COMMUNICATION SKILLS-I

Edited By

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for
Lovely Professional University
Phagwara

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SYLLABUS

Communication Skills-I

Objectives:

- Develop interest in literary works.
- Improve student's basic grammar, sentence construction and vocabulary.
- Hone writing skills.
- Build confidence in public speaking.

S.No.	Description
1.	***Speaking skills:*** to enhance the basic speaking skills, one needs apt word and the correct pronunciation. 1. Simple rules of pronunciation and intonation 2. Theme based vocabulary building 3. Antonyms/Synonyms/Homonyms
2.	***Listening skills:*** to enhance correct understanding of the language being spoken and to give apt responses in return where required. 4. Types of listening and Traits of a good listener 5. Note taking 6. Exercises Practising Listening Skills – talk shows , commentaries, etc., followed by identifying the theme, supporting ideas, or and digressions if any
3.	***Reading skills:*** to enhance independent reading, comprehension and quick reading of any given texts + aesthetic appreciation 7. comprehension passages 8. news/magazine articles on stereotype topics and/or current topics 9. 2 poems – Abu Ben Adhem. The Tiger
4.	***Writing skills:*** to reinforce the grammatical structures 10. Grammar – Kinds of sentences – Positive, negative, statement, interrogative and exclamatory [learn the functional aspects of these sentences – when are they used, how are they structured etc.] 11. Articles and nouns – Countable/uncountable, Names with and without THE Adjectives/Adverbs – [describing things, adding information, circumstances] 12. Prepositions of time/place/reason – in , on, at , into , to , for , of, about, with, after etc.
5.	***Writing skills:*** to enhance formally structured effective official writing 13. Basic cohesive paragraph writing 14. Note making, 15. Resume writing 16. Job application writing/acceptance letter

Unit 1: Simple Rules of Pronunciation and Intonation

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1.1 Simple Rules for Pronunciation and Intonation

1.2 We can only stress vowels, not Consonants

1.3 Summary

1.4 Keywords

1.5 Self Assessment

1.6 Review Questions

1.7 Further Readings

Objectives

After studying this unit, you will be able to:

- Learn rules of pronunciation
- Assess the importance of intonation

Introduction

Pronunciation refers to the way a word or a language is spoken, or the manner in which someone speaks a word. If one is said to have "correct pronunciation", then it refers to both within a particular dialect. A word can be pronounced in different ways by various individuals or groups. It depends on many factors including the area in which they grew up, the area in which they now live, if they have a speech or voice disorder, their ethnic group, their social class, or their education.

Intonation is the rising and falling sounds of the voice when speaking.

1.1 Simple Rules for Pronunciation and Intonation

Pronunciation

Aa	Bb	Cc	Dd	Ee	Ff	Gg	Hh	Ii	Jj	Kk	Ll	Mm
[eɪ]	[biː]	[siː]	[diː]	[iː]	[ɛf]	[ʤiː]	[eɪʧ]	[aɪ]	[ʤeɪ]	[keɪ]	[ɛl]	[ɛm]
Nn	**Oo**	**Pp**	**Qq**	**Rr**	**Ss**	**Tt**	**Uu**	**Vv**	**Ww**	**Xx**	**Yy**	**Zz**
[ɛn]	[əʊ]	[piː]	[kjuː]	[ɑː]	[ɛs]	[tiː]	[juː]	[viː]	['dʌbəl,juː]	[ɛks]	[waɪ]	[zɛd/ziː]

The sounds represented here are those of British English spoken with an R.P.. (Received Pronounciation) accent. Other varieties of English differ considerably in pronunciation.

Notes

Vowels

ɑː	**fa**ther [ˈfɑːðə], **al**ms [ɑːmz], cl**er**k [klɑːk], h**ea**rt [hɑːt], s**er**geant [ˈsɑːʤənt]
æ	c**a**t [kæt], pl**ai**t [plæt]
ɛ	b**e**t [bɛt], **a**te [ɛt], b**u**ry [ˈbɛrɪ], h**ei**fer [ˈhɛfə], s**ai**d [sɛd], s**ay**s [sɛz]
ə	p**o**tter [ˈpɒtə], **a**lone [əˈləʊn], fu**ri**ous [ˈfjʊərɪəs], nat**io**n [ˈneɪʃən], th**e** [ðə]
ɜː	f**er**n [fɜːn], b**ur**n [bɜːn], f**ir** [fɜː], l**ear**n [lɜːn], t**er**m [tɜːm], w**or**m [wɜːm]
ɪ	pr**e**tty [ˈpɹɪtɪ], b**ui**ld [bɪld], b**u**sy [ˈbɪzɪ], n**y**mph [nɪmf], pock**e**t [ˈpɒkɪt], s**ie**ve [sɪv] , w**o**men [ˈwɪmɪn]
iː	s**ee** [siː], **ae**sthete [ˈiːsθiːt], **e**vil [ˈiːvᵊl], magaz**i**ne [ˌmægəˈziːn], rec**ei**ve [ɹɪˈsiːv] s**ie**ge [siːʤ]
ɒ	p**o**t [pɒt], b**o**tch [bɒʧ], s**o**rry [ˈsɒrɪ]
ɔː	th**aw** [θɔː], br**oa**d [bɹɔːd], dr**aw**er [ˈdɹɔːə], f**au**lt [fɔːlt], h**a**lt [hɔːlt], **or**gan [ˈɔːgən]
ʊ	p**u**ll [pʊl], g**oo**d [gʊd], sh**ou**ld [ʃʊd], w**o**man [ˈwʊmən]
ʉ	z**oo** [zʉ], d**o** [dʉ], q**ueue** [kjʉ], sh**oe** [ʃʉ], spe**w** [spjʉ], tr**ue** [tʉ], y**ou** [jʉ]
ʌ	c**u**t [kʌt], fl**oo**d [flʌd], r**ou**gh [ɹʌf], s**o**n [sʌn]

Diphthongs and triphthongs

aɪ	d**i**ve [daɪv], **ai**sle [aɪl], g**uy** [gaɪ], m**igh**t [maɪt], r**ye** [ɹaɪ]
aɪə	**fire** [ˈfaɪə], b**uyer** [ˈbaɪə], l**iar** [ˈlaɪə], t**yre** [ˈtaɪə]
aʊ	**ou**t [aʊt], b**ough** [baʊ], cr**ow**d [kɹaʊd], sl**ou**ch [slaʊʧ]
aʊə	fl**our** [ˈflaʊə], c**ower** [ˈcaʊə], fl**ower** [ˈflaʊə], s**our** [ˈsaʊə]
eɪ	p**ai**d [peɪd], d**ay** [deɪ], d**eig**n [deɪn], g**au**ge [geɪʤ], gr**ey** [gɹeɪ], n**eigh** [neɪ]
ɛə	b**ear** [bɛə], d**are** [dɛə], pr**ayer** [pɹɛə], st**air**s [stɛəz], wh**ere** [wɛə]
ɪə	t**ear** [tɪə], b**eer** [bɪə], m**ere** [mɪə], t**ier** [tɪə]
oʊ	n**o**te [noʊt], b**eau** [boʊ], d**ough** [doʊ], h**oe** [hoʊ], sl**ow** [sloʊ] y**eo**man [ˈjoʊmən]
ɔɪ	v**oi**d [vɔɪd], b**oy** [bɔɪ], destr**oy** [dɪˈstɹɔɪ]
ʊə	p**oor** [pʊə], ske**wer** [ˈskjʊə], s**ure** [ʃʊə]

Consonants

p	**p**ig [pɪg] b **b**ig [bɪg] t **t**ea [tiː] d **d**actylology [ˌdæktɪˈlɒləʤɪ]
k	**k**angaroo [ˌkæŋgəˈɹuː], **c**acophony [kəˈkɒfənɪ]
g	**g**et [gɛt], **gh**oul [guːl], **gu**ard [gɑːd], e**x**amine [ɪgˈzæmɪn]
m	**m**a**mm**oth [ˈmæməθ]
n	**n**yctophobia [ˌnɪktəʊˈfəʊbɪə], **kn**owledge [ˈnɒlɪʤ], **gn**otobiotics [ˌnəʊtəʊbaɪˈɒtɪks], **pn**eumatic [ˈnjʊmætɪk]
ŋ	si**ng** [sɪŋ], pharyn**x** [ˈfæɹɪŋks]
ɹ	**r**adio [ˈɹeɪdɪəʊ], **rh**inoceros [ɹaɪˈnɒsərəs / ɹaɪˈnɒsrəs]
f	**f**oxtrot [ˈfɒks,trɒt], **ph**oenix [ˈfiːnɪks] v **v**arious [ˈvɛəɹɪəs]
θ	**th**in [θɪn] ð **th**ese [ðiːz]

Notes

s	**s**illy [ˈsɪlɪ], **c**ircus [ˈsɜːkəs]
z	**z**ebra [ˈziːbɹə / ˈzɛbrə], **X**ero**x** [ˈzɪəɹɒks]
ʃ	**sh**ip [ʃɪp], elec**ti**on [ɪˈlɛkʃən], ma**ch**ine [məˈʃiːn], mis**si**on [ˈmɪʃən], pres**s**ure [ˈpɹɛʃə], **sch**edule [ˈʃɛdjuːl]
ʒ	trea**s**ure [ˈtɹɛʒə], a**z**ure [ˈæʒə], eva**si**on [ɪˈveɪʒən]
h	**h**otel [həʊˈtɛl]
l	**l**ateral [ˈlætəɹəl]
j	**y**es [jɛs], on**i**on [ˈʌnjən], vi**gn**ette [vɪˈnjɛt]
ʧ	**ch**ew [ʧuː], na**t**ure [ˈneɪʧə]
ʤ	**j**aw [ʤɔː], a**dj**ective [ˈædʒɪktɪv], sol**di**er [ˈsəʊlʤə], usa**ge** [ˈjuːsɪʤ]
w	**w**et [wɛt], **wh**eel [wiːl]

Online link www.ethnologue.com

Many people think that *pronunciation* is what makes up an accent. It may be that pronunciation is very important for an *understandable* accent. But it is intonation that gives the final touch that makes an accent native.

Intonation is known as the use of pitch or tone in a sentence to convey meaning or emotion. Although the term when strictly used applies only to the pitch of speech, it is sometimes used loosely to indicate also the emphasis and pacing used in the spoken language.

Intonation is the "music" of a language, and is perhaps the most important element of a good accent. Often we hear someone speaking with perfect grammar, and perfect formation of the sounds of English but with a little something that gives them away as not being a native speaker.

Therefore, it is necessary to realize that there is more than the correct pronunciation of the vowels and consonants of a language. This is very important and we do stress it in other articles. But it is only one of the three components to an accent, pronunciation, intonation, and linking.

There are two very simple rules about word stress:

Example: One word has only one stress. (One word cannot have two stresses. If you hear two stresses, you hear two words. Two stresses cannot be one word. It is true that there can be a "secondary" stress in some words. But a secondary stress is much smaller than the main [primary] stress, and is only used in long words.)

1.2 We can only Stress Vowels, not Consonants

Here are some more, that can help you understand where to put the stress. But do not rely on them too much, because there are many exceptions. It is better to try to "feel" the music of the language and to add the stress naturally.

Rule 1: Stress on first syllable

Rule	Example
Most 2-syllable nouns	PRESent, EXport, CHIna, TAble
Most 2-syllable adjectives	PRESent, SLENder, CLEVer, HAPpy

Notes

Rule 2: Stress on last syllable

Rule	Example
Most 2-syllable verbs	to preSENT, to exPORT, to deCIDE, to beGIN

Note There are many two-syllable words in English whose meaning and class change with a change in stress.

Example: Present, is a two-syllable word.

If we stress the first syllable, it is a noun (gift) or an adjective (opposite of absent). But if we stress the second syllable, it becomes a verb (to offer).

Export, *Import*, *Contract* and *Object* can all be nouns or verbs depending on whether the stress is on the first or second syllable

Rule 3: Stress on penultimate syllable

Rule	Example
Words ending in -ic	GRAPHic, geoGRAPHic, geoLOGic
Words ending in -sion and -tion	teleVIsion, reveLAtion

Note For a few words, native English speakers don't always "agree" on where to put the stress.

Examples: Some people say teleVIsion and others say TELevision.

CONtroversy and conTROversy.

Rule 4: Stress on ante-penultimate syllable

Rule	Example
Words ending in -cy, -ty, -phy and -gy	deMOcracy, dependaBIlity, phoTOgraphy, geOLogy
Words ending in -al	CRItical, geoLOGical

Rule 5: Compound words

Rule	Example
For compound nouns, the stress is on the first part	BLACKbird, GREENhouse
For compound adjectives, the stress is on the second part	bad-TEMpered, old-FASHioned
For compound verbs, the stress is on the second part	to underSTAND, to overFLOW

Rule 6: Two Word Stress

Knowing when and where to stress the words you use is very important for understanding, and therefore, as part of a good accent. A clear example is that of stress in two word expressions.

According to whether it is an *ordinary* two-word expression or a special, set expression, the place of the stress changes. In an ordinary expression the two words are used to describe something like a "white HOUSE" (meaning a house that is painted white, and not blue or gray). In this case the most important note is the *noun* because we are talking about a *house* that happens to be white. Similarly, a "fat BOY" is an overweight young male.

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But sometimes short two word expressions are *set* or "*consecrated*", (that is, they mean something special) and have to be made different from similar expressions. One example is "the WHITE house" where Mr. Bush lives. In this case, the emphasis is on the *adjective* because we are more interested in stressing that it is the house that is known because it is *white*. In the same way, "FAT boy" is the nickname of a boy, chosen because the word fat emphasizes his weight.

It will be useful for you to be aware of both types of two word expressions. Here is a list of a few that will get you thinking and give you some practice in identifying them and using them correctly. Underline the syllable that is stressed, and write a brief explanation, for both uses of each phrase. I start the exercise with two examples. You do the rest. Make sure you say the phrases OUT LOUD!

Examples: 1. *WHITE* house

In Washington

2. white *HOUSE*

House painted white

Rule 7: Sentence Intonation

Stress on different words while speaking a sentence may imply a different meaning at different times.

Example: I don't think he should get the job.

This simple sentence can have many levels of meaning based on the word you stress. Consider the meaning of the following sentences with the stressed word in **bold**. Read each sentence aloud and give a strong stress to the word in **bold**:

I don't think Hary should get the job.

Meaning: *Somebody else thinks Hary should get the job.*

I **don't** think Hary should get the job.

Meaning: *It's not true that I think Hary should get the job.*

I don't **think** Hary should get that job.

Meaning: *That's not really what I mean. OR I'm not sure Hary'll get that job.*

I don't think **Hary** should get that job.

Meaning: *Somebody else should get that job.*

I don't think Hary **should** get that job.

Meaning: *In my opinion it's wrong that Hary's going to get that job.*

I don't think Hary should **get** that job.

Meaning: *Hary should have to earn (be worthy of, work hard for) that job.*

I don't think Hary should get **that** job.

Meaning: *Hary should get another job.*

I don't think Hary should get that **job**.

Meaning: *Maybe Hary should get something else instead.*

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As you can see, there are many different ways this sentence can be understood. The important point to remember is that the true meaning of the sentence is also expressed through the stressed word or words.

Task Write out a number of sentences. Read each of them stressing a different word each time you read them. Notice how the meaning changes depending on which word you stress. Don't be afraid to exaggerate the stress, in English we often use this device to add meaning to a sentence. It's very possible that when you think you are exaggerating, it will sound quite natural to native speakers.

1.3 Summary

- Pronunciation refers to the way a word is spoken.
- A word can be pronounced differently by different individuals.
- Intonation is variation of pitch while speaking which is not used to distinguish words.

1.4 Keywords

Ante-penultimate: Third from end

Diphthongs: A complex speech sound or glide that begins with one vowel and gradually changes to another vowel within the same syllable

Penultimate: Second from end

Triphthongs: A combination of three vowel sounds in a single syllable, forming a simple or compound sound

1.5 Self Assessment

Find the word where you do not pronounce one consonant:

Example: Pencil, hour, cousin: Hour (H is silent)

1. Cupboard, pub, pupil
2. Bird, tiger, snake
3. Wall, science, cave
4. Tall, desk, half
5. Wednesday, Monday, Sunday
6. Country, child, knife
7. Island, address, some
8. Window, paint, pencil
9. Hundred, green, white
10. Lamp, autumn, bath

1.6 Review Questions

Notes

Match the sentence version to the meaning given:

			Meaning
1.	I said Meghna might consider a new haircut.	(i)	Not just a haircut.
2.	I said Meghna might consider a new haircut.	(ii)	It's a possibility.
3.	I said Meghna might consider a new haircut.	(iii)	It was my idea.
4.	I said Meghna might consider a new haircut.	(iv)	Not something else.
5.	I said Meghna might consider a new haircut.	(v)	Don't you understand me?
6.	I said Meghna might consider a new haircut.	(vi)	Not another person.
7.	I said Meghna might consider a new haircut.	(vii)	Meghna should think about it. It is a good idea.

Answers: Self Assessment

1.	Cupboard	2.	Bird
3.	Science	4.	Half
5.	Wednesday	6.	Knife
7.	Island	8.	Window
9.	White	10.	Autumn

1.7 Further Readings

Books

Alice Oshima, *Writing Academic English*, Pearson Longman.

Betty Schrampfer Azar, *Understanding and Using English Grammar*, Prentice Hall College Div.

Raymond Murphy, *English Grammar in Use*, Cambridge University Press.

Susan F. Miller, *Targeting Pronunciation: The Intonation, Sounds and Rhythm of American English*, Houghton Mifflin Company.

Online links

http://esl.about.com/od/speakingadvanced/a/timestress.htmhttp://www.englishclub.com/pronunciation/

http://international.ouc.bc.ca/pronunciation/

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Unit 2: Theme Based Vocabulary Building

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2.5 Summary

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2.7 Self Assessment

2.8 Review Questions

2.9 Further Readings

Objectives

After studying this unit, you will be able to:

- Use the root words, prefixes and suffixes accurately in the sentences.
- Construct different words easily.
- Identify different ways of improving your vocabulary

Introduction

In this unit we will focus on vocabulary. We all know that words are the building blocks of a language. They are the very foundation that supports our thinking. The richness of a person's vocabulary is popularly thought to be a reflection of intelligence or level of education.

A rich vocabulary also improves students' ability to communicate through speaking, listening, and writing

2.1 Parts of Speech

2.1.1 Affixes and Roots

Adding affixes to existing words (the base or root) to form new words is common in academic English. Prefixes are added to the front of the base (like dislike), whereas suffixes are added to

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the end of the base (active activate). Prefixes usually do not change the class of the base word, but suffixes usually do change the class of the word.

The most common prefixes used to form new verbs in academic English are: re-, dis-, over-, un-, mis-, out-. The most common suffixes are: -ise, -en, -ate, -(i)fy. By far the most common affix in academic English is -ise.

2.1.2 Verbs

Example: prefix + verb verb

Prefix	Meaning	Examples
re-	again or back	restructure, revisit, reappear, rebuild, refinance
dis-	reverses the meaning of the verb	disappear, disallow, disarm, disconnect, discontinue
over-	too much	overbook, oversleep, overwork
un-	reverses the meaning of the verb	unbend, uncouple, unfasten
mis-	badly or wrongly	mislead, misinform, misidentify
out-	more or better than others	outperform, outbid
be-	make or cause	befriend, belittle
co-	together	co-exist, co-operate, co-own
de-	do the opposite of	devalue, deselect
fore-	earlier, before	foreclose, foresee
inter-	between	interact, intermix, interface
pre-	before	pre-expose, prejudge, pretest
sub-	under/below	subcontract, subdivide
trans-	across, over	transform, transcribe, transplant
under-	not enough	underfund, undersell, undervalue, underdevelop

Example: Suffix used to form verbs with the meaning "cause to be".

Suffix	Example
-ise	stabilise, characterise, symbolise, visualise, specialise
-ate	differentiate, liquidate, pollinate, duplicate, fabricate
-fy	classify, exemplify, simplify, justify
-en	awaken, fasten, shorten, moisten

2.1.3 Nouns

The most common prefixes used to form new nouns in academic English are: co- and sub-. The most common suffixes are: -tion, -ity, -er, -ness, -ism, -ment, -ant, -ship, -age, -ery. By far the most common noun affix in academic English is -tion.

Example: prefix + noun noun

Prefix	Meaning	Examples
anti-	against	anticlimax, antidote, antithesis
auto-	Self	autobiography, automobile
bi-	Two	bilingualism, biculturalism, bi-metalism
co-	joint	co-founder, co-owner, co-descendant
counter-	against	counter-argument, counter-example, counter-proposal

Contd....

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dis-	the converse of	discomfort, dislike
ex-	former	ex-chairman, ex-hunter
hyper-	extreme	hyperinflation, hypersurface
in-	the converse of	inattention, incoherence, incompatibility
in-	inside	inpatient,
inter-	between	interaction, inter-change, interference
kilo-	thousand	Kilobyte
mal-	Bad	malfunction, maltreatment, malnutrition
mega-	million	megabyte
mis-	wrong	misconduct, misdeed, mismanagement
mini-	small	mini-publication, mini-theory
mono-	One	monosyllable, monograph, monogamy
neo-	New	neo-colonialism, neo-impressionism
out-	separate	outbuilding,
poly-	many	polysyllable
pseudo-	false	pseudo-expert
re-	again	re-organisation, re-assessment, re-examination
semi-	Half	semicircle, semi-darkness
sub-	below	subset, subdivision
super-	more than, above	superset, superimposition, superpowers
sur-	over and above	surtax
tele-	distant	telecommunications,
tri-	three	tripartism
ultra-	beyond	ultrasound
under-	below, too little	underpayment, under-development, undergraduate
vice-	deputy	vice-president

Example: Suffix added to a verb (V), noun (N) or adjective (A) noun

Suffix	Meaning	Examples
-tionsion	action/instance of V-ing	alteration, demonstration expansion, inclusion, admission
-er	person who V-s something used for V-ing	advertiser, driver computer, silencer
-ment	action/instance of V-ing	development, punishment, unemployment
-antent	person who V-s	assistant, consultant student
-age	action/result of V	breakage, wastage, package
-al	action/result of V	denial, proposal, refusal, dismissal
-enceance	action/result of V	preference, dependence, interference attendance, acceptance, endurance
-ery/-ry	action/instance of V-ing place of V-ing	bribery, robbery, misery refinery, bakery

Suffix	Meaning	Examples
-er	person concerned with N	astronomer, geographer
-ism	doctrine of N	Marxism, Maoism, Thatcherism
-ship	state of being N	friendship, citizenship, leadership
-age	collection of N	baggage, plumage

Notes

Suffix	Meaning	Examples
-ity	state or quality of being A	ability, similarity, responsibility, curiosity
-ness	state or quality of being A	darkness, preparedness, consciousness
-cy	state or quality of being A	urgency, efficiency, frequency

Task Find five new verbs and nouns by suffixing.

2.1.4 Adjectives

Many adjectives are formed from a base of a different class with a suffix (e.g. -less, -ous). Adjectives can also be formed from other adjectives, especially by the negative prefixes (un-, in- and non-).

The most common suffixes are -al, -ent, -ive, -ous, -ful, -less.

Example: Suffix added to verbs or nouns adjective

Suffix	Example
-al	central, political, national, optional, professional
-ent	different, dependent, excellent
-ive	attractive, effective, imaginative, repetitive
-ous	continuous, dangerous, famous
-ful	beautiful, peaceful, careful
-less	endless, homeless, careless, thoughtless
-able	drinkable, countable, avoidable,

Example: negative + adjective adjective

Prefix	Examples
un-	unfortunate, uncomfortable, unjust
im-/in-/ir-/il-	immature, impatient, improbable, inconvenient, irreplaceable, illegal
non-	non-fiction, non-political, non-neutral
dis-	disloyal, dissimilar, dishonest

2.1.5 Exercise (Mixed)

Example: Base with both prefix and suffix

Adjectives: Uncomfortable, unavoidable, unimaginative, inactive, semi-circular

Nouns: Disappointment, misinformation, reformulation

2.2 Word Formation

Words can easily be built using root words. Also as you have seen, we have formed many words using prefix and suffix to the root word.

Formal written English uses nouns more than verbs.

Example: judgment rather than judge, development rather than develop, admiration rather than admire.

Example: There appeared to be evidence of differential treatment of children.

Notes

This is reflected in our admiration for people who have made something of their lives, sometimes against great odds, and in our somewhat disappointed judgment of those who merely drift through life.

All airfields in the country would be nationalized, and the government would continue with the development of new aircraft as recommended by the Brabazon Committee.

Associated with nominalization is the occurrence of prepositional phrases, introduced by of:

judgment of those

treatment of children

development of new aircraft

-tion is the most common suffix used in this way.

Example: alteration, resignation.

However others are: *-ity* ability, similarity, complexity; *-ness* blindness, darkness, preparedness; *-ment* development, encouragement; *-ship* friendship; -age mileage; *-ery* robbery, bribery; *-al* arrival; *-ance* assistance, resemblance.

2.3 Gaining Precision in use of Words

It is important to use words correctly. It is common saying that no two words in the English Language mean exactly the same. You need to understand the subtle difference in the words, and use them effectively. This is possible only with a very good command over words and by knowing the exact way they is used.

Look, peep, watch and glance all are similar in meaning; but a clear understanding of each word will highlight the difference in its usage.

You cannot replace one by another without changing the meaning of the sentence. It is essential that you gain precision in the use of words.

2.4 Ways to Improve Vocabulary

Each of us stands testimony to the fact that it is an essential prerequisite to have a good vocabulary in order to communicate effectively. There are many ways to improve our vocabulary. Some of them are as under:

1. ***Flash Cards:*** Flash cards are an excellent method of reviewing both old and new vocabulary words. Not only are they the best way to learn vocabulary, you may also use them in other ways. For example, key ideas may be written out and reviewed. In addition, declensions such as the article can be put on a card for easy reviewing. These types of cards will need to be larger than 2" x 4". A full size index card would work for these purposes. Let us make a flash card now.

    (a) *On the front of the flash card:* Write a vocabulary word, and only the word, neatly on the front of the card. Center the word both horizontally and vertically, and be sure to keep the front of the card free from extra markings, smudges or doodles.

    (b) *On the upper left corner of the back of the flash card:* On the reverse side, the information side of the flash card, write a definition for the word in the upper left corner. Make sure you write the definition in your own words. This is key. If you write a dictionary definition, you will be less likely to remember what the word means!

    (c) *On the upper right corner of the back of the flash card:* Write the part of speech in the upper right corner of the info side. Make sure you understand what the part of speech

Notes

means before writing it down. Then, color-code it. Highlight the part of speech with one color. When you make another flashcard with another part of speech, you'll use a different color. Make all the nouns yellow, all the verbs blue, etc. Your mind remembers colors really well, so you'll start to associate color with the part of speech, and you'll have an easier time remembering how the word functions in a sentence.

(d) *On the lower left corner of the back of the flash card:* Use the vocabulary word in a sentence you will remember. Make the sentence steamy, hilarious, or creative in some other way. If you write a bland sentence, your chances of remembering what the word means go way down.

(i) Example of a memorable sentence: My pompous ex-boyfriend used to think he could get any girl he wanted, until he met my friend Mandy, who laughed at his conceited self in front of the entire school.

(ii) Example of a non-memorable sentence: The king, whose pompous heads-of-state were trying to dethrone, decided to flee the country to save his own life.

(e) *On the lower right corner of the back of the flash card:* Draw a small picture/graphic to go with the vocabulary word. It doesn't have to be artistic – just something that reminds you of the definition. For the word "pompous," or "conceited", maybe you'd draw a stick person with his nose in the air. Why? You remember pictures much better than words, which is the reason you can't write anything on the front of the card besides the vocabulary word – you'd remember the design and associate it with the definition instead of associating the word with the definition.

Repeat this process for every one of your vocabulary words, until you have a deck of flash cards.

2. ***Rote Method:*** This is something that we all hate. Rote the new words up to remember them. But isn't it the way we used to learn new words in the childhood?

   So remember, when no other methods work, you should not hesitate to resort to the time tested rote method.

3. ***Self Dictionary:*** We hear and read new words all of the time but rarely do we take the time to look them up. When you hear an unfamiliar word, jot it down and take the time to look it up later.

4. ***Word Games:*** There are many games that can be played on-line. It not only serves as a way to entertain but at the same time, develops your vocabulary. Some of the examples of such games are Word Search, Cross Words, Hang Mouse, Quiz, Match Game, Scramble, Letter Blocks, etc.

5. ***Visualisation:*** At times there are very difficult words that can't be learnt by any method else than visualization. Words can be related with something familiar and funny so that it can be remembered.

6. ***Reading:*** Read a lot. The experience of encountering unfamiliar words in print is remarkably instructive. First, because you're already engaged in reading something, you are arguably more motivated to learn a new word so that you better understand what you're voluntarily reading. Second, you have come across the word organically rather than artificially (i.e. in a vocabulary list). You'll pick up new words – and clarify meanings of words already in your toolkit – by exposing yourself to them in their, shall we say, natural habitat. The context will enrich your attempt to build a better vocabulary.

   Diversity of topics is important. Read some natural science stuff, applied science stuff, contemporary literature, Shakespeare, Psychology book and then consume a humorous work. Varied reading will sharpen both general and subject-specific vocabularies.

Notes

A manger may not feel the utility of subjects like History, Philosophy, Biology, Travel, Anthropology, Linguistics, Art, Gender Studies, Politics, etc. But a mind that knows varied fields has a rich vocabulary as well as is respected everywhere. You don't have to be an expert in all disciplines to build a meaty vocabulary, but you do need to be a well-informed reader who's confident and comfortable reading on topics outside your areas of immediate expertise.

7. ***Interact in English:*** All said and done, we must try to improve our spoken English so to write better. The more we speak in English, the better it would be for us to improve our vocabulary.

Task Can you think of some words that are used or you may use in the following situations:

(a) Describing the education system of India

(b) Motivating an employee

(c) Watching a movie

(d) Reading a murder mystery

(e) A Visit to the Taj Mahal

(f) Gap between developed and developing countries

(g) High inflation rate in the country

2.5 Summary

- Vocabulary is called word-power. Indeed it is the most important thing in a language that a person can possess, as it will help him succeed in his area of work.
- The ability to understand others and to express clearly and precisely comes from having a good vocabulary. It is important to recall the exact word which you want to use, as it is that word which will express what you need to express most accurately.
- Using root words, prefixes and suffixes to different parts of speech helps to enhance the word-bank effectively.

2.6 Keywords

Affix: A form added to the beginning, middle, or end of another word that creates a derivative word.

Precision: Exactness or accuracy

Prefix: A linguistic element that is not an independent word, but is attached to the beginning of a word to modify its meaning. For example, "un-" is a prefix meaning "not."

Suffix: A letter or group of letters added at the end of a word or word part to form another word, e.g. "-ly" in "quickly" or "-ing" in "talking"

2.7 Self Assessment

Notes

Fill in the blanks:

1. The most common prefixes used to form new nouns in academic English are: …….. and ……
2. Many adjectives are formed from a base of a different class with a …….
3. Words can be made by using ……. and suffixes.
4. Some of the commonly used prefixes are ……., …….. and …….
5. Some of the commonly used suffixes are ……, …… and ……..
6. Look, peep, watch and glance all are ……..in meaning.
7. The noun for the word 'retire' would be……
8. The adjective for the word 'watch' would be……
9. The noun for the word 'enhance' would be……
10. The noun for the word 'restore' would be…….

2.8 Review Questions

1. Use the prefix –"un", to make three words.
2. Use the suffix –"ity" to make three words.
3. Use the suffix- "al" to make three words.
4. Consider any five nouns and modify them to make proper adjectives.
5. Discuss a few ways to improve one's vocabulary.
6. Add proper prefix to make negative words:
   (a) Interpret
   (b) Represent
   (c) Honour
   (d) Fame
   (e) Dependable

Answers: Self Assessment

1. Co, Sub
2. Suffix
3. Prefixes
4. Un, dis, ill
5. Able, ment, ly
6. Similar
7. Retirement
8. Watchable
9. Enhancement
10. Restoration

Notes

2.9 Further Readings

Books

A.J.Thomson, A Practical English Grammar, Oxford University Press.

Jan Svartvik, A Communicative Grammar Of English, Pearson Education.

Sidney Greenbaum, Students Grammar Of The English Language, Longman.

Online link

http://esl.about.com/od/vocabularylessonplans/Vocabulary_Lesson_Plans_for_English_Learners_at_All_Levels.htm

http://www.myvocabulary.com/

http://www.vocabulary.co.il/vocabulary-builder-html/

Unit 3: Antonyms, Synonyms and Homonyms

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Objectives

After studying this unit, you will be able to:

- Know some antonyms
- Learn some synonyms
- Realise the concept of homonyms

Introduction

In today's professional world if anyone wants to succeed, each and every professional must possess command over vocabulary. While keeping in view this need, knowledge of synonyms, antonyms and homonyms are extremely important and they are covered in this unit.

3.1 Antonyms

An antonym is a word that has just the opposite meaning. For example, the word wet is an antonym of the word dry.

Example:

absence	presence
accept	refuse
accurate	inaccurate
advantage	disadvantage
always	never
ancient	modern
approval	disapproval

Contd....

Notes

approached	receded
abundant	scarce
admit	deny
advance	retreat
artificial	natural
arrival	departure
ascend	descend
attack	defense
attractive	repulsive
attention	inattention
asleep	awake
ally	enemy
bend	straighten
beautiful	ugly
beginning	ending
below	above
bent	straight
big	Small
blunt	sharp
better	worse
best	worst
blame	praise
bless	curse
bitter	sweet
borrow	lend
bravery	cowardice
build	destroy, demolish
bold	timid, meek
bright	dull
broad	narrow
clear	vague, cloudy
careful	careless
calm	troubled
capable	Incapable
captivity	freedom, liberty
cellar	attic
cheap	expensive
close	distant, open
clever	stupid
cold	hot
combine	separate

Contd....

Notes

clockwise	anti-clockwise
correct	incorrect
conceal	reveal
common	rare
comfort	discomfort
courage	cowardice
cunning	simple
dainty	inelegant
danger	safety
dark	light
deep	shallow
decrease	increase
definite	indefinite
demand	supply
despair	hope
disappear	appear
disease	health
discourage	encourage
dismal	bright
dull	clear, bright
dusk	dawn
early	late
easy	difficult
ebb	flow
economize	waste
entrance	exit
employer	employee
empty	full
excited	calm
expand	contract
expensive	inexpensive, cheap
export	import
exterior	interior
external	internal
fail	succeed
feeble	sturdy, strong
foolish	wise
few	many
famous	unknown
forelegs	hind legs

Contd....

Notes

fat	thin
find	lose
freedom	captivity
fold	unfold
frequent	seldom
forget	remember
found	lost
fresh	stale
fortunate	unfortunate
frank	secretive
full	empty
generous	mean
gentle	rough
gather	distribute
glad	sorry
gloomy	cheerful
giant	dwarf, pygmy
granted	refused
great	minute, small, little
guardian	ward
guest	host
guilty	innocent
happy	sad, miserable
hard	soft
harmful	harmless
hasten	dawdle
hate	love
healthy	unhealthy, ill,
here	there
heavy	light
height	depth
hero	villain
hill	valley
horizontal	vertical
hinder	aid, help
honest	dishonest
humble	proud
hunger	thirst
imitation	genuine
immense	tiny, minute

Contd....

Notes

imprison	free
include	exclude
increase	decrease
inhabited	uninhabited
inferior	superior
inside	outside
intelligent	unintelligent, stupid
Inhale	exhale
interior	exterior
interesting	uninteresting, dull
internal	external
intentional	accidental
join	separate
junior	senior
justice	injustice
king	subject
knowledge	ignorance
laugh	cry
lawful	unlawful
lazy	energetic
land	sea
landlord	tenant
large	little, small
lawyer	client
lecturer	student
lender	borrower
lengthen	shorten
less	more
light	dark, heavy
like	dislike, unlike
likely	unlikely
leader	follower
little	large, much, big
lofty	lowly
loud	soft
loss	find, win
loyal	disloyal
mad	sane
magnetize	demagnetize
master	servant

Contd....

Notes

mature	immature
maximum	minimum
merry	mirthless, sad
minority	majority
miser	spendthrift
misunderstand	understand
narrow	wide
near	far, distant
neat	untidy
new	old
night	day
noisy	quiet
obedient	disobedient
odd	even
offer	refuse
open	shut
optimist	pessimist
parent	child
past	present
patient	impatient
peace	war
permanent	temporary
please	displease
plentiful	scarce
poetry	prose
poverty	wealth
powerful	feeble, weak
polite	impolite, rude
private	public
prudent	imprudent
pretty	ugly
pure	impure
qualified	unqualified
rapid	slow
regularly	irregularly
rigid	pliable
rough	smooth
security	insecurity
scatter	collect
serious	trivial
sense	nonsense

Contd....

Notes

shopkeeper	customer
simple	complicated
slim	thick, stout
sober	drunk
sour	sweet
sorrow	joy
sow	reap
success	failure
sunny	cloudy
tall	short
tame	wild
thick	thin
top	bottom
transparent	opaque
vacant	occupied
victory	defeat
virtue	vice
voluntary	compulsory
wisdom	folly

Task Replace the underlined word in the sentence with its apt antonym.

1. Sam loves to eat <u>cold</u> pizza.
2. We must be very <u>careless</u> while driving.
3. Andy impressed the interviewers with his <u>stupid</u> answers.
4. Mary's act of <u>cowardice</u> won her many accolades.
5. Everyone praised Jennie's <u>ugly</u> dress.

3.2 Synonyms

A synonym is a word that has almost the same meaning. For example, the word vary is a synonym of the word differ.

Example:

Words	Synonyms	Synonyms
abandon	discard	vacate
accord	agree	grant
adversity	difficulty	misfortune
affluent	plentiful	rich
aggravate	annoy	infuriate
alleviate	lighten	mitigate

Contd....

Notes

anguish	distress	sorrow
apathetic	dispirited	lifeless
arrogant	disdainful	imperious
astonish	confound	overwhelm
avoid	ignore	shun
awkward	graceless	inept
baffle	confuse	deceive
banal	common	plain
barren	desolate	sterile
berate	criticize	disapprove
betray	deceive	fool
bias	inclination	predisposition
bitter	acrid	sour
blend	combine	mix
bliss	happiness	joy
bluff	boast	feign
bold	daring	fearless
bonus	award	gift
bother	annoy	irritate
brief	concise	short
brilliant	clever	intelligent
brisk	fast	swift
budget	allot	plan
candid	honest	truthful
caricature	cartoon	imitation
casual	informal	natural
category	classification	division
cease	desist	stop
chaotic	disordered	messy
cherish	esteem	love
circumvent	avoid	go around
commemorate	celebrate	honor
compensate	balance	recompense
competent	able	capable
conceive	design	plan
confirmation	acknowledgement	proof
contradict	deny	oppose
contribution	donation	grant
courteous	polite	well-mannered
craving	desire	longing
credulous	confident	trustful
damp	moist	wet
dare	challenge	defy

Contd....

Notes

decay	decline	rot
decent	honorable	pure
dense	filled	packed
designate	name	select
detain	hold	keep
disclose	announce	reveal
dogma	belief	view
durable	constant	lasting
dwindle	abate	diminish
eager	earnest	keen
eccentric	abnormal	idiosyncratic
elaborate	embellish	enhance
emanate	arise	radiate
embezzle	purloin	steal
eminent	distinguished	prominent
encourage	foster	induce
endure	last	persist
essential	cultured	learned
essential	basic	necessary
estimate	guess	predict
evaluate	appraise	judge
exhaust	deplete	empty
exhilarated	cheerful	zestful
explicit	definite	specific
fastidious	exacting	particular
federation	alliance	band
feeble	helpless	infirm
fervor	intensity	passion
feud	argument	dispute
filth	dirt	squalor
flatter	compliment	praise
fleet	nimble	swift
frivolous	inconsequential	trivial
frugal	prudent	saving
furious	angry	outraged
generous	benevolent	unselfish
genuine	actual	real
glare	gleam	glisten
gloomy	cheerless	dim
goad	provoke	badger
grasp	grab	hold
greed	avarice	longing
guarantee	assure	pledge

Contd....

Notes

guile	cunning	deceit
gullible	credulous	unsuspicious
habitual	accustomed	regular
handicap	disability	disadvantage
harass	annoy	disturb
harmless	innocuous	inoffensive
harsh	hard	coarse
hasty	abrupt	hurried
haughty	arrogant	pretentious
humiliate	humble	shame
hygiene	cleanliness	sanitation
hypocrisy	duplicity	falseness
ideal	goal	perfection
idle	lazy	unoccupied
ignorant	stupid	unintelligent
illogical	incongruent	rambling
illustrious	eminent	famous
imitate	copy	reflect
immense	huge	mammoth
impartial	candid	impersonal
impatient	anxious	eager
indifferent	apathetic	disinterested
isolate	detach	quarantine
jargon	argot	slang
jovial	genial	merry
judge	estimate	referee
justification	excuse	reason
keen	clever	observant
label	brand	classify
labor	toil	work
lead	direct	proceed
lean	slim	thin
leave	abandon	desert
liberal	copious	unrestrained
liberal	lenient	open-minded
limitation	boundary	constraint
lucid	clear	understandable
lucky	auspicious	fortunate
mad	furious	irate
manage	administer	control
marginal	borderline	limited
match	agree	correspond
maze	complexity	labyrinth

Contd....

Notes

meditate	ponder	think
memorial	commemoration	monument
mention	allude	refer to
merge	blend	fuse
narrow	confined	restricted
nature	aspect	character
necessary	mandatory	requisite
negate	contradict	refute
negligent	careless	remiss
negotiate	bargain	deal
nice	affable	benign
noble	aristocratic	distinguished
nuisance	annoyance	offense
obedient	faithful	loyal
objection	disapproval	protest
obligatory	compulsory	required
observe	notice	watch
obvious	conspicuous	definite
offend	anger	irritate
offer	bid	proposal
omen	premonition	sign
omit	exclude	remove
pacify	appease	placate
pain	ache	discomfort
paramount	chief	leading
partisan	biased	dogmatic
passive	inactive	lethargic
pause	break	cease
perpetuate	endure	preserve
perplex	astonish	baffle
persecute	afflict	harass
radiate	effuse	emanate
rank	arrange	classify
realize	accomplish	fulfill
reconcile	atone	conciliate
regret	deplore	grieve
reliable	dependable	trustworthy
scope	aim	extent
section	division	portion
settle	adjust	compromise
shallow	superficial	trivial
shrewd	careful	calculating
significant	distinctive	important
slight	delicate	slender

Contd....

Notes

spontaneous	impromptu	unplanned
spread	announce	broadcast
stabilize	balance	steady
temper	mood	nature
term	cycle	duration
tough	aggressive	unyielding
transfer	convey	exchange
vain	boastful	inflated
valid	authorized	legitimate

Task

Fill in the blanks with the most appropriate word:

1. India has a……cultural heritage.
   (a) Affluent (b) Plentiful (c) Rich
2. All the performances at the function went as per the ……
   (a) Budget (b) Allot (c) Plan
3. The train was moving at a……..speed.
   (a) Durable (b) Constant (c) Lasting
4. It's ……to get into the IIMs and IITs.
   (a) Harsh (b) Hard (c) Coarse
5. …….smoking is also injurious to health.
   (a) Passive (b) Inactive (c) Lethargic

3.3 Homonyms

Homonyms are words which have the same spellings and sounds but different meanings. It consists of two categories of word types: homophones and homographs.

Homographs are words that are spelled the same but have different meanings.

Homophones are words that sound the same when you pronounce them, but have different meanings.

Example: List of Homographs

1. Fair – An Exhibition

   Fair – pleasing in appearance

   Fair---Just in action
2. Sewer -- a conduit for water or sewage

   Sewer --- one who sews
3. Hide --- skin of an animal

   Hide --- a measure of land

   Hide --- to conceal or keep out of sight

Notes

3. Resume – To continue

   Resume – Curriculum Vitae

4. Frame - An open structure or rim for encasing, holding, or bordering

   Frame - to incriminate (a person) falsely

   Frame - A pair of eyeglasses

5. Bass – lowest vocal range of voice

   Bass – A type of freshwater fish

6. Lead - To guide the way

   Lead --- metal

Example: **List of Homophones**

berry – fruit from a bush

bury – to put underground

berth – tie up

birth – to be born

Chile – country in South America

chili – bean stew

chilly – frosty

chord – musical tone

cord - rope

hole - opening

whole - entire

peace - calm

piece - segment

Task Give five examples each of antonyms, synonyms and homonyms

3.4 Summary

- Antonyms are words opposite in meaning to another. For example, good and bad, fast and slow etc.
- Synonyms is a word or phrase that means exactly or nearly the same as another word or phrase in the same language. For example shut is a synonym of close, listen is a synonym of hear etc.
- Homonyms are words which have the same spellings and sounds but different meanings.

Notes

3.5 Keywords

Antonyms: Words that mean opposite of each other.

Synonyms: Words that have similar meanings.

Homographs: Words that are spelled the same but have different meanings.

Homophones: Words that sound the same when you pronounce them, but have different meanings.

3.6 Self Assessment

Match the word with its antonym:

1. Foul	(a) Trustworthy
2. Extreme	(b) Wasteful
3. Shrink	(c) Ignorant
4. Ignore	(d) Diligent
5. Considerate	(e) Lethargic
6. Dishonest	(f) Selfish
7. Economical	(g) Devour
8. Knowledgeable	(h) Expand
9. Energetic	(i) Reasonable
10. Lazy	(j) Pure

3.7 Review Questions

1. Give two words each that have the similar meaning as the words given below:
   (a) Concise
   (b) Enormous
   (c) Appeal
   (d) Malice
   (e) Lethal
   (f) Callous
   (g) Haughty
   (h) Irony
2. Give different meanings of the following homonyms:
   (a) Kind
   (b) Quail
   (c) Load
   (d) Stalk
   (e) Right
   (f) Desert

Answers: Self Assessment

Notes

1.	(j)	2.	(i)
3.	(h)	4.	(g)
5.	(f)	6.	(a)
7.	(b)	8.	(c)
9.	(e)	10.	(d)

3.8 Further Readings

Books

Alan Spooner, *Dictionary of Synonyms and Antonyms*, Oxford.

Sam Philips, 3000, *Synonyms and Antonyms*, Goodwill Publications.

Online links

http://wps.ablongman.com/long_licklider_vocabulary_2/6/1627/416757.cw/index.html

http://www.fun-with-words.com/nym_antonyms.html

http://www.rhlschool.com/eng3n15.htm

Notes

Unit 4: Listening Skills

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Objectives

After studying this unit, you will be able to:

- Describe different types of listening
- Discuss the importance of effective listening
- Know the requisites of effective listening
- Identify the traits of a good listener

Introduction

Listening is the accurate perception of what is being communicated. It is the art of separating fact from statement, and accusation. Listening involves the following four major operations. They are as follows:

1. Hearing
2. Understanding
3. Retaining
4. Recalling

Listening is not the simple ability to decode information. It is a two-way exchange in which both parties involved must always be receptive to the thoughts, ideas, and emotions of the other.

A lot of people use the words 'listening' and 'hearing' interchangeably. But they are not the same. The difference lies in the attention and the effort that you expend in the act of listening.

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Example: You may be hearing a lot of noise during the day, but when you walk into a classroom you listen to a teacher. You may hear a lot of music playing around you but you listen to the song that you particularly like.

Listening is a mental activity and hearing is a physical activity. Listening includes hearing. In hearing, we get sounds but we do not use mind. In listening, we have to understand, retain and recall also. Listening is a natural process.

4.1 Types of Listening

Listening has the following types:

1. ***Attentive listening:*** It involves paying attention on the words that are being spoken rather than understanding the head and heart of the person speaking. Attentive listening is said to an effective listening.

   Example: you are sitting in class and actively participating in the discussion.

2. ***Pretending listening:*** It means pretending through facial expressions that communicated message is listened. Here, nothing like listening takes place, just hearing is there.

   Example: you are sitting in a class and just pretending to listen to the lecture.

3. ***Selective listening:*** It means not taking the message as it is, but adding or deducting according to one's own whims and wishes i.e., selecting the 'desired' part and ignoring the 'undesired' part of the message.

   Caution This type of listening leads to strengthen one's own beliefs and restrains further learning. It usually happens in selective listening that the listener tries to identify himself with the situation either partially or totally and attempts to find his autobiography in the lives of others.

4. ***Empathic listening:*** It involves listening not only through ears but also through eyes and heart. It is listening intently and intensively to understand the person fully, deeply both emotionally as well as intellectually. Some people feel that empathic listening is risky as it means becoming open and vulnerable to other person's influence, while other feel that empathy for the speaker is an essential requirement of effective listening.

5. ***Listening for mutual creativity:*** It is a higher form of listening. The listening to inspire mutual creativity is responsible for many breakthroughs in the world. Listening for mutual creativity is rooted in two questions. What do you most want? And how can I help you get what you most want? To listen in total support of other people, to be for their goals and aspirations in your own body, mind and spirit – may well be the greatest gift you can give your fellow human beings.

   Caution This listening is synergistic in nature. The terms 'synergy' means that whole is greater than sum of its parts. Listening for creativity not only smoothes but accelerates the understanding process through communion of hearts and minds. This listening relieves the persons from stress and strain, soothes their hearts and helps them to bring the idea lying in the crust of their subconscious minds to the conscious surface. Thus, it leads to mutual creativity.

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6. ***Intuitive listening:*** Intuitive listening, like listening for mutual creativity, is a higher form of listening. It means listening through intuitive mind by silencing the other internal dialogues going simultaneously.

4.2 Process of Listening

Like reading, listening is basically a mental process. It encompasses three broad stages:

1. ***Selection:*** Because one hears much more than one listens to, selection of the listening message initiates the process that selection involves a deliberate mental act.

   Example: Think of how one functions in a room crowded with conversational groups. An individual hears all the sounds around him, but he selectively listens to only the few people in his immediate circle. Once an individual speaks, the listeners will not listen to the whole subject matter. They will listen selectively.

2. ***Reception:*** Once one selects the sound to which one will listen, the next stage is reception. The complicated hearing mechanism picks up the chosen sound waves and transfers them to the brain. Hearing ability is a critical part of the process.

3. ***Symbol:*** Meaning manipulation: The most complicated part of listening requires one's mind to take the internal message symbols, interpret them, and convert them into meanings for them. As one can create symbol meanings that are right for him, neither the written nor the spoken words have any inherent meaning. Comprehension and retention are important in listening. However, one usually cannot re-listen from the same speaker as one can re-read. Therefore, the danger of misunderstanding and forgetting is even greater in listening than in reading. The typical listener cannot remember half of what he or she just heard, and can recall only one-fourth of it a short time later. This is a biological phenomenon and is inherent in every listener.

4.3 Personal Characteristics and Listening

One may find oneself in the situation of talking to another person and suddenly becoming aware that the other person is not listening. Not a very good feeling, is it? The fact is that we have no fundamental hearing deficiency. Still, we do not listen very well. How can we become better listeners? Very little effort has been made to probe into this area. Several researchers have examined the potential relationships between effective listening and other individual characteristics. The researches in the area suggest several conclusions:

1. ***Sex:*** researches have shown that females comprehend slightly less from lectures than do males. The discrepancy is probably caused by the manner of testing. In general, it is not inherent in sex differences. Hence, sex of an individual does not affect listening ability.

2. ***Personality characteristics:*** No marked relationship between comprehension of subject matter and personality characteristics exists. Physique has no relation with listening. In other words, a good listener does not possess a certain type of personality.

3. ***Verbal competence:*** Verbal competence is an important part of listening comprehension. An adequate vocabulary aids listening and word retention. Without having adequate verbal competence, listening comprehension will be lower. In fact, the effective use of words, through both listening and speaking, is a definite business and social asset. The comprehension of the listener will increase if verbal competence is high.

4. ***Note taking:*** As most listeners concentrate more on taking notes, note taking does not have a noticeable effect on listening comprehension and retention. However, if one listens carefully and synthesizes, he will probably perform better in all walks of life.

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5. ***Intelligence:*** Intelligence can be a determining factor in listening (oral) comprehension, but it is not the only element that affects oral proficiency. Intelligence alone does not produce listening skills. Other aspects are also important.

6. ***Scholastic excellence:*** Moderately positive correlations exist between listening ability and cumulative grade average. Such findings indicate that those who listen well get higher grades or better marks. This is quite natural also. Furthermore, because listening and reading have similar correlations with grade point average, it is reasonable to conclude that scholastic excellence depends equally upon oral and reading skills. Listening enhances scholarship and this in turn, gives better grade.

7. ***Motivation:*** A listener's comprehension improves if there is interest in the topic before the speech, if interest is created during the speech, or if the listener is to be tested after the speech. Interest in the speech may be developed at any point of time by motivation. Comprehension is also determined by the intensity of the listener's emotional reaction to what is being said. Finally, a listener's level of understanding is influenced by various methods of creating an anticipatory mindset. If the speaker introduces his points by stating that it is going to be critical, the listeners are more apt to remember his criticism. The speaker has created, in the minds of his audience, a mindset to anticipate criticism. This enhances his ability to listen. Hence, motivation in terms of mindset, interest and attitudes may improve listening proficiency.

8. ***Hearing ability:*** Many think that those who suffer some hearing loss are not good listeners. Actually, just the opposite is true. Researchers have substantiated that those with moderate hearing loss usually are better listeners than those who have normal hearing. They realize that this ability, whatsoever they are having, must be exploited fully.

9. ***Usage:*** Writing skills and, to a lesser extent, speaking skills, improve with use, but this is not necessarily with listening. Instructions and practice in effective listening are needed for listening improvement. Listening is a skill that cannot be learnt easily. All of us can become better listeners and better teachers of listening skills by constant practice and recognizing the importance of listening.

10. ***Organizational and structural ability:*** Listening comprehension is directly related to the ability to organize and structure a message. Unorganized or unstructured matter takes more time in comprehension. The better organized the message is, the higher the comprehension will be. This is true of speakers as well as listeners.

11. ***Distractions in environment:*** Environmental factors also influence comprehension. Good listeners will learn to allow for or adjust to distracting elements, such as poor lighting or extraneous noises, poor ventilation, distance from the speaker, or other environmental shortcomings that the listener cannot control. Good listeners have the ability to overcome a distracting environment.

4.4 Importance of Listening

The ability to listen well is quite as important as the ability to speak well. In communication, however good a transmitter is, it becomes effective only in partnership with a good receiver. It is obvious that unless someone listens, any effort to communicate will be lost. After all, communication involves the negotiation of mutual meanings, which requires two parties.

Listening is a major ingredient of the communication process, and the lack of this skill is primarily responsible for many of the problems we experience with people. Effective human relations are based heavily on good listening skills. Poor listeners are usually also poor negotiators and are also ineffective in crisis situations.

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Effective listening is one of the critical skills related to effective communication. It requires more than merely hearing the speaker. It requires grasping and understanding. It includes active, empathetic and supportive behaviours.

Significance of Good Listening

1. An attentive listener stimulates better speaking by the speaker.
2. A good listener learns more than the indifferent listener.
3. A good listener learns to:
   (a) Distinguish fact from opinion,
   (b) Understand and evaluate inferences and reasoning,
   (c) Detect prejudices, assumptions, and attitudes.
4. A good listener can often restructure vague speaking into clearer meaning.

Research has revealed the following facts about listening:

1. Listening skills can be improved by training and instructions.
2. When improvement in listening is achieved, it may not be permanent.
3. There is a distinct difference between speaking rate and listening rate.
4. Generally, there is a high correlation between listening and intelligence.
5. One quarter of our waking time is spent on listening.
6. Even if the rate of speaking is increased by as much as 100%, the listening rate does not suffer.

4.5 Requirements of Effective Listening

The following are critical thinking skills useful for effective listening:

1. ***Perceiving:*** Abilities to listen and observe, to compare and contrast observations so as to organize and interpret them come under perceiving. Further, it is important to understand how one's own point of view and its influence on perceptions also is included in it.
2. ***Arranging:*** Ability to group one's perceptions, classify them, discover patterns in them, and place them in order of importance come under arranging.
3. ***Reasoning:*** Abilities to make decisions, exercise judgments, arrive at conclusions from specific examples, and recognize specific examples or draw specific conclusions relate to reasoning.
4. ***Inferring:*** Abilities to recognize underlying assumptions, to make generalizations, to understand cause-effect relationships, and to make predictions comes under inquiring.
5. ***Inquiring:*** Ability to ask questions about and to analyze meanings of perceptions, including determining what is relevant and whether something is a fact or opinion come under inquiring.

4.6 Traits of a Good Listener

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A good listener:

1. Waits for the opportunities: ask "what's in it for me?"
2. Judges content skips over delivery, errors.
3. Doesn't judge until comprehension complete?
4. Listens for central themes
5. Takes fewer notes and uses four to five different systems, depending on the speaker
6. Works hard, exhibits active body state
7. Fights or avoids distractions, tolerates bad habits, knows how to concentrate.
8. Uses heavier material as exercise of the mind
9. Interprets emotion laden words; does not get hung up of them.
10. Challenge, anticipates, mentally summarize, weighs the evidence, listens between the lines to tone of voice.

Task Listen to the jingles of some commercials and try to remember them. Later, recall those jingles and name the brand/commercial in which they were used.

4.7 Summary

- Listening is not the simple ability to decode information. It is a two-way exchange in which both parties involved must always be receptive to the thoughts, ideas, and emotions of the other.
- There are different types of listening. They are: Attentive listening, pretending listening, emphatic, selective, intuitive and listening for mutual creativity.
- The process of listening consists of three steps: Selection, reception and symbol.
- Listening is a major ingredient of the communication process, and the lack of this skill is primarily responsible for many of the problems we experience with people.
- Effective listening is one of the critical skills related to effective communication. It requires more than merely hearing the speaker. It requires grasping and understanding.
- A good listener listens to understand what is meant, not to get ready to reply, contradict, or refute. This is extremely important as a general attitude. Active listening is understanding without judgment. It is more than listening to the content of the message, it is also trying to understand what is behind the content.

4.8 Keywords

Attentive Listening: The practice of paying close attention to a speaker

Empathic listening: A way of listening and responding to another person that improves mutual understanding and trust.

Hearing: The faculty of perceiving sounds.

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Intuitive Listening: Involves the recognition of symbolic communication, metaphors, dreams, induction, nonverbal emotional communications etc.

Listening: Make an effort to hear something

Selective Listening: The act of listening to only the things a person wants to hear.

4.9 Self Assessment

State whether the following statements are true or false.

1. Hearing is a form of listening.
2. Listening is more of a physical activity and hearing is more of a mental activity.
3. Pretending listening is of no use.
4. Attentive listening is most effective form of listening.
5. Listening for mutual creativity is one of the higher forms of listening.
6. A good listener has a distinct type of personality.
7. Listening is an important ingredient of the communication process and lack of this can create problems in the communication process.
8. A good listener can recreate vague speaking to get clearer meaning.
9. Asking logical and related questions is an important part of effective listening.
10. A good listener gets carried away with the emotions of the speech and speaker.

4.10 Review Questions

1. How is listening different from hearing? Explain with the help of examples.
2. Discuss different types of listening. Give example for each.
3. Explain the process of listening with the help of an example.
4. Is effective listening related to personality or sex of an individual? Justify your answer.
5. "Listening is a skill that cannot be learnt easily". Substantiate.
6. "Listening is a major ingredient of the communication process". Discuss.
7. Discuss the requisites of effective listening.
8. Examine the traits of a good listener.
9. Is there a connection between listening and perception? If yes, what?
10. "Listening enhances scholarship". Do you agree? Give reasons for your answer.

Answers: Self Assessment

1. False
2. False
3. True
4. True
5. False
6. False
7. True
8. True
9. True
10. False

4.11 Further Readings

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Books

Bovee, Thill, Schatzman, *Business Communication Today*, 7th Edition, Pearson Education.

Herta A Murphy, Herbet Writing Hildebrandt, Jane P Thomas, *Effective Business Communication*, 7th Edition, Mcgraw Hill.

Online links

http://www.casaaleadership.ca/mainpages/resources/sourcebook/listening-skills.html

http://careerplanning.about.com/cs/miscskills/a/listening_skill.htm

http://powertochange.com/students/people/listen/

Notes

Unit 5: Note Taking & Note Making

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5.11 Review Questions

5.12 Further Readings

Objectives

After studying this unit, you will be able to:

- Assess the importance of note taking
- Discuss the Cornell method, Outline method and Mapping method of note taking
- Assess the relevance of note making
- Discuss the steps in effective note making
- Explain the methods of note making

Introduction

Note taking is the practice of recording information captured from a transient source, such as an oral discussion at a meeting, or a lecture. Note taking is an important skill for students, especially at the college level. Unless you have an extraordinary memory, effective note taking will be will

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help you throughout your college and professional careers. You can increase your comprehension and retention of information through accurate and meaningful note taking. But nonetheless, the key to good note taking habits is effective and active listening. A good note taker is one who listens to what is being communicated carefully and critically.

Note making is an advanced writing skill which has acquired importance of late due to knowledge explosion. There is a need to remember at least the main points of any given subject. Making notes is a complex activity which combines several skills like reading, writing, understanding, presenting and summarizing. We take notes to reduce the source material, like a chapter of a text book or an article, to a minimum, while still being able to follow the key points of an argument. Making notes helps you in retaining what you have read in much better manner. It also helps in your revision.

5.1 Importance of Note Taking

Note taking is without a doubt one of the most important and essential tools in a student's life. Note-Taking is important because:

1. It is essential for providing you with the necessary evidence to inform and develop your argument
2. It assists you in concentrating on and understanding the information you are reading by helping you to summarise the ideas and arguments in the text
3. It allows you to focus on the points relevant to your purpose
4. Well-organised notes make the writing process much more efficient
5. Notes developed using an active and critical approach will also allow you to refine your argument before you begin writing

5.2 Methods of Note Taking

Note taking is useful only when it is done properly. When you wish to acquire learning in the right manner, you need to be sure that you are concentrating on proper techniques in note taking. It is important to ensure that you are following the right methods in taking notes so as to not miss out on the important details and also to follow the lessons well.

Perhaps the simplest method of note taking is the sentence method. You can write every new fact, thought or any piece of information in a new sentence. This way your notes will looks slightly more organized than paragraph. However, it can sometimes become difficult to differentiate between major and minor facts. So, it is advisable that students use different fonts or different style (say, simple writing for major points and italics for minor points) so that they can easily figure the main and minor points.

We will discuss some more popular methods of note-taking in subsequent subsections.

5.2.1 Cornell Method

Lecture notes are an essential part of a successful student's life, whether it is high school or university level. Notes are of no use if they are not well organized and difficult to read. One of the most popular ways of taking notes is by using the Cornell method.

In this method, you need to divide the paper into three sections.

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Notes **Technique of Dividing the Page**

Approximately 2 inches from the bottom of your paper, draw a horizontal line all the way across the page. Approximately 2.5 inches from the left side of your paper, draw a vertical line from the top to the horizontal line you have just drawn. On standard paper, this will give you a 2.5 x 9-inch section on the left, a 6 x 9-inch section on the right, and 2 x 8.5-inch section at the bottom. The 6x9 section is you note taking section.

It is important that you create all three sections because each section has its own purpose in the Cornell method.

Once you have divided your paper into three sections, you are ready to take notes. While taking notes, you need to remember the 'R's of note taking.

1. ***Record:*** During the lecture, record your notes in the note-taking section. You should (practically you can't) not try to write down every single word of the lecture, but try to capture the main points. At this time, grammar, punctuation and spelling are not relevant, as long as the notes are readable later. There are a number of symbols and abbreviations that are commonly used while taking notes. You can also develop your own shorthand or abbreviations for your notes. You can create a key for your abbreviations so that you don't forget them. By time and repeated usage you will be able to remember the common abbreviations.

   Example: Some commonly used abbreviations and symbols

&	and
%	percentage
b4	before
govt.	government
w/0	without
ASAP	as soon as possible
edu	education
diff	different/difference
min/max	minimum/maximum
qty	quantity

2. ***Reduce:*** After the lecture, reduce your notes to main keywords. These are cues to help you remember the information, and they are written in the 2.5-inch section to the left of the notes. The cue section is also a good place to note any questions that you have as you go over your notes.

3. ***Recapitulate:*** The summary of your notes goes in the 2-inch space at the bottom of the page. Summarise each page of notes at the bottom of that page. You can also summarise the entire lecture on the last page of the notes for that lecture. Most lists place recapitulation as the last step in the 6 R's, but it is best to write your summary after you write your cues in the left-hand column. Writing it immediately ensures that the information is still fresh in your mind, which helps you create a more accurate summary.

4. ***Recite:*** Recite the information. Saying it out loud can help to reinforce the learning process. Ideally, you can cover up the note-taking section and use the cue section to jog your memory when reciting.

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5. ***Reflect:*** Think about your notes and the information that you have just learned. Consider how the information can be applied, and how it fits with what you already know. Figure out the significance of the information, and why knowing it is important.

6. ***Review:*** Review your notes frequently to so that you don't forget the information. It is advisable to set aside time several days each week to review and recite your notes. If you do this, you will not have to worry much before the exam.

5.2.2 Outline Method

The outline method of note taking starts on the left-hand side of the paper. The most important points are placed at the left edge of the paper. Less important points, which are typically ideas that support the main points, are indented to the right. Each set of less important points is indented more to the right. It is easy to see, at a glance, the level of importance of the different ideas because of the distance between them and the major points.

An alternate form, which requires a little more thought, is to start with minor points to the left and indenting as points get more important. The alternate outline form is best used in lectures where minor ideas are used to build up to the most important ideas.

With either form, indentation is enough to show the importance of the ideas and the relationship between them. If you would like something more concrete, however, you can opt for using dashes, bullets or a Roman numeral and letter combination for further emphasis. For the sake of speed and being able to focus on the lecture, you may want to consider adding the marks after class when you review your notes.

As the name suggests, the Outline method is a outline of the material, divided into Main topics, SubTopics, and details. Outline notes look something like this:

I. First main topic_____

  A. Subtopic_____

    1. Detail

       _____

       _____

       _____

    2. Detail

       _____

       _____

       _____

  B. Subtopic_____

The outline method of note taking has several advantages. The outline method not only shows the content and main points of the lecture, but also shows the relationship between points. With an outline, it is easy to identify the main points of the information, and reviewing can be as simple as turning main points into questions. In addition, the outline is set up so simply that it takes very little, if any, editing for notes to be easily understood.

A major benefit of the outline method is the ability to focus on the lecture. Outlining does not require speed or great detail in the writing, both of which take away from your ability to listen to what is said. Outlining does require that you pay enough attention to the lecture to be able to outline the key ideas, which can help you retain more of the information.

There are some disadvantages to the outlining method. The outline method can be difficult to use in science and mathematical courses because those courses need more of an ability to show sequential relationships than outlining offers. Courses with fast-paced lectures may also be difficult to outline, partially because outlining requires the note-taker to think about organization.

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5.2.3 Mapping Method

Mapping is a visual system of condensing material to show relationships and importance. A map is a diagram of the major points, with their significant sub-points, that support a topic. The purpose of mapping as an organizing strategy is to improve memory by grouping material in a highly visual way.

The map provides a quick reference for over-viewing a lecture or a textbook chapter.

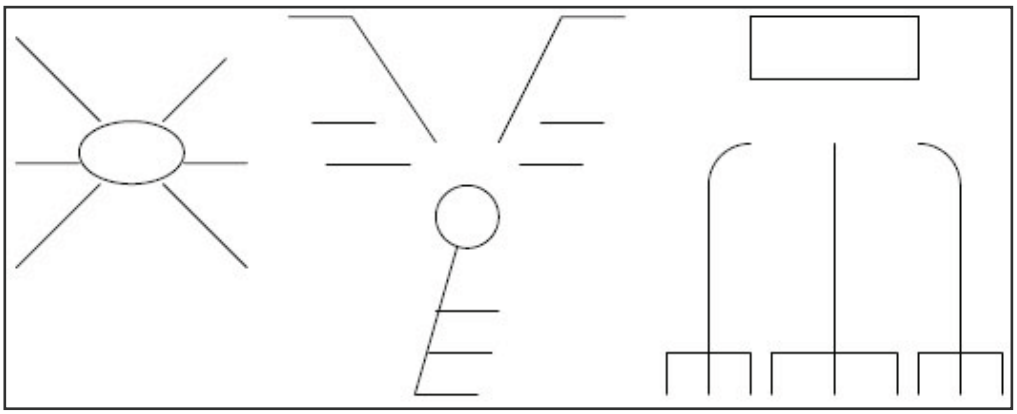
The following steps describe the procedure to use in mapping:

Draw a circle or a box in the middle of a page and write the subject or topic of the material or lecture in it.

Decide the main ideas that support the subject and write them on the lines radiating from the central circle or box.

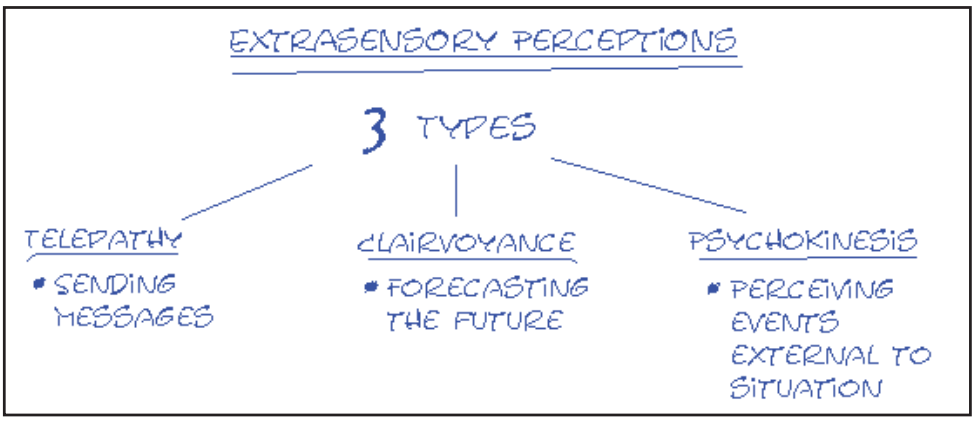
Decide the significant details and write them on lines attached to each main idea. The number of details you include will depend on the material and your purpose.

Maps are not restricted to any one pattern, but can be formed in a variety of creative shapes as the following diagrams illustrate:



The following example illustrates how the lecture on the extra sensory perceptions could be mapped. Notice how the visual display emphasizes the groups of ideas supporting the topic.

Example:



Source: www.mynoteweb.com

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The mapping method is the best approach when the lecture is heavy or when it will be your first time to hear the lecturer. This approach is also applicable when you are attending a conference or seminar.

The basic advantage of this format is that it helps you to visually track the main points of the lecture regardless of conditions. Since the information is presented diagrammatically, not much thinking is needed and relationships can easily be seen. It is also easy to edit your notes by adding numbers, marks, and color coding.

But sometimes the students tend to make the diagram so complicated that they are not able to decode it properly afterwards.

Notes **Tips for Effective Note taking**

1. Don't try to write down everything the speaker says
2. Write down the main points only
3. Try to write notes in point form with separate sub headings
4. Develop your own shorthand and abbreviations
5. Leave proper space between your notes so that you can make additions later on
6. Write down any references given in class to read later
7. Number any handouts issued or text book reference made with a corresponding number in the relevant place in your notes
8. Try to keep a highlighter or a different coloured pen with you so that you can underline key phrases
9. It is always advisable to date and number each sheet of notes
10. Before your next lecture expand on your class notes from text books, etc. to make your notes complete and more meaningful.

5.3 Writing Meeting Notes

Note taking skills also come in handy at professional level.

Did u know? The notes taken at a meeting are called minutes.

At some point your seniors may ask you to take minutes at a meeting. This task is not reserved for secretaries only. Any person who attends a meeting may be asked to do this. Since the minutes will serve as an official record of what took place during the meeting, you must be very accurate and organised. While taking minutes in a meeting the writer should be very attentive and excellent listener.

One who takes minutes should keep the following points in mind:

1. ***Before the Meeting, you should***
   (a) Decide how you will take notes, i.e. pen and paper, laptop computer, or tape recorder. If you choose pen and paper, you must make sure you have plenty of papers (or a diary or notebook) and at least a couple of pens in working order.
   (b) Use the meeting agenda to formulate an outline.

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2. *During the Meeting, you should*

   (a) Pass around an attendance sheet as soon as the meeting is called to order.

   (b) Get a list of committee members and make sure you know who is who.

   (c) Note the time the meeting begins.

   (d) Not try to write down every single comment made by the speaker, just put down the main ideas.

   (e) Write down motions, who made them, and the results of votes, if any but there is no need to write down who seconded a motion.

   (f) Also make note of any motions to be voted on at future meetings.

   (g) Also note the ending time of the meeting.

2. After the Meeting, you should

   (a) Transfer all the information noted to a system/ laptop as soon as possible after the meeting, while everything is still fresh in your mind.

   (b) Highlight the name of organization, name of committee, type of meeting (daily, weekly, monthly, annual, or special), and purpose of meeting.

   (c) Proofread the minutes carefully before submitting them.

Task

Listening and Note Taking Self-Assessment			
	Often	Sometimes	Seldom
1. I read my assignments before I go to a lecture.			
2. I find lectures interesting and challenging.			
3. My lecture notes are well organized.			
4. I recognize main ideas in lectures.			
5. I recognize supporting details of main ideas.			
6. I recognize patterns in lectures, i.e. cause-effect, concept-example.			
7. My lecture notes are complete.			
8. I recognize relationships between lectures and readings.			
9. I integrate my lecture notes with my reading notes.			
10. I summarize my notes, both lecture and reading, in my own words.			
11. I review my notes immediately after class.			
12. I conduct weekly reviews of my notes.			
13. I edit my notes within 24 hours after class.			

How did you do? Taking this task should help you identify the note taking skills on which you need to work. Good note taking skills include doing all of the things listed above for every class.

Source: www.istudy.psu.edu

Notes

5.4 Reasons for Making Notes

We make notes to:

1. Have a personal record of material
2. Assist understanding of material
3. Identify key points of the text
4. Help you retain what was said or what you read
5. Record pointers/reminders for further work, e.g. references
6. Remind you of things to do

5.5 Steps for Effective Note Making

The steps for effective note taking are as follows:

Step 1: You must be certain about the purpose of taking the notes.

Step 2: You must read the article or passage from which you have to make notes very carefully. You must read it with full concentration. You may read it twice (or even more times) if you have any doubts. After you are confident that you understand the text, you should select what you think are the main points and highlight them. Ideally, the key points should include names, dates, technical terms, arguments for/against, etc. You must keep a dictionary along so that you can look up for any words you don't understand.

Step 3: After you have identified the main points, you can now you can make notes. The idea should be to summarise the text in most effective manner. You should be brief, but not so brief that your notes don't make any sense. You may/should use headings and subheadings to divide up parts of your notes where appropriate.

Caution Don't forget that you will need to read your notes in the future, so you should be able to understand what you have written.

5.6 Methods of Note Making

Anyone can make notes, but it is difficult to make good, concise, brief, accurate notes. Notes are said to be good when they reflect and comment on the nature of the information you are referring to and which you can use and understand in future. To make effective notes, there are a number of techniques that you can use. We will discuss three of the most popular methods of making notes in subsequent subsections.

5.6.1 Sequential or Linear Note-Making

This traditional approach typically involves making notes in the form of lists or phrases. Notes of this type can be made for different purposes and can include more or less detail, as required, or to highlight points. The main features of good sequential notes are:

1. Key words and phrases
2. Headings
3. Sub-headings

Notes

4. Conciseness
5. Underlined or highlighted key points
6. Margins or written on every other line to allow space for comments or future additional notes
7. Inclusion of diagrams, flow charts and colours (if appropriate)
8. Suitable layout

Example: The following is an example of sequential note-making on Indian States:

Indian States

1. Delhi
   (a) Capital of India
   (b) Major business and cultural hub
   (c) Famous for its Red Fort, Qutub Minar and Jama Masjid
2. Tamil Nadu
   (a) Southernmost state
   (b) Chennai is the capital city
   (c) Good literacy rate

And so on…

The notes given in the example are clear and organised which forms a pattern and it's easier to store the information in long-term memory. The use of key ideas or words is crucial to sequential note-making. It is therefore important that you choose these carefully at the outset before compiling your notes.

5.6.2 Pattern Note-Making or Mind-Mapping

In 1979, Tony Buzan advocated that we need to make more use of note-making forms that use the right side of our brain. The left side of the brain works in a linear way; it deals with lists and sequences. On the other hand, the right side builds and stores images and patterns.

Buzan introduced the concept of mind-mapping which involves making notes with patterns and by using images. Buzan believes that these images and patterns can be important aspects of our learning processes and provide effective routes to understanding.

This technique is a more visual method of note-making than a linear approach. This approach uses arrows and circles to connect key words/phrases and should lead to the creation of a spreading pattern in all directions, rather than just words which start at the top of the page and work down. It is same as mind mapping technique we discussed in unit 5.

The main features of pattern note-making/mind-mapping include:

1. Starting with a central heading / concept in the centre of the page
2. Noting key words, ideas and / or concepts which surround the central idea / concept
3. Heading and subheadings highlighted with boxes / circles
4. Underlined or highlighted key points

5. Conciseness

6. Use of symbols, images and colour as necessary

7. Arrows / lines ('branches') to link key words, ideas and / or concepts and to show developments / process e.g. 'this leads to ...' - these branches should radiate from the central topic / idea

8. Semi-structured layout using a page sideways (landscape), and the notes are restricted to this page.

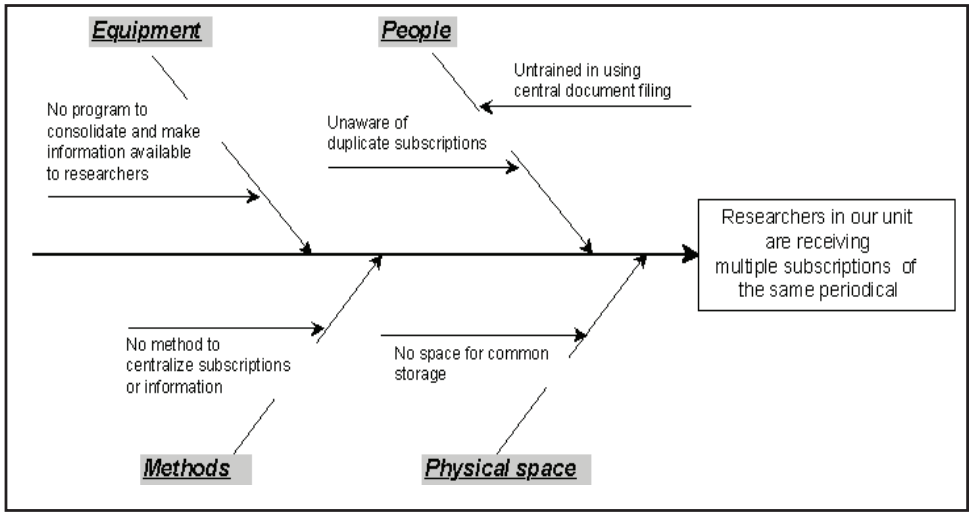
Notes

5.6.3 Fishbone Diagram

Fishbone diagrams, or 'Ishikawa diagrams', named after Professor Kaoru Ishikawa, the originator, are useful for analysis to identify and illustrate cause and effect issues in any situation.

The problem is identified (tip of arrow) and 'side bones' are added, as appropriate, to build up a structure perceived to be contributing to the 'effect'.

Example:



Source: www.web2.concordi.ca

These diagrams are now used regularly in quality management and are particularly useful for group analysis and discussion of a problem, as shown above.

However, they are also useful as an individual form of note making, especially if you need to build a note picture of a cause and effect situation in preparation for writing an assignment or handling an exam question.

Task Make notes using a diagram (mapping method) for functions of a manager.

Notes

5.6.4 Effective Note Making

Your note making technique and presentation should be such that you don't need to waste time re-writing them. Following are some points that should be kept in mind while making notes:

Making notes means that you do not have to write fully expressed sentences: they must however be in your own words and clear enough for you to be able to read them when you come back to them.

Don't simply copy out of textbooks: put the notes into your own words. To be able to do this, you will have to ensure full understanding of the topic. This understanding makes for effective learning.

Although you can copy out direct quotations from the text, you should keep these to minimum: where you feel a quotation is particularly apt, or where it expresses an idea so clearly that you could not put it better yourself, even in note form, only then you should quote verbatim.

Leave lot of space in between major points: this will let you add points later and will make it quicker and easier to re-read your notes.

Always review your notes: fill in gaps, sort out misunderstandings, and make summaries of topics to enhance your understanding of the material.

Example: **Note Making**

Below is a passage about a girl called Genie who was raised in a very deprived environment.

Genie

Genie, a Californian girl was locked in a room from the age of about one and a half until she was over thirteen (Curtiss, 1977). Genie's father kept his wife, who was going blind, more or less completely confined to the house. The main connection between the family and outside world was through a teenage son, who attended school and did the shopping.

Genie had a hip defect from birth that stopped her learning to walk properly, and her father frequently beat her. When Genie was twenty months old, he apparently decided that she was retarded and 'put her away' in a closed room with the curtains drawn and the door shut. She stayed in that room for the next eleven years, seeing the other members of the family only when they came to feed her. Genie had not been toilet trained, and spent part of her time harnessed, naked, to an infant's potty seat. Sometimes at night she was removed, only to be put into another restraining garment, a sleeping bag within which her arms were imprisoned. Tied up in this way, she was also enclosed in an infant's cot with wire mesh sides and a mesh cover overhead. Somehow in these appalling circumstances she endured the hours, days and years of her life. She had almost no opportunity to overhear any conversation between others in the house. She had no toys or other objects with which to occupy her time.

In 1970 her mother escaped from the house, taking Genie with her. The condition of the girl came to the notice of a social worker, and she was placed in the rehabilitation ward of a children's hospital. When she was first admitted to the hospital, she could not stand erect, run, jump or climb, and was able to walk only in a shuffling, clumsy way. She was described by a psychiatrist as 'unsocialised, primitive, hardly human'. Once in a rehabilitation ward, however, Genie made fairly rapid progress. She learned to eat quite normally, and tolerated being dressed like other children. Yet she was silent almost all of the time and masturbated constantly, in public situations, refusing to abandon the habit. Later she lived in the home of one of the doctors from the hospital and gradually developed a fairly wide vocabulary. Yet her mastery of language never progressed beyond that of a three or four year old.

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Study of Genie indicated that she was not suffering from any mental defects. What seems to have happened to Genie is that by the time she came into close human contact, she had got beyond the age at which the learning of language and other human skills is readily accomplished. Cases such as Genie's indicate to us the crucial importance of the process of socialisation.

(***Source:*** adapted from A. Giddens 'Sociology' Polity Press, Oxford, 1993.)

Sample Notes

Genie had little contact with other people from 20 months to 13yrs. During this time she was kept in a shut room with no light. She was never toilet trained and spent much of her time restrained. She was deprived of human contact language and toys.

Genie came to the notice of social workers and was placed in a rehabilitation hospital. She was described as "primitive and hardly human".

Made rapid progress, learning language, eating and dressing skills. However, these skills were limited in development.

Case shows the importance of primary socialisation.

5.7 Note Making vs Note Taking

The major point of difference between note taking and note making are highlighted in the table below:

Note Taking	Note Making
The process of writing or recording what you hear in a descriptive way. This is the first stage of producing effective notes.	An advanced process that involves reviewing, synthesizing, connecting ideas from the lecture or reading and presenting the information in a readable, creative way; and in a way that will remain in your mind.

5.8 Summary

- Note taking is an important skill for students, especially at the college level. Unless you have an extraordinary memory, effective note taking will be will help you throughout your college and professional careers.
- Note taking assists you in concentrating on and understanding the information you are reading by helping you to summarise the ideas and arguments in the text.
- It is important to ensure that you are following the right methods in taking notes so as to not miss out on the important details and also to follow the lessons well. Popular methods of note taking include sentence method, Cornell method, outline method and mapping method.
- Note taking skills is also helpful for professionals. Note taking skills helps them in taking the minutes properly and in an organized way.
- Making notes is a complex activity which combines several skills like reading, writing, understanding, presenting and summarizing.
- Effective note taking and making methods are those that best encourage the process of review and recall of what has been learned, and encourage integration of your own perspectives, comments and reflections.

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- To make effective notes, there are a number of techniques that you can use. Some more popular techniques include the linear method, mapping method and Fishbone method.
- Effective note making requires the writer to summarise the text and not directly copy from the text. The notes should be such that they can be read in future also.
- Note taking is sometimes taken as the first stage in note making.

5.9 Keywords

Fishbone Diagram: The problem is identified (tip of arrow) and 'side bones' are added, as appropriate, to build up a structure perceived to be contributing to the 'effect'.

Indentation: The blank space between a margin and the beginning of an indented line.

Linear Note Making: Traditional approach that typically involves making notes in the form of lists or phrases

Mapping: A visual system of condensing material to show relationships and importance.

Mind-mapping: It involves making notes with patterns and by using images

Minutes: A summarized record of the proceedings at a meeting.

Note Making: An advanced process that involves reviewing, synthesizing, connecting ideas from the lecture or reading and presenting the information in a readable, creative way

Note Taking: Practice of recording information captured from a transient source, such as an oral discussion at a meeting, or a lecture.

Recapitulate: Summarise

Sentence Method of Note Taking: Writing each point separately in a different sentences

5.10 Self Assessment

State whether the following statements are true or false.

1. A good note taker has to be a good listener.
2. While taking notes, the student should try and jot down every comment made by the speaker.
3. While using the sentence method of note taking, it is advisable to distinguish between main points and minor points.
4. While taking notes, a student should take utmost care for grammar, spellings and punctuations.
5. Saying the information noted down aloud helps in longer retention of the information.
6. Making notes is an easy task.
7. Making notes helps you identify the key points of the text.
8. While making notes, the attempt should be to make them as brief as possible.
9. Linear method of note making makes use of diagrams and charts.
10. The left side of the brain deals with lists and sequences.

Fill in the blanks: **Notes**

11. In Cornell method of note taking, a student divides the paper into……. sections.
12. The outline method of note taking starts on the …….hand side of the paper.
13. ……..method of note taking does not require speed or great detail in writing.
14. Purpose of …… is to improve memory by grouping material in a highly visual way.
15. The notes taken in a business meeting are called……
16. The main idea behind note making is to record…….
17. The use of key ideas or words is crucial to …….method of note-making.
18. The ……..side of the brain builds and stores images and patterns.
19. Fishbone diagrams are also called……..diagrams.
20. ……..is often considered as the first stage of producing effective notes.

5.11 Review Questions

1. "The key to good note taking habits is effective and active listening." Comment.
2. "Note taking enables you to acquire learning in the right manner." Discuss.
3. "Notes are of no use if they are not well organized and difficult to read." Substantiate.
4. Draw a specimen of a page to explain the Cornell method of note taking.
5. Explain the 6 'R's of note taking.
6. Suppose you are taking notes on world geography. You are being told about continents and powerful countries within. How will you take down notes using mapping method? Draw a diagram as a specimen of your notes.
7. Explain the sequential method of note making with help of an example.
8. Assess the pattern note making method. Explain its utility with help of examples.
9. What things should a student keep in mind while making notes from a text book?
10. Read the following short essay and make proper notes.

Global Warming: A Deadly Threat for Human Life

Global Warming refers to the sustained increase in the average temperature of the earth's atmosphere. Human activity contributes to this change through the buildup of heat-trapping greenhouse gases. Over time, this increase may be sufficient to cause climatic change, including raising sea levels, altering precipitation patterns and changing water supplies and crop yields. It is also an increase in the near surface temperature of the Earth. Global warming has occurred in the distant past as the result of natural influences, but the term is most often used to refer to the warming predicted to occur as a result of increased emissions of greenhouse gases. Scientists generally agree that the Earth's surface has warmed by about 1 degree Fahrenheit in the past 140 years.

The Intergovernmental Panel on Climate Change (IPCC) recently concluded that increased concentrations of greenhouse gases are causing an increase in the Earth's surface temperature and that increased concentrations of sulfate aerosols have led to relative

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cooling in some regions, generally over and downwind of heavily industrialized areas. Global warming has occurred in the distant past as the result of natural influences, but the term is today most often used to refer to the warming some scientists predict will occur as a result of increased anthropogenic emissions of greenhouse gases. The usual method to research about this phenomenon is to measure the surface-air temperature over time. Some people blame the nature for the temperature increase while other points at human causes, such as our cars, industries that pollutes the air with Carbon Dioxide and farmers in the third world that pollutes the air with methane gas. Both Carbon Dioxide and Methane are Greenhouse gases. Since the late 19th century, we have experienced a rise in average global temperatures approximated between 0.6C and 0.2C.

11. Make notes after reading the following text. Use Linear method.

Spiritual Basis of Satyagraha

Gandhi is too near us in time to enable us to judge him from the perspective of history and human thought. Patriots may call him "Father of the Nation"; historians may call him the "Liberator of India". However, it must not be forgotten that he was a Mahatma in the line of the great men who have stood, fought and suffered for vindicating the moral and spiritual values against the forces of barbarism.

The shifting code of behaviour accepted by one age or one civilization had little appeal for him. He stood for the supremacy of the eternal Moral Order, of which the prophets had spoken and the poets had sung. His achievements were all the more notable because he lived and worked in an age which, by and large, ignores God and scoffs at morals in the matter of social and political activities. He did not only stand for the Moral Order; he tried to translate it into his individual life. He came to pledge himself progressively not only to non-violence and truth but also non-stealing, non-waste and non-possession—ahimsa, satya, asteya, brahmacharya and aparigraha—described by Patanjali in the Yoga Sutra as the mahavratas (the great vows), which a yogi has to observe regardless of time and place.

Truth was God to Gandhi. "Once I believed that God is Truth", he wrote once. "I now believe that Truth is God". "God as Truth", he wrote, "has been for me a treasure beyond price. May He be so to every one of us." His whole life was an experiment in living for truth, a mighty effort to weld thought, word and deed into a unit. His achievements, great though they were, were only a partial expression of this effort.

Living by Truth in this sense led him to two far-reaching conclusions: first, pursuit of Truth in the individual life can only be the keystone of enduring creative activity; secondly, whosoever seeks to realise Truth must be ready to back it up with his life. To use the beautiful words of Romain Rolland: "A man's first duty is to be himself, to remain himself even at the cost of life."

Truth, thus viewed, is the only spiritual charter for free souls. It is the assertion of the dignity of man. It is a revolt against regimentation of life; against passive subordination to dogmas, social, political or religious; against the despotic unity which is being imposed by the political and social theories of modern Europe which deify the state. At the same time, Gandhi felt that living for one's truth may become unethical unless it is harnessed to nonviolence. It was this alchemy of welding truth with nonviolence which led him to forge the weapon of satyagraha (literally "insistence on truth").

If one decides to stand up for the truth as one sees it and backs it up with one's life, one must also accept the limitations of nonviolence and abjure the use of brute force. If this is done, the technique acquires a new edge and a fresh meaning. The use of satyagraha carries with it many and varied implications. The man who adopts the weapon has to direct it against the evil, not the evil-doer, a very difficult thing to do without a continuous process of self-

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purification. At the same time, he has to see that it does not inflict violence on the other side, but is content to invite suffering on himself. Suffering, deliberately invited, in support of a cause which one considers righteous, naturally purges the mind of the satyagrahi of ill-will and removes the element of bitterness from the antagonist.

The efficacy of satyagraha depends upon the tenacity to resist evil which, while it abjures force, develops in the satyagrahi the faculty to face all risks cheerfully. Thus, the emphasis is transferred from aggression by force to resistance by tenacity. It is only when these requirements are met that nonviolent satyagraha becomes a mighty weapon of resistance both in the struggle for freedom as well as in self-realisation. The results are reached by slow degrees, it is true, but the resultant bitterness is short-lived.

Satyagraha in some form or the other was adopted by various sets of people at different times in history. But it was left to Gandhi to perfect the technique by which mass resistance could succeed in achieving enduring results without resorting to force and without leaving a legacy of bitterness behind. The technique acquires great importance in the modern world when instruments of coercion and destruction are concentrated in the hands of a few rulers in every country. Those who serve the cause of freedom or collective welfare have no other efficacious weapon left, except satyagraha. We see this illustrated in the satyagraha offered by the Negroes in U.S.A.

Satyagraha as a social force is not a negative creed of the pacifists, a pious wish, a faith devoid of passion. It is an activity resulting from an effective will to vindicate the supremacy of the Moral Order. In the hour of danger, it demands the highest form of heroism as well as self-control.

Satyagraha, as Gandhi often said, is a weapon of the strong, not a cover for the cowardice of the weak. As he himself recognised, in the practical affairs of men there may be occasions when nonviolence may have to be tempered with the defensive use of violence.

Nonviolence is absolute in principle; but on occasions, as the one which presented itself to Arjuna in the Bhagavad-Gita, it has to be a mental attitude, not an absolute refusal to resist violence by violent methods.

The power of satyagraha lies in the satyagrahi's firm determination to uphold his truth at the cost of his life in a spirit of humility. This power only comes to a satyagrahi when he acquires the faith that the cause he fights for is God-given. This aspect of satyagraha was thus expressed by Gandhi: "But who am I? I have no strength save what God gives me. I have no authority over my countrymen save the purely moral. If he holds me to be a sure instrument for the spread of nonviolence in place of the awful violence now ruling the earth, He will give me the strength and show me the way. My greatest weapon is mute prayer. The cause of peace is, therefore, in God's good hands. Nothing can happen but His will expressed in His eternal, changeless Law which is He." "God is a living presence to me. I am surer of His existence than of the fact that you and I are sitting in this room. I may live without air and water but not without Him." "You may pluck out my eyes, but that cannot kill me. But blast my belief in God and I am dead." "Whatever striking things I have done in life, I have not done prompted by reason but by instinct, I would say God."

Gandhi had none of the sanctions which position, power and wealth give; the only sanction he possessed proceeded from his nearness to God. It is this which gave him an authority over the hearts of men, an authority which was spiritual and moral. To a world dominated by what Aldous Huxley calls "the false doctrine of totalitarian anthropocentrism and the pernicious ideas and practices of nationalistic pseudo-mysticism", Gandhi gave a new technique of spirituality in action.

Notes

Answers: Self Assessment

1.	True	2.	False
3.	True	4.	False
5.	True	6.	False
7.	True	8.	False
9.	False	10.	True
11.	3	12.	Left
13.	Outline	14.	Mapping
15.	Minutes	16.	Pointers
17.	Sequential	18.	Right
19.	Isikawa	20.	Note taking

5.12 Further Readings

Books

A.N. Kapoor, *Business Correspondence and Communication Skills*, S.Chand.

Bovee, Thill, Schatzman, *Business Communication Today*, 7th Edition, Pearson Education.

Herta A Murphy, Herbet Writing Hildebrandt, Jane P Thomas, *Effective Business Communication*, 7th Edition, Mcgraw Hill.

Shirley Taylor, *Communication for Business*, Pearson Education.

Online links

http://edutechwiki.unige.ch/en/Note_taking

http://www.dartmouth.edu/~acskills/success/notes.html

http://www.canyons.edu/committees/leap/team1/15tips/tip2.asp

www.rajeduboard.nic.in/books/XI/11072/Chapter9.pdf

www.pdtogo.com/files/making%20notes.pdf

Unit 6: Practising Listening Skills

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Objectives

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6.1 Talk Shows on NDTV 24 x 7

6.2 Devil's Advocate on CNN IBN

6.3 Entertainment Talk Shows

6.4 Commentaries

Objectives

After studying this unit, you will be able to:

- Realise how talk shows and commentaries help improving listening skills
- Know about famous talk shows that would help you in practising listening skills

Introduction

Listening is an art, a skill, a discipline, and like other skills, it needs self-control. Listening is a very inefficient activity on the front end. Listening skills are generally acquired skills that can be developed. You must understand what is involved in listening and develop the necessary techniques to be silent and listen. To improve listening skills, you need to be fully present in a conversation. Availability and attention are related in listening skills training. But the first is required for the second. When you are available you are finally able to pay attention. You must ignore your own needs and concentrate attention on the speech.

You can improve your listening skills by listening to various chat shows or commentaries on television and radio. In this unit, we will discuss about a few chat shows and provide you with pieces of commentaries. Based on these, there will be exercises that will help you to hone your listening skills.

6.1 Talk Shows on NDTV 24 x 7

NDTV 24 x 7 is the flagship channel from the NDTV news network. It is India's most watched English News channel. Winner of numerous awards, including the Asian Television Award for Best News Channel, NDTV 24X7 is home to the finest journalists and TV production team across the country.

It also beams its cutting-edge programming beyond Indian shores, broadcasting in the UK on the Sky Digital platform, in the U.S. on the Direct TV platform, in Canada on the ATN platform, in Australia on the Vision Asia platform, in Europe on the WorldTV platform, and in Singapore on the Singtel platform.

The Key Shows

We The People: This powerful opinion-based show, hosted by Barkha Dutt, puts eminent panelists at the mercy of an enquiring public, throwing the floor open for discussions on the issues affecting the country and its people and ensuring that the average citizen has his or her say.

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The Big Fight: Hosted by Vikram Chandra, the show pits those on opposite sides of an issue against each other in a lively and often heated debate. What emerges from the sometimes controversial opinions is a thorough 360° view of the key national or global issue at hand.

India 60: Verdict: NDTV's flagship news programme, India 60 Minutes, is complemented by this special debate segment on the major controversy of the day. Designed to be interactive, it lets viewers have the final word on the big issue in that day's news, be it from politics, sports, entertainment or business.

Bombay Talkies: Sreenivasan Jain takes a walk with Mumbai's renowned personalities, through an area that is especially significant to him or her. The freewheeling chat format of the show touches upon a range of issues, showcasing new facets of their persona. The show has featured people from all walks of life, including the likes of Amitabh Bachchan, Raj Thackeray, Nusli Wadia, Shatrughan Sinha and Sanjay Leela Bhansali.

Walk the Talk: One of the flagship programmes of NDTV 24X7, it is a technical first in the Indian television industry, being the only programme in the country to be shot in one take. For four years and with over two hundred episodes, Indian Express Editor-in-Chief, Shekhar Gupta, has travelled and questioned every eminent national personality at a place of special relevance to the guest. Amongst the stellar guests the show has had, were all three of India's recent Nobel Prize winners – Dr. Amartya Sen, VS Naipul and the Dalai Lama.

(***Source:*** www.ndtv.com)

Exercises

1. Watch any one of the above mentioned talk shows and identify the theme of the show.
2. Watch the 'Big Fight' and listen to the arguments carefully. Take down notes and later on try to identify the supporting ideas and digressions, if any.
3. Watch the 'Walk the Talk' show and listen to the conversation carefully. Take down notes and prepare a brief analysis on the show.

6.2 Devil's Advocate on CNN IBN

This talk show is hosted by Karan Thapar. He investigates beneath the surface to get to the truth when he puts an argument to test with a noted personality. On Devil's Advocate he interviews few of the biggest news makers of the world in a razor sharp analysis. He has interviewed the likes of Manmohan Singh, Ram Jethmalani, Sharad Pawar, The Dalai Lama, Condoleezza Rice, Farooq Abdullah and CWG federation CEO Mike Hooper.

Excerpts from Devil's Advocate's Episode Featuring Pranab Mukherjee (Converted into text)

Karan Thapar: I want to talk to you as a Foreign Minister. Suddenly it seems India is surrounded by neighbours in turmoil. There is crisis in Pakistan and Bangladesh, effective civil war in Sri Lanka, political paralysis in Nepal. It looks as if India is surrounded by a sea of insecurity and uncertainty. How concerned are you?

Pranab Mukherjee: I would not look at it totally negatively. There are certain positive developments also. You are talking of Nepal but at the same time sometime back, elections to the constituent assembly took place, one organisation which believed in violence, they gave up violence and joined the team of national multi-party political system.

Of course, there would be divergence of views in a democratic system, differences of opinion. In Pakistan also, election took place, elected government came to power after a

Contd....

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long spell of army rule. In Sri Lanka, there is a fight against LTTE and the Sri Lankan armed forces. We are deeply concerned for the plight of civilian Tamil population which has been caught in the crossfire. But in other areas, there has been some democratic changes also. For instance, in Maldives. Therefore, it happens and our approach is to help our friends whenever they want it and to the extent possible for us. And to see peace, stability and development take place in our neighbours.

Karan Thapar: Let's talk of these countries individually one by one. First, Pakistan. You have said that Pakistan's response to India's terror dossier is a positive development, the foreign secretary in Colombo said, it was a welcome step. Has this therefore, lessened the tension and reduced the temperature between the two countries or does the sense of crisis remain unchanged?

Pranab Mukherjee: We have never raised the temperature. This is the phrase, I think British Foreign secretary used, and I told him that 'no, I have not raised the temperature'. We have not stopped the communication line. But what we want is that the perpetrators of 26/11 have to be brought to justice, infrastructure available to the terrorist should be dismantled. And Pakistan authorities must fulfill their bilateral and internal commitments. And we are insisting on that.

Karan Thapar: In the meantime, every time President Zardari speaks in interviews or makes comments etc, he speaks things that are reassuring. As you judge him, do you see him as sincere or is this just rhetoric of words?

Pranab Mukherjee: He is a nice man. He is a gentleman, Gilani is a gentleman, Quereshi is a gentleman. But this is not the question of personalities; the question is that the incumbent government has responsibility. When we talk of, we talk of the incumbent government.

Karan Thapar: So you see Zardari as a nice man, a gentle man whom you can do business with. Therefore the onus is on him to prove that he will take the steps?

Pranab Mukherjee: Onus is on the Pakistani authorities to dismantle the infrastructural facilities available to the terrorists, to bring to justice the perpetrators of terrorism and to co-operate with India in achieving this objective.

The relationship between India and Pakistan is not the point of issue at this point of time. Point of issue is how to fight terrorism. It is not the question of improving our bi-lateral relations. Our bilateral relations are there, people to people contact is there.

Karan Thapar: Do you think Zardari is genuinely committed to fight against terrorism or do you think he is telling different things to different people, because he is trying to buy time and that the system in Pakistan won't respond.

Pranab Mukherjee: I would not like to comment on the system of Pakistan because it is for them to comment on this issue. But what I would like to say is that I believe in his sincerity because he himself is the victim of terror attacks. His wife, Benazir Bhutto fell as the victim of the senseless brutal terror attack.

Karan Thapar: So you mean that you believe in his sincerity?

Pranab Mukherjee: I believe in his desire to fight against terrorism but at the same time my belief is not adequate and it must be backed by the action taken by the government and the authorities of Pakistan.

Karan Thapar: Let me come to a different subject. Last week, as perhaps you know the former Pakistani Prime Minister Khurshid Kasuri gave me an interview where he revealed that during the time when general Musharraf was President, extensive progress had been made between India and Pakistan on the back channel, in fact he said that more progress was made than most people believed. Can you confirm on that?

Contd....

Notes

Pranab Mukherjee: You know, what takes place in the back channel is never discussed in public. Otherwise there is no need of having a back channel at all. I cannot comment on what Quereshi told, but it is not our practice to make any comment, any observation on back channel.

Karan Thapar: Let me come to America. We have a new government, a new administration in America, recently Richard Holbrooke has repeated something that President Obama has said quite frequently that America would like to see some reduction in tension between India and Pakistan so that Pakistan can concentrate on its western border. How do you respond to such thinking?

Pranab Mukherjee: We have made it quite clear. When we had interactions with Mr Holbrooke or any other official coming from USA, we made it clear that the issue is not the relationship between India and Pakistan.

The issue is how to fight against terrorism. How to dismantle the infrastructural facilities that is available on Pakistan's territory used by Pakistani elements to attack on India. How to bring the terrorists to justice. These are the issues and not the India and Pakistan relationship.

Karan Thapar: Did he understand that point?

Pranab Mukherjee: We conveyed it quite clearly and I don't see why is there any reason to not understand it.

Karan Thapar: In his address to American people a few days ago, President Obama said that he would stop tax breaks to companies that ship jobs overseas. Many people believe that this could be a direct hit to Indian IT industry.

As you know that 60 per cent of India's IT property comes from America alone. Is this something that we have to accept or can the government persuade President Obama not to be protectionist?

Pranab Mukherjee: We cannot find country-specific solution to these kind of problems. The issue is that our IT industry will be affected with the impact of meltdown and financial crisis. It is not merely in USA but other parts also will be affected and we have to address the problem.

Karan Thapar: Is this an issue you can take up at the WTO because many people believe that what Obama intends is protectionist and therefore could be raised at the WTO?

Pranab Mukherjee: We are opposing protectionism, any form of protectionism, not only here, because that would be according to all assessments done. And Prime Minister Manmohan Singh while participating in G20 summit in last November made it quite clear.

Karan Thapar: So you could raise it in WTO?

Pranab Mukherjee: We are not only raising it but opposing it in every forum. Any attempt of protectionism.

Karan Thapar: And you are making it clear to President Obama that this is not the policy you agree with and that you think is justified?

Pranab Mukherjee: No question of finding any justice in it. Any kind of protectionism at this time should be avoided.

Karan Thapar: Mr Mukherjee, a pleasure speaking to you.

Source: www.thehindubusinessline.com

Exercises

Notes

1. Identify the central theme of the conversation between Karan Thapar and Pranab Mukherjee, given in box above.
2. Watch a few episodes of Devil's Advocate, especially the ones featuring Ram Jethmalani, Pervez Musharraf and The Dalai Lama (full episodes are available on YouTube). Listen to the conversation carefully and identify the major points of conversation, and then summarise the entire conversation.

6.3 Entertainment Talk Shows

1. ***Koffee with Karan***

The show is noted for its fresh and witty appeal, and it is very popular with the younger audiences. The show began to air in 2004 and was a huge success. The first episode aired on November 19, 2004 and the first season ended on May 27, 2005. The show had been put on hold due to Johar's commitment to his next directorial project, Kabhi Alvida Naa Kehna (2006). After 4 years and various re-runs on Star World, Koffee with Karan returned on screen on November 7, 2010 for season 3. Until February 13, 15 episodes have been aired on Star World.

Regular segments

Rapid Fire

The segment involves Johar asking a volley of questions to the guest, in which they have to answer as quickly as possible. The questions usually involve making choices between two options or just giving a straight answer. Johar usually forces the guest to choose one option of the two he presents.

The Lie-O-Meter

Johar uses a bleep, which he calls the Lie-O-Meter, to indicate if he thinks the guest is lying. The Lie-O-Meter was mostly used in season one.

Opinions

Sometimes the show features a segment which allows the guest to see and hear other people's opinions. They may come from the general public or even people within the industry itself.

(***Source:*** www.wikipedia.com)

2. Rendezvous with Simi Garewal

Rendezvous with Simi Garewal is a India syndicated talk show, hosted and produced by its namesake Simi Garewal, and is the highest-rated talk show in Indian television history. It is currently the longest-running daytime television talk show in the India, having run since 1997 and is now in its 5th season.

Rendezvous with Simi Garewal appears as a unique conversation where very public, media savvy celebrities almost forget the camera and reveal their innermost feelings and share confidences with a concerned and empathetic host.

Brought to life by the warm, casual and charming style of one of India's best-known celebrities, Simi Garewal, the show itself is a reflection of her elegance and taste. Sober and sophisticated,

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wearing her trademark white - on a beautiful calming and ethereal white terrace, coloured only with a pastel palette of flowers, she welcomes thinking and articulate men and women ranging from political leaders, industrialists, sportsmen, film stars, musicians, film makers, royalty, etc. Often a spouse or a family member is included, bringing a new human dimension. Entertaining, inspiring, and thought provoking, Rendezvous, provides an insight, hitherto unknown, into those fascinating men and women who have captured the public imagination.

Exercises

1. Watch a few episodes of Koffee with Karan and listen to the conversation carefully. Listen to the questions and answers attentively. Jot down the main points of the show.
2. Rendezvous with Simi Garewal is an extremely popular show, known for its elegance and sophistication. Watch a few episodes and listen to the conversation. Comment on the technique of putting questions and the reply by the guests.

6.4 Commentaries

1. Sridhara Swami's Commentary on Bhagavad-Gita (Converted into Text)

OM

I bow down to the omnipotent Supreme Lord Krishna, the embodiment of supreme bliss, who by His own mouth expressed what had been taught with dexterity by Ananta Sesha's innumerable mouths.

Respectfully bowing down to Vishnu the preserver of the universe and Shiva who is in charge of universal destruction and being guided by devotion to them, I am writing this commentary named Subodini on Srimad Bhagavad-Gita.

After meticulously scrutinizing the opinions of Sankaracarya's commentary on Srimad Bhagavad-Gita and finding it not fully encompassing, as likewise also the opinions of his followers, I am beginning this Subodini commentary on Srimad Bhagavad-Gita.

By reading with intelligence this commentary called Subodini the meaning of Srimad Bhagavad-Gita will be illuminated and thus should always be meditated upon by the wise.

The extremely magnanimous Supreme Lord Krishna, whose feet are always worshipable by everyone; manifested Himself as the son of Devaki and Vasudev in this world for the ultimate benefit and welfare of all humanity.

The Supreme Lord Krishna with the light of absolute knowledge and the torch of esoteric wisdom, rescued Arjuna, whose discrimination being overpowered by grief and despondency as a result of harboring false conceptions, had the incorrect inclination to renounce his own authorised duty as a ksatriya and accept the unauthorised duties of a brahmana. This very subject taught by the literary incarnation, lila avatara, Krsna Dvaipayana Vyasa is revealed in the seven hundred verses of Srimad Bhagavad-Gita. In these seven hundred verses Krsna Dvaipayana Vyasa has written down all the verses spoken by Lord Krishna in his monumental historical epic, Mahabharata; and with great attention he has at certain places put a few of the verses in narrative form to properly introduce the dialogue of Lord Krishna to Arjuna. Thus this commentary known as Subodini will now commence.

Thus ends the introduction to the commentary of Srimad Bhagavad-Gita

(***Source:*** www.bhagvad-gita.org)

Exercises **Notes**

1. Summarise the above given commentary.
2. Listen to some more commentaries on Bhagvad-Gita and take notes.

2. Cricket Commentary

Excerpt from India vs Sri Lanka World Cup 2011 Finals (Indian Innings- 40th over onwards)

End of over 40 (11 runs) India 221/3 (54 runs required from 60 balls, RR: 5.52, RRR: 5.40)			
G Gambhir	96* (117b 9x4)	M Muralitharan	8-0-39-0
MS Dhoni	59* (58b 5x4)	SL Malinga	7-0-28-2
Randiv wipes the ball with his towel. I remember Ranatunga used to always keep a short towel in his behind.			
40.1	Randiv to Dhoni, no run, goes back to push this off break, delivered from round the stumps, to cover		
40.2	Randiv to Dhoni, 1 run, around the off stump line. pushed out to long-off for a single		
40.3	Randiv to Gambhir, no run, leans forward to defend this to the off side.		
40.4	Randiv to Gambhir, no run, tossed up on the middle, from round the stumps, driven back to the bowler		
40.5	Randiv to Gambhir, 1 run, gets back to work this behind square-leg for a single. On 97 now		
40.6	Randiv to Dhoni, no run, low full toss, driven back to the bowler.		
End of over 41 (2 runs) India 223/3 (52 runs required from 54 balls, RR: 5.43, RRR: 5.77)			
MS Dhoni	60* (61b 5x4)	S Randiv	7-0-35-0
G Gambhir	97* (120b 9x4)	M Muralitharan	8-0-39-0
41.1	Perera to Gambhir, no run, fullish, slightly slow through the air, pushed out to the off		
41.2	Perera to Gambhir, OUT, No 100. "Needless shot," says Ravi Shastri on air and you can't argue with that. It was the shot for the crowds. He rushed down the track, got outside leg and went for the slog. Misses. Clatter! What a knock it has been so far, though. Under pressure, Gautam has delivered. BUt has he let the door slightly ajar now with that shot? He had the chance to slam it shut on the opposition but he has given them a whiff now. Wankhede crowd stands to applaud this knock in a World-cup final chase.		
	G Gambhir b Perera 97 (187m 122b 9x4 0x6) SR: 79.50		
One slip in			
41.3	Perera to Yuvraj Singh, no run, Oh that Wahab Riaz trick! A swinging full toss! This one curved away from Yuvraj who managed to stab it to the off side		
41.4	Perera to Yuvraj Singh, no run, stays back to defend to the off side of the pitch		
41.5	Perera to Yuvraj Singh, no run, short of length, just outside off, Yuvraj works it back to the bowler		
41.6	Perera to Yuvraj Singh, FOUR, Dhoni smiles. It was a short delivery and Yuvraj blasts it through wide midwicket. Pulled away in style. Shastri screams on air. Dhoni smiles in the middle.		
End of over 42 (4 runs) India 227/4 (48 runs required from 48 balls, RR: 5.40, RRR: 6.00)			
Yuvraj Singh	4* (4b 1x4)	NLTC Perera	8-0-47-1
MS Dhoni	60* (61b 5x4)	S Randiv	7-0-35-0
Ball is being changed again			
42.1	Randiv to Dhoni, no run, from round the stumps, defended towards square-leg		
42.2	Randiv to Dhoni, 1 run, pushes this to long-on for a single		
42.3	Randiv to Yuvraj Singh, 1 run, leans forward to unfurl the off drive to long-off for a single		

Contd....

Notes

42.4	Randiv to Dhoni, no run, gets forward to deflect this to square-leg
42.5	Randiv to Dhoni, 1 run, goes back to a delivery he should have gone forward. And stabs in his unique fashion. Not pretty but he has survived that danger
42.6	Randiv to Yuvraj Singh, 2 leg byes, drifts to the pads, Yuvraj misses a leg glance and picks up couple of leg byes
End of over 43 (5 runs) India 232/4 (43 runs required from 42 balls, RR: 5.39, RRR: 6.14)	
Yuvraj Singh	5* (6b 1x4) S Randiv 8-0-38-0
MS Dhoni	62* (65b 5x4) NLTC Perera 8-0-47-1
43.1	Perera to Dhoni, SIX, Six over point! Wankhede goes mental! It was the shortish delivery outside off and Dhoni hopped, rode the bounce and played a superbly wicked cut over point. The white ball kept flying
43.2	Perera to Dhoni, 1 run, Almost run out! It was jabbed, off bat and pad, to point and the ball rolled to point. Yuvraj dashed across for the single, Dhoni took couple of steps and then stopped. He then decided to rush across and boy did he rush or what? He makes it in time to beat the throw from point
43.3	Perera to Yuvraj Singh, 1 run, leans forward to turn to the leg side for a single
43.4	Perera to Dhoni, no run, in the zone outside off and Dhoni jabs and stabs and the ball rushes past the edge
43.5	Perera to Dhoni, no run, slower, on the middle, turned to midwicket. Yuvraj is standing on the practice track close to the centre pitch! Not at the other end. Not damp there.
43.6	Perera to Dhoni, no run, short in length, extra bounce on that one and Dhoni adjusts to shove it to cover
End of over 44 (8 runs) India 240/4 (35 runs required from 36 balls, RR: 5.45, RRR: 5.83)	
MS Dhoni	69* (70b 5x4 1x6) NLTC Perera 9-0-55-1
Yuvraj Singh	6* (7b 1x4) S Randiv 8-0-38-0
44.1	Randiv to Yuvraj Singh, 1 run, .Dhoni escapes a run out chance. "Aa ja (come)" He said. It was his call. Yuvraj had stabbed it to short third man region and Dhoni rushed across and seems to have just about made it in time. Direct hit from Kapugedera. Dhoni's bat has just about reached inside the line
44.2	Randiv to Dhoni, 1 run, turns this through backward square-leg for a single
44.3	Randiv to Yuvraj Singh, no run, Sri Lanka go for the UDRS for a lbw appeal that was turned down. Randiv, from round the stumps, landed this on a length outside off and it came in with the arm. Yuvraj leans forward to defend and gets an inside edge. Also he was outside the line.
44.4	Randiv to Yuvraj Singh, 1 run, just outside off stump, eased through covers for a single
44.5	Randiv to Dhoni, 1 run, gets back to punch this off break to long-off
44.6	Randiv to Yuvraj Singh, 1 run, just outside off stump, pushed towards backward point and they make it across.
Batting Powerplay time	
End of over 45 (5 runs) India 245/4 (30 runs required from 30 balls, RR: 5.44, RRR: 6.00)	
Yuvraj Singh	9* (11b 1x4) S Randiv 9-0-43-0
MS Dhoni	71* (72b 5x4 1x6) NLTC Perera 9-0-55-1
45.1	Malinga to Yuvraj Singh, no run, starts with a slower one, Yuvraj checks his bat-swing and pushes it out to cover
Third man comes inside. Long-off in place	
45.2	Malinga to Yuvraj Singh, no run, another slower one, this one is outside off, Yuvraj goes for the cut but is too early into the shot. He makes no contact.
45.3	Malinga to Yuvraj Singh, no run, the yorker this time, that bat comes down in a hurry and he digs it out to point. Yuvraj wants a single; Dhoni doesn't want a run out.

Contd....

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45.4	Malinga to Yuvraj Singh, no run, yet another slower one, on the middle stump line, Yuvraj picks it late, the ball is moving towards the pad, a lbw looms up but the bat comes down just in time to push the ball to the leg side
45.5	Malinga to Yuvraj Singh, 2 runs, the fullish delivery, straight on the middle, slower in pace, Yuvraj flicks it through the on side for couple of runs!
45.6	Malinga to Yuvraj Singh, 1 run, length delivery just outside off stump, punched out to long-on. Fine over this.
End of over 46 (3 runs) India 248/4 (27 runs required from 24 balls, RR: 5.39, RRR: 6.75)	
Yuvraj Singh	12* (17b 1x4) SL Malinga 8-0-31-2
MS Dhoni	71* (72b 5x4 1x6) S Randiv 9-0-43-0
46.1	Kulasekara to Yuvraj Singh, 1 run, goes for the yorker, serves a low dipping full toss, driven out to long-on for a single
46.2	Kulasekara to Dhoni, FOUR, Blasted past mid-off! The pressure-relieving shot. It was the overpitched delivery outside off and Dhoni took the chance and crashed it through to the left of mid-off
46.3	Kulasekara to Dhoni, 1 run, drives this hard to left of long-on and though there is a slight fumble, they just take one run. Dhoni now gets across for a chat with Yuvraj. Kapugedera was the fielder and there was a direct hit at the non-striker's end. DHoni was home, though,.
46.4	Kulasekara to Yuvraj Singh, FOUR, Slapped! A full toss. .. Kula what have you done?! Desperate attempt at yorker ends up as a full toss and Yuvraj whacks it with glee through midwicket
46.5	Kulasekara to Yuvraj Singh, no run, Another full toss. Yuvraj drills it hard to the off but its intercepted at cover. Camera pans to a grim Sri Lankan dressing room
46.6	Kulasekara to Yuvraj Singh, 1 run, Another low full toss, Yuvraj whips it away uppishly to long-on
End of over 47 (11 runs) India 259/4 (16 runs required from 18 balls, RR: 5.51, RRR: 5.33)	
Yuvraj Singh	18* (21b 2x4) KMDN Kulasekara 8-0-57-0
MS Dhoni	76* (74b 6x4 1x6) SL Malinga 8-0-31-2
47.1	Malinga to Yuvraj Singh, 1 run, the player of the tournament crashes this to deep cover for a single
47.2	Malinga to Dhoni, FOUR, Wankhede security guards are also jumping in joy! Dhoni picked this slower one and whipped a powerful flick to square-leg boundary.
47.3	Malinga to Dhoni, FOUR, The end is nigh. India's cup of joy is brimming. Dhoni drags this slower one,, and a full toss, to square-leg boundary!
47.4	Malinga to Dhoni, no run, A yorker - enough of those slower ones- and its outside leg. Dhoni is in a tangle. The ball is racing towards his boot. He lifts his right leg and allows the ball to go between his legs! Sanga dives to his left.
47.5	Malinga to Dhoni, 1 run, full delivery outside off stump, jabbed out to point for a single
47.6	Malinga to Yuvraj Singh, 1 run, low swinging full toss, on the off, pushed out to long-on for a single
End of over 48 (11 runs) India 270/4 (5 runs required from 12 balls, RR: 5.62, RRR: 2.50)	
Yuvraj Singh	20* (23b 2x4) SL Malinga 9-0-42-2
MS Dhoni	85* (78b 8x4 1x6) KMDN Kulasekara 8-0-57-0
48.1	Kulasekara to Yuvraj Singh, 1 run, full delivery outside off stump, squeezed out to point for a single
48.2	Kulasekara to Dhoni, SIX, Thunderous wallop! Start the tuk tuk indeed. A stunning crashing blow to achieve it. It was a full delivery and Dhoni has sent the white ball flying over long-on. Indian contingent have gone mad. The dressing room erupts with joy. Dhoni had a poor batting record in World cups. 34 was his highest. And what does he do? He promotes himself and has played a fine knock to pull this off. Yuvraj envelops him with a hug. What a knock from Gautam Gambhir and Dhoni. Spare a thought for Mahela Jayawardene who unfurled a sublime knock to set up this target. It's India's night though. It's Dhoni's night. India are the world champions.

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> Sachin Tendulkar comes out running with that lovely smile. Dhoni has been lifted by couple of players. Gautam Gambhir, the man who played that icy-cool knock under pressure, is also there. Everyone is hugging each other. The fireworks are in display. Yuvraj hugs Gambhir and ruffles his hair. They scream. Tears of joy from Yuvraj.
>
> The Sri Lankans slowly get back to the pavilion. The Indian huddle is on the ground. They hop and jump in joy. Harbhajan is crying. With the Indian flag in hand. Yusuf pathan hugs him. He is still crying. Last tIme Sri Lanka won the tournament, and beat India, one Indian cricketer left the arena in tears of sorrow. Now it's the opposite. Crazy scenes out there. Camera pans to Dhoni who has his cap pulled down, his right arm wipes off some sweat. Slowly he looks up and high-fives with a team-mate. Gary Kirsten is out there. All smiles.

(***Source:*** www.espncricinfo.com)

Exercise

1. Take notes from the above given commentary. Focus on major points and statistics only.
2. Listen to the full commentary of a cricket match and take notes. Prepare your own fact and figures book of the match.
3. Visit YouTube and listen to the commentary of any one IPL match or Spanish Premier League Match. Note down the difficult words, metaphors, similes, etc. that the commentators use and make a list for your vocabulary building.

Unit 7: Comprehension Passages

Notes

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Objectives

After studying this unit, you will be able to:

- Realise what are comprehension passages
- Describe the use of reading comprehension passages

Introduction

Comprehension means the capacity of the mind to perceive and understand. Reading comprehension would be the capacity to perceive and understand the meanings communicated by texts. The comprehension passages have academic content and style and include topics from a variety of fields including arts, sciences, social sciences, etc. You do not need to have specific knowledge of the topic to answer the comprehension questions. You are required to read the text carefully and look for the answers or hints from within the text.

In this unit includes five general comprehension passages. You are required to read them carefully and then do the exercises that follow.

7.1 Comprehension Passage 1: The Bet

It was a dark autumn night. The old banker was walking up and down his study and remembering how, fifteen years before, he had given a party one autumn evening. There had been many clever men there, and there had been interesting conversations. Among other things they had talked of capital punishment. The majority of the guests, among whom were many journalists and intellectual men, disapproved of the death penalty. They considered that form of punishment out of date, immoral, and unsuitable for Christian States. In the opinion of some of them the death penalty ought to be replaced everywhere by imprisonment for life. "I don't agree with you," said their host the banker. "I have not tried either the death penalty or imprisonment for life, but if one may judge a priori, the death penalty is more moral and more humane than imprisonment for life. Capital punishment kills a man at once, but lifelong imprisonment kills him slowly. Which executioner is the more humane, he who kills you in a few minutes or he who drags the life out of you in the course of many years?"

"Both are equally immoral," observed one of the guests, "for they both have the same object - to take away life. The State is not God. It has not the right to take away what it cannot restore when it wants to."

Notes

Among the guests was a young lawyer, a young man of five-and-twenty. When he was asked his opinion, he said:

"The death sentence and the life sentence are equally immoral, but if I had to choose between the death penalty and imprisonment for life, I would certainly choose the second. To live anyhow is better than not at all."

A lively discussion arose. The banker, who was younger and more nervous in those days, was suddenly carried away by excitement; he struck the table with his fist and shouted at the young man:

"It's not true! I'll bet you two million you wouldn't stay in solitary confinement for five years."

"If you mean that in earnest," said the young man, "I'll take the bet, but I would stay not five but fifteen years."

"Fifteen? Done!" cried the banker. "Gentlemen, I stake two million!"

"Agreed! You stake your millions and I stake my freedom!" said the young man.

And this wild, senseless bet was carried out! The banker, spoilt and frivolous, with millions beyond his reckoning, was delighted at the bet. At supper he made fun of the young man, and said:

"Think better of it, young man, while there is still time. To me two million is a trifle, but you are losing three or four of the best years of your life. I say three or four, because you won't stay longer. Don't forget either, you unhappy man, that voluntary confinement is a great deal harder to bear than compulsory. The thought that you have the right to step out in liberty at any moment will poison your whole existence in prison. I am sorry for you."

And now the banker, walking to and fro, remembered all this, and asked himself: "What was the object of that bet? What is the good of that man's losing fifteen years of his life and my throwing away two million? Can it prove that the death penalty is better or worse than imprisonment for life? No, no. It was all nonsensical and meaningless. On my part it was the caprice of a pampered man, and on his part simple greed for money ..."

Then he remembered what followed that evening. It was decided that the young man should spend the years of his captivity under the strictest supervision in one of the lodges in the banker's garden. It was agreed that for fifteen years he should not be free to cross the threshold of the lodge, to see human beings, to hear the human voice, or to receive letters and newspapers. He was allowed to have a musical instrument and books, and was allowed to write letters, to drink wine, and to smoke. By the terms of the agreement, the only relations he could have with the outer world were by a little window made purposely for that object. He might have anything he wanted - books, music, wine, and so on - in any quantity he desired by writing an order, but could only receive them through the window. The agreement provided for every detail and every trifle that would make his imprisonment strictly solitary, and bound the young man to stay there exactly fifteen years, beginning from twelve o'clock of November 14, 1870, and ending at twelve o'clock of November 14, 1885. The slightest attempt on his part to break the conditions, even if it's only two minutes before the end, released the banker from the obligation to pay him the two million.

(***Source:*** Adapted from "The Bet" by Anton Chekov)

Keywords

Capital Punishment: Putting a condemned person to death

Caprice: sudden, unpredictable or whimsical change of mind

Notes

Solitary Confinement: Confinement of a prisoner/individual in isolation from other prisoners/ individuals

Threshold: An entrance or a doorway

Exercises (Solved)

1. Answer the following questions based on the text:

   (a) Where was the gathering and why?

   Answer: The gathering was at a party given by the banker at his house.

   (b) What did the old banker recall on the dark autumn night?

   Answer: The old banker recalled how fifteen years ago he threw a party and how a discussion on capital punishment led him to have a bet with the lawyer.

   (c) What had been the topic of discussion at the party fifteen years ago?

   Answer: The topic of discussion in the party was the moral validity of capital punishment and its comparison with life imprisonment.

   (d) What did the banker say to the lawyer immediately after the bet came to pass?

   Answer: The banker said "think better of it, young man, while there is still time. To me two million is a trifle, but you are losing three or four of the best years of your life".

2. On the basis of your understanding of the text, say whether the following statements are true or false.

   (a) At the party, everyone was in the favour of death penalty.

   False

   (b) The banker was in the favour of capital imprisonment.

   True

   (c) The young lawyer considered both, death penalty and life imprisonment to be immoral.

   True

   (d) The banker offered the lawyer a sum of two million, if he stayed in prison for fifteen years.

   False

   (e) There was no real purpose, on the part of the banker, behind the bet.

   True

3. Find out a word in the text that means the same, or comes closest to the meaning of the following words:

   (a) Brainy

   Ans: Clever

   (b) Dissolute

   Ans: Immoral

   (c) Slayer

   Ans: Executioner

Notes

(d) Vivacious

Ans: Lively

(e) Impulse

Ans: Caprice

7.2 Comprehension 2: Good Manners

There was once a young man who was strong and healthy and enjoyed his work. In every way he felt on top of life, and had no sympathy for the uninteresting folk who seemed to form such a large proportion of the population. One day he got an attack of influenza. He had had it before and paid little attention to it, but this time he developed pneumonia and was dangerously ill. When he recovered he could only move slowly. He was easily tired and life became difficult for him. When he was well enough to go to work he found the journey back home very tiring. He looked at the strong young men sitting comfortably in the train or bus, and then, feeling tired himself, noticed how tired some of the older people were who were standing beside him. Gradually he got strong again, but when he was in a train he now looked round to see if there was any older person in need of a seat, and if there was any he gave up his. 'I've got my strength back now', he said to himself; 'these older people will never have their strength again'.

When your are cycling and see an old man hesitating on a crossing, don't call him an old fool. He may not hear very well, or he may not see clearly, or he may have become tired with walking. Perhaps he was a famous soldier in the war and his wounds are still painful, or perhaps he has an artificial leg. One day your may go to a war and be severely injured. What will you think if school boys make fun of you because you can only move slowly?

One of things all boys and girls are going to learn before very long is that they are fragile little things in a dangerous world. Your parents and your teachers and all older people have had some severe blows already. They get more severe blows every year. Most of them would give all the money they have to get your health and strength, your good teeth and nice hair. You have no idea how tired they are at times, but because they do not complain you think everything is all right. Well, try to make life easy for them as far as you can, and when it is your turn to suffer you will feel happier for having helped when you could.

Good manners are also important when your are with your own friends. When you speak to anyone, speak clearly and sufficiently loudly for the person to hear. It is an insult to a person to ask his attention and then speak so that he does not understand you. And remember it is your responsibility to make yourself understood.

An American writer called Thoreau said, 'It takes two to speak the truth-one to speak, .and another to hear.' This is a very important saying, and it would save a great deal of argument and annoyance in life if people paid attention to it. 'It takes two to speak truth.' You cannot speak the truth by saying what you think is the truth. You have to express it differently for different people. To some people 'Socialism' means taking money from those who have money and giving it to those who have none. To other people 'Socialism' means state control of industry and commerce. To others we cannot tell a man 'the truth about Socialism' until you know what he understands by the term. If you say, 'I believe in Socialism', and he understands that you mean you believe in robbery you must not be surprised if he takes a dislike to you; and if that is not what you mean, you did not speak the truth. If a man says to a friend, 'Good morning, Mr. A', and the friend replies 'It's not a morning at all', is that the truth, even if the morning is bad?

Sometimes people ask very tiresome questions and we like to make a joke about it. 'Are you a Boy Scout?' said a lay to a boy wearing shorts, a jersey with badges, a Scout's hat, and carrying a Boy Scout pole. 'No', said the little fellow, 'I'm two eggs on toast.' The lady only meant, however,

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'How nice you look in your uniform; that is the Scout uniform, isn't it'? and there was really nothing silly in her remark.

It is only stupid people who take remarks too literally, as we say; that is, who do not look for the real meaning in the statements people make. Thus, when a friend says, 'You will not be going past the post office, will you?' he may mean, 'I should be grateful if you would post a letter for me if it is not too much trouble'. If you say 'No' to the question because you are not going past the post office, it means to your friend that you are not willing to go out of your way even a little to oblige him.

It is not always easy in company to speak frankly, and if you don't want to be considered a bad mannered person. You have to watch constantly for signs. It is not easy, for example, to listen for long to any one person. Try in company to take only a fair share of the conversation. If there are two of you, take half of it. When you have said a little, keep quiet, and give your friend chance to say something. If he does not talk, he probably does not want you to talk either. Many a young man or woman talks away, thinking the company is delighted to hear him or her, and everyone is really exhausted and angry.

Don't think you can say unpleasant things about someone behind his back and not be found out. It is surprising how the remarks usually find their way to the person with your name attached, so to speak. Whatever you say, always assume that the person may over hear, and adjust your remarks accordingly. All experience people act in this way.

Now here is one of the most surprising things in life: no man really understands himself. What a lot of argument and anger we should be save if people would only understand this. Suppose, for example, you saw a motor accident and were giving evidence about what happened. You would feel perfectly confident, perhaps, that the car which knocked the boy over was a blue car; another person would be equally confident that it was a grey car; and someone else that it was a black car.

Experiments are sometimes made by experts to find out how many errors people do make in their statements. Here is one experiment which was tried. Some students at a University were shown on a screen a picture of a bull fight. They were then asked to write short account of what they had seen. When this was finished they were told to put a number on every statement made- 1 if they thought so; 2 if they were fairly sure about it; 3 if they were quite sure; and 4 if they were prepared to swear to the statement on oath. Every student had at least ten per cent errors in the statements he was prepared to swear to an oath, and considerably more than ten percent in all the other groups.

Now how does this happen? Here, for example, was one mistake. A student saw the bull having its tongue out. He was quite sure about it. Yet when he was shown the picture again, he saw that the bull's mouth was closed, but that, because its head was turned to the side, the ear looked like the tongue.

So whenever you are arguing with someone about a point, remember that there is quite a good chance that you are wrong, however confident you feel about it.

Good manners come from having sympathy with others and from understanding our own limitations. 'The Truth' is too big for anyone of us to understand. 'The Truth' as we see it is only our truth and part of larger Truth. We should always realize that we are humble, unimportant little people on this earth and try to help the world as much as we can in out short time here. 'I expect to pass through this world but once. Any good, therefore, that I can do, or any kindness that I can show to any fellow creature, let me do it now. Let me not defer or neglect it, for I shall not pass this way again.'

(Adapted from an Introduction to Citizenship by I.C Hill)

Notes

Keywords

Commerce : Trading

Defer: Postpone, keep it for future.

Fragile: That which breaks easily

Influenza: Bad cold

On top of Life: High above in life

Trying: Hard and tiring

Exercise

1. Answer the following questions on the text:
   (a) How did the young, strong and healthy man feel in life?
   (b) What happened to the healthy man? And how did he move about then?
   (c) What did he see in a train or bus? And what did he think and feel at that sight?
   (d) How did he act afterwards?
   (e) What is the thing all boys and girls are going to learn before very long?
   (f) Why are good manners important even when we are with out friends?
   (g) Why do we have to express the truth differently for different people?
   (h) What should be our rule about conversation?
   (i) What was the conclusion of the experiment done by showing on a screen a picture of the bull-fight?
   (j) How do we acquire good manners?
2. On the basis of your understanding of the text say whether the following statements are true or false?
   (a) When the young man got his strength back he thought that he should never show any consideration for those older people who had lost their strength for ever.
   (b) It is an insult to a person to talk to him loudly.
   (c) The truth is what you say is true for you.
   (d) People who do not take remarks too literally are always stupid.
   (e) In a company we should talk as much as the occasion demands.
   (f) When we argue we should feel confident that we are absolutely correct.
   (g) We should always realise out importance in a company.
   (h) No man really understands himself.
   (i) We should be proud of our being the most important creature on this earth.
   (j) Understanding of others limitations is the source of good manners.
3. Find out a word in the text which means the same, or come closest to the meaning of the following words:
   (a) Imitation (***Hint:*** 2nd paragraph)

(b) Delicate (***Hint:*** 3rd paragraph) **Notes**

(c) Displeasure (***Hint:*** 4th paragraph)

(d) Enraged (Hint: 8th paragraph)

(e) Compassion (Hint: last paragraph)

7.3 Comprehension Passage 3: 'Of Studies'

Studies serve for delight, for ornament, and for ability. Their chief use for delight is in privateness and retiring; for ornament, is in discourse; and for ability, is in the judgment and disposition of business. For expert men can execute, and perhaps judge of particulars, one by one; but the general counsels, and the plots and marshalling of affairs, come best from those that are learned. To spend too much time in studies is sloth; to use them too much for ornament, is affectation; to make judgment wholly by their rules, is the humor of a scholar. They perfect nature, and are perfected by experience: for natural abilities are like natural plants, that need pruning, by study; and studies themselves do give forth directions too much at large, except they be bounded in by experience. Crafty men condemn studies, simple men admire them, and wise men use them; for they teach not their own use; but that is a wisdom without them, and above them, won by observation. Read not to contradict and confute; nor to believe and take for granted; nor to find talk and discourse; but to weigh and consider. Some books are to be tasted, others to be swallowed, and some few to be chewed and digested; that is, some books are to be read only in parts; others to be read, but not curiously; and some few to be read wholly, and with diligence and attention. Some books also may be read by deputy, and extracts made of them by others; but that would be only in the less important arguments, and the meaner sort of books, else distilled books are like common distilled waters, flashy things. Reading maketh a full man; conference a ready man; and writing an exact man. And therefore, if a man write little, he had need have a great memory; if he confer little, he had need have a present wit: and if he read little, he had need have much cunning, to seem to know that he doth not. Histories make men wise; poetry witty; the mathematics subtle; natural philosophy deep; moral grave; logic and rhetoric able to contend. Abeunt studia in mores [Studies pass into and influence manners]. Nay, there is no stond or impediment in the wit but may be wrought out by fit studies; like as diseases of the body may have appropriate exercises. Bowling is good for the stone and reins; shooting for the lungs and breast; gentle walking for the stomach; riding for the head; and the like. So if a man's wit be wandering, let him study the mathematics; for in demonstrations, if his wit be called away never so little, he must begin again. If his wit be not apt to distinguish or find differences, let him study the Schoolmen; for they are cymini sectores [splitters of hairs]. If he be not apt to beat over matters, and to call up one thing to prove and illustrate another, let him study the lawyers' cases. So every defect of the mind may have a special receipt.

(***Source:*** Essay, "Of Studies" by Francis Bacon)

Keywords

Discourse: Written or spoken communication or debate.

Pruning: Trim (a tree, shrub, or bush) by cutting away dead or overgrown branches or stems, esp. to increase fruitfulness and growth.

Stond: A stand; a post; a station

Wrought: Put together; created/ Beaten out or shaped by hammering

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Exercises

1. Answer the following questions based on the text:
   (a) What do you mean by, 'Studies serve for delight, for ornament, and for ability"?
   (b) What are the qualities of an 'expert man'?
   (c) What is the usefulness of studies (as told by Bacon)?
   (d) What does the essayist say about books?
2. What do you infer from the following lines?
   (a) "To spend too much time in studies is sloth; to use them too much for ornament, is affectation"
   (b) "Crafty men condemn studies, simple men admire them, and wise men use them"
   (c) "Some books are to be tasted, others to be swallowed, and some few to be chewed and digested"
   (d) "Reading maketh a full man; conference a ready man; and writing an exact man"
3. Find out a word in the text that means the same, or comes closest to the meaning of the following words:
   (a) Adornment
   (b) Temperament
   (c) Inspection
   (d) Understated
   (e) Exemplify

7.4 Comprehension Passage 4: Pt. Nehru's Speech

"Long years ago we made a tryst with destiny, and now the time comes when we shall redeem our pledge, not wholly or in full measure, but very substantially. At the stroke of the midnight hour, when the world sleeps, India will awake to life and freedom. A moment comes, which comes but rarely in history, when we step out from the old to the new, when an age ends, and when the soul of a nation, long suppressed, finds utterance. It is fitting that at this solemn moment we take the pledge of dedication to the service of India and her people and to the still larger cause of humanity.

At the dawn of history India started on her unending quest, and trackless centuries are filled with her striving and the grandeur of her success and her failures. Through good and ill fortune alike she has never lost sight of that quest or forgotten the ideals which gave her strength. We end today a period of ill fortune and India discovers herself again. The achievement we celebrate today is but a step, an opening of opportunity, to the greater triumphs and achievements that await us. Are we brave enough and wise enough to grasp this opportunity and accept the challenge of the future?

Freedom and power bring responsibility. The responsibility rests upon this Assembly, a sovereign body representing the sovereign people of India. Before the birth of freedom we have endured all the pains of labour and our hearts are heavy with the memory of this sorrow. Some of those pains continue even now. Nevertheless, the past is over and it is the future that beckons to us now.

That future is not one of ease or resting but of incessant striving so that we may fulfil the pledges we have so often taken and the one we shall take today. The service of India means the service of

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the millions who suffer. It means the ending of poverty and ignorance and disease and inequality of opportunity. The ambition of the greatest man of our generation has been to wipe every tear from every eye. That may be beyond us, but as long as there are tears and suffering, so long our work will not be over.

And so we have to labour and to work, and work hard, to give reality to our dreams. Those dreams are for India, but they are also for the world, for all the nations and peoples are too closely knit together today for any one of them to imagine that it can live apart Peace has been said to be indivisible; so is freedom, so is prosperity now, and so also is disaster in this One World that can no longer be split into isolated fragments.

To the people of India, whose representatives we are, we make an appeal to join us with faith and confidence in this great adventure. This is no time for petty and destructive criticism, no time for ill-will or blaming others.

We have to build the noble mansion of free India where all her children may dwell. The appointed day has come-the day appointed by destiny-and India stands forth again, after long slumber and struggle, awake, vital, free and independent. The past clings on to us still in some measure and we have to do much before we redeem the pledges we have so often taken. Yet the turning-point is past, and history begins anew for us, the history which we shall live and act and others will write about.

It is a fateful moment for us in India, for all Asia and for the world. A new star rises, the star of freedom in the East, a new hope comes into being, a vision long cherished materializes. May the star never set and that hope never be betrayed! We rejoice in that freedom, even though clouds surround us, and many of our people are sorrow stricken and difficult problems encompass us. But freedom brings responsibilities and burdens and we have to face them in the spirit of a free and disciplined people.

On this day our first thoughts go to the architect of this freedom, the Father of our Nation [Gandhi], who, embodying the old spirit of India held aloft the torch of freedom and lighted up the darkness that surrounded us. We have often been unworthy followers of his and have strayed from his message, but not only we but succeeding generations will remember this message and bear the imprint in their hearts of this great son of India, magnificent in his faith and strength and courage and humility. We shall never allow that torch of freedom to be blown out, however high the wind or stormy the tempest.

Our next thoughts must be of the unknown volunteers and soldiers of freedom who, without praise or reward, have served India even unto death. We think also of our brothers and sisters who have been cut off from us by political boundaries and who unhappily cannot share at present in the freedom that has come. They are of us and will remain of us whatever may happen, and we shall be sharers in their good [or] ill fortune alike.

The future beckons to us. Whither do we go and what shall be our endeavour? To bring freedom and opportunity to the common man, to the peasants and workers of India; to fight and end poverty and ignorance and disease; to build up a prosperous, democratic and progressive nation, and to create social, economic and political institutions which will ensure justice and fullness of life to every man and woman.

We have hard work ahead. There is no resting for any one of us till we redeem our pledge in full, till we make all the people of India what destiny intended them to be. We are citizens of a great country on the verge of bold advance, and we have to live up to that high standard. All of us, to whatever religion we may belong, are equally the children of India with equal rights, privileges and obligations. We cannot encourage communalism or narrow-mindedness, for no nation can be great whose people are narrow in thought or in action.

To the nations and peoples of the world we send greetings and pledge ourselves to cooperate with them in furthering peace, freedom and democracy. And to India, our much-loved motherland,

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the ancient, the eternal and the ever-new, we pay our reverent homage and we bind ourselves afresh to her service. Jai Hind."

(*Source:* Pandit Jawaharlal Nehru's message to the nation on the eve of India's Independence Day)

Keywords

Communalism: The strong allegiance to one's own ethnic group rather than to society as a whole.

Grandeur: Splendor and impressiveness, esp. of appearance or style.

Incessant: Continuing without pause or interruption

Sovereign: The person, body, or state in which independent and supreme authority is vested; especially, in a monarchy, a king, queen, or emperor

Slumber: The state of being asleep

Utterance: Spoken word, statement, or vocal sound

Exercises

1. Answer the following questions based on the text.
   (a) What did Pt. Nehru say about India's past?
   (b) How did he define India's future?
   (c) As per his views, how should India construct itself?
   (d) Who should be we thank for our freedom?
   (e) Why did he say that, "we have hard work ahead"?
2. What can you infer from the following?
   (a) "A moment comes, which comes but rarely in history, when we step out from the old to the new, when an age ends, and when the soul of a nation, long suppressed, finds utterance."
   (b) "The appointed day has come-the day appointed by destiny-and India stands forth again, after long slumber and struggle, awake, vital, free and independent."
3. Find a word in the text that means the same, or comes closest to the meaning of the following words:
   (a) Formal
   (b) Conquest
   (c) Relentless
   (d) Critical
   (e) Buy back

Unit 8: News and Magazine Articles

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Objectives

Introduction

8.1 Articles on Politics

8.2 Articles on Sports

8.3 Articles on Health and Lifestyle

8.4 Miscellaneous Articles

Objectives

After studying this unit, you will be able to:

- Identify the main parts of an article
- Know how news and magazine articles are written
- Assess the tone of current news articles
- Analyse the tone of articles on general/specific topics

Introduction

Articles are written works published in a print or electronic medium. They are usually used for the purpose of circulating a news, research results, academic analysis or debate.

News articles discuss current or recent news of either general interest (articles printed in daily newspapers) or of a definite topic (those published in political or trade news magazines, club newsletters, or technology news websites).

An article can include accounts of eye witnesses to the happening event or people having expertise on the topic of the article. To make an article more interesting and appealing, photographs, accounts, statistics, graphs, recollections, interviews, polls, debates on the topic, etc. are added to it.

The main parts of any article are headlines, byline, lead, body and conclusion. Headlines can be used to focus the reader's attention on a particular (or main) part of the article. Bylines include name and position of the writer of the article. Lead, often the first paragraph, is used to generate interest of the reader. In a news article, it answers questions like when, how, why, what, where, etc. Body includes the details about the topic. And the article can be concluded with a statement, or a quote, or a descriptive scene.

Reading articles not only updates you on recent happenings and enhances your knowledge but also improves your reading skills and helps in building your vocabulary.

8.1 Articles on Politics

1. Mamata ends 34-year Left rule in Bengal, Jaya trumps DMK in TN

(Press Trust of India/Kolkata/Chennai May 13, 2011)

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Mamata Banerjee stormed the Red bastion terminating the Left Front's 34-year stranglehold on West Bengal, while Jayalalithaa knocked DMK out of power in Tamil Nadu with a landslide victory in the assembly elections whose results were out today.

Congress added to Left's drubbing by snatching power in Kerala by a slender margin while it scored a spectacular hattrick in Assam bagging a near two-third majority to retain power.

However, the party tasted defeat in Puducherry at the hands of a rebel who had left the party only a few months ago and tied up with AIADMK to secure two-thirds majority in the 30-member assembly.

Riding a wave of change in a state where Left ideology ruled the roost for over three decades, Banerjee along with allies Congress and SUCI gave a severe drubbing to the Left Front.

The Banerjee-led alliance captured three-fourth majority by winning 227 seats in the 294-seat assembly. Banerjee, Railway Minister at the Centre, did not contest the elections.

Trinamool Congress won 184 seats, while Congress bagged 42. The other ally SUCI got one.

On the rival side, the CPI(M), which headed the Left Front, has won 40 seats.

The CPI(M) suffered humiliation when a number of its bigwigs, including Chief Minister Buddhadeb Bhattacharjee, bit the dust. Shortly after defeat, Bhattacharjee resigned.

With defeats in West Bengal and Kerala, the Left will have power only in Tripura.

Tamil Nadu lived up to its 'winner takes all' reputation as Jayalalithaa swept back to power with a landslide victory with her alliance set to cross the 200 mark in the 234-member assembly.

Riding the plank of DMK's alleged corruption in the form of 2G spectrum scam and perceived resentment over the 'family rule' of Chief Minister Karunanidhi, AIADMK on its own is set to get 151 seats.

The party has won 141 seats and was leading in another 10 seats. The DMK has won 18 seats and was ahead in four, while ally Congress which contested 63 seats could manage only five wins.

State Congress President KV Thangkabalu, who made a dramatic entry into the contest after the alleged bungling over his wife's candidature, lost the Mylapore seat by nearly 30,000 votes.

(***Source:*** Business Standard)

Keywords

Bigwigs: Important persons

Bungling: To work or act ineptly or inefficiently

Drubbing: Defeat

Resentment: Dislike, anger

Stranglehold: Strong hold, iron like grip

Exercises

1. Find a word (s) in the article that means the same as:
   (a) Complete success
   (b) Slight
   (c) Revolutionary

(d) Association

(e) Spectacular

2. Identify the main parts of the article (i.e. headline, lead etc.)

3. Summarise the article in your own words (in not more than 5 lines)

4. Can you think of another headline for the article?

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2. Congress Celebrates 126th Foundation Day

December 28, 2010

Congress today celebrated its 126th foundation day with its chief Sonia Gandhi unfurling the party tricolour at a function here.

On a rain swept morning, top Congress leaders including Prime Minister Manmohan Singh, his cabinet colleagues and Delhi chief minister Sheila Dikshit assembled at the party headquarters where Ms Gandhi hoisted the flag amidst singing of inspirational songs.

For Ms Gandhi and Mr Singh, 2010 had been tough politically with the party and the government led by it facing sustained opposition attack over a slew of corruption charges relating to 2G spectrum and Commonwealth Games.

The party had last week held a plenary session here which also marked the completion of 125 years of the organisation.

Among those who attended the function were union ministers Pranab Mukherjee, A K Antony, S Jaipal Reddy, Kapil Sibal, G K Vasan, Kantilal Bhuria, Vayalar Ravi, Sachin Pilot and senior leaders R K Dhawan and M L Fotedar.

Mr Singh and Ms Gandhi distributed sweets to children who had joined the function at the party headquarters.

The Indian National Congress was founded in 1885 by Englishman Allan Octavio Hume, a noted ornithologist and a civil servant in British India.

(**Source:** *Asian Age*)

Keywords

Ornithologist: A zoologist who studies birds

Plenary: Fully attended or constituted by all entitled to be present

Unfurling: To spread or open (something) out or become spread or opened out.

Exercises

1. Find a word (s) in the article that means the same as:

   (a) Contemporaries

   (b) Rousing

   (c) Slide

2. Conclude the article on your own.

3. If you were the news correspondent, how would you frame the article?

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8.2 Articles on Sports

1. India's World Cup Victory: The Measure of a Nation

Saturday, 2 April, 2011

It is 3pm in a small British bar in the tourist state of Goa about 550km south of Bombay – where the country's cricketers are harrying Sri Lanka's batsmen in the early overs of the World Cup final.

It is 28 years since India last won this most cherished of titles in a nation so crazy about the game. There are fewer than nine hours to go until it does so again. But we don't know that yet.

Mohinder Amarnath, the man of the match in the 1983 World Cup, is certain, however, that the moment has arrived to repeat his team's success. Every Indian can realise their dreams through the 11 men on the field today, he says.

He need not have worried. Corrin, the eponymous owner of the Goan bar, is reaching for a brush, and dipping it into the pot of orange acrylic paint on the table in front of her. She holds the arm of the little Indian girl in front of her, draws the first rectangle of the national flag, hands the brush to Sonny, the barman, and watches him draw the white and green stripes. The girl, the daughter of the beautician who runs the shop upstairs, beams, delighted, and skips away to show off her affirmation of support for the home team.

In the street outside, a truck thunders by, horn blaring, Indian flags fluttering in from the cab. The picture is repeated across the country; millions are glued to their televisions or radios, donning their replica shirts, daubing themselves in the national colours. India is partying; each successful delivery from its bowlers greeted by a round of beating drums. The country that has made cricket its national game is certain that this year, finally, it will capture the ultimate prize, the World Cup.

India is certain that this is no more than it is due. It has already celebrated what many in the country regard as the real final, victory over its most reviled opponent, the notoriously unpredictable – unless you happen to be a friendly bookmaker – Pakistan team, which on Wednesday managed to throw away a magnificent bowling performance to lose ignominiously.

And India was desperate for this victory; the humiliation of the Commonwealth Games corruption scandal was still fresh; the country's recent diplomatic successes – not least towards a permanent seat on the UN Security Council – has been overshadowed by fresh concerns about its aspiration to be regarded as a first world nation.

This is a nation demanding international approval: buoyed by the news that projections now show it will overtake China as the world's most populous nation by 2030, there is a sense that its time has come.

As Saturday dawned, prayers were said, puja [offerings to the gods] were made, anything to give the Indian team an edge. Across the country, people painted themselves in the blue of the national team strip or in the orange, white and green of the flag, and prepared to party.

Bars and hotels hiked prices and charged admission to the more rarefied environments. In many places, TV screens were set up and even when the big screen was not an option, the nation gathered anywhere that a television was on, peering over each other's shoulders to catch a glimpse of the match.

In Corrins', even Sonny was applauding as Sri Lanka upped the ante in their final overs, smashing the ball hither and thither. Then a nation of – according to the new census figures – 1.2 billion fell silent as top batsman Sehwag fell to the second ball of the Indian innings.

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Yet important as the game was, some felt that there was a sense of anticlimax after the Pakistan game. "The excitement among people is lacking," Manoj Kumar, a hotel manager, told the Times of India.

Not so among the Sri Lankans, who had sidled into the final without the fireworks of the Indian progress. Captain Kumar Sangakkara pulled no punches when he explained what it meant to a country even more desperate for international approval after the end of three decades of bloody civil war: "It means everything. We have come through a very tough period. A lot of people have laid down lives for our country. In this new future, hopefully we can take home the World Cup, and that will be even more occasion for celebration."

Gautam Gambhir, the Indian batsman who stabilised the nation's innings after the loss of influential opener Sehwag, was no less compelling when he told a news channel that India had to win to honour the dead of the 2008 terrorist attacks in Mumbai: "For me it will be dedicated to the people who lost their lives in the 26/11 massacre."

For India, the desire to be taken seriously by other nations in sport is perhaps more important than diplomatic point-scoring. Like its neighbour China, it has been unable to translate a mass of bodies into international sporting success. In terms of international trade, it has come on in leaps and bounds, yet still it is unable to project that power into other fields.

Such desperation for success was reflected in the way many in the country fell back on superstition in their desire to ensure success. One fan, Ritangshu Bhattacharya, from Delhi, assured journalists that he would be attempting to tip the odds in India's favour by defying nature: "I won't pee in the entire match… I feel whenever I go to the loo, a wicket falls or India drops a catch."

Even his stoicism was outdone by one politician from the state of Madhya Pradesh, who stood from 10am to 10pm during the India-Pakistan match.

In Corrins', there is no doubt about who should have won: "You have to support the team, don't you?," she said. "We live here, we have to support the local team, however it goes."

It is 10.45pm, and MS Dhoni, the Indian captain, is hammering the ball to the boundary again. Six to win, two overs. There are fireworks going off everywhere, drowning out the commentary. India knows it has won. It is the Pakistan game all over again: victory from defeat, India defiant.

Six runs, and he smacks it over the boundary. The fireworks explode. In the cities, there is madness; in the villages, too, people are hugging and screaming. The firecrackers are exploding, the night a blur of colour. India wins.

(***Source:*** www.guardian.co.uk)

Keywords

Blaring: Screaming

Daubing: To cover or smear with a soft adhesive substance such as plaster, grease, or mud.

Eponymous: Someone who gives his or her name to something

Ignominiously: In a disgraceful manner

Notoriously: Infamously

Rarefied: Perplexing, puzzling

Stoicism: The endurance of pain or hardship without a display of feelings and without complaint.

Notes

Exercises

1. Find a word (s) in the article that means the same as:
   (a) Treasured
   (b) Declaration
   (c) Haziness
   (d) Letdown
   (e) Extreme anxiety
2. Restructure the article to make it concise and simpler.
3. Give another headline to the article.
4. Analyse the way of writing and comment on the use of an informal tone in the article.

2. India Records Their Best Ever Performance in Asian games

Guangzhou, November 26, 2010

India created history by recording their best-ever performance in Asian Games with 64 medals, including 14 gold, with star boxer Vijender Singh providing the icing on the cake by bringing the last yellow metal on the penultimate day on Friday.

The men's and women's kabaddi teams expectedly maintained their supremacy by clinching the gold before the women's 4x400m quartet and Vijender (75kg) bagged a yellow metal each on the most productive day for India in the mega-event.

With the addition of 11 more medals on Friday, India's tally climbed to 14 gold, 17 silver and 33 bronze (total 64), the biggest ever haul in the Asian Games so far, to jump to the sixth place.

India's best medal haul till date was recorded in the 1982 Games in Delhi when they had won 13 gold, 19 silver and 25 bronze for an overall tally of 57. India had finished 10 in the last edition of the Games in Doha with a tally of 10-17-26.

India have now completed their engagements in the Games and their final standing will depend after the completion of the six events -- men's and women's marathon, men's and women's doubles Sepak Takraw finals and women's volleyball final -- on Saturday.

China leads the medal table with 197 gold, 117 silver and 98 bronze (total 412), followed by South Korea (74-63-91) and Japan (47-73-94) at second and third respectively.

While the kabaddi teams did not sweat much to keep their reputation intact in rather lopsided finals, Vijender made amends for his bronze-finish in Commonwealth Games with a gold here while compatriots Santosh Kumar (64) and Manpreet Singh (91kg) settled for a silver each.

The women's 4x400m relay team also lived up to the expectations as they defended the gold they won in the 2006 Doha Asian Games.

Long distance runners Preeja Sreedharan, who had earlier won a gold in women's 10,000m race, and Kavita Raut had their moment of glory by winning the silver and bronze medals respectively in the women's 5000m event.

Rollersports fetched India a couple of unexpected bronze medals with Anup Kumar Yama bagging one in men's single free skating before combining with Avani Panchal to finish third in the pairs skating event. The Indian men's chess team also contributed a bronze.

Much was expected from the kabaddi teams to provide the boost to the gold haul and they did not disappoint.

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The men's kabaddi team maintained their impeccable track record by winning the gold medal for the sixth time on the trot, demolishing Iran with a facile 37-20 margin what turned out to be a lop-sided contest.

The script unfolded on expected lines for the women's kabaddi team also as they completed a memorable Asian Games debut by clinching the gold medal with a comprehensive win over Thailand in the final.

The Indians beat Thailand 28-14 in a dominating performance to clinch the inaugural women's kabaddi gold of the Asian Games.

World number one Vijender added another feather on his cap by clinching an unprecedented second boxing gold for India in the Asian Games to round off the best ever campaign by the country's pugilists at the quadrennial mega-event.

It was sweet revenge for Olympic and World Championship bronze-medallist Vijender when he blanked reigning world champion Abbos Atoev of Uzbekistan 7-0. Atoev had beaten the 25-year-old Indian at the World Championship semifinals last year but Vijender wiped off the disappointment with a performance fitting the hype around him.

The dashing six-footer Indian crouched a bit and took full advantage of his long reach and taller height against Atoev, whom he had beaten in Asian Championships last year.

Hitting straight and clear, Vijender, who was a bronze-medallist at the 2006 Asian Games, defended stoutly, seldom letting Atoev to attack.

However, V Santhosh Kumar (64kg) and Manpreet Singh (91kg) settled for silver medals after losing in the finals.

While Santhosh lost 1-16 to Kazakhstan's Daniyar Yeleussinov in finals, Manpreet went down 1-8 to Mohammad Ghossoun of Syria to take India's silver tally to three in boxing after Dinesh Kumar (81kg) had finished second yesterday.

The athletics team also ended their campaign with a bagful of medals with the women's 4x400m relay quartet winning the gold to bring down curtains with a bang.

India emerged from the track and field events with five gold, two silver and four bronze medals, one of their best efforts in Asian Games history, though below their performance in 2002 Busan Asian Games where they had a 7-6-5 medal haul.

Having started their campaign with a golden double in the women's 10,000m and 3,000m steeplechase through Preeja Sreedharan and Sudha Singh on the first day, the 4x400m relay team of Manjeet Kaur, Sini Jose, AC Ashwini and Mandeep Kaur ended the campaign by clinching gold in 3 minutes 29.02secs.

Kazakhstan took the silver in 3:30.03 while China claimed the bronze in 3:30.89.

It was the fifth gold from the athletics arena for India following gold medals by Ashwini in the 400m hurdles and by Joseph Abraham in the corresponding men's event and the opening day's heroics by Preeja and Sudha.

Preeja, however, could only get a silver in the women's 5000m despite making a great effort to catch Bahrain's eventual gold winner Mimi Belete while compatriot Kavita Raut got the bronze as India won one gold, a silver and a bronze.

Preeja and Kavita clocked their personal bests of 15:15.89 and 15:16.54 while Belete had a timing of 15:15.59.

Renjith Maheswary, bronze winner in the Commonwealth Games, looked headed for the gold in men's triple jump when he took the lead with his fourth attempt of 16.74m.

Notes

But his dream got shattered first by Kazakh Evginiy Ektov's 16.86m in reply to the Indian's 16.71m in the final try, before Chinese defending champion Li Yanxi uncorked a winning leap of 16.94, incidentally his season's best, in his fifth and last attempt to take care of the gold.

Had Maheswary come anywhere near his CWG effort of 17.07m, he would have easily won the gold, but under pressure and in his final leap the Kerala jumper faltered to finish in fourth place as another Chinese Asian junior champion Cao Shuo also leaped past him with a 16.84m effort in the final attempt to grab the bronze.

India's second entrant, Amarjit Singh, ended up a poor 7th with a best try of 16.15m from 16 starters.

The Indian men's 4x100m relay squad narrowly missed the bronze medal after a great anchor leg by Mohamed Abdul Najeeb who started in fifth position when the baton was passed to him by third runner Shameer Naseem Mon and nearly edged out the last runner of Thailand, Sittichai Sowonprateep. The other Indian runners were M Rahamatulla and Suresh Sathya.

Two bronze medals came from roller sports with Anup Kumar Yama bagging one in men's single free skating before combining with Avani Panchal to finish third in the pairs skating event.

Anup totalled 244.2 in his singles routine for which he fetched 123.6 on technical merit and 120.6 for artistic impression.

In the pairs event, Anup and Avani combined for a score of 222 which included 112.5 points on technical merit and 109.5 for artistic impression.

Indian men's chess team of P Harikrishna, Sasikiran Krishnan, Surya Shekar Ganguly and B Adhiban contributed a bronze with a 3.0-0.5 victory over Iran the ninth and final round.

Despite suffering an elbow injury, Indian woman wrestler Suman Kundu reached the semifinals of the 63kg freestyle wrestling but failed a get a bronze.

The injury hampered her from giving her best in the semifinal bout and she lost 0-3 to Mongolia's Nasanbyrmaa Ochirbat. She was overwhelmed 0-5 by China's Chen Meng in the bronze-medal play-off.

(***Source:*** *Times of India*)

Keywords

Crouch: Adopt a position in which the knees are bent and the upper body is brought forward and down, typically in order to avoid detection or to defend oneself

Facile: Superficial, simplistic

Penultimate: Second to last

Pugilists: One who has the skills and practice in sport of fighting with the fists; boxer

Quadrennial: Recurring every four years

Quartet: Group of four

Sepak Takraw: Kick volleyball, famous in Malay-Thai peninsula

Exercises

1. Write another article that summarises the performance of Indian sportspersons at Asian Games. The headline of the article should be different, the article should not exceed 10 lines and there should a minimum of two paragraphs.

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2. Pick up the words from the article that are used to define or describe the good performance by the Indians at Asian Games.
3. Conclude the article in your own words.
4. Pickup information about performance of Indian boxers and athletes from the article, and write a separate article using that information.

8.3 Articles on Health and Lifestyle

1. Sports Nutrition During Summer

Sveta Bhassin, Nutrition and Diet Consultant, May 26, 2011

Our body needs water for transporting nutrition, various chemical and enzymatic reactions taking place in the body, lubrication of joints along with other proteins, maintaining body temperature, protecting lungs, heart, eyes, intestines, etc.

Water makes up 40 to 70 per cent of an individual's body mass, depending on the age, sex and body composition. Sixty-five to 75 per cent of our muscle weight is water. A well-hydrated individual always functions at a higher physiological and performance level than a dehydrated one.

The heat and humidity can take its toll on the fittest of sports persons. In several international sports events, there were many cases of severe dehydration and heat exhaustion needing hospitalisation. An international squash player lost a kilo-and-a-half of body weight in a single match and most of it was water. Many cricketers have lost concentration due to excessive sweating and dehydration, resulting in injury.

Dr Dilip Nadkarni, orthopaedic surgeon and sports injury specialist, says, "The key to avoid dehydration is to pre-hydrate. Do not wait for thirst to start drinking water, because thirst is a sign of dehydration. Players who get muscle cramps, palpitation, dark urine, confusion on a hot humid day need their fluid intake monitored and professionally advised. Apart from drinking copious amount of fluid before, during and after the game, proper body conditioning and flexibility training can help the muscles cope with the fluid loss."

Sveta Bhassin, nutrition and diet consultant, says, "During exercise a large amount of heat is generated in the body. Environmental heat additionally stresses the body and increases the body's demand of water. A sedentary adult needs 2.5 litres of water in a normal atmospheric temperature for basic survival. Physically active individuals in a hot climate may need up to five to 10 litres of water per day."

For physically active people, the respiratory system releases 2-5ml each minute during a strenuous exercise, depending upon the climatic conditions. Kinita S Kadakia, diet consultant, says, "An individual's water needs depend on many factors, including health, how active one is and the type of sport."

"Though no single formula fits everyone, knowing more about one's body's need for fluids will help one estimate how much water to drink each day. Water is lost through the breath, perspiration and urine. One must replenish its water supply by consuming beverages and foods that contain water," she adds

Our body can tolerate a drop in body temperature up to 10 degrees centigrade, but an increase in body temperature up to 5 degrees centigrade can also lead to death. Statistics have shown that over last 30 years football players who died during a competition or practice has been more than 100 times due to hyperthermia (increased body temperature).

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"The more you exercise, the more fluid you'll need to keep your body hydrated. An extra 1 or 2 cups of water should suffice for short bouts of exercise, but intense exercise lasting more than an hour (for example, running a marathon) requires additional fluid.

How much additional fluid is needed depends on how much you sweat during the exercise. During long bouts of intense exercise, it's best to use a sports drink that contains sodium, as this will help replace sodium lost in sweat.

Hot or humid weather can make you sweat and requires additional intake of fluid. Thus keep on replenishing your body with loads of fluids and liquids this summer," advises Kadakia.

Effects of dehydration

1. ***Heat cramps:*** Involuntary muscle spasms occur during or after an intense exercise in hot climate, especially in the muscle group being exercised.
2. ***Heat exhaustion:*** This leads to weakness, rapid pulse, low blood pressure, headache, nausea, dizziness, and goose bumps.
3. ***Exertional heat stroke:*** This needs immediate medical treatment. Here body temperature may be as high as 41.5 degrees centigrade. The individual stops sweating, skin is hot and dry. This can be fatal and lead to organ damage.
4. ***Hyponatremia:*** This is a condition where there is phenomenal loss of sodium from the body. The symptoms are nausea and vomiting, headache, lethargy, fatigue, appetite loss, restlessness and irritability, muscle weakness, spasms or cramps, seizures and decreased consciousness or coma.

Solution

Pre-exercise hydration: In addition to increasing the fluid intake on a daily basis, it is recommended 400 to 600 ml of cool water about 20 minutes before a strenuous exercise. Most of the soccer players increase their daily fluid intake a week before the competition by 4.5 litres per day to prevent dehydration during the game, especially when the competition is in summer. This can be two cups (17 to 20ozs) fluid every 2-3 hours before exercise

1. ***Rehydration:*** Change in the body weight after the competition indicates the amount of water lost during the exercise. Each pound of weight lost indicates 450 ml of fluid lost. The requirement of replenishing the amount of fluid lost thus can be calculated based on the weight lost during the exercise. This should be done within 10 to 15 minutes after the exercise session. For example, optimum fluid replenishment is done at the rate of 1000 ml per hour.
2. ***Hydration during exercise:*** 7-10ozs every 10-20 minutes
3. Temperature of water should be 15 to 20 degree Centigrade
4. Drink cool, tasty and easy-to-drink fluids, a six per cent carbohydrate solution is ideal before/during and after exercise for rehydration.
5. Sports drinks provide flavour and electrolytes as well as carbs for replenishing the energy loss. Also, provide sodium to maintain blood volume.

First aid on the field

1. ***Dehydration with loss of energy:*** Give a carb drink with electrolytes. Avoid carbonated drinks.

Notes

2. ***Dehydration with muscle cramps:*** Stop exercise. Massage the muscles which are cramping. Give a sodium drink like lime juice with sugar and salt.
3. ***Heat exhaustion with dizziness, cold, clammy skin:*** Stretch, elevate legs in a cool and shaded place to circulate blood to the head, replace fluid with coconut water or electoral water.
4. ***Heat stroke with high body temperature and dry skin:*** Immediate medical treatment.
5. ***Heat stroke with confusion:*** Ice bath with a cold towel and medical help.

(***Source:*** www.timesofindia.Indiatimes.com)

Keywords

Dehydration: Lack of moisture, drying out

Dizziness: A reeling sensation; a feeling that you are about to fall

Enzymatic: Any of numerous proteins or conjugated proteins produced by living organisms and functioning as biochemical catalysts.

Palpitation: Shiver

Spasm: Contraction

Strenuous: Difficult or tiring

Exercises

1. What has been said about the role of exercising in the article?
2. Suggest changes in the article that would make it simpler.
3. Analyse the tone of the article.
4. Write five points that would summarise the article.

2. Keep the Negative Vibes to Yourself

Kabir Barat, April 2, 2011

By now, it's an accepted fact that all of us urban workers, unlike earlier generations, will go through at least five to six job changes (if not more) during the course of our working lives. But disengaging from one company and moving to another can be a tricky proposition, particularly if you leave on a bad note. There's always the temptation to badmouth the former workplace and boss. However, while venting your rage may feel good, it's not right to vent just anywhere nor is it smart to vent to just about anyone.

Social networking sites like Facebook and Twitter are supposed to be open forums where you can freely speak your mind. But there have been plenty of instances where people have been let go from their jobs for venting on these websites. For example, in 2009, Dawnmarie Souza, a union worker for the American Medical Response of Connecticut, was fired for insulting her boss in a series of Facebook updates.

Moving on

People quit their jobs for a variety of reasons, but some aren't lucky enough to quit on their terms. Cutbacks and downsizing are just some of the reasons why you might be terminated before you get to shine. This leads to bitterness and anger. That's how Shilpa Reddy felt in 2008 when she

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was let go by a leading automobile maker due to the economic downturn. "I felt so bad," she says. "I loved my job and being asked to leave for no fault of my own was one of the hardest things I've ever experienced. I felt incompetent and unwanted."

It's how we deal with this anger that ultimately helps us move on. According to HR consultant Shiv Nanda, "Getting fired is a bad experience for everyone. However, remaining angry will only be a hindrance because you may carry that anger into your next interview. Stay calm and focused and most importantly, never blame yourself."

However, if you've chosen to quit your previous job yourself, he adds, it should be easier. "You should focus on what's ahead rather than what you've left behind," Nanda says.

Prem Mukherjee was compelled to quit his job on his own terms: "I was working for a top advertising agency, but I didn't fit in with my co-workers. I always felt like a fish out of water and left before things got ugly. But I left with no regrets and I didn't have trouble finding a job soon after," he says.

Straight talk

It's great to quit on your own terms, but even so, you may quit because of anger with the company and the need to vent becomes strong. But you must resist, says HR consultant Rashida Kagalwala. "If you absolutely feel the need to vent, do so in the least vitriolic manner," she says. "Confide in a friend or in a loved one. Speak to a counsellor if you must. Being negative only worsens things."

Venting to a friend face to face is fine, Kagalwala adds, but never, never vent on the Internet. "Whatever you post on the Net is out there for everybody to see, including your ex-employers," she explains. "You may face legal action such as libel, especially if your previous workplace has a low tolerance policy."

Still, if you were caught badmouthing your former employers, or even your current ones, fear not. It's not the end of the world! Finding another job may be difficult but not impossible.

"True, venting against your previous employers certainly doesn't look good in your next job interview. However, there is no reason why you may never work again, as some people feel," says headhunter Mohit Verma.

Sometimes, quitting is not the solution. Says Rustom Banaji, a senior manager at a BPO, "If an employee is unhappy, he or she should approach his or her immediate boss first and foremost. Even if the boss is part of the problem, it is imperative to have open communication. Only when you confront the problem head on will there be a solution."

And what if you find out that a former employee has been badmouthing you? According to HR consultant Amit Vaidya, "Sometimes it is not worth the effort pursuing a former employee, unless that person persists with insults and slander. Otherwise a simple phone call or an email will suffice."

Ranting

Do-s and Don'ts

So you've been let go or you've left on bad terms. You're angry and that's perfectly understandable. HR consultant Kiran Sharma advises us to keep the following things in mind before going out on an all-out rampage against ex-employers.

1. Do make your dissatisfaction clear at the time of leaving. Most workplaces have something called an exit interview. This is an interview conducted by an employer with a departing

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employee and its primary aim is to learn the reasons for the person's departure. An exit interview is a great way of releasing a part of your frustration.

2. Don't hold grudges. This will only hinder you from making progress at your current or next workplace.
3. Keep your opinions as private as possible. Also, limit your opinions to people who understand what you're going through or who have gone through the exact same thing. The last thing you want is someone ratting you out to your former employers.
4. Don't spread rumours. They are very harmful and you never know how they may catch up with you.
5. Don't befriend your seniors/supervisors on social networking sites. Your co-workers are not necessarily your friends. If you already have made connections with them online, watch your status updates, messages and tweets, and resist the temptation to vent online about work.

(***Source:*** HT Brunch)

Keywords

Downsizing: Reducing the total number of employees at a company through terminations, retirements, or spinoffs

Ranting: Speak or shout at length in a wild, impassioned way

Exercises

1. Find a word (s) in the text that means the same as:
   (a) Risky
   (b) Peaceful
   (c) Voice out
   (d) Unkind remarks
   (e) Charge
2. Summarise the article in maximum 3 lines.
3. What has been said about the ill effects of badmouthing your previous employers on social networking sites?
4. Do you agree with the views of the writer? If not, suggest changes wherever you don't agree with the text.
5. Suggest another suitable headline for the article.

8.4 Miscellaneous Articles

1. Is Android the Next Windows?

Jamshed Avari, May 26, 2011

When using a Windows PC today, it's easy to take for granted that the software will just work. If you need something new, just pop in a CD or download it from the Web—there's usually no question of whether it will work or not. With the combined market shares of all available versions

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hovering around the 90 percent mark for well over a decade, Windows is effectively the standard that developers must adopt unless they have very good reasons for remaining available to only a small niche. It wasn't always like this though, back in the early days of personal computers, multiple different platforms existed and it wasn't always easy to share data between them, let alone entire programs. Software (including the operating system) became one of the main reasons you'd choose one platform over another, and when smaller players became unsustainable and the industry crystallized around the Windows and Macintosh, it was still software that differentiated them. There are various reasons for which the Mac platform didn't gain as much popularity as Windows in the 1990s, but it's always been a viable alternative.

Today's mobile devices are in a similar situation. We have a number of completely different platforms, mainly differentiated by their operating systems and all mutually incompatible. Differences aren't limited only to the look and feel of the hardware and software, but extend to the kind of situations you'd want to use each of them in. Some have been developed with no-frills business applications in mind, some with games and multimedia, and some trying to bridge the two worlds.

In many ways, Apple is playing the same game it played with desktop computers—tightly controlling the hardware and software to give users a premium and polished—if somewhat constrained—experience. This time though, it's had a clear first-mover advantage, arguably defining the modern smartphone experience on its own. Recognizing that third-party software is key to the platform's success, Apple also created the App Store, which we now know to be the center of the iOS ecosystem. Google, on the other hand, is playing things the way Microsoft did twenty years ago: building only the software, and letting anyone who wants it use it. To beat Apple's early advantage, they decided to make it free of cost to manufacturers, and it's paid off. That's how we have dozens of models from various manufacturers, and also why there are so many differences in hardware, power, and usability. Android's reach is now arguably greater than iOS's, but it comes at the cost of stability, predictability, and now also security—the hallmark weaknesses of Windows. If Android continues to gain popularity, it will become the default choice for software developers, and thus become the standard that everyone else must become compatible with. In such a world, iOS, BlackBerry OS, WebOS and Windows Phone would live on as niche minority options, or some of them would die out entirely. Who knows, if Android truly is the Windows of the post-PC era, it might even overtake its desktop-bound ancestor as malware authors' favorite target.

(***Source:*** Chip Magazine/ www.chip.in)

Keywords

Android OS: A Linux-based open source platform for mobile cellular handsets developed by Google and the Open Handset Alliance.

No-frills: Without unnecessary extras, esp. ones for decoration or additional comfort.

Exercises

1. Suggest an alternative headline for the article.
2. Identify the parts of this article, i.e. lead, main body and conclusion.
3. Write down the main points of the article, i.e. what you infer from the article.
4. Rewrite the article in your own words.

2. The State of the Arts

Notes

Vidya Shah

The very mention of Indian culture brings to mind its sheer diversity both in form and content. But this mental picture is quite different from how narrowly we view it now. Today, there is a tendency to homogenise— like running a road-roller over the cultural fabric of India. While mass media— largely television and cinema— has usurped most of our attention, culture, in the more conventional sense of live performance, is also fast gaining a glamour quotient. One does see more imagination being put into programming and venues today. Can we, then, stop lamenting about how Indian culture is deteriorating? Perhaps not till we've found answers to some pressing questions: Whose responsibility is it to safeguard culture? Who will be the patron? Can the thousands for whom their art form is their livelihood survive? And are they surviving now?

Some of these concerns saw a silver lining in a report released recently by the review committee of the zonal cultural centres (ZCCS) under the ministry of culture— in its silver jubilee year, significantly. The ZCCS, created under Rajiv Gandhi's prime ministership, are located in seven cities across the country. They were set up with the intention of bringing India's resurgent cultures to its masses and, in this spirit, they were not situated in state capitals, but in smaller cities with an important connection to culture. So, Thanjavur instead of Chennai, Shantiniketan and not Calcutta.

Initially, several promising objectives were put in place— delink the ZCCS from state politics, promote financial independence, encourage young and up-and-coming artists— and some good did come of it. The Shilpgram, a first-of-its-kind, one-stop crafts and culture village, defied its low budget to become a "must see" when in Udaipur. The Manganiyar singers are another success story. 'Discovered' by the ZCCS, they now perform internationally extensively.

The review report, an extensive undertaking under the chairmanship of Mani Shankar Aiyar, consulted eminent artists from across the country and concluded that the centres have seen a steady decline in the quality of their content, their promotion of art and their encouragement of artists — contravening the very purpose of their existence. It admits acerbically that the centres have, over the years, become excessively bureaucratised, insufficiently creative and essentially extensions of their state's department of culture. The folk and tribal forms are worse off than ever before with newer generations having to eschew their traditional skills and become migrant labourers to survive.

Ironically, we need these institutions because the onus is on the State to look after these artists and art forms and to provide platforms for their performance, and because there exist, quite simply, no alternative survival mechanisms.

The re-engineering of the ZCCS has to be a reformative exercise at several levels. The review committee's recommendations, including the setting up of an Indian Council for Zonal Centres, cutting down on major infrastructural expenditures (raising the centres' corpus funds to Rs 50 crore each), increasing performance budgets, cultural audits to control corruption, improving documentation and archiving by bringing in the requisite expertise, have the potential to address existing issues. The committee stressed the need to support folk and tribal cultures through a revamped Guru-Shishya Parampara scheme, which will assure talented but indigent artistes to secure livelihoods through such proposed initiatives as a Folk and Tribal Arts Akademi (and National Museum).

While the report's recommendations are quite comprehensive, it also supports the creation of superstructures and big budgets for cultural management. In a country like India, which has an array of art forms that is as diverse as it is extensive, it remains to be seen how low-cost models can be created. Also, if the youth are to be engaged, then there is a need to find a synthesis between fast-paced change-oriented technologies and the cultural traditions of communities.

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Community radio, digital archiving and the internet are avenues that need to be used optimally. The greater involvement of local communities and decreased outside interference will only add richness to content.

In three bulky volumes, the review committee's report is an important contribution in that it not only reiterates how culture is much-neglected in India, but also puts forward concrete suggestions on avoiding an irretrievable collapse. It needs to be seen, however, how these recommendations will be implemented. Given the step-child treatment meted out to culture in India, the reincarnation of these zonal centres should help us rediscover our displaced (read: by Bollywood) cultural pride.

(***Source:*** Outlook Magazine/ www.outlookindia.com)

Keywords

Acerbically: In a sarcastic or cynical manner

Homogenise: To make more uniform

Onus: Burden, responsibility

Reformative: Attempt to improve (an existing institution, law, practice, etc)

Reincarnation: Rebirth

Synthesis: Combination or composition, in particular

Exercises

1. Find a word (s) in the article that means the same as:
   (a) Assortment
   (b) Revived
   (c) Renowned
   (d) Infringing
   (e) Permanent
2. What does the article say about the current state of cultural fabric in India?
3. Conclude the article in your own words.
4. Suggest a suitable alternative headline for the article.

Unit 9: Poems

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9.1.1 About the Poet

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9.1.4 Review Questions

9.2 The Tiger by William Blake

9.2.1 About the Poet

9.2.2 Summary and Analysis of the Poem

9.2.3 Keywords

9.2.4 Review Questions

Objectives

After studying this unit, you will be able to:

- Realise the moral of the poems- 'Abou Ben Adhem' and 'The tiger'
- Appreciate the lyrical composition of the poems

Introduction

A poem is a piece of writing that partakes of the nature of both speech and song, and that is usually rhythmical and metaphorical. It conveys ideas, experiences and emotions. In this unit we will read two such poems: Abou Ben Adhem and The Tiger.

Abou Ben Adhem is a poem with a religious concept. The poet has conveyed the ideas of happiness, peace and love through easy and flowing rhymed couplets.

The Tiger," originally called "The Tiger," is a lyric poem focusing on the nature of God and his creations. It was published in 1794 in a collection entitled Songs of Experience.

9.1 'Abou Ben Adhem' by James Henry Leigh Hunt

Abou Ben Adhem (may his tribe increase!)

Awoke one night from a deep dream of peace,

And saw, within the moonlight in his room,

Making it rich, and like a lily in bloom,

An angel writing in a book of gold:—

Exceeding peace had made Ben Adhem bold,

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And to the Presence in the room he said

"What writest thou?" – The vision raised its head,

And with a look made of all sweet accord,

Answered "The names of those who love the Lord."

"And is mine one?" said Abou. "Nay, not so,"

Replied the angel. Abou spoke more low,

But cheerily still, and said "I pray thee, then,

Write me as one that loves his fellow men."

Explanation: Abou Ben Adhem was a religious person. One night when he was sleeping peacefully in his room, a sparkling light woke him up. He found out that this bright light was due to the presence of an angel who was writing something in a golden book. Being a pious man, Abou was not afraid of the Angel and the silence in the room made him more courageous. He asked the angel what he was writing in the book. The angel replied that that he was writing the names of all those people who love God. Abou asked the angel curiously if his name was in the list. The angel replied that his name was not included in the list. Ben doesn't seem to be too upset by this and asks the angel to add his name to a list of men who love their fellow men. The angle heard his request and disappeared.

The angel wrote, and vanished. The next night

It came again with a great wakening light,

And showed the names whom love of God had blessed,

And lo! Ben Adhem's name led all the rest.

Explanation: The other night, it came again in similar circumstances carrying a new book. The book contained a list of everyone god loves and had blessed. Ben, as a result of his stated love for humanity, is the first name on the list.

9.1.1 About the Poet

James Henry Leigh Hunt was born in 1784. He was a religious man educated at Christ Hospital. He then became the editor and writer of a newspaper called The Examiner. His early poems are The Story of Remini and Endymion. The earliest poems he wrote were published when he was in school. In English Literature, Leigh Hunt is known for his achievements as an editor, a critic and an essayist.

9.1.2 Summary and Analysis of the Poem

James Leigh Hunt wrote this poem in 1838. Abou Ben Adhem was a Muslim saint and a Sufi mystic. The poem conveys the idea that true service of God lies in the service of humanity. God blesses those people who love their fellow beings. Most of us pay only lip-service to the worship of God, whatever the religion might be. If each one of us applies to our daily life, what our religion teaches us the world would be a much better place for each one of us to live.

9.1.3 Keywords

Bloom: The organic process of bearing flowers

Cheerily: Pleasantly

Notes

9.1.4 Review Questions

1. What is the theme of the poem?
2. Analyse the poem and find out the idea behind the poem.
3. What do you mean by the line- "Exceeding peace had made Ben Adhem bold"?
4. "I pray thee, then, Write me as one who loves his fellow men". Who was the speaker of this line and in what context did he speak this line?
5. Why do you think Ben Adhem's name led all the rest?

9.2 The Tiger by William Blake

Tiger! Tiger! burning bright

In the forests of the night,

What immortal hand or eye

Could frame thy fearful symmetry?

Explanation: In the first verse, the author compares the fierceness of a tiger to a burning presence in dark forests. He wonders what immortal power could create such a fearful beast.

In what distant deeps or skies

Burnt the fire of thine eyes?

On what wings dare he aspire?

What the hand dare sieze the fire?

Explanation: Here the author compares the burning eyes of the tiger to some transplanted distant fire that only someone with wings could reach and only with impermeable hands could seize. The author wonders where such a powerful fire could have come from? Hell, possibly?

And what shoulder, & what art.

Could twist the sinews of thy heart?

And when thy heart began to beat,

What dread hand? & what dread feet?

Explanation: In this verse we have a metaphor giving us a vision a skillful and powerful blacksmith creating the tiger's beating heart awakening a powerful beast. The phrase "...twist the sinews of thy heart" is also an allusion to a hardheartedness that a beast of prey must have towards the creatures it kills

What the hammer? what the chain?

In what furnace was thy brain?

What the anvil? what dread grasp

Dare its deadly terrors clasp?

Explanation: This verse continues the allusion to a creator, who, having made the fearsome best, must confront with the sheer terror of a tiger's nature. Did the tiger's creator have to retrieve the tiger's fearsome brain from an evil, hot place?

When the stars threw down their spears,

And watered heaven with their tears,

Notes

Did he smile his work to see?

Did he who made the Lamb make thee?

Explanation: Here the author, with beautiful rhetoric, describes a marvelous creation process likening starlight to a symbolic destructive process. The author wonders whether the creator of the fierce and predatory tiger could also make the docile, gentle lamb. He sees a conflict between the creation of heartless, burning predator and its potential victim, the lamb.

Tiger! Tiger! burning bright

In the forests of the night,

What immortal hand or eye

Dare frame thy fearful symmetry?

Explanation: The final verse is but a reprise, almost a chorus. It serves the purpose of repeating the wondrous question of the tiger's creation and gives the reader another chance to enjoy the rhetorical and already answered question, "What immortal hand or eye?"

The answer lies in the reader's interpretation of creation: Did God create the fearsome along with the gentle? Why does He allow the tiger to burn in the dark forest, while the lamb gambols in the glen under the stars of that very creation? The author leaves it up to the reader to decide. The important thing is the question, not the answer.

9.2.1 About the Poet

William Blake was born in London in 1757, one of six children of a hosiery merchant. He talked of visionary experiences from a very early age: at 10, he saw a tree filled with angels when he was wandering the countryside just outside town. He later claimed to have read Milton as a child and he began writing "Poetical Sketches" at 13. He was also interested in painting and drawing in childhood, but his parents could not afford art school, so he was apprenticed to an engraver at the age of 14.

The first collection of poems William Blake published was Poetical Sketches in 1783 — clearly the work of a young apprentice poet, with its odes to the four seasons, an imitation of Spenser, historical prologues and songs. His most loved collections were next, the paired Songs of Innocence (1789) and Songs of Experience (1794), both published as handmade illuminated books. After the upheaval of the French Revolution his work became more political and allegorical, protesting and satirizing war and tyranny in books like America, a Prophecy (1793), Visions of the Daughters of Albion (1793) and Europe, a Prophecy (1794).

9.2.2 Summary and Analysis of the Poem

Published in 1794 as one of the Songs of Experience, Blake's "The Tyger" is a poem about the nature of creation, much as is his earlier poem from the Songs of Innocence, "The Lamb." However, this poem takes on the darker side of creation, when its benefits are less obvious than simple joys. Blake's simplicity in language and construction contradicts the complexity of his ideas. This poem is meant to be interpreted in comparison and contrast to "The Lamb," showing the "two contrary states of the human soul" with respect to creation. It has been said many times that Blake believed that a person had to pass through an innocent state of being, like that of the lamb, and also absorb the contrasting conditions of experience, like those of the tiger, in order to reach a higher level of consciousness. In any case, Blake's vision of a creative force in the universe making a balance of innocence and experience is at the heart of this poem. The poem's speaker is never defined, and so may be more closely aligned with Blake himself than in his other poems.

Notes

9.2.3 Keywords

Anvil: A heavy block of iron or steel with a smooth, flat top on which metals are shaped by hammering

Distant Deeps: Hell

Sinews: A piece of tough fibrous tissue uniting muscle to bone or bone to bone; a tendon or ligament

Symmetry: Correct or pleasing proportion of the parts of a thing.

9.2.4 Review Questions

1. What message does the poet wants to convey through this poem?
2. Comment on the comparison made by the poet in this poem.
3. What do you mean by the line- 'tiger tiger burning bright'?
4. Prepare a character sketch of a tiger with the help of views put together by the poet.
5. Explain the meaning of these lines:

   'When the stars threw down their spears,

   And water'd heaven with their tears,

   Did He smile His work to see?

   Did He who made the lamb make thee?'

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Unit 10: Kinds of Sentences

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Objectives

After studying this unit, you will be able to:

- Describe positive, negative, statement, interrogative and exclamatory sentences
- Realise how to use each type of sentence and how each type of sentence is structured
- Know the correct use of different types of sentences

Introduction

Can you think of happiness in a life where you cannot communicate your feelings to the others around you? I am sure that the answer is "NO".

How do we communicate? Through Letters? Words? Gestures? But have you ever thought that all of these would not make any sense if there were no sentences. For those who are thinking that how do gestures require sentences, can you think of interpreting a gesture without translating it into a sentence?

Every language is nothing but a gargantuan collection of meaningful sentences.

Caution Here, "meaningful" is the catch word.

Without being meaningful, a sentence has no use. For instance, think of a sentence where I say,

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Examples:

1. I gave her a red rose smiling at her, or
2. He asked me why I sat on the pink chair coming towards me.

Obviously, after hearing or reading such sentences, one is bound to get confused in the meaning.

The first sentence if interpreted literally means that I gave her the red rose which was smiling at her. Can a rose smile? No. So what is the sentence trying to mean?

Read it now:

Smiling at her, I gave her a red rose.

I am sure, the meaning is clear.

Similarly example 2, if interpreted literally means that He enquired from me the reason for which I was sitting on a pink chair that was coming towards me. Is it possible that somebody sits on a chair and the same chair can still come towards him/her? Obviously not.

Then what is it trying to mean?

Read it now:

Coming towards me, he asked why I sat on the pink chair.

So it is very important for each of us to use the right kind and formation of sentences to make our communication effective. This importance is even higher for the professionals like managers, lawyers, teachers, etc., as their individual effectiveness is virtually determined by their oral as well as written communication.

10.1 Sentence

What is a sentence? The most popular definition of a sentence is that *it is a meaningful collection of words*.

A rather technical definition may be that a sentence is *a grammatical unit that is composed of one or more clauses*.

Clause? What is that? OK. Let us understand a few concepts related to the general formation of sentences.

A sentence has primarily two parts, viz. Subject and Predicate:

Subject: The subject can also be said to be the topic of a sentence. A simple subject may a noun or pronoun. Depending on the need, a subject can be singular, plural, or compound.

Sometimes, a sentence has a long subject. In such cases, a complete subject is a simple subject with all of its modifiers.

Examples:

1. I gave you a pen.
2. The dress with the colourful motifs is very expensive.

In the first sentence, the subject is *I*, while in the second sentence, the subject is *The dress with the colourful motifs*.

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Predicate: The predicate is that part of the sentence that shows an action or a relationship. It shows what the subject is doing or being.

A simple predicate has only one verb or verb phrase, while a complete predicate has a verb, or verb phrase with a modifier, along with words that get the action or complete the verb.

Examples:

1. Birds *fly*.
2. I *gave you a pen*.
3. I *gave you a pen that was green in colour*.

In the examples given above, the part italicized in each sentence represents its predicate.

A subject is that which is being talked of and a predicate is what is being talked.

Apart from these, there are the following components of a sentence.

Object: An object can be of two types namely direct and indirect.

A *direct object* is a noun, pronoun or a group of words which acts as a noun that receives the action of a transitive verb without a linking preposition.

A direct object gives answer to the question– whom? or what?

An *indirect object* is a noun, pronoun or a group of words which acts as a noun that answers the question–

to whom/what ? or

for whom/what ?

the action expressed by a transitive verb was done.

Examples:

1. I drank soup.
2. I gave you a pen.

In the Example 1 above, the word *soup* is the object. Needless to say, it is the direct object (no indirect object in the sentence)

In the Example 2, there are 2 objects: pen (direct object) ; you (indirect object)

Clause: A clause is a pair or group of words that consist of a subject and a predicate. Clauses are divided on different bases into many categories, but the main categorisation is into dependent and independent clauses.

A dependent clause (subordinate) clause is that part of the sentence which contains a subject and verb but does not express a complete thought. It can make sense on its own, but, is essentially dependent on the rest of the sentence for context and meaning. It is usually joined to an independent clause to form a complex sentence.

An independent clause is that part of the sentence which may very well stand alone. This means that if taken out from the sentence, an independent clause makes a complete sentence in itself. It contains a subject and verb and expresses a complete thought in both context and meaning.

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Example: 1. Because I gave you the pen, you could write a brilliant letter.

In the Example 1 given above, there are two clauses, viz.,

Because I gave you the pen	dependent clause
(it has both, subject and predicate)	(doesn't make complete sense)
you could write a brilliant letter	independent clause
(it has both, subject and predicate)	(gives a complete sense, can stand alone)

Example: 2. The chief guest arrived and the drama began.

In the Example 2 above, there are two clauses, viz.,

The chief guest arrived	independent clause
(it has both, subject and predicate)	(gives a complete sense, can stand alone)
the drama began.	independent clause
(it has both, subject and predicate)	(gives a complete sense, can stand alone)

Example: 3. Before the chief guest arrived, the drama had begun.

In the Example 3 above, there are two clauses, viz.,

Before the chief guest arrived	dependent clause
(it has both, subject and predicate)	(Doesn't make a complete sense)
the drama had begun.	independent clause
(it has both, subject and predicate)	(gives a complete sense, can stand alone)

Phrase: Quite commonly confused with clause, a phrase is an expression which contains a single thought but is not necessarily a complete sentence. It can be a single word, but usually it is a group of words.

Caution A phrase does not have subject-predicate combination.

Examples:

1. The chief guest arrived *at the theatre* and the drama began.
2. Before the chief guest arrived, the drama had begun *with a lot of pomp and show.*

In the examples above, the part italicized is the phrase.

10.2 Kinds of Sentences

After having understood the basic components of a sentence, now let us move to the various types of sentences. Sentences are primarily of following types:

1. Positive
2. Negative
3. Statement

Notes

4. Interrogative
5. Exclamatory

Let us understand each of them one by one.

10.2.1 Positive

Positive sentences are also known as affirmative sentences. These sentences allow us to affirm or state something in a straight forward manner.

Examples: 1. I brush my teeth.

2. He drank the soup.

We use *has* in a positive sentence when the subject is singular (he, she, it, etc.) and *have* when the subject is plural (they, boys, flowers, etc.)

Examples: 1. He *has* stood first in his class.

2. The flowers *have* faded.

When the auxiliary verb (do, have, etc.) is put after the pronoun in a positive sentence, that verb is used for emotive or contrastive emphasis when the speaker or writer feels strongly about something.

When spoken, this kind of usage gives the auxiliaries an extra stress in pronunciation to make them sound louder, longer or higher in tone.

Examples:

1. Shweta thinks that her mother doesn't love her, but she *does* love her.
2. You *do* look plump in that new outfit! Quite strange!
3. I don't see my family doctor anymore, but I *do* remain indebted to him to have saved my life.
4. I *did* go out the night before last.

When a negative word such as never, rarely, hardly, etc., begins a positive sentence, the subject and verb are inverted. In other words, the question word order is used.

Examples:

1. Rarely *do* I see anything as beautiful as Picasso's paintings now.
2. Hardly *had* I finished my work when the bell rang.

The word order for affirmative sentences in present tense is *subject + verb form or subject + auxiliary verb + verb form*

Examples: 1. *He sings* every night.

2. *He is singing* melodiously.
3. *He has sung* a beautiful song.
4. *He has been singing* for past two hours.

The word order for affirmative sentences in future tense (will case) is *subject + will + verb form*.

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Examples: 1. *He will sing* every night.

2. *He will be singing* melodiously.

3. *He will have sung* a beautiful song.

4. *He will have been singing* for two hours by tomorrow morning.

The word order for affirmative sentences in past tense is *subject + verb form or subject + auxiliary verb* + verb form.

Examples: 1. *He sang* every night.

2. *He was singing* melodiously.

3. *He had sung* a beautiful song.

4. *He had been singing* for two hours by that time.

10.2.2 Negative

Negative sentences are those sentences which deny an affirmation. Obviously, they are considered to be the opposite of positive sentences.

Examples: 1. I *do not* brush my teeth.

2. I *never* brush my teeth.

We use *has not/does not* in a negative sentence when the subject is singular (he, she, it, etc.) and *have not/do not* when the subject is plural (they, boys, flowers, etc.)

Examples: 1. He *has not* stood first in his class.

2. He *does not* want to stand first in his class.

3. The flowers *have not* faded till now.

4. These flowers *do not* smell sweet.

The word order for negative sentences in present tense is *subject + auxiliary verb (with "not") + verb form*

Examples: 1. *He does not sing* every night.

2. *He is not singing* melodiously.

3. *He has not sung* a beautiful song.

4. *He has not been singing* for past two hours.

The word order for negative sentences in future tense (will case) is *subject + auxiliary + not + verb form*.

Examples: 1. *He will not sing* every night.

2. *He will not be singing* melodiously.

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3. *He will not have sung* a beautiful song.
4. *He will not have been singing* for two hours by tomorrow morning.

The word order for negative sentences in past tense is *subject + auxiliary verb + not + verb form*.

Examples: 1. *He did not* sing every night.

2. *He was not* singing melodiously.
3. *He had not* sung a beautiful song.
4. *He had not been* singing for two hours.

When we interchange or transform positive and negative sentence or vice versa, it is important that we don't change the meaning of the sentence.

Examples:

1. I brush my teeth every night. (Positive)

   I don't forget to brush my teeth every night. (Negative)
2. My friend is too rich to be my companion. (Positive)

   My friend is so rich that she cannot be my companion. (Negative)
3. I was doubtful whether it was you. (Positive)

   I was not sure that it was you. (Negative)
4. Everybody was present. (Positive)

   Nobody was absent. (Negative)
5. Ram always drives carefully. (Positive)

   Ram never drives carelessly. (Negative)
6. I never forget to switch off the fans and lights while stepping out of home. (Negative)

   I always switch off the fans and lights while stepping out of home. (Positive)
7. He doesn't like to drink cold tea. (Negative)

   He likes to drink hot tea. (Positive)
8. I never fail to stand when the national anthem is being played. (Negative)

   I always stand when the national anthem is being played. (Positive)

10.2.3 Statement

A statement is also known by the name of a declarative sentence. This type of sentence simply states a fact, an argument or an idea, without requiring any answer or action from the reader. It does not give a command or request, nor does it ask a question.

There are two types of statements, viz.

1. unconditional statement
2. conditional statement

Let us understand both of them one by one.

Notes

1. ***Unconditional Statement:*** These are the statements without any condition in them.

Examples: 1. Marina plays the piano.

2. I think you will pass.

3. I have forgotten his name.

4. She asked which drink I preferred.

2. ***Conditional Statement:*** These are the statements with a condition(s) in a clause accompanied by the main clause which shows the action.

The conditional statements are of three types:

(a) The open conditional statement.

(b) The hypothetical conditional statement.

(c) The unfulfilled hypothetical statement.

Let us understand each of them one by one

(a) *The open conditional statement:* This type of statement generally refers to a future event which is conditional on another future event.

The verb of the conditional clause is in the simple present tense and the verb of the main clause is in the future tense (usually with "will").

Examples: 1. If I sleep too much, my eyelids become swollen.

2. My eyelids become swollen if I sleep too much.

3. Only if the entire team works fast, we'll finish the work today.

4. We will not finish the work today if the entire team does not work fast.

5. We will not finish the work today unless the entire team works fast.

Occasionally, the open conditional statement describes a situation or an instance which is dependent on another instance (given in the conditional clause). In this case, both verbs are in the present tense.

Examples: 1. If I sleep well at night, I feel much relaxed in the morning.

2. If it rains, I enjoy it a lot.

Sometimes, *if* is replaced by *when*. *If* implies that the condition really is open and may not be fulfilled, while *when* implies that the condition will be fulfilled, that the event will certainly take place.

Examples: 1. I will sing when you dance.

2. I shall have my lunch when the bell rings.

(b) *The hypothetical conditional statement:* The hypothetical conditional statement refers to a possible future situation which depends on another possible future situation.

The verb of the main clause uses the present conditional tense (*would* + *infinitive, or could* + *infinitive*) and the verb of the conditional clause normally uses the present subjunctive. Sometimes, the conditional aspect of the statement can be emphasised by using the form *were* + *to* + *infinitive*.

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Examples:

1. If you slept well at night, you would be relaxed in the morning.
2. You would be relaxed in the morning if you slept well at night.
3. Only if the entire team worked fast, we could finish the work that day.
4. We would not finish the work that day if the entire team did not work fast.
5. We would not finish the work that day unless the entire team worked fast.
6. If the entire team were to work fast, we could finish the work that day.

Sometimes the statements use the open hypothetical form, though it is clearly quite impossible. In such cases, the main clause uses the *would/could + verb form*.

Examples: 1. If I were you, I would never go there.

2. My teacher told me that I would definitely improve my scores if I worked harder.

(c) *The unfulfilled hypothetical statement:* The unfulfilled hypothetical statement refers to a situation in which an event might have taken place, but did not, because a condition was not fulfilled.

The verb of the main clause is in the past conditional (*would have* + past participle) and the verb of the conditional clause is in the past perfect (*had* + past participle).

Examples:

1. If you had slept too much, your eyelids would have swollen.
2. If the entire team worked fast, we would have finished the work that day.

The conditional clause can be placed either before the main clause, or after it.

10.2.4 Interrogative

An interrogatory sentence asks a question and ends with a question mark (?). It may ask for information or for confirmation or denial of a statement. They typically begin with a question word such as what, who, or how, or an auxiliary verb such as do/does, can or would.

Examples:

1. What is in the name?
2. Will you go to the market for me?

There are four types of interrogative sentences.

1. ***Yes/No Interrogatives:*** As obvious by name, Yes/No questions are answered by yes or no.

Examples:

1. Did you score highest? (Answer: Yes/No)
2. Will you go to the market for me? (Answer: Yes/No)

Notes

2. ***Alternative Interrogatives:*** Alternative interrogatives are those question sentences that offer two or more alternative responses.

Examples:

1. Did you score highest or she? (Answer: I/she)
2. Will you go to the market for me or should I send Rakesh? (Answer: I will go/ send Rakesh)

3. ***Tag Interrogatives:*** Tag interrogatives are those question sentences that have question phrases tagged onto the end of a declarative sentence.

Examples:

1. You scored highest, didn't you?
2. You will go to the market for me, won't you?

4. ***Information Interrogatives:*** These sentences are also known as Wh-questions. They generally require special information for their answers. They can be identified by the presence of an interrogative pronoun like why, when, how much, etc, in the first place and can be asked to any part of the sentence.

Examples:

1. Who scored highest ?
2. When will you go to the market for me?

10.2.5 Exclamatory

An exclamation mark (!) is used to express an emotional utterance. Therefore, an exclamatory sentence is used to express astonishment or extreme emotion. An exclamation can be a word, phrase, or a complete sentence that conveys great emotion or intensity. An exclamatory sentence ends with an exclamation mark.

Exclamation points are generally not used in formal writing but are a commonplace at the end of an emphatic declaration, interjection, or command.

Examples:

1. Congratulations! You have been promoted.
2. Alas! I could not win.

The sentence

1. Well, wells well well wells up.

   Means: Wells of good health rile up other wells of good health.

2. Buffalo buffalo buffalo Buffalo buffalo Buffalo buffalo.

   This is a grammatically correct sentence and has a meaning i.e. Bison from Buffalo intimidate (other) bison from Buffalo that are intimidated by bison from Buffalo.

Notes

Online links

www.soulcast.com/post/show/29961/Strange,-yet-grammatically-correct-sentences!

en.wikipedia.org/wiki/Buffalo_buffalo_Buffalo_buffalo_buffalo_buffalo_Buffalo_buffalo

Task Write five interrogative sentences and five exclamatory sentences.

10.3 Summary

- Sentences are meaningful groups of words.
- A sentence is made up of subject and predicate.
- It also comprises of phrases, clauses and objects.
- A sentence may be of 5 types namely, positive, negative, statement, interrogative and exclamatory.
- Positive sentences are used for affirmation.
- Negative sentences are used for denials etc.
- Statements are used for stating a fact, an argument or an idea.
- Interrogative sentences are used for asking questions.
- Exclamatory sentences serve the purpose of expressing intense feelings.

10.4 Keywords

Auxiliary Verb: Helping verb

Predicate: That part of the sentence that shows an action.

Tag Interrogatives: Those question sentences that have question phrases tagged onto the end of a declarative sentence.

10.5 Self Assessment

Choose the right alternative:

1. Which of the following sentences is right?
   (a) I will back by tomorrow.
   (b) I would be back by tomorrow.
   (c) I will be back by tomorrow
   (d) I am back by tomorrow.

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2. Which of the following sentences has incorrect formation?
   (a) I am glad to see you.
   (b) I will do it myself.
   (c) I shall go there tomorrow.
   (d) I am unhappy with you.
3. Which of the following cannot be converted into interrogative?
   (a) I am unable to see that.
   (b) I am not unable to see that.
   (c) Open the door.
   (d) None of the above.
4. Which of the following is not a negative sentence?
   (a) I have no sugar.
   (b) I do not have no sugar
   (c) I do some sugar, don't I?
   (d) None of these.

Choose the right option to fill in the blank:

5. I did not ..... to the hospital yesterday.
   (a) go (b) went (c) gone (d) None of these
6. I ..... come only if you dance with me.
   (a) shall (b) did (c) do (d) have
7. If I ..... you, I would have shot him dead.
   (a) was (b) impersonate (c) were (d) had
8. I would not have completed my work till ..... morning.
   (a) that (b) tomorrow (c) this (d) any
9. Mithun was ....., so he didn't come to school.
   (a) ill (b) sick (c) well (d) honoured
10. .....! We have won the game.
    (a) Alas (b) Oops (c) Yahoo (d) At last
11. I prefer tea ..... coffee.
    (a) over (b) Instead of (c) to (d) than

10.6 Review Questions

1. Is it true that there can be no communication without sentences? If no, why are the sentences needed? If yes, discuss reasons.
2. What are the common mistakes done while writing declarative sentences? Give examples of each of them.

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3. Change the following sentences into interrogatives:
   (a) I am not going anywhere.
   (b) Please come here.
   (c) Not everybody knows the truth.
   (d) Nobody knew where they were going.
4. What do you mean by exclamatory sentences? Is there any syntax that they follow?
5. What are positive sentences and the rules for their structural formation? Can you say all the sentences in positive form? If yes, what is the need for negative sentences?
6. What do you mean by a statement? Construct statements based on a situation watched by you in your favourite film.
7. What are the rules for structural formation of different types of statements? Construct conditional sentences using if or when in situations where,
   (a) I will not eat until and unless you cook the food.
   (b) I will not eat only after you cook the food.
   (c) I might not eat the food unless the cooking is done by you.
8. What are negative sentences? Are all negative sentences declarative in nature? If no, prove through examples.
9. What do you mean by clauses? Prove that independent clause can be used a separate sentence also.
10. What do you mean by a phrase? What are different types of phrases? Can phrases stand alone?

Answers: Self Assessment

1.	(c)	2.	(b)
3.	(d)	4.	(d)
5.	(a)	6.	(a)
7.	(c)	8.	(a)
9.	(b)	10.	(c)
11.	(c)		

10.7 Further Readings

Books

Randolph Quirk, Sidney Greenbaum, Geoffrey Leech, Jan Svartvik, *A Comprehensive Grammar of the English Language*, LongMan Publications.

Raymond Murphy, *Essential English Grammar*, Cambridge University Press.

Urmila Rai and S.M. Rai, *Business Communication*, Himalaya Publishing House.

Notes

Online links www.myenglishlessons.net/powerpoints/sentences.pdf

http://www.eslbee.com/sentences.htm

http://www.towson.edu/ows/sentences.htm

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Unit 11: Articles, Nouns, Adjectives and Adverbs

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Objectives

After studying this unit, you will be able to:

- Realise the proper use of articles
- Describe the countable and uncountable nouns
- Know the role of adjectives
- Discuss the use of adverbs

Introduction

This unit covers articles, nouns, adjectives and adverbs.

Articles are one of the three words, a, an, the, used before nouns to limit or define their application.

Noun is the part of speech (or word class) that is used to name or identify a person, place, thing, quality, or action.

Notes

An adjective is a word or phrase naming an attribute, added to or grammatically related to a noun to modify or describe it.

An adverb is a word or phrase that modifies or qualifies an adjective, verb, or other adverb or a phrase, expressing a relation of place, time, circumstance, manner, cause, degree, etc.

11.1 Articles

An article is a word that combines with a noun to indicate the type of reference being made by the noun, and may also specify the volume or numerical scope of that reference.

The articles used in the English language are a, an and the. An article is sometimes called a noun marker.

Articles can have various functions:

1. A definite article (*the*) is used before singular and plural nouns that refer to a particular member of a group.

Example: The ball is on the red mat.

A definite article is mostly used to refer to an object or person that has been previously introduced.

Example: A bird was sitting on the branch. Looking me going towards it, the bird flew away.

2. An indefinite article (*a, an*) is used before singular nouns that refer to any member of a group.

Example: A man is a mammal.

A is used before words starting with non vowel sounds, while an is used before words starting with a vowel sound, regardless of whether the word begins with a vowel letter or not.

Examples: A hypothesis; *an* hour; *a* ewe; *a* hero; *a* one-armed bandit; *an* heir; *a* unicorn, etc.

3. A partitive article indicates an indefinite quantity of a mass noun; there is no partitive article in English, although the quantifiers *some* or *any* often have that function.

Examples: 1. Would you like some coffee?

2. Do you have any books?

11.2 Nouns

We have all heard about nouns. Of course, we all know about them. They are naming words. So in order to avoid redundancy in learning, we will limit ourselves to a select type of nouns.

Notes

In this unit we look at:

1. Countable Nouns
2. Uncountable Nouns
3. Nouns that can be Countable & Uncountable

Let us understand each of them one by one.

11.2.1 Countable Nouns

Countable nouns are things that we can count. Obviously, we can recognize them very easily.

Example: "pencil".

We can count pencils. We can have one, two, three or more pencils.

More examples can be:

1. Cat, animal, man, person
2. Bottle, box, litre
3. Coin, note, dollar
4. Cup, plate, fork
5. Table, chair, suitcase, bag

Countable nouns can be singular or plural:

Examples: 1. My cat is playing.

2. My cats are hungry.

We can use the indefinite article a/an with countable nouns:

Example: A cat is an animal.

When a countable noun is singular, we must use a word like a/the/my/this with it:

Examples: 1. I ate an orange. (not *I ate orange*.)

2. Where is your bottle? (not *Where is bottle?*)

When a countable noun is plural, we can use it alone:

Examples: 1. I like oranges.

2. Bottles can be of glass.

We can use *some* and *any* with countable nouns:

Examples: 1. I've got some notes.

2. Have you got any pencils?

Notes

We can use *a few* and *many* with countable nouns:

Examples: 1. I've got a few notes.

2. I haven't got many pencils.

Notes "People" is countable.

"People" is the plural of "person".

We can count people:

Examples: 1. There is one person here.

2. There are three people here.

11.2.2 Uncountable Nouns

Uncountable nouns are substances, concepts, etc. that we cannot divide into separate elements. We cannot "count" them.

Example: "milk".

We can count "bottles of milk" or "litres of milk", but we cannot count "milk" itself.

Here are some more examples of uncountable nouns:

1. Music, art, love, happiness
2. Advice, information, news
3. Furniture, luggage
4. Rice, sugar, butter, water
5. Electricity, gas, power
6. Money, currency

We usually treat uncountable nouns as singular. We use a singular verb.

Examples: 1. This news is very important.

2. Your luggage looks heavy.

We do not usually use the indefinite article *a/an* with uncountable nouns. We cannot say "an information" or "a music". But we can say *a* something of:

Examples: 1. A piece of news

2. A bottle of water

3. A grain of rice

Notes

We can use *some* and *any* with uncountable nouns:

Examples: 1. I've got some money.

2. Have you got any rice?

We can use a little and much with uncountable nouns:

Examples: 1. I've got a little money.

2. I haven't got much rice.

Did u know? Uncountable nouns are also called "mass nouns".

11.2.3 Nouns used as Countable as well as Uncountable

Sometimes, the same noun can be countable and uncountable, often with a change of meaning.

Examples:

Countable		Uncountable
There are two hairs in my tea!	**hair**	I don't have black hair.
There are two lights in our dining-room.	**light**	Draw the curtain. There's too much light in the room!
I thought I heard a noise.	**noise**	It's difficult to concentrate when there is too much noise.
Do you have a paper to read? (= newspaper)	**paper**	I want to write a note. Have you got some paper?
Our house has eight rooms.	**room**	Is there room for me to sit here?
We had a great time at the party.	**time**	Do you have time for a coffee?
Merchant of Venice is one of Shakespeare's greatest works.	**work**	I have no money. I need work!

Notes Drinks (coffee, water, orange juice) are usually uncountable.

But if we are thinking of a cup or a glass, we can use them as countables.

Example: Two teas and one coffee please.

11.3 Writing Names with and without "the"

You must have seen that sometimes the names are written with "the" preceding them and sometimes, they are written without it. Let us see when to use "the"

1. We use "the" to talk about geographical points on the globe.

Examples: The North Pole, The Equator

Notes

2. We use "the" to talk about rivers, oceans and seas

Examples: The Nile, The Ganges, The Indian Ocean

3. We also use "the" before certain nouns when we know there is only one of a particular thing.

Examples: The rain, The Sun, The World, The Earth, the White House

4. We use "the" before the names of famous people when they are used as an adjective.

Examples: Sachin Tendulkar is considered as the Michal Jordan of cricket.

5. We use "the" in front of the names of the countries where they indicate multiple areas or contain the words (state(s), kingdom, republic, union). Kingdom, state, republic and union are nouns, so they need an article.

Examples: 1. Italy, India, England
2. The UK, The USA
3. The Netherlands, The Philippines

11.4 Adjectives

An adjective is a word that tells us something about a noun, that is, about a person, an animal, a thing or a place.

Examples: 1. She is a *pretty* girl.
2. A giraffe has a *long* neck.
3. The table is *round*.
4. That is an *old* temple.

Adjectives can express degrees of modification:

Example: Geeta is a *rich* woman, but Seeta is *richer* than Geeta, and Reeta is the *richest* woman in town.

The degrees of comparison are known as the *positive*, the *comparative*, and the *superlative*. (Actually, only the comparative and superlative show degrees.) We use the comparative for comparing two things and the superlative for comparing three or more things. Notice that the word than frequently accompanies the comparative and the word that precedes the superlative. The inflected suffixes -er and -est suffice to form most comparatives and superlatives, although we need -ier and -iest when a two-syllable adjective ends in y (happier and happiest); otherwise we use more and most when an adjective has more than one syllable.

Possessive Adjectives

A possessive adjective ("my," "your," "his," "her," "its," "our," "their") is similar or identical to a possessive pronoun; however, it is used as an adjective and modifies a noun or a noun phrase, as in the following sentences:

Example: I can't complete *my* assignment because I don't have the textbook.

Notes

In this sentence, the possessive adjective "my" modifies "assignment" and the noun phrase "my assignment" functions as an object. Note that the possessive pronoun form "mine" is not used to modify a noun or noun phrase.

Example: What is your phone number?

Here the possessive adjective "your" is used to modify the noun phrase "phone number"; the entire noun phrase "your phone number" is a subject complement. Note that the possessive pronoun form "yours" is not used to modify a noun or a noun phrase.

Example: The bakery sold his favourite type of bread.

In this example, the possessive adjective "his" modifies the noun phrase "favourite type of bread" and the entire noun phrase "his favourite type of bread" is the direct object of the verb "sold."

Example: After many years, she returned to her homeland.

Here the possessive adjective "her" modifies the noun "homeland" and the noun phrase "her homeland" is the object of the preposition "to." Note also that the form "hers" is not used to modify nouns or noun phrases.

Example: We have lost our way in this wood.

In this sentence, the possessive adjective "our" modifies "way" and the noun phrase "our way" is the direct object of the compound verb "have lost". Note that the possessive pronoun form "ours" is not used to modify nouns or noun phrases.

Example: In many fairy tales, children are neglected by their parents.

Here the possessive adjective "their" modifies "parents" and the noun phrase "their parents" is the object of the preposition "by." Note that the possessive pronoun form "theirs" is not used to modify nouns or noun phrases.

Example: The dog chased its ball down the stairs and into the backyard.

In this sentence, the possessive adjective "its" modifies "ball" and the noun phrase "its ball" is the object of the verb "chased." Note that "its" is the possessive adjective and "it's" is a contraction for "it is."

Demonstrative Adjectives

The demonstrative adjectives "this," "these," "that," "those," and "what" are identical to the demonstrative pronouns, but are used as adjectives to modify nouns or noun phrases, as in the following sentences:

Example: When the librarian tripped over that rope, she dropped a pile of books.

In this sentence, the demonstrative adjective "that" modifies the noun "cord" and the noun phrase "that cord" is the object of the preposition "over."

Example: This apartment needs to be renovated.

Here "this" modifies "apartment" and the noun phrase "this apartment" is the subject of the sentence.

Notes

Example: Even though my friend preferred those plates, I bought these.

In the subordinate clause, "those" modifies "plates" and the noun phrase "those plates" is the object of the verb "preferred." In the independent clause, "these" is the direct object of the verb "bought."

Notes The relationship between a demonstrative adjective and a demonstrative pronoun is similar to the relationship between a possessive adjective and a possessive pronoun, or to that between a interrogative adjective and an interrogative pronoun.

Interrogative Adjectives

An interrogative adjective ("which" or "what") is like an interrogative pronoun, except that it modifies a noun or noun phrase rather than standing on its own.

Example: Which plants should be watered twice a week?

Like other adjectives, "which" can be used to modify a noun or a noun phrase. In this example, "which" modifies "plants" and the noun phrase "which plants" is the subject of the compound verb "should be watered".

Example: What book are you reading?

In this sentence, "what" modifies "book" and the noun phrase "what book" is the direct object of the compound verb "are reading."

Indefinite Adjectives

An indefinite adjective is similar to an indefinite pronoun, except that it modifies a noun, pronoun, or noun phrase, as in the following sentences:

Example: Many people believe that corporations are under-taxed.

The indefinite adjective "many" modifies the noun "people" and the noun phrase "many people" is the subject of the sentence.

Example: I will send you any mail that arrives after you have moved to Delhi.

The indefinite adjective "any" modifies the noun "mail" and the noun phrase "any mail" is the direct object of the compound verb "will send."

Example: They found a few goldfish floating in the swan pound.

In this example the indefinite adjective modifies the noun "goldfish" and the noun phrase is the direct object of the verb "found".

Example: The title of Rohit's favourite game is "All dogs go to heaven."

Here the indefinite pronoun "all" modifies "dogs" and the full title is a subject complement.

Notes

11.4.1 Describing Things

Adjectives are words that describe people and things. Let's see some of the common words that are

How much/many: a/an, one, three, some, a few, several, a lot of etc.

Example: The box contained a few cookies.

What's it like: beautiful, nice, ugly, clean, dirty, cheap, expensive etc.

Example: Ravi bought an expensive car.

How big: little, small, medium sized, average-size, large, big, long etc.

Example: Diana has long hair.

What shape: square, round, oval, rectangular, pointed, triangular, flat

Example: Ram brought a round cake for his sister's birthday.

How old: old, new, modern, antique, 19th century, 1930s, 1982

Example: Shyam gifted an antique artwork to his parents on their anniversary.

What colour: pale, light, bright, dark, red, yellow, green, blue, brown, black, white etc.

Example: Rama is wearing a light coloured t-shirt.

What's the pattern: check, striped, plain, flowered, spotted etc.

Example: Varun is wearing a striped shirt.

Where's it from: Indian, French, English, Japanese, German, Italian, Roman, Parisian etc.

Example: Indian athletes put up a great show at the Asian Games.

What's it made of: silk, cotton, wooden, leather, gold, metal, paper etc.

Example: Dev bought a new leather jacket.

11.4.2 Adding Information

An adjective can add information about a noun by standing immediately before it:

Examples: 1. A big house

2. A new car

These adjectives modify the nouns. They make the meaning more specific. An adjective can also add information about a noun by being linked to it by a verb:

Examples: 1. The house is big

2. The car is new

Notes

Caution These adjectives also add information about the nouns. Linked in this way, the adjective is the verb's complement while the noun is its subject.

11.4.3 Circumstances

Adjectives can also be used to define the state of affairs or condition of the noun.

Examples:
1. People in slums live in poor conditions.
2. This is the happiest moment of my life.
3. You have got yourself into a problematic situation.

11.5 Adverbs

An adverb is a word that tells us more about a verb. An adverb "qualifies" or "modifies" a verb. But adverbs can also modify adjectives, or even other adverbs. For example, The man ran quickly, Tara is really beautiful, It works very well, etc.

11.5.1 Identification

Adverbs tell you how, where, or when something is done. In other words, they describe the manner, place, or time of an action. We can usually recognize an adverb by its:

1. Function
2. Form
3. Position

1. ***Function:*** The principal function of an adverb is to give more information about verbs, adjectives and other adverbs. In the following examples, the adverb is in bold and the word that it modifies is in italics.

   (a) *Modify a verb:*

   Examples:
   1. Ritesh speaks *loudly*. (How does Ritesh speak?)
   2. Shyama lives *locally*. (Where does Shyama live?)
   3. She *never* smokes. (When does she smoke?)

   (b) *Modify an adjective:*

   Examples: Amit is really handsome.

   (c) *Modify another adverb:*

   Examples:
   1. My father drives incredibly slowly.
   2. But adverbs have other functions, too. They can:

Notes

(d) *Modify a whole sentence:*

Examples: Obviously, I can't know everything.

(e) *Modify a prepositional phrase:*

Examples: It's immediately inside the door.

2. ***Form:*** Many adverbs end in -ly. We form such adverbs by adding -ly to the adjective.

Examples: quickly, softly, strongly, honestly, interestingly

But not all words that end in -ly are adverbs. "Friendly", for example, is an adjective.

Some adverbs have no particular form:

Examples: well, fast, very, never, always, often, still

3. ***Position:*** Adverbs have three main positions in the sentence:

(a) *Front (before the subject):*

Examples: Now we will study adverbs.

(b) *Middle (between the subject and the main verb):*

Examples: We often study adverbs.

(c) *End (after the verb or object):*

Examples: We study adverbs carefully.

11.5.2 Types

There are different places where you can put the adverb. On the basis of that, adverbs can be of following types:

1. Manner
2. Place
3. Time
4. Frequency
5. Degree

Adverbs of manner

Adverbs of manner answer the question "how". This adverb usually comes after the direct object or if there is no direct object, after the verb.

Examples: 1. She speaks French beautifully.

2. He works well.

Notes

3. You must drive your car carefully.
4. Eat quietly.

Adverbs of place

Adverbs of place answer the question "where". This adverb usually comes after the object, otherwise after the verb.

Examples:
1. We saw you there.
2. We were sitting here.
3. We looked everywhere.

Here, you should note that somewhere, anywhere, follow the same rules as some and any:

Examples:
1. Have you seen my glasses anywhere?
2. I'm sure I left them somewhere.
3. I can't find them anywhere.

Adverbs of time

Adverbs of time answer the question "when". This adverb usually comes either at the very beginning of the sentence or at the end.

Examples: Afterwards we decided to go by car. I've done that journey before.

Here, you should note that yet should be placed at the end of the sentence while still should be placed before the verb, except with the verb 'to be' when it comes after.

Examples:
1. We haven't started yet.
2. He still wears old-fashioned clothes.
3. She is still a student.

Compare these two sentences:

1. The train still hasn't arrived.
2. The train hasn't arrived yet.

Adverbs of degree

Adverbs of degree answer the question "to what extent". This adverb can modify an adverb or an adjective and comes before the word it modifies.

Examples:
1. The bottle is almost full or nearly empty.
2. They should be able to pass their exams quite easily.

The adverbs of degree that can also modify verbs are almost, nearly, quite, hardly, scarcely, barely and just.

Notes

They follow the same pattern as frequency adverbs in terms of where they are placed.

Examples:
1. I quite understand.
2. We had almost reached the hut when the rain started.
3. I am just beginning a new course.

Adverbs of frequency

Adverbs of frequency answer the question "how many times". This adverb comes

1. After the verb 'to be'.

   She is always honest.

2. Comes before simple tenses of all other verbs:

   They sometimes spend the whole of Saturday fishing.

3. Comes after the first auxiliary in a tense consisting of more than one verb:

   I have often wondered how they did that.

   I can sometimes go without food for days.

Here, you should note that, with 'used to' and 'have' the frequency adverb is usually placed in front.

We always used to look forward to the school holidays.

He never has any trouble with his old car.

11.5.3 Inversion

If you begin a sentence with one of the following, the normal word order changes - the verb comes first followed by the subject:

Never, seldom, scarcely..... when, no sooner ..... than, nowhere, in no circumstances, on no account, only then, not only.

Examples:
1. No sooner did we hear the results when there was a knock at the door.
2. Seldom has one century seen so many changes.
3. Never would I be persuaded to buy a second hand car.

Always remember the usual word order with different adverbs:

Manner → Place → Time

She sang (beautifully) in the (concert hall) (last night)

Task Write ten sentences that have an article, noun, adjective and adverb.

Notes

11.6 Summary

- There are three articles, "a", "an" and "the".
- "A" and "an" are indefinite articles.
- "The" is the definite article.
- A noun is a word used to name a person, animal, place, thing, and abstract idea.
- An adjective modifies a noun or a pronoun by describing, identifying, or quantifying words. An adjective usually precedes the noun or the pronoun which it modifies.
- Adverbs often tell when, where, why, or under what conditions something happens or happened.

11.7 Keywords

Adjective: It is a word that tells us something about a noun, that is, about a person, an animal, a thing or a place.

Adverb: It is a verb that can modify a verb, an adjective, another adverb, a phrase, or a clause.

Countable Nouns: Nouns can be "counted", they have a singular and plural form.

Uncountable Nouns: Also called mass nouns or noncount nouns, they cannot be counted; they are not separate objects.

11.8 Self Assessment

Choose the correct alternative:

1. I have ..... European coach to train me.
   (a) an (b) a
2. The ..... of my country are very humble.
   (a) peoples (b) people
3. Rajesh does not know any song else than ..... one that he sang on your birthday.
   (a) a (b) the
4. How ..... time is left?
   (a) long (b) much
5. The local public here reads ..... newspaper "My Nation".
   (a) a (b) the
6. In the word "the best" , "the" will be read as:
   (a) thu (b) thi
7. "A" is ..... type of article.
   (a) definite (b) indefinite
8. .....baby of a cow is called calf.
   (a) the (b) a

Notes

Fill the suitable adverbs in the following sentences (use: just, nearly, outside, yesterday, never, enough, angrily, rarely, quickly, often)

9. She left …… for the university where she is doing a degree course.
10. We are standing …….. his house waiting for him.
11. He told us …….. not to walk on the grass.
12. I am not strong ……. to help him carry that box.
13. She will ……. be happy in that job.
14. My father is ……..late for work.
15. He drove ……..to avoid being late.
16. I …….play badminton with my sister.
17. It took …….two hours to get here.
18. She has ……..completed her studies.

11.9 Review Questions

1. Fill in the blanks with "a", "an", "the" or leave the blank if does not require any article.
   (a) I had ..... fish and ..... chips for dinner.
   (b) My friend is ..... fireman. Let's ask him for ..... help.
   (c) I'm on ..... diet. No ..... sugar for me!
   (d) I'm staying at ..... hotel on ..... Hudson river.
2. Differentiate between countable and uncountable nouns with the help of examples.
3. What are adjectives? How do they describe things?
4. Discuss various types of adverbs and their usages.
5. Explain the usage of different types of adjectives. Use examples.

Answers: Self Assessment

1.	(b)	2.	(b)
3.	(b)	4.	(b)
5.	(b)	6.	(b)
7.	(b)	8.	(a)
9.	quickly	10.	outside
11.	angrily	12.	enough
13.	never	14.	rarely
15.	quickly	16.	often
17.	nearly	18.	just

11.10 Further Readings

Notes

Books

A.J.Thomson, A Practical English Grammar, Oxford University Press

Jan Svartvik, A Communicative Grammar Of English, Pearson Education

Sidney Greenbaum, Students Grammar Of The English Language, Longman

Online links

http://grammar.about.com/od/sentencecombining/a/SBadjadvex.htm

http://www.englishclub.com/grammar/nouns-un-countable.htm

http://www.myenglishgrammar.com/english/lesson-3-adjectives.html

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Unit 12: Prepositions

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Objectives

After studying this unit, you will be able to:

- Define prepositions
- Describe the two types of preposition
- Identify the Prepositions of time, place and reasons and their usage
- Know the usage of in, on, at, into, to, for, of about, with, after, etc.

Introduction

When we are writing a sentence, many times we use two words that bear a relationship to each other. Have we ever thought how to show relationship between them? No. Why? Because it comes naturally to us. Let us discuss about these words that are known as prepositions.

12.1 Prepositions

Prepositions are the words that indicate relationships between nouns, pronouns and other words in a sentence. Most often they come before a noun.

Prepositions never change their form, regardless of the case, gender etc. of the word they are referring to.

Notes

Examples: About, into, for, to, towards, etc.

Prepositions typically come before a noun:

Examples: 1. *after* session

2. *at* home
3. *before* Thursday
4. *in* University
5. *on* fire
6. *with* pleasure

A preposition usually indicates the temporal, spatial or logical relationship of its object to the rest of the sentence.

Examples: 1. The book is on the table.

2. The book is beside the table.
3. She read the book during class.

In each of the preceding sentences, a preposition locates the noun "book" in space or in time.

12.2 Simple and Compound Preposition

Prepositions are classified as simple or compound.

12.2.1 Simple Prepositions

Simple prepositions are single word prepositions. These are all showed above.

Example: The book is **on** the table.

12.2.2 Compound Prepositions

Compound prepositions are more than one word.

Examples: 1. in between and because of are prepositions made up of two words

2. in front of, on behalf of are prepositions made up of three words.

1. The book is **in between** War and Peace and The Lord of the Rings.
2. The book is **in front of** the clock.

12.3 Prepositions of Time

As the name suggest, prepositions of time suggest the relationship in terms of time. They can be of two types, viz.,

1. The ones that show one point in time and
2. The ones which show an extended period of time.
3. Let us take each one of them one by one.

Notes

12.3.1 One Point in Time

On is used with days:

Examples: 1. I will see you **on** Monday.

2. The week begins **on** Sunday.

At is used with noon, night, midnight, and with the time of day:

Examples: 1. My plane leaves **at** noon.

2. The movie starts **at** 6 p.m.

In is used with other parts of the day, with months, with years, with seasons:

Examples: 1. He likes to read **in** the afternoon.

2. The days are long **in** August.

3. The book was published **in** 1999.

4. The flowers will bloom **in** spring.

12.3.2 Extended Time

To express extended time, English uses the following prepositions: **since, for, by, from-to, from-until, during, (with)in**

Examples: 1. She has been gone **since** yesterday.

Meaning: *She left yesterday and has not returned.*

2. I'm going to Paris **for** two weeks.

Meaning: *I will spend two weeks there.*

3. The movie showed **from** August **to** October.

Meaning: *Beginning in August and ending in October.*

4. The decorations were up **from** spring **until** fall.

Meaning: *Beginning in spring and ending in fall.*

5. I watch TV **during** the evening.

Meaning: *For some period of time in the evening.*

Some common usages with examples:

English	Usage	Example
on	days of the week	on Monday
in	months/seasons	in August/in winter
	time of day	in the morning
	year	in 2006
	after a certain period of time (when?)	in an hour

Contd...

Notes

at	for night for weekend a certain point of time (when?)	at night at the weekend at half past nine
since	from a certain point of time (past till now)	since 1980
for	over a certain period of time (past till now)	for 2 years
ago	a certain time in the past	2 years ago
before	earlier than a certain point of time	before 2004
to	telling the time	ten to six (5:50)
past	telling the time	ten past six (6:10)
to/till/until	marking the beginning and end of a period of time	from Monday to/till Friday
till/until	in the sense of how long something is going to last	He is on holiday until Friday.
by	in the sense of at the latest up to a certain time	I will be back by 6 o'clock. By 11 o'clock, I had read five pages.

12.4 Prepositions of Place

To express notions of place, English uses the following prepositions: to talk about the point itself: **in**, to express something contained: **inside**, to talk about the surface: **on**, to talk about a general vicinity, **at**.

Examples: 1. There is a wasp **in** the room.

2. Put the present **inside** the box.
3. I left your keys **on** the table.
4. She was waiting **at** the corner

Here are some uses with examples:

English	Usage	Example
in	room, building, street, town, country book, paper etc. car, taxi picture, world	in the kitchen, in London in the book in the car, in a taxi in the picture, in the world
at	meaning next to, by an object for table for events place where you are to do something typical (watch a film, study, work)	at the door, at the station at the table at a concert, at the party at the cinema, at school, at work
on	attached for a place with a river being on a surface for a certain side (left, right) for a floor in a house for public transport for television, radio	the picture on the wall London lies on the Thames. on the table on the left on the first floor on the bus, on a plane on TV, on the radio
by, next to, beside	left or right of somebody or something	Jane is standing by/next to/beside the car.
under	on the ground, lower than (or covered by) something else	the bag is under the table

Contd...

Notes

below	lower than something else but above ground	the fish are below the surface
over	covered by something else meaning more than getting to the other side (also across) overcoming an obstacle	put a jacket over your shirt over 16 years of age walk over the bridge climb over the wall
above	higher than something else, but not directly over it	a path above the lake
across	getting to the other side (also over) getting to the other side	walk across the bridge swim across the lake
through	something with limits on top, bottom and the sides	drive through the tunnel
to	movement to person or building movement to a place or country for bed	go to the cinema go to London/Ireland go to bed
into	enter a room/a building	go into the kitchen/the house
towards	movement in the direction of something (but not directly to it)	go 5 steps towards the house
onto	movement to the top of something	jump onto the table
from	in the sense of where from	a flower from the garden

12.5 Preposition of Reason

The preposition that shows the cause behind something is called as the preposition of reason.

Examples: 1. I will not go to the market due to rains.

2. I don't eat cabbage since I don't like it.

Task Make a list of prepositions of place and reasons. Define the usage and give example.

12.6 Summary

- Prepositions show the relationship between two objects.
- Prepositions can be simple as well as compound.
- There are many types of prepositions but the most important are those of time, place and reason.
- Utmost care should be payed to the usage of prepositions as they usually comprise of small words that are likely to be confused for each other.

12.7 Keywords

About: 1. Around; all round; outside or on every side of.

2. In the immediate neighborhood of; in contiguity or proximity to; near, as to place; by or on (one's person).

3. Over or upon different parts of; through or over in various directions; here and there in; to and for in; throughout.

4. Near; not far from; –determining approximately time, size, quantity. **Notes**
5. In concern with; engaged in; intent on.

In: Expressing Containment

Into: 1. Going inside (of)
2. Going to a geographic region.
3. Against, especially with force or violence.
4. Producing, becoming
5. Intensely interested in or attracted to.

12.8 Self Assessment

Choose the correct alternative:

1. He made his escape by jumping ..... a window.
   (a) out of (b) over
2. I saw something about it ..... television.
   (a) on (b) at
3. He drove ..... me without stopping.
   (a) past (b) across
4. I went ..... him and asked the best way to reach the place.
   (a) towards (b) to
5. The glass is ..... the table.
   (a) on (b) at
6. I looked ..... you and smiled.
   (a) toward (b) at
7. He was continuously throwing insults ..... me.
   (a) at (b) on

12.9 Review Questions

Fill in the blanks:

1. Did your cousin get married ..... last spring?
2. Does it snow here ..... the winter?
3. I hate getting out of bed ..... cold mornings!
4. I'm going shopping with my mother ..... Saturday.
5. John started learning English ..... 1998.
6. Let's go to the cinema ..... this evening.
7. My birthday is ..... the twelfth of September.
8. My favourite television programme is ..... 8pm.

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9. My parents got married ..... the 1960s.
10. My sister loves eating chocolate eggs ..... Easter.
11. She will graduate from university ..... May.

Answers: Self Assessment

1. (a)
2. (a)
3. (a)
4. (b)
5. (a)
6. (b)
7. (a)

12.10 Further Readings

Books

Tom Cole, *The Preposition Book*, University of Michigan Press.

Seth Lindstromberg, *English Prepositions Explained*, John Benjamins Publishing Co.

Jean Yates, *Ins and Outs of Prepositions*, Barron's Educational Series.

Online links

www.englishpage.com/prepositions/prepositions.html

www.uottawa.ca/academic/arts/writcent/.../preposit.html

Unit 13: Basic Cohesive Paragraph Writing

Notes

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Objectives

After studying this unit, you will be able to:

- State the meaning and importance of paragraph
- Know the methods of constructing paragraph and précis
- Describe different types of paragraphs
- Identify the features of precis

Notes

Introduction

Managers have to write long reports as well as small paragraphs. Most often than not, the people they are addressing, do not have enough time to read what is presented to them. For this purpose, a manager should always be proficient in writing small paragraphs as well as précis for longer paragraphs.

This develops and showcases their analytical and presentation abilities. At the same time, makes the work very easy.

13.1 Paragraph

A paragraph is a collection of sentences written in order to make sense over a given topic. A paragraph should present the information as objectively as possible. The start of a paragraph is indicated by beginning on a new line. Sometimes the first line is indented; sometimes it is indented without beginning a new line.

13.2 Parts of a Paragraph

A paragraph has primarily three parts. They are listed as under:

1. Topic sentence
2. Supporting details
3. Closing sentence

Let us understand them one by one.

1. ***The topic sentence:*** The topic sentence is the first sentence in a paragraph. It introduces the main idea of the paragraph. To frame the topic sentence, you should summarize the main idea of your paragraph. Indicate to the reader what your paragraph will be about.
2. ***Supporting details:*** Supporting details come after the topic sentence, making up the body of a paragraph. They give details to develop and support the main idea of the paragraph.

   You should give supporting facts, details, and examples.
3. ***The closing sentence:*** The closing sentence is the last sentence in a paragraph. It restates the main idea of using different words.

13.3 Types of Paragraph

Paragraphs are of different types.

13.3.1 Descriptive Paragraph

In a descriptive paragraph, you are writing about what a person, place, or thing is like. Sometimes, you may describe where a place is located. When writing a definition paragraph, you take a thing or an idea and explain what it is.

Example: Write a paragraph giving the definition of a pest.

Notes

The following words can help you to write a good definition paragraph:

1. "is defined as"

Example: A pest is defined as any animal or plant that damages crops, forests, or property.

2. "is a kind of"

Example: A pest is a kind of animal or plant that damages crops, forests, or property.

The following words can help you to write a good description paragraph:

Helping Words

Properties	Measurement	Analogy	Location
size	length	is like	in
colour	width	resembles	above
shape	mass/weight		below
purpose	speed		beside
			near
			north/east/south/west

Tasks

1. Write a paragraph describing what being a manager feels like.
2. Describe the effects of global warming.

13.3.2 Explanatory Paragraph

In an explanatory paragraph, you need to explain how or why something happens. Very often in social studies class, you will be asked to explore causes and effects of certain events.

Example: Write a paragraph explaining why so many Indians move to USA after graduating in their motherland?

The following words can help you to write a good explanatory paragraph:

Helping Words

Cause	Effect
because	therefore
since	thus
as a result of	consequently
is due to	hence
	it follows that
	if . . . then

Notes

Cause

You may show the reason behind things

Because

Example: Indians move to US **because** they had poor living conditions in India.

Since

Example: **Since** living conditions in India are terrible, many people move to US.

As a result of

Example: People move to US from India **as a result of** poor living conditions in the latter.

Is due to / was due to

Example: The large influx of people to US **is due to** economic pressures in India.

Effect

Or you may write it in the effect form also.

Therefore

Example: Living conditions in India are terrible. **Therefore**, many people move to US for a better life.

Thus

Example: Living conditions in India are terrible. **Thus**, many people move to US for a better life.

Consequently

Example: Living conditions are terrible in India. **Consequently**, many people move to US.

Hence

Example: Living conditions are terrible in India. **Hence**, many people move to US.

It follows that

Example: Living conditions were terrible in India. **It follows that** many people move to US.

If ... then

Example: **If** living conditions were better in India, **then** fewer people would have moved to US.

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13.3.3 Evaluative Paragraph

In an evaluative paragraph, you make judgments about people, ideas, and possible actions. You need to make your evaluation based on certain criteria that you develop. In the paragraph, you will state your evaluation or recommendation and then support it by referring to your criteria.

Example: Write a paragraph evaluating whether pesticides should be used on farms.

The following words can help you to write a good evaluative paragraph:

Helping Words

Criteria for Evaluation	Recommendation
good / bad	suggest
correct / incorrect	recommend
moral / immoral	advise
right / wrong	argue
important / trivial	

Criteria for Evaluation

You can use criteria to elaborate.

Good/Bad

Example: The use of pesticides such as DDT is **bad** for the environment.

Correct/Incorrect

Example: The belief that pesticides must be used is **incorrect**.

Moral/Immoral

Example: The use of pesticides to control pests is **immoral** because it harms the environment.

Right/Wrong

Example: It is **wrong** to use pesticides because they harm the environment.

Important/Trivial

Example: The issue of pesticides is an **important** one because it affects the environment.

Recommendation

You can also make some recommendation by the help of words like

Suggest

Example: I **suggest** that pesticides should not be used to control pests.

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Recommend

Example: I **recommend** that pesticides should not be used because they are harmful to the environment.

Advise

Example: I would **advise** farmers not to use pesticides if possible.

Argue

Example: I would **argue** that pesticides should not be used because they harm the environment.

13.3.4 Classifying Paragraph

When writing a classifying paragraph, you group things or ideas into specific categories.

Example: Write a paragraph discussing two types of energy resources.

The following words can help you to write a good classification paragraph:

Helping Words
is a kind of, can be divided into, is a type of, falls under, belongs to, is a part of, fits into, is grouped with, is related to, is associated with

Let us see their usage:

is a kind of

Example: Coal **is a kind** of non-renewable resource.

can be divided into

Example: Energy resources **can be divided into** two types.

is a type of

Example: Coal **is a type of** non-renewable resource.

falls under

Example: Coal **falls under** the category of non-renewable resources.

belongs to

Example: Coal **belongs to** the category of non-renewable resources.

is a part of

Example: Coal **is a part of** the category of non-renewable resources.

fits into

Notes

Example: Coal **fits into** the category of non-renewable resources.

is grouped with

Example: Coal **is grouped with** non-renewable resources.

is related to

Example: Coal **is related to** other non-renewable resources.

is associated with

Example: Coal **is associated with** other non-renewable resources.

13.3.5 Comparative and Contrasting

In a comparative and contrasting paragraph, you write about the similarities and differences between two or more people, places, things, or ideas.

Example: Write a paragraph comparing the weather in Vancouver and Halifax.

The following words can help you to write a good comparative and contrasting paragraph:

Helping Words

Similarities	Differences
is similar to	on the other hand
both	however
also	but
too	in contrast to
as well	differs from
	while
	unlike

Similarities

is similar to

Example: Spring weather in Vancouver **is similar to** spring weather in Halifax.

Both

Example: **Both** Vancouver and Halifax have rain in the spring.

Also

Example: Halifax **also** has a rainy spring season.

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Too

Example: Halifax has a rainy spring season, **too**.

As well

Example: Halifax has rainy spring season, **as well**.

Differences

on the other hand

Example: **On the other hand**, winter is much colder in Halifax.

However

Example: **However**, winter is much colder in Halifax.

But

Example: Vancouver has a mild winter, **but** Halifax has a cold one.

in contrast to

Example: **In contrast to** Vancouver, Halifax has a cold winter.

differs from

Example: Halifax **differs from** Vancouver by having a cold winter.

While

Example: **While** Vancouver has a mild winter, Halifax has a cold winter.

Unlike

Example: **Unlike** Vancouver, Halifax have a cold winter.

13.3.6 Sequencing Paragraph

In a sequencing paragraph, you are writing to describe a series of events or a process in some sort of order. Usually, this order is based on time.

Example: Write a paragraph outlining how a person becomes the prime minister.

Notes

The following words can help you to write a good sequencing paragraph.

Helping Words

Order	Time
first, second, third, etc.	recently
in the beginning	previously
before	afterwards
then	when
after	after
finally	
at last	
subsequently	

Order

First, second, third, etc.

Example: **First**, you need to become a leader of a political party. **Second**, you need to win a seat in the House of Commons. **Third**, your party must have a majority of seats.

in the beginning

Example: **In the beginning**, you need to become a leader of a political party.

Before

Example: **Before** becoming the prime minister, you need to become the leader of a political party.

Then

Example: **Then**, you must win a seat in the House of Commons.

After

Example: **After** winning a seat in the House of Commons, you must make sure you have a majority of seats.

Finally

Example: **Finally**, after all these steps, you can call yourself the prime minister.

At last

Example: **At last**, you can call yourself the Prime Minister.

Subsequently

Example: **Subsequently**, you must make sure you have a majority of seats in the House of Commons.

Notes

Time

Recently

Example: She was **recently** elected prime minister.

Previously

Example: She is the new prime minister. **Previously**, she worked as a lawyer in Toronto.

Afterwards

Example: She won the party leadership last year. **Afterwards**, she won the election.

When

Example: **When** she won the party leadership, she was still working as a lawyer.

After

Example: **After** winning a seat in the House of Commons, you must make sure you have a majority of seats.

13.3.7 Choice Paragraph

In a paragraph where you have to make a choice, you need to choose which object, idea, or action that you prefer. Often, you will need to give your opinion on a choice of actions or events.

Example: Write a paragraph stating whether you would prefer to play hockey or cricket.

The following words can help you to write a good choice paragraph:

Helping Words

Point of View	Personal Opinion
in my opinion	like/dislike
belief	hope
idea	feel
understanding	
I think that	
I consider	
I believe	
it seems to me	
I prefer	

Point of View

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In my opinion

Example: **In my opinion**, hockey is more fun than cricket.

Belief

Example: My **belief** is that hockey is more fun than cricket.

Idea

Example: My **idea** is that hockey is more fun than cricket.

Understanding

Example: My **understanding** is that hockey is more fun than cricket.

I think that

Example: **I think that** I would prefer playing hockey to cricket.

I consider

Example: **I consider** hockey to be more exciting than cricket.

I believe

Example: **I believe** hockey is more exciting than cricket.

It seems to me

Example: **It seems to me** that hockey is more exciting than cricket.

I prefer

Example: **I prefer** hockey over cricket.

Personal Opinions

Like/dislike

Example: I **like** the sport of hockey because it is fast and exciting.

Hope

Example: I **hope** that I can play hockey in the future.

Feel

Example: I **feel** that hockey is my favorite sport.

Notes

13.4 Writing a Paragraph

Writing a paragraph involves many stages. Let us understand them.

13.4.1 The Prewriting Stage

The prewriting stage is when you think carefully and organize your ideas for your paragraph before you begin writing.

Six Prewriting Steps

1. ***Think carefully about what you are going to write.*** Ask yourself: What question am I going to answer in this paragraph or essay? How can I best answer this question? What is the most important part of my answer? How can I make an introductory sentence (or thesis statement) from the most important part of my answer? What facts or ideas can I use to support my introductory sentence? How can I make this paragraph or essay interesting? Do I need more facts on this topic? Where can I find more facts on this topic?
2. ***Open your notebook.*** Write out your answers to the above questions. You do not need to spend a lot of time doing this; just write enough to help you remember why and how you are going to write your paragraph or essay.
3. ***Collect facts related to your paragraph or essay topic.*** Look for and write down facts that will help you to answer your question. Timesaving hint: make sure the facts you are writing are related to the exact question you are going to answer in your paragraph or essay.
4. ***Write down your own ideas.*** Ask yourself: What else do I want to say about this topic? Why should people be interested in this topic? Why is this topic important?
5. ***Find the main idea of your paragraph or essay.*** Choose the most important point you are going to present. If you cannot decide which point is the most important, just choose one point and stick to it throughout your paragraph or essay.
6. ***Organize your facts and ideas in a way that develops your main idea.*** Once you have chosen the most important point of your paragraph or essay, you must find the best way to tell your reader about it. Look at the facts you have written. Look at your own ideas on the topic. Decide which facts and ideas will best support the main idea of your paragraph. Once you have chosen the facts and ideas you plan to use, ask yourself which order to put them in the paragraph. Write down your own note set that you can use to guide yourself as you write your paragraph or essay.

13.4.2 The Writing Stage

The writing stage is when you turn your ideas into sentences.

Five Writing Steps

1. Open your notebook and word processor.
2. Write the topic sentence, supporting sentences, and closing sentence.
3. Write clear and simple sentences to express your meaning.
4. Focus on the main idea of your paragraph.
5. Use the dictionary to help you find additional words to express your ideas.

13.4.3 The Editing Stage

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The editing stage is when you check your paragraph for mistakes and correct them.

1. Grammar and Spelling
   (a) Check your spellings.
   (b) Check your grammar.
   (c) Read your essay again.
   (d) Make sure each sentence has a subject.
   (e) See if your subjects and verbs agree with each other.
   (f) Check the verb tenses of each sentence.
   (g) Make sure that each sentence makes sense.
2. Style and Organization
   (a) Make sure your paragraph has a topic sentence.
   (b) Make sure your supporting sentences focus on the main idea.
   (c) Make sure you have a closing sentence.
   (d) Check that all your sentences focus on the main idea.
   (e) See if your paragraph is interesting.

13.5 Precis

A précis is a paragraph written as a short reconstruction. Thus it can be said to be a type of summarizing written in the writer's own words about a text source. A well-written précis should be a serviceable substitute for the original work. The goal is to preserve the core essence of the work in a manner that is both clear and concise. At a minimum, the précis should include the topic or main thesis, the purpose of the research, what was studied, what methods were used, what results (or insight) were gained, and a conclusion.

13.6 Goals of a Précis

1. Compress and clarify a lengthy passage, article, or book, while retaining important concepts, keywords, and important data.
2. Remove what is superfluous and retain the core essence of the work.
3. Give a brief description of key terms.
4. Give a brief description of methods – an idea of the general approach used by the researchers.
5. State the purpose of the research or piece of writing (why was it important to conduct this research or write on this topic?)

When finished, the précis should clearly state:

1. This is what was studied (argued, discussed).
2. This is how it was done (this was the focus).
3. This is what was learned.
4. This is what it means (why it is important)

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13.7 Features of a Precis

Précis do not make any conclusions about the original, its audience, or anything related to the text. It must provide the reader an accurate, but brief, map of the original. What the writer thinks about the source text or the topic of the text is not relevant when writing a précis.

Précis usually:

1. The precis keeps the original proportion.
2. The precis is readable, not a series of notes. Therefore, appropriate transitions must be incorporated.
3. The precis adds nothing of your own–no comments or interpretations at all.
4. The purpose is to condense the original, not to explain it.
5. As long as possible précis are written in past tense.
6. The précis have subheadings which are underlined or in italics.

To write an effective precis, you must identify yourself with the author. This technique requires careful reading and thoughtful selection of words. Follow the steps below to accomplish this task:

1. Read the selection for meaning to ascertain the author's intended message.
2. Read the selection another time to discern the author's tone or attitude. Become the author; see through his eyes. Once you know the author's tone, be it aggressive, detached, or sympathetic, you are better equipped to represent this writing.
3. Introduce the title of the selection and the author's name in the first sentence of your precis. (We call this the "tag.")
4. Use your own language in the precis. Certainly, words or even phrases from the original will crop up in your precis, but do not reproduce entire sentences. Carefully chosen synonyms should replace the author's wording whenever possible. By incorporating effective transitions, sentence combining, and sentence variety facilitate the task of writing a concise yet interesting precis.
5. Write your precis in third-person, even if the original is written in first- or second-person. You should also eliminate any BE verbs or grammatical errors and "Do's and Dont's List" errors.
6. Preserve the author's organization, keeping the main points in the same order as the original. Keep the same sense of proportion as the original; for example, do not write one-third of your precis over one-tenth of the original.
7. Avoid use of phrases such as "in this article", "throughout history" or other clichés (big, good, bad, little, a lot)
8. Do not use contractions

Examples:

1. There was a salt marsh that bounded part of the millpond, on the edge of which, at high water, we used to stand to fish for minnows. By much trampling, we had made it a mere quagmire. My proposal was to build a wharf there fit for us to stand upon, and I showed my comrades a large heap of stones, which were intended for a new house near the marsh, and which would very well suit our purpose. Accordingly, in the evening, when the workmen were gone, I assembled a number of my playfellows, and working with them

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diligently like so many emmets, sometimes two or three to a stone, we brought them all away and built our little wharf. The next morning the workmen were surprised at missing the stones, which were found in our wharf. Inquiry was made after the removers; we were discovered and complained of; several of us were corrected by our fathers; and, though I pleaded the usefulness of the work, mine convinced me that nothing was useful which was not honest.

Source: (178 words. This is a paragraph written by Benjamin Franklin in his *Autobiography*.)

Precis: In his Autobiography, Benjamin Franklin describes how, with his playmates, he once constructed a wharf on the edge of the millpond, carrying stones at night from a house going up near by. When discovered by his father, young Ben learned the folly of being dishonest for any reason whatever. (49 words)

2. Whether building a boat from knock-down material or direct from lumber, sawing as you go, there is one thing to keep constantly in mind. Building a boat is vastly different from building a table or any other article for use on land. A joint that will get by for land use may not do at all in the water. All seams and joints must be made as tight as possible, and then finished and caulked with cotton to present an absolute smooth and weather-tight surface. Nearly right will not do. It is better to take three times as long on the job and do it right, than to have to go back over one's work and even then have a leaky craft.

   Precis: A man who builds a boat cannot use the same methods that building land equipment requires; all the joints must be watertight.

3. The garret, built to be a dry depository for firewood and the like was dim and dark; for the window of dormer shape was in truth a door in the roof, with a little crane over it for the hoisting up of stores from the street: unglazed and closing up the middle in two pieces like any other door of French construction. To exclude the cold, one half of this door was fast closed, and the other half was opened but a very little way. Such a scanty portion of light was admitted through this means that it was difficult for anyone, on first coming in, to see anything; and long habit alone could have slowly formed in anyone the ability to do any work requiring nicety in such obscurity. Yet work of that kind was being done in the garret; for with his back toward the door and his face toward the window, where the keeper of the wine shop stood looking at him, a white-haired man sat on a low bench, stooping forward and very busy, making shoes. (Dickens, *A Tale of Two Cities*)

   Comment: The paragraph begins with "The garret was dim and dark," then follows the cause for this condition, and next, the result of it. Finally the conjunction yet implies a concessive relationship between the very end of the paragraph and all that precedes it.

   Begins: the garret was dim and dark

   Cause: a narrow aperture in the roof

   Result: performance of nice work there seemed unlikely

   Yet: a white-haired man sat there, busily making shoes

   Precis: Although the attic appears so poorly lighted by a slender opening in the roof that the performance of quality work there seems unlikely, a white-haired old man toils there, busily making shoes.

Notes

Tasks Write a precis of the following:

1. Rapidity in reading has an obvious bearing on success in college work because of the large amount of reading which must be covered in nearly all college courses. But it is probably also a direct measure of the special kind of aptitude which I am calling bookish because rapidity of reading usually correlates with comprehension and retention. Generally speaking, the more rapidly a reader reads, the more effectively he grasps and retains. The medial reading speed of college freshmen is around 250 words per minute on ordinary reading matter, and a student who reads more slowly than that will certainly have difficulty in completing his college tasks within reasonable study periods. To be a really good college risk under this criterion, one should readily and habitually cover not fewer than 300 words a minute on ordinary reading matter.

   (From *How to Increase Reading Ability* by Albert J. Harris and Edward R. Sipay)

2. Americans are immensely concerned with amusement, but their desire is not so much to amuse themselves as it is to be amused by someone else. Take music, for example, despite a growth in musical appreciation in this century which has been more than considerable, though perhaps it has not been so great as is sometimes supposed, we do not make nearly as much music today as our grandparents. Instead, we are content to sit back and listen to someone else make music for us. Perhaps we are too lazy to sing and play instruments. Perhaps we are unwilling to go through the discipline necessary to acquire musical facility. Perhaps we are overawed by professional expertise, unaware that much more enjoyment is gained by singing or playing oneself, even though one does it badly, than from hearing it done, however perfectly. Our musical experience is largely receptive, not creative.

   (From *Music in Our Society* by Marva S. Thompson, Ph.D.)

3. The use of leaded gasoline in vehicles designed for unleaded can increase tailpipe emissions 200 to 800 percent, the EPA has determined. More than one million tons of hydrocarbons and 12 million tons of carbon monoxide were spewed from the tailpipes of cares with defective emission control systems during fiscal year 1983.

   Studies show that most people who engage in fuel switching do so to save money--about seven cents a gallon; however, these people are victims of faulty economics, according to Joe Cannon, EPA's assistant administrator for Air and Radiation. "In the long run, the use of leaded gas in the car will more quickly foul the spark plugs, wear out the exhaust system, degrade the oil, and foul the oxygen sensor in new cars, in addition to ruining the catalytic converter," he said.

   Cannon estimated that people who substitute leaded for unleaded gasoline will end up paying twelve cents a gallon in extra maintenance and repairs.

   (From "*Autos and Air*")

13.8 Summary

- Before you start writing a paragraph, you need to decide two things. What are you writing about? What do you want to say?
- A precis is a clear, orderly, concise, boiled-down summary which preserves the organization and principal content of the original.

Notes

13.9 Keywords

Elaborate: Explain what is written

Precis: Concise summary of a paragraph

13.10 Self Assessment

Fill in the blanks:

1. The purpose of a précis is to ..... the original.
2. The topic sentence is the .....sentence in a paragraph. It introduces the main idea of the paragraph.
3. What the writer thinks about the topic of the text is ..... when writing a précis.

13.11 Review Questions

1. Elaborate the following Precis into a 3 times longer paragraph:

   In his classic short horror novel *The Turn of the Screw*, Henry James tells a tale concerned with a curse of evil which has permeated the lives of two beautiful children, Miles, aged ten, and Flora, eight. James reveals how the supernatural forces of two "ghosts" of former servants, steward Peter Quint and governess Miss Jessel, channel through the consciousness of a new, neurotic governess who desperately tries to protect her charges. The ghosts appear to her as real people, but are invisible to the children and the housekeeper. Her efforts with Flora succeed only in arousing the girl's terror; in the final scene, moreover, Miles dies in her arms while the specter she tries to obliterate stands looking through the window.

2. Write a precis of the following:

   Qualities That Make or Mar Success

   A Speech by Knute Rockne

   I don't know anything about selling automobiles; I never sold one in my life; but perhaps a few remarks that apply to a football organization might not be out of place, because it seems to me that the same psychology that makes for success in a football organization will make for success in any organization, particularly in a selling organization.

   Now, in the fall when we make our first call for the team, for the lads to come out, about three hundred fifty of them assemble in a large room somewhat like this one; and it is my idea to talk to them on the correct psychology before I take them out on the field. I talk to them on ambition, and I tell them that most of that which I read about ambition is bunk. There is not plenty of room at the top. There is room at the top only for the few who have the ability, the imagination, the daring, the personality, and the energy that makes them stand out from their fellow men. But there is success for any man in his own job if he does it as well as it can be done. As far as I am able to observe, the greatest satisfaction I can get on this earth is to do the particular job I am doing as well as it can be done; and I think that holds good for anyone. There may be other things that are easy, but they generally leave a headache or a heartache the day after.

   I tell the lads there are six types that I do not want. The first type that I have in mind is the swelled head, the man who was a success a year ago, who is content to rest on his laurels, who wants to play on his reputation. Dry rot sets in, and he ceases to make an effort. To that kind of boy, there will come quite a shock, because the chances are someone will be playing in his place.

Notes

The secnd type of lad is the chronic complainer. He crabs at everyone but himself. I say no organization can afford to have that kind of man, because he is infectious. He is in for a shock, too, because as soon as I find out who he is, someday when he comes out for practice, there will be no suit in his locker.

The third type is the quitter. He is the fellow who wishes he could play but is not willing to pay the price. And I tell the boys if any one of them is that type, he might just as well quit then and not wear out the equipment.

Fourth, I don't want boys to dissipate, physically or emotionally. I tell them that I hold no brief against playing pool long hours in the afternoon, dancing half the night, or learning to drive a car with one hand; but I tell them that they have no time for it. If they are going to compete with organizations which do not do that sort of thing and which are saving all their energy for the contest, I say, they should not dissipate any energy emotionally. And by that I mean that they should not give way to emotions such as jealousy, hatred, or anything of that sort. That sort of thing destroys an organization.

And I tell them that they should look upon one another in a friendly way – look for the good in one another and be inspired by the fine qualities in those around them and forget about their faults. I tell them that the chances are that I will notice the faults – and won't stutter when I mention them.The man who lacks friendliness, then, is the fifth type.

There is a sixth type of undesirable; he suffers from an inferiority complex. He generally comes from a small community; he says to himself, "What chance have I to get on the first string of thirty-three men here, when there are three hundred fifty boys trying out for it? I don't believe I have a chance; I don't believe I can make it." If there are any among you who feel that way, I say, forget about it and get a superiority complex. You are as good as any man out there. By getting a superiority complex you can show the coach that you belong at the top of the thirty-three men where you would like to be.

In two weeks I call them together again, and I tell them that there are certain ones among them who have great potentialities, but who have not shown any improvement. There are certain ones among them that I do not want unless they change. The first is the chap who alibis, who justifies his own failure. I tell them that a boy who does this had better watch out or he will get into another class, that of feeling sorry for himself, in which case the bony part of his spine turns into a soft colloidal substance known as "soap," and he is absolutely worthless.

The second class of lad – I generally have very few of them – is the slicker, the mucker, who tries to get by playing unfair football. And I tell that type of boy that we cannot afford to have him on the team, for he will bring discredit on the school and on our organization. I also impress on him that slugging and unfairness do not pay, either in a game or in life after school.

Then, third, there is the boy who lacks courage, who is afraid. What is courage? Courage means to be afraid to do something but still to go ahead and do it. If a man has character, the right kind of energy and mental ability, he will learn that fear is something to overcome and not to run away from.

3. Write a paragraph on : "God Helps those who help themselves".

Answers: Self Assessment

1. condense
2. first
3. irrelevant

13.12 Further Readings

Notes

Books

Fred Newton Scott, *Paragraph-Writing*, Bibliolife.

Shakti Batra, *Comprehension Precis & Paragraph Writing*, Mbd International.

Online link www.wsu.edu/~campbelld/engl481/precis.htm

Notes

Unit 14: Resume Writing

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Objectives

After studying this unit, you will be able to:

- Realise the meaning and importance of cover letter and resume
- Describe how cover letter and resume are prepared
- Know how to follow-up

Introduction

Written and oral communication related to employment is the first official communication that one might have to undertake. The job application is the first step in the career of a person. Time and care must be given to the preparation of job application. A job application is an offer of service. It must show the prospective employer that your services are worth employing. It must inform about your qualifications and persuade him that you are a desirable employee.

14.1 Basics of Resume Writing

Resume writing is one of the most important tools in your job search. Success in finding your dream job depends largely upon having a dynamite resume. Drastic changes are taking place in the way resumes are reviewed by managers and human resource professionals. Would you believe that number of applicants per jobs has increased to such a point that each resume is given only about 10 seconds to grab the reader's attention?

Knowing the resume writing skills for this new job market could make or break your job search.

Notes

In case, resumes are solicited directly by the employers, one need not write a job application (covering letter), as the bio-data would be sufficient in this case. In some other cases, the employing firms have their own forms to be filled up by the candidates. In other cases, when the prospective candidates are applying for jobs on their own, usually a covering letter, along with the resume, is sent to the company.

14.2 Covering Letter

A letter of application is to be accompanied with a resume. The letter for the job may be solicited or unsolicited, general or specific, inherently or overtly persuasive. The application for the job must be persuasive enough to develop a strong desire for the potential employer to move towards action. The message must attract the employer.

14.2.1 Important Points with Regard to Covering Letter

1. Good quality paper is used.
2. Return address is properly positioned.
3. The salutation is to be made formally.
4. Subject and attention lines are used if appropriate.
5. Complimentary close is included.
6. Enclosure note is used to acknowledge the attachments like resume and any other enclosure.
7. The mention about the resume is to be made in the body of the letter as well.
8. Letterhead should not be used.
9. Address should be written in clear handwriting or typed so that it may reach the place without any problem.
10. The application should be written in own handwriting as far as possible.
11. The letter should be folded and packed properly, along with all requisite documents like resume and proper size of envelope.
12. Each letter should be written uniquely and personally to appropriate persons at the firm where one wishes to work.
13. APCA (Abbreviations, Punctuation, Comprehension and Action) is carefully planned and put to proper use.
14. Tone, vocabulary, transition and coherence should be appropriate.

14.2.2 Techniques for Writing Successful Covering Letter

1. Be positive and confident, but not presumptuous or arrogant.
2. Talk of key credentials to fulfil job requirements.
3. Show interest in working for the organization.
4. Show knowledge about the company.
5. Show knowledge about the job requirements.

Notes

6. Prove that one's capabilities and experience fulfil key requirements.
7. Be straightforward but polite and respectful in seeking to attend the interview.
8. Compliment the organisation's reputation, but avoid unnecessary flattery.
9. Write correct qualification and other details, exactly as is mentioned in the resume.
10. Avoid any negative remarks about yourself, others and the company.
11. Use the letter opening to capture the attention and build interest of the reader.
12. Prove through the letter that you have the strengths and capabilities to excel in the job. Point towards your key accomplishments.
13. Use the letter ending to request for the interview and stimulate action.

Effort should be made to limit the letter to one page even after including all these points. The applicant must develop the theme. The key points should be listed and tied together in a concise and polite form. The key to develop a successful letter is to retain a basic honesty running through the message.

14.3 Resume/CV Writing

CV stands for curriculum vitae. It is known by several names – resume, personal profile, bio-data, personal data sheet, qualification sheet, and summary. In practice, it is a written statement of your personal history – biographical details, educational qualifications, work-experience, achievements, and other strong points, that make you suitable for getting selected for a job.

A resume is usually attached to an application letter. It is, therefore, read only after the application letter, but it is something you should prepare first.

Bio-data or resume is the most important document in the job seeking process. It is the first introduction of the candidate to the employer, and explains the candidate's background. It should be interesting and well laid out. In short, a CV/resume is a self introduction to promote yourself. To be able to sell yourself successfully, you need to know how to prepare a good resume.

The resume gives credibility to the claims made in the covering letter. Write it with focus on the prospective employer's needs. It is not the story of your past achievements or a list of what you have learnt and done. Your past is the source material for the bio-data and it must tell what you can do and will do for the employer's benefit.

As a normal practice, people keep their resumes written in advance. They, then, just mail a copy of their CV along with the application letter. This is perhaps not the best practice to apply for a job. The secret of writing a good resume lies in its ability to project you as the most suitable candidate for a particular job. It is advisable to modify the bio-data for every new job; it should emphasize the details, so as to support the claims you make in the covering letter for the job.

Therefore, the first thing to know about writing a CV is that, it should be written specifically in terms of the job's requirements. The basic question you should consider while preparing your CV/resume is what qualification experience or achievement should you highlight for a particular position. For example, if you have the experience of working as an HR executive and a marketing manager, and if you want to apply for a position in the HR division, you will highlight your HR experience. The marketing experience will be shown as an additional experience.

The following questions will help you to focus on the employer's needs before writing your bio-data.

1. What does the employer (the employing organization) want?
2. How will the work that I can do, relate to the employer's objective?

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3. What does the employer expect from an employee in this position?
4. What benefit can I offer in addition to what the employer would find desirable?
5. What qualities and traits would describe a person that the employer would find desirable?

When you have answered these questions, you will be able to organize the details of your bio-data. A bio-data is organized under separate headings. Tabulation permits the orderly presentation of the varied items of information which have to be included in the bio-data.

The whole idea underline the arrangement of the CV, and emphasizes your strengths. In a long resume the details regarding each point, increases significantly. Though basic points remain the same.

14.3.1 Sequence of the Resume

1. ***Heading:*** The heading should include name, address, date of birth (if age limit is mentioned), and telephone number.
2. ***Objective:*** Mention a particular position that suits your educational qualifications and experience. State clearly your objective in practical terms. Do not write vague things as "I am anxious to join a challenging position in a renowned organization where I can prove my ability."
3. ***Education:*** Both Educational and Professional Education is to be included in this. Begin with your most recent degree. You can however leave out school certificates. You must include any short terms training done, or special certificate programmes, related course work attended in addition to course work, special projects and academic accolades here. List your specializations or major, with grade point average.
4. ***Work Experience:*** Mention in reverse chronological order, your job experience as a trainee or in any other form. Give the details as follows – job title, company's name, place, and duration of work. Briefly describe your role, responsibility, and what you have done for each job. It is important to remember that description of responsibilities becomes forceful by using action words, such as designed, prepared, developed, co-ordinated, supervised, and directed. Remember that your employer is not interested in reading just a record of your responsibilities. The employer wants to know how you performed in different positions. Write each job detail separately in clear bold heading. Headings given in upper and lower case are easier to read than if everything is in Capital letters.
5. ***Awards, achievements and honours:*** Mention all scholarships received, prizes and awards won in college. Freshers can list school awards to show that they have been meritorious students. You can include your professional prizes. Those who are more experienced need to mention their achievements in the previous jobs, like some successful projects handled, any targets achieved in a record time, any special technique developed and so on.
6. ***Activities and skills:*** Under this section, mention your college activities or other activities/ hobbies you have indulged in, which you think have helped you acquire specific skills. Write about your hobbies if any as playing guitar, or tennis/cricket/or any other games/ indoor/outdoor. Special skills like computer skills and languages known can be covered under this heading.
7. ***Personal information:*** Any other personal information, besides that included in the heading should be included here. Strengths and personality traits may be mentioned here.
8. ***References:*** Under references, mention 3 names of those persons who know you personally and can verify facts about you. Or just mention-available on request.

Notes

14.4 Follow-up

If a resume has already been sent to a company you'd like to interview with and there is no response from company. Then, what would be the next step? Here, it is suggested to make follow up. To follow-up means to enquiring the status or position of the processing of your application. This can be done in any form e.g. through e-mail or through phone or snail mail etc.

How to Follow-up: If there is no response from within two weeks, it may be beneficial to follow-up. Employers and recruiters may prefer follow-up by email. If no email address is listed, try sending a note or calling. In your follow-up you must prepare the questions you want to ask them. It can be, what are the next steps in the recruiting process after the submission of the resume. You may ask if they want any additional information. You can also ask them to arrange interview, if possible. It will show the keenness and the eagerness of yours having a particular job.

14.4.1 Follow up after Interview

It may not be the case that interview got over as soon as you leave the room. The next part is the follow up. Following up the job shows prospective employers your interest in the company and position – and gives you another chance to sell your qualifications. Some job-seekers fear sounding desperate or annoying when making follow-up inquiries, but as long as you do it right, you will come across as interested, not desperate. Once you have decided to follow-up, now you have to decide the method.

14.4.2 Determining the Method of Follow-up

How you follow-up your job depends partly on how you initially contacted the employer, as well as your own personal preferences. Some would like to follow-up via e-mail as they find it more convenient but for some telephone is the best way as they have very good oral communication skill.

By Phone: If you have decided to follow-up on telephone then following may provide guidelines for doing that.

1. Develop a short script about what you want to say.
2. Keep a copy of resume nearby in case you need to refer to something on it.
3. Make the phone call from a place which is conducive to talking on phone. But avoid talking from your current work place.
4. While following-up on phone be prepared for a short screening phone interview.
5. Always finish your conversation by thanking the hiring manager for his/her time and asking about the next steps.

By E-mail:

1. Always address your email to the hiring manager.
2. Keep your email short and to the point. Simply again state your interest in the job and your key qualifications for it.
3. Be sure to spell-check and proof read your e-mail before sending it.
4. Remember to check your email regularly.
5. Because e-mail is such a one-way communication, and you don't really know if your e-mail is even being read, consider asking for a phone number so you can then follow-up by phone.

Notes

For following–up you need to have good communication skills, above points are related to one form or another form of communication. One must adopt all the writing tips if you have decided to draft a follow-up letter.

Task You are an MBA in sales and marketing. You have just passed out of the college and need to apply for various jobs. Prepare a resume and a covering letter for the same.

14.5 Summary

- The job application is the first step in the career of a person.
- Time and care must be given to the preparation of job application.
- A job application is an offer of service.
- It must show the prospective employer that your services are worth employing.
- It must inform about your qualifications and persuade him that you are a desirable employee.
- A letter of application is to be accompanied with a resume.
- Resume is the most important document in the job seeking process.
- It is the first introduction of the candidate to the employer, and explains the candidate's background.
- It should be interesting and well laid out.
- In short, a CV/resume is a self introduction to promote yourself.
- To be able to sell yourself successfully, you need to know how to prepare a good resume.
- The format of a CV contains a Heading, Objective, Personal details like date of birth, Education: academic and professional, Awards and achievements, Work Experience, Activities and skills, hobbies, personality traits and references.

14.6 Keywords

Covering Letter: A letter or application to be accompanied with a resume

Follow-up: To enquire the status or position of the processing of your application

On-line forms: Application forms available on net for submission

Resume: A written statement of personal history – biographical details, educational qualifications, work-experience, achievements, and other strong points

14.7 Self Assessment

Fill in the blanks:

1. While following-up on phone one should be prepared for a ..... interview.
2. For following-up one needs to have good ..... skills.
3. ..... is the most important document in the job seeking process.
4. ..... up the job shows prospective employers your interest in the company.

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5. Work experience is presented in ..... chronological order.
6. The resume gives credibility to the claims made in the .....

State whether the following are true or false:

7. Resume should be sent separately from an application letter.
8. Resume is a self-introduction to promote yourself.
9. Work experience should be mentioned in reverse chronological order.
10. Under references, you can mention your relative's name.
11. Follow-up can be done only through follow-up letters.

14.8 Review Questions

1. 'A resume is a sales tool'. Comment.
2. 'A successful job application is the first step to ones career'. Elaborate the statement.
3. Discuss techniques for writing successful job application.
4. What are the important points with regard to job application?
5. What is follow-up? Explain the methods of follow-up.
6. Prepare a resume to apply for a firm that has the main work as that of market research.
7. Prepare a resume for an advertising firm.
8. What will be the difference in the resumes prepared by you for a firm selling insurance products and the firm selling pharmaceutical goods?

Answers: Self Assessment

1. short screening phone
2. communication
3. Resume
4. Following
5. reverse
6. covering letter
7. False
8. True
9. True
10. False
11. False.

14.9 Further Readings

Books

Richard Wallace, *The Only Resume and Cover Letter Book You'll Ever Need*, Adams Media.

Susan Britton Whitcomb, *Resume Magic*, Jist Works.

Online links

www.damngood.com

www.rockportinstitute.com/resumes.html

Unit 15: Job Application Writing and Acceptance Letters

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Objectives

After studying this unit, you will be able to:

- Write effective job application letter
- Draft impressive cover letters
- Write proper job acceptance letters

Introduction

Drafting an application for employment and preparing a bio-data or Resume to be sent along with it or independently are among the most important writing skills. In this Unit we will study some of the basic principles behind writing such letters as well as some concrete examples. I call them most important because they can determine your career and future in important ways. A well drafted letter or Resume can open up an employment opportunity for you in a way that no 'approach' can.

In a way an application letter is like a sales letter. For all practical purposes both have the same general objective - to sell. While a sales letter aims at selling a product or service, an application letter sells a person's suitability for a job or ability to work. Both kinds of letters are persuasive in approach and aim at inducing action on the part of the recipient. As we have seen earlier, a sales letter often has supplementary material enclosed with it. In the same way an application letter often has a Resume as supporting material enclosed with it.

Notes

However, there are important differences too and I will summarize them in the following points:

1. The commodity being offered for sale in an application is an individual's work ability and therefore the transaction is much more important.
2. A professional occupies a position of responsibility within an organization while a product fulfils a need or requirement . To that extent the two have to be sold differently.
3. While a sales letter is of limited consequence in an organization's life , an employment application is much more important in the life of an applicant or organization.

15.1 Solicited vs Unsolicited Applications

Like other types of business letters, applications can be divided into two categories-solicited applications and unsolicited applications. Solicited applications are sent in response to job advertisements, while unsolicited applications are sent at the writer's initiative. In both cases the writer is supposed to give all relevant details of his qualifications, experience, etc. A solicited application, however, has direct relevance to the job advertised and its contents are thus tuned to the requirements of the solicitor.

An unsolicited application is also directed to a particular job/position in an organization but because the application has gone unrequested, it does not know what are the exact requirements it is supposed to meet. Instead of responding to the individual organization's requirements therefore, such an application responds to the general requirements of the position or category towards which it is addressed.

15.2 Application Formats

On the basis of their formats or ways of presentation, applications for employment can be divided into the following categories:

1. Application letters, or letter-style applications;
2. Applications enumerating the particulars of the applicant's qualifications, etc.
3. Applications in the form of covering letters accompanying résumé's;
4. Applications on prescribed forms.

15.3 Letters of Application

Like all effective business letters, letters of application or letter style applications have to be carefully planned. After all they have a serious purpose. A sales letter earns business but an application letter is supposed to be the first positive step towards a career or a better job. It is, therefore, to be kept in mind that much will depend on the impression the application letter makes on the mind of the recruitment officer or the authorities concerned.

Caution The essential points the Recruitment officer or the concerned authorities will want to know are:

1. The precise job you are applying for. The company may have advertised several different vacancies at the same time. Not only may it have accompanyingly advertised for the post of a clerk and an officer, it may have advertised for different kind of clerks and officers.

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2. Age, nationality, and marital status;
3. Education background and standards reached;
4. Any professional training, higher studies and relevant diplomas and certificates acquired or being studied for at the time of applying.
5. Any special qualities, attributes or interests that make the applicant suitable for the jobs/he is applying for;
6. Reason for wanting to leave the present employment.

These details should emerge paragraph by paragraph in a logical order not necessarily in the time sequence in which they took place. It should , therefore, first of all to be seen that the application letter matches the qualifications with the job.

Example: Let us look at the following advertisement:

Financial Director

If you are used to working at the Director level, this is an opportunity to join an international financial consultancy with its head office in Melbourne.

Excellent command of English with fluency in at least one European and one or two Indian languages.

The requirements are good educational background, impeccable secretarial skills, ability to get on with top people and ability to work under stress. We offer job satisfaction and a pleasant working environment. Age 25-30. Good salary and perks.

All applications to Frank Rogers, 26 Cunningham Street, Bangalore.

An application for the job advertised should be written as shown below:

Paragraph 1. The opening paragraph should always make clear the position for which the application is being sent. One should never begin the letter "With reference to your advertisement….." It will lead to all kinds of grammatical errors and tangles.

Dear Sir,

I would like to be considered for the position of Financial Director as advertised by you in 'The Hindu' on July 10,1998.

Paragraph 2. The second paragraph should outline the applicant's personal details, educational background along with academic and professional qualifications.

I am an Indian citizen, twenty-six years of age and single. I graduated from Loyola College, Chennai and completed my education at University of Delhi, where I earned the Post-graduate Diploma in International Business in 1995. In the meanwhile I also earned a one-year Diploma in Office Management which included shorthand, typewriting, business communication, office practice, commercial law, economics, computers and business machines. I am fluent in Hindi and Kannada, and have a Proficiency Certificate in French.

Paragraph 3. The third paragraph should concern the applicant's work history and experience and particularly mention areas of special responsibility or any other out of-the-ordinary activities that his work has entailed.

I took up my first appointment in 1995 as senior assistant in the Investment Department of ICI (Investment Corporation of India) in its Mumbai office. I moved in 1997 to my present position as personal secretary to the Executive Director of Bank Nationale de Paris, also in Mumbai. This gave me the incentive to improve my French at evening classes and also to attend language summer schools for intensive courses. I now have a reasonable standard of proficiency in that

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language. In my present position, apart from my usual senior secretarial duties, I am responsible for organizing all the social and business function's for the bank, which I also attend. I have accompanied my employer to conferences and meetings in France, Britain and the Middle East and subsequently produced confidential reports of these proceedings.

Paragraph 4. After explaining what the present job entails, the applicant must give some explanation of why he wants to change. Wishing to improve one's status and career prospects are perfectly legitimate reasons for wanting to change jobs, especially if the prospects in the present job have not been what one had hoped for. Any prospective employer will appreciate this point if it is expressed with tact. One must, however, never criticize one employer or company to another.

As my employer is shortly retiring and returning to France, I would like to take this opportunity to find another position where I can broaden and further develop my appreciation of international finance and investment, and area of commercial activity in which I have been very interested. I am hoping that the experience I have already gained in this field, together with my knowledge of four languages, can be employed in responsible and stimulating work.

Paragraph 5. The last paragraph should suggest that there is some interesting information about the applicant, and also that the applicant himself would want to know more about the job, the duties expected of him, the prospect it offers, etc.

The vacancy you are seeking to fill sounds very interesting and if you would care to grant me a personal interview in Bangalore, I shall be pleased to discuss the matter in more detail. Yours faithfully.

15.3.1 The Point Missed

If you notice, one of the most important things about the job, that is the amount of money that you are going to get has not been mentioned in this letter. Despite the fact that it appears to you the most important thing at this point in life, it is advisable not to mention money in a first letter of application unless it is specially asked for in the advertisement. Some advertisements say 'say salary required' or 'state present salary'. In such a case it is advisable to state the present salary or the last salary drawn. Any employer knows that one applies for a job advertised only in the hope of getting a better salary. An employer can also easily find out the applicant's salary and in any case there will always be a prevailing market rate that will govern the salary that will be paid for a particular position.

It must appear to the employer that the applicant's main concern is to find an interesting job that will give him opportunities for learning more about the kind of business involved, developing his own ability, and offer good prospects for the future. Money, in the first instance, is not the main concern. Suitability for the job is more important.

15.3.2 Some Stylistic Matters

Mere presentation of facts is not enough. The applicant must carefully choose words that present the qualifications most favourably. It is, for example better to say that you "supervised a sales force of 15" than "held a position as a sales manager," or "earned a degree in business management" than "spent two/three years in college", or "learned cost accounting" than to say that you "took a course in Cost Accounting".

As in a sales letter, the 'you attitude' is also very important in a job application. It is always advisable to present your qualifications from the point of view of the utility of the employer. That helps the employer understand immediately how you would be of relevance to his organization. The facts should be presented in such a way that the reader/employer gets a favourable view of the applicant and is convinced of his suitability for the job. Only then will he place the applicant on his 'short list'.

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The applicant must also be careful to avoid overuse of the first person singular 'I'. Too may 'I's sound egotistical. The application letter is no doubt a personal letter, and therefore, there are bound to be some 'I's. The best way is to ensure that there are neither too many first person pronouns nor too few.

At this point, it is also instructive to remember what you learned in unit 1. There is no need to use phrases like 'humbly beg' 'Your obedient servant, 'Yours humbly'. It is no use sounding too humble or servile. Expressions like these are not going to impress anyone, not the least a prospective employer who is going to be guided by the job requirement and the applicant's suitability for it. That is why it is also advisable not to close the application with 'Thanking you' or 'Thanking you in anticipation'. As has been well said "Modesty with dignity is the best policy".

15.4 Applications with Enlisted Particulars

An applicant has the option to enlist/enumerate his particulars, as in a bio-data or C.V., in the application letter itself. In that case the particulars follow the first paragraph. In other words, such an application is a letter and a C.V. combined in one written communication. It is entirely a matter of the applicant's choice, but it is not so popular as the letter-style application or the C.V. with a covering letter. Given below is an example of such an application.

Example: Application for the job of a Junior Accountant Trainee.

The Personal Manager, July 14,2003

The Vyasa Bank Limited

New Delhi.

Dear Sir,

I request you to consider my qualifications and experience for the post of 'Junior Accountant Trainee' in your company as advertised in 'Times of India' of 12th July, 2004. Listed below are the particulars of my qualifications and personal details:

Name		S.K. Batra
Address		3/47, Patel Nagar, New Delhi.
Age		24 Years.
Marital Status		Unmarried
Physique		Height-170cm; Weight-58 kg;
Education		Names of Examinations passed, with ranks, are as under:
	i.	I.C.S.S.E. of Central Board of Secondary Education, Delhi with 68% marks in ……
	ii.	B.Com. Exam. of Delhi University, with Fourth Rank in the University,
	iii.	Senior Grade Typewriting Examination of the Govt. of N.C.T. Delhi with 60 w.p.m.
Extra-curricular activities	i.	Member of the College Planning Forum, in…
	ii.	Played badminton at the state level during…..
Experience	i.	I meet the entire expenses of my college studies by working as a Typist during… in a firm of Auditors, M/s. Sharma & Sharma, Darya Ganj, Delhi.

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ii. At present I am working as the branch-incharge of the above firm at Karol Bagh. I shall like to add that I am capable of independently handling the books of accounts of a fairly big concern and can supervise efficiently the subordinates' work.

Testimonials — Copies of Testimonials from

i. The Principal, P.G.D.A.V. College New Delhi.

ii. Mr. R.R. Sharma, Manager, M/s. Sharma & Sharma Delhi.

References — i. My employer has agreed to provide reference, and you may also refer to Dr. V.K. Rao, M.B.B.S., Mandir Lane, New Delhi.

Languages Proficient in — Hindi (Mother Tongue), English, Punjabi and Dogri.

I look forward to an interview with you soon.

Yours faithfully,

Encls: Two

S.K. Batra.

Task Write a job application letter applying for the post of marketing executive. (Note: you are a fresher and you applying to a FMCG firm.

15.5 The Covering Letter

The covering letter accompanying the Resume is as important as the application letter discussed above. In fact it is an application, short and sweet, telling the recipient that all the details are attached to it. As has been pointed out above, combining the Resume and covering note together is old fashioned.

1. The covering letter is supposed to inform the employer about the details/particulars enclosed but is not supposed to be a dull or lifeless note. On the other hand, a well- drafted covering letter reflects the personality of the writer, attention to detail, communication skills and enthusiasm. Coupled with the Resume it helps the prospective employer decide whether to invite the applicant for an interview or not. The style of the covering letter should therefore be formal.

Why your cover letter must impress:

Cover letters are like first dates–if they immediately impress an employer then he will want to learn more about you. If not, then he looks elsewhere.

Your cover letter is the first document an employer reads. It must introduce you with style and class. Let me repeat this to emphasize its importance–it must introduce you with style and class.

How to make your cover letter impress

Present yourself as someone who can fill the employer's need. In other words, market yourself as somebody with the specific skills and expertise that the job requires.

Don't just say, "I'm the right person." Describe yourself with well written examples, achievements, work ethics and personality traits that specifically address each job requirement.

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Suppose you were the employer and you received a stack of resumes for a job listing. You would read the cover letters before you scanned the resumes. You would reject resumes if:

1. There was no accompanying cover letter
2. The same cover letter was obviously used for other job submissions
3. The cover letter didn't match the job description
4. The cover letter was filled with general information. All you read was "blah, blah, blah."
5. The cover letter contained spelling, grammatical or typo errors
6. The applicant's skills don't match the job description
7. The applicant made unsubstantiated claims

Your cover letter will get better results if:

1. You know what the employer wants
2. You market your strengths to edge out the competition
3. You tailor your cover letter to meet the employer's needs
4. You list specific examples of solving similar problems that correspond to the employer's needs
5. You write a personal letter as if you were talking to the employer directly
6. You present yourself as a professional candidate worth interviewing

When writing a cover letter, be sure to:

1. Customize the cover letter for the particular job
2. Emphasize what you have to contribute to the company or organization
3. In bold type, highlight your skills that match the job description
4. Use a standard quality paper;
5. The letter must be typed or word-processed unless the employer specifically asks for a handwritten application. But, when the employer asks for a hand-written letter, make sure that you follow the instruction. Don't mix hand writing with typing. Fix ALL spelling errors and typos
6. The name and address of the employer must be carefully written. Personalize your cover letter. If possible, address your cover letter to the person in charge of interviewing and hiring
7. The source of the information regarding the vacancy must be mentioned.
8. The applicant must express a clear and enthusiastic desire to be considered for the position.
9. He must express enthusiasm and optimism towards receiving a favorable reply from the employer to discuss more details in an interview:
10. He must use an active and positive tone;
11. He must mention that the Resume and other papers, if any, are enclosed;
12. It the employer has given only a box number, the covering letter must be addressed to "The Advertiser, Box No.---

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15.6 Acceptance Letters

Writing the acceptance letter is not as difficult as being sure you want to say "yes" in the first place. Once you decide to accept, say, a job offer it is a simple matter to say so. Therefore acceptance letters are one of the least difficult letters to write.

Acceptance letters may be written in response to:

1. Job applications/offers
2. Admission requests: schools/clubs/organizations
3. Membership offers : board/commission/organization/club
4. Proposals
5. Speaking engagements
6. Changes requested
7. Invitations: dinner/meeting/party/hospitality

Acceptances are invariably brief and deal only with the acceptance. Be enthusiastic in your response. It is entirely proper to simply state your acceptance and repeat the details of it to your employer, i.e. your terms of acceptance. If possible, add at least one sentence containing something personal or cheerful.

Send an acceptance letter as soon as you are absolutely sure that you want to accept the job offer. If you need more than two weeks to decide whether or not to accept an offer, telephone or write the person making the offer and ask for an extension of time to decide. Avoid ungracious and unnecessary amplifications. Let your "yes" be a simple "yes". Clarity is very important in employee-employer letters. Knowing what to say and what not to say can make all the difference with your acceptance letters.

In special cases, specially where the stakes are high, things may not be that simple. Before accepting a job offer you should always ask for a written confirmation that clearly outlines the terms of your employment. Information that should be included is your start date, job title, salary, incentive programs , benefits and who you will be reporting to. Not all employers voluntarily provide such letters but it is better in the long run for you to be persistent in asking for one. It could help prevent problems down the road. Remember, all these apprehensions should not make your letter sound formal, stiff, conditional or even apprehensive.

15.6.1 Some Useful Guidelines

1. Try to make it read more like an informal letter.
2. Write specifically to the person that wrote to you. If it is different from the person that you interviewed with and/or will be your manager, send copies to these people as well.
3. Tell them what you are accepting. Restate the details and any instructions they have outlined.
4. Show your enthusiasm and excitement about your new job. Let them know what impressed you about the company and the opportunities.
5. State any documents you may be including such as an Application Form, a Resume or any other employment forms they might need.

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15.6.2 Some Useful Formulations

Suppose you've finished your job search at last and they have extended a written offer that clarifies most of the questions that you have relating to the job. It is now your turn to formally accept their offer and confirm that you understand the terms of your new employment. When writing your acceptance letter, you should be businesslike but should also let them know you are genuinely excited about joining the job.

The following are some examples of what you could include in your acceptance letter:

1. ***Be Positive in the Beginning!***

   I'm delighted to accept your offer of employment

   Please accept this letter as my formal acceptance of your offer to join the marketing team at Suraj Textiles. I look forward to this opportunity to use my skills and contribute to the success of the organization.

   I am very excited to start my position as marketing specialist

   Thank you for inviting me to join Suraj Textiles

   This is my formal acceptance of your offer of employment at Suraj Textiles

1. ***As You Progress, Confirm the Details***

   I am pleased to accept your offer of a ₹ 1,35,000 as the yearly salary with quarterly bonus opportunities.

   I plan on starting on April 22 at the Delhi office for orientation

   As requested I will report to human resources on Monday, April 22 at 9:00 am to fill out the necessary employment and insurance papers.

   As discussed Suraj Textiles will pay for my moving expenses up to Rs 10,000 for which I must provide detailed receipts.

3. ***Sign Off on an Upbeat Note!***

   Thank you for this great opportunity

   I look forward to beginning my career at Suraj

   I am eager to make a positive impact on the business

   This is a wonderful opportunity.

4. ***Format of an Acceptance Letter***

   As suggested earlier begin the first paragraph by enthusiastically accepting the job. Be sure to state the exact title of the job, the salary and the important terms and conditions. The space for such detailed statements is usually in the second paragraph , especially the date that you will begin work. The last paragraph should be a short statement of goodwill, usually indicating that you are looking forward to starting your new job.

   The following can be considered a standard format of a letter of acceptance. The first letter is worded for a job offer that was originally introduced over the phone and the remaining two letters are worded for job offers that were originally introduced in the form of letters. Feel free to revise any of the following acceptance letters to fit your personal needs.

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Example: Dear Mr. Sharma

Thank you for considering my candidature for the post of Program Coordinator. This is to confirm my acceptance of the job offer that was extended to me on March 21, 2003 for the position of Program Coordinator with M/S Agarwal & Sons.

As per the details outlined in our phone conversation, I am pleased to accept the following salary package:

1. Salary: ₹ 1,29,000 per year
2. Relocation Expenses: ₹ 20,000
3. Vacation: 2 weeks (with pay after 1st full year)

I am really excited about starting work soon and believe that I will be able to make important contributions to the company right away. If you need to reach me anytime before my start date, please feel free to call me at 011-25634521.

Yours Sincerely,

Example: Dear Ms. Murphy

I am delighted to accept your offer for the position of program coordinator in the Pediatrics Department, and as requested in the offer letter that was mailed to me, I will report to work at 9:00 a.m. on Monday, September 15, 2003.

Additionally, I have thoroughly reviewed the details of the compensation package that was described in the letter and I am happy to accept the following terms/benefits:

1. Yearly Salary: ₹1, 32,000
2. Sign-on Bonus: ₹2,500
3. Year-End Bonus: ₹3,600 (1st year)
4. Vacation Time: 1 week (1st year)

Once again, I am eagerly looking forward to my first day of work. If any other matters need to be discussed or other information conveyed to me before my start date, please feel free to call me at 011-243-1234.

Yours Sincerely,

Example: Dear Mr. Rahman:

Thank you for the job offer of Sales Consultant with Shaqeel's marketing division. I am extremely happy to accept your job offer.

I am also pleased to accept the terms of your compensation package, which I've outlined briefly for confirmation purposes:

1. Salary: ₹1, 39,500
2. Sign-on Bonus: ₹6,500
3. Relocation Package: ₹4,000

I would like to once again reiterate my pleasure and excitement at starting work with your company on Monday, August 11, 2003. I've read much about Shafiq over the years in trade journals, magazines and newspapers and always with words of heightened praise headlining

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the many articles. I'm extremely eager to start contributing to the achievements of your company; contributions that I believe will undoubtedly aid Shafiq in reaching even greater heights in the future.

If you need to reach me before my start date, please call me at 011-1234567 or email me at shamadwivedi123@msn.com.

Yours Sincerely,

Task There are many two-syllable words in English whose meaning and class change with a change in stress.

15.7 Summary

- A job application is like your first interview. When applying for employment by mail a job application letter must accompany your resume.
- The job application letter you write can and should be used to substitute for that all-important interview that you may not otherwise get, regardless of your qualifications. So, your job application should be constructed wisely.
- An acceptance letter has three components (rather two key parts and one not so key part). The opening paragraph of the acceptance letter is used to declare or confirm acceptance of the job offer.
- The second paragraph is used to reconfirm the compensation package and the third paragraph can be used to restate one's interest in working at the company or can also be used to provide personal contact information.
- If you pull together your acceptance letter exactly in this order you won't have to ever worry about having a job offer refused because of a poor letter form.

15.8 Keywords

Covering Letter: A letter sent along with other documents to provide additional information.

Solicited Application: It is sent in response to job advertisements

Unsolicited Application: It is sent at the writer's initiative

15.9 Self Assessment

State whether these statements are true or false.

1. Unsolicited application responds to individual organizational requirements.
2. In a job application letter, an individual should not write the details that are already mentioned in the resume.
3. A job application letter is just like a sales letter.
4. The job application letter should match the requirements of the job.

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5. In a job application letter, the candidate should not write as to why he wants to change from his present job.
6. The candidate should about using 'I' frequently in the job application.
7. The style of the covering letter can be either formal or informal.
8. The covering letter should match the job description.
9. While writing a job acceptance letter, the tone can be formal or informal.
10. While writing a job acceptance letter a tone of excitement should be maintained.

15.10 Review Questions

1. Imagine at least three different situations where you may be writing applications for employment and write them out.
2. What are the key points to consider while drafting out an acceptance letter?
3. Write an application in response to the post of a Cost Accountant advertised in a local daily. The application should be in the Letter of Application format.
4. Write three covering letters for three different Resumes that you have prepared for the positions of: Secretary, Principal Secretary and Personal Assistant to the CEO of a company.
5. Write a letter accepting the offer for the post of lecturer in the Department of English, Delhi University.
6. Write an unsolicited application letter to XYZ Textiles Company applying for the post of production manager.
7. Write a letter to the HR department of an advertising agency showing interest in joining the organisation's creative team.
8. Write an acceptance letter accepting the job offer for the post of marketing and sales executive in a reputed government organisation.
9. What are the things that should be kept in mind while writing covering letters?
10. Assess the role of a covering letter in a job application process.

Answers: Self Assessment

1. False
2. False
3. True
4. True
5. False
6. True
7. False
8. True
9. True
10. True

15.11 Further Readings

Notes

Books

Celia Warren, *How to Write Letters and Email*, Qed Pub.

Esther Selsdon, *Letter Writing*, Harper Collins.

Karen & Jim Bright, *Getting a Brilliant Job: Resumes, Interview Skills & Everything You Need to Know to Convince a Prospective Employer*, Allen & Unwin Publishers.

Online links

http://jobsearch.about.com/od/morejobletters/a/jobappletter.htm

http://www.letters.org/job-letter/job-application-letter.html

http://www.writeletters.net/job-application-letter.html