

Q. 1 Give a detailed note on English as a Communication Language.

Communication is a skill which involves systematic and continuous process of speaking, listening and understanding. Most people are born with the physical ability to talk, but we must learn to speak well and communicate effectively. Speaking, listening and our ability to understand verbal and non-verbal cues are the skills by observations other people and modelling our behavior on what we see and perceived. We are also taught some communication skills directly through education. By bringing those skills into practice and getting them evaluated.

English communication is a skill that can be perfected only through constant practice and continuous exposure to the target language the available resources should be completely tapped so as to provide and encouraging atmosphere for learning and practicing the language. This paper deals with the Role of English to Enrich the Effective Communication skills. English communication with modern techniques facilitates to foster a positive attitude. English communications which would make possible to meet the upcoming challenges of the day in an innovative way.

The importance of English Communication is to communicate effectively and no communication is possible if one doesn't get a chance to communicate. It is natural that the demand for communication is high in this ever changing world. English plays a crucial role in communication and is no doubt the foremost and most important tool of communication all over the world. Individually everybody should strive hard to acquire very good communication skills which are the most important prerequisites to excel in one's career.

The main purpose of English to get command over the communication skills everybody including native speakers makes mistakes. Without error no true learning can take place. Since language learning is a slow and continuous process, errors are inevitable. We have to create English speaking environments even an child starts speaking in a particular language after listening to it for many months our people and deprived of speaking abilities because they have not been properly guided, that's why they have not been able to speak English in a proper manner. In cities they are motivated through two ways: Instrumental and Integrative motivation. Learning a language only for rewards is instrumental motivation. On the other hand Integrative motivation includes the urge to be part of the community which is so strong that drives to pick up the language with perfection. The importance of English as a communicative tool is not realized. The illiterate parents are unable to realize the importance of education and also they do not understand the importance of communication skills which plays a vital role in their ward's career.

English empowers young minds not only in passing exams but in demonstrating their acumen before the world. Technical institutions have realized the importance of communicating in English in response to the increasing needs of job market. Most of the organizations require people in different capacities with good communication abilities which comprise interacting with customers and clients, explaining policies and procedures, entertaining foreign clients, conducting meeting, delivering presentations, liaisoning, responding to customer complaints and

taking orders, etc. Since the world has gone global, the need to compete in it without efficiency in English is difficult. Many organizations have started training their employees in English from time to time. This has ameliorated the life styles of people who considered their future blocked forever if they failed to make it to teaching or so other traditional jobs. In fact, the knowledge of English plays you in all times. People frequently fail to communicate effectively because they don't express themselves clearly or forcefully enough. Or, they may go to the other extreme, expressing themselves in such a belligerent way that they alienate others. For example, if a husband says to his wife, "I like your face but not your food," his wife may feel bad after hearing this kind of comment. But if the husband knows the art of communication, he would say the same thing in two sentences: "I like your face"; and then some pause he would say, "The food needs some improvement." With this kind of communication, she will never feel about it. Communication is the central human activity. We are now witnessing the emergence of an advanced economy based on information and knowledge. Probably the most important skill for knowledge workers in the new environment is ability to communicate. This means to be able to listen and to express your ideas effectively in writing and in speech. In order to achieve desired success, professional needs to assess and respond to communication situations that occur constantly.

We can make use of English to promote our world-view and spiritual heritage throughout the globe. Swami Vivekananda established the greatness of Indian view of religion at world conference of Religions Chicago in 1893 addressing the gathering in impressive English. Many spiritual gurus have since converted thousands of English people to our spirituality by expressing their thought and ideas in masterful English. English has thus become an effective means of promoting Indian view of life, and strengthening our cultural identity in the world.

Language has a power which no other instrument can have. It is a medium of expressing our views and ideas to another individual. The role of English in changing Indian society has become manifold. The students reading in English medium institutions have better potentials and prospects in the global market. The craze for English has resulted in the growth of English Medium schools and colleges. These schools charge high fees and also affect the lifestyle of the students in them. No language can be a threat to the English language. English has revolutionized the world. It has become a global language. It has opened a plethora of opportunities in all fields. English is no more confined to classroom learning alone. It has been used now as a measuring rod in most of the jobs. With the advancement of technology, English serves as a facilitator. Children of today become acquainted with computers and internet as exposure in English. It is true that English has empowered Indian youths. English has gained numberless opportunities for Indian youths both in their homelands as well as in foreign countries.

The importance of the ability to speak or write English has recently increased significantly because English has become the de facto standard. Learning the English language has become popular for business, commerce and cultural reasons and especially for internet communications throughout the world. English is a language that has become standard not because it is widely used by many information and technology industries and recognized

as being standard. The call centre phenomenon has stimulated a huge expansion of internet-related activity establishing the future of India a cyber-technological super-power. Modern communications, videos, journals and news papers on the internet use English and have made 'knowing English' indispensable.

By the end of 21st century English began to emerge as a global. It has a great acceptance at social, economical and political levels. The outlook behind the usage of English has been changing significantly. In our country middle class is also not keeping itself in isolation by neglecting the importance of English. No one can get mastery over communication skills in a day or two. It is an academic imbroglio for the students lacking in effective communicative skills.

The world steadily heading towards economic globalization, it is essential to give importance to English, so that the common man can keep up with the world issues. Barriers of race, color and creed are no hindrance to continuing spread of the use of English. It is a language of the future.

A positive attitude to English as a national language is essential for the integration of people into Indian society. There would appear to be virtually no disagreement in the commonly about the importance of English language. By using English one can become a citizen of the world almost naturally. English plays a dominant role in the media. It has been used as medium for inter-state communications and broadcasting both before and since India's independence. The impact of English is not only continuing but increasing.

Q. 2 Write a detailed essay on early Modern English.

William Shakespeare is certainly the most well-known Englishman of all times. Apart from many achievements of his that had a significant impact on culture and the arts he was also an integral part of the development of Early Modern English. Without doubt one can state that every single day he or she uses various forms and colloquialisms created and disseminated by Shakespeare. It is important to note, however, that the raise of Modern English was only possible due to rampant social and political changes that occurred within the time frame of XVI, XVII century and that the presence of Shakespeare was merely, yet greatly, just one of the factors. He was not a sole writer who participated in that particular form of developing English. Beside him there were Christopher Marlowe, Edmund Spenser and Sir Phillip Sidney, among others. There is an estimation that between 1500 and 1659 there were 30 000 words added to English language that survived in everyday speech until this day. An example of such are bedazzle, bedroom, swagger, well-bred, champion and inaudible. Was it not for Shakespeare 's popularity and frequent quotations of his works, these words could have become obscure and eventually non-existent. As a direct result, English language as we know and study in XXI century is rich in nouns, verbs and especially adjectives that other languages lack. Shakespeare enhanced the language and made it more expressive and colorful.

An exciting phenomenon arrived during this period called The Great Vowel Shift, which changed the way we pronounce words. Its influence is still important in English today. There was also a further increase in Latin and Greek words, which impacted on the vocabulary of the language. The country and language also

experienced the influence of one of the world's greatest playwrights – William Shakespeare. This time is when Early Modern English began, laying the stones for the Modern English we speak today.

The Great Plague of 1665 – 1666 had a strong impact on the English language due to the cultural changes that resulted. The pronunciation changes that took place during the Great Vowel Shift evolved in part due to the greater social mobility which happened after The Great Plague. This was because the plague wiped out a large portion of the aristocracy as well as the lower classes. In just seven months, one fifth of the population of London was dead. This merging of lower class English and higher class Anglo-Norman combined to create a new Early Modern English. Although difficult, this English is intelligible to English speakers today. A good example of Early Modern English is the language used in Shakespeare's works.

Early Modern English is said to span roughly the years from 1500 until 1800. This period is termed the Renaissance. The language of this Elizabethan age is much more closely related to our modern English today than, say, the language of Chaucer in The Canterbury Tales. Although Elizabethan English would be strange to the modern ear, we would understand it. In contrast, Chaucer's language would be pronounced so differently (as this was before the Great Vowel Shift) that it would be almost unintelligible to a present day listener. A strong influence on the English language during Renaissance times was the revival of classical scholarship, which saw an increase in the numbers of Greek and Latin words incorporated into English. This influx of new words again increased the richness of English vocabulary still further with many new words introduced into the language.

Q. 3 Explain the application of “Subject and Predicate” in daily life.

A sentence broadly consists of two components i.e A Subject and Predicate.

Subject

That part of a sentence which names the person or thing we are talking about is known as a subject.

Predicate

That part of the sentence which tells something about the subject is known as the predicate.

1. Akbar was a great emperor.

In the example given above Akbar is the subject of the sentence and was a great emperor is its predicate.

Note:-The subject of the sentence usually comes first but certain time it can be put after the Predicate.

1. He had a good memory
2. Here comes the teacher

In the first example He the subject comes first. But in the second sentence the teacher- subject of the sentence- came after the predicate.

Examples:

- Harish read the book.

Subject – Harish

Predicate – read the book.

- The veterinarian examined all the tigers.

Subject – The veterinarian

Predicate – examined all the tigers.

In imperative sentences the subject is altogether missed out of the sentence.

1. Sit down.

In the above example subject is missing although it is understood that it is you over here.

Complete Subjects and Predicates

The Complete Subject is who or what is doing the verb plus all of the descriptive words (modifiers) that go with it.

Example:

- The big, hungry, green crocodile dragged a deer from the river bank.

Who did the grabbing? The Crocodile.

But this Crocodile wasn't just any crocodile. It was big, hungry, and green.

The complete subject therefore is the big, hungry, green Crocodile.

The Complete Predicate is easy to locate once you know what the complete subject is. It's everything in the sentence that the complete subject isn't.

Example:

- The big, hungry, green crocodile dragged a deer from the river bank.

The complete predicate therefore is - dragged a deer from the river bank.

Example:

- The girl with the long black hair lives in front of my house.

Complete Subject - The girl with the long black hair.

Complete Predicate - lives in front of my house.

Example :

- Most Mammals run on four feet.

Complete Subject - Most Mammals.

Complete Predicate - run on four feet.

Example 4:

- The lazy old man ran very fast.

Complete Subject - The lazy old man.

Complete Predicate - ran very fast.

Compound Subject and Predicate

A Compound Subject is a subject with two or more simple subjects (noun or pronouns) joined by a conjunction (and, but, or,).

Example :

- His legs and arms were covered with mud.

Compound subject is 'His legs and arms'.

A Compound Predicate is a predicate with two or more verbs separated by a conjunction (and, but, or,).

Compound predicates share the same subject.

- Example :

Rajiv lives in Dubai and speaks Arabic.

Compound Predicate - lives in Dubai and speaks Arabic.

Compound Subject and Compound Predicate: A sentence can have a compound subject and a compound predicate.

Example 1:

- Jai and Harish went to the fashion show and photographed for an hour.

Compound Subject - Jai and Harish went to the fashion show.

Compound Predicate - and photographed for an hour.

Example 2:

- Jai jumped on his bike. Jai rode around the roundabout.

Jai jumped on his bike and rode around the roundabout.

Compound Subject - in both the sentences is 'Jai'.

Compound Predicate is 'jumped on his bike and rode around the roundabout.'

Example 3:

- The telegram was late but contained exciting news.

Compound Subject - The telegram.

Compound Predicate - was late but contained exciting news.

Example 4:

- Seema or Nidhi will take you to the boutique.

Compound Subject - Seema or Nidhi

Compound Predicate - will take you to the boutique.

Q. 4 Give detailed account of skills necessary for English reading comprehension.

Reading **comprehension can be challenging** for lots of reasons. Whatever the cause, knowing the skills involved, and which ones your child struggles with, can help you get the right support. Here are six essential skills needed for reading comprehension, and tips on what can help kids improve this skill.

1. Decoding

Decoding is a vital step in the reading process. Kids use this skill to sound out words they've heard before but haven't seen written out. The ability to do that is the foundation for other reading skills.

Decoding relies on an early language skill called **phonemic awareness**. (This skill is part of an even broader skill called phonological awareness.) Phonemic awareness lets kids hear individual sounds in words (known as phonemes). It also allows them to "play" with sounds at the word and syllable level.

Decoding also relies on connecting individual sounds to letters. For instance, to read the word sun, kids must know that the letter s makes the /s/ sound. Grasping the connection between a letter (or group of letters) and the sounds they typically make is an important step toward "sounding out" words.

2. Fluency

To read fluently, kids need to instantly recognize words, including **words they can't sound out**. Fluency speeds up the rate at which they can read and understand text. It's also important when kids encounter irregular words, like of and the, which can't be sounded out.

Sounding out or decoding every word can take a lot of effort. Word recognition is the ability to recognize whole words instantly by sight, without sounding them out.

When kids can read quickly and without making too many errors, they are "fluent" readers.

Fluent readers read smoothly at a good pace. They group words together to help with meaning, and they use the proper tone in their voice when reading aloud. **Reading fluency** is essential for good reading comprehension.

3. Vocabulary

To understand what you're reading, you need to understand most of the words in the text. Having a strong vocabulary is a key component of reading comprehension. Students can learn vocabulary through instruction. But they typically learn the meaning of words through everyday experience and also by reading.

Reading together every day also helps improve vocabulary. When reading aloud, stop at new words and define them. But also encourage your child to read alone. Even without hearing a definition of a new word, your child can use context to help figure it out.

Teachers can help, too. They can carefully choose interesting words to teach and then give explicit instruction (instruction that is specialized and direct). They can engage students in conversation. And they can make learning vocabulary fun by playing word games in class.

4. Sentence construction and cohesion

Understanding how sentences are built might seem like a **writing skill**. So might connecting ideas within and between sentences, which is called cohesion. But these skills are important for reading comprehension as well.

Knowing how ideas link up at the sentence level helps kids get meaning from passages and entire texts. It also leads to something called coherence, or the ability to connect ideas to other ideas in an overall piece of writing.

5. Reasoning and background knowledge

Most readers relate what they've read to what they know. So it's important for kids to have background or prior knowledge about the world when they read. They also need to be able to "read between the lines" and pull out meaning even when it's not literally spelled out.

Take this example: A child is reading a story about a poor family in the 1930s. Having knowledge about the Great Depression can provide insight into what's happening in the story. The child can use that background knowledge to make inferences and draw conclusions.

Expose your child to as much as possible, and talk about what you've learned from experiences you've had together and separately. Help your child make connections between new knowledge and existing knowledge.

And ask open-ended questions that require thinking and explanations.

6. Working memory and attention

These two skills are both part of a group of abilities known as **executive function**. They're **different but closely related**.

When kids read, attention allows them to take in information from the text. **Working memory** allows them to hold on to that information and use it to gain meaning and build knowledge from what they're reading.

The ability to **self-monitor** while reading is also tied to that. Kids need to be able to recognize when they don't understand something. Then they need to stop, go back, and re-read to clear up any confusion they may have.

To help increase your child's attention, look for reading material that's interesting or motivating. For example, some kids may like **graphic novels**. Encourage your child to stop and re-read when something isn't clear. And demonstrate how you "think aloud" when you read to make sure what you're reading makes sense.

Q. 5 Explain the "Clause" in detail.

Clauses are units of grammar that contain a predicate (verb) and a subject (noun). Some clauses can stand on their own as sentences (independent), and some cannot (dependent). Beyond being broadly categorized as independent or dependent, there are many other types of clauses in English grammar. Discover different types of clauses and learn how they work.

Independent Clauses

An independent clause can stand as a sentence by itself or it can be combined with other clauses. As with all clauses, they contain a subject and a predicate. They can join with a dependent clause or other independent clauses to make a complex sentence.

- **I love opening the windows** while the warm breeze blows.
- Since we enjoyed this book, **we'll be sure to pay it forward**.
- **She walked to the grocery store** to buy a bouquet of flowers.

Main Clause

Every sentence has at least one main clause, which is a group of words that makes sense on its own. Main clauses are always independent clauses. Compound sentences have two main clauses that are related to each other, while complex sentences have a main clause and at least one dependent clause.

- **She bought a new computer.** (main clause on its own)
- **She bought a new computer and she purchased a used printer.** (two main clauses in a compound sentence)
- **She bought a new computer** because she needed one. (main clause in a complex sentence)

Dependent Clauses

A dependent clause is not a complete sentence by itself. Standing alone, it would be considered a sentence fragment, or an incomplete sentence. A dependent clause needs to be combined with an independent clause to form a complete sentence.

- **If that's a burrito**, I'm having it.
- He's mean **mainly because he's unhappy**.
- Let's go for a walk **while the sun's still out**.

Adverb Clauses

Adverb clauses, also referred to as adverbial clauses, are dependent clauses that function like an adverb. They modify verbs, other adverbs or adjectives. These clauses are typically used to elaborate when, where, why, how, how much, or under what condition the action of the sentence took place.

- **Since it's just me**, I'll eat in tonight.
- My dog, **although she is shy**, loves people.
- I keep a suitcase packed, **in case I find a great flight to Ireland**.

Adjective Clauses

Adjective clauses are dependent clauses that modify nouns and pronouns. These clauses tend to begin with pronouns such as who, whose, that, or which.

- The winners, **whose names are posted on the bulletin board**, will receive round trip airfare to Mexico City.
- Money **that is well spent** will last forever.
- Exercise, **which many people dislike**, is good for you.

Noun Clauses

A noun clause is a group of words that band together and act like a noun. Nouns clauses are used when a single word isn't enough. They're always dependent clauses. They often begin with words like how, that, what, when, where, which, who, and why.

- **How he behaved** was not acceptable.
- She didn't know **where she was**.

- Her favorite part of the book was **when the dragon turned into a boy**.

Subordinate Clause

A subordinate clause is a dependent clause that only has meaning in the context of a main clause to which it is connected. For example, in the example, "She bought a new computer because she needed one," the phrase "because she needed one" is a subordinate clause. It would not make sense without the main clause that tells what "one" refers to (a computer). They include subordinating conjunctions.

- We became very sleepy **after eating lunch**.
- **Once he became manager**, Mike became very standoffish.
- **Upon arriving at the hotel**, I plan to unpack and take a nap.

Conditional Clause

A conditional clause is a type of subordinate clause. This type of clause is used to convey something that is possibly or probably going to happen. It usually begins with a conditional conjunction such as "if" or "unless."

- **If traffic isn't heavy**, I expect to pick you up at 4 p.m.
- I'll be home in time for dinner **unless my boss decides I have to work late**.
- We should have a lot of fresh tomatoes by August **if all goes well with the garden**.

Relative Clause

A relative clause is a type of subordinate clause that begins with a relative pronoun, such as which, that, whom, whose, when, where, or who. These clauses typically identify or provide detail about the noun that comes before them in a sentence.

- Our neighbor **who moved in last year** wants to borrow the chainsaw.
- Plant it in the back corner of the yard **where the tree fell last winter**.
- My dog **that will eat just about anything** really hates pumpkin flavored food.