserve, for example, who applied to the government to reopen a borehole that was once used to access water close to their homes; the high court of Botswana ruled against their request.

Meanwhile, a first luxury lodge, complete with a swimming pool, opened on the reserve. The Kalahari Plains Camp, owned by South African operators Wilderness Safaris, was given permission to drill its own borehole to supply the establishment.

This illustrates the essential inequity of the Botswana Government's policies allowing the tourism (and diamond mining) industry access to this scarce resource within the reserve, while denying its own people the same fundamental human right. Thanks to a UN resolution, recognizing access to clean drinking water as an essential human right, the **Bushmen** eventually did gain access to their borehole. Not before, however, the campaigning organization 'Survival International' called for a tourism boycott of the region, such was their concern for how the Bushmen were treated.

Wilderness Safari has been asked to move their lodge off the Bushmen's lands, as their 'free, prior and informed consent' was not sought before its construction. The company claim that they followed a legal, transparent tendering process for the acquisition of the land and claimed that as the commercial rights belong with government, they did not need the consent of the Bushmen.

Bushmen are the indigenous peoples of southern Africa.

This illustrates the importance of distinguishing between 'commercial', 'traditional' and 'customary' rights in this field. While 'commercial' rights are typically enshrined in legislation and enforced by law, 'traditional' rights are often poorly respected or completely ignored by governments and big business, particularly where poor, socially marginalized peoples are concerned, and where traditional claims clash with commercial.

The situation is complex and extends far beyond the involvement of Wilderness Safaris. It reflects a lack of understanding all round, or refusal to accept the rights of Indigenous peoples by Wilderness Safaris and the Government of Botswana.

Indeed, the Botswana Centre for Human Rights notes their government's refusal to recognize the Bushmen as a distinct 'Indigenous' ethnic group. It also reflects a lack of awareness of the business responsibility to respect human rights and an understanding of what this implies. This situation is being replicated across the world.

Activity 3.7.2. Post Reading

- Now that you have read the whole text, answer the questions that follow:
- Write a short note on Capirona Project.
- What are the issues being faced by the Bushmen of Kalahari?
- Write briefly on the Maasai tribe of Kenya.
- Write down a short description of the Sami people.
- Having read about the different communities in Africa, you must be having some feelings within yourself about the different kind of cultures that are there to explore and know about. Write down what you feel about the different cultures around the world (not necessarily naming them, just in a generalized way) and what are your thoughts on their existence and practice.

3.5. REFLECTIONS

Reflections refer to the learning experiences that are obtained by the student while learning this unit. Try to answer the following questions based on your learnings from this unit.

1. What are your top three take away from this unit?

_____

_____

_____

_____

_____

_____

2. List down the things you have learnt newly in this unit.
3. Rate the activities in each section according to their difficulty level. Put a tick mark in the box you feel is appropriate.

Sections	Easy	Difficult	Enjoyable
Listening Activity			
Grammar Focus: Tenses			
Reading Activity			
Grammar Focus: Present Perfect Tense			
Grammar Focus: Past Perfect Tense			

3.6. SELF-ASSESSMENT

Write Yes or No against each of the following questions in the tabular column

Topics	Yes or No
Did you understand the importance of listening skills and culture?	
Did this chapter help you understand your strength and weakness related to your learning skills?	
Did you learn anything new in the listening section from this chapter?	
Do understand the meaning of Tenses?	
Will you be able to describe the different types of Present tense and past tense?	

Will you be able to use tenses and forms of verbs properly in your daily language?	
Did this chapter help you to understand the importance of reading skills?	
Did you learn anything new from the reading section of this chapter?	
Do you understand the importance of present perfect tense in grammar?	
Did you understand the different aspects related to the past perfect tense?	
Did you learn any difference between the present perfect tense and past perfect tense in this chapter?	

William Blake: A Genius at Imagining and Writing

William Blake was born and brought up in London. He is considered as one of the unsung heroes in the subject of English Language. He was the only person as a poet that had the ability to challenge the grand work of Milton and at some points of time, he even managed to have the kinds of visions and sights, mainly hallucinatory in nature that put him ahead of Milton.

It was believed that the words spoken and written by Blake had too much energy in them and could not be controlled. On most occasions, Blake would often write down his poems and illustrate them too. In this way he contributed to the English Language immensely as he made use of his imaginations to make it visible to the people.

William Blake learned about how to read and write at home. He wished to become a painter when he turned ten which led his parents to send him to a drawing school. After two years from them, Blake shifted majority of his interest to writing poetry.

As his study at the art school was turning costly, he started working as an apprentice under an engraver. While his time as the apprentice, Blake was exposed to a variety of artwork, one of the projects of which comprised of structuring different kinds of Gothic styles.

These styles helped Blake to take inspiration from them through different times of his life in future. After having apprenticed for a span of about seven years, Blake went to

study for a short time at the Royal Academy. Blake moved forward in his life by marrying a woman who had not had an access to education or literature. He helped her out with her education as he taught her how to read and write and trained her in the work of **draftsmanship**. Even this helped him in the later phase of his life as she helped him print the famous illuminated poetry that he is still remembered for.

Draftsmanship is the ability to draw well or the art of drawing.

Blake and his wife had no children between them. Blake went on to set up a print shop in 1784 with a person named James Parker, who was his fellow apprentice in his younger years, but the shop did not reap benefits as were planned, even after several years of its operation. So, Blake returned to his work of engraving and illustrating literature for books and magazines for the rest of his life, to make a living enough for him to support himself.

Blake lived by the belief that whatever he wrote or created in the form of poetry could be easily read and understood by the people in general. However, he did not compromise with the way his envisioned various things and situations to make himself popular among the masses.

In the year 1808, Blake made his artistic works available for the people to see at the Royal Academy and in 1809 he made his poetry available for the masses to read at his brother, James' house. There were some people who admired the work done by Blake in the form of paintings to be quite artistic, but a lot many people found his works to be ugly and many of them called him insane for his thoughts.

Blake had an extreme power in the form that he could visualize various scenarios from several perspectives and present his imaginations in the form of poetry to portray his suggestions and truth to the readers. He was the first among the poets to use free verse in his poems, that is, the verse that has no rhyme or a strict meter and thus, he became the predecessor of the post-modernist views and ways to present poetry.

These post-modernists ways to present poetry were originally not accepted by the English establishment at the time Blake introduced them. But later many American writers started to use his ways and vision in poetry to form their own. Some of his best works include 'The Marriage of Heaven and Hell', 'Jerusalem' and 'Milton'.

CHAPTER 4

WILDLIFE

LEARNING OBJECTIVES

By the end of this chapter, you will be able to:

- Understand the presence of wildlife in Africa
- Know about the different kind of wild animals found in Africa
- Know about the condition of Cheetah in Africa
- Explain the meaning of human-wildlife interaction
- Explain the role of connotation or denotation in English language
- Be adept with the use of connotation and denotation
- Have a revision on Conditionals
- Be able to assess yourself about the various concepts

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CHAPTER INTRODUCTION

Wildlife is an important component in a nation's biodiversity, or even for general biodiversity. Wildlife keeps the ecosystem in check and provides the people with a scenic landscape and environment to be witness. The richness of wildlife in Africa is a well-known subject to the people around the world and is a major center of attraction and tourism in the continent for various countries.

You will get to know more about the various aspects related to the African wildlife and the various kinds of animals that can be found in Africa. You will further be told about the role of vocabulary in English Language and explained about connotation and denotation being used in it. This chapter has a lot of interesting activities that will help you have a better grasp on the connotation and denotation and those activities will enhance the way in which you make use of these concepts.

4.1. LISTENING: WILDLIFE IN AFRICA

As per your seating positions in the classroom, your teacher will ask the students to read one paragraph each from it and you are required to listen to the person reading out the text aloud in the class. Listen to the text being read out carefully and try not to look at the book for reference. Try and memorize the text being read out just by listening to it.

ACTIVITY 4.1.

Activity 4.1.1. Pre-Listening

- What do you know about the wildlife in Africa?
- Have you ever witnessed wildlife at any conservation place?
- What do you think about the way in which humans interact with wildlife?

- How do you treat various wild animals when you come across them in places such as zoo, natural parks, wildlife sanctuaries etc.?

Activity 4.1.2. While Listening

As you listen to the text being read aloud in the classroom, focus on it in a proper way and answer the questions that follow.

1. Fill in the blanks as you listen to the text being read in the class:
   a. Scavengers (hyenas, vultures) and decomposers or detritivores (bacteria, fungi, and termites) break down organic matter.
   b. A food web consists of a number of food chains.
   c. African Cape Buffalo is one of the large Sub-Saharan African bovine
   d. The fennec Fox is a small fox with a total body length between 24 and 40 cm
   e. It has been observed that the Conservation efforts in South Africa have been successful in the increasing populations of the mountain zebra and bontebok
   f. Quelea is also called as Red-billed Quelea or Red-billed weaver
   g. The cape cobra is the most poisonous or venomous snakes in South Africa
   h. The eggs of the Ostriches are huge, and the weight of the egg is 1.9kg/4 pounds. 19 people can feed on one egg at a time!
2. Mark the sentences that you encounter while the text is being read out in the class.
   a. There are various animal species in the world. These species are among the world's tallest, fastest or even tiniest animals. These species includes the speedy cheetah, the majestic giraffe, or the tiny pygmy shrew
   b. Carnivores (that includes lions, hyenas, leopards) feed on herbivores (that includes impalas, wart - hogs, cattle). And these herbivores consume pro - ducers (that is grasses, plant matter)

c. Carnivores are very dangerous breed of animals that feed only on livestock of the people and prey on all the animals that lie below them in the food chain
d. African Leopard is the other big member of the Felida family in Africa. This animal is distributed widely in most of Saharan Africa. Leopards are considered as the most successful species of wild animal
e. The giraffe is a tallest living terrestrial animal. It has a long neck. With the help of the neck, the giraffe can reach the tallest and tastiest leaves in the savanna and it can also engage in "necking"
f. The Lion is not the king of the jungle and the cheetah is. The Lion is an herbivorous animal that feeds on grass and the various kinds of other vegetation

There are various well known, loved and feared animals in the entire world. Africa is home to some of these animals. It has been observed that wildlife in South Africa is abundant. This wildlife has approximately 300 mammal species.

There are various animal species in the world. These species are among the world's tallest, fastest or even tiniest animals. These species includes the speedy cheetah, the majestic giraffe, or the tiny pygmy shrew.

There are various animal species that are in danger of extinction. These animal species involves the African wild dogs, the oribi or the rhino. These animal species are hunted for its horn. Most of the wild animals are preserved and these are also protected in national parks or private game reserves.

Conservation is the preservation or efficient use of resources, or the conservation of various quantities under physical laws.

It has been observed that the **Conservation** efforts in South Africa have been successful in the increasing populations of the mountain zebra and bontebok. These are the antelope species that exists only in the region of South Africa.

More than **850 species of birds** live in the region of South Africa, some of these species can only be found here. Among all the typical African bird species that can be seen in the region of South Africa are the kingfishers, ostrich, sunbirds and the crane. The Blue Crane is national bird of the South Africa .

4.1.1. The African savanna

The African savanna ecosystem is a tropical grassland. It has warm temperatures that continues throughout the year the highest seasonal rainfall in the summer season. It is characterized by grasses and small or scattered trees that do not make a closed canopy. Thus, it allows the sunlight to reach the ground. In addition to it, the African savanna includes a diverse community of organisms that interact in order to form a food web.

A community is defined as a group of organisms that are interacting in a particular region in the similar environmental conditions. A food chain is defined as a group of organisms that are associated to each other in order of the food that they consume, from producers or creators of the food to consumers, prey to predators , and scavengers to decomposers.

The arrows that are present in a food chain show the movement or the flow of energy and matter between feeding (trophic) levels. Food chains represent just a single path of food and energy through an ecosystem. It has been observed that in most of the ecosystems, organisms can get their food as well as energy from more than one source, and also, these organisms may have more than one predator.

A food web consists of a number of food chains. Healthy and a well-balanced ecosystems are made up of various, interacting food chains. This is known as food webs. Carnivores (that includes lions, hyenas, leopards) feed on herbivores (that includes impalas, warthogs, cattle). And these herbivores consume producers (that is grasses, plant matter).

Scavengers plays an important role to the food web. Scavengers (hyenas, vultures) and decomposers or detritivores (bacteria, fungi, and termites) break down organic matter, and they recycle this organic matter in to the ecosystem as a nutrient.

Thus, it makes it available to all the producers and completing the food cycle (web). Human beings are also the part of the savanna community and they often compete with other organisms for the purpose of food and space.

The following list that is mentioned below describes and provides examples of the feeding (trophic) levels that includes food webs:

- Producer: organism which is part of the first level of food chain . It can produce its own energy and nutrients. For instance: grasses, Jackal berry tree, Acacia tree
- Primary consumer/herbivore: organism that feeds mostly on the plants. For instance: zebras, cows, impalas, warthogs.
- Secondary consumer/carnivore: organism that derives its energy and food by eating meat. Some of the examples are leopard, lion
- Omnivore: organism that feeds on a variety of other organisms for the purpose of energy and food requirement, including animals, plants, and fungi. Some of the examples are: humans, aardvarks
- Decomposer/detritivores: These are the organisms that break down dead or decaying plant and animal material and its waste and release it as energy and nutrients in the ecosystem . Some of the examples of decomposers are bacteria, fungi, termites
- Scavenger: These are the animals that feeds on dead or decaying animal flesh. Some of the examples are vultures, hyenas
- Insectivore: An organism that mainly feeds on insects. Some of the example are Red-billed oxpecker

4.1.2. Wild Animals in Africa

Aardvark

This is a medium sized nocturnal mammal. This animal belongs the region of Africa. It feeds on ants, termites and one kind of cucumber, which is known as Aardvark cucumber. Some of the African magicians believe that it has some magical powers.



Figure 4.1. Aardvark.

***Source**: Image by Flickr*

African Leopard

African Leopard is the other big member of the Felida family in Africa. This animal is distributed widely in most of Saharan Africa. Leopards are considered as the most successful species of wild animal. These species have inhabited a broad range of habitats within the region of Africa.



Figure 4.2. African Leopard.

***Source**: Image by Wikimedia Commons*

The leopard exists majorly in game reserves. It has been observed that just a few of these big cats are left to wander freely in the remote bush veld. These species hunt during night times, but they generally hide on or beneath the trees during the day time.

Baboon

These moneys are very caring for their young ones but at the same time these are also **furry** and noisy. They are omnivore foragers, but these monkeys are known to feed on goats, sheep, and small antelopes. Baboons were considered sacred animals in Egyptian folklore. These monkeys can be quite curious, and they are also known to make contact with people. But one should be careful and do not touch or feed these monkeys. This is because they are quite strong, and they also have very sharp teeth.

Furry is someone with an interest in anthropomorphized animals that is, animals who have been given human characteristics, like an ability to talk or walk on their hind legs.

Cape buffalo

African Cape Buffalo is one of the large Sub-Saharan African bovine. Also, it is the largest one that is found in the region of South and East Africa. The African buffalo is extremely dangerous to humans. Cape buffalo is also the member of the big five game wild animal of world.

These huge and dangerous animals can be seen nearby waterholes in many national parks of South Africa. Generally, these animals move in herds or groups and they can be really aggressive.

Cape Cobra

The Cape Cobra also known as yellow cobra. This cobra is one of the deadliest snakes in the world. The cape cobra is the most poisonous or venomous snakes in South Africa together with the puff adder, the boom slang and the green or black mamba. Cobras can be encountered in every part of the country, so one should be careful at the time of walking through dunes or bushland particularly close to the sea, rivers or the area that is near a national park.

Desert Warthog

There is a common perception about Desert Warthog that it is one of the ugliest member of the pig family. Most of the people might recognize Desert Warthog when there is a reference of Pumba (the character in the movie Lion King). It is noticeable for its huge tusks. One special characteristic of Desert Warthog is that it has unwavering care for the young ones.



Figure 4.3 . Desert Warthog.

***Source**: Image by Wikimedia Commons*

Elephant

Elephant is the largest creatures on land at this moment. The weight of the elephant babies is 100 kilograms at the time of. The gestation period of animal is about 22 months that is 640-660 days.

Fennec Fox

The fennec Fox is a small fox with a total body length between 24 and 40 cm. Its more distinctive feature is its large ears. Their ears help the Fennec Fox to detect insects and rodents that are hiding beneath the surface of the earth.



Figure 4.4. Fennec Fox.

***Source**: Image by Wikimedia Commons*

Giraffe

The giraffe is a tallest living terrestrial animal. It has a long neck. With the help of the neck, the giraffe can reach the tallest and tastiest leaves in the savanna and it can also engage in "necking". Necking is a kind of male combat in which the neck is used as a weapon. As an adult, these are vulnerable to predators . Lions, leopard and hyenas hunt the calf giraffes. There are several special hotels in world where people can **feed giraffes** from the window of the hotel room.

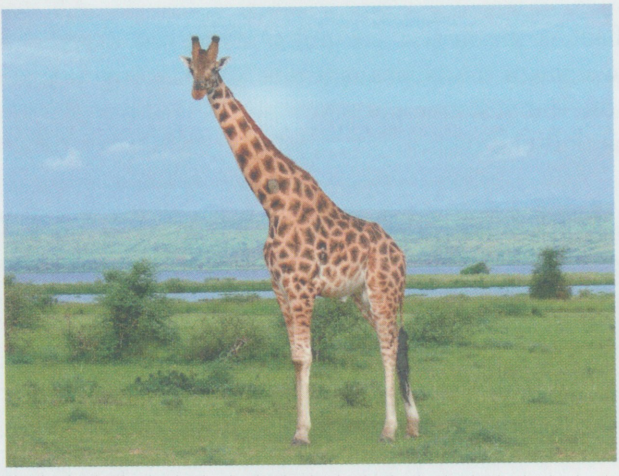

Figure 4.5. Giraffe.

Source: Image by Wikimedia Commons

Hippo

The Hippo is one of the largest herbivorous animal . It is a **semi-aquatic** creatures. In spite of their pig-like appearance their closest relatives are whales. Many researchers have stated that hippos diverged from whale family about some 55 million years ago.

Semiaquatic can refer to various types of animals that spend part of their time in water, or plants that naturally grow partially submerged in water.



Figure 4.6 . Hippo.

Source: Image by Needpix.com

These are also known as Hippopotamuses. Hippo are the most dangerous animals. Hippopotamuses **are not able to swim**, they only walk or run under the water. One can encounter hippos during night when they wander in the streets in search for water or food, in St Lucia, a small town in the iSimangeliso wetlands

Impala

The impalas is one of the most abundant antelopes that is found in the region of Africa. They can grow up to 95 cm tall. Horns are there only in the males. These horns are used in territorial battles.

Jackal



Figure 4.7. Jackal.

Source: *Image by Flickr*

Jackal are the far away relatives of the wolves. These are crepuscular that is these species are being most active at dawn and dusk. They feed on dead organisms ; they are the hunters of small animals. Jackals are clever sorcerers in oriental mythology . On the other hand, they are Gods of the afterlife in Egyptian religion.

Klipspringer

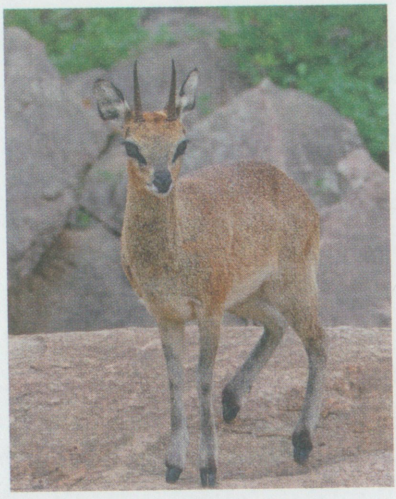

Figure 4.8. Klipspringer.

***Source**: Image by Wikimedia Commons*

Klipspringer is a small, half meter tall, antelopes. These half meter tall antelopes have the capability to fit on all four hooves onto a piece of cliff. Also, they never feel thirst and they do not drink water. This is because of the succulent plant that they eat. Klipspringer eat a succulent plant which provides them with the water content that is necessary for their survival.

Lion



Figure 4.9. Lion.

***Source**: Image by Wikimedia Commons*

Loin is the King of the Jungle. After the tiger, Lion is the second largest feline. In the present times, Lion is considered as a vulnerable species. Also, it has been observed that there was a population decline of thirty to fifty percent in the previous 20 years.

Magpie

Magpie is a large black and white bird. These species are very easy to spot. This is all because of their black and white colorings. Usually, Magpie gather all the objects found like jewels or plastics and save these objects in their nest. These bird feeds on nuts, fruits, seeds, egg, and insects.



Figure 4.10. Magpie.

***Source**: Image by Wikimedia Commons*

Mountain Gorillas

Mountain is a large landform that rises above the surrounding land in a limited area, usually in the form of a peak.

Mountain Gorillas is the subspecies that is critically in the danger of extinction. These are found in the Virunga volcanic **mountains** of Central Africa. It has been observed that these mountain gorilla lives in very dense mountain forest. The nose prints of mountain gorillas are unique to every individual.

Nyala

Nyala is a medium sized antelope. These species prefer to live in a deep forest to any plain area in Africa. The females are warm brown, and they are without horns. On the other hand, the males are dark skinned. They have a long-spiraled horns and also, there is a woolly fringe that is present on their belly.



Figure 4.11. Nyala.

***Source**: Image by Needpix.com*

Nile crocodile

The Nile crocodile is the largest crocodilian in Africa, and it is responsible for attacking hundreds of individuals every year.

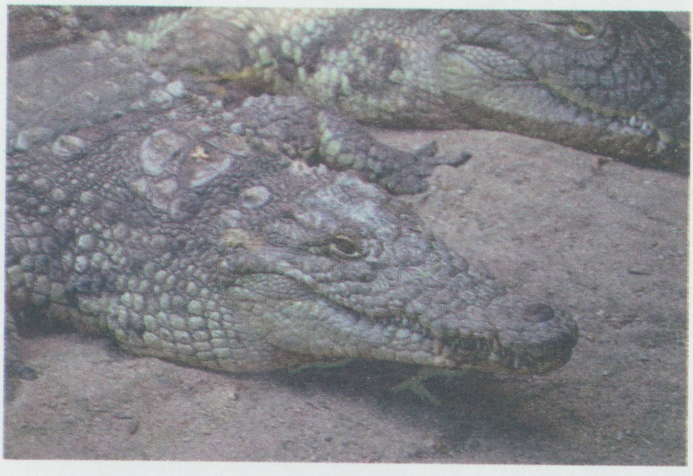

Figure 4.12. Nile crocodile.

***Source**: Image by Flickr*

An **apex predator** is a predator at the top of a food chain, with no natural predators.

It is the second largest extant reptile in the entire world. It is an **apex predator** of rivers as well as marshlands. Apex predator is a predator that is present on the top of a food chain. They have no natural predators .

Otter



Figure 4.13. Otter.

***Source**: Image by Wikipedia*

Otters are semi-aquatic mammals that is they live partly on land and partly in water. They are carnivores, they feed on birds, fish, and small mammals. They are also able to swim, and they are considered as the best swimmers.

Ostrich

Ostrich is the largest extant species of bird. This species up to 70 km per hour. It is the fastest land speed of any bird in the whole world. In addition to it, the ostrich has the largest eye of any other land animal. Among all the living bird, it lays the largest eggs.



Figure 4.14. Ostrich is the largest bird species that cannot fly.

***Source**: Image by Wikimedia Commons*

Though these are the largest bird species but these are flightless, that is they are unable to fly. They grow up to 2.7 m/8.8 ft. tall. They freely roam the entire country but are kept also on large ostrich farms. The town of Oudtshoorn is a town in south-western region of South Africa.

It is known as the 'ostrich capital of the world'. Ostriches have big eyes, but they have a very small brain. The eggs of the Ostriches are huge, and the weight of the egg is 1.9kg/4 pounds. 19 people can feed on one egg at a time!

You should always be aware of ostriches because they have a powerful kick. This can even kill a person. So, if any one of you see an ostrich approach, you should lie flat on the ground, so that the Ostrich cannot kick you.

Porcupine

Porcupines are slow, rounded, large rodents. Their body is coated with large, pointy spines. Porcupines are salt lickers. They have a craving for salt. They will lick and eat everything that is coated or covered in salt, from items that are used in house like tables or clothes to vehicle tires that are coated in road salt.

Pygmy Shrew

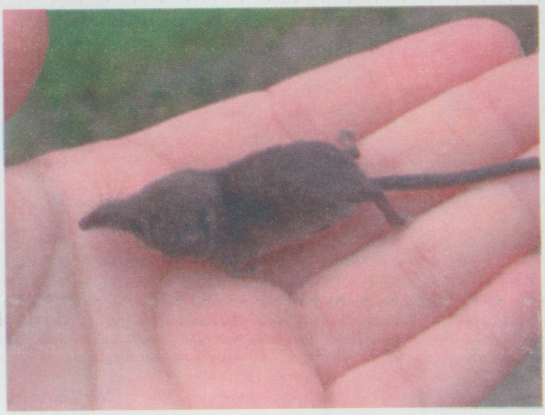

Figure 4.15. Pygmy shrew is known to be the smallest mammal in the world.

***Source**: Image by Wikimedia Commons*

Pygmy shrew is a very small mammal with a very big appetite.

The pygmy shrew is the smallest mammal in the world. The tiny shrew that is pygmy shrew looks like a mouse. The height of pygmy shrew is just 8 cm/3 inches. On the other hand, the weight of pygmy shrew is less than 4 g/a teaspoon of sugar.

Quelea

Quelea is also called as Red-billed Quelea or Red-billed weaver. It belongs to the weaver family. It is a small bird from the weaver family. This bird can be found in the Sub-Saharan Africa. It is considered as one of the most abundant wild bird breed in the entire world.

Rhinoceros

Rhinoceros are large herbivores species that is they feed on plant. It is possible for these mammals to reach more than a ton in weight. They have thick armor like skin. They have small brains. The weight of the brain is less than a kilogram. These mammals are without knees.



Figure 4.16. Poaching of Rhino, because of horns, has made them an endangered species.

***Source**: Image by Flickr*

Commonly, these are abbreviated to Rhino. There are white as well as black rhinos. Both of these rhino are massive and strong. They are unable to see properly, but they can smell their prey. Because of their precious horn, these endangered species of Rhino is also poached.

It is quite easy for you to recognize the species of rhinoceros even though the black and white rhino can hardly be distinguished by the color of their skin. The white rhinos have a broad lip and are known as friendly. This is because they are not as aggressive as compared to that of black rhinos. Black rhinos have a small lip and they look more threatening.

Sable Bull (Sable Antelope)

Sable Bull (Sable Antelope) is an antelope that can reach a height of up to 140 cm. The length of their horns can be as long as 110 cm. Also, these species have knees. Male sable bulls drop to their knees when they are fighting, and they make use of their horns to fight.



Figure 4.17. The male sable bull make use of knees and horns in a fight.

***Source**: Image by Public Domain Pictures*

Spotted Hyenas

Spotted Hyena is a widespread species. It is found in most habitats of Africa which includes grasslands, savannas and woodlands. The spotted hyena is the largest known member of three hyena species. The other two species are Brown and striped hyenas.



Figure 4.18. Spotted Hyenas laugh like human child.

***Source**: Image by Flickr*

Spotted hyenas live together in large groups. This group is known as clans. This group may comprise 80 individuals and it is led by females

Springbok

Springbok is a medium-sized antelope and it is very common in the bush veld and in deserts. The springbok is the national animal of South Africa. They can jump up to 2 meters or 6.5 feet high.

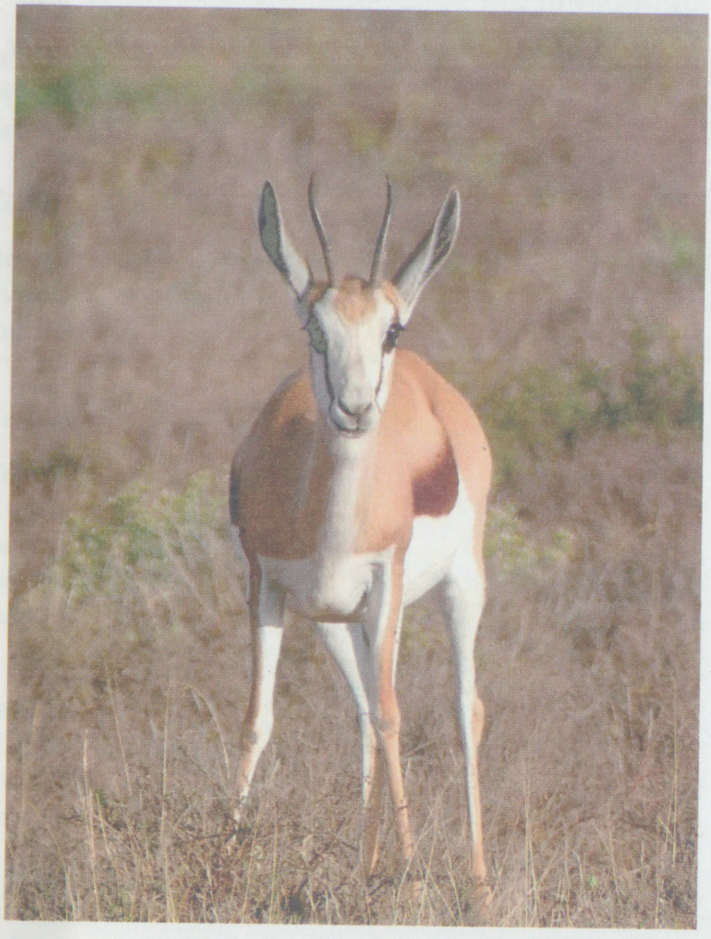

Figure 4.19 . Springbok is the national animal of South Africa.

***Source**: Image by Flickr*

Springbok is also known as springbuck. The springbok exist in the open, treeless plains of southern Africa. It has been observed that springbok once roamed in enormous herds but now this number is much reduced. Also, it has to be noted that springbok is the symbol and nickname of the national rugby team of South Africa

Topi

Topi is the fast antelope subspecies. It reaches a speed of up to 70 km/hour when pressed. Topi has been described by the Maasai as wearing a suede jacket, blue jeans with the yellow boots.

Thomson's gazelle

Thomson's gazelle is considered as one of the best-known species of **gazelles**. This species lives in savannas and grassland habitat of Serengeti. The most common type of gazelle that are found in East Africa are the second fastest animal in the world.

Gazelle is any of many antelope species in the genus Gazella.

Thomson's Gazelles are beautiful animals. They have a variety of stripes and markings on their body. They also have an impressive, ringed horns. These are the attributes that make many gazelles attractive as game animals.

Uromastyx

These animals are found in the region of Africa.
These are spiny-tailed lizards and are active during daylight time. Generally, Uromastyx feeds on plants or seeds.

Vanga

The vangas are the small birds that are found in Africa. These birds differ in color and size. These birds tend to nest in pairs, and they feed on lizards, earthworms and insects.

Wildebeest

Wildebeest is also known as a Gnu. It is a relative of the bull. Wildebeest are killed for the purpose of food. It is

especially killed for making the Southern African delicacy biltong (dried game meat).

The wildebeest or Gnus are the largest of all antelopes and is a large game animal. Black wildebeests and blue wildebeests are the two species. The weight of Blue wildebeests is 260 to 595 lbs. (118 to 270 kilograms) and the height is about 4 feet (123 centimeters), according to the University of Michigan's Animal Diversity Web (ADW).

The blue gnu is also known as common wildebeest. On the shoulder and back, it has dark vertical stripes.

On the other hand, the black wildebeest is also known as the white-tailed gnu. The weight of black gnus is 242 to 346 lbs. (110–157 kg). The black wildebeest or Gnus are dark brown to black in color.

Xerus

Xeruses are ground squirrels. They live in rocky deserts and are only found in Africa. Xeruses are known for being social as well as living in the groups.

Yellow Mongoose

The Yellow mongoose is very attentive little African mammal. It is a close relatives of Meerkats. The name of Yellow mongoose has come from the color of its coat. Among all the subspecies, their color differs from yellow to gray. They feed on birds, insects and small rodents.

Yellow Mongoose describes its boundaries by using various forms of scent-markings. It uses tail movements at the time of communicating with others. On the other hand, when playful, angry or scared, the yellow mongoose becomes vocal.

Zebra

Zebra are the relatives of the most common horse. These are the species that are very unpredictable. In addition to it, these species do not deal well with stress. This is the only reason for which Zebras could never be domesticated. They have distinctive black and white striped coats. Their

famous stripes are different, and these are unique to every single individual, just like that of a human **fingerprint**.

Fingerprints are the tiny ridges, whorls and valley patterns on the tip of each finger.

4.1.3. Focusing on the Fastest Animals on Land – The Cheetas!!

The name cheetah comes from the Sanskrit word "chitraka," that means "the spotted one," according to the World Wildlife Fund. Cheetahs (*Acinonyx jubatus*) have long, slender bodies that is coated or covered with unique black spots. These black spots are scattered across their tan coats. These are the fastest land animals.

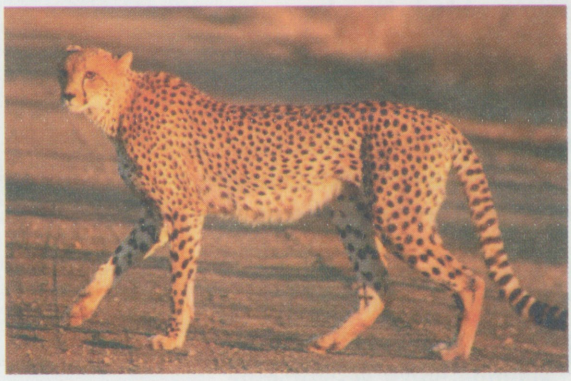

Figure 4.20 . Cheetah belongs to the cat family and is the fastest land animal on planet Earth.

***Source**: Image by Wikipedia*

Cheetahs are formidable carnivores with long legs, aerodynamic bodies and blunt, semi-retractable claws. According to the Smithsonian National Zoo & Conservation Biology Institute, these cheetahs can sprint at speeds of up to 60 to 70 mph (which is 96 to 112 km/h).

Physical characteristics: The physical characteristics of cheetahs are as follows

On an average, it has been observed that adult cheetahs are 30 inches (that is 77 centimeters) tall at the shoulder, and from head to rump, there are 44 to 56 inches (112 to 142 cm) long. In addition to it, the tail is adding another 26 to 33 inches (66 to 84 cm). Usually, the weight of

these large cats is between 75 and 140 lbs. (that is 34 to 64 kilograms), according to the Smithsonian.

Cheetahs have long, thin bodies. They also have a flexible spine, long and powerful legs. All these characteristics permit these runners to stretch out their long bodies when they sprint and cover significant ground with every quick stride — about 20 to 22 feet (that is 6 to 6.7 meters) for each stride, according to the San Diego Zoo.

According to the consumer report, the fastest cars in the world can accelerate from 0 to 60 mph (97 km/h) in just 3.5 seconds. If you talk about cheetahs, they have been known to accelerate from 0 to 45 mph (72 km/h) in just 2.5 seconds.

Cheetah is capable of turning or changing sides quickly even in midair. This is because of their long tail, which counterbalances their entire body weight. Their semi-retractable claws are similar to dog claws. These claws provide great traction at the time when cheetah make sprints and sudden turns.

The spotted coating on the body of cheetah helps it blend into its environment at the time of resting, stalking prey and hiding from predators . In addition to these spotted coating, these cheetahs also contain signature black tear streaks on their faces. These black tear streaks go from their eyes to their mouths.

The social lives of cheetahs

Usually, male cheetahs live in the groups that is made up of other male siblings, called coalitions, according to the Smithsonian. On the other hand, female cheetahs tend to be solitary that is they live alone. Female cheetahs socialize with males only at the time of mating, but they raise their offspring on their own.

Cheetah females have a gestation period of around 3 months, and they will give birth to a litter of approximately three and five cubs, according to the San Diego Zoo. The weight of the Cubs is between 5 and 10 ounces (that is 150 to 300 grams) at the time of born. The weight of the cubs not much larger than a newborn housecat, which usually weight between 3 and 4 ounces. Cubs are born with all their

spots and long manes on their neck and shoulders. These are known as mantles. As they grow older, it disappears.

The mother will start teaching their cubs how to hunt and avoid predators or hunters, like lions and hyenas. This is taught by the mother when the cubs reach about 6 months of age. The mother will keep her cubs with them as they try to avoid predators . For the time period of about 18 months, mothers live with their cubs. After this period, the mother leaves their cubs. It has been observed that near about 70 percent of cubs are killed by predators that involve lions and hyenas, even under the mother's watchful eye.

For another period of 6 to 8 months, littermates tend to stay together. Later on, the female siblings leave the group and live a solitary live. Male siblings form coalitions and they tend to stick together in groups of two or three male siblings. They live together so that they can protect their territories in a better way.

Lone males are not common, and they generally do not live for long on their own. If these cheetah make it, they can live up to 12 years in the wild (and they can live up to 17 years in captivity).

Sexual maturity is the capability of an organism to reproduce.

Male cheetahs reach their **sexual maturity** around the age of 2, according to the Smithsonian. At this is point of time, cheetah will search for an area that is far away from their mother. Sometimes, male cheetah travel up to 300 miles (that is 482 kilometers).

On the other hand, Female cheetahs usually stick a little closer to their home but still they live on their own. These female cheetahs tend to follow the migration path of gazelles. Gazelles is the primary food source for them.

During dawn and dusk, cheetahs spend their entire time in stalking as well as catching prey.

Cheetahs are not similar to the other species of large cats when it comes to attacking. They do not attack the throat of their prey. Instead, the cheetahs will run up to the animal and then knock their prey over. As soon as their prey is knocked over, they will suffocate their prey by clamping down on the throat with their strong jaws .

Usually, cheetahs attempt to hide the corpse of their kill so that other animals could not eat from their kill. They

are not usually very good at hiding the corpse of their kill. After the cheetahs hide the corpse of their kill, vultures and other animals usually find and steal from the cheetah's kill.

Cheetahs are the carnivores that belong to cat family. They are usually small- to medium-size animals, and they have a size similar to gazelles, hares, young wildebeest, warthogs and birds.

But, unlike other large cats, cheetahs are not capable of roaring. They can only purr and make sounds similar to the house cats.

According to various research, cheetahs possess huge vocabulary. This huge vocabulary is wider than the other large cats such as lions, tigers and leopards. Along with purring, cheetahs have the capability of producing a large range of vocal cues. Some of the well-known vocal cues are chirping (sound that is similar to chirping of the bird or yelping sound of the dog); stuttering (sound that resembles like a short, disconnected moan); hissing; yelping (loud chirping sound that is audible to almost mile away); and an "eeaow" sound (sound that resembles to the meow of the house cats)

Every single vocalization stands for a specific meaning. For example, the sound of different chirping could be signal from a mother cheetah who is trying to giving instructions to her cubs, or a female trying to attract a male to mate.

Habitat and conservation status

Cheetahs are found across Africa, mainly they are found in northern Africa; the Sahel. Sahel is the transition region that is between the Sahara to the north and the Sudanian Savanna to the south. They are dispersed across eastern and southern region of Africa, according to the Smithsonian. Also, it has been observed that there is a small population cheetah that lives in Iran. In Iran, they are endangered critically.

Cheetahs can live in a wide range of environments. Cheetahs can be found in grasslands, dry forests, open plains and desert regions, according to the African Wildlife Foundation. Cheetahs, the felines do not require much water in order to survive. Cheetahs get most of what they require at the time of eating.

It has been observed that most cheetah subspecies are considered vulnerable. This is According to the International Union for Conservation of Nature's (IUCN's) Red List of Threatened Species. The populations of cheetah is decreasing, with the total population estimated at less than seven thousand individuals.

There were at least 100,000 cheetahs that were existing all over the western Asia and across the region of Africa in the year 1900, According to the Smithsonian. In the present times, it has been observed that the cats are extinct in at least 13 of their native countries. Also, these cats have lost as much as 90 percent of their original range.

According to the African Wildlife Foundation, there are various reasons that results in the decline of the population of cheetahs. Some of these issues are human conflict, loss of habitat, illegal trade and poaching.

Conservation efforts have been done in order to regrow the population of cheetah that is declining. There are various groups such as the African Wildlife Foundation and the Cheetah Conservation Fund that work together with the local communities. They work in order to make sustainable solutions for the growth of agriculture and population so that both the cats as well as humans have space.

In addition to it, there are various protected areas and wildlife parks that helps in protecting the population of cheetah. For instance, one such protected area is the Cheetah Experience in South Africa. **It** protect all the cheetahs as their habitats are taken away from them.

Also, captive breeding programs are conducted in zoos, such as the San Diego Zoo and the Smithsonian National Zoo. These programs are working in order to help the population of cheetah to grow. In addition to it, these programs are also trying to overcome the lack of genetic variation within the population of wild cheetah.

Activity 4.1.3. Post Listening

Now that you have listened to the text given above, write down the various kind of animals that you remember from the listening activity and write whatever you remember

about them. This activity will test your listening skills and you power of retention and memorizing. Discuss whatever you can remember and write with your classmates and understand where you need to improve.

_____

_____

_____

_____

_____

_____

_____

_____

PROGRESS CHECK QUESTIONS 1

Describe the following animals:
a. Spotted hyenas
b. Rhinos
c. Jackal
d. Giraffe

4.2. VOCABULARY: CONNOTATION AND DENOTATION

Connotation and Denotation are the two main methods that are used for describing the meanings of words. Connotation indicates to the wide variety of positive and negative associations that most of the words naturally carry with them. On the other hand, denotation is the precise, literal or exact definition of a particular word that might be found in the dictionaries.

Introduce the concept of the word connotation, describing it as the relations that all the individuals make with a word. Connotation can be contrasted with the denotative value of a word, its more literal or exact meaning, and give an example of a word (for example, "chicken")

Connotation is the emotional as well as an imaginative association that is surrounding a word.

Connotation is a commonly understood cultural or emotional association that some word or phrase carries, in addition to its explicit or literal meaning, which is its denotation.

On the other hand, Denotation is the strict meaning of a word that is found in the dictionary.

You should all notice one that both **connotation** and denotation are not two separate things/signs. They are two features or component of a sign. In fact, the connotative meanings and denotative meaning of the words exist together.

Connotation denotes the several cultural implications, social overtones, or emotional meanings that are associated with a sign.

On the other hand, the explicit or referential meaning of a sign are represented by denotations. It denotes the literal or the exact meaning of the particular words that is the definition in the dictionary.

For instance, there are various things such things as glamour, glitz, tinsel, celebrity, and dreams of stardom, these things are connoted by the name 'Hollywood'. In addition to it, the name 'Hollywood' also represents an area of Los Angeles. It is known as the center of the American movie industry worldwide.

There are four elements of style. Diction is one of that element. It refers to the words that the authors or the writers use in order to express their ideas.

You all should notice that words that you use convey more than exact, literal meanings, in which case they connote some additional meanings and values that are not expressed in the definitions of general dictionary. Words that represent a core meaning are those words that are usually used and understood by the users and the audience in order to represent an act, an object or class of objects, a quality, or any idea or concept.

However, it has been observed that words that denote nearly the same thing may acquire additional meanings, or connotations. These additional meanings of connotations are either positive (that is ameliorative) or negative (that is pejorative). You should consider all the changes that are undergone by the use of the following words in the 20th century. Some of these words include diversity, liberal, gay, peacekeeper, right wing, follower, feminist, left wing, minority, abuse, rights, motherhood, relationship, team player, family, harassment, extremist, propaganda, conservative, and comrade.

Attractive	handsome, beautiful, fair, pretty
Drug addict	drug fiend, druggie, substance abuser
Handicapped	disabled, crippled, differently abled
Horse	nag, plug, steed
House	residence, abode, home domicile,
Reporter	journalist, broadcaster, newshound
Thin	skinny, slender, thin, slim, beanpole, lean
Unattractive	dull, plain, ugly

Both denotations (that is a literal meanings) as well as connotations (that is a suggestive meanings) are present in words. Fungus is defined as a scientific term that denotes a certain kind of natural growth. But also, this word fungus has certain connotations of disease or infection and ugliness.

As it has been already discussed that connotations can be both positive and negative; for instance, a woman carries with her a hint of both elegance or grace and subservience. The denotative meaning can also be changed by the impact of connotative meaning. For instance, being the thoroughly transformed word that is often used in today's time, 'gay'.

Denotation describe the exact or the literal meaning of a word that is the definition that is found in the dictionary For instance, if you search for the word snake in a dictionary, you will come to know that one of its denotative meanings is "any of numerous scaly, with no legs, sometimes poisonous reptiles that is having a long, tapering, cylindrical body and is found in most tropical and temperate regions."

On the other hand, connotation denotes the associations that are related to a particular word or the emotional suggestions that are connected to that particular word. For examples, for the word snake, the connotations could include evil or danger.

Denotation is when an individual mean what he or she say, literally. On the other hand, connotation is made when an individual mean something else, something that might be hidden at first.

There is some implications or shared emotions that are associated with a particular word. The connotative meaning of a word is based on them. The word greasy is considered as a completely innocent word: Some things, such as the engines of the car are required to be greasy.

For most of the people, the word greasy contains negative associations, whether these people are talking about food or about some people. Often there are various words whose connotations are different, but these words represent almost the same thing.

For example, there are two words: innocent and genuine. Both of these words denote an absence of corruption. The connotations of both of these words are different: innocent is often related with a lack of experience, while genuine is not.

In poetry, connotations plays an important role. This is because poets make use of them to further develop or complicate the meaning of the poem. For example, an individual says, "You may live in a house, but we live in a home". If any of you search for the words house and home in a dictionary, you may come to know that both words that is home and house have almost the same meaning- "a dwelling place."

Denotation is a translation of a sign to its meaning, precisely to its literal meaning, more or less like dictionaries try to define it.

But, the person in the above-mentioned sentence suggests that home has an additional meaning. Apart from all the strict definition that is present in the dictionary, or **denotation**, there are many people who relates such kind of things as love, comfort, privacy, or security with a home, but they certainly do not make the same associations with the word house.

What is the first thing that comes in your mind when you think of a home? Of a house? Why do you think that real-estate advertisers use the word home more often than the word house? There are various feelings, images, and memories that surround a particular word, this make up its connotation. Even though both house and home have the same denotation, or we can say that both of these words have similar dictionary meaning, home also has a lot of connotations.

4.2.1. Definitions and Concepts in Critical Thinking

The proper understanding of the difference that is between denotation and connotation is very important. This is

important for you to understand definitions and how the concepts are actually used. It is unfortunate that it is complicated by the fact that these kinds of words can be put to use in two different ways: grammatical and logical. In the worse conditions, both grammatical and logical uses are worth remembering and both uses of the words are relevant to project a rational and critical thinking.

In grammar, the denotation of a word is whatever the word is directly referring to. This is roughly equal to its lexical definition. Therefore, the word "atheist" refers to an individual who disbelieves in or refuses the fact that God exists.

The connotation of a word denotes to any kind of shadow of the words that might be difficult to notice. Also, this indistinct shadow of the word might or might not be intended by its use. For instance, for the word "atheist", one possible connotation might be somebody who is unethical and wicked. This depends on who is doing the listening or speaking.

The separation of grammatical denotation from connotation is very important. This is because while one might think that the denotation of the word is completely intended, it might become hard to think if the connotations of the word are intended or not.

Often the connotations of the words are emotional in nature. Therefore, if they are intended, it might be for the objective of influencing the emotional reactions of an individual instead of the logical evaluation of an argument.

If you face any misunderstanding about how a person is using a word in a specific discussion, a main source of that misunderstanding may lie in the connotations of that particular word: there are some people who might be seeing something that is not intended or the speaker may be intending something that people do not see.

It is a very good idea for individual to not just look at what the word denote but also what does the word connote at the time of constructing their own arguments. The relationship that lies between the words and their meanings is very complicated and it belongs to the field of semantics.

You all need to know that words do not have a single,

simple meanings. Traditionally, grammarians have described the meanings of the words in two different parts:

- Denotation, is an exact or literal meaning of the word
- Connotation is described as an association (emotional or otherwise) which the word evokes.

For instance, in North America society, there is a denotation for the words "woman" and "chick" that is "adult female". But the word "chick" has somewhat negative connotations. On other hand, the connotations of the "woman" is neutral.

You consider the below mentioned examples of connotations,

Neutral - There are more than 2,000 people with no permanent address in the town.

Negative - There are more than 2,000 vagrants in the town.

Positive - There exist more than 2,000 homeless in the town.

All three expressions that are mentioned above refers to exactly the same individuals. But these expressions will refer to some different associations in the mind of the individual who is reading it.

Such as a "vagrant" is a public nuisance. On the other hand, a "homeless" person is a worthy object of sympathy and charity. Apparently, positive form will be used by an individual who is writing an editorial in support of a new shelter. On the other hand, negative form will be used if someone is writing an editorial in support of ant loitering laws.

In these kind of cases, the dry legal expression "with no fixed address" intendedly avoids majority of the positive or negative connections of the other two terms. In this kind of situations, a legal specialist will make an attempt to avoid the connotations of the words in the language along with when writing legislation, often making use of the ancient Latin or French words which are not a part of ordinary spoken English, and thus, comparatively free of the strong linkages with the emotions.

Over the past few decades, most evident alterations in the English language have had to do with the connotations of words. These connotations usually refer to groups of people. Since the 1950's, terms such as "Negro" and "crippled" have gained very strong negative connotations. These words with strong negative connotations have been replaced either by words that have neutral connotations (such as "black," "handicapped") or by words that show intended positive connotations (such as "African-Canadian," "differently-abled").

"I know what you said, but what did you mean?"

The meaning of language is always contextual and changes according to the situations. Also, the meaning of language is influenced by the historical, cultural, and economic factors of the situations. For example, the words that were used some time ago such as gangster and thug denoted (that is, these particularly referred to or explicitly meant) the individuals who are engrossed in criminal activities. These words also denoted individuals who were exposed to violence, and who had usually disregarded the laws and social order and deliberately violated laws.

Also, mainly during the period of Depression, gangsters and thugs were related with male immigrants from Ireland, Italy, and other countries of Europe. However, in the present times, the gangsters as well as thugs are related with African American males. The terms are used to connote or refer to that these individuals are much more concerned with attaining the **material wealth** . In addition to it, this term also connote that these individuals are hyper-sexual and are a great threat to middle-class suburban folks.

Material wealth is defined as the status of an individual›s existing financial resources that supports his or her way of living for a longer duration, even if he or she does not work to generate a recurring income.

Also, the terms gangsters and thugs imply a specific kind of urban culture and a particular ethical reputation that alters or changes the original idea of the criminal activity. Here, you can think of the category of "gangster rap," a musical genre that listeners and practitioners have argued presents the "real situation" of the experience that the black, urban male had.

It has been observed that the terms thug and gangster have also become widespread all across the youth culture, values, designating clothing styles, attitudes, postures, etc. and has led to the rise of a vast list of terms related to thug

and gangster. There has been a drastic change since the 1930s. These kinds of changes are evident in the language and there have been several examples that demonstrate these changes.



Tip

Sense the word being talked about. The positivity of the word will define for you the positive connotation.

ACTIVITY 4.2.

Activity 4.2.1. Exercise 1

In each of the following sentences, the italicized word has a fairly neutral connotation. For each word in italics, list two synonyms (words with similar denotations): one with a negative connotation and the other with a positive connotation.

- I recognized the familiar *smell* of my roommate›s cooking.
- Scrapple is an *inexpensive* meal.
- Kevin's interest in model cars has turned into a *hobby*.
- Uncle Henry lives in a *hut* deep in the woods.
- Phileas Fogg was an *adventurous* traveler.
- We stopped for lunch at a *diner* in West Virginia.
- My parents are committed, *conservationists* .
- My *old* laptop has finally died.
- In a quiet and *stealthy* way, Bartleby moved into the lawyer›s chambers.
- The teacher was mildly intimidated by Roland's *assertive* behavior.

Activity 4.2.2. Exercise 2

Read the word before each pair of descriptions. Read the two selections carefully & consider the descriptions below. Write 'con' for connotation or 'den' for denotation on the blank at the left.

Word	Expression	Denotation or Connotation
Vacation	1. beach, airplane, sleeping, skiing 2. a time away from work	_____ _____
Homework	3. busy work, papers, red pens, reading 4. assignments that check your learning	_____ _____
Dentist	5. a doctor that examines the oral cavity 6. drill, blood, toothache, expensive	_____ _____
Automobile	7. Porsche, BMW, convertible, Junker, lemon 8. a transportation method, a vehicle	_____ _____
Dog	9. a canine being 10. Spot, pit bull, man's best friend	_____ _____
Turkey	11. a member of the bird family 12. goofy, dressing, Thanksgiving, hunting	_____ _____

Activity 4.2.3. Exercise 3

For each pair of words and a phrase, list the one that is positive in the "Positive Connotation " (P) category, the one that is negative in the "Negative Connotation" (N) category, and the phrase that is a more neutral definition for both words in the "Denotation" (D) column.

1. gaze, look steadily, stare
2. fragrance, odor, a smell sensed by the olfactory nerve
3. brainwash, persuade, influence one way or another
4. delayed, not on time, tardy
5. somewhat interested, nosy, curious
6. lazily, without haste, leisurely
7. ask of someone, demand, request
8. gathering, a large group, mob
9. slim, skinny, less than average build

10. discuss with others, debate, argue
11. observe, watch, spy
12. a young age, youthful, immature
13. not having a care, irresponsible, carefree
14. unique, not commonly found, strange
15. find, detect, snoop

S. No.	Connotation (Positive)	Denotation	Connotation (Negative)
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			

Activity 4.2.4. Exercise 4

Connotation Practice

Words with similar dictionary meanings often have different connotations, so it is very important for a writer to choose words carefully. Consider the following table. Each row contains a list of words with similar dictionary meanings but different shades of feeling.

Neutral	Positive or Favorable	Negative or Unfavorable
Inactive		

Shy		
Funny		
Old		
Reserved		
Persistent		
New		
Conservative		
Proud		
Curious		

Activity 4.2.5. Exercise 5

Connotation Practice Each of the following sentences includes a pair of words with similar dictionary definitions but different connotations. One of the words is more appropriate based on the **context** of the sentence. Write the word in the "Appropriate Word Choice" box.

Sentence Examples	Appropriate Word Choice	Why did you select that word? (What does each word connote?)
As snakes continue to grow, they (junk, shed) the protective keratinous layer on the surface of their bodies because it does not expand.		_____ implies _____, while _____ connotes _____.
Oblivious to those around him, the father tenderly (smiled, smirked) at his newborn baby through the window of the hospital nursery.		
During rush hour traffic in a metropolis, cars creep along at agonizingly slow (velocities, speeds).		
Even the coolest star in the night skies is unbelievably (sultry, hot) according to astronomers.		

Context refers to those objects or entities which surround a focal event, in these disciplines typically a communicative event, of some kind.



Tip

Try to look for both the words to fit in. One of the words will not looking at the positivity and the negativity of the expression.

The local newspaper's front-page story indicated that $50,000 was (stolen, taken) from the town's largest bank during the night.		
The pack of wild horses (loped, sprinted) alongside the train at top speed for more than 200 yards.		
Although many Americans purchase meat at their local grocery stores, some farmers still (butcher, execute) livestock to feed their families.		
The French are (noted, notorious) for their fine food		

4.3. GRAMMAR FOCUS: CONDITIONALS REVISED



Tip

Look for the words such as if, but, when, given, however etc.

This section helps you revise the various concepts that you came through in the 2nd Unit of the book. These activities will help you to learn conditionals in a better and more detailed way.

ACTIVITY 4.3.

Activity 4.3.1. Exercise 6

Finish the sentences with a clause in the correct conditional.

1. If it is sunny tomorrow _____
   _____
2. If you sit in the sun too long _____
   _____
3. If I were you _____
   _____

If I were the Prime Minister _____

If she had studied harder _____

If I won the lottery _____

If I hadn't gone to bed so late _____

If I hadn't come to London _____

If you mix water and electricity _____

If she hadn't stayed at home _____

If I go out tonight _____

If I were on holiday today _____

If I had listened to my mother _____

If I hadn't eaten so much _____

If it rains later _____

If I were British _____

If I were the opposite sex _____

If I have enough money _____

If you don't wear a coat in the winter _____

If I weren't studying English _____

Activity 4.3.2. Exercise 7

Look at the Sentences given below from a to h. Use these sentences to complete the sentences numbered 1 to 8 as conditionals.

a. I wouldn't be married to her now
b. my eyes wouldn't be so red and tired today
c. we wouldn't be so late
d. my sister might have been able to go to that party
e. I would have considered coming to visit you
f. I wouldn't have asked the bank for a loan
g. she could've gone to a better college
h. the match could have taken place last night

1. If we had left the house earlier, _____
2. If I'd gone to bed at my normal time, _____
3. If I has more money, _____
4. If Sheila studied more, _____
5. If the pitch was in better condition, _____
6. If my parents were not so strict, _____
7. If the plane tickets were a little cheaper, _____
8. If I hadn't gone into Celia's store to buy a coat, _____

Activity 4.3.3. Exercise 8

In this part of the activity, you have to fill in the form of the verb according to the form of the underlined word.

1. If we meet at 9:30, we _____ (to have) plenty of time.
2. Lisa would find the milk if she _____ (to look) in the fridge.
3. The zookeeper would have punished her with a fine if she _____ (to feed) the animals.
4. If you spoke louder, your classmates _____ (to understand) you.
5. Dan _____ (to arrive) safe if he drove slowly.
6. You _____ (to have) no trouble at school if you had done your homework.
7. If you _____ (to swim) in this lake, you'll shiver from cold.
8. The door will unlock if you _____ (to press) the green button.
9. If Mel _____ (to ask) her teacher, he'd have answered her questions.
10. I _____ (to call) the office if I was/were you.

PROGRESS CHECK QUESTIONS 2

a. What do you mean by connotation?
b. How do connotations and denotations help in critical thinking?
c. What are denotations?

4.4. READING COMPREHENSION

Activity 4.4.

Activity 4.4.1. Pre Reading

Before you go through the text given below, write down what you think about

the impact of human activities on wildlife and how their habitats and lifestyles are affected by the conflicts that take place between the humans and wild animals? What do you think about the human interaction with wildlife? Write down your thoughts and share them with the students present in the classroom.

The consequences of habitat loss and fragmentation on the distribution, population size, habitat preferences, feeding and ranging Ecology of grivet monkey

Grivet monkeys (Cercopithecus aethiops aethiops) are guenons "any slender agile Old World monkey of the genus Cercopithecus, inhabiting wooded regions of Africa and having long hind limbs and tail with long hair surrounding the face." Grivet monkey also referred as the savanna monkey or African green monkey and is the most widely distributed of the guenon species, found almost all across Africa, from Ethiopia to Senegal and from Sudan to South Africa (Shimada and Shotake, 1997). So far, this species is considered to be a widely distributed and often common species in northern and central Ethiopia in an altitude ranging from near sea level to approximately 3000 m a.s.l. (Yalden et al., 1977).

However, because of **habitat fragmentation** following expansion of human settlement and cultivated land into previous wildlife habitat the distribution of Grivet monkey is highly challenging nowadays. With regard to habitat use, Grivet monkey occupies a wide range of habitats from riverine and montane forests to savannas, open woodland and forest edges as well as in mangrove swamps, cultivated areas and urban parks (Yalden et al., 1977, Fedigan and Fedigan, 1988; Zinner et al., 2002; Getachew Gebeyehu and Afework Bekele, 2009).

Habitat fragmentation is defined as the process during which a large expanse of habitat is transformed into a number of smaller patches of smaller total area isolated from each other by a matrix of habitats unlike the original

In many areas, this monkey frequents human settlements and feeds extensively on cultivated plants (Yalden et al., 1977), which exacerbate the conflict with humans. Like all other primates, grivets have an evolutionary history of being a tropical species dependent on forests and their rich supply of food types for survival.

Although their diet is dominated by plants of secondary growth, grivet monkeys can be regarded as opportunistic omnivores, little specialized (Zinner et al., 2002). Grivet monkey is distinguished from the vervet (Cercopithecus aethiops pygerythrus) primarily by differences in fur and skin color and the restriction of the later taxon southwards of Ethiopia in altitudes not more than 1500 m a.s.l. (Yalden et al., 1977).

Human Wildlife Conflict (HWC) arises from a range of direct and indirect negative interactions between humans and wildlife. The loss, degradation and fragmentation of habitats through human activities such as, logging, animal husbandry, agricultural expansion and developmental projects (Fernando et al., 2005) intensify the conflict.

As habitat is fragmented, the length of edge for the interface between humans and wildlife increases, while the animal populations become compressed in limited refuges. Consequently, it leads to greater contact and conflict with humans as wild animals seek to fulfill their nutritional, ecological and behavioral needs (Sukumar, 1990).

These can culminate in potential harm to all participants, and lead to negative human attitudes, with a decrease in human appreciation of wildlife and potentially severe detrimental effects for conservation (Nyhus et al., 2000).

A wide range of species are responsible for conflict, with the principal culprits being primates, rodents, ungulates, elephant, lions and leopards (Hill, 2000; Saj et al., 2001). Farmers suffer economically from the loss of crops and livestock.

There is a general perception that primates living in human modified landscapes or at the edge of reserve boundaries are often agricultural pests and can pose considerable costs

to cultivators living in their vicinity (Hill 2002).

As human population increases and the demand for resources grows, the frequency and intensity of conflicts between protected areas and local people will increase (Newmark et al., 1993). Human wildlife conflict affects species, particularly large mammals.

Due to such conflict, most are either critically endangered or decline. However, studies of the ecological value of forest-dwelling primates have stressed their roles as potential pollinators, seed dispersers and as plant and seed predators (Estrada, 2006).

This reveals the importance of primate survival for continued forest dynamics and existence (Chapman and Onderdonk 1998), and for local human population and economies, especially where humans use the seeds of tree species (Lambert and Garber 1998).

Movements and feeding activities of herbivorous monkeys in agroecosystems may result in removal of foliage and in the dislodging of branches and of other organic matter in canopy trees, providing shade to cultivators favoring primary productivity (Estrada, 2006).

The foraging activities of insect-eating monkeys such as squirrel monkeys in African palm plantations and of golden-headed lion tamarins in Cabruca cacao plantations may be important in ameliorating the impact of insect pests (Raboy et al. 2004).

Defecation by the monkeys may add important nutrients to the soil of the agroecosystems (Estrada, 2006). Human and wild animals have been in conflict because agricultural crops generally offer a rich food source for wild animals as well as for people.

Crop raiding where wild animals move from their natural habitat onto agricultural land to feed on the product that humans grow for their own **consumption** is one of the major causes of human - wildlife conflict (Ojo et al., 2010).

Crop damage affects farmers directly through loss of their primary food and cash resources. Crop raiding may cause

substantial damage to agricultural crops that compromise local food security (Hill, 2000). Crop raiding also may result increased time spent by humans in protection of the fields and potentially decreased yields per human labor effort.

Consumption is a major concept in economics and is also studied in many other social sciences.

Such conflict usually reduces tolerance of wildlife within neighboring human communities (Sekhar, 1998). The context of crop raiding must be understood before implementing deterrent interventions including the behavioral ecology of raiding species, crops grown on farms, and extent and frequency of raiding events (Sitati et al., 2005).

Farmer's perceptions about crop raiding should be assessed to ensure actions and anticipated outcomes address farmer concerns (Gillingham and Lee, 1999). Primates are one of the most frequently cited crop pest herbivores (Naughton-Treves, 1998; Hill, 2000).

Thus, primates and humans are always in potential conflict over crops due to the renowned crop raiding behavior of many primate species. The genera Cercopithicus, Papio and Macaca, particularly baboons and vervet monkeys are some of the most serious crop raiders because of their intelligence, adaptability, wide dietary range, complex social organization and aggression (Sillero-Zubiri and Switzer, 2001).

The major threats to primate populations, in most primate range countries, are due to the extensive conversion of primate habitat into areas of human use for **agriculture**, forestry and plantations, trapping for the biomedical trade, the effects of the bush meat trade and disease (Walsh et al., 2003).

Agriculture is the science and art of cultivating plants and livestock.

Even though human herders may not have a perception of monkeys as pests, the indirect competition can drive monkeys into habitats, such as forests or plantations (Ciani et al., 2001), where they cause significant damage and become pests.

Farming is the major source of food and income for poor rural households in developing countries, whose numbers are growing despite urbanization and overall economic growth. This suggests escalating conflicts in agricultural landscapes between the conservation of wild biodiversity and the provision of other ecosystem services on which the livelihoods of poor people critically depend (Bolwig

et al., 2006). These land uses, particularly the presence of settlements and of intensive or semi-intensive crop farming that renders habitats for wild fauna smaller and more fragmented, have a major effect on the distribution and abundance of wildlife (Fritz et al., , 2003).

Thus, farmland expansion and intensification inevitably leads to a degradation of habitats for most types of fauna through changes such as the reduction in space and food resources, loss of roosting and nesting places, and fragmentation of habitats restricting movement and seed dispersion.

At the same time, the new habitats created might not be those to which wild species are naturally adapted (Bolwig et al., 2006). As a result, species that are unable to adapt to altered habitats are forced to decrease their number and invade the marginal habitats.

In communities with a subsistence economy, even small losses can generate strong negative attitude towards wildlife (Oli et al., 1994). Accordingly, the human-Grivet monkey conflict is a baseline research that needs to be conducted to disclose the intensity of conflicts and the attitude and impact of the local people to the distribution, ranging ecology and conservation of grivet monkeys in human dominated habitats.

Activity 4.4.2. Post Reading

Now that you have read about the impact of human activities and the wildlife human conflict on the various aspects related to the habitats of the wild animals, you may write down the ways we can take up to tackle the situations of such conflicts and also the measures that can be taken to preserve the wildlife.

4.5. REFLECTIONS

Reflections refer to the learning experiences that are obtained by the student while learning this unit. Try to answer the following questions based on your learnings from this unit.

1. What are your top three take away from this unit?

_____

_____

_____

_____

_____

_____

2. List down the things you have learnt newly in this unit
3. Rate the activities in each section according to their difficulty level. Put a tick mark in the box you feel is appropriate.

Sections	Easy	Difficult	Enjoyable
Listening Activity			
Grammar Focus: Conditionals Revised			
Reading Activity			
Grammar Focus: Connotation and Denotation			

4.6. Self-Assessment

Write Yes or No against each of the following questions in the tabular column

Topics	Yes or No
Did you understand the importance of listening skills with respect to study of Wildlife?	
Did this chapter help you understand your strength and weakness related to your learning skills?	
Did you learn anything new in the listening section from this chapter?	
Do understand the meaning of connotation?	
Will you be able to describe Denotation?	

Will you be able to use connotations and denotations properly in your daily language?	
Did this chapter help you to understand the importance of reading skills?	
Did you learn anything new from the reading section of this chapter?	
Do you understand the importance of conditionals in grammar?	
Did you understand the different aspects related to the conditionals?	
Did you learn anything new from the conditionals in this chapter?	

4.7. SUMMARY

In this chapter you have been told about the wildlife of Africa and you have been informed about the various wild animals that are found in Africa. The chapter also takes you through the situation of Cheetah in Africa and the programs that are being run to preserve the species.

The chapter makes you knowledgeable and trains you on the use of connotations and denotations in English Language. This will improve the way you communicate with the people both in written and oral speeches. The activities make you able to use the connotations and denotations without much effort and with correct usage.

The chapter also informs you about the use of conditionals. However, as the conditionals had been explained to you in the second chapter, in this chapter you are just required to practice what you had learnt in the second chapter and apply your learning. The chapter also focuses on improving your reading and listening skills and provides various activities to answer the questions.

Gertrude Stein: A Revolutionary in Poetry Writing

From the time she moved to France in 1903 until her death in Neuilly-sur-Seine in 1946, American writer Gertrude Stein was a central figure in the Parisian art world. An advocate of the Avant garde, Stein helped shape an artistic movement

that demanded a novel form of expression and a conscious break with the past.

The Paris salon at 27 rue de Fleurus that she shared with Alice B. Toklas, her lifelong companion and secretary, became a gathering place for the "new moderns," as the talented young artists supporting this movement came to be called. Among those whose careers she helped launch were painters Henri Matisse, Juan Gris, and Pablo Picasso. What these creators achieved in the visual arts, Stein attempted in her writing. A bold experimenter and self-proclaimed genius, she rejected the linear, time-oriented writing characteristic of the 19th century for a spatial, process-oriented, specifically 20th-century literature.

The results were dense poems and fictions, often devoid of plot or dialogue, which yielded memorable phrases ("Rose is a rose is a rose") but were not commercially successful books. In fact, her only bestseller, *The Autobiography of Alice B. Toklas,* a memoir of Stein's life written in the person of Toklas, was a standard narrative, conventionally composed.

Though commercial publishers slighted her experimental writings and critics dismissed them as incomprehensible, Stein's theories did interest some of the most talented writers of the day. During the years between World War I and World War II, a steady stream of expatriate American and English writers, whom Stein dubbed "the Lost Generation," found their way to her soirees.

Ernest Hemingway, F. Scott Fitzgerald, and Sherwood Anderson were among those exposed to her literary quest for what she called an "exact description of inner and outer reality." Whether or not Stein influenced these and other major modern writers—including James Joyce, whose masterpiece of modernist writing, *Ulysses,* was composed after his exposure to Stein—remains an issue of some contention.

Critics do agree, however, that whatever her influence, her own work, and particularly her experimental writing, is largely neglected.

As Edmund Wilson wrote in *Axel's Castle: A Study in the Imaginative Literature of 1870-1930,* "Most of us balk at her soporific rigmaroles, her echolaliac incantations, her half-witted-sounding catalogues of numbers; most of us read her less and less. Yet, remembering especially her early work, we are still always aware of her presence in the background of contemporary literature."

If Stein's importance as a literary figure has largely been relegated to a secondary role, her influence as a personality should not be underestimated. She was an imposing figure, possessed of a remarkable self-confidence and a commanding manner.

When couples came to visit her salon, Stein typically entertained the men, while shuttling the wives off to sit with Toklas. Writing in the *Dictionary of Literary Biography,* James R. Mellow suggested that Stein's unconventional lifestyle and "her openness to vanguard trends may have been encouraged by her erratic family life."

Born in Allegheny, Pennsylvania, in 1874, Stein moved frequently and was exposed to three different languages before mastering one. When she was six months old, her parents took her and her two older brothers, Michael and Leo, abroad for a five-year European sojourn.

Upon their return, they settled in Oakland, California, where Stein grew up. At 18, she followed her brother Leo to Baltimore, and while he attended Harvard, she enrolled in the Harvard Annex (renamed Radcliffe College before she graduated).

At this time Stein's primary interest was the study of psychology under noted psychologist William James. With his encouragement, she published two research papers in the Harvard *Psychological Review* and enrolled in the Johns Hopkins Medical School.

After failing several courses, Stein quit the program without earning a degree. Instead she followed Leo first to London, and then to Paris, where he had settled early in 1903 to pursue a career as an artist. "Paris was the place," Stein is quoted in Gilbert A. Harrison's *Gertrude Stein's*

America, "that suited us who were to create the twentieth century art and literature."

As soon as she arrived, Stein submerged herself in the bohemian community of the Avant garde, described by her brother Leo as an "atmosphere of propaganda." With guidance from her eldest brother Michael—an art collector who lived just a few blocks away—Stein began to amass a modern art collection of her own. She also, at age 29, dedicated herself in earnest to her writing.

Stein published her first—and some say her best—book in 1909. *Three Lives* is comprised of three short tales, each of which investigates the essential nature of its main character. Of these, "Melanctha," the portrait of a young mulatto girl who suffers an unhappy affair with a black doctor, has been particularly singled out for praise.

A reworking of an autobiographical story Stein wrote about an unhappy lesbian affair, the story "attempts to trace the curve of a passion, its rise, its climax, its collapse, with all the shifts and modulations between dissension and reconciliation along the way," wrote Mark Schorer in *The World We Imagine.*

REVIEW QUESTIONS

1. Explain the situation of Cheetah in Africa.
2. What do you mean by connotation?
3. What do you understand by denotation?
4. Describe two carnivores.
5. Describe two major animals that form the part of African wildlife.

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CHAPTER 5

POPULATION DENSITY

LEARNING OBJECTIVES

By the end of this chapter, you will be able to:

- Describe the meaning of population density
- Explain the numerical aspects of population and the numbers related to it
- Explain the population density of Ethiopia
- Know about the use of collocations as a part of vocabulary in the sentences
- Know about the use of active and passive voices in the sentence construction
- Know when the active and when the passive voices are used
- Know the reason behind converting the active form of a sentence to a passive form
- Better your listening skills and answer the questions dependent on it
- Improve your reading skills and answer the questions quickly

CHAPTER INTRODUCTION

This chapter takes you through the meaning of population density and its relevance in the Ethiopian context. The chapter explains you the various parameters linked with population density and explains them in detail so that you understand the importance of the term and its relevance to the demographics of a place.

The chapter also informs you about the use of collocations, explaining the meaning of the terms and relating the use of collocations in English Language and communications. The unit also informs you about the active and passive voice and explains you the manner in which these voices are used across various sentence constructions and speeches.

The activities given in the chapter make you well-versed with the use of collocations in the sentences and the use of voices in the sentences that you use in the construction of sentences both in written and spoken forms. The activities help you to be best informed about the use of such voices and help you to incorporate them without much fault.

5.1. LISTENING: POPULATION DENSITY

Listening is the ability to accurately receive and interpret messages in the communication process.

As per your seating positions in the classroom, your teacher will ask the students to read one paragraph each from it and you are required to listen to the person reading out the text aloud in the class. Listen to the text being read out carefully and try not to look at the book for reference. Try and memorize the text being read out just by **listening** to it.

ACTIVITY 5.1.

Activity 5.1.1. Pre-Listening

- Before you listen to the text being read out in the class, you are required to make a note of the things

you know about the manner in which population of a place is measured and calculated. Write what you know about the population density of the place and what you know about the demographics of the place you live in. Also talk about the measures you can think of to control population growth.

Activity 5.1.2. While Listening

1. As you listen to the text being read out in the classroom, mark the sentences that you find to occur in the text.
   a. A population is described as a group of individuals of the same species living and interbreeding in a given area.
   b. Population demographics is the field of science that is interested in gathering and analyzing these numbers. This is also known as demography.
   c. Population is measured by the counting each and every individual by forming a line by which they are required to align themselves and then mark on the sheet that is passed to them.
   d. Population distribution and densities of population are very closely associated to each other. Population analysis is defined as part and parcel of any regional study.
   e. Ethiopia does not have the system to calculate population density and is very backward in its approach towards the calculation of the demographics of its area.
   f. The size of the population with respect to the amount of the space that it occupies. Generally, density is expressed as the number of individuals per unit area volume (Lebreton et al. 1992).

2. While you are listening to the text being read out in the classroom, fill in the blanks according to what you hear.
   a. Events such as floods, fire, and disease have a greater chance of killing all the people who are living in the small population area.
   b. Economic aspects play a very important role with respect to the overall development of a particular area.
   c. Factors such as physical factors, socio-economic factors also play a vital role in density and distribution of population.
   d. The term density of population denotes to a per - centage between population and land area, usually it is expressed in terms of number of individuals per unit area.
   e. Physical factors play a very important role in the density and distribution of population. Physical factors comprises climate, soil, landform, etc.
   f. Birth and immigration, which is the influx of new individuals from the other regions can influence as the increment in the density of the population.

A population is described as a group of individuals of the same species living and interbreeding in a given area. Often, the members of a population depends on the same resources, are subject to comparable environmental constraints, and they also relies on the availability of other members to persist over time.



Figure 5.1 . Population is a great indicator of the demographics of a place.

***Source**: Image by Picserver*

It has been observed that researchers or scientists study a population by studying how the people in that population communicate with each other and how the entire population interacts with its environment. As a tool for objectively examining the populations, population **ecologists** depends on a series of statistical measures, which are called as demographic parameters, to explain that population (Lebreton et al. 1992).

Ecologists study the interrelationships between organisms and their environments.

Population demographics is the field of science that is interested in gathering and analyzing these numbers. This is also known as demography. In the broad terms, demography is defined as the study of the characteristics of populations.

It provides a mathematical description of how these characteristics of population vary over time. Demographics can comprise any statistical factors that have the impact on the growth or decline in the population .

But, there are various parameters that are particularly important. Some of these parameters comprise the size of the population, age structure, density, fecundity (that is birth rates), mortality (also known as death rates), and sex ratio (Dodge 2006). Each of these parameters are discussed in turn:

5.1.1. Population Size

The total numbers of people in the population is the most fundamental demographic parameter (Lebreton et al. 1992). The size of the population is described as the number of people that are present in a subjectively designated geographic range.

In Spite of the simplicity in its concept, locating all the people during a census (a full count of every individual) is almost not possible, so population ecologists usually calculate the size of the population by counting people who are living in a small sample area and extrapolating that sample to the larger population .

Irrespective of all the challenges in calculating the size of the population, it is a significant characteristic of a population with important implications for the dynamics

of the whole population (Lebreton et al. 1992). Populations exhibit different behaviors. This is based on their size of the population. It has been observed that the small populations face a greater danger of extinction (Caughley 1994). People who are living in these small population areas can have a hard time in finding quality mates so, a small number of people mate and those that do risk inbreeding (Hamilton 1967).

In addition to it, people who are living in small population areas are more susceptible to random deaths. Events such as floods, fire, and disease have a greater chance of killing all the people who are living in the small population area.

On the other hand, it has been observed their large populations experience their own difficulties. As they these population approach the maximum sustainable population size, called as carrying capacity, large populations depicts characteristic behavior.

As the populations approaches their carrying capacity, they experience a greater competition for resources, shifts in predator-prey relationships, and lowered fecundity. The population may begin to exceed the carrying capacity of the environment and destroy the available habitat if the population grows too large.

5.1.2. Population Density

Population density is related to the number of individuals and the space that is inhabited by them. The concept on density of population is most revealing and it is a helpful tool in the analysis of the diversity of the distribution of man in space (Clarke, 1972).

Population distribution and densities of population are very closely associated to each other. Population analysis is defined as part and parcel of any regional study. This is so because population is one of the greatest of all the resources.

Also, it is an important component of all regional geography, although the regional studies that were carried out in the past involved a detailed examinations of demographic

influences as well as effects. It is not possible to evaluate the social as well as economic evolution of any region without the serious consideration of such aspects. **Density** and size of population are the basic issues and their differences are of primary concern to all the population geographers.

Density is a measure of mass per unit of volume.

The main concern of the geographer is to describe this variation with respect to the physical, economic, social, political, and historical factors as an inter-related impact (Clarke, 1976). What is the most important thing in understanding these kinds of phenomena, that is, the dynamic characteristic of the processes as the distribution of population is an ever-changing fact and the reason and impacts are very different in spatio-temporal matrix. In this way, a study of the distribution of population should be enhanced with the help of discussion on the pattern of the density of population .

The spatial organizations of any area are viewed in the occupancy and nature of the spread behavior over the region, which are reflecting intra-regional differences of the resources which are based within the framework (Deshpande, Arunamchalam and Bhat, 1980).

Economic aspects play a very important role with respect to the overall development of a particular area. These kinds of aspects reflect on the economic status of any region of given interval of time. In this way, it is very important to study about the distribution of the population in the study area. The density of the population in the synthesis of all the geographical phenomena.

It shows the similar pattern in which man has taken the advantages from the land that are occupied. Combination of people and land creates two important elements of an area, in such a way that the ratio between the two is of fundamental consideration in all studies about the population.

The study about the population of a region is made per square km. in much simpler words, the relationship between people and the land is commonly articulated as a simple mathematical ratio which divides the amount of total population by the total area. With respect to the pattern of the population in an area, the land area which is small for the given population the density will be much higher but, in case of large land area then the density will be vice-versa.

The dependency of density relies on several numbers of natural factor as well as human factors, for example, rainfall, economic resources, soil, climate, and so on. Since these kinds of aspects and factors fluctuates in several numbers of places, the density will also fluctuate. Density accounts the degree of amount of population with respect to a particular region.

A more complicated explanation of the size of the population is consisting of the density of the population . The size of the population with respect to the amount of the space that it occupies. Generally, density is expressed as the number of individuals per unit area volume (Lebreton et al. 1992). For instance, the number of the crows per square kilometer or the number of plankton per liter (Andren 1992, Sterner 1986).

Similar to the all properties of the population, the density is a dynamic aspect that alters over the interval of time, according to the addition or subtraction of the individuals from the count of the population . Closely related species of Gannet birds will maintain very diverse densities.

Birth and immigration, which is the influx of new individuals from the other regions can influence as the increment in the density of the population. On the other hand, death and immigration, which is the movement of the individuals out of a population to the other regions can impacts as the decrement in the density of the population (Lebreton et al. 1992).

In the same way, with respect to the size of the population, the density of the population shows different aspects at both high values as well as low values. Factors which are depending on the density, is consisting of migration and disease, competition, predation, intensify within the population as there is an increment in the size of the population . In contrast, the aspects or factors which are independent on the density, for example, fire regimes, weather, and flooding, affects the population regardless of their specific densities (Lebreton et al. 1992).

5.1.3. Physical Factors

Physical factors play a very important role in the density and distribution of population . Physical factors comprises

climate, soil, landform, etc. Though it has been observed that there is a lot of progress in technology but the patterns of population distribution all over the world remains to reflect the impact of various physical factors.

- Landforms: it impacts the pattern of population distribution. The most significant characteristics of landforms which determine population distribution and density are the altitude and slope. The most remarkable evidence of the impact of altitude and slope on population distribution and density have been noticed between mountains and plains.

Other than landforms, there ae various other factors such as drainage, and water table that have also been impacting the population distribution.

- Climate: is one of the most important components of the physical factors. The temperature conditions and the amount of precipitation have an impact on the spatial distribution of population
- Soil: is the other factor which have the impact on the density and distribution of population . An individual might get tempted to raise question on the validity of the role of soil in the present-day society that is highly industrialized in nature.

5.1.4. Socio-Economic Factors

In addition to it, factors such as physical factors, **socio-economic** factors also play a vital role in density and distribution of population. However, it might be difficult to find a perfect agreement upon the relative importance of these two determinants.

In certain places, physical factors plays a very important role. On the other hand, in some places socio-economic, factors have a greater effect. Generally, it has been agreed that the role of socio-economic (that is non-physical) determinants increases. There are several socio-economic factors. These factors impacts the population. Some of these factors include:

(i) Sociocultural and political factors;
(ii) Exploitation of natural resources.

5.1.5. Distribution of Population (1981-2011)

Socioeconomics is the social science that studies how economic activity affects and is shaped by social processes.

The concept of population density is one of the vital elements. This is used to determine population distribution and it is also defined as a measure of degree of population concentration. The term density of population denotes to a percentage between population and land area, usually it is expressed in terms of number of individuals per unit area.

If the population growth is uniform then the density of all units will rise in the similar proportion from one point of time to the other point. It has been observed that the differential pattern of population growth differs consistently, and unit will lead to differences in the densities of population (Chandna and Sidhu).

It has to be noted that the distribution of population is more locational whereas the density of population is more proportional, concerned with the percentage between the size of individuals and the area. Therefore, when someone is dealing with population distribution, more focus is for the pattern of spread of population. On the other hand, when one is dealing with population density, the concern is more emphasized on the man-land ratio

5.1.6. Growth of Population

The growth of population in an area relies upon many factors. Some of these factors are upon fertility, mortality and migration. The birth rate or Fertility is calculated in terms of total number of live births per thousand population each year. Usually, the birth rate is impacted by several economic, social, and demographic factors.

The death rate or mortality is calculated in terms of total number of deaths per thousand population each year. The difference between these two rates (that is mortality and fertility) is known as the **natural growth** rate.

The term migration refers to the movement of the individuals from one region to the other region or from one nation to the other nation. The growth of the population of

a region is affected by the rate of migration. This is affected by increasing or decreasing the number of individuals living in that region.

It hast to be noted that the growth rate of population may be positive, or it can be negative. A positive growth rate of population mean that there is an increase in the number of individuals living in an area. On the other hand, negative growth rate of population means that there is a decrease in the number of people living in the region. A positive growth rate of population occurs when the number of births and in migration outstrips the number of deaths and out migration. On the other hand, the negative growth rate of population means just opposite to positive growth rate.

Natural increase is the difference between the numbers of births and deaths in a population; the rate of natural increase is the difference between the birthrate and the death rate.

5.1.7. Different Kind of Densities in Demographics

Population Density

The concept of population density is considered as one of the vital factors that is used to determine the growth of population, population distribution, and migration. The term density of population denotes to a percentage between population and land area. It is generally expressed in terms of number of individuals for every unit area. Density of population comprises rural, urban, crude, physiological, agricultural and nutritional. A high density shows high standards of living. On the other hand, lower density show low standard of living. The analysis of the types of density of population are as follows.

Arithmetic Density (1981- 2011)

Arithmetic density is the most common kind of population density. Arithmetic density is defined as a simple ratio between total population and the total land area. Also, it is the measure of population pressure on land, because it just spells out a simple quantitative relationship that is between man and land. Both man and land may be widely differing quality (Chandna and Sidhu).

Rural Population Density (1981-2011)

The percentage between a total rural population and total rural area is known as the rural pollution density.

Urban Population Density (1981-2011)

The percentage between total urban population and total urban area is known as urban population density. Man-land ratio in urban area is a vital element in evaluating the quality and pattern of urban life.

Nutritional Density of Population (2001-2011)

Nutritional density of population is calculated by total rural population divided by total cropped area. It eliminates the fallow land, but it includes area sown more than once.

Physiological Density of Population (2001-2011)

Physiological density is calculated by dividing total population by total cultivated area / Net sown area. The physiological density depicts some of the different trends as compared to arithmetic density for showing the rural economic condition of an area.

PROGRESS CHECK QUESTIONS 1

a. What do you understand by population demographics?
b. What do you mean by population density?
c. What are some physical factors affecting population density?

Activity 5.1.3. Post Listening

Now that you have listened to the text on population density, write down the various factors that you think can contributed towards the growth of population around the world. Also mention the various measures that must be taken to curtail the population growth. State the various positives and negatives of having an increased population in a certain region and narrate the view that you have on

the population growth around the world. Share your views with your fellow classmates.

5.2. VOCABULARY: COLLOCATION

Collocation is defined as a way in which some of the words are often used together, and the way they sound natural together. This also refers to the limitations on how all the words may be used together, like which nouns and verbs can be used together, and which verbs and prepositions can be used together.

Collocation is a series of words or terms that co-occur more often than would be expected by chance.

For instance: We often use few words such as heavy rain, or light rain, instead of using heavy rain or mild rain. This is because the word heavy goes well with rain, but the word strong does not. This type of language behavior is known as collocation.

You should notice that there are many cases in English when it is tough for you to know which words go well with the word you want to use. This is because there are no clear rules. There are some words that just sound right together, while there are some other words that do not.

Tip

Improve your vocabulary by going through the words in the dictionary.

The approaches that are bases on semantic knowledge (e.g. Benson 1986; Mel'čuk 1998; GonzálezRey 2002; Hausmann 2003) assumes that collocation is generally made up of two constituents. These constituents varies in their semantic status. For example, compliment, a semantically autonomous base, combines with pay, a semantically dependent collocate. This combination take place in such a way that the collocate takes on a specific meaning ('offer') contingent on the base.

In many cases, you will notice that difference in semantic status permits semanticists to make two vital distinctions. These distinctions are

a) Between collocations and free combinations. For example, combination of two semantically autonomous segments, such as he likes money.

b) Combination of collocations and **phraseology** such as semantically irregular items.

Phraseology is the study of set or fixed expressions, such as idioms, phrasal verbs, and other types of multi-word lexical units, in which the component parts of the expression take on a meaning more specific than or otherwise not predictable from the sum of their meanings when used independently.

The methodologies which are based on the frequencies looks at the statistically significant co-occurrences of two or more than two words.

In this way, it is alone in offering an environment to work in order to discover the entire class of co-occurrences, but its limited dependence with respect to the automatic statistical analysis has sometimes takes into the direction to the inclusion of the opportunity of th co-occurrences such as hotel at, either hotel (Kjellmer: A Dictionary of English Collocations 1994) or the nature because (Sinclair: Collins Cobuild English Collocations on CD-ROM 1995) and to an unsatisfactory importance of lexico-grammatical and semantic-pragmatic aspects.

Pragmatic is the third, more recent approach to phrasemes and collocations (Feilke 1996; 2004). This approach claims that the structural irregularities and non-compositionality underlying such expressions are diachronically and functionally subordinate to pragmatic regularities.

This determine the relationship between the linguistic forms and situational context. The proponents of this approach take the line that collocation can best be described through recourse to contextualization theory (Fillmore 1976).

Though, when it comes to describing a large number of co-occurrences associated by common semantic features, they run into difficulties (cf. Siepmann 2005b, 424-430).

By the use of all-encompassing approaches to language theory and lexicography, the problems that are associated with these three approaches can be resolved. These all-encompassing approaches to language theory (Hoey 2005) and lexicography (Siepmann 2005b) use collocation as their starting point.

5.2.1. Verbs that Collocate with Nouns

When you make use of a noun in a sentence, you need to know that which are the verbs go well with the sentence. It has been observed that m students often make mistakes with these verbs. For instance:

- You say take a bath, instead of saying do a bath;
- You say make an effort instead of saying do an effort;
- You say that you commit a crime instead of saying do a crime
- You say make a joke, tell a joke, or crack a joke instead of say a joke,

5.2.2. Adverbs that Collocate with Adjectives

For instance, there are various numbers of intensifying adverbs that you can use instead of using very or extremely with adjectives, like:

highly controversial (= very controversial)

highly = adverb & controversial = adjective

deeply offended (= very offended)

deeply = adverb & offended = adjective

bitterly disappointed (= very disappointment)

bitterly = adverb & disappointment = adjective

utterly ridiculous (= very ridiculous)

utterly = adverb & ridiculous = adjective

strongly opposed

strongly= adverb & opposed = adjective

Often it is difficult for you to predict that which adverb will go well with a particular adjective. There are some adverbs that occur quite often before some adjectives, for

instance the sentence perfectly normal is same as very normal and the other sentence grossly misleading is same as very…).

- highly successful / accomplished NOT highly divided / grateful
- bitterly ashamed / disappointed / cold NOT bitterly successful
- deeply divided / grateful / unpopular NOT deeply developed

5.2.3. Adjectives that Collocate with Nouns

Possibility is the condition or fact of being possible.

There is arrange of adjectives that you can use when you want to describe a noun for example, if something is very possible, you can say a strong, real, or distinct possibility and when something is not very likely, you can say a remote or faint **possibility**.

As far as it has been talked about the adjectival collocations, it is proof that the two dictionaries cover near about the same range of meaning, never the less with several various collocations (for example, rapid versus fast flowing river). An interesting exception is the addition, with respect to the DES of collocations, which is signifying the sound of the water, such as babbling river, and gurgling river.

Never the less, the participial adjective swollen is lacking from the adjective section of DES, it has been entered in unlimited form in the verb section (swell). Nowhere is the only variation between the two dictionaries more evident and visible as compared in the above-mentioned section over the verb-noun collocations in which noun functions as subject.



Tip

Adjectives can be used amazingly with the various other words to collocate that word. Try using as much adjectives as possible

ACTIVITY 5.2.

Activity 5.2.1. Exercise 1

Test your understanding of collocations with this vocabulary exercise. Each sentence given below contains an incomplete

collocation. Complete the collocation by supplying a suitable word. Choose your answers from the options given below each question.

1. **My grandfather was a _____ smoker, so few people were surprised when he died of oral cancer.**
   a. serial
   b. Heavy
   c. Big
2. **She was a / an _____ wife who loved her husband more than anything else in the whole universe.**
   a. devoted
   b. sincere
   c. intelligent
3. **I always avoid his company because he is a crashing _____**
   a. bore
   b. nuisance
   c. guy
4. **It is a golden _____ If you miss it, you will regret it.**
   a. chance
   b. opportunity
   c. offer
5. **She seemed quite interested in buying that house, but at the last moment, she changed her _____**
   a. mind
   b. thoughts
   c. offer
6. **Although I was _____ annoyed by her attitude, I said nothing.**
   a. moderately
   b. lightly
   c. slightly

7. Could you _____ the oil?

a. inspect

b. check

c. test

Activity 5.2.2. Exercise 2

Choose which one of the following verbs (Miss, Get, Do and Make) goes well with the expressions that are mentioned below:

a) _____ a target
b) _____ harmony
c) _____ lost
d) _____ a car
e) _____ a booking
f) _____ a dress
g) _____ classwork
h) _____ the homework
i) _____ prepared
j) _____ progress
k) _____ somebody's help
l) _____ nothing
m) _____ an attempt
n) _____ one's best
o) _____ grocery
p) _____ the work
q) _____ coffee
r) _____ somebody a favor

Activity 5.2.3. Exercise 3

Decide which word or phrase completes the sentence.

1. She didn't know anything regarding the business, so starting her own business was _____.

a. a leap into the cloud

b. a leap in the dark

c. a leap into the whole

2. **He actually hate the way she criticizes everyone. It really rattles _____**
   a. His back
   b. His bones
   c. His cage
3. **When his business crashed, he had to pick up _____ and start it again.**
   a. the fragments
   b. the pieces
   c. the stones
4. **He felt very sad when he realized that he had lost her mobile. The mobile was not expensive, but it had sentimental _____.**
   a. expense
   b. price
   c. value
5. **She used to go to the temple under false ____. She never wanted to go to the temple, but her mother made her.**
   a. agreements
   b. feelings
   c. pretenses
6. **One minute they were just talking to each other and then all hell broke _____ and everyone begin to scream and shout.**
   a. free
   b. loose
   c. over
7. **She never cheats or tricks anyone when she plays. She always goes by the _____.**
   a. book
   b. instructions
   c. principles
8. **Don't tell Jim your plans or he will tell it to everyone. Jim is always _____ his mouth off.**
   a. shooting

b. speaking

c. talking

9. Mary might be able to help with the issue or problem. Mary has her friends in high _____ who might be able to change the decision.

a. jobs

b. places

c. spots

5.3. GRAMMAR FOCUS: ACTIVE AND PASSIVE VOICE

Voice refers to that kind of a verb that indicates when a grammatical subject do the action, or it is the receiver of that action. You should know that when a sentence is written in the **active voice** , the subject do or performs the action. When a sentence is written in the passive voice, the subject receives the action.

Active voice is a grammatical voice common in many of the world's languages.

Generally, in case of academic writing , it is preferred that you should choose an active verb and pair this form with a subject that names the person or thing doing or performing the action. In addition to it, it has to be noted that Active verbs are stronger and usually these verbs are more emphatic as compared to the other forms of the verb "be" or verbs that are in the passive voice.

There are some examples of active and passive voice:

Active: She buys a mobile.

Passive: A mobile is bought by her.

Active: This lady drinks water.

Passive: Water is drunk by this lady

Active: I write a letter.

Passive: A letter is written by me

Active: The award-winning cook prepares every meal with loving care.

Passive: Every meal is prepared with loving care by the award-winning cook.

In the last example of an active sentence that is mentioned above, the simple subject is "cook" and "prepares" is the verb: the cook prepares "every meal with loving care."

On the other hand, in the passive sentence, "meal" is the simple subject and "is prepared" is the verb: each meal is prepared "by the award-winning cook." In effect, the object that is used in the active sentence becomes the subject in the passive sentence.

Although both of these sentences have the same basic elements, but it is their structure that makes them different from each other. Active sentences are about what you (or things) do. On the other hand, passive sentences are about what happens to you (or things).

5.3.1. Using the Auxiliary Verb "Be"

The passive voice is formed by using a form of the auxiliary verb "be" (be, was, am, is, were, are, being, been). This is followed by the past participle of the main verb.

A: She loves me.

P: I am loved.

A: We took our kids to the circus.

P: The kids were taken to the circus.

A: A thief stole my money.

P: My money was stolen.

You should notice from the above examples how the "be" auxiliaries change the entire meaning of the verbs from action to condition or it changes the meaning from "doing" to "being."

Active: She remembers his grandmother. ("she" is doing an action: remembering)

Passive: Her grandmother is remembered. ("he" is in a condition: being remembered)

In this way, the past participle functions very similar like an adjective; it defines the subject.

- The man is handsome.

He is a handsome man

- The woman is beautiful.

She is a beautiful woman

- The woman is married.

She is a married woman.

- The man is crippled

He is a crippled man

- The family is rich

Theirs is a rich family

- The child is happy

He is a happy child

5.3.2. When to Use Passive Voice

Although active voice is generally preferred in academic writing, passive voice is acceptable under certain conditions.

Passive voice is used:

- To highlight the receiver of the action in place of the doer

For example: quizzes are given regularly.

- To **emphasize** on the same subject with the help of several sentences or paragraphs

For example: my brother and i grew up and went to school in Jamaica. We were taught according to the British system. In the year 2000 we were given the opportunity to come to the United States. I and my brother decided to finish high school before leaving our own country.

- When we do not know that who performed the action

Emphasize is to make something important, or stress it, like when you were little and your parents would always emphasize the importance of looking both ways before crossing the street.

For example: ray's calculator was manufactured in Germany
Jim's jacked was made in USA.

- When we want to sound objective or want to avoid using the subject "I"

For example:
It is well known……
Studies have shown . . .

- When we do not want to mention the doer of the action

Example: Many problems have been ignored for too long



Tip

Look for the word 'by' to locate the passive voice of the sentence.

ACTIVITY 5.3.

Activity 5.3.1. Exercise 4

1. I did not beat her.

a. She is not beaten by me.
b. She has not beaten by me.
c. She was not beaten by me.

2. I will never forget this experience.

a. This experience is not forgotten by me.
b. This experience would never be forgotten by me.
c. This experience will never be forgotten by me.

3. Mother made a cake yesterday.

a. A cake made by mother yesterday.
b. A cake is made by mother yesterday.
c. A cake was made by mother yesterday.

4. The boy teased the girl.

a. The girl was teased by the boy.
b. The girl had teased by the boy.

5. Did she do her duty?

a. Was she done her duty?
b. Was her duty done by her?
c. Had her duty done by her?

6. The tiger was chasing the deer.

a. The deer was chased by the tiger.
b. The deer was being chased by the tiger.
c. The deer had chased by the tiger.

7. She has written a novel.

a. A novel has written by her.
b. A novel has been written by her.
c. A novel had written by her.

8. She has learned her lessons.

a. Her lessons has learned by her.
b. Her lessons have been learned by her.
c. Her lessons had been learned by her.

9. Have you finished the report?

a. Has the report finished by you?
b. Has the report been finished by you?
c. Had the report been finished by you?

10. The police have caught the thief.

a. The thief has been caught by the police.
b. The thief was caught by the police.
c. The thief had been caught by the police.

Activity 5.3.2. Exercise 5

Change these sentences from Active to Passive Voice.

1. Ms. Sullivan teaches us grammar.
2. The teacher praised him.
3. The firemen took the injured to the hospital.
4. An earthquake destroyed the town.
5. The boy's work pleased the teacher.
6. The fire damaged the building.
7. Who taught you French?
8. The manager will give you a ticket.
9. Spectators thronged the streets.
10. Everyone will blame us.
11. The wind blew down the trees.
12. The police caught the thieves.
13. Alice posted the letter.
14. The hostess received us.
15. They/somebody killed the snake with a stick.
16. The people welcomed the minister.

17. They found him guilty of murder.
18. John Mathews built this house in 1991.

Activity 5.3.3. Exercise 6

Complete the following sentences using appropriate active or passive verb forms. Choose your answers from the given options.

1. The problem _____ to the children. (explained / was explained)
2. Those pyramids _____ around 400 AD. (built / were built)
3. All the trouble _____ by your mother. (has caused / was caused)
4. The visitors _____ (were shown / have shown) a collection of old manuscripts.
5. I _____ him ten thousand pounds last year. (lend / lent / was lent)
6. She _____ of spiders. (frightened / is frightened)
7. That picture _____ by my grandmother. (painted / was painted)
8. I _____ by his attitude. (shocked / have shocked / was shocked)
9. Excuse the mess. The house _____ (is painting / is being painted / has painted)
10. I knew why I _____ (had chosen / had been chosen)

Activity 5.3.4. Exercise 7

Change the following ACTIVE VOICE sentences into PASSIVE VOICE, but only if possible. Omit the by-phrase wherever possible. Do NOT change the verb tense.

1. The student copied the new vocabulary into her notebook.
The new vocabulary _____
_____

2. The salesperson talked Sung Ho into buying a new car.
Sung Ho _____

_____

3. The chef seasoned the bubbling pot of pho with star anise.
The bubbling pot of pho _____

_____

4. The sous chef chopped the onions and grated the ginger.
The onions _____ and the ginger _____

_____

5. The crow ate all of the cherries on her tree.

_____

_____

6. This year, monkeys have bitten several tourists in Phuket.

_____

_____

7. It rains a lot during the monsoon season.

_____

_____

8. The sun rises at seven o'clock in winter.

_____

_____

9. Her parents taught her to be punctual.

_____

_____

10. The scholar diligently checked all of his references.

_____

_____

Activity 5.3.5. Exercise 8

Change the following PASSIVE VOICE sentences into ACTIVE VOICE ones. Do NOT change the verb tense.

1. Saffron is cultivated in Spain and in Iran.

_____

_____

2. This play was first performed in ancient Greece.

_____

_____

3. Her rice pudding was loved by her friends and family alike.

_____

_____

4. His cat's collar will be designed by a famous craftsperson.

_____

_____

PROGRESS CHECK QUESTIONS 2

a. What do you understand by voice?
b. What do you mean by collocation?
c. When is passive voice used?

5.4. READING COMPREHENSION

Activity 5.4.

Activity 5.4.1. Pre Reading

- Given below is the text that defines a program in Ethiopia that aims that population improvement and improved family planning. Before you go through the text, describe what you know about family planning and write down about the knowledge that you have about the measures that can be taken to curb the population of a place.

_____

_____

_____

_____

_____

_____

_____

_____

- Reading through the text will inform you about the situation of population in Ethiopia and the various factors that affect the awareness among the people about proper family planning and allocation of resources in an equal manner. This reading will improve your reading and comprehension skills and will make you aware about the various kinds of programs that are being carried out in Ethiopia with regard to population control.

5.4.1. Health Improvement and Women-Owned Transformation

With more than 3,000 years of history, Ethiopia is uniquely located at the intersection between the Middle East and Africa. Having sustained independence, even during the colonial period, Ethiopia is culturally, linguistically, and environmentally rich and unique.

However, after decades of ongoing political disturbance and social unrest, Ethiopia today is mostly dry and barren, deficient in sufficient sources of water and unable to produce enough food for its nearly 80 million residents, most of whom live in extreme poverty.

In this environment of threatened resources, family planning is a serious need. The rate of contraceptive occurrence in Ethiopia was 14 percent in 2005 — a significant increase from only 6 percent in 2000, but still one of the lowest rates in Africa.

This is one of the main reasons why the country's fertility rate is estimated at 5.4 children per family. Reaching people with family planning messages and services is an extremely challenging endeavor in Ethiopia. Eighty-five percent of the population lives in rural areas, and more than half is illiterate.

The family planning services that are available are often limited by frequent stock-outs of contraceptive commodities, poorly functioning logistic management systems and insufficient numbers of skilled service providers.

Moreover, women and girls in Ethiopia are usually limited in their mobility, ownership of resources and access to education — all of which factor into their health. Despite these challenges, the country's economic hardships are helping to make Ethiopians much more agreeable to messages promoting family planning, particularly messages that extol the financial benefits of having smaller families.

For more than 10 years, CARE has been partnering with the government of Ethiopia to improve awareness of and access to quality reproductive health services in rural communities through the Family Planning and HIV/AIDS Prevention Program, funded by the Royal Netherlands

Embassy. The first phase of the program began in four zones of the country's Oromiya Region in 1996. In this phase, program staff worked to raise demand for modern family planning methods by building the capacity of volunteers to promote, provide and advocate for short-term contraceptive methods, and to address HIV prevention.

The second phase shifted toward an increased emphasis on **community** participation , social mapping, male involvement and improved health service quality. Building on successes and lessons learned from these first two phases, the program's third phase (February 2006–June 2009) expanded to the neighboring Afar and Dire Dawa regions, increasing the original target population by a factor of 10.

This final phase focused on promoting long-term contraceptive methods and increasing the ability of government staff to provide these clinical services.

Also in this last phase, the program addressed underlying causes of poverty (e.g., large family size, scarcity of land and resources) through a women's empowerment framework by implementing livelihood-focused initiatives, such as savings groups and adult literacy classes for women, within the projects family planning and HIV/AIDS prevention objectives.

Community is a social unit with commonality such as norms, religion, values, customs, or identity.

5.4.2. Project Description

The third phase of the Family Planning and HIV/AIDS Prevention Program was known as Health Improvement and Women-Owned Transformation (HIWOT), which translates as "life" in English. The project was implemented in five zones, which include 19 woredas and 291 kebeles.

Overall, the HIWOT project aimed to create a better life for communities through the empowerment of women. To do this, the project promoted women's rights and participation within its family planning, HIV/AIDS prevention, and credit and saving interventions.

The program complemented the government of Ethiopia's Health Extension Package, which trains and deploys young women and men as kebele-level health extension workers (HEWs). CARE supported facilitators to work with HEWs and community volunteers.

The facilitators provided them with guidance and on-the-job training around youth interventions, reproductive health promotion, community participation in improving health-service quality, actively involving men in reproductive health, and outreach for persons living with HIV/AIDS and other marginalized groups.

These activities also built on "community conversations," an interactive platform developed by the United Nations Development Programme and initiated in Ethiopia in 2002. Community conversations were designed to help communities explore the underlying factors fueling the HIV/AIDS epidemic in their environment.

These activities were complemented by the introduction of long-term contraceptive methods and by strengthening links between community volunteers and health service providers. To reach the most remote program areas and earn community members' trust around sensitive reproductive health issues, CARE developed a phased approach for community mobilization.

CARE facilitators (men and women) who spoke the local language moved into communities for six months, often living in a tent. Together with community stakeholders, the facilitators worked to raise awareness about sexual and reproductive health and help community groups play an active role in managing their own health-related issues.

The facilitators not only built relationships with community members, they also developed strong linkages and trust between HEWs, community-based reproductive health volunteers (usually two in each community), formal and informal community leaders, other volunteers and youth peer educators.

5.4.3. Key Results

Increased family planning awareness and use

The HIWOT project documented a significant increase in awareness of and increased access to reproductive health services through community-based distribution and health-center strengthening.

In addition, targeted community outreach through identification of couples eligible for family planning and marginalized groups also led to significant increases in contraceptive use. The graph to the right illustrates changes in family planning behaviors from project baseline to end line.

The baseline survey was conducted in May 2007 and involved 1,427 households. The end line survey was conducted in October 2009 and involved 1,320 households. Given the short time between surveys, the data suggest a remarkable increase in both contraceptive awareness and use.

Family planning no longer taboo

As a result of HIWOT interventions, family planning became less of a taboo topic of conversation at home and in public. The data indicate there was a considerable increase in the number of women openly accessing reproductive health services as well as an increase in household communication about these services."

Family planning has become part of the public discussion and elders, recognizing the economic pressures facing their children, actively encourage its use.

Community members, particularly women, are now exercising power over their reproductive lives. The social changes documented in project areas are a result of HIWOT's commitment to working with communities in a meaningful way over a long period of time.

According to Dr. Theo Pas of the Royal Netherlands Embassy, "Working with **local communities** is often more effective than just working at the policy level. In order to reach millions of people, you have to start with one. By investing in social change, a critical mass develops that eventually creates a wave that will wash over the country."

Local communities are subject to various shocks related to forest resources availability which is due to several factors including climate change.

Activity 5.4.2. Post Reading

1. Now that you have gone through the text meant for reading, answer the questions that follow.
   a. Why is Ethiopia lacking the resources in terms of natural and financial ones?
   b. What was project HIWOT?
   c. Enlist some key takeaways from project HIWOT implementation.
2. After having read the text given above, state how you feel about the urge to control population. Also state the areas that you feel will be adversely affected by the rise in population around the world and how controlling population will be beneficial for such factors. Express whatever you feel in the space provided below.

5.5. REFLECTIONS

Reflections refer to the learning experiences that are obtained by the student while learning this unit. Try to answer the following questions based on your learnings from this unit.

1. What are your top three take away from this unit?
2. List down the things you have learnt newly in this unit
3. Rate the activities in each section according to their difficulty level. Put a tick mark in the box you feel is appropriate.

Sections	Easy	Difficult	Enjoyable
Listening Activity			
Vocabulary: Collocations			
Reading Activity			
Grammar Focus: Active and Passive Voice			

5.6. SELF-ASSESSMENT

Write Yes or No against each of the following questions in the tabular column

Topics	Yes or No
Did you understand the importance of listening skills?	
Did this chapter help you understand your strength and weakness related to your learning skills?	
Did you learn anything new in the listening section from this chapter?	
Do understand the meaning of collocations?	
Will you be able to describe the different types of voices?	
Will you be able to use voices properly in your daily language?	
Did this chapter help you to understand the importance of reading skills?	
Did you learn anything new from the reading section of this chapter?	
Do you understand the importance of passive voice in grammar?	
Did you understand the different aspects related to the voice in which speech is given?	
Did you learn anything new from the active and passive voice in this chapter	

5.7. SUMMARY

In this chapter, you have been told about the meaning of population density and its situation in Ethiopia. You have been informed about the various terms that relate to population density and how they define the demographics of a place. You have also been told about the use of

collocations in vocabulary and how these can be imbibed in the sentences to make them appear more appealing and proper for communicative purposes.

The chapter also takes you through the use of active and passive voice explaining you the reason behind the use of different kinds of voices in speech and communication and the manner in which different kinds of voices are converted from one form to another. The activities used in the chapter help you explore the topics in better way and help you to know about the chapter to a better extent.

Samuel Beckett: A Modern Day Influencer of English Language

Success and Notoriety

Samuel Beckett's first publication, *Molloy*, enjoyed modest sales, but more importantly praise from French critics. Soon, *Waiting for Godot,* achieved quick success at the small Theatre de Babylone putting Beckett in the international spotlight. The play ran for 400 performances and enjoyed critical praise.

Samuel Beckett wrote in both French and English, but his most well-known works, written between WWII and the 1960s, were written in French. Early on he realized his writing had to be subjective and come from his own thoughts and experiences.

His works are filled with allusions to other writers such as Dante, Rene Descartes, and James Joyce. Beckett's plays are not written along traditional lines with conventional plot and time and place references. Instead, he focuses on essential elements of the human condition in dark humorous ways.

This style of writing has been called "Theater of the Absurd" by Martin Esslin, referring to poet Albert Camus' concept of "the absurd." The plays focus on human despair and the will to survive in a hopeless world that offers no help in understanding.

Later Years

The 1960s were a period of change for Samuel Beckett. He found great success with this plays across the world. Invitations came to attend rehearsals and performances which led to a career as a theater director. In 1961, he secretly married Suzanne Dechevaux-Dumesnuil who took care of his business

affairs. A commission from the BBC in 1956 led to offers to write for radio and cinema through the 1960s.

Samuel Beckett continued to write throughout the 1970s and 80s mostly in a small house outside Paris. There he could give total dedication to his art evading publicity.

In 1969, he was awarded the Nobel Prize for Literature, though he declined accepting it personally to avoid making a speech at the ceremonies. However, he should not be considered a recluse. He often times met with other artists, scholars and admirers to talk about his work.

By the late 1980s, Samuel Beckett was in failing health and had moved to a small nursing home. Suzanne, his wife, had died in July 1989. His life was confined to a small room where he would receive visitors and write. He died on December 22, 1989, in a hospital of respiratory problems just months after his wife.

REVIEW QUESTIONS

1. What are the different kinds of densities in population demographics?
2. Explain Collocation.
3. What do you mean by Collocation the Adjectives?
4. What do you mean by population density?
5. What is the significance of population size?

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UNITEXT FOR FRESHMEN: COMMUNICATIVE ENGLISH SKILL-I

ABOUT THE BOOK

Communication is an important part of the way that humans talk and exchange their ideas among themselves. It is a skill that is very helpful to indicate the right kind of ideas to the other person without a deflection from the original context or the primary thing that is to be communicated.

Communication is a skill that must be incorporated in the students from the time they take up admissions in the schools and they start their study of the curriculum. It requires them to learn a language in which they can communicate and also the various forms by which they can communicate their feelings such as that of body gestures, expressions, written communications, and many other such forms.

Around the world, it has been found that English is currently serving as the most common language through which various kinds of communications are taking place. It is important to have good knowledge of English so that the students can converse with any other person from across the globe without much hesitation or barrier of the language. English is serving as the universally accepted language to converse in across the world and has now been readily involved in the curriculum of most schools across the globe. The same is taking place in the various schools across Africa and especially in Ethiopia. Education is the tool that is necessary for Ethiopia to make a statement at the global level and students need to be educated enough to understand the various scenarios that the world keeps facing from day to day. Education can help uplift the poverty of a nation, which is more of a reason, why Ethiopia must focus on making its children take up education with as much enthusiasm as possible and make them understand the various concepts which will be helpful for them to handle the general problems they may face in their daily lives.

Thus education can be termed important for the people living in Ethiopia and English as a medium must be used to impart the education to the people, especially young children. The children must be taught to communicate their problems in English and make sure that they learn their chapters in the same language as it will help develop the communication skills in them effectively.

This book tries to educate the students on the various aspects related to Ethiopia and also makes them understand the various parts of speech which are necessary for effective and fluent communication in English. The book informs the students about the importance of various study skills which may help them in getting more and more knowledge and help them retain that knowledge for a long period of time. It takes the students through the importance of health and fitness as it tries to make them aware of the various benefits that lie with goof health and improved fitness. The students are also informed about the various cultural values and how it plays an important role in differentiating the various communities and making them unique in themselves, thus making them respect all the cultures and communities equally. Then it informs them about the importance of wildlife and how the human interactions impact the wildlife. The students are also informed about the manner in which demographics of a place are determined and the way that these demographics are found in Ethiopia. The book tries to educate the students on the various parts of effective communication such as use of vocabulary involving collocations, conditionals and connotations and denotations and the other grammatical parts of the sentences such as the voices, tenses and other forms of the verbs.

The book contains a lot of activities and exercises, practicing which the students can improve their communication skills and knowledge of the various aspects related to the general lifestyle and general knowledge. With this book, I hope that the students will find a suitable medium to gain knowledge from and that this book provides the readers with sufficient information. I also hope that by taking up the lessons imparted in this book, the students can upgrade their skills to the best levels and that they can communicate fluently and effectively in various endeavors of their lives. All the positive criticism and feedback on the book is most welcome.

ABOUT THE AUTHOR

Cedric Wilding MA in applied phonetics and talk examines from the School of Linguistics and Language Studies and Doctorate in Second Language Acquisition from Ireland. He is an associate professor of etymology at Open College, Limburg, Netherlands. His scholarly advantages lie in applied semantics and hypothetical etymology. Wilding has led short-term and long-term educator preparing programs in excess of 11 nations. He has written and altered various reading material, articles and online exercises on english educating and phonetics. His areas of interest incorporate language techniques by region, language training approach, apprenticeship language learning, PC helped language learning and english language.

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