

HIGHLIGHTS OF THE LESSON:

- Warm-Up
- Expand the Given Words 13.1
- Find the Themes of the Given Advertisements 13.2
- Make an Advertisement 13.3
- Give Antonyms and Construct a Sentence with Them 13.4
- Write the Correct Sentences 13.5
- What Have You Learnt?

ANTICIPATED LEARNING OUTCOMES:

- You will learn to enrich your word power. All that you need to do is see how we can add words, for instance, adding prefixes and suffixes to the stem word to change its grammatical form from an adjective to noun, noun to adverb, etc., where possible.
- You will be able to find the Unique Selling Proposition (USP) of a given advertisement.
- Using the skills that you have acquired till now, you will be able to make an advertisement about a given brand.
- Now that you know what are antonyms of words, you will be able to construct sentences with them for the given words.
- You will learn how to use the right words and to write correct sentences for the ones that have errors.

VOCABULARY WARM-UPTime: 5
mins

Some of the things that you learnt in the exercises on vocabulary in the earlier section were aimed at enhancing your vocabulary through use of synonyms, unscrambling jumbled-up words or anagrams, studying root word structures, prefixes and suffixes.

- Now we move one step further to help you understand the use of vocabulary as we come across it in our daily lives-in newspapers, in advertisements (with one exercise testing your skills in vocabulary to design an advertisement for a given image).
- The exercise on expanding words to give, where possible, their noun, verb, adverb and adjective form makes us consult a dictionary more often.
- Another objective of this exercise is to make you more familiar with the use of antonyms by constructing sentences with them.
- The final exercise on vocabulary given under this section aims at testing how well you have acquired your vocabulary skills through a fill in the blanks exercise that emphasizes the use of correct vocabulary and grammar.

EXPAND THE GIVEN WORDS (13.1)

Time: 10 mins

Here's an activity to show you how you can enrich your word power. All that you have to do is see how we can add words to the given word by changing its grammatical form from an adjective to noun, noun to adverb, etc. You can make the most of this exercise if you refer to a word and its variation(s) in a dictionary. If possible, consult the Oxford English Reference Dictionary. Also try to identify the form of the word constructed and put it down accordingly in the table under noun, adjective, verb or adverb. Try to fill in all the columns for a given word, i.e. find out its noun, adjective, verb and adverbial form. Also, if for one column, example under the column of noun, more than one noun form is possible while constructing new words, don't hesitate to add the other form(s) in there. The first one has been done for you.

Exercise 13.1

Word	Noun	Adjective	Verb	Adverb
Admit (verb)	admission admittance	admissible	admit	admittedly
Admire (verb)				
Criminal (noun & adjective)				
Busy (adjective, verb & noun)				
Educate (verb)				
Enjoy (verb)				
Narrate (verb)				

Answers
13.1

Word	Noun	Adjective	Verb	Adverb
Admire (verb)	admirer admiration	admirable admiring	admire	admirably
Criminal (noun & adjective)	Criminal/criminality	criminal	criminalize	criminally
Busy (adjective)	busyness busybody	busy busier busiest	busied	busily
Educate (verb)	educator education educationist	educated educational educative	educate	educationally
Enjoy (verb)	enjoyer enjoyment enjoyability	enjoyable	enjoy	enjoyably
Narrate (verb)	narrator narrative(e.g., The narrative was too long.) narration	narrative(e.g., narrative verse) narratable	narrate	narratively

FIND THE THEMES OF THE GIVEN ADVERTISEMENTS (13.2)

Time: 10 mins

You must be familiar with the use of an advertisement. To sell a product an advertisement can do wonders through a good marketing strategy, creativity and by giving a catchy **punch-line**. A **punch-line** is the sentence, statement, or phrase (as in a joke) that makes the point. For instance, She didn't understand the *punch line*.

Commercial advertisers often seek to generate increased consumption of their products or services through "branding", where the repetition of an image or product name is done consciously in an effort to associate certain qualities with the brand in the minds of consumers. In this exercise you are given three kinds of advertisements for different brands and kinds of noodles and each of them sells the product well in its own way. You have to find the **Unique Selling Proposition (USP)** of each of these advertisements.

The key to effective selling is what advertising and marketing professionals call a "**unique selling proposition**" (**USP**), which means that you can pinpoint what makes your business unique in a world of homogeneous competitors.

For example, Charles Revson, founder of Revlon, always used to say he sold hope, not makeup. Some airlines sell friendly service, while others sell on-time service. Neiman Marcus sells luxury, while Wal-Mart sells bargains. The definition of USP has been taken from

<http://www.entrepreneur.com/encyclopedia/term/82480.html>.

Accessed on 25/05/11 at 6:30 pm.

Exercise 13.2

ADVERTISEMENT 1

me&meri
Maggi
25 YEARS OF Joy

Get famous with MAGGI!
You can be on MAGGI packs or ads.
Just share your 'Me & Meri' MAGGI experience.

In one or two words
Meri "Hostel ki Jaaneman" MAGGI

or in a story
Meri "Naye Ghar Waali" MAGGI
When we shifted into our new house, the first meal we had was a steaming bowl of MAGGI. It was our best meal together.

So hurry, you can be a MAGGI star!

Send your experience & photo at any of the following:

- ✉ To: Maggi@Rediffmail.com
- 📧 To: Maggi@Rediffmail.com
- 📧 To: Maggi@Rediffmail.com
- 📧 To: Maggi@Rediffmail.com

Maggi Taste Bhi Health Bhi™

Picture 53

http://www.exchange4media.com/e4m/images1/Maggi2_020709.jpg

Accessed on 28/02/2011 at 3:05 pm.

ADVERTISEMENT 2

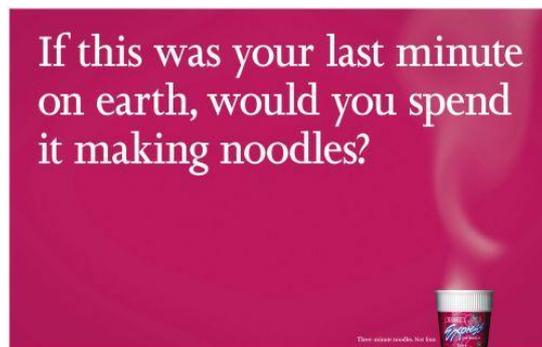


Picture 55

http://i01.i.aliimg.com/photo/v0/108142121/cup_noodles.jpg

Accessed on 28/02/2011 at 3:13 pm.

ADVERTISEMENT 3



Picture 56

<http://www.coloribus.com/adsarchive/outdoor/mamee-express-cup-noodles-last-minute-6877805/>

Accessed on 28/02/2011 at 3:15 pm.

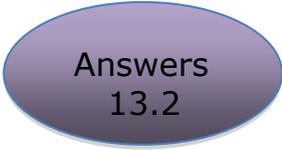
After going through these three advertisements, answer the questions given below. This test will check how well you have understood what each advertisement is trying to sell its brand for or, simply put, what are its advantages over the other brands.

Qs 1. Which advertisement talks about spending the minimum time on making noodles?

Qs 2. Which advertisement says "Eat Healthy, Instant Noodles"?

Qs 3. Which advertisement says "taste bhi health bhi"?

Qs 4. Which advertisement says it can make you famous?



Answers
13.2

Ans 1. Advertisement Number 3

Ans 2. Advertisement Number 2

Ans 3. Advertisement Number 1

Ans 4. Advertisement Number 1

**MAKE AN ADVERTISEMENT
13.3**

Time: 15
mins

You are familiar with advertisements from Unit 10.2 and by now you must know that they need an eye-catching punch line[see above about punch line] to ensure that the product sells well. Now attempt the exercise below to test your skills in making an attractive advertisement for a brand of tea given below and give the brand of tea a name, as well.

**Exercise
13.3**

In this exercise you are given an image of a tea brand, for which you have to make a suitable advertisement. You may use some of the ideas provided in the help box to think of some of the features on the basis of which you wish you to make the brand saleable. Use them, if required and make an advertisement for this image.



Picture 57

<http://www.eveningflavors.com/DynamicImages.war/Blogs/diduknow/hot-tea-time.jpg>

Accessed on 04/03/2011 at 3:55 pm.

HELP BOX

Flavour; Aroma; Refreshing; Instantly;
Price is affordable; Brand-Darjeeling Tea,
Assam tea; Enjoy every sip of it; Would
want one more cup; Relish
it.....
.....
.....

A Possible
Answer
13.3

Liptons' Wellness Tea

It is good and refreshing-

Herbal tea with the aroma of apple, flavor of lemon and freshness of peppermint. Relish the sip, I bet you'll want more!

Ingredients: Apple pieces, peppermint and lemon grass.

Brewing Advice: Brew for 5-7 minutes at 203- 212 F (+/- 98C) for 4g (2 teaspoon)/2-cups teapot.



Picture 58

http://www.ecoplanet.com/herbalextracts/images/green_tea_leaves%5B1%5D.jpg

Accessed on 08/03/2011 at 2:45 pm.



Picture 59

<http://www.eveningflavors.com/DynamicImages.war/Blogs/diduknow/hot-tea-time.jpg>

Accessed on 04/03/2011 at 3:55 pm.

*Affordable price and available at
at all outlets of Lipton green tea.
Head-office: 45/B, Green Park Market.,
New Delhi.
Contact: 9877254371.*

**GIVE ANTONYMS AND
CONSTRUCT A SENTENCE
WITH THEM (13.4)**

Time: 10
mins

As you know, an antonym is a word opposite in meaning to another in the same language. Now do this exercise based on your understanding of antonyms.

**Exercise
13.4**

Find antonyms for the highlighted words in the passage given below and use them to construct another passage.

How many of us **privileged** and **educated** people have bothered to acquaint ourselves with the **problems** that a child in the state-run schools and state recognized 'teaching shops' faces? We have a **large** body of **graduate** housewives and **retired** people who could contribute some time and expertise to help out the teachers in these schools who are struggling with **overcrowded** classes, **paucity** of facilities, etc.

Taken from English at the Workplace. eds, Mukti Sanyal, Sudesh Sawhney, Shormishtha Panja and Promodini Varma. 2006. Rpt. Delhi: Macmillan India Ltd., 2008.p.39.

A Possible
Answer
13.4

The antonyms for the highlighted are given below in the same sequence:
underprivileged, uneducated, solutions, small, undergraduate, employed, vacant,
abundance

These words can be used to write a passage as given here:

The government should give incentives to the **underprivileged** and **uneducated** to improve their condition. The **solutions** lie in its hands. **Undergraduates** from these sections should be allowed to be **employed** while studying. Many students can earn while they study, since many **vacant** posts for part-time jobs can be filled by them. Even a **small** amount of earning while they are studying can help them make ends meet and later on, once they graduate, the job experience will help them find other jobs more easily and in **abundance**.

WRITE THE CORRECT SENTENCES (13.5)

Time: 10 mins

Having attempted the earlier exercises on vocabulary, you should find it easier to attempt this final exercise on vocabulary. Given below is a list of sentences. You have to give the grammatically correct form along with the reason why you think it is the best option from those given within brackets at the end of each sentence.

Exercise 13.5

1. We _____ Australia five times during the last two years. (have visited/used to go)
2. _____ it be the reason for you wanting to quit? (could/may)
3. I _____ have gone for the movie. It was not entertaining. (didn't need to/needn't)
4. The traffic lights _____ red early at the crossing. (turned/get)
5. He tried to _____ the knot, but he couldn't manage to. (bandhofy/tie)
6. I don't like drinking tea at _____ breakfast. (the/a/zero article)
7. You should have mixed _____ water with the paint. (fewer/less)
8. We were delayed _____ there was a traffic jam. (for/ because)

Answers 13.5

1. have visited. We don't use either **used to** or **would** when we say exactly how many times something happened, how long something took, or when we say that something happened at a particular time. **Visited** or **went** are preferable to use to be more precise.
2. could. We don't use **may** to ask questions about the possibility of something happening; instead we use, for example, **could(n't)** or the phrase **be likely**. E.g., You **couldn't** have reached late for the interview.
3. needn't. To show that we think something that was done was not, in fact, necessary we use **need not have**.
4. turned. We use **go** or **turn**, when we talk about colours changing.
5. tie. **Bandhofy** is an example of code-mixing. Here the English verb inflection -fy is added to a Hindi word. purists see this practice as "the poverty of language resources" and say that it should be avoided..
6. (zero article). We usually use **zero article** when we talk about meals.
7. less. We use **less (than)** with uncountable nouns and **fewer (than)** with plural countable nouns. Here water is an uncountable noun, since we can't count the number of water(s)
8. because. To give reasons in spoken English, we most often use **because**. **For** is also used to introduce reasons, but **for** cannot be used here. **FOR** is a preposition but it is also used as a conjunction. Often, we wrongly assume that **for** can be used as a substitute for **because**. **FOR** is also used as a conjunction similar to **because**, but **for** as a conjunction has very specific uses and it should not be regarded as entirely similar to **because**.

To understand this point better compare Sentence 1 and 2 given below.

1. I went to the supermarket BECAUSE I had to buy some groceries (Correct)
Justification: *The reason you went to the supermarket is because you had to buy groceries.*
2. I went to the supermarket FOR I wanted to buy some groceries
(Understandable but faulty)

Justification: *If you use FOR, it means that you are writing in a literary style and that you are also emphasizing on the importance of the situation.*

Refer to Martin Hewings. Advanced English Grammar.1999. Rpt. Delhi: Cambridge U.P, 2007.p, 19, 44, 48, 120, 136, 192 and to English at the Workplace, eds. Mukti Sanyal, Sudesh Sawhney, Shormishtha Panja, Promodini Varma, 2006. Rpt. Delhi: Macmillan India Ltd, 2008. p, 6 for the rules.

WHAT HAVE YOU LEARNT?

After going through this Unit you should have learnt the following things:

- ✚ It's easy to expand most words. All that you need to do is to see how we can add words to the stem word to change its grammatical form from an adjective to noun, noun to adverb, etc., as we had added prefixes and suffixes to root words in earlier exercises on grammar.
- ✚ By now you must have learnt how to read advertisements closely and you should be able to identify their key selling point.
- ✚ You should be able to make an advertisement with the given image and the hints provided in the help box. Such an exercise shall enable you to apply the vocabulary skills that you have learnt till now.
- ✚ You will be able to write antonyms for given words, provided you also refer to a good dictionary, such as, the Oxford Dictionary of Antonyms and Synonyms and use them to construct new sentences.
- ✚ It will be easier for you to write grammatically correct sentences and enrich your vocabulary skills.

Links for Images

Picture 53

[http://www.uwplatt.edu/web/auralcss/AccessingHigherGround2005/pix/m
issGrammar.gif](http://www.uwplatt.edu/web/auralcss/AccessingHigherGround2005/pix/m
issGrammar.gif)

Picture 54

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http://i01.i.aliimg.com/photo/v0/108142121/cup_noodles.jpg

Picture 56

[http://files.advertolog.com/files/adsarchive/part_687/6877805/file/mame
e-express-cup-noodles-last-minute-small-11125.jpg](http://files.advertolog.com/files/adsarchive/part_687/6877805/file/mame
e-express-cup-noodles-last-minute-small-11125.jpg)

Picture57

[http://www.eveningflavors.com/DynamicImages.war/Blogs/diduknow/hot
-tea-time.jpg](http://www.eveningflavors.com/DynamicImages.war/Blogs/diduknow/hot
-tea-time.jpg)

Picture 58

[http://www.eco-
planet.com/herbalextracts/images/green_tea_leaves%5B1%5D.jpg](http://www.eco-
planet.com/herbalextracts/images/green_tea_leaves%5B1%5D.jpg)

Picture 59

[http://www.eveningflavors.com/DynamicImages.war/Blogs/diduknow/hot
-tea-time.jpg](http://www.eveningflavors.com/DynamicImages.war/Blogs/diduknow/hot
-tea-time.jpg)