CHAPTER V
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A PROFICIENCY COURSE IN ENGLISH FOR GRADUATES IN KARNATAKA

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CHAPTER V
A PROFICIENCY COURSE IN ENGLISH FOR GRADUATES IN KARNATAKA

5.0.0 INTRODUCTION
This chapter presents A Proficiency Course in English designed for the graduates in Karnataka. The objectives of the course, the duration, scheme of evaluation, the agency for conducting the course, etc., are discussed in the first part of the chapter followed by the proficiency course, spread into 9 units, which is the core part of the present study.

5.1.0 Introduction to Proficiency Course in English
5.1.1 Objectives of the Course
The aims and objectives of the proposed course are formulated in the light of the identified needs of graduates in general and Karnataka in particular. The course intends to develop the following language-skills, as the terminal learning outcome, relevant to both sets of students – students pursuing higher studies in Social Sciences, Physical Sciences, Literature /Humanities, etc., and students opting for skilled or clerical work.

A) READING
The following are the sub-skills of reading expected of a student at the end of the course:

1) Reading an unseen passage with an appropriate speed; attaining a minimum speed of 100 words per minute.
2) Reading with inferential comprehension:
   i) focus on details: (inferring meaning of words, phrases and details of arguments)
   ii) focus on generalizations and relationships: (cause-effect; rule-illustrations; data-conclusions; perception of unstated assumptions and possible conclusions)
   (It is assumed that the students are capable of comprehending at the literal level—comprehension of details and general ideas and making simple inferences.)
3) Evaluative reading: focus on descriptive, expository prose
4) Subjective reading: focus on characters, situations, etc., (identifying with and responding to characters and situations)
5) Interpreting the attitude, tone of the author; sensitivity to artistic form and expression, authenticity of feeling or experience, social or historical relevance

*The opinion of the ELT experts in India as expressed in Syllabus Reform in English, 1997 132
These various skills are abilities that students should be able to carry to “new situations.” This is envisaged through confronting the students with “unseen” reading material drawn from wide sampling of domains of discourse and styles of writing.

B) WRITING

The sub-skills of writing relevant for the target group are given below: It is hoped that the students will be able to do the following tasks as an expression of the writing skills.

1) Paragraph-writing
2) Descriptive writings and essays of different types including argumentative writing relating to controversial propositions, coherently
3) Precis-writing
4) Report-writing
5) Note-making and Note-taking
6) Preparation of a resume
7) Drafting letters
   (invitations and response, complaints and replies, enquiries and answers)
8) Essay-writing

C) SPEAKING

The course intends to provide enough experiences to the students so that they will be able:

1) to read aloud announcements, short statements, speeches (welcoming a gathering, introducing a speaker, proposing a vote of thanks, etc.) and other prepared texts with maximum intelligibility to the listener,
2) to converse in simulated everyday situations (formal and social purposes) using appropriate conversational style (e.g., Introducing a friend, making different kinds of requests and enquiries, etc.),
3) to take part in an interview as a candidate,
4) to give short talks on a topic within the special area of study, and
5) to participate in a discussion in a small group.
D) LISTENING
A student at the end of the course should be able:

1) to understand the meaning conveyed by features of intonation and stress,
2) to understand the context of and the main elements of intonation and ideas expressed in
   i) conversations in everyday and specialized situations, and
   ii) short talks on everyday and specialized topics,
3) to understand the content of general /specialized lectures, and
4) to make note on short talks and lectures, including TV news bulletins to present the
   matter in the form of a diagram / flow-chart /tree-diagram, etc.

E) REFERENCE SKILLS
The following are a few reference skills expected of a student at the end of the course.
He/she will be able:

1) to use a dictionary
   - so as to find the appropriate meaning of lexical item in a given context,
   - so as to find an appropriate word for a given context, and
   - so as to find out phonological, morphological, syntactical and semantic information on
     an item;

2) to convey the information obtained from reference works (encyclopaedia, journals,
    newspapers, reports, etc.) intelligibly in both speech and writing.

5.1.2 Introduction to the Course
The course is designed, keeping in view the specific objectives stated in 5.1.1 with the
intention of developing proficiency in English for the target group. The “expansion” and
“creation”, the established constituents of the process of learning are aimed at throughout the
course as against “reduction” and “reproductiveness”. It certainly marks the departure from the
conventional courses of studies in respect of philosophy, content and methods of teaching
English. It is alive to the principles of “Skill-oriented”, “Task-based”, “Learner-oriented”, as
opposed to “Lecture-oriented”, “Teacher-oriented” principles of the conventional type of
courses. It may be said here that the course offers a cure for “narration-sickness” by inviting
learners to participate in the learning process, actively. At times, the material provided in the
course in the form of statements / remarks / tasks does sound provocative and sometimes biased
which is done deliberately to stir the minds to initiate critical process among the students. It may be pointed out here that though the emphasis shifts from one skill to another, attempts are made to integrate skills through a variety of tasks.

5.1.3 Introduction to the Material of the Course

The topics for the units have been chosen taking into account the needs and interests of the target group. The exploitation of each topic is done in such a way that interest and motivation are maintained and a balanced programme of carefully graded activities, is offered. There are tasks devised to apply critical reasoning to real situations as they exist in the field.

The excerpts have been drawn from the texts belonging to a variety of fields including science, fine arts, social science, philosophy, etc. These topics, related to the individual and society are open-ended topics, which provide ample scope for further reading and discussion. The underlying aim in selection of material from reference books, journals, magazines, dailies is to facilitate information-processing skills. Hence most of the texts belong to "authentic content material" (Adamson,1990). It also follows that all the texts do belong to current idiom but each one illustrates some new feature of the language in use-- factual English (both scientific and general), the language of fiction and speeches, and dialogues of real life and reflective writing.

The selections do reflect to a varying degree the following core elements enshrined in the National Policy of Education, 1986:

1) Indian common heritage
2) Removal of social barriers
3) Inculcation of the scientific temper
4) Egalitarianism, democracy and socialism
5) Content essential to nurture national identity
6) Protection of environment, etc.

Various types of exercises / tasks / activities are intertwined into the units, mainly based on the texts. It is not binding that all the tasks / exercises / assignments should be completed. The teacher may select the ones taking into account the specific needs of the target group. He may even add similar tasks / exercises / assignments if a particular area is to be further
Care is taken to provide sufficient material to foster all the language skills. Reading skills occupy primary place. The material presented is expected to gear towards developing reading skills ranging from 'local' to 'critical' and 'evaluative' reading. The separate unit on 'writing skills' cover the most practical aspects like writing paragraphs, essays, letters, reports, the skills involved in note-making, note-taking, etc. The unit on "Spoken English" intends to equip learners with the full repertoire of language skills needed to function with confidence. The content includes task-based activities for developing competence for transactional purposes. However, the researcher is aware of the comparatively less weightage assigned to the listening skills in the whole course.

A word about sections other than the four linguistic skills is apt here. The main principle of providing material on grammar and usage is "to promote quick and efficient language learning by helping students to achieve practical mastery of a language, which will enable them to switch linguistically and appropriately according to situational changes" (Verma. S.K., 1976). It may be observed that there is an admixture of conventional classroom practice and the latest innovative methods advocated by action researches in this section. Diction and style a component in Unit 3 would be well appreciated by the students studying literature. Reference skills -- the essential skills for modern man are encouraged to a large extent throughout the course.

Designing a course to teach to mixed groups of students with a wide range of abilities in English always presents a considerable challenge. The design of these materials offers a way of answering this challenge by providing special guidance and support for weaker students. However, the course does not ignore bright students, who are made to encounter a few challenging tasks.

As the course is communicative, the students are to work in a communicative way in pairs/groups practising the use of English for different purposes with a little guidance from the teacher.

5.1.4 The Duration

The total number of hours required for the covering of material in the course would be 136.
about 60 hours. This can be spread out in about one and a half to two months (devoting about 2 hours a day). This is in consonance with the consensus gathered from the students and teachers in the field study. (Refer to section 4.2.2 for more details.)

5.1.5 Organizing Agency

As discussed in the previous chapter any college or university or private agency may conduct the proposed course. The success of this course can be assured if the personnel involved in the course are trained in the basics of ELT. Teachers specialized in some areas like spoken English, grammar, etc., may be involved in this programme.

5.1.6 Scheme of Evaluation

At the end of the course, a test may be conducted to assess the attainment of the objectives stated in section 5.1.1. The tasks/questions/test items of the question paper should necessarily be set to test the use of English in real situations. Moreover, there is no scope for testing the knowledge of the content presented in the course unlike the conventional courses.

The following table suggests the weightages to be assigned to different skills/areas in the tests:

Table No.5.1
Suggested Scheme of Evaluation for the Proficiency Course

<table>
<thead>
<tr>
<th>Skill / Area</th>
<th>Marks in %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Skills</td>
<td>25</td>
</tr>
<tr>
<td>Writing Skills</td>
<td>25</td>
</tr>
<tr>
<td>Speaking Skills</td>
<td>30</td>
</tr>
<tr>
<td>Listening Skills</td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td>10</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
In order to differentiate students on the proficiency continuum nearly 20% of the tasks may be set easy and another 20% very difficult. As the main focus of the test is to assess the ability to use skills, the duration of the examination may be flexible to an extent. Effective testing of Spoken English and Listening Skills do require separate time and special material.

5.1.7. Modifications Suggested by a Panel of Experts

The researcher handed over the draft version of the Proficiency Course to the panel of three experts. Among them, one was a retired professor of English, the other one was a person who had served on the Board of Studies for UG level for several years and the third one was a faculty member of the Department of Education. Their suggestions / comments / observations helped the researcher to give final shape to the course. Some of the modifications suggested by the experts are given below:

1. It was suggested that there should be separate units for Writing and Speaking skills rather than dealing with them in bits in all the units. Accordingly, two separate units were prepared — Writing skills and Speaking skills— covering the major aspects of the components.

2. There was a suggestion that the course should have been field-tested. The researcher clarified that as the main focus of the study was on the development of the course based on the needs of the graduates, testing its validity and reliability through field-tests might be taken up in another study.

3. One of the members of the panel stressed the need to include the basic components of English grammar in the proposed Proficiency Course. He argued that though the target group for the course was first degree holders, there was a great need for including some of the basic components in the course. He opined that those components would help in remedying the errors in their expressions, in case of some graduates, and serve the purpose of “reinforcement” in case of others. Further, he added that these components would be of much help to those graduates who might not have studied the basics of grammar (especially those coming from educationally backward areas). Accordingly, some of the basics of grammar (tenses, articles, etc.), were included in the final draft of the course.
UNIT 1

i) READING COMPREHENSION

A) PASSAGE FOR READING

RAVI VARMA PRINCE AMONG PAINTERS

By Mohan Sivanand

1) No other Indian artist blazed as many trails as Raja Ravi Varma. He was the first Indian to master perspective, the first to use human models to depict gods and goddesses, the first to make his work available not just to the rich but to ordinary people too. The immense popularity of his work also made this deeply pious Malayali aristocrat the first Indian artist to become well-known – before him painters were largely anonymous.

2) Raja Ravi Varma was born in 1848 into the royal house of Kilimanoor, 40 kilometers from Trivandrum. The rajas were renowned for their cultural
accomplishments and Ravi Varma’s artistic talents blossomed early; by the time he was 14, he had secured the patronage of the maharaja of Travancore. The maharaja, an avid art lover, got Ravi Varma to move to Trivandrum, set up a studio for him and supplied him with European art books.

3) Western painting fascinated Ravi Varma; he instinctively sympathized with its vigorous realism, so different from the stylized, contemplative Indian tradition. He also preferred oil paints, then new in India, to tempera, the traditional Indian medium.

4) Though Ravi Varma had to teach himself the techniques of oil painting, by the early 1870s, he was mixing oils perfectly and his portraits show a remarkable ability to depict a variety of skin tones and fabrics. Moreover, says one biographer, while European artists could only transcribe the likeness of Indians, Ravi Varma could reveal their character. Delighted by the young man’s skill, the maharaja awarded him the Vira Sringhala (Bangle of Valour), Travancore’s highest decoration, the first time a painter had been so honoured.

5) Ravi Varma’s career now took off. For the next three decades he was in great demand, with everyone from businessmen to maharajas vying to commission him. One 1888 commission by the maharaja of Baroda for 14 paintings fetched Ravi Varma Rs.50,000, an astronomical sum for the time. Ravi Varma exhibited his canvas abroad too, but didn’t accompany them—like many devout Hindus of his day, he considered it a sacrilege to cross the ocean. Even so, he won a number of medals at international exhibitions, including one at Vienna and two at Chicago. And he was awarded so many prizes in India that at one stage he announced that he would no longer take part in competitions so that other artists would have a chance.

6) A meticulous artist who researched his subjects thoroughly, Ravi Varma travelled widely in India, usually accompanied by his younger brother, Raja Raja Varma, himself a fine landscape painter; both brothers had a keen eye for detail, Ravi filling scores of sketch books, while Raja kept detailed diaries. The two men were extremely close and worked together; Raja Varma often gave the finishing touches to Ravi’s works, filling in the backgrounds.

7) The subjects for which Ravi Varma is best known—Hindu gods and goddesses and scenes from the puranas—were natural themes for a profoundly religious man who was also a master of portraiture. In a radical break with Indian tradition, Ravi Varma used human models to give shape to his vision of the gods. And by portraying deities such as Krishna, Lakshmi and Saraswati as sublimely beautiful human beings, he made the gods seem divine yet approachable. So popular were these paintings that, ever since, Hindus have visualized their gods very much the way Ravi Varma depicted them.

8) Ravi Varma’s paintings of the epics, too, became part of the Indian imagination. Indeed, some of our mental images of these tales have been shaped by chance happenings in Ravi Varma’s studio. Once, while painting the incident in the Ramayana where Ravana maims Jatayu, the good eagle, Ravi Varma asked his
young niece, Kunjootty, to model as Sita. As a number of other children watched, giggling Kunjootty felt embarrassed and covered her face. Ravi Varma was captivated by her action and sketched away furiously. That's why Sita has her face covered in the painting.

9) In his paintings, Ravi Varma idealized women, often making his subjects more stately and graceful than they actually were. Indeed, at one time, telling a woman that she looked like a Ravi Varma painting was the ultimate compliment. Though he painted women of many communities and classes, Ravi Varma had a special fondness for depicting the sari-clad Maharastrian women of Bombay where he lived for many years. He found the sari — then not worn in Kerala and many other parts of Indian — with its striking colours and graceful folds especially appealing and it's often said that the popularity of Ravi Varma's paintings helped make the sari the national dress for all Indian women.

10) A workaholic, Ravi Varma rose at 4 every morning. After bathing and performing his elaborate religious rituals, he would begin painting at first light. He laboured long hours and often got up at night to sketch his dreams.

11) Ravi Varma’s professionalism, in fact, was only one aspect of a thoroughly modern outlook. For instance, when he became head of the Kilimanoor clan, he encouraged his kinsmen to work for a living and to disregard conventions that prohibited them from mingling freely with people of lower castes.

12) However, like all aristocrats, Ravi Varma, a dark medium-built man with a regal air, lived well. He entertained lavishly and spent large sums renovating the Kilimanoor palace and buying huge tracts of land. He had a passion for elephants and once, hearing that the Travancore government was going to shoot a temple elephant that had killed several people, bought the animal and took it to Kilimanoor. He named the elephant Ayyappan—after one of the sons of the Lord Shiva—and soon befriended him. A few months later, there was panic in the palace compound when Ayyappan suddenly broke loose. But Ravi Varma, carrying two large bunches of bananas, calmly walked up to Ayyappan and pacified him.

13) Ravi Varma also loved children, and they in turn adored him. Even today his niece, Kochomana Thampuratti, now 94 (she was eight when Ravi Varma died), remembers vying with her little cousins for a chance to pull the punkah for their ammavan (maternal uncle), as he sat in the drawing room of Kilimanoor palace talking of his visitors.

14) In 1894, keen to make his work more widely available, Ravi Varma established a colour press in Bombay (it was later moved to Lonavla) and began publishing prints. The masses loved them, especially his gods and goddesses. They were widely copied and even today, millions of Indians who have never heard of Ravi Varma hang imitations of his prints in their homes and shops.

15) Although at first Ravi Varma’s press made a tidy profit, after a few years it ran into a number of problems. Ravi Varma was no businessman and in 1901 he had to sell
the press. He lost a lot of money in the venture but never regretted it—he had succeeded in promoting among ordinary people a love for his art.

16) In 1904, Raja Raja Varma fell ill and died. So shattered was Ravi Varma that he stopped accepting commissions and only completed his pending work. By now, he too, was ailing and in 1906, at the age of 58, he passed away.

17) At the time of his death, Ravi Varma was indisputably India’s best known and most honoured artist. But within a few years, critical opinion turned against him. He was accused of being a sentimentalist, a mere illustrator, an unimaginative copier of European traditions, not Indian enough. His popularity, however, never waned and in recent years, some critics too, have begun to reassess him.

18) “Ravi Varma was a master of colour”, says Baburao Sadwelkar, a Bombay painter and former Director of Art. “Even today, the colours in most of his paintings have not faded or changed. Moreover, his ability to portray costumes, jewellery and Indian skin tones remains unsurpassed. Indeed, his vision of our classical past has influenced not just laymen but writers and film makers, too.”

19) Moreover, adds A. Ramachandran, a noted modern artist who is chairman of the Kerala Lalit Kala Academy, “Ravi Varma was the first Indian artist to look at painting in a grand, universal sense. It’s high time we gave him his due.”

— Reader’s Digest, Dec. 1992

B) GLOSSARY

blaze a trail : to develop important new methods in a field
(It is an idiom. All the words put together in an idiom give a meaning and it is certainly different from the meanings of the separate words in the expression. Idioms are special to one language and cannot be translated word for word [though related languages may share idioms]).

aristocrat : a member of the royal family
blossomed : flourished
an avid art lover : an ardent / keen / passionate lover of art
instinct : inborn quality
tempera : It is a painting process in which the distinctive feature is the medium used as vehicle. It can be further divided into “fat” and “lean” tempera. (For more information, refer to Encyclopaedia

142
sacrilege: violation of something sacred, impious
sublimely: majestic elated/exalted
kinsmen: relatives
renovating: rebuilding, making new
vying: [vaug] challenging
tidy profit: considerable profit
sentimentalist: a person moved by feeling rather than reason
waned: declined/faded
laymen: non-professional (here, other than the professional artists)

C) COMPREHENSION QUESTIONS

Answer the following questions:

1) Ravi Varma is said to have “blazed many trails” among the Indian artists.
List the points stated in support of this statement referring to paragraph 1.

i) He was the first Indian to master perspective.

ii) _____________________________________________________

iii) _____________________________________________________

2) Find out the main differences in Western and Indian paintings as understood by Ravi Varma. (Refer to paragraph 3.)

<table>
<thead>
<tr>
<th>Western Paintings</th>
<th>Indian paintings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Vigorous realism</td>
<td></td>
</tr>
<tr>
<td>2) ________________</td>
<td>tempera (The traditional Indian medium)</td>
</tr>
</tbody>
</table>
3) Match the names given in column I with the description given in column II.

<table>
<thead>
<tr>
<th>Column I</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Raja Varma</td>
<td>a Bombay painter</td>
</tr>
<tr>
<td>b) Kochomana Thampuratti</td>
<td>brother of Ravi Varma</td>
</tr>
<tr>
<td>c) Baburao Sadwelkar</td>
<td>Ravi Varma's niece</td>
</tr>
<tr>
<td>d) Ayyapan</td>
<td>Travancore's highest award</td>
</tr>
<tr>
<td>e) Vir Srighala</td>
<td>a niece who served as model for Sita.</td>
</tr>
<tr>
<td>f) Kunjothty</td>
<td>the elephant, Varma befriended.</td>
</tr>
</tbody>
</table>

4) Find out the significance of the years mentioned below in Ravi Varma's life.

<table>
<thead>
<tr>
<th>Year</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1848</td>
<td>The year he was born</td>
</tr>
<tr>
<td>1870</td>
<td>___________________________</td>
</tr>
<tr>
<td>1894</td>
<td>___________________________</td>
</tr>
<tr>
<td>1904</td>
<td>___________________________</td>
</tr>
</tbody>
</table>

5) Fill in the blank with the appropriate word:

While European artists could only transcribe the likeness of Indians, Ravi Varma could __________ their character.

6) What were the most common subjects of Ravi Varma's paintings?
(Answer in points.)

7) The main intention of Ravi Varma to install press in Lonavala was to -

(a) make money
(b) earn name as businessman
(c) promote among ordinary people a love for his art.

8) Ravi Varma's dealing with Ayyapan reveals that -

(a) he was lover of animals
(b) he hated animals being killed
(c) no animal is harmful unless it is harmed.

9) What was the "Modern outlook" that the artist exhibited in his social life?

(a) Treating everyone alike
(b) ___________________________ |
(c) ___________________________ |

10) Mention the charges made against Ravi Varma after his death.

(a) ___________________________ |
(b) ___________________________ |
11) Is the author justified in using the word “Workaholic”? State reasons in points.

(a) ____________ ____________
(b) ____________ ____________
(c) ____________ ____________

12) Name the two places where he won medals in International painting competitions.

(a) ____________
(b) ____________

13) At one stage, he announced that he would no longer take part in any competitions. He did likewise because -

(a) he lost interest in prizes and awards.
(b) he wanted to encourage the other artists of his time.
(c) he was confident that he would win the prize.
(d) he could not travel much as he was weak.

14) Arrange the following sentences in a sequential order to describe the “Take off” career of Ravi Varma.

(a) He won many medals including one at Vienna and two at Chicago.
(b) Every one was trying to commission him from businessmen to Maharajas.
(c) He announced that he wouldn't take part in competition in order to encourage other budding artists.
(d) His paintings fetched Rs.50,000.
(e) He exhibited his canvas abroad.

The sequence of the sentences is —

b, _____ _____ c.

ii) VOCABULARY

A) 1) He won an **astronomical** sum for the time. The underlined phrase in the context means -

(a) economical
(b) enormous
(c) very little
2) The word “Workaholic” in the passage means that -
(a) he used to be drunk at the time of working.
(b) he was intoxicated with the pleasure of hard work.
(c) he used to work without drinking alcoholic.

3) The painters before the time of Varma were largely anonymous. The underlined word means:
(a) that painters had no names at all.
(b) that painters’ names were kept in darkness.
(c) that painters used the names of great artists.

4) Ravi Varma was captivated by her action. The underlined word means that:
(a) the artist was distracted by her action.
(b) the artist was carried away by her action.
(c) the artist was made captive for his action.

5) Ravi Varma idealized women in his paintings. The underlined word means that:
(a) the artist showed women as they are.
(b) the artist showed women as they should be
(c) the artist showed women as lower than the accepted standard.

B) Fill in the blanks with the appropriate words given in the bracket
(ventured, regret, shattered, meticulous, aristocratic)

Soon after my friend’s turn, I was pushed from the pavilion to bat. It was a critical time - still 50 runs to win the match and I was the last unrecognized batsman. I _________ to save my team from humiliation. For about ten minutes (17 balls left), I could not make the score board move, as the bowlers were _________. One of them was from English _______ family. The next ball _________ my dream of gathering a huge sum. Everyone started hurling at me- “shame shame”, “good for nothing,” etc. Suddenly my mother’s call woke me up and lessened my load of ________.

C) Find out the following prepositional verbs from the passage and make sentences of your own.

(1) took off   (2) set up
D) (a) Many nouns can be formed from verbs by adding these suffixes:

- tion, -ment, etc.

Make nouns from these verbs:

- accomplish
- announce
- promote
- imagine
- contemplate

(b) Now, make use of the nouns you have just formed to complete the following sentences:

(1) An essential ingredient of an artist is ________.
(2) The ________ of the birth of Christ by an angel to Mary, is a beautiful work of art by Raphael.
(3) The ________ of art is the responsibility of the private and government agencies.
(4) The ________ of lifetime will become sweet memories for a good artist.
(5) The painter’s ________ on the nature has left remarkable marks in his paintings.

E) Change the following adjectives into adverbs:

(1) perfect
(2) free
(3) lavish
(4) universal
(5) popular
(6) indisputable
(7) instinctive

F) Change the following nouns into verbs:

(1) visual
(2) peace
(3) ideal

G) Ravi Varma is said to be a "Master of colours". Similarly, how would you describe
(a) a good dancer?
(b) a good singer?
(c) a good actor?

H) Use of the expressions

1) radical break
2) modern outlook
3) feeling embarrassed
4) blaze a / the trail

1) Radical break:

Task: Make a list of another 4 practices which you consider “radical break.”

Work in pairs: Exchange your list with another person; get the approval from each other.

2) Modern Outlook:

Task: Make another list of 4 instances of modern outlook.

Work in pairs: Exchange your list with another person; get the approval from each other.

3) Feeling embarrassed:

It is said in paragraph 7 that Kunjooty felt embarrassed and covered her face. Let’s understand the meaning of the phrase “felt embarrassed” with the help of another illustration.

As I was a student in the college, my father used to send me Rs.100 to meet out all my expenses. It was exactly on Friday the last day of the month. I was left with Rs.10 at the end of my pocket. I said goodbye to my room-mate and came out of the room. My friend also said, “I too, have an important personal work, bye” I straightaway went to Laxmi Theatre after enjoying the last Kamat dosa of the month. As I entered the theatre, the title music had already said goodbye to the spectators. I was shown in my seat-S10. The opening song was a duet. By the end of that duet, my eyes had adjusted to the light of the hall. The very next moment, I glued my eyes to the screen—a funny situation which made me laugh heartily and in a fit of excitement, I was about to hit the next person, suddenly, I saw my neighbour whether I could take that liberty with him. To my great surprise, he was my room-mate — Ravi. I felt embarrassed and quit the hall in the middle, from back door. He, too, felt embarrassed and come out. Oh! we met once again at the entrance door to add bones to our embarrassment.

Task: Write down two instances of having felt embarrassed, preferably from your own life in 50 words each. (You may share with your friend one of the embarrassments)

4) blaze a / the trail:

“No other Indian artist blazed as many trails as Raja Ravi Varma.”

It is an idiomatic expression. Here are a few more examples:

(1) The Wipro Company has blazed a trail in computer technology.
(2) Sir Isaac Newton blazed the trail in the study of light.
(3) Mary Quant has blazed a trail in women’s fashions.
iii) GRAMMAR AND USAGE

(i) Study the following sentence:

1) "... he encouraged his kinsmen to work for a living and disregard conventions that prohibited them from mingling freely." (Paragraph 11)

Task: Make use of the following contexts and frame sentences using Prohibited ... from

(a) Azaruddin wanted to marry Sangeetha, but his parents did not allow him to marry her.
(b) The playground belonged to a private firm. They did not permit the boys to play cricket in it.

2) Study the following sentence:

He also preferred oil paints, then, new in India to tempera, the traditional Indian medium (paragraph 3)

Task: Make use of the following contexts and frame sentences using Prefer... to

(a) My neighbour likes to drink illicit liquor though he gets many bottles of good wine.
(b) The prince liked to marry the poor girl from the village though there was a row of princesses ready to marry him.

Also note that the Latin adjectives of comparative degree, i.e., senior, junior, superior, inferior, prior, anterior (earlier than) and posterior (later than) are always followed by "to."

Warning: Never use "than" after the above mentioned Latin adjectives.

3) Study the following sentence:

It's high time we gave him his due (last paragraph).

Note the use of past tense (gave) though it is an appeal to the readers for the present time.

Tasks: Make use of the following contexts and frame sentences using "It's... high time (Past tense form of the main verb)".

(a) A lot of children watch TV for a long time. It is better if parents restrict them from doing so.
(b) Most of the advanced countries are producing deadly bombs. It's good if they stop doing so to keep the world safe and peaceful.

4) Study the following sentences:

Telling a woman that she looked like a Ravi Varma painting was the ultimate
compliment” (paragraph 8).
Note the use of compliment using a name to represent the field. The following are some more instances.

(a) He is the Tendulkar of our college cricket team.
(b) He is the Vishweshwaraya of our institution.
(c) Kalidasa is the Shakespeare of India.

Task: Think of some possible compliments for the following personalities.

(a) She sings very well, especially the film songs in your college.
(b) He is a very good teacher and a friend and a philosopher.
(c) He is a good industrialist of Karnataka.
(d) He is a good classical dancer of Dharwad.
(e) She is bold, a scholar and an able administrator.

A NOTE ON THE TENSES

Read the following sentences:

1) My grand-father believes in God’s supreme power.
2) Britishers ruled over India for over 200 years.
3) The Chief Minister will address the gathering next week.

The italicized words are verbs and each verb tells the time of action.

Sentence—1 tells that the grand father still believes in God’s supreme power (at the present moment).
Sentence—2 tells that Britishers ruled over India in the past.
Sentence—3 tells that the action of Chief Minister’s addressing will take place in the future. All these sentences show that the verb indicates a particular time-relationship. The tense of the verb indicates the time by certain changes in its form. These changes are called Tense changes.

The four forms of each main Tense are given below:

Present Tense:

a) Simple Present Tense
My daughter likes tea.

b) Present Continuous Tense
   My father is working in a private firm.

c) Present Perfect Tense
   I have seen the Taj Mahal.

d) Present Perfect Continuous
   I have been serving in the college for 15 years.

Past Tenses:
a) Simple Past Tense
   James Watt invented steam engine.

b) Past Continuous Tense
   My father was working in government office.

c) Past Perfect Tense
   Hundreds of youths had gathered before TV to watch India-Pak Cricket Match.

d) Past Perfect Continuous
   The train had arrived by the time I reached the station.

Future Tense:
a) Simple Future
   India will send many more satellites in future.

b) Future Continuous
   I will be visiting my parents in Delhi next month.

c) Future Perfect
   I will have completed my 40 years this Sunday.

d) Future Perfect Continuous
   India will have been completing its 75 years of freedom in 2020.

Detailed Study of Tenses

Simple Present Tense:

Different uses of Simple Present Tense:
The Simple Present tense is used
1) To express a habitual action that happens often
   Examples:
   a) My father gets up at five o’clock.
   b) Our classes begin at 10 a.m.
   c) He doesn’t see English films.

2) To express universal truths
   Examples:
   a) The sun rises in the east.
   b) It doesn’t rain much in Rajasthan.
   c) Honey tastes sweet.

3) To describe an arranged future programme
   For example:
   We leave Dharwad at 7 a.m. on Sunday morning and arrive in Hassan at 2 p.m. We eat lunch there and proceed to Belur. We spend two hours there and then proceed to Halebid. Then...

4) To describe an action of a play, novel and to give stage directions, etc. (This is also called ‘historic/graphic present’.)
   For example:
   When the film opens, Geeta is sitting on her bed. The phone rings. She picks it up and listens quietly. Meanwhile a masked man enters through an open window with a pistol in his hand.
   Then ...

5) To describe a process or to give instruction in an experiment, recipe, etc.
   For example:
   Preparation of Chiken Masaledaar

   Cut the chicken into pieces. Marinate the chicken pieces with hanged curd, lemon juice, turmeric powder and salt for about 1 hour. Slice the onion and fry it till it becomes golden brown, remove from fire. Cool and make a fine paste.

   Now again heat oil in a panar wok. Add crushed ginger-garlic paste and crushed green chillies and fry for a while. Then add brown onion paste, and all the spices and fry well. When masala leaves the side of the pan, put the marinated chicken pieces and cook on slow fire
till the chicken is tender. Serve with tandoori roti.

—Woman’s Era, July (First), 1997

Exercises

1) Give 3 examples of habitual action and universal truth as given in (1) and (2)
2) You are the president of a political party in your district. You have planned to take
   around the Chief Minister in Hubli, Dharwad and Gadag. Narrate your plan to the
   press reporters in 5-6 sentences.
3) Describe a story of a film or a serial you have seen in about 10 sentences. You need
   not necessarily complete it.
4) Give instructions to your students to prepare oxygen in 8-10 sentences.

Present Continuous Tense:

Different Uses of Present Continuous Tense

Present Continuous Tense is used
1) To express an action going on at the time of speaking
   Examples:
   a) The boys are flying kites.
   b) He is watching the TV serial.
   c) I am drinking a cup of tea.
2) To describe an action which is definitely going to take place in the near future
   Examples:
   a) The cricket team is arriving next month.
   b) He is leaving for Delhi tomorrow.
   c) I am attending the National Conference, next year.
3) To describe repeated actions which annoy the speaker (especially when used with always)
   Examples:
   a) My car is always breaking a down (in spite of getting it repaired many a time).
   b) I am always smoking (in spite of making resolutions many a time).
   c) You are always talking (though the teacher warned several times).
4) To contrast two events/things, etc.
   Examples:
Exercise:

1) Here is the information given by the airlines:

<table>
<thead>
<tr>
<th>City</th>
<th>Action</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hyderabad</td>
<td>depart</td>
<td>08.05 p.m.</td>
</tr>
<tr>
<td>Delhi</td>
<td>arrive</td>
<td>10.00 p.m.</td>
</tr>
<tr>
<td>Delhi</td>
<td>depart</td>
<td>7.10 p.m.</td>
</tr>
<tr>
<td>Hyderabad</td>
<td>arrive</td>
<td>9.05 p.m.</td>
</tr>
</tbody>
</table>

Here is a part of a paragraph that tells you something about the air services between Hyderabad and Delhi.

Complete the paragraph referring to the information given above.

Every day IC 107 leaves Hyderabad for Delhi. It leaves Hyderabad at ...

2) In the paragraph that follows fill in the gaps with appropriate tense of the verbs that are given in brackets. (The tense must be either Simple Present Tense or the Present Continuous)

At the moment two men —— (work) in front of my house. They —— (mend) a water pipe. The man in the left—— (have) a bidi in his hand. The water——(come) out of the hole; the water——-(run) down the road. There are some huts there. Every day these men——(eat) their food outside the hut and ——(throw) all the garbage on the road. They do not ——(keep) the place clean.

Present Perfect Tense: A note on this is given in Sect. 5.2.2 (iii)

Present Perfect Continuous Tense:

This tense is used for an action that began sometime in the past and is still continuing:

Examples:

(1) The telephone has been ringing for three minutes before it was answered.

(2) I have been repairing my cycle. (My hands are still dirty. OR The work is not...
over. It may even mean both these and more.)

(3) I have been studying English for the last 10 years. (I started studying English from 1987. I am still learning English even in this year [1997].)

Exercises:
Answer the following questions:
1) How long have you been living in this town?
2) How long has the factory been running?
3) How long have you been teaching in this college?
4) How long has she been sleeping?
5) How long have you been studying here, in this room?

Simple Past Tense
The Simple Past is used to denote an action in the past:
Example:
1) Babar founded the Mogal Empire in India.
3) Watt invented steam engine.

The difference between Simple Past and Present Perfect is discussed in sect. 5.2.3(iii).

The Past Continuous Tense:
The Past Continuous form shows an action in progress in the past. It denotes one of the following:

1) Something that was going on continuously over a period of time
   For example: It was raining all the day yesterday.
2) Something that was happening at the same time as something else 'was happening'.
   The actions expressed go on simultaneously:
   For example: He was sleeping while I was working.
3) Something that was going on at a particular point of time:
   For example: I was reading my English textbook at seven o'clock last night. (as if for
the question — "What exactly were you doing at seven yesterday?"

Exercise

Make meaningful sentences from the following substitution table

Table 5.2

Proficiency Course: Substitution Table—Past Continuous Tense

<table>
<thead>
<tr>
<th>I</th>
<th>our</th>
<th>US.</th>
</tr>
</thead>
<tbody>
<tr>
<td>he</td>
<td>the bus station</td>
<td>my uncle was</td>
</tr>
<tr>
<td>When she arrived at the airport</td>
<td>his parents were waiting for them.</td>
<td></td>
</tr>
<tr>
<td>they</td>
<td>the railway station</td>
<td>her sister</td>
</tr>
<tr>
<td>we</td>
<td>their brother</td>
<td>Him.</td>
</tr>
</tbody>
</table>


The Past Perfect Tense: A Note on this is presented in sect.5.2.3 (iii).

The Past Perfect Continuous:
It is used for an action that began before a certain point in the past and continued up to that time:

Examples:

i) At that time he had been writing a novel for two months.

ii) When I met him he had been typing the letter. (This means that typing was going on)

iii) When the doctor reached the hospital, the patient had been struggling terribly.

Future Tense: A note on this is given in sect.5.2.3(iii).

iv) WRITING SKILLS

i) A) The passage tells us that Travancore Government decided to shoot the temple elephant that had killed several people.

(1) Now, write down 3 reasons as to why the elephant should be
shot down dead.
(a) _______  _______  _______  _______
(b) _______  _______  _______  _______
(c) _______  _______  _______  _______

(2) Write down 3 reasons as to why the elephant should not be shot down dead.
(a) _______  _______  _______  _______
(b) _______  _______  _______  _______
(c) _______  _______  _______  _______

(B) “Sari should be the national dress of Indian women”

(1) Give 3 important points in support of this view:
(a) _______  _______  _______  _______
(b) _______  _______  _______  _______
(c) _______  _______  _______  _______

(2) Give 3 points refuting this view:
(a) _______  _______  _______  _______
(b) _______  _______  _______  _______
(c) _______  _______  _______  _______

ii) Imagining yourself to be Ravi Varma, write a letter to your friend of childhood how you achieved success in your life as an artist (15-20 sentences).

iii) Imagine yourself to be a press reporter and ask 6-8 questions to gather information highlighting Ravi Varma as an eminent artist.

Group Work: In a group of 5 students select the best 15 questions, which seek to focus Ravi Varma as an eminent artist of our time.

iv) “Guess Who”

Read the following description and guess the person described:

He is retired from Govt. service. He is bold, bald, straightforward and outspoken. He is short and well-dressed. He comes from South India. His name had become popular especially during the 1966 Lok Sabha elections. He contested for the post of President. (Answer—Sheshan)
Now similarly, describe the following personalities in about 6-8 sentences; Dr. Salim Ali, D.R. Bendre, C.V. Raman, Mother Teresa and Smt. Indira Gandhi.

**Work in pair:** Exchange your description of the personalities, with your friend next to you.

Comment on each other’s writings using the following words:

1) Difficult / easy to identify the personality
2) Subtle / apparent description
3) Technical / non-technical terms in description
4) Simple / flowery language, etc,

v) **SPEAKING SKILLS**

**Role Play**

Let one of the group leaders take up the role of Ravi Varma.

The other group leaders may ask questions framed in the groups. (Refer to sect 5.2.1[iii].)

Let them not repeat the questions once asked. After every 10 questions, another person may take up the role Ravi Varma.

vi) **HOME ASSIGNMENTS**

1) You are to introduce Ravi Varma in the Dharwad Artists Association. Prepare an introduction speech, taking important points from the passage. Try to present the facts within 5-7 minutes and in an interesting way.

2) Make use of the following words in sentences of your own:

venture, regret, shatter, meticulous, anonymous.
UNIT 2

5.2.2 UNIT 2 : Nuclear Energy for Peaceful Purposes

CONTENTS

i) READING COMPREHENSION
   A) Passage for reading
   B) Glossary
   C) Comprehension questions

ii) VOCABULARY

iii) GRAMMAR AND USAGE

iv) WRITING SKILLS

v) SPEAKING SKILLS

vi) HOME ASSIGNMENTS

UNIT 2

i) READING COMPREHENSION

A) PASSAGE FOR READING

NUCLEAR ENERGY FOR PEACEFUL PURPOSES

—Mrs Indira Gandhi

1) Honourable members are aware that at 08.05 hours on May 18, 1974 our Atomic Energy Commission successfully carried out an underground nuclear explosion experiment at a depth of more than 100 meters in the Rajasthan desert. This experiment was part of the research and development work which the Atomic Energy Commission has been carrying on in pursuance of our national objective of harnessing atomic energy for peaceful purposes.

2) Honourable Members may recall that on November 15, 1972, I had stated in the Lok Sabha that “The Atomic Energy Commission is studying conditions under which peaceful nuclear explosions carried out underground could be of economic benefit to India without causing environmental hazards.” Exactly one year later, on November 15, 1973, I informed Honourable Members of the Rajya Sabha of the continuing interest of the Atomic Energy
Commission in this field and also stated that after satisfactory answers to the problems of the possible effects on environmental and ecological conditions are available, the question of actual underground tests for peaceful purposes could be considered.

3) I am glad to inform Honourable members that this successful experiment on May 18 has not resulted in any way in radioactive contamination of the atmosphere. The radioactivity was so well contained that a party of scientists was able to fly 30 meters above the site and reach upto 250 metres on the ground within an hour of the experiment without encountering any radioactive contamination. The Atomic Energy Commission is at present engaged in studying the results of the experiment. It is expected that this process will take about six months. In keeping with scientific tradition, the Atomic Energy Commission proposes to publish papers giving the results of the experiment for the benefit of the scientific world.

4) All the material, equipment and the personnel in this project were totally Indian. India has not violated any international law or obligation or any commitment in this regard with any country.

5) This experiment has evoked mixed response from various countries. While the developing nations have by and large, welcomed the experiment as a step in the research and development work carried on by India in the field of atomic energy for peaceful purposes, the advanced nation, with some exceptions, have not shown equal understanding. The United States of America, while expressing satisfaction that the International Atomic Agency's safeguards system has worked in regard to agreements with India and that the material used has not come from the United States, has reiterated that the policy of that Government is against nuclear proliferation. The USSR has noted that India has carried out a research programme striving to keep level with the world technology in the peaceful uses of nuclear energy. The Chairman of the Indian Atomic Energy Commission has received a congratulatory message from the French Atomic Energy Commission on the success of the experiment. China officially reported the event without commenting on the explosion. The reaction of the Government of Japan has been to express regret for the experiment.

6) Reactions from Canada and our neighbour, Pakistan, have been sharp. While Canada is satisfied that India has not violated any agreement between the two countries, the Canadian Secretary of State for External Affairs has stated that the experiment represented a severe setback to the efforts being made in the international community to prevent all nuclear testing and to inhibit the proliferation of nuclear explosion technology.

7) The Government of India is unable to subscribe to the view expressed by the representatives of the Canadian Government in this regard. I have repeatedly reaffirmed our policy of using nuclear energy for peaceful purposes and have specifically stated that we have no intention of developing nuclear weapons. The Government of India sincerely hopes that the Government of Canada will appreciate and understand the background of this experiment. I have already mentioned in the earlier part of this statement that our Atomic Energy Commission has been reviewing the progress in this technology from the theoretical and experimental angles. This intention was not kept secret and was made known to the world. If differences of interpretation have arisen between the Government of Canada and the Government of India, it is the government of India’s hope that they will be satisfactorily
resolved in the discussions, which are under way between the representatives of the two countries.

8) The Government of India is unable to comprehend the repeated talk of nuclear blackmail indulged in by the representatives of the government of Pakistan. I have explained in my letter to Prime Minister Bhutto the peaceful nature and the economic purposes of this experiment, and have also stated that India is willing to share her nuclear technology with Pakistan in the same way as she is willing to share it with other countries, provided proper conditions for understanding and trust are created. I once again repeat this assurance and hope that the government of Pakistan will accept India’s position in this regard.

9) The Government of Pakistan has also made allegations about radio-activity having been carried to that country. I should like to take this opportunity of stating that this was impossible, as there was no venting of radioactivity to the atmosphere and no formation of a radioactive cloud. Moreover, the wind was blowing in the opposite direction as it normally does at this time of the year and even in theory, any hypothetical radioactivity could never have gone to Pakistan. The wind pattern on May 18, 1974 was from, repeat from, the south-west.

10) There are several published reports of scientists from the advanced countries on the potential utilisation of peaceful nuclear experiments. In 1970, 1971 and 1972, the International Atomic Energy Agency organised panel meetings on the peaceful uses of nuclear explosions and India attended all these meetings as a panel member. In the Forward to the Peaceful Nuclear Explosions Phenomenology and Status Report, 1970, an indication has been given of the projects for which peaceful nuclear explosions could be used. The following quotation will be adequate in this regard: “fully contained nuclear explosions (those not breaking through the ground surface) could be used for many projects. On an industrial level, pilot-scale experiments have already been made on gas and oil stimulation, with encouraging results. In addition, the use of cavities created by such explosions appeared to have an economically attractive future for projects such as underground gas and oil storage and the storage of radioactive wastes from nuclear power stations and chemical plants, for in situ extraction of oil from shale oil deposits and for in situ leaching of low-grade ores broken up by the explosion. The later application is of particular interest to one Member State, India, who could by this means use her very large low-grade non-ferrous metal ore deposits, thus making her more independent of imports of these metals and furthering the national economy.”

11) In view of the fact that we have just now carried out the experiment and the results will be available to us after six months, it is considered premature to talk of any particular technological application at a selected site. For any project of this nature to be considered economical and feasible, more experimental data must be available.

12) Honourable members will notice that in the panel discussions to which I have referred and in which most of the advanced countries have participated, it was emphasised that activities in the field of peaceful nuclear explosion are essentially research and development programmes. Against this background the Government of India fails to understand why India is being criticised on the ground that the technology necessary for the peaceful nuclear explosion is no different from that necessary for a weapons programme.
13) No technology is evil in itself; it is the use that nations make of technology which determines its character. India does not accept the principle of apartheid in any matter and technology is no exception.

--- Statement on the underground nuclear experiment, Lok Sabha, July 22, 1974 by Mrs. Indira Gandhi.
(Source: Selected Speeches and writings of Indira Gandhi [1992-97] Vol. III)

B) GLOSSARY

pursuance : carrying out
harnessing : gearing / tackling
encountering : meeting with
proliferation : increasing number
regret (n) : sorrow
reaffirmed : reasserted / reassured
radioactive : emitting invisible rays that penetrate matter
hypothetical : assumed / supposed
stimulation : rouse up
in situ (L) : in position
non-ferrous : other than iron content

C) COMPREHENSION QUESTIONS

1) The first paragraph (of two sentences) is loaded with much information. Furnish the following information referring to paragraph 1:

(a) The date of the underground nuclear explosion : _________
(b) The exact time of the explosion : ____________
(c) The place of the experiment : ____________
(d) The depth of the underground explosion : ____________
(e) The Agency responsible for carrying out the experiment : ____________
(f) The objective of carrying out such nuclear experiment : ____________

NOTE: The main idea of the paper (speech) is presented in the very first paragraph.

2) One of the National Objectives mentioned in paragraph 1 is ____________________________

3) (a) The two plus points of the nuclear explosion as per the statement made by Mrs. Indira Gandhi on Nov. 16, 1974 are:
(i) ____________________________________________
(ii) ____________________________________________
(b) She promised in the Rajya Sabha on Nov. 15, 1973, that she would permit the actual underground test only after considering the effects on two areas. They are:
  i) ______________________________
  ii) ______________________________

4) The party of scientists proved that the air was not contaminated by the explosion. Give the following details about the test:
   (a) The number of scientists : 
   (b) The height at which they flew : 
   (c) The time of their flying : 

5) The project was Indian in three aspects. They are:
   (a) _______ (b) _______ (c) _______

6) Classify the names of countries under the following heads:

<table>
<thead>
<tr>
<th>Countries favouring the Indian Nuclear Tests</th>
<th>Countries not favouring the Indian Nuclear Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) ______________________</td>
<td>a) ______________________</td>
</tr>
<tr>
<td>b) ______________________</td>
<td>b) ______________________</td>
</tr>
<tr>
<td>c) ______________________</td>
<td>c) ______________________</td>
</tr>
<tr>
<td>d) ______________________</td>
<td>d) ______________________</td>
</tr>
<tr>
<td>e) ______________________</td>
<td>e) ______________________</td>
</tr>
</tbody>
</table>

7) Why do you think the advanced countries show an unfavourable attitude towards the nuclear experiments conducted (being conducted) by the developing countries?

Work in pair: Discuss the above question and write down the main points.

8) (a) The U.S.A. upholds the stand taken by India on two grounds. They are:
   1) ____________________________________________________
   2) ____________________________________________________

   (b) Mention the reason for disliking the Indian stand in conducting the experiment.

   ______________________________________________________

9) The reactions of the different countries are given below. Write down the name of the country against each of the opinions, referring to paragraphs 5 and 6.

   (a) Its good that India is striving to keep level with world technology __________

   (b) The material used is purely Indian not from our country __________

   (c) We congratulate you on the success of your effort __________

   (d) India has not violated any agreement.... __________

   (e) It’s good that the International Atomic Agency’s safeguards system has worked in regard to agreements with India __________
(f) The policy of Indian Government is against nuclear proliferation

(g) It's a setback to the efforts being made to prevent all nuclear testing and to inhibit the proliferation of nuclear explosion technology

(10) What was one of the ways of using the nuclear test for wrong purpose, according to the author? (Paragraph 7)

(11) How does Mrs. Gandhi react while commenting on the response of the Canadian Government on the nuclear tests in India? (Tick the right answer.)

(a) "Let come what may" attitude
(b) Diplomatic
(c) Submissive

(12) With what words does she criticise the stand taken by Pakistan?

(13) What conditions does she put forth for Pakistan for sharing nuclear technology with them?

(a) ________ (b) ________

(14) What are the 3 conditions essential for the possibility of radioactivity due to explosion as explained by the Prime Minister of India? (Refer to paragraph 9.)

(a) ________ (b) ________ (c) ________

(15) What purpose does the quotation in paragraph 10 serve her while justifying her point in the Lok Sabha? (Tick the right ones.)

(a) She is quoting the technical authority for proving her point
(b) Just to show her scholarship
(c) So far she has dealt with the matter from the political angle and now she wants to justify it from the scientific and technological point of view.
(d) Just to repeat what she has said in technical terminology
(e) It adds another significant information of cavities and their usefulness for industrial purposes.

(16) What, according to Mrs. Gandhi, are the main purposes of nuclear explosion? (Refer to paragraph 13.)

(a) Gas and Oil stimulation
(b) ________
(c) ________

(17) Make a list of common allegations made against the nuclear explosions by different countries.

(a) ________
(b) It causes radioactive contamination.
(c) ________
The advantages of underground nuclear explosion are given in main points as drawn from paragraph 10. Arrange them in a sequential order.
(a) They gradually lead to independent of imports of certain metals
(b) Ultimately they foster the national economy.
(c) The experiments are useful for stimulating gas and oil resources (industrial purposes).
(d) Further, the cavities formed are also useful for storing of waste-materials.
(e) There is a possibility of utilisation of very large low-grade non-ferrous metal ore deposits.

The order of the sequence is _____________________

Work in Pair: Think of some of possible ways how modern man is contributing towards environmental hazards. Write down at least ten points with your partner.

Which of the following qualities do you find in Mrs. Indira Gandhi’s speech? (Tick the right ones.)

________(a) Authoritative
________(b) Guilt conscious
________(c) Full of facts and figures
________(d) Intellectual approach
________(e) Emotional touches here and there
________(f) Diplomatic
________(g) Imposition of her ideas
________(h) Informative
________(I) Scholarly

ii) VOCABULARY

A) The following sentences occur in the passage. Keeping in view the contexts in which each of the italicized words occurs choose the correct meaning by ticking the correct answer.

(a) The Government of India is unable to subscribe to the view expressed by the representatives of the Canadian Government in this regard.

(1) to approve
(2) to protest
(3) to agree partially

(b) The United States of America ... has reiterated that the policy of that Government is against nuclear proliferation.

(a) suggested
(b) recommended
(c) said repeatedly

(c) There are several reports by scientists from advanced countries on the potential utilization of peaceful nuclear experiments.

(a) actual
(b) possible
(c) improbable
(d) All the material equipment and the personnel in this project were Indian.

(a) staff employed in a service
(b) staff appointed by the Government
(c) important persons in a firm

(e) India does not accept the principle of apartheid in any matter

(a) hatredness
(b) segregation
(c) apathetic

(f) ... the experiment represented a severe setback to the efforts being made in the international community to prevent all nuclear testing and to inhibit the proliferation of nuclear explosion technology.

(a) encourage
(b) exhibit
(c) prohibit

(g) Reactions from Canada and our neighbour, Pakistan have been sharp

(a) stupid
(b) clever and harsh
(c) harmful

B) Fill in the blanks with appropriate idioms and phrases given in bracket, changing the tense wherever necessary. (carry out, result in, by and large, moreover, in view of, carry on, indulge in)

all the rivers in India are polluted. Both the village folk and the city dwellers have been contributing towards the increase in pollution of water by several misdeeds (letting the chemical wastes into the river, bathing animals in the river, etc.).

this, several committees are formed who are busy several empirical studies. The recommendations of these committees if will certainly improve the existing condition the possibility of supplying pure water to all. it guarantees better health and hygienic conditions for people at large.

C) Fill in the blanks with the appropriate form of the word given in the brackets:

a) The Finance Minister has assured the members of the parliament that the new projects would certainly raise the (economy) conditions of our country.

b) Protecting our (environmental) from air water pollution has been the primary concern in all the world conferences today.

c) Usually the newly-found vaccinations are tried (experiment) on rats.

d) The problem of imbalance in (ecological) has threatened modern man.

e) The inflow of waste material into the river has been the main source of (contaminate) of water.
D) Study the following sentence:

I informed Honourable Members of the Rajya Sabha of the continuing interest of the Atomic Energy Commission in this field...

Task: Make use of the expression -- "continuing interest" in 5 meaningful sentences of your own.

iii) GRAMMAR AND USAGE

A) Note the predominant use of the Present Perfect in the passage.

(a) "...this successful experiment on May 18 has not resulted in any way in radioactive contamination of the atmosphere" (paragraph 3)

(b) "...that the material used has not come from the United States ..." (paragraph 5)

(c) "... I have referred and in which most of the advanced countries have participated ..." (paragraph 12)

Task: Find out 5 more instances of Present Perfect Tense from the passage.

Note: The author's use of Present Perfect Tense in the passage is justified as this tense invariably connects a completed event (here the explosion on 18 May, 1974) with the present.

Warning: Do not use any adverb or phrase denoting Past Tense as the Present Perfect denotes present time. This would be a contradiction in terms. But if the stress is on the time of activity, conveniently make use of the Simple Past.

The following sentence from the passage can be cited as an example to prove the point stated above:

"...on May 18, 1974 (adverbial of time) our Atomic Energy Commission carried out (verb denoting the Simple Past) an underground nuclear explosion experiment ....." (Paragraph 1)

B) Use of Gerunds

The following are a few gerunds extracted from the passage:

(a) meeting (paragraph 10)

(b) testings (paragraph 6)

(c) understanding (paragraph 8)

(A gerund is a verbal noun, that is, a noun which describes an action or experience and has the form of a present participle[the _ing form].)

Task: Rewrite the following sentences by converting the given verb into gerunds:
Thanking the attender for having brought the cigarettes, the doctor advised the patient to give up ______ (smoke).

(b) Entering the arrack shop, the man said to his friend, “_________ (drink) is not good for health.”

c) _____ (bath) in sea-water is good for a person suffering from skin diseases.

d) Avoid ____ (read) in the train and in dim lights.

e) ____ (see) is ____ (believe).

**LANGUAGE GAME**

Two groups may be formed. Let one student from group 1 give a sentence using a lexical verb in the form of gerund. Let the other student from group 2 give back another sentence changing the gerund into verbal form.

**An Example:**

Student 1. *The meeting of the boy and the girl in the garden ended in a quarrel.*

Student 2. *However, another girl who was sitting behind the tree came out and met the boy to console him.*

**Conditions for the Game**

(a) The word used once in the form of verb and gerund should not be used again.

(b) Only one chance will be given for each student to give his/her sentence.

(c) The respondent from the other group must react within 10 seconds.

C) Study the following sentence:

India does not accept the principle of apartheid in any matter and technology is no exception.

*Note: The author has employed double negatives in this sentence. Double negatives are used for special stylistic effects. This is rather literary; in spoken English, it can seem unnatural or old-fashioned.*

Here are some more instances of similar structure.

(a) Most of the States in India cannot claim their states to be “corrupt free” and Karnataka is no exception.

(b) The major religions of the world do not permit violence and Islam is no exception.

**Tasks:** Frame sentences in the similar pattern as illustrated above, using the given contexts.
a) All the power-mongering rulers had to face tragic end and Napoleon is one among them.

b) All the good singers are proud. The youngest singer—Chauvan is also one among them.

c) Many of the great scientists had worked in the poor-working conditions. Madam Curie is one among them.

D) Note the use of different articles in the passage.

a) Our Atomic Energy Commission successfully carried out an underground nuclear experiment... the Rajasthan desert. (Paragraph 1)

b) The United States of America...has reiterated that the policy of that Government is against nuclear proliferation. (Paragraph 5)

c) On an industrial level, pilot-scale experiments have already been made. (Paragraph 10)

A note on the use of articles is given below:

**A Note on the Use of Articles**

**A) THE INDEFINITE ARTICLES**
The indefinite articles are ‘a’ and ‘an’

1) ‘A’ is used before words beginning with a consonant sound (for e.g.: a girl, a tree, a car)

2) ‘An’ is used before words beginning with a vowel sound. (for e.g.: an orange, an egg)

   It is the pronunciation, not the spelling of the words, that determines the use of ‘a’ or ‘an’. For example the words ‘hour’, ‘honourable man’ take the article ‘an’ and not ‘a’.

**The Use of Indefinite Articles**

1) To indicate a specimen of a class

   a) That is a diamond ring. The other rings in the jewellery box do not have a diamond. (a specimen of a specific class—a class of rings)

   b) An ostrich is a bird. (a specimen of a specific class—a class of birds)

2) As a substitute for ‘one’

   a) An old woman is working in the garden and two are working in the kitchen.

   b) A patient should drink a litre of milk a day.

3) To introduce singular nouns not referred to earlier
a) A truck was coming at full speed, so I did not cross the road.
b) An aeroplane has just taken off.

4) To introduce nouns for the first time
   a) It is a pleasure to hear her song.
   b) It is a torture to walk barefoot on hot sand.

5) To indicate that the person is a stranger to the speaker
   a) A Mr. Jain came to see you while you were away.
   b) There was a Miss Lal who rang you up while you were not in office.

6) To use with 'few' and 'little'
   a) A few people attended the meeting.
   b) I have a little money at home.

   Note: 'A little' is used with singular (usually uncountable) words, and 'a few' with plurals.

   Also, note that the Indefinite Article is not used 1) before plural nouns 2) before material nouns 3) before abstract nouns, and 4) before uncountable noun.

B) THE DEFINITE ARTICLE

   The definite article in English is 'the'. The definite article in English is used

1) to identify a noun which is only one of its kind in a particular situation
   a) The engineer is not in his office so we cannot see the blueprint of the house.
   b) The earth moves round the sun.

2) to refer back to noun that has already been mentioned
   a) On a rainy day, a woman went to the bazaar in her car. The car skidded and turned over, but the woman escaped unhurt.

3) for emphasis
   Hari is an excellent accountant. He is the man for the job in the bank.

4) to represent a class
   The lion is a fierce animal.

5) before superlatives
   Madhya Pradesh is the largest State in India.

6) to symbolise a whole class or species
   a) The English are a proud people.
   b) The rich and the poor go to church.
7) before the names of mountains, rivers, oceans, seas, groups of islands, etc.
The Alps, the Ganga, the Indian Ocean, etc.
8) to refer to all the members of a family
    The Sharmas, The Jains, etc.

Note that the definite article is not used before home, church, school, hospital, work, bed, when they are used in their primary meaning. It is also not used before proper names. However, there are exceptions like the USA, the Ganga, the USSR, the USA, etc.

Exercise:

Fill in the blanks using a, an, or, the.

Darius was-------- Emperor of Persia. He was known for his courage and daring. Alexander had set his heart on conquering Persia. He came there marching as -------- head of his army. Some of -------- best soldiers were in his army but the army was much smaller than -------- army of Darius was. On -------- eve of -------- battle -------- whole valley was lit by -------- torches of -------- Persian soldiers. Some of -------- Macedonian officers were dismayed. They went to Alexander and advised him to attack -------- enemy at -------- night. Alexander, -------- proud conqueror, gave his famous reply, “I will not steal -------- victory.”

iv) WRITING SKILLS

1) Frame 2 — 3 questions so as to get the content in paragraph 4 as answers to your questions.

An Example:

Question: Has India broken the International law by the experiment?

(Answer: No, India has not violated any law or obligation or commitment in this regard with any country.)

2) Imagine yourself to be the Prime Minister of Pakistan and write a letter to the Prime Minister of India expressing regret over the nuclear experiment and alleging that the radioactivity has been carried to Pakistan.

3) Write a reply to the Prime Minister of Pakistan refuting the false allegations made against India drawing material from paragraph 9.

4) Prepare a congratulatory message (on the success of nuclear experiment) that you would send telegraphically to the Prime Minister of India as an External Affairs Minister of France.

5) No technology is evil in itself (last paragraph). Illustrate this thought with reference to the use of TV in 100 words.
v) SPEAKING SKILLS

Mock Parliament

Preparation:

In a group of 5–6, write down 8-10 questions that you would ask as an MP, so as to get the information as answers from the passage (mention the number of paragraph). Once the students are prepared, they may start assuming different roles — one as a Prime Minister, others as members of Parliament, still another one as the speaker of the Lok Sabha.

A sample question and answer

MP : *Mr. Chairman Sir, I want to know from the Hon. Prime Minister whether it’s true that Pakistan has been affected by radioactivity as reported in the Indian Express?*

PM : *Mr. Chairman Sir, the allegation made by the honourable Prime Minister of Pakistan is wrong. It was impossible as there was no radioactive contamination of atmosphere and no formation of a radioactive cloud. Moreover, the wind pattern on that day was from S.W. Naturally, you cannot expect Pakistan to be affected by the explosion in the least.*

vi) HOME ASSIGNMENTS

1) Make use of the following words in sentences of your own:

   (a) potential       (b) subscribe
   (c) reiterate       (d) apartheid
   (e) inhibit         (f) personnel

2) Make a list of five advanced countries and a list of ten developing countries.
   (You may refer to any Yearbooks or Atlas.)

3) Write an essay on “The contamination of our atmosphere at present” in about 500 words, referring to some source books (Encyclopaedia, Journals, etc.). Mention the source material consulted at the end of your essay.

4) Make a list of 30 verbs, which could be used as gerunds, using a dictionary preferably from different alphabet. (You may consult Longman Dictionary of Contemporary English or Chambers Twentieth Century Dictionary or Webster’s New Dictionary.)
UNIT 3: Back to its Nest

CONTENTS

i) READING COMPREHENSION
   A) Passage for Reading
   B) Note on the Author
   C) Glossary
   D) Comprehension Questions

ii) VOCABULARY

iii) GRAMMAR AND USAGE

iv) WRITING SKILLS

v) STUDY ON DICTION AND STYLE

vi) SPEAKING SKILLS

vii) HOME ASSIGNMENTS

UNIT 3

i) Reading Comprehension

A) Passage for Reading

Pre-reading Questions:

How do you feel, when you are ill-treated just because of your caste, colour, sex, nationality, etc? Share your feelings with your friend and note down the evils of such practices.

Here are the similar experiences of an African young man and a scholar in a foreign land.

Here "I" in the passage is Dele.
BACK TO ITS NEST

- Kole Omotoso.

PART I

1) My parents will meet me at the airport in Lagos and mother will be in tears and everybody will crowd round and there will be no smiles of welcome not even from my friends and the crowd will ask mother what the matter was and she will point to her son and ask them to ask him his reason for coming back to Nigeria when he was expected to be in Britain reading his book. I will look silly and try to recover my box from the Customs Officer who is insisting on my giving him a pound for allowing me to carry through my box of clothes and new things without searching them and the crowd will turn to me without a word on their lips but with a question on all the faces and I will turn to my brother to save the situation and tell mother I shall explain when we get home and why wash our dirty linen on the tarmac of Lagos airport?

2) But mother would never hear of such a thing, she would turn on me and shout and this is how it would go:

'Were they not here when you were leaving? Answer me!'

'Yes mother.'

'What did you tell them you were going to do when you left?'

'To catch and bring home the golden fleece.'

'Where is it?'

'Mother, I have had a long journey. Can’t we talk about this when we’re on our way?'

'We shall talk of it here and now. Where is the golden fleece you went to catch?'

'I could not catch it.'

'Why? Was it the cold that drove you back?'

'Yes and no.'

'What do you mean yes and no?'

'The country is not like our country. It is very cold.'

'My sister’s daughter spent five years there with her husband.'

'It wasn’t the kind of coldness you mean, mother, which drove me back.'

'Which coldness did?'

'The coldness of the people. That was what drove me from there.'
‘What do you mean?’

‘They would never talk to me.’

‘Did you quarrel with them?’

‘Yes and no.’

‘What do you mean?’

‘It wasn’t a quarrel with me but with my colour.’

‘What colour?’

‘My blackness, mother. They do not like black people there.’

‘Are you the only black man to go there? Have not all kinds of people been going there since the beginning of time?’

‘I’m a coloured man in a colourless society, and they did not like me.’

‘So?’

‘So I left and came back to you.’

‘Do you remember what you said as you were leaving us?’

‘That I would come back?’

‘Not that. When we said you would not like it there?’

‘Yes, I remember.’

‘Then tell these good people.’

‘I said then not to worry that I was going home.’

‘So?’

‘But I didn’t feel at home there.’

3) ‘Were you sent to go and feel at home in a strange country? Were you not sent to go and read your book and get your degree and come home to work in the University so that I too, like the mother of your friend, can call at your house there on my way to Lagos and back to drink cold water and tell my friends about you. Was that not what you were sent to go and do? What do you want them to do now, those who bought aso-ebi when you were leaving? What do you want them to say when I tell them you have run away from school in England? We have heard of children running away from the school at the edge of our village, but never heard of one playing truant from England. How shall they find aso-ebi again to welcome you? Didn’t you tell me of the farewell of those who worked with you? Didn’t they employ an artist to write and address and frame it and give it to you, and is it not hanging in my'
sitting-room? You know what they wrote on it. Tell these good people.'

PART II

4) Actually, the send-off really had happened. It had started with a song and martial music to match. A song which told a story. The story of the common man in Nigeria. I could only remember the last verse of that ballad of the common man and I recited it:

\[\begin{align*}
\text{Then others came in Khaki skin} \\
\text{Spat fire amidst general cheers} \\
\text{But later made moves causing fears} \\
\text{They are of course our kith and kin.} \\
\text{Actions With immediate Effect} \\
\text{Turned out to have immediate defect} \\
\text{To whom do we turn in our need} \\
\text{When fire-splitters come for their feed?}
\end{align*}\]

5) Then somebody had got up and begun to read the framed speech:

Chairman, ladies and gentlemen, and our guest of honour. There is an old English adage which says that we meet to part and part to meet. This old proverb which our English teacher, our guest of honour, taught us, is being proved right this afternoon. It is indeed a sad and saddening occasion, a moving and tear-inducing ceremony that we are called upon to perform today as we wish our friend, our teacher, our companion, indeed our brother, farewell on his long journey to the snow-laden lands of the white man in search of the golden fleece.

6) ‘But this is also an occasion for joy, for jubilation and the tintinnabulation of bells and the sounding of drums, the blowing of trumpets and the shuffling of dancing feet. We say this is an occasion for celebration because our friend and benefactor is going for better. He is going to reach the pinnacle of learning, to receive the highest of all those academic laurels which the white man possesses and which he would not wish to release except he was forced to do so. This then is an occasion for mixed feelings and we must do justice to the occasion, as it really deserves. We must weep with one eye because we are losing a friend, and we must let the other twinkle in joy and gladness because he is going for better.’

7) ‘Our guest of honour is no stranger to you, ladies and gentlemen. He came to us fresh from the fields of University academic battles from which he emerged like the glorious dawn, the victor of victors. His work in our midst has not only been intellectual and social but also academic. We shall commend briefly his brilliant use of the white man’s language; if he were to hide behind this curtain you would think Prince Charles was speaking. He has given us all here encouragement to know that we can only learn to speak by speaking. Your lessons, sir, have gone down well with us.

8) ‘Now that you are leaving us, silver and gold have we none. But what we have we gladly give to you.* And as you step on to the plane, the prayers of the whole country go with you. As

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you pass through the skies, the prayers of this town go with you. And as you step off at each station on your journey, the prayers of the street go with you. As you pass through the Customs, the prayers of your house go with you. As you go by land and by sea and on foot, the prayer of your Father in heaven goes with you. As you go about your work from day to day, hour to hour, minute to minute, the head of your mother and her maker will support you. In all your doings up and down that strange and far-away land, the prayers and good wishes of us, your brothers and sisters, go with you. We pray that you will not make enemies on your way. You will not find any people there who will be enemies to you. You will go and come back safe and sound. The hands of your enemies will not reach you there. And in all that you do, remember whose son you are. Remember that in the Nigeria of today even men with the best degrees are finding it more and more difficult to find employment. Only people like you will rule this country tomorrow; only people like you with all the degrees that Universities can offer will be listened to. Therefore let your work be uppermost in your mind, as it will be in ours, too. With these pieces of advice we say: Bon Voyage. Farewell, fair brother.'

9) While the crowd clapped, I received the enormous framed speech. I put it on the table by my side and went on to respond to the speech.

10) 'Behold I am going to Jerusalem bound in the Spirit not knowing what shall befall me there; except that the Holy Spirit testifies to me in every city that imprisonment and afflictions await me. But I do not account my life of any value nor as precious to myself, if only I may accomplish my course and the ministry which I received from the Lord Jesus Christ to testify to the gospel of the grace of God. Take heed to yourselves and to all the flock, in which the Holy Ghost has made you guardians to feed the Church of the Lord which he obtained with his own blood. I know that after my departure fierce wolves will come in among you, not sparing the flock; and from among your own selves will arise men speaking perverse things to draw away the disciples after them. Therefore be alert remembering that for one year I did not cease night or day to admonish everyone with tears. Now I commend you to God and to the word of His grace which is able to build you up and to give you the inheritance among those who are sanctified. I coveted no one's silver or gold or apparel. You yourselves know that these hands ministered to my necessities and to those who were with me. In all things I have shown you that by toiling one must heed the words of the Lord Jesus, how he said 'It is better to give than to receive'.** Ladies and gentle people all, I have nothing to add to the words of St. Paul the Apostle, whose name our great institution bears. Thank you.'

B) Note on the Author

Kole Omotoso, an African writer was born in Akure, Western State of Nigeria in 1943. He has had his early education in Logos and higher degrees in Edinburgh. He has published several poems, short stories and plays. One of his plays 'Pitched Against the Gods' fetched an award for him.

The present prose-piece is an abstract from his novel- *The Edifice* (1979).
C) Glossary

Lagos : an important place in West Africa connected by major airports of the World.
golden fleece : sheep’s coat of wool, here it represents the prestigious degree from abroad
eso-ebi : a recitation (description of person in lofty language)
ballad : a folk song or orally transmitted poem telling in a direct dramatic manner some popular story usually derived from a tragic incident in local history or legend.

For details on other forms of poetry (lyric, epic, sonnet, etc.) refer to A Glossary of Literary Terms by M.H. Abrams or Oxford Concise Dictionary of Literary Terms by Chris Baldick.

adage : an old saying, a proverb
tintinnabulation : ringing
shuffling : moving the feet
benefactor : a patron
gone down well with us : to have been understood well

* “Silver and gold have we none”— expression borrowed from the Bible (Acts 3:6)

** This is an extract from Acts 20: 22-35, where St. Paul bids farewell to Ephesian elders at Melitus before sojourning to Jerusalem.

D) Comprehension Questions

1) Why was the young man sent to England?
2) Why is he thinking of returning to his native land?
3) Who will receive him at Lagos?
   1. Mother  2. ______  3. ______
4) Do you justify the action of the mother at the airport — pressing her son to confess everything? (Give your justification in one sentence.)
5) The son pleads with his mother saying, ‘Why wash the linen in the airport?’ because he was
   a) guilty conscious
   ______ b) feeling humiliated
   ______ c) worried about family prestige
   ______ d) trying to escape from the present predicament
   ______ e) all the above
6) Why does the mother force her son to state the reason for his home-coming at the airport?
7) “He was expected to be reading his book.” What does the word ‘book’ represent in this context?
8) ‘I am a coloured man in a colourless society.’ (Paragraph 2)
a) The words ‘coloured man’ in the sentence means—
   i) the colour which cannot be described
   ii) not having the colour of the white man (black)
   iii) white

b) ‘A colourless society’ in the sentence is
   i) English society
   ii) African society

c) The phrase ‘colourless society’ means:
   i) the society without the people of charming colour
   ii) the society with no warmth and affection for the black man
   iii) the society with black people

9) The story reveals that the send-off ceremony included the singing of a ballad, martial music and the reading of ‘framed speech.’
   The author wants to suggest through these items of programme that
   a) even Africa has got a rich cultural heritage
   b) there is an admixture of both African culture (singing of ballad and martial music) and English culture (framed speech)
   c) certain practices among Africans are quite crude and unsophisticated
   d) combination of a + b

10) Refer to paragraph 7 and answer the following:
    a) The guest of honour in the story is praised as the ________ for his academic achievements in the university.
    b) His brilliant use of white man’s language is compared to the speech of ________.

11) Note the predominant use of two colours in the story which speaks of the colour consciousness of the Africans. The following are a few examples:
    a) “They do not like black people there,” (paragraph 2)
    b) “Are you the only black man to go there?” (paragraph 2)
    c) “...... we wish our friend......farewell on his long journey to the snow-laden lands of the white man......” (Paragraph 5)
    d) “we shall commend briefly his brilliant use of the white man’s language.” (paragraph 7)

   Task: Find out the other instances of the use of “black” and “white” in the story.

12) How is the joy of the occasion expressed in African society? (Refer to paragraph 6)
    a) ________
    b) ________
13) Read the following sentences:
"Remember that in the Nigeria of today even men with the best degrees are finding it more and more difficult to find employment. Only people like you will rule this country tomorrow." (paragraph 8)

What do you think is the main intention of the author in these sentences?

a) To criticise the worthlessness of degrees offered in Nigeria.
b) To prove that degrees offered in England alone are worthwhile
c) To hint ironically that overseas education is recognized, at the cost of indigenous education imparted in Africa.

14) The story tells us that we can learn “to speak by speaking.”
Give another 5 skills of this type. (Example: Learn to write by writing)

15) Make a list of practices or customs of African social life, as seen in the story.
(Answer in points only)
(Example: Singing a ballad at the time of a ceremony)

16) Why do you think, that the young man responded to the farewell party by quoting the words of St. Paul from the Bible?

17) Is the title “Back to its Nest” an appropriate one?
Present your argument in about 5-6 sentences.

ii) Vocabulary

a) Use of Idioms

a) Note the use of an idiom in the following sentence:
“Why wash our dirty linen on the tarmac of Lagos airport?” (paragraph 1)

Here is another example:

His whole family was ashamed when he sold the story of his crimes to the newspapers. It was bad enough that he had been sent to prison but it was much worse when he started washing his dirty linen in public.

Tasks: Make use of the idiom “wash one’s dirty linen in public” in three sentences of your own.

b) Note the use of the idiom in the following sentence.
“But I didn’t feel at home there.” (paragraph 2)
Tasks: Frame sentences using the idiom "to feel at home", making use of the context given below:

1) An orthodox Indian in US society does not feel comfortable even with all the comforts and luxuries of life.
2) The atmosphere in the college campus was so congenial that I felt very comfortable even on the very first day.

c) Note the use of the idiom in the following sentence:

We have heard of children running away from the school, but never heard of one playing truant from England. (paragraph 3)

Tasks: Frame sentences using the idiom to play truant from making use of the following contexts:

1) The attractions of modern urban life make young children run away from school.
2) The incentive of earning Rs. 20/- per day keeps many children away from school in rural areas.

(Americans use "play hooky" in the place of "play truant" [Longman Dictionary of Contemporary English, 1995])

b) Study of pair of words

Bring out the difference between the pairs of words given below:

a) advice advise
b) except expect/accept
c) commend command
d) effect affect

Some of the useful books for reference are — Chambers Twentieth Century Dictionary, Webster's New Dictionary and Thesaurus, English Improvement Course by Prof. R.Dhillon, Know Your English by K. Subramanian (1990), A Dictionary of Synonyms and Antonyms by Joseph Delvin, etc.

c) The Difference between "Home" and "House"

Study the use of "home" and "house" in the following sentence:

"Were you not sent to go and read your book and get your degree and come home to work in the University, so that I too, like the mother of your friend, can call at your house there — and tell my friends about you?" (paragraph 3)

Note that though "home" and "house" are said to be synonymous (A Dictionary of Synonyms by Joseph Delvin) they have their own shades of meanings as illustrated in the
House, home. A house is a dwelling place. There are millions of them. The house you choose to live with your family becomes your home. Home comes with its emotional overtones of family living together. We say home, sweet home and not house sweet house. When you are away from home and long to get back home, you are said to be homesick. A house gives you shelter and home emotional warmth and security.

Know Your English
K. Subramanian, OUP, 1990

d) The word “book” denotes education or higher studies in paragraph 1. In other words, one word is enough to represent the whole field/class.

Task: On the same lines, find out words, which can represent the whole field in the following sentences:

a) Kapil Dev decided to leave playing cricket for the Indian team in 1995.

b) After entering into the film industry, Lagoo left his profession of doctor.

c) Due to the death of his wife, the artist gave up painting completely.

e) Note the special expression like “tear-inducing ceremony,” “snow-laden lands,” etc. in the story. Discuss with your friends whether you can substitute these expressions with some other words. If not, why not?

iii) Grammar and Usage

A) A note on the use of “will” and “shall”

Study the following sentences:

1) My parents will meet me at the airport (paragraph 1).

2) I will turn to my brother to save the situation (paragraph 1).

3) I shall explain when we get home (paragraph 1).

Note the use of “will” and “shall” to express futurity (prediction). As the part I of the story expresses assumptions about future, the use of Future Tense is fully justified.

More about “Will” and “Shall”

“Will” and “Shall” are the helping verbs and these helping verbs are known as “Modals”. Besides functioning as helping verbs, they also indicate the mood or the tone of the speaker. Today “will” and “shall” are used with all persons. The following examples will show how they are used:
### Will

<table>
<thead>
<tr>
<th>Mood Tone</th>
<th>Illustrative Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Promise</td>
<td>I will see you next week.</td>
</tr>
<tr>
<td>2) Intention</td>
<td>I will do all the work my self.</td>
</tr>
<tr>
<td>3) Willingness</td>
<td>I will be glad to do that for you.</td>
</tr>
<tr>
<td>4) Volition</td>
<td>If you will wash the clothes I will dry them.</td>
</tr>
<tr>
<td>5) Plans of arrangements</td>
<td>The stores will be open till 10 p.m.</td>
</tr>
<tr>
<td>6) Prediction</td>
<td>Driving will always be dangerous.</td>
</tr>
<tr>
<td>7) Instruction</td>
<td>You will deliver the package to my friend.</td>
</tr>
<tr>
<td>8) Tendency, inclination, etc.</td>
<td>Accidents will happen in the best regulated</td>
</tr>
<tr>
<td>9) Supposition, assumption, etc.</td>
<td>families. Some will praise from politeness,</td>
</tr>
<tr>
<td>10) Concession (in the sense of “no matter——”)</td>
<td>and some will criticise from vanity.</td>
</tr>
</tbody>
</table>

### Shall

<table>
<thead>
<tr>
<th>Mood Tone</th>
<th>Illustrative Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Suggestion and requests</td>
<td>Shall we sit here for some time?</td>
</tr>
<tr>
<td>2) Legal or commercial usage with third person</td>
<td>The candidates shall submit three copies of his thesis.</td>
</tr>
<tr>
<td>3) Moral injunction with second person</td>
<td>You (thou) shall (shalt) not kill (&quot;Thou&quot; and &quot;shalt&quot; are (used in biblical style).</td>
</tr>
<tr>
<td>4) Literary usage with third person</td>
<td>There is much to be done before just shall prevail.</td>
</tr>
</tbody>
</table>

**Exercise 1**

Fill in the blanks with either “will” or “shall” in the following sentences:

1) I ________ finish my homework by 8 o’clock.
2) I ________ play tennis after I have finished my work.
3) _____ we meet in the auditorium for the final rehearsals?
4) We_____ soon enter into the 21st century.
5) We_____ reach the station before the train starts.
6) Cheton_____ study at the university for four years, when he gets his degree.
7) _____ You pass me that book, please?
8) If you do not work seriously, you_____ reap the harvest in tears.
9) The newly elected prime minister______ address the nation at 9 P.M.
10) The candidates______ appear for the written test before the interview.

Exercise 2

Fill in the blanks with appropriate modals (will shall) in the dialogue that follows:

Customer: ____ You show me some shirts, size 34, please?
Salesman: All right sir, I_____ show you several styles. Here is one with a stiff collar, and here is the same thing with a round collar.
Customer: Oh, that was the one that was advertised in the TV_____ you tell me the price?
Salesman: Only Rs. 90 sir.
Customer: All right, I____ take two.
Salesman:____ I show you anything else, say handkerchiefs, ties?
Customer: Not now, I_____ come sometime, next week. Thank you.

CAUTION: "Would", and "Should" are not the past tense forms of "will" and "shall" except when used in indirect speech.

Note the ways "would" is used:

1) She would have her way. (determination)
2) I would rather go. (preference)
3) When we were in Srinagar, we would sit for hours at the lakeside. (for habitual action in the past, but it is not commonly used)
4) Would you like some tea? (a polite way of asking — "Do you want some tea?")
5) I said to her that she would get the money. (the indirect form of the version — I said to her "You will get the money")

Note the way 'would' is used:

"Can you come by tomorrow and help me pack?
"Yes I would help you pack."

In this second sentence — "I would help you pack", 'would' implies that you want to help me pack, but for some reason or the other you cannot. When you are definite about something happening, use 'will.'

Know Your English
The Hindu, February 17, 1998

Note the ways "should" is used:

1) You should always obey your elders. (duty)
2) You should write the address in bold letters. (correct action)
3) You should drink more milk. (advice)
4) They should show programmes that are more interesting on TV. (sensible action)
5) She should have listened to her mother. (correct action has not been done)

Exercise No 3

Fill in the blanks with appropriate modals (will shall would should) in the following sentences:
1) Dr. Kulkarni see you now. you like to go in?
2) They be here by 8 o’clock, tomorrow.
3) No civilized country support the use of nuclear bombs.
4) He pay for this. They have been more careful while holding it.
5) I prefer something bigger. This house be sufficient for our big Indian family.

Note that except in formal style, these are words (will/shall/should/would) that an Englishman is unlikely to use. He will prefer constructions with “have to” (or “have got to”) “must” or “should”...


You may study about the use of other models — may, might, can, could, must, etc. in any of the grammar books.

A note on Ways of Expressing Future is enclosed at the end of this section.

B) A Note on the Past Perfect Tense

Study the following sentences:
1) Actually, the send-off really happened (paragraph 4).
2) Then somebody had got up and began to read the framed speech (paragraph 5).

Note the use of the Past Perfect Tense in the second part of the story. It is well suited as it expresses an act in the past that was completed before another act in the past. The narrator, here is tracing back the event (send-off ceremony), which took place in the past, which is quite relevant to him at the time of speaking. (Also, note that the Simple Past Tense is used merely to express a succession of actions in the past.)

Different Uses of Past Perfect Tense

1) When two clauses or sentences are used in a sequence and one of them is in the Simple Past and the other is in the Past Perfect, the earlier action is denoted by the Past Perfect. No matter what order the clauses or sentences follow, there is no change in the time reference.

Example: We had just arrived home when it began to rain. (=first we arrived home and then it began to rain)

2) The Past Perfect Tense is used in reporting a conversation when both the introductory
verb and the verb in the speech are in the Simple Past.

**Example:** He said, “I lived in Bangalore for three years.” (Direct Speech)

He said that he had lived in Bangalore for three years. (Reported Speech)

3) The past action can be combined with words like till, until, before, after, etc. by putting the first action first in the Past Perfect.

**Example:** He refused to go until he had seen all the papers.

**Exercise 4**

Combine each of the following sets of sentences, using the Past Perfect:

**Example:**
(a) Mohan finished his homework
(b) After that, he wrote a letter to his father.

After he had finished his homework, Mohan wrote a letter to his father.

1) (a) He waited for five minutes.
   (b) After that the librarian gave him a book.

2) (a) He listened to the radio for sometime.
   (b) After that he read the newspaper.

3) (a) He finished his lunch.
   (b) Then he went to a film.

4) (a) He saw a film.
   (b) Then he came back to his room.

5) (a) He read a few pages in the book.
   (b) After that he returned it to the librarian.

**C) Verbs of Perception or Cognition**

Note the use of continuous form in the words like “knowing” and “remembering” in the last paragraph of the passage. It is significant to observe that certain verbs denoting a state or perception or cognition are not used in a continuous sense, in Modern English. “I remember you” is more acceptable than “I am remembering you”. The exhaustive list of such verbs is given below in the box.

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The following verbs on account of their meaning, are not normally used in the Continuous form:

1) Verbs of perception, e.g., see, hear, smell, notice, recognise
2) Verbs of appearing, e.g., appear, look, seem
3) Verbs of emotion, e.g., want, wish, desire, feel, like, love, hate, hope, refuse, prefer
4) Verbs of thinking, e.g., think, suppose, believe, agree, consider, trust, remember, forget, know, understand, imagine, mean, mind
5) Have (= possess), own, possess, belong to, contain, consist of, be (except when used in the passive)

These verbs are used in the Simple Present. They may, however, be used in the Continuous Tenses with the change of meaning; as,

*I am thinking of* (= considering the idea of going to America.

*Mr. Singh is minding* (= looking after) the baby while his wife is out shopping.

**A NOTE ON THE WAYS OF EXPRESSING FUTURE**

The following pie-chart shows the different ways of expressing future:

![Pie Chart](https://example.com/pie_chart.png)

**Fig. 1 Proficiency Course: Ways of Expressing Future**

(Source: *English Language Teaching*, Geeta Nagaraj, 1996, Orient Longman, Calcutta)

1) **The Simple Present**: A planned future action may be expressed in the Simple Present
Tense. This is often used in connection with plans for a journey or for suggesting a programme.

For example:

We leave Dharwad at 6 a.m. and arrive in Hassan at noon. We stop for lunch there and proceed to Belur-----

2) The Present Progressive/Continuous: It is commonly used to express future action.

For example:

He is leaving for the States tomorrow.

3) Shall and Will: These modals express futurity.

(For more details refer to Section 5.2.3 iii)

4) The “going to” form: It expresses the intention to perform a certain future action.

For example:

I am going to the doctor in the next Dasara Vacation. (I ’m resolved to.....)

Note that the form “going to” is always followed by another verb in its infinitive form.

5) Will / Shall + Progressive: This structure is often used to express a deliberate planned future action, which occurs in the normal course of events.

For example:

I will be meeting Mr. John on Sunday. (We normally do.)

Exercise:

Put the verbs in brackets in the correct forms to indicate future.

1) Anil: You (take) any examinations this term? (=have you decided to take the exam?)

Veena: Yes, I (take) an English examination at the end of the month.

Anil: Do you think you (pass)?

Veena: I don’t know. If I don’t, I (take) it again at the end of the term.

2) Leela: I (dye) these curtains.

Mahesh: You (do) it yourself or your (have) it done?
Leela: I (have) it done at the dry-cleaners. Who do you recommend?
Mahesh: Try Brightwash. They (do) a good job of it.

3) Tom: You (use) your dictionary this afternoon?
Jack: No, you can borrow it if you like.
Tom: Thanks. I (put) it back on your desk this evening.

4) Hari: I wonder what I (do) this time next year!
Saleem: I expect you still (work) at the same office.

iv) Writing Skills

a) It is said in paragraph 3 that the friends of the young man got the best wishes written on aso-ebi. Imagine yourself to be one of the friends of the young man and write those words, in about 10–15 sentences.

b) Attempt a farewell speech in 15–20 sentences, to be read at the farewell party of your friend, who is leaving for England to undergo an advanced course in computer software production.

c) The farewell ceremony is said to be a “tear-inducing ceremony.” Think of such a situation preferably from your experiences and write the incident in about 8-10 sentences.

d) Expand the saying — “We meet to part and part to meet.”

v) Study on Diction and Style

Note that the author has employed three different styles of language in the story. They are as follows:

a) Conversational style (Refer to paragraph 2 and 3.)
b) Speech in the formal style (Refer to paragraphs 5-8.)
c) Biblical style (Refer to the last paragraph of the story.)

Answer the following questions:

A) 1) Why do you think that the author has employed the conversational mode rather than that of the narration in paragraphs 2 and 3? (Tick the right answer.)
   a) just for a change
   b) to make it more appealing and to bring out emotions forcefully
   c) to make it more lively
   d) to give readers the “feel for language”
   e) to bring the past into the present
   f) combination of b,c,d and e

2) Who are the two main speakers in the part I of the story?_____________
3) Who is more imposing and forceful between the two, in the conversation?

B) 1) The speech in paragraphs 5-8, is delivered by ______ and is addressed to (a) _______ (b) _______

2) Whom does the speaker address? __________

3) Point out the poetical expressions in the speech. (Example: It is indeed a sad and saddening occasion.)

4) Mark the high-sounding words and phrases in the speech. (Example: tintinnabulation of bells, pinnacle of learning, etc.)

5) Give examples of quotations/sayings used in the speech.

C) 1) Note the unusual way of expression in the last paragraph. (Example: Behold, I am going to Jerusalem... not knowing what shall befall me there.) Find out more examples of such unusual expression in the passage.

2) There are several lengthy sentences formed by a number of clauses. (Example: But I do not account my life of any value nor as precious to myself, if any I may accomplish my course and the ministry which I received from the Lord Jesus Christ to testify to the gospel of the grace of God.) Find out examples of such complex sentences from the story (paragraph 10,) and analyse the sentence pointing out the main clauses and the sub-ordinate clauses.

vi) Speaking Skills

A) Study the following sentence:

"We must weep with one eye—and we must let the other twinkle in joy."

Task: Work in pairs

Think of 2 similar situations and share them with your neighbour.

B) Role play

The scene of the farewell party can be enacted using the speeches in the story. Three students can take up the role of the young man, his friend and the English teacher. And other students may assume the role of his friends. The friend of the young man can read the farewell speech from the story (paragraphs 5-8). In response to the farewell speech, the student assuming the role of the young man can read paragraph 10.
C) Group Discussion

In a group of 5 students

a) make a list of 5 main reasons as to why children run away from the school, in the Indian context (Answer in points).

b) suggest 5 solutions to this problem (Answer in points).

The group leaders may read out the opinions of the group in the consolidation session.

vii) Home Assignments

a) Read the novel “Edifice” by Kole Omotoso.

b) Read another story written by an African short story writer and find out the common elements in the two stories.

c) Collect at least two news items or editorials dealing with cases of discriminating people on the basis of caste religion sex.

d) Find out at least two ballads sung in your regional language and also try to find out the characteristics of the ballads.

e) Write an essay on “Delinking education from jobs” in about 20-25 sentences. You may include these points also—— the role of government, private agencies and society in creating a congenial atmosphere towards this end—— the need for right attitude on the part of youth towards self-employment—— the need for financial assistance from banks, — the way this measures help in solving unemployment problem, etc.

f) Compare the passage from the Bible (paragraph 10) which is in King James Version with another latest edition of the Bible (R.S.V, American Standard Version, etc.) and note the difference in syntax, vocabulary and style.

g) Make use of the following idioms in sentence of your own:

i) to wash one’s dirty linen in public ii) to feel at home iii) to play truant from
UNIT 4: The Future of India

CONTENTS
i) READING COMPREHENSION
   A) Passage for Reading
   B) Glossary
   C) Comprehension Questions
ii) VOCABULARY
iii) GRAMMAR AND USAGE
iv) WRITING SKILLS
v) SPEAKING SKILLS
vi) HOME ASSIGNMENTS

UNIT 4

i) Reading Comprehension
   A) Passage for Reading

THE FUTURE OF INDIA

—Swami Vivekananda (speech delivered in Madras in 1898)

1) This is the ancient land where wisdom made its home before it went into any other country, the same India whose influx of spirituality is represented, as it were, on the material plane, by rolling rivers, like oceans, where the eternal Himalayas, rising tier above tier with their snow-caps, look as it were into the very mysteries of heaven. Here is the same India whose soil has been trodden by the feet of the greatest sages that ever lived. Here first sprang up inquiries into the nature of man, and into the internal world. Here first arose the doctrines of the immortality of the soul, the existence of a supervising God, an immanent God in Nature and in man, and here the highest ideals of religion and philosophy have attained their culminating points. This is the land from whence,
like the tidal waves, spirituality and philosophy have again and again rushed out and deluged the world, and this is the land from whence once more such tides must proceed in order to bring life and vigour into the decaying races of mankind. It is the same India which has withstood the shocks of centuries, of hundreds of foreign invasions, of hundreds of upheavals of manners and customs. It is the same land which stands firmer than any rock in the world, with its undying vigour, indestructible life. Its life is of the same nature as the Soul, without beginning and without end, immortal, and we are the children of such a country.

2) Children of India, I am here to speak to you today about some practical things, and my object in reminding you about the glories of the past is simply this. Many times have I been told that looking into the past only degenerates and leads to nothing, and that we should look to the future. Look back, therefore, as far as you can, drink deep of the eternal fountains that are behind, and after that, look forward, march forward and make India brighter, greater, much higher than she ever was. Our ancestors were great. We must first recall that, we must learn the elements of our being, the blood that courses in our veins; we must have faith in that blood, and what it did in the past; and out of that faith, and consciousness of past greatness, we must build an India yet greater than what she has been. There have been periods of decay and degradation. I do not attach much importance to them; we all know that. Such periods have been necessary. A mighty tree produces a beautiful ripe fruit. That fruit falls on the ground, it decays and rots, and out of that decay springs the root and the future tree, perhaps mightier than the first one. This period of decay through which we have passed was all the more necessary. Out of this decay is coming the India of the future; it is sprouting, its first leaves are already out, and a mighty, gigantic tree—the Urdhvaamula—is here, already beginning to appear, and it is about that that I am going to speak to you.

3) The problems in India are more complicated, more momentous than the problems in any other country. Race, religion, language, Government—all these together make a nation. The elements which compose the nation of the world are indeed very few taking race after race, compared to this country. Here have been the Aryan, the Dravidian, the Tartar, the Turk, the Mogul, the European—all the nations of the world, pouring their blood, as it were, into this land. Of languages, the most wonderful conglomeration is here; of manners and customs there is more difference between two Indian races than between the European and the Eastern races.
4) The one common ground that we have is our sacred tradition, our religion. That is the only common ground, and upon that we shall have to build. In Europe, political ideas form the national unity. In Asia, religious ideals form the national unity. The unity in religion, therefore, is absolutely necessary as the first condition of the future of India. There must be the recognition of one religion throughout the length and breadth of this land. What do I mean by one religion? We know that our religion has certain common grounds, common to all our sects, however varying their conclusions may be however different their claims may be. So there are certain common grounds, and within their limitation, this religion of ours admits of a marvellous variation, an infinite amount of liberty to think and live our own lives. We all know that, at least, those of us who have thought; and what we want is to bring out these life-giving common principles of our religion, and let every man, woman and child throughout the length and breadth of this country, understand them, know them, and try to bring them out in their lives. This is the first step, and therefore it has to be taken. We see how in Asia, and especially in India, race difficulties, linguistic difficulties, social difficulties, national difficulties, all melt away before this unifying power of religions. We know that to the Indian mind there is nothing higher than religious ideals, that this is the keynote of Indian life, and we can only work in the line of least resistance. It is not only true, that the ideal of religion is the highest ideal; in the case of India it is the only possible means of work; work in any other line, without first strengthening this, would be disastrous. Therefore, the first plank in the making of a future India, the first step that is to be hewn out of that rock of ages, is this unification of religion. All of us have to be taught that we Hindus—Dualists, qualified Monists, or Monists, Shavias, Vaishnavas, or Pashupatas—to whatever denomination we may belong have certain common ideas behind us, and that the time has come when for the well-being of ourselves, for the well-being of our race, we must give up all our little quarrels and differences. Be sure these quarrels are entirely wrong; they are condemned by our Scriptures, forbidden by our forefathers, and those great men from whom we claim our descent, whose blood is in our veins, look down with contempt on their children quarrelling about minute differences.

5) With the giving up of quarrels, all other improvements will come. When the life-blood is strong and pure no disease germ can live in that body. Our life-blood is spirituality. If it flows clear, if it flows strong and pure and vigorous, everything is right; political, social, any other material defects, even the poverty of the land, will all be cured if that blood is pure. For if the life-blood...
germ be thrown out, nothing will be able to enter into the blood. To take a simile from modern medicine, we know that there must be two causes to produce a disease, some poison germ outside, and the state of the body. Until the body is in a state to admit the germs, until the body is degraded to a lower vitality so that the germs may enter and thrive and multiply, there is no power in any germ in the world to produce a disease in the body. In fact, millions of germs are continually passing through every one’s body; but so long as it is vigorous, it never is conscious of them. It is only when the body is weak that these germs take possession of it and produce disease. Just so with the national life. It is when the national body is weak that all sorts of disease germs, in the political state of the race or in its social state, in its educational or intellectual state, crowd into the system and produce disease. To remedy it, therefore, we must go to the root of this disease and cleanse the blood of all impurities. The one tendency will be to strengthen the man, to make the blood pure, the body vigorous, so that it will be able to resist and throw off all external poisons. We have seen that our vigour, our strength, nay, our national life is in our religion. I do not mean to say that political or social improvements are not necessary, but what I mean is this, and I want you to bear it in mind, that they are secondary here, and that religion is primary. The Indian mind is first religious, then anything else. So this is to be strengthened, and how to do it? I will lay before you my ideas. They have been in my mind for a long time, even years before I left the shores of Madras for America, and that I went to America and England was simply for propagating those ideas. I did not care at all for the Parliament of Religious or anything else; it was simply an opportunity; for it was really those ideas of mind that took me all over the world.

(Source: To the Youth of India, Advaita Ashrama, Himalayas, Calcutta.)

B) Glossary

- influx: flowing in/the arrival of large number of people of varied cultures
- immanent: abiding in, inherent
- forbidden: not allowed
- conglomeration: meeting together (of different languages and cultures)
- urdhavmAula: trunk of a tree

C) Comprehension Questions

1) Swami Vivekananda sings of the glory of India for several reasons in the first paragraph. The first two points are given. Add the remaining.

   a) It’s the home of wisdom.
2) How is the beauty of the Himalayan ranges described?

3) Work in Pairs:

India is said to be the homeland of many religions, sects, philosophies and ideals. Give 3 examples for each of the following heads:

<table>
<thead>
<tr>
<th>Religions</th>
<th>Sects</th>
<th>Philosophies</th>
<th>Ideals</th>
<th>Sages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3)</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>(Ex: Jainism)</td>
<td>(Ex: Shivas)</td>
<td>(Ex: Karma)</td>
<td>(Ex: Pativratha)</td>
<td>(Ex: Arbindo)</td>
</tr>
</tbody>
</table>

4) Make a list of foreign invaders to India:
   1) Gagani Mohamed
   2) 
   3) 
   4) 

5) How does ‘looking back’ help in building a better India? (Refer to paragraph 2.)

6) What image does the author use to illustrate that there were periods of decay and degeneration in our national life?

7) What makes the problem of India more complicated? (Answer in points.)
   a) Different races
   b) 
   c) 

8) “There is more difference between two races in India------” (paragraph 3).
   Name two races in India and write down four main differences between those two races.
   (Write in points only.)

9) Fill in the blanks with appropriate words. (You may refer to the text if necessary.)
   In Europe---ideals form the national unity. But in Asian countries (which includes India)---
   ---- ideals form the basis of unity.

10) What does the author mean by “one religion”? (Give answer in one sentence.)
11) Why does Vivekananda say “Quarrels are entirely wrong?” (Answer in points.)
   a) __________________________
   b) __________________________
   c) __________________________

12) The author has used an illustration to convince that quarrels are harmful to the nation. Find out the corresponding comparisons:
   a) life-blood =________
   b) strong and pure blood =________
   c) attack of disease germs =________

13) What’s the place for political and social improvements according to Vivekananda?

ii) Vocabulary

A) Finding Synonymous Words
   Find one word in the line indicated which has the same meaning as each word/phrase given below:
   a) the life which cannot be ruined—-(paragraph 1; line 14)
   b) admitting (of one religion)----- (paragraph 4; line 4.)
   c) to cure---------------(paragraph 5; line 14)
   d) endless --------------(paragraph 1; line 15)
   e) principle --------- (paragraph 1; line 7.)
   f) immeasurable ----------(paragraph 4; line 9.)

B) A Note on Collocations
   Note the use of the following expressions in the passage:
   a) mighty tree (paragraph 2)
   b) highest ideal (paragraph 4)
   c) gigantic tree (paragraph 2)
   d) great men (paragraph 5)

   Note that the nouns and the adjectives used in these expressions go together. In other words, they (the nouns and the adjectives) collocate in the above expressions.

   Collocation: It is the term which refers to the tendency to occur together of content words: noun, verb, adjective, and adverb. It is a matter of habitual combination of words, which sound natural. We prefer to say a strong coffee and not a powerful coffee. A Dictionary of Collocations for Indian Users of English by Priya Hosali and Ray Tongue, 1989 and Know Your English by K

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Subrahmanian, 1990, and *Practical English Usage* by Michael Swan are some useful books in this area.

**Exercises**

a) Underline the noun that best suits the adjective

- excess: trouble, baggage, goods
- violent: breeze, rain, storm
- stubborn: walk, pout, attitude
- civilized: behaviour, eating, talking
- smoker: big, heavy, devoted

b) Underline the word that does not go with the adjective given

- expensive: equipment, education, learning
- strong: coffee, meat, drink
- enthusiastic: hero, supporter, admirer
- prosperous: loss, business man, years

**iii) Grammar And Usage**

Use of Figures of Speech

Note the use of simile in the following sentence

As a fruit sprouts after the falling to the ground a nation will blossom after the period of decay.

Find out more examples from the passage.

**A Note on Simile**

A Simile is a figure of speech by which we compare unlike things that are alike in a single particular point and it is usually introduced by such words as *like, as* or *so*. Also note that a comparison of two things is not a Simile. The following are some common Similes of everyday speech:

- as quick as lightning
- as heavy as lead
- as proud as a peacock
- as bold as brass
- as clear as crystal
- as old as hills
Here are a few examples of similes found in modern writing; they are memorable by their subtle observation, wit and humour:

- Life is rather like a tin of sardines—we’re all looking for the key.
- Penelope has a penetrating laugh—rather like a train going into a tunnel.
- Marriage is sometimes like a gift—wrapped time bomb.

Also note that a Metaphor, another figure of speech, is said to be an implied Simile. It does not like the Simile state that one thing is like another or acts as another, but takes that for granted and proceeds as if the two things were one. Thus when we say, “He fought like a lion,” we use Simile, but when we say, “He was a lion in the fight,” we use a Metaphor. It is also possible to compress every Simile in to a Metaphor and expand every Metaphor into a Simile.

For more information on other figures of speech, consult English Usage by Colin G Hey, or any other Grammar book.

Exercise 1
Find out the words of comparison for the following sentences:

1) He is as black as ____________.
2) She is as beautiful as ____________.
3) He is as intelligent as ____________.
4) He is as pious as ____________.
5) He is as dirty as ____________.

Exercise 2
Expand the following Metaphors into Similes:

1) The camel is the ship of the desert.
2) Life is a dream.
3) The news was a dagger to his heart.
4) Revenge is a kind of wild justice.

iv) Writing Skills
A) Substantiate the statement — “Religion has been the life of the people of India” in about 400 words.

You may use these points also:

- the role of religion in our family
- the role of religion in our day-to-day activities in our society
- the role of religion in the political life of our nation, etc.
Apt examples, appropriate language, forceful presentation of thoughts will be taken into account while assessing the essays.

B) Writing the outlines of a given passage is one of the advanced skills in writing. The following section is an attempt to expose the students to the outlining:

The Outline

An outline of composition enables the reader to take "a guided tour of the thoughtscape" of the writer. In fact, an outline is the logic of the composition. It presents processed information. It shows the process. It clearly indicates the theme and the main divisions and sub-divisions and how the information is classified and related. Thus, it serves as a blueprint or the framework of the composition.

An Example:
The passage given under i(A) in this unit can be summarised and presented in the form of outlines in the following way:

Glories of India

I Features of Glory
   a) a home of wisdom
   b) a beautiful locale reflecting spirituality
   c) a land of great sages
   d) a light house for the dying world
   e) a rock undisturbed by invasions of foreigners in
      1) manners
      2) customs
   f) an immortal one like a soul

II Glories of India in Fostering a Bright Future of India
   a) by being conscious of the glories of India
   b) by learning from the bitter periods of decay in the past
   c) by gaining the unifying spirit of religion of India

Task 1
Read the following passage and fill in the points that should go in to the outline:
DEVELOPMENTS IN THE PRESS

In the last five to ten years, there have been many good developments in the press. Foremost among these is plurality: newer types of magazines with different languages, different formats, different periodicity, and different inclinations. There is also the fact that partly because the new generation is more alert, but also partly because the situation is so much worse, reality just presses in on us. Today the press has a much larger number of younger persons who have a sense of social consciousness.

Look at Indian newspapers 15 years ago and look at Indian newspapers today. The socially relevant information and stories in the press is something to be proud of. Traditionally, in Indian journalism, the principal subject used to be the government, the principal source of information used to be the government, the principal audience used to be the government. And the journalist’s great thrill was when the minister said, “You have written a good column.”

Now, in the younger journalist, that is not the case. More and more, the principal subject is not the government but the conditions of our people. The principal source of information is direct observation. And the principal audience is the average reader.

In the last five years, the press has been associated with one big development after another in our country. Because of the coverage by several newspapers, 40,000 under-trials were freed. The blindings at Bhagalpur did stop. They stopped at only 32 victims. Probably it would have become much worse but for the press.

Take the question of ‘encounters’. In U.P. 3,025 persons had been killed in so-called ‘encounters’. And a new story by one correspondent in India Today giving the calendar of the killings, the photographs, the trackdowns, showed them to be fake. On the strength of this report, V.M. Tarkunde and others filed a writ in the Supreme Court, and at once the police have stopped ‘encountering’ anybody.

So with one good cause after another, because of the work of the new entrants in journalism, because of their greater social awareness, the press has come to be appreciated.

But the fact is, as someone once said about development economics, “Its standing is unfortunately too high and its standards are unfortunately too low.” That is quite true of the Indian press today. And it owes its standing today chiefly to the fact that there is no government, and since the emergency, has really not been put to the test. Will it stand up if there is another onslaught? It’s just not evident at all. Again, the freedom that the Indian press has today it owes to recent history: to the heritage of the freedom struggle, to a remarkable individual like Pandit Nehru, to the sense of basic fairplay that the Indian people still have. It owes its freedom to these factors rather than to its own strength, to its own determination to defend this freedom.

But most important, the Indian press owes its freedom to the short memory of its readers. The emergency was just five years ago. Very few, and certainly not the press itself, care to recall it. Similarly, in a paper you can come across mistake after mistake, gross factual errors. But the reader does not remember these, and therefore, the reputation of the press survives.

——Arun Shourie
Outline:

1) Good developments in the Indian press
   i) ..........................................................
   ii) ..........................................................
   iii) ..........................................................

2) Traditional and recent journalism:
   ii) Traditional: Subject: .................................. 
       Source: ............................................. 
       Audience: .........................................
   ii) Recent Journalism: Subject: ...........................
       Source: .............................................
       Audience: .........................................

3) Recent achievements:
   i) ....................................................................
   ii) ....................................................................
   iii) .....................................................................
   iv) .....................................................................

The press owes its standing to
   i) ..............................
   ii) ..............................
   iii) ..............................
   iv) ..............................

(Source: Communication Skills in English, K.J.Kumar et al., 1993, Vipul Prakashan, Bombay)

v) Speaking Skills

1) The teacher can organize a debate on the subject: "India alone is the home of wisdom."
   The students may be given sufficient time to prepare themselves on the side they wish to speak.
   Each student may be asked to speak 5 minutes. Speeches with apt information, originality of expression, use of appropriate words and structures, clarity of expression, convincing argument and counter-arguments are to be emphasised. The teacher may highlight these points before and after the debate.
2) An Elocution may be organized on the subject: “We can solve any problem in India if we stop quarrelling over minor things.”

The students may be encouraged to dwell on the major issues of our country—poverty, illiteracy, unemployment, etc., and how the petty quarrels would come in the way of solving these problems with concrete examples from the history of India.

vi) Home Assignments

1) India is the land of many religions, races, and languages. Find out the exact number of religions, races, languages from some sources—Yearbooks, Census Reports, etc.

2) Find out the political ideas, which influenced the thinking of European people. Also find out the religious leaders who influenced the thought-processes of the people in India. You may refer to books on philosophy and religion, encyclopaedia, etc.
5.2.5 UNIT 5: Adventure in Science I – New Light on Mars

CONTENTS

i) READING COMPREHENSION
   A) Passage for Reading
   B) Glossary
   C) Comprehension Questions

ii) VOCABULARY

iii) GRAMMAR AND USAGE

iv) WRITING SKILLS

v) HOME ASSIGNMENTS

UNIT 5

i) Reading Comprehension
   A) Passage for Reading

New Light on Mars

1) One of the most exciting and intensive studies of Mars, the earth’s closest planetary neighbour, got under way on July 4 when a United States spacecraft and its attached Rover vehicle landed on the red planet and began beaming back panoramic images of and chemical data on the Martian surface.

2) After travelling an epic 495 million km since its launch on December 4, 1996, the Mars Pathfinder spacecraft, enveloped in a cocoon of four inflated bags that cushioned its impact, landed with near precision in a dusty, red, rocky flood plain called Ares Vallis. It immediately opened its three exterior panels and transmitted its first signal from Mars, which was received by a tracking station in Spain. A day later, Sojourner, a six-wheeled robot rover that is the heart of the mission, rolled down a ramp and onto the Martian surface to become the first mobile vehicle to explore another planet. Over the next few days, Sojourner, which is equipped with three cameras and an alpha proton X-ray spectrometer, carried out chemical analyses of rocks in the vicinity; initial data seemed to indicate that the evolution of Mars was much more like the earth’s than researchers had believed.

3) The Ares Vallis landing site was chosen by geologists who studied photographs taken by the Viking orbiters because it appears to be a flood plain where a variety of ancient highland rocks should have been deposited after catastrophic floods. The July 4 landing was smooth, but the hours
leading up to it caused some anxiety among ground controllers and scientists. As it raced towards the planet, accelerating because of the pull of Martian gravity, Pathfinder was on course. But it was on its own, operating autonomously, with commands stored in its computer: given the 10 minutes it takes for radio signals to travel from Mars to earth, it was not possible for ground controllers to direct each event or respond immediately to problems.

4) At about 5,300 miles (8,480 km) above the Martian surface, Pathfinder jettisoned its cruise stage, which contained fuel, rockets and other systems for manoeuvres over the seven-month flight. After half an hour, it plunged into the fringes of the thin Martian atmosphere, which is composed mostly of carbon dioxide.

5) Slowed down by atmospheric friction, with its heat-shield glowing red in the dark Martian night, Pathfinder approached Mars at a 13.9-degree angle. Too steep and it would have burnt up from friction; too shallow and it would have skipped off the atmosphere into oblivion. Two seconds above the ground, it cut loose the parachute and hit the surface, bouncing like a beach ball on the airbags, and finally came to rest—right side up—close enough to the target region.

6) A day later, after a minor communication breakdown was set right, Sojourner, responding to commands from ground control operators, slid off the ramp and onto the sandy surface. As the six metal wheels rolled slowly, hesitantly down the ramp, flight controllers were reminded of another July, in 1969, when Neil Armstrong descended the Apollo 11 ladder for the first tentative steps on the moon. Science-fiction writer Arthur C. Clarke paraphrased Armstrong to sum up the historic moment: “One small step for the rover, one giant leap for mankind.”

7) As its first task, Sojourner pressed the head of its principal scientific instrument, the alpha proton X-ray spectrometer, to the powdery surface at the base of Pathfinder and radioed its readings of the chemical composition to scientists on the earth.

8) As they studied the panoramic views of the landing site produced by Pathfinder’s colour camera, scientists got a clearer picture of what Mars looks like. In all directions from Pathfinder (which has been renamed the Carl Sagan Memorial Station), scientists could see rocks: small and large, rounded and jagged, some coated with rust-coloured dust and others bare and gray. The more rounded ones appeared to have been eroded as they tumbled from the highlands in ancient floods. Another rock resembled a sleeping bear, NASA scientists, who wanted it investigated by Sojourner, named it Yogi, after the ursine cartoon character. Some other rocks that were given names were Barnacle Bill (a multicoloured rock with apparent projections on the surface), Casper (a rock that appears to be white) and Scoobie Doo.

9) Two hills, each several hundred feet high, stood out about a mile to the southwest. Scientists named them the Twin Peaks. What looked like a white stripe running down the slope of one hill was named the “ski run.” Scientists believe it is probably windblown soil drifting downslope. Of particular interest were apparent horizontal bands on the face of one hill, which could be evidence of sediments laid down by ancient flooding.

10) There is no liquid water on the Martian surface now, but scientists figure that the planet is water-rich. Vast amounts of frozen water exist in the north polar cap and beneath the surface as permafrost, and some liquid water might lie at greater depths. Judging from pictures of Mars returned by the two Viking orbiters in 1976, water washed vast expanses of the landscape several billion years ago, carving wide channels like Ares Vallis. Rocks from that time and place, scientists suspect, could contain evidence of that warmer, wetter environment, a time when life-forms may have begun to evolve on Mars.

11) An analysis of data from Pathfinder’s meteorological instruments indicated that the warmest noon-time temperature was -8° degree Fahrenheit (-22.2° degree Celsius). Light winds were blowing out of the west, with an occasional cold gust from the southwest. Each such gust lowered the temperature substantially.

12) Dust storms in the Martian southern hemisphere, as observed recently by the Hubble Space Telescope, have not reached Ares Vallis, which is about 19 degrees north of the equator. Skies there are clear.

13) The $2.5-million Sojourner, the heart of the $266 million Pathfinder mission, was scheduled to spend only about a week on Mars, but scientists now believe it may continue to operate for months, right up until the start of the Martian winter and perhaps even beyond. Its power is supplied by a solar panel and three batteries containing Plutonium-238 that allow the heating of the electronic circuits that function in average temperatures of -53° C. The rover takes orders from its earth-based pilot but declines to conduct manoeuvres that its sensors indicate are hazardous. At top speed, it crawls along at 40 cm a minute or 24 m an hour. It weighed 15.5 kg at launch; on
Mars, where gravity is weaker than on earth, it weighs 10 kg.

14) Sojourner’s principal scientific instruments is the alpha proton X-ray spectrometer, designed to bombard rocks with protons and record changes in them as they return to the instrument. In this way, the spectrometer is able to determine any elements in a rock’s minerals except hydrogen and helium.

15) Sojourner’s study of Barnacle Bill seemed to confirm its likely volcanic origins. From the surprising abundance of silicon in Barnacle Bill, Dr. Harry McSween of the University of Tennessee at Knoxville concluded that the rock contained a large amount of quartz and that this implied that it very likely originated in a volcanic eruption. McSween said it resembled the common terrestrial volcanic rock named andesite.

16) But McSween and other geologists said it was also possible that the rock might not be homogeneous, but a combination of different fragments melted and fused by a meteorite impact or deposited as water borne sediments. The rough texture of Barnacle Bill encouraged some geologists to hypothesise that it was combination of fragments, a type of rock known as a breccia.

17) To test these alternative hypotheses, scientists directed Pathfinder’s camera to take detailed pictures of about half of Barnacle Bill’s gray surface through several special filters. Reporting the results, Dr. Jeff Johnson of the U.S. Geological Survey in Flagstaff, Arizona, said the apparent mineralogy of the rock was “relatively homogeneous,” Johnson said the findings gave “more credence to the volcanic rock hypothesis.”

18) Quartz has never been detected in any extraterrestrial object, and its presence in Martian rock may indicate that the evolution of the planet was much more like the earth’s than researchers had believed.

19) SOJOURNER’S first attempt to analyse the chemistry of the rock named Yogi met with a minor mishap. While trying to sidle up close to the large rock, the rover pulled in a little too aggressively and wound up tilted with one of its six metal wheels resting a few inches up the face of the rock. The mishap, which left Sojourner undamaged, occurred because the rover’s “driver” in the control centre, Jack Morrison, apparently miscalculated Sojourner’s distance to the rock and radioed commands that sent the vehicle bumping into and trying to climb Yogi.

20) Mission officials were pleased with Sojourner’s response to the mishap. When it found itself against an unexpected and insurmountable object, it stopped automatically to await further instructions from earth. Sojourner had been having difficulty with Yogi, which is more than 15 feet from the Mars Pathfinder landing craft. Close-up pictures showed a low overhang on its side and other obstacles in the way of the rover’s getting close enough for its spectrometer to take measurements. Before the mishap, Sojourner had to make several turns and try several places for the tests.

21) Attempts to manoeuvre Sojourner out of its position were delayed by a miscalculation by flight controllers who tried to radio instruction to Pathfinder while its receiver was turned off. Hearing nothing, the lander and its rover remained idle. It was several hours before controllers realised that the instructions had not reached Pathfinder; by then it was too late for new commands to be radioed in time for the spacecraft to get any work done.

22) More minor glitches dogged the mission over the next few days, but at the end of pathfinder’s first week on Mars, project scientists were more than pleased with its performance “We have accomplished all the mission objectives,” said project manager Tony Spear.

23) Those objectives included landing safely on Mars on a direct trajectory and using airbags to cushion the impact, and at least one week of operations by the roving vehicle, collecting chemical data on soil and a rock. In addition, the mission reached this point within the budgeted limit, and on time—slightly more than three years after work on the spacecraft began. Such an achievement, officials said, was rare in space projects.

New York Times Service

Frontline, August 8, 1997.

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B) GLOSSARY

panorama: series of pictures that show all the features of a subject (here, the features of Mars)
impact: the effect/influence
autonomous: self-governing
jettison: to throw something from a moving aircraft
homogenous: consisting of things that are of same kind
credence: accepting of something (here, the volcanic-rook hypothesis) as true
hypothesis: an idea that is suggested as a possible way of explaining a situation, proving an idea, etc.
extraterrestrial: connected with things outside the earth
insurmountable: unable to overcome the problem

C) COMPREHENSION QUESTIONS

1) Refer to paragraph 1 and furnish the following information:
   a) The date of spacecraft landing on Mars——
   b) The nation that undertook this venture——
   c) Mars is said to be 1)——— and 2)———

2) Refer to paragraph 2 and furnish the following information:
   a) The time taken by Sojourner was———
   b) The first signal from Mars was received in———
   c) The exact site where the spacecraft landed was———
   d) The two equipments that the spacecraft carried were 1)——— 2)———

3) Why did the geologists recommend Ares vallis for the landing of Sojourner? (Refer to paragraph 3 and answer in one sentence.)

4) The time taken by radio signals to reach the Martian surface was———

5) Furnish the following information about the landing of Sojourner referring to paragraphs 4—6.
   a) The Pathfinder jettisoned its cruise stage at about———km above the Martian surface.
   b) The Pathfinder consisted of 1) fuel 2)——— 3)———.
   c) The Martian atmosphere is composed of———.
   d) The pathfinder approached Mars at an———angle.
   e) The bouncing of pathfinder is compared to———.

6) The six metal wheels rolling on the Martian surface is an historic event. Which is the other such event in the space technology referred to in the report?———

7) What were the first tasks of Sojourner?———

8) What were the different kinds of rocks the scientists could see on Mars? (Refer to paragraph 8.)———
9) The names given to rocks on Mars are:
   a) Yogi
   b)-------
   c)-------
   d) Scoobie Doo

10) The two hills on the Mars are called---------

11) What do scientists believe about the Martian surface? (Give 4 points.)

12) The warmest noon-time temperature on Mars is said to be -8° F.H.(-22.2° C). Find out the place in Karnataka which experienced the highest temperature during the last summer and also compare it with the warmest noon-time temperature on Mars.

13) Find out the following information referring to paragraph 13:
   a) The total cost of the pathfinder mission is ---------
   b) The cost of Sojourner is --------------
   c) The power is supplied by----------------
   d) Sojourner travels at the speed of ---------
   e) The weight of Sojourner on Mars is -----------

14) The task of alpha proton x-ray spectrometer is to study--------- (Refer to paragraph 14)

15) The availability of a large amount of quartz makes the scientists believe that---------

16) The types of rocks detected on Mars are 1) breccia 2)-------3)-------

17) How does the discovery of the quartz help in understanding much about the evolution of Mars?

18) Name the scientist who was responsible for the mishap of Sojourner?-------------

19) What were the major objectives set for the mission?
   a) landing safely on Mars
   b) ----------------------------------
   c) ----------------------------------
   d) ----------------------------------

20) Match the following names with their respective work on the mission or with their professions:

<table>
<thead>
<tr>
<th>I</th>
<th>II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mcsween</td>
<td>manager of control centre</td>
</tr>
<tr>
<td>Arther C Clarke</td>
<td>project Manager</td>
</tr>
<tr>
<td>Tony Spear</td>
<td>science-fiction writer</td>
</tr>
<tr>
<td>Jack Morrison</td>
<td>geologist</td>
</tr>
</tbody>
</table>

21) Which of the following statements are true of the present report?
   ___a) It's a record of the reporter's personal reaction to the experiment.
   ___b) Just an impersonal account of the experiment
   ___c) The description of the experiment with facts and figures
ii) **Vocabulary**

A) **Finding Synonyms**

**Exercise:**

Find the odd man out from the meanings given for each word:

- **hazardous:** risky, precarious, perilous, painless
- **envelop(v):** cover, encircle, post, send, hide
- **catastrophe:** affliction, memorial event, disaster, misfortune

B) **Compound-words; Form and Use**

The following are a few compound words from the article:

- rocky flood-plain
- water-borne
- six-wheeled robot rover
- science-fiction writer
- heat-shield
- water-rich

**Task:** Find out 5 more such compound words from the article.

**A Note on the use of compound words in the journalistic writing**

Read the following sentence extracted from the passage:

"Sojourner, a six-wheeled robot rover---------rolled down on to the Martian surface." (paragraph 2)

Note that the author has been able to report the process of the event with brevity more information in a limited space.

Compound words can be grouped around a key word. An example is given below:

```
   Table tennis  Table cloth
     Table ware   Table mat
       Table      Table spoon
```

Similarly make diagrams for key words: play, take, look (You may refer to any dictionaries.)
Different Types of Compound Words

COMPOUND WORDS (formed by combining two words)

a) Compound Nouns:

Noun+Noun = aircraft, armchair, headmaster, moonlight, motor-cycle, newspaper, postmaster, radiost, steam-engine.

Gerund+Noun = dining-table, drawing-room, drinking-water, walking-stick, washing-machine

Adjective+Noun = blackboard, high-jump, nobleman

Adverb+Noun = overcoat, underwear

Verb+Noun = breakfast, passport, push-button, typewriter, watchdog.

Verb+Adverb = breakdown, drawback, farewell, send-off

Adverb+Verb = intake, outlook, output

b) Compound Verbs:

Noun+verb = brainwash, earmark, henpeck

Adjective+verb = dryclean, safeguard, whitewash

Adverb+Verb = foretell, overhear, overtake, upset

c) Compound Adjectives:

Noun+Adjective = knee-deep, noteworthy, lengthwise, snow-white, watertight.

Adjective+Adjective = Anglo-Indian, red-hot, wholesome.

Adverb+Adjective = hard-working, high-sounding, never-ending, outspoken.

(Source: Developing Interactive Skills in English)

Exercise:

Form compound words by choosing the correct pairs from the following words:

The words are not in proper sequence: write, fare, brain, craft, master, pass, part, spoken, wash, tell, break, air, post, basin, war, type, soft e.g. aircraft

C) Find out the difference between the following pairs of words and use them in your own sentences:

i) historic historical  v) magic magical

ii) economic economical  vi) classic classical

iii) anatomy autonomy  vii) automatic autonomous

iv) original aboriginal

D) Note the following variety of verbs associated with the movement of the Mars pathfinder spacecraft.

- rolled down (paragraph 2)
- rolled slowly (paragraph 6)
- slide-off (paragraph 6)
- pulled in (paragraph 9)
- crawl (paragraph 13)

Exercise:

Given below are the words associated with verb “walk” in the form of word-family diagram. Make use of each verb in your own sentence choosing a meaningful context.

![Word-Family Diagram](Image)

An Example: stumble
In her hurry the milk-maid stumbled and spilled the milk all over the floor.

iii) GRAMMAR AND USAGE

Use of Passivization

Note the predominant use of Passive Voice in the report.

Following are a few examples:

1) The Ares Vallis landing site was chosen by geologists (paragraph 3).
2) The 25 Million Sojourner was scheduled to spend only about a week on Mars (paragraph 13).
3) Mission officers were pleased with Sojourner’s response to mishap (paragraph 20).

Task: Find out more examples from the article

(Discussion on the use of Passive Voice in scientific writing is presented in section .5.2.6.(iii).

iv) Writing Skills

A) Work in Pair
Write down 10 questions that you would ask to the scientists of NASA to gather information about “Pathfinder mission to Mars.”

B) It is reported in paragraph 19 that the vehicle—rover pulled a little more aggressively trying to climb Yogi and met with a minor mishap because of the miscalculation of Jack Morrison. Now imagine yourself to be Jack and write a letter of apology to the Director of the NASA.

C) The message took 11 minutes to reach Sojourner on Mars and scientists were in trouble. Now imagine at least 5 instances that your would be encountering if the message on the telephone were to reach the listener after 1 mt. on the line.

v) Home Assignments
1) Find out from some sources:
   a) the reason for making Sojourner travel 450 Million kms, though the actual distance between the earth and Mars is only 190 million kms.
   b) the distance between the earth and the other planets in the solar system
   c) the long form of NASA
   d) three science-fiction writers in your regional language
   e) the formula for conversion of centigrade to fahrenheit

2) Use the following words/phrases in meaningful sentences, carefully choosing appropriate contexts:
   a) catastrophe
   b) insurmountable problem
   c) panoramic
   d) hazardous
   e) homogenous group
   f) hypothesis
   g) mishap

3) How does the present report -- “The New Light on Mars---” differ from an editorial of a newspaper?
i) READING COMPREHENSION
A) Passage for Reading
B) Glossary
C) Comprehension Questions

ii) VOCABULARY

iii) GRAMMAR AND USAGE

iv) WRITING SKILLS

v) HOME ASSIGNMENTS

UNIT 6

i) Reading Comprehension

A) Passage for Reading

Adventures in Science II

CLONING

BY JOHN STOCK (London)

1) The journalists who flocked to the Roslin Institute, near Edinburgh in Scotland, on Tuesday, February 25, came to witness one of the most extraordinary scientific developments of the 20th century. Dolly is only a seven-month-old sheep, but she will go down in history as the most famous of them all. For she was brought into this world by normal reproduction — she has been cloned from an adult sheep.

2) It is the first time a mammal has ever been created from the non-reproductive tissue of an adult animal, and the implications are momentous. If the same technique can be applied to humans — and there is evidence that it can — then we are not far off an age when each of us could have our very own clones, made from our own tissue.

3) "We know we can use this method to grow animals like Dolly," explained Dr. Ian Wilmut, head of the team from the Roslin Institute and the pharmaceuticals company PPL Therapeutics which made the breakthrough. "And there is no practical reason why we could not do it with humans. The technology is out there."
It is now up to society to decide how it should be used, and we welcome any discussion of these matters."

4) The story might have remained in the realms of fantasy for most journalists had not US President Bill Clinton ordered a report from his medical committee into the Edinburgh breakthrough. He claimed there were "serious ethical questions" to be answered and demanded a report on his desk within 90 days, instantly introducing gravitas and a mild state of panic to the proceedings.

5) Joseph Rotblat, the British Nobel prize-winning nuclear physicist, joined in with a weighty salvo, warning that Wilmut's experiments "represent science out of control -- a means of mass destruction." On a lighter note, an ABC comedy show in America convened an all-day meeting to come up with new sheep jokes.

6) While the British government planned to cut funds for the Roslin Institute, Clinton cried a halt to all experiments in human cloning in the US. The Vatican warned against "abuses of all kinds that threaten the dignity of life." "What would happen to a clone's soul and karma", wailed a Buddhist monk in consternation.

7) By February 25, Dr Wilmut felt it necessary to face the press and tackle some of the issues which Dolly had raised. First, though, there was the more serious matter of Dolly's name. (When the British journalists are presented with an important scientific discovery you can count on them to pose the crucial questions.) "Who was she named after", someone asked.

8) "She was derived from mammary cells and the people looking after her couldn't think of a more impressive set of mammary cells than Dolly Parton's," said Dr Wilmut, referring to the American country and western singer. Already satied on sheep puns, the tabloid newspapers couldn't believe their luck! An excuse to show Parton's cleavage in the honourable pursuit of science.

9) To appreciate the full significance of Dolly's humble life, and how it might lead to human cloning, it is necessary to understand the scientific process by which Dr Wilmut and his team created her. A clone is an organism which is genetically identical to another. Unlike a number of other organisms, adult mammals are not able to clone themselves. (All mammals reproduce sexually, except in the case of twins, triplets, etc.) In the past few years, however, scientists have been able to clone mammals by copying what happens during the formation of twins. While an embryo is still developing, it is deliberately split into two. Each cell, at this early stage, is capable of growing into a complete being.

10) Dolly, however, is quite different from these other clones. The technique used by scientists to clone mammals is called "nuclear transfer" and has been around for some time. It involves fusing two cells together; a donor cell containing all of its DNA, and an immature, unfertilised egg cell, known as an 'oocyte' which has been stripped of its original chromosomes to leave it DNA-free.

11) Dr Wilmut has succeeded where others have failed by managing to wind back the biological development of an adult cell. In the case of Dolly, he took a cell from the udder of a six-year-old pregnant sheep (a Dorset Finn ewe, no less) and reprogrammed it
to forget its current role and begin life all over again. In other words, it was no longer a dedicated udder cell; instead, it had the same youthful, carefree qualities as a cell taken from an embryo.

12) Dr Wilmut believes that the day to his success was the method in which he manipulated the adult donor cell. He did this by starving it into a state of hibernation. He placed it in a hostile salt solution, to send almost all its genes to sleep, and later introduced it to an unfertilised egg cell (which had its own nucleus and genes removed) from another sheep.

13) The actual fusion was encouraged by a small electric nudge, and the cells were then allowed to grow and divide in a culture dish, where they formed a blastocyst—an embryo cell. This was then implanted into a third sheep, which gave birth five months later to Dolly.

14) It remains to be seen what the full implications will be for humans. Some people are already musing on the creation of brain-dead clones as a source of perfectly matched organ transplants. At present, however, the more likely scenario—conceded by Dr Wilmut—is one in which human embryos could be allowed to grow to a certain stage, allowing bone marrow, for example, to be removed. The embryo would then die before it was born.

15) “In many ways, cloning could offer enormous benefits,” says Simon Fishel, embryologist and scientific director of the Nurture fertility clinic in Nottingham. “You could clone from an adult or a child that is sick to produce embryonic stem cells that could be used to repair that individual’s damaged tissues.”

16) Yearning for cloning is fervent in parents of dying children. “People say that if a child dies, you can get that child back,” Wilmut said. “It is heart wrenching. You could never get that child back. It would be something different. People are not genes. They are much more than that.”

17) That is why he wants to carry on cloning “to enable us to study genetic diseases for which there are no cures.” Like him many scientists believe that experiments in cloning will help man conquer cancer and other genetic diseases and delay the process of aging.

18) The next animal to be cloned it seems, is the cow. Scientists at Wisconsin University plan to clone a ‘supercow’ to triple its milk yield to 40,000 gallons a year. The technology will then be used to clone disease-free cattle which produce more beef, chickens which lay more eggs and sheep which produce more wool.

-- THE WEEK
March 16, 1997
B) Glossary

Cloning * : making an exact copy of an animal (also plant) by taking a cell from it and developing it artificially (for scientific definition, refer to paragraph 9 of the report)

Therapeutics : part of the medical science concerned with the treatment and cure of illness

gravitas : a seriousness of manner that people respect

salvo : the first few statements

consternation : shock / dismay

hibernation : state of drowsiness

C) Comprehension Questions

Answer the following:

1) How is the cloning experiment in Roselin Institute described? (Pick out the exact words used in the report.)

2) Who gave publicity to this cloning experiment indirectly?

3) Complete the following chart by filling the reactions of the following persons/agency/government to the experiment:

<table>
<thead>
<tr>
<th>Name of the person/Agency/Government</th>
<th>Reactions</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Joseph Rotblat (Noble prize-winner)</td>
<td>“a means of destruction”</td>
</tr>
<tr>
<td>b) British Government</td>
<td>..........................</td>
</tr>
<tr>
<td>c) Bill Clinton</td>
<td>..........................</td>
</tr>
<tr>
<td>d) The Vatican</td>
<td>“....threaten to the dignity of life”</td>
</tr>
<tr>
<td>e) Buddhist Monk</td>
<td>..........................</td>
</tr>
</tbody>
</table>

4) Who was the sheep named after?

5) The technique used by scientists to clone the mammal is called “..........................”

6) Trace the stages of experiment from the first stage of fusion of two cells to the birth of Dolly (Refer to paragraphs 10 – 13.)

   a) fusion of two cells
   b) ........................................
   c) ........................................
   d) ........................................
   e) birth of Dolly
7) What are the possible advantages of human cloning? (Answer in points referring to paragraphs 15–17.)
   a) organs of sick children could be replaced.
   b) 
   c) 
   d) 

8) Do you think human cloning should be permitted in society?
   (Give reasons for your choice in 4 -- 5 sentences.)

ii) Vocabulary

A) 1) Note the following words listed which belong to a particular branch of biological science
   namely -- “Reproduction” Add some more words from the passage.
   mammal, embryo, cell, reproduction,.......................................................

The technical term used in linguistics for the words/style/grammar used by a group of people
usually in the same profession or sharing the same interest is -- "register."
---Dictionary of ELT Terms

Exercise:
Write down 6 -- 7 words that belong to the following registers:
   a) Medical -------------
   b) Cooking -------------
   c) Cricket -------------
   d) Parliamentary affairs -------------
   e) Computer science -------------
   f) Legal -------------

2) There are many specialized areas in each field of knowledge. The following are a few examples
   from the passage:
   i) Therapeutics (paragraph 3) is a part of medical science dealing with the treatment and
cure of illness.
   ii) Embryology (paragraph 15) is the part of biological science dealing with study of
   embryos.
   iii) Genetics (paragraph 6) is a part of biological science dealing with the study of genes or
   genetics.
Exercise:

1) Make a list of the fields of specialization (at least three) in the following subjects:
   a) Economics
   b) Chemistry
   c) Literature
   d) Computer science

2) A person who has specialized in the study of embryos is called an *embryologist*

   How are people called, who specialize in the following fields?
   i) Study of society
   ii) Study of weather
   iii) Study of birds
   iv) Study of insects
   v) Study of environment

B) 1) Study the word italicised in the following sentence
   "It is the first time a mammal has ever been created from the non-reproductive tissue of an adult animal and the implications are *momentous* (paragraph 2).

   The following are a few more examples:
   a) The cabinet’s decision to give State funeral to Mother Teresa was a momentous decision.
   b) The year 1789 was a momentous year in European history.

Exercise:

Make sentences using the following contexts:
   a) Darwin’s theory of evolution revolutionised science.
   b) The experiment in Roselin Institute in 1997 on sheep is an important landmark.
   c) The year 1947 is an unforgettable year in Indian history.
   d) Fraud’s thoughts on sex changed the thought process of the people in the 20th century.

2) Study the word italicised in the following sentence:
   “The story might have remained in the realms of *fantasy*........”( Paragraph 4)

   Following is another example of the use of the word ‘fantasy’
   “Chandrakantha,” a TV serial, was a fantasy, which attracted the highest number of viewers in India.
Now, give two examples of fantasy in the form of

a) Stories

b) TV Serials/Movies

3) Study the italicised word in the following sentences:

“——US President, Bill Clinton ordered a report from his Medical Committee into the Edinburgh breakthrough” (Paragraph 4).

The following are other examples:

a) When everyone thought that there was still a long way to go to achieve the desired objective of safe surgery, a major breakthrough occurred in 1867. This was the discovery of antiseptic surgery by a young English surgeon Joseph Lister. (The Hindu, 25/9/1997)

b) British scientists have announced a breakthrough discovery which could lead to a drug to cure certain types of cancer. (The Hindu 15/10/1997)

Exercise:

Make 3 sentences using the word ‘breakthrough’ taking instances from Indian history.

iii) Grammar And Usage

Use of Passivization

Note the use of passive voice for different purposes:

1) Writing Scientific Accounts

Note the use of passive voice in the following sentences:

a) The actual fusion was encouraged by a small electric nudge (paragraph 13).

b) The cells were then allowed to grow and divide in a culture dish (paragraph 13).

c) It is deliberately split into two (paragraph 9).

d) This was implanted into a third sheep (paragraph 13).

Also note that since the passive voice sounds impersonal, it is used in preference to the active voice in describing scientific or technical processes. It’s for the same reason passive voice is used for reporting formal proceedings, narrating historical incidents, economical and political laws and principles, etc.
2) Reporting in Newspaper

Examples:
   a) Former Minister’s house raided.
   b) Swamiji arrested on smuggling charges.
   c) Seventy feared dead in a ferry mishap.

3) Writing Experiments/Process/Recipes, etc.

An Example:
    Common salt is got from the sea. Seawater is collected in salt pans. It is allowed to evaporate
    in the sun. As a result, salt crystals are formed at the bottom. They are removed and dried in the sun.

Exercise:
1) Collect a paragraph of scientific writing (4 – 5 sentences) with sentences in passive voice.
2) Collect two newspaper reports as illustrated in No. (2) of this section.
3) Write a paragraph using the passive voice describing all that your mother does every morning

You may begin like this: Breakfast is made by her at 6.30 a.m. .................

iv) Writing Skills

1) Assuming yourself to be the secretary of the US. President, write an official letter to the Medical
   Committee of the US demanding a report on the Edinburgh experiments on cloning, giving
   specific time and other necessary requirements.

2) Write down 8 – 10 questions that you would ask the Director of the Roslin Institute as
   a) a student of science
   b) a religious leader

v) Home Assignments

1) Make use of the following expressions in sentences of your own in meaningful situations:
   a) momentous
   b) fantasy
   b) breakthrough

2) Listen to the TV news bulletin and make notes (the dates may be specified by the teacher.). The
   notes may be compared with others and the teacher may highlight the merits and point out the
   shortcomings.

3) Write an experiment preferably using passive voice in about 8 – 10 sentences.
Malcolm: Mother Teresa, when did all this begin with--you the feeling that you must dedicate yourself to poor people?

Mother Teresa: It was many years ago when I was at home with my people.

M: Where was that?

M.T: In Skopje in Yugoslavia. I was only twelve-year-old then. I lived at home and with my parents; we children used to go to a non-Catholic school but we also had very good priests.
who were helping the boys and the girls to follow their vocation according to the call of God. It was then that I first knew I had a vocation to the poor.

M: That was when it all started.

M.T: Yes, in 1922. I wanted to be a missionary, I wanted to go out and give the life of Christ to the people in the missionary countries. At that time, some missionaries had gone to India from Yugoslavia. They told me the Loreto nuns were doing work in Calcutta and other places. I offered myself to go out to the Bengal Mission, and from there, they sent me to India in 1929. I took my first vows in Loreto in 1931. Then in 1937 I took final vows in Loreto.

M: Did you have any doubts, any hesitations about taking on this very difficult way of life?

M.T: When I was eighteen, I decided to leave my home and become a nun, and since then, this forty years, I've done the right thing.

M: And this has given you complete peace and happiness.

M.T: The happiness that no one can take from me. And there has never been a doubt or any unhappiness.

M: What did you do after leaving Loreto convent?

M.T: I went first to the sisters in Patna to get a little training in medical work so that I could enter the houses of the poor. At the first little school I started on the first day there were five children. Slowly after that we had more and more children. At present we have got over five hundred children who come daily to school.

M: In the place where you started?

M.T: Out in the compound of a family in the slums.

M: You presumably just taught kids off the streets. What did you teach them?

M.T: I began with teaching them alphabet because, though they were all big children, they had never been to school and no school wanted them. Then we had practical lessons on hygiene; told them how to wash themselves. Next day two or three girls came from the school where I had taught, they helped me with the children. Gradually, the work started to grow and some ladies from Calcutta who had been teachers in the school where I had been teaching, also came. So the work started growing.

M: I suppose you must have had some money; where did that come from?

M.T: At first, I had only five rupees, but gradually, as people came to know what I was doing, they brought things and money. It was all divine providence because right from the very first I
didn’t ask for money.

M: The money had to be voluntary contribution.

M.T: It was all a gift. I wanted to serve the poor purely for the love of God. I wanted to give the poor what the rich get with money.

* * * * * * * *

M: When you say Home for the Dying, you mean that those are people on the streets who have been abandoned and are dying. (This clarification is sought for the statement made by Teresa—"In 1952, we opened the first Home for the Dying.")

M.T: Yes, the first woman I saw I myself picked up from the street. She had been half-eaten by rats and ants. I took her to the hospital but they could not do anything for her. They only took her in because I refused to move until they accepted her. From there I went to the municipality and I asked them to give me a place where I could bring these people because on the same day I had found other people dying in the streets. The Health Officer of the municipality took me to the temple, the Kali temple, and showed me the darmashalah where the people used to rest after they had done their worship of Kali goddess. It was an empty building; he asked me if I would accept it. I was very happy to have that place for many reasons, but especially knowing that it was a centre of worship and devotion of the Hindus. Within twenty-four hours, we had our patients there and we started the work of the home for the sick and dying who are destitutes. Since then, we have picked up over twenty-three thousand people from the streets of Calcutta of which about fifty per cent have died.

M: What exactly are you doing for these dying people?

M.T: First of all, we want to make them feel that they are wanted, we want them to know that there are people who really love them who really want them, at least for the few hours that they have to live, to know human and divine love. That they too, may know that they are children of God....... 

M: What happens to the ones who don’t die?

M.T: Those who are able to work, we send them to find work for them, the others we try to send them to homes where they can spend at least a few years in happiness and comfort.

M: You only want people who cannot get in anywhere else; for whom this is the last refuge, is that right?

M.T: Yes, the home is meant only for the street cases that no hospital wants or for people who have absolutely no one to take care of them.

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For ten years we did not move out of Calcutta, because we had to train our sisters for the work. In 1959 when we opened the first house in Dranchi and then one in Delhi, the number of sisters started increasing and we began getting girls from the very places where we opened houses.

M: Educated girls

M.T: Very well educated most of them.

M: Wasn't it a rather terrible experience for educated girls, from middle-class or upper-class homes, suddenly to be mixing with the poorest, the most wretched and most ill from the streets?

M.T: These girls wanted to give their best, because in our society we have to make a total surrender to God; this is the spirit of the community. They thought they couldn't give enough to God who had given them this beautiful vocation of serving the poorest of the poor.

M: Did many find it too much, Mother?

M.T: Very few, very few have left. It's most extraordinary thing that so many of our sisters have been so faithful right from the very first.

Spending a few days with you, I have been immensely struck by the joyfulness of these sister who do what an outsider might think to be almost impossibly difficult and painful tasks.

M.T: That's the spirit of our society, that total surrender, loving trust and cheerfulness. We must be able to radiate the joy of Christ, express it in our actions.

M: Were the people depressed even though you took them things they needed?

M.T: It is not very often things they need. What they need much more is what we offer them. I have come more and more to realize that it is being unwanted that is the worst disease that any human being can ever experience. For all kinds of diseases, there are medicines and cures. But for being unwanted, except there are willing hands to serve and there's loving heart to love, I don't think this terrible disease can ever be cured.

M: Then what about the lepers? How did your work for them begin, Mother?

M.T: In 1957, we started with five lepers who came to our home because they had been thrown out from their work. They could get no shelter, they had to go begging.

M: This is a terrible disease and there are many lepers. What can—what can the sisters do for them?
M.T: Most of our sisters have been specially trained for the leprosy work.
M: And what about ones that are past curing?
M.T: We are trying to build a town of peace on the land that Govt. gave us some years back. This place is called Shanti Nagar. We are building a rehabilitation centre there.

### ***

M: One thing that would strike is the magnitude of what you’re tackling ……..the smallness of your resources.
M.T: But in Christ, we can do all things.
M: How are people to have this faith that is lacking in the world today?
M.T: It is lacking because there is so much selfishness and so much gain only for self. But faith to be true has to be giving love. Love and faith go together. They complete each other.
M: You mean that the road to faith and the road to God is via our fellow human beings?
M.T: Because we cannot see Christ we cannot express our love to Him; but our neighbours we can always see, and we can do to them what if we saw Him, we would like to do to Christ.
M: Anyone who has enough can pity someone who hasn’t enough. But I think what you do is to make one see that these people are not just to be pitied; they are marvellous people. How do you do this?
M.T: That’s just what a Hindu gentleman said: that they and we are doing social work and the difference between them and us is that they were doing it for something and we are doing it to somebody.
M: Would you agree that one of the troubles is that twentieth-century man always thinks there must be collective solution.
M.T: I do not agree with the big way of doing things. To us what matter is an individual. To get to love the person, we must come in close contact with him. If we wait till we get the numbers, then we will be lost in the numbers. And we will never be able to show that love and respect for the person. I believe in person to person; every person is Christ for me....

### B) Note on the Author

Born in 1903, Malcolm Muggeridge was educated in Cambridge. He started his career as a university lecturer at a university in Cairo before taking up journalism. As a journalist, he has worked around the world on the Guardian, Calcutta Statesmen, etc. He was best known as a broadcaster both on TV and Radio and produced series of documentaries for the BBC.

The extract of the interview presented here, is from *Something Beautiful for God*, 1971.
C) Comprehension Questions

1) We read reports for information. Collect the following information and write it in the space provided:

1) The native country of Mother Teresa  
2) The year she came to India  
3) The year she took final vows  
4) The place where she got medical training  
5) The year she started a home for the dying  
6) The place where she treated the dying people initially  
7) The number of dying people treated  
8) The year she started the House in Dranchi  
9) The year she started the Leprosy Mission  
10) The name of the rehabilitation centre  

2) What are the main areas of Mother Teresa’s life and work covered in this report?
   a) Mother Teresa’s biographical details  
   b) Work among the lepers  
   c) Her concept of faith, love, pity, collective work vs. individual action  

3) The following are some of the emotional/social/spiritual qualities of Mother Teresa. Find out a statement/opinion/remark made by Mother Teresa, which justifies the quality listed, and write it in the space provided.

   a) optimistic:  
   b) selflessness:  
   c) soft-spoken:  
   d) believer in God:  
   e) cheerful woman:  
   f) concern for the unwanted: “Yes, the first woman I saw I myself picked up from the street. She had been half-eaten by rats and ants.”  
   g) woman of vision:  
   h) respect for individuality:  

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A NOTE ON INTERPRETING DATA

Modern man encounter's a lot of reading of different kinds — bus, rail, air time-tables, statistical data, etc. Certain skills involved in interpreting such reading material are discussed in this section.

1) Graphs

Study the graph given below carefully:

Graph Showing Exports and Imports

1) Which month do you think was most profitable?
2) During which period did the imports show a sharp decline?
3) When did the imports and exports break almost even?
4) Looking at the graph, can you predict possibilities for the next four months?

2) Charts

Two charts are given below. Study them carefully and answer the questions that follow:
a) Read the following table showing books in a library:

<table>
<thead>
<tr>
<th>Books on</th>
<th>Prose</th>
<th>Poetry</th>
<th>Drama</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Old</td>
<td>New</td>
<td>Old</td>
</tr>
<tr>
<td>English</td>
<td>200</td>
<td>50</td>
<td>160</td>
</tr>
<tr>
<td>Hindi</td>
<td>350</td>
<td>200</td>
<td>423</td>
</tr>
<tr>
<td>Urdu</td>
<td>150</td>
<td>100</td>
<td>525</td>
</tr>
<tr>
<td>Other Languages</td>
<td>280</td>
<td>90</td>
<td>320</td>
</tr>
</tbody>
</table>

Now answer the following:

1) Which language has the largest number of new poetry books?
2) How many books are there in Urdu on poetry and drama?
3) Between English and Hindi, in which language are there more old books on poetry and prose?
4) What is the total number of drama books in the library?
5) What is the total number of books of new poetry in the library?

b) The number of students in University X were as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Arts</th>
<th>Science</th>
<th>Commerce</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1993-94</td>
<td>20,000</td>
<td>10,000</td>
<td>5,000</td>
<td>35,000</td>
</tr>
<tr>
<td>1994-95</td>
<td>26,000</td>
<td>9,000</td>
<td>7,000</td>
<td>42,000</td>
</tr>
<tr>
<td>1995-96</td>
<td>31,000</td>
<td>9,500</td>
<td>7,500</td>
<td>48,000</td>
</tr>
</tbody>
</table>

1) Which was the most popular course?
2) By how many did the number of Commerce students go up from 1993-94 to 1995-96?
3) How many students altogether will have studied Science in the three years mentioned?
4) Which course showed a temporary fall in popularity? When?
5) What was the total enrolment for the three years?
3) Time-Table

The following is a Railway time-table for Bombay Local and Suburban Trains. People usually commute to work daily.

Look at it carefully and answer the questions that follow:

Table No. 5.5

Proficiency Course: Railway Time-Table

<table>
<thead>
<tr>
<th>Slow</th>
<th>Fast</th>
<th>Fast</th>
<th>Slow</th>
<th>STATION</th>
<th>Fast</th>
<th>Fast</th>
<th>Slow</th>
<th>Slow</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.10</td>
<td>7.25</td>
<td>7.40</td>
<td>7.50</td>
<td>Bombay Central</td>
<td>8.10</td>
<td>8.25</td>
<td>9.05</td>
<td>9.20</td>
</tr>
<tr>
<td>7.15</td>
<td></td>
<td>7.55</td>
<td></td>
<td>Lower Parel</td>
<td></td>
<td></td>
<td>9.00</td>
<td>9.15</td>
</tr>
<tr>
<td>7.20</td>
<td></td>
<td>8.00</td>
<td></td>
<td>Elephinstone Road</td>
<td></td>
<td></td>
<td>8.55</td>
<td>9.10</td>
</tr>
<tr>
<td>7.25</td>
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<td>8.05</td>
<td></td>
<td>Dadar</td>
<td>8.00</td>
<td></td>
<td>8.50</td>
<td>9.05</td>
</tr>
<tr>
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<td></td>
<td>8.10</td>
<td></td>
<td>Matunga Road</td>
<td></td>
<td></td>
<td>8.45</td>
<td>9.00</td>
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<td></td>
<td>Mahim</td>
<td></td>
<td></td>
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<tr>
<td>7.45</td>
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<td></td>
<td>Khar Road</td>
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<td></td>
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<td>Shanta Cruz</td>
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<td></td>
<td>8.25</td>
<td>8.40</td>
</tr>
<tr>
<td>7.55</td>
<td></td>
<td>8.35</td>
<td></td>
<td>Vile Parle</td>
<td></td>
<td></td>
<td>8.20</td>
<td>8.35</td>
</tr>
<tr>
<td>8.00</td>
<td>7.50</td>
<td>8.10</td>
<td>8.40</td>
<td>Andheri</td>
<td>7.45</td>
<td>8.00</td>
<td>8.15</td>
<td>8.30</td>
</tr>
<tr>
<td>8.05</td>
<td></td>
<td>8.45</td>
<td></td>
<td>Jogeshwari</td>
<td></td>
<td></td>
<td>8.10</td>
<td>8.25</td>
</tr>
<tr>
<td>8.10</td>
<td></td>
<td>8.50</td>
<td></td>
<td>Goregaon</td>
<td></td>
<td></td>
<td>8.05</td>
<td>8.20</td>
</tr>
<tr>
<td>8.15</td>
<td>8.05</td>
<td>8.20</td>
<td>8.55</td>
<td>Malad</td>
<td>7.30</td>
<td>7.45</td>
<td>8.00</td>
<td>8.15</td>
</tr>
</tbody>
</table>

Rajeev has a pass from Bombay Central to Malad, though he works at Jogeshwari. He has to reach Jogeshwari at 8.30 a.m. every morning if he is to be in time for work.

1) What train does he take from Bombay Central every morning?
2) Suppose he misses it, is there an alternative train he can take even if this entails changing trains, en route.
3) How late will he be if he catches the 7.50 from Bombay Central?
4) Which are the two terminal stations? Name two important junctions en route?

5) Is there any difference in the time taken by the fast trains between Bombay Central and Malad on their outward and return journeys?

(Source: Developing Interactive Skills in English)

4) Pie-Chart

Study the following pie-chart and answer the questions that follow:

Pie-chart showing the percentage of enrolment of women students in Indian Universities, year-wise and Faculty-wise.

Percentage of Enrolment of Women Students (1947 and 1995-96)

Faculty-wise Percentage of Women Enrolment (1995-96)

(Source: University News, Oct.6., 1997)

Fig. 4. Proficiency Course: Enrolment of Women Students in Indian Universities, Year-wise and Faculty-wise

1) Refer to the charts 1 and 2 and answer the following:

a) The increase in the percentage of women students from 1947 to 1995 is
   (in terms of percentage)

b) The increase in enrolment is roughly ——times.
2) Refer to the 3rd chart and answer the following:
   a) The highest enrolment of women students faculty wise is
   b) The lowest enrolment of women student faculty wise is
   c) The chart conveys that the second highest position of women enrolment is in
      faculty and the fourth highest in

ii) Vocabulary
Study of Pairs of Words
Find out the differences of the following pairs of words and use them in sentences of your own

   vocation  vacation
   missionary  machinery
   conscious  conscientious
   adopt  adapt
   affect  effect

(You may refer to any dictionaries or grammar books to study the differences of the pairs of words.)
A) One word substitutes

One word can effectively replace a whole group of words. It ensures brevity, clarity of thought and expression. It is also a good test of vocabulary. Study the following paragraph:

Gopal Das is not an anarchist. He is an atheist but not a fanatic. He is credulous but censorious. My father and Mr. Das are contemporaries. He is a vegetarian. He is a good speaker and makes extempore speeches without digressing from the topic. He works in a club as an honorary secretary. Unfortunately, his writing is illegible. I met him yesterday at the theatre where he had come for the matinee. He said he was writing his autobiography.

This description says the following things about Mr. Gopal Das.

1) He is not one who is out to destroy all government and order—An anarchist.
2) He does not believe in God—An atheist.
3) He believes others very easily—Credulous.
4) He is not a man filled with excessive and mistaken enthusiasm in matters of religion—Fanatic.
5) He lived at the same time as my father—Contemporary.
6) He eats vegetables, fruits, etc., but not meat, fish or eggs—Vegetarian.
7) He makes speeches without any preparation—Extempore.
8) He never wanders from his topic—Digresses.
9) He works as secretary without accepting any payment—Honorary.
10) His writing cannot be read properly—Illegible.
11) I met him at the afternoon show at the cinema—Matinee.
12) He is writing the story of his own life—Autobiography.

(Source: Developing Interactive skills in English)
Exercise:

Write one word which can substitute many words.

1) A man who thinks of himself only
2) A citizen of the world
3) A man who does not know how to read and write
4) One who looks on the brighter side of things
5) Too much official formality
6) Rule of a country by a king
7) A person who thinks of the welfare of women
8) One who spends too much
9) A man with an evil reputation
10) A man of unusual and strange habits

B) Crossword Puzzles

Fill in the appropriate blanks using the given clues:

Across
1) A person from another country (9)
6) A river in Egypt (4)
7) Don't forget to... up you watch (4)
8) I don't believe you. You're pulling my ...(3)
9) To quarrel (5)
10) To carry thing in (3)
12) It's....heavy for me to carry (3)
13) It's no ... crying over spilt milk (3)
14) You'd better remind me in..... I forget (4)
15) Either you hand over the money .... I'll shoot (2)

Answers: foreigner, Nile, wind, leg, argue, bag, too, use, case, or.

Fig. 5 Proficiency Course: Crossword Puzzle
Down
1) Wonderful/marvellous (9)
2) ...people believe in a God (9)
3) You're just ...time (2)
5) Can you ... a bicycle (4)
7) ...enjoyed ourselves at the party (2)
8) The opposite of borrow (4)
11) If you mix black and white you get ... (4)

Answers: fantastic, religious, in, ride, we, lend, grey.

Crossword puzzles are useful in developing vocabulary. Crosswords need time to be solved. They also need thinking. Ideally, they can be given as pair or group work in class, with enough time for learners to solve it.

(Source: English Language Teaching)

C) A Note on the American and British English

The following are a few differences in British English and American English in the area of spellings:

<table>
<thead>
<tr>
<th>British</th>
<th>American</th>
</tr>
</thead>
<tbody>
<tr>
<td>theatre</td>
<td>theater</td>
</tr>
<tr>
<td>centre</td>
<td>center</td>
</tr>
<tr>
<td>savour</td>
<td>savor</td>
</tr>
<tr>
<td>labelled</td>
<td>labeled</td>
</tr>
<tr>
<td>saviour</td>
<td>savior</td>
</tr>
<tr>
<td>colour</td>
<td>color</td>
</tr>
<tr>
<td>pyjamas</td>
<td>pajamas</td>
</tr>
<tr>
<td>programme</td>
<td>program</td>
</tr>
</tbody>
</table>


iii) Grammar And Usage

Note the different ways of gathering the information employed by an interviewer. Some of them are listed below:

1) By asking 'wh' questions

For example:

a) What did you do after leaving Loreto convent?
b) What exactly are you doing for these dying people?
2) By asking questions demanding “yes” or “no” answers

For example:
   a) Wasn’t it rather a terrible experience for educated girls...?
   b) You only want people who cannot get in anywhere else, is that right?

3) By making statements instead of asking questions

For example:
   a) I suppose you must have had some money.
   b) Spending a few days with you, I have been immensely struck by the joyfulness of these sisters...

4) By way of seeking clarification

For example:

You mean that the road to faith and the road to God is via our fellow human beings?

Task: Find out one more example for each way of gathering information from the report.

(For more details on different categories of questions asked in interviews, refer to Appendix VIII)

A NOTE ON THE DIRECT AND INDIRECT SPEECH

Note that the whole report under i (A) is in the form of questions and answers and in the Direct Speech. It is essential that one should know how to report the Direct Speeches in the Indirect form. The following section deals with various aspects of Interchange of Direct and Indirect Speech.

A) Read the following sentences:

   i) The manager said, “I will reward all those who have worked hard during the year.”
      (Direct Speech)

   ii) The manager said that he would reward all those who had worked hard during the year.
      (Indirect Speech)

While changing a sentence from Direct Speech to Indirect Speech, certain changes are made – the removal of inverted commas, the change in the person of the pronoun, the change in the tense of the verb and in the adverbs used.

The following table depicts how the tense of the verb forms change when they are transformed from Direct to Indirect Speech:
Table No. 5.6
Proficiency Course: Verb Forms in Direct Speech and their Corresponding Changes in the Indirect Form

<table>
<thead>
<tr>
<th>Direct Speech</th>
<th>Indirect Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>The boy said:</td>
<td>The boy said that</td>
</tr>
<tr>
<td>1. 'I go to school every day,'</td>
<td>he went to school everyday.</td>
</tr>
<tr>
<td>2. 'I am writing on the black board,'</td>
<td>he was writing on the black board.</td>
</tr>
<tr>
<td>3. 'I have done my home work,'</td>
<td>he had done his homework.</td>
</tr>
<tr>
<td>4. 'I have been playing with my sister,'</td>
<td>he had been playing with his sister.</td>
</tr>
<tr>
<td>5. 'I wrote to my cousin,'</td>
<td>he had written to his cousin.</td>
</tr>
<tr>
<td>6. 'I was reading all afternoon,'</td>
<td>he had been reading all afternoon.</td>
</tr>
<tr>
<td>7. 'I had finished my work by 10 o'clock,'</td>
<td>he had finished all his work before 10 o'clock.</td>
</tr>
<tr>
<td>8. 'My friends will visit me in the evening,'</td>
<td>his friends would visit him in the evening.</td>
</tr>
<tr>
<td>9. 'I can go home after class,'</td>
<td>he could go home after class.</td>
</tr>
</tbody>
</table>

Note: In sentence 7 the past perfect 'had finished' remains the same in the Reported Speech.

A Note to the Teacher
Indirect Speech has several features beyond those of rules of space, time and person. While teaching Indirect Speech at an advanced level focus ought to be on context, use and features like tone and addressee-addressee relationship and should not be merely restricted to surface-level changes. In addition, it should be brought home to the students that Indirect Speech does have an independent status of its own.

—English Teaching Forum
April, 1994

B) Conversion of Different Kinds of Sentences into Indirect Forms
1) Statements

Example:
Ravi told the teacher, "I have completed my homework." (Direct)
Ravi told the teacher that he had completed his homework. (Indirect)
(Examples cited in table 5.6 are also statements.)
2) Imperative Sentences

Example:
The master said to his servant, “Go and buy the medicine. Don’t waste time loitering around. Come straight home.” (Direct)
The master instructed/ordered his servant to go and buy the medicine. He further ordered him not to waste his time loitering around but to come straight home. (Indirect)

Note that the reporting verb (said/told) is changed into verbs conveying commands—ordered, bade, instructed, etc.

3) Interrogative Sentences

a) Yes/No questions (questions beginning with has, have, will, may, do, did, is, are, etc.)

Example:
The stranger asked the policeman, “Did you see a red car going towards Shanthinagar?” (Direct)
The stranger asked the policeman if/whether he had seen a red car going towards Shanthinagar. (Indirect)

b) Questions with Question Words

(Questions beginning with words like how, why, when, where, what, who, which, etc.)

Example:
He said to me, “Why did you go to Bangalore?” (Direct)
He asked me why I had gone to Bangalore. (Indirect)

Note the rules:
1) The reporting verb is changed into a verb conveying question, e.g. asked/enquired/questioned/demanded.
2) The question words how, why, when, where, etc., are retained as conjunctions.
3) The question form is changed into assertive form.
4) The question mark is dropped and a full-stop is used.

4) Reporting Exclamation Sentences

Examples:

1) a) “How pretty you are!” said the mother to her little daughter. (Direct)

b) The Mother told her daughter that she was very pretty. (Indirect)
2) a) "Oh! How painful the wound is!" said the patient. (Direct)
   b) The patient cried out (in pain and said) that the wound was very painful. (Indirect)

Note the following points:

1) Reported speech is an exercise in reporting the sense accurately. There is no need to worry about specific words, but one must convey the precise meaning.
2) Words such as "Please", "Sir", "Madam", and words of exclamation such as "Oh", "Alas" are omitted.
3) The reporting verbs (verbs outside the inverted commas) are changed to convey the sense of the reported verb such as
   a) Suggestion: Suggested, advised
   b) Question: asked, enquired
   c) Remark: told, informed, stated, etc.

Exercise:

1) Change the quoted words into indirect speech:
   i) Lord Buddha said to the Bhikshus, "Rely on yourselves."
   ii) Sita told him, "Don't sit here."
   iii) She told him, "Ran away quickly."
   iv) "What a lovely picture it is!" he said.
   v) She said to me, "Come on Sunday, at eight."
   vi) He said, "What a wonderful cook she is!"

2) Use the sentences given below the paragraph and fill in the gaps numbered 1 to 14. (Use the appropriate reported speech forms.)

Some time ago Ram applied for the post of a clerk in a bank. Last Friday he was called for an interview. When he went into the manager’s office, the manager told him 1. and asked him 2. Ram told him 3. Then the manager asked him 4. and Ram told him 5. He added 6. The manager wanted to know 7. and Ram replied 8. Then the manager asked him 9. and Ram replied 10. The manager gave him a test and then said 11. Ram thanked him and asked 12. The manager replied that he could start 13. and Ram promised 14.
1) Please sit down.
2) What is your name?
3) My name is Ram.
4) Do you smoke?
5) I don't usually smoke.
6) I certainly don't smoke in the office.
7) Where have you worked before? bank.
8) I worked for two years in a co-operative bank.
9) Can you take shorthand?
10) Of course, I can.
11) I will give you a job on a month's trial.
12) When shall I start work?
13) As soon as you wish.
14) I will be here on Monday.

3) In the following conversation, the punctuation has been left out. Arrange the conversation in separate lines and punctuate:

what is you name Ram Sharma is Vinod Sharma your cousin yes I know him very well we used to go out together you must be Madan yes that is my name my cousin has often told me about you.

4) Rewrite the following passage using Direct in place of Indirect Speech:

Mr. Lal asked when the race would take place. The clerk replied that it would be in half an hour. Mr. Lal confessed that he had never seen a horse race before and he was looking forward to it. The clerk said that he was sure Mr Lal would enjoy it for it was very thrilling.

5) Change the quoted words into Indirect Speech:

Jack had two apples and gave the smaller one to his little brother Fred. 'You are rude, Jack,' said Fred. 'Why?,' asked Jack. 'Because you have given me the smaller apple. If I have two apples, I am polite; I always give the bigger one away and I keep the smaller one.' 'Well, why are you cross?,' asked Jack. 'You've got the smaller one!'

(Source: Modern English, N Krishnaswamy)

6) Sandip recently had an interview for National Defense Academy. Read what the people on the interview panel asked Sandip, and then complete the letter which he wrote to his friend Anupam. Do not add any new information. The first one has been done as an example.

...
Dear Anupam,

I am really excited to write that I have passed my interview of NDA! First of all, I was a bit nervous before the interview but it proved to be really a great success. The member on the interview panel wanted to know what had made me opt for the IAF and then, the lady member asked me...at my school. It was the turn of a well-built and stocky man to grill me. I think he was the Chairman. But I was not grilled, as he wanted to know...from. I felt thrilled at my performance and wanted the interview to go on. When I fared well, another member tested my preference for the IAF by asking me ... an Army Officer. Obviously, he was a Colonel in the Army. He shot another tough question at me and asked .... Luckily, I had a fore-thought of it and replied to the satisfaction of all. I hope to see you soon. Why don’t you come here for a couple of days? Do and let me know.

Yours Sincerely,

Sandip

(Source: Developing Interactive Skills in English)

iv) Writing Skills

1) Which branch of service (rendered by Mother Teresa) do you think is the most impressive one? (teaching to the street children, working among lepers, nursing the dying people, etc. State your reasons in points.)
2) You are to interview a person staying at the Shanthinagar Rehabilitation Centre.
Frame 8—10 questions so as to gather some information about
a) the facilities in colony
b) daily activities of the patients
c) their impression about the work of social workers and on any other relevant points.

3) Imagining yourself to be Mother Teresa, write a complaint against the Health Officer of the municipality to the Commissioner of the Calcutta Corporation, as the dying person taken to the hospital was not admitted into the hospital.

4) You are one of the educated girls from the higher class who has joined the Nirmal Hriday. Write down your experiences of staying with Mother Teresa for 8 days in about 10—15 sentences.

5) What questions would you ask to gather information about Mother Teresa’s faith and conviction?

v) Speaking Skills
Group Work
Conduct a debate on the subject -- "Social work is a collective effort."
The students in small groups (5—7 in each group) may discuss the topic either for the proposition or against and note down the points. Later the students may express their thoughts discussed in groups in the combined group.

vi) Home Assignments
1) List the prominent names of the social workers in the State and the Nation.
2) Read the complete report of the interview in Something Beautiful for God by Malcolm Muggeridge.
3) a) Describe the following in about 100 words:
   i) A TV
   ii) A Thermometer
b) Describe the following in about 200 words:
   i) A film star you admire
   ii) A person who bores you
c) Write essays on the following in about 400—500 words:
   i) Unexpected guests
   ii) Corruption in India
UNIT 8

i) Paragraph-Writing

Section A

A) Introduction

A sentence is the basic unit of expression and it can take various forms. A series of sentences can combine to form a paragraph, which is the next stage in expression. Further, a sustained composition consists of a series of well-thought out paragraphs. In order to compose a coherent and well-organized paragraph on any given idea, it is necessary to keep in mind the points mentioned below:

B) Essentials of a Paragraph

(a) There must be one central idea or a basic theme. This could be stated ideally at the beginning of the paragraph, sometimes it might come at the end, too.

(b) This main idea must be illustrated and expanded through supporting ideas by way of providing more information about it by giving examples, etc.

(c) While expanding so, it is necessary to arrange the sentences in a logical manner.

Let's study the following paragraph in the light of the above points:

Read the following paragraph:

1) Today, the pollution of air and water is an increasing danger to the health of the planet.
Each day thousands of tons of gases come out of the exhausts of motor vehicles. Smoke from factories pollutes the industrialised areas and surrounding countryside. Similarly in the sea, pollution from oil is increasing killing algae, fish and birds in large numbers. Effluents from factories are discharged into rivers and lakes almost poisoning the water we drink.

The paragraph begins with the controlling idea, namely, the pollution of air and water. Sentences (2) and (3) contribute to this idea stating how exhausts from vehicles and smoke from factories pollute the air. Sentences (4) and (5) illustrate the pollution of sea water and river water by oil and effluents respectively.

Thus the paragraph has

a) central idea, and
b) the idea is developed completely.

Also, note that the central idea is stated in a sentence, as can be seen from the above paragraph, i.e., “Today pollution of air and water is an increasing danger to the health of the planet.” This sentence is called the topic sentence. The topic sentence may occur in the beginning, in the middle or at the end of the paragraph. Sometimes the topic sentence may not be explicitly stated but only implied.

Task: 1
Given below is a diagrammatic representation of the paragraph given above. Complete the diagram.

Fig. 7 Proficiency Course: Tree Diagram — Pollution

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Now look at another example:

2) The busiest hours for birds are at sunrise and sunset. At sunset, the birds that feed during the day fly back to spend the night in safety. At the same time, other birds that have been hiding during the day come out to look for food. The owl comes out of its tree hole to swoop down on an unlucky mouse. The nightjar flies quickly across the wood, with its mouth wide open to catch flying insects.

Note that the first sentence states that the birds are busiest at sunrise and sunset. All the other sentences develop this central idea with supporting details. But the idea given in the first sentence is not fully developed. There is nothing in the paragraph to illustrate or support the idea that the birds are busiest at sunrise. Thus, the above paragraph has only one central idea but the idea is not completely developed.

Now let us find out what makes a good paragraph.

Here is an example of a good paragraph:

3) Civilisation dawned when early man learnt how to produce heat energy by burning wood. Much later, the first industrial revolution was based on the production of steam by burning coal. Then steam was used (as it still is) to produce electricity. In this century, great use has been made of oil and natural gas, and in the last twenty-five years, atomic reactors have provided another source of energy.
The information in the paragraph can be presented in a flow-chart:

```
PRODUCTION OF HEAT ENERGY
  ▼
BURNING OF WOOD
  ▼
BURNING OF COAL
  ▼
STEAM FOR ELECTRICITY
  ▼
OIL AND NATURAL GAS
  ▼
AUTOMATIC REACTORS
```

Fig. 8 Proficiency Course: Flow-Chart Showing Chronological Development of Sources of Energy

Notice how the writer has described step by step the discovery of energy sources through the ages. He has only one main idea supported by illustrations. This is a very helpful method for developing ideas into a paragraph.

Now let us look closely at the structure of the paragraph in the example given below:

4) A great number of materials have been used for writing at different times. The earliest Egyptian writing was cut in stone. Later on, the Babylonians and the Assyrians did their writing with a pointed instrument on cakes or bricks of soft earth which were later baked to make them hard. This was followed by Roman writing, which was done on wax with sharp sticks. Not much later Egyptians made the discovery of grass from whose stems they were able to make paper-like material. In Europe, before the invention of paper, writing was done on a special sort of thin leather. At last came paper, a Chinese invention.
The paragraph begins with a topic sentence and all the other sentences illustrate this. There is unity, clarity and completeness in the paragraph and it is developed by maintaining a smooth continuity of thought. This is achieved by employing two techniques:

1. Since the topic is evolution of writing through the ages, the reader is taken along a chronological sequence.

2. Sentences are connected using connectives or linkers. (For example: ‘Later on’ is the linker that connects the second with the third sentence.)

Task 2 Identify all the other linkers in the passage, and illustrate how they ensure continuity of thought.

C) Linkers in Paragraph

Linkers are very useful in presenting ideas in a logical and organised manner. This logical connection is established by using logical connectors. Addition, sequence, contrast and result are some of the logical connectors.

Look at the pairs of sentences given here and observe how they are connected.

1) Cactus does not need much water.
   addition
   In addition it is well adapted to high temperature.

2) Changes in temperature break rocks into pieces.
   sequence
   Then the wind blows the pieces away.
A missing connective can sometimes confuse the reader. For example:

'He was a staunch champion of the literacy programme. He was aware that being literate is not the same as being educated.'

The two sentences above seem to contradict each other and appear to make the writing incoherent. The use of a connective makes the relation between the sentences clear:

'He was a staunch champion of the literacy programme. Nevertheless, he was aware that being literate is not the same as being educated.'

Here are some more linkers you could use in your writing. They can be used to combine/link two or more sentences.
a) Linkers for Additions

and, too, and... also,...

E.g. 1) He studied English. He studied Sanskrit.
These two sentences can be linked together as —
He studied English as well as Sanskrit.
E.g. 2) Kapil Dev was a good fast bowler. He was a useful batsman.
Kapil Dev was a good fast bowler as well as a useful batsman.

b) Linkers to Continue an Idea or Argument

moreover, furthermore, in addition, also, again, neither ... nor, likewise,...

E.g. 1) Trees lend beauty to a city. Moreover, they assure adequate rainfall.
2) The government has increased the salary of its employees. In addition, it has raised their age of retirement.

c) Linkers for Alternatives

or, either.....or, alternatively, or else, otherwise,...

E.g. 1) The arms race must end soon. Otherwise, it can lead to disaster.
2) Handwriting must be legible or else you may be misunderstood.

d) Linkers for Contrast

but, although, though, however, in spite of, despite, while, eventhough, whereas, in contrast to,...

E.g. 1) The doctor tried to save the patient. In spite of his efforts, the patient died.
2) The Government makes many plans for the welfare of the people. However, they are not properly implemented.

e) Linkers for Time Relationships

since, before, just before, just after, when, while, at the same time, whenever, during, till, until, once, as soon as, by the time, still, immediately, the moment,...

E.g. 1) The Russians sent up many space missions. At the same time, the Americans also attempted to do so.
2) The Government announced a rise in petrol prices. Immediately the auto drivers went on strike.

f) Linkers for Special Conditions

if, even if, if.....not, unless, in case, provided that, in the event of, allowing that, allowing for, granting that,...

E.g. 1) Last year there were floods in North India. If it rains heavily this year, there will be floods again.
2) Unless the Government takes strict action, corruption is bound to increase.
g) **Linkers for Purpose**

in order to, in order that, so as to, so that, with the intention of,...

E.g. 1) The College announced a prize for the student securing the highest marks. *In order to* get this, Sheila worked very hard.

2) The Education bill was passed *so that* everyone would have equal opportunities for education.

h) **Linkers for Cause and Result**

because, since, as, as a result of, therefore, consequently, as such, with the result that, thus, hence, in such a way that,...

E.g. 1) Most of the evidence was destroyed in fire. *Thus* it would be almost impossible to prove him guilty.

2) We talked until the early hours, and *consequently* I overslept.

i) **Linkers for Exception**

except (for), excluding, apart from, excepting, with the exception of, not including,...

E.g. 1) The factory authorities announced a revised pay structure. *Except for* the senior officers nobody benefited from it.

2) *Excepting* a few areas, the entire country is backward in industry.

**Task 3**

Look at the table below. Match each item in the left hand column with its result in the right hand column. Notice how that italicised words or phrases link each action with its result.

<table>
<thead>
<tr>
<th>I</th>
<th>II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) The number of vehicles on the road has greatly increased and <em>consequently</em></td>
<td>a) wells have to be dug deeper.</td>
</tr>
<tr>
<td>2) There have been great advances in the science of plant breeding <em>leading to</em></td>
<td>b) clothing firms have found it necessary to provide large sized dresses, jeans, etc.</td>
</tr>
<tr>
<td>3) People eat better and Exercise more than ever before and <em>as a result</em></td>
<td>c) there has been a considerable rise in the level of air pollution in cities.</td>
</tr>
<tr>
<td>4) There has been such a fall in the level of ground water <em>that</em></td>
<td>d) most new constructions will have to multi-storied.</td>
</tr>
<tr>
<td>5) There are few empty spaces left in the city for building and <em>therefore</em></td>
<td>e) an increase in the production of grain and other food crops.</td>
</tr>
</tbody>
</table>
Task 4

Complete the following paragraphs using appropriate linkers from the list given below in the bracket:

(besides, moreover, though, as well as, however, but, therefore, firstly, another, secondly, although, finally, if, unless, for example)

1) Bombay and Calcutta are the two largest cities in the country. they are the most important commercial centres. Bombay is bigger, it is not as crowded as Calcutta. I prefer Calcutta to Bombay because it is not expensive. the life in Calcutta is always interesting. The people there love poetry, music and drama.

2) the motor car is considered by many to be one of the most useful gifts of modern technology, it has certain disadvantages. in busy cities, motor cars which ply in hundreds fill the air with their smoke which contain harmful gases. point against the motor car is that it has made our roads unsafe. Many people are killed every year in road accidents. we look at the report of crimes particularly in advanced countries, we find that the car has always been a quick means of escape for the criminal.

SECTION B

Developing Paragraphs by Various Methods

The following are the main methods of developing paragraphs:

1) Development by Process

While narrating a story or telling how a particular dish is cooked, the paragraph is developed using natural order of narration, where one event leads to another, where one step leads to another. Writing of such a paragraph will, therefore, follow the chronological order of development.

Example:

The typical reporter on a typical newspaper may spend the morning covering a fire in a downtown jewellery store --- good for fifteen inches on an inside page. That afternoon he or she may sit in on a board to summarise a complex dispute in three or four paragraphs to be buried among the classified ads. Later in the afternoon, the reporter may put in some overtime
preparing a feature on the opening of a suburban carnival. All three stories will be skimmed quickly by an assistant city editor, and then inserted into the paper.


Notice how the time order is used to develop this paragraph. The author writes of a typical day in the life of a reporter; he begins with the morning, goes on to what is done in the afternoon and later in the afternoon. The last sentence, the topic sentence, tells you what will happen to the three stories worked on by the reporter.

Paragraphs 3 and 4 in Section (B) of this unit are also examples of developing a paragraph by process.

Task 5
Write a paragraph of about 100 words on how you spend your time on a typical morning. Arrange your points in a chronological sequence from the time you get up to the time you leave for work. (You may take the help of the time-expressions given above.)

Task 6
You don’t like the tea made at your place of work. You know how to make good tea. Write out a recipe for making tea.

2) Development by Illustration
One of the usual ways of developing a paragraph is to spell out the main idea of the paragraph in the beginning sentence (topic sentence), and to give examples or illustrations in support of the idea expressed in the topic sentence. Here, too, the supporting examples/illustrations should be logically organized and they should be interesting enough.

Example:
*I think it is undeniable that as a batsman the Indian will live as the supreme exponent of the Englishman’s game. The claim does not rest simply on his achievements, although, judged by them, the claim could be sustained. His season’s average of 87 with a total of over 3,000 runs, is easily the highwatermark of English cricket. Thrice he has totalled over 3,000 runs, and no one else has equalled that record. And is not his the astonishing achievement of scoring two double centuries in*
a single match on a single day—not against a feeble attack, but against Yorkshire, always the most resolute and resourceful of bowling teams?

-----A.G.Gardiner.

Note that the author has given the topic in the first sentence and goes on to give sufficient examples (4 examples) to prove his point.

Task 7
Give suitable examples/illustrations for the stated below topic sentence on “Corruption in India.”

The worm of corruption is eating away the glorious tree of India...

Task 8
Read the following paragraph and make a list of examples used to illustrate the topic sentence:

“The results of scientific research are not always predictable. Plato did not dream of a computerized society when proving his abstract theorems around 370 B.C. Faraday did not know in 1840 that his experiments with the magnet and the coil would make it possible to generate cheap electricity. In 1879 Edison saw no use for Edison effect which was the forerunner of modern electronic equipment. Einstein in 1905 did not envisage the devastation of 1945.

Task 9
Topic sentence is given below. Add 8—10 sentences to complete the paragraph:

“My grand-father is really very old-fashioned. He...

3) Development by Comparison and Contrast

While writing about two subjects, the most useful order of developing the paragraph is by using comparison and contrast. Comparison and contrast can take place within a single paragraph where every sentence compares with or contrasts one subject to another. It is also usual to write first about ‘A’ and then about ‘B’ and to continue this order, i.e., ABABAB.... . One can also use the “block method”, where one half of the paragraph talks of one subject and the other half is devoted to the second subject. By making distinctions between two things, the topic becomes clearer; more information would come to light; and its importance would be established.

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Example:

"Both science and Art aim at the search for truth. Science adopts concrete ways, while the ways of art are rather abstract. Science deals with analysis; art with synthesis. The tool of science is reason; that of art is imagination. Science concentrates on the outer details of an object, while the focus of art is on the inner details. Thus the approach of science is physical, while that of art is spiritual."

In this paragraph two concepts—science and art are compared and contrasted. The paragraph begins with a statement mentioning the point of similarity between science and art. Then the paragraph is developed by means of mentioning the points of contrast between Science and Art.

Task 10

Study the following paragraph:

The coming of cars changed life for people in the villages. In those days, their bullock-carts took them to town once a week on market days. Today, in a number of villages, school children commute to school daily. Being illiterate and secluded, farmers knew little of the world outside their own sphere. Today their letters are delivered daily as are the newspapers. Their eggs and milk can reach a wider market and they can send their vegetables and fruits to the city where they get higher prices.

Write the main points of comparison and contrast:
The life of farmers before the coming of cars
1) 
2) 
3) 

The life of farmers after the coming of cars
1) 
2) 
3) 

4) Development by Cause and Effect

Here the topic sentence is given at the beginning. The sentences that follow describe its cause/causes throughout the paragraph. Or the paragraph may also be developed with the sentences giving the effect/effects of the topic. Here, too, the causes that are mentioned should be presented in a logical order and should appear to be sufficiently important.
Example:

When the atomic bombs were dropped on Japan during the Second World War, two cities namely Hiroshima and Nagasaki were completely destroyed. Thousands of people died on the spot. Several others were badly injured. Many became homeless and shelterless. Houses collapsed and rivers dried up. Those who survived sustained serious wounds and suffered from deadly after-effects. A whole civilization was thus ruined.

The paragraph above deals with the bomb attacks on Japan and their effect on the nation.

Section C

Home Assignments:

A) Given below are six sentences marked $S_1$, $P$, $Q$, $R$, $S_6$. The positions of $S_1$ and $S_6$ are fixed. You are required to choose one of the four alternatives given below every passage which would be the most logical sequence of the sentences in the passage.

1) $S_1$: A poor peasant went off early one morning to plough, taking with him for his breakfast--a piece of bread.
   $P$: After a while, when his horse was tired and he was hungry, the peasant stopped ploughing.
   $Q$: He had it under a bush and started work.
   $R$: He went to get his coat and his breakfast.
   $S$: He got his plough ready and put his coat round the bread.
   $S_6$: He lifted the coat, but the bread was gone.

   The proper sequence should be
   
   a) SQPR
   b) QPRS
   c) PRSQ
   d) RSQP

   (Source: Competitive Examination, conducted by KPSC, 1997)

2) $S_1$: The supply of fresh water has not been a major problem for most countries in the world because a rainy season is part of their yearly climatic conditions.
   $P$: Government planners in South America and the Middle East have been trying to devise new ways of increasing their nation’s supplies of fresh water.
   $Q$: According to this method, large icebergs from Antarctica would be wrapped in cloth or plastic, tied to powerful tugboats by strong ropes, and towed to the dry country.
   $R$: However, in countries where the rainy season is very sparse, scientists must constantly seek ways to increase fresh supplies of this precious element.
   $S$: One method being considered is the use of desalination plants, which would remove salt

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from seawater, and another method is towing icebergs.

S6: While this plan may have some potential, there are certain practical problems that must be solved.

The proper sequence should be

_____a) RSPQ
_____b) PRSQ
_____c) RPSQ
_____d) PQRS

3) S1: Taiwan has its share of nuclear scare stories.

P: The water was used to mix concrete for construction of a laboratory.

Q: An investigation showed that waste water from the reactor was pumped into a nearby lake.

R: A surprisingly large number of students suffered from leukemia a number of years ago.

S: The best known concerns a research reactor at Ching-Hwa University.

S6: About ten students fell ill and died; the building is now encased in lead.

_____ a) SRQP
_____ b) QRPS
_____ c) SQRP
_____ d) QPRS

(Source: General English Practice, R.K. Singh, 1994)

B) Rearrange the scrambled sentences in correct order. Underline the linking devices.

1) Fleming tried this liquid on other types of bacteria and found some were dissolved while others were left unharmed.

2) He realized that penicillin had great antiseptic qualities.

3) In 1928 Sir Alexander Fleming noted that some common green moulds had grown among the bacteria.

4) He named this fluid penicillin.

5) As the mould grew there formed a liquid which destroyed the nearby microbe colonies.

(C) Here is the opening sentence of a paragraph. Complete the paragraph using the hints, which follow:

Many poor people are leaving their villages and coming to the city...

Hints: 1) drought—no food and work—starvation—

2) escape oppression—money lenders—landlords

3) think lot of money in cities — become rich overnight—dream of a better future

(D) Critically study the following piece of writing and attempt to improve it.

I telephoned you last Saturday. You specifically asked me to do this. You were not at your office nor at home. On Monday, I rang up again. Fortunately, your secretary was in the office.

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She was able to give me the information. I wanted it urgently.

(Source: English Usage, Colin G. Hey, 1984)

(E) Study the following paragraphs and answer the questions set on it.

a) I love boating on the lake near my home. My home is in Ooty, Tamil Nadu. Tamil Nadu is a very progressive state. Recently many new industries have been started in this state.

b) Mr. Kanjoos is the meanest man I have ever known. Everything about him lacks generosity. His eyes are small, his lips are thin, and his voice is cold and unfriendly. He is very rich, yet he wears shabby clothes. He never buys fresh fruits or vegetables. He has never given a rupee as a donation. He is the type to give a beggar ten paise and ask for change.

1) Which paragraph has a clear controlling idea?
2) Which paragraph is well-organised? State your reasons.

(Source: English Language Teaching Approaches, Methods, Techniques, Geeta Nagaraj, 1996)

ii) LETTER-WRITING

Section A

A) Introduction

Of all the forms of communication, letters are the most common, the most numerous, and the most personal. If the object of personal letters is to establish a personal contact or to keep alive a personal relationship, the object of business letters will be to achieve a definite purpose, such as selling a product, making an enquiry, seeking information or advice, etc. A business letter must therefore appeal to the reader's interest and induce in him the proper mood. Invariably a modern man has to equip himself/herself to write letters to firms, companies, customers' supplies, associate organizations, government officers, credit agencies, employees, etc.
**B) Structure And Layout Of Letter**

The following elements usually constitute the structure of a business letter:

- i) Heading
- iii) Reference
- v) Attention line
- vii) Subject
- ix) Complimentary close
- xi) Identification marks
- ii) Date
- iv) Inside address
- vi) Salutation
- viii) Body
- x) Signature
- xii) Enclosure

Each of the elements has a definite place and position in a letter as shown in Exhibit 1.

<table>
<thead>
<tr>
<th>i) Heading</th>
<th>ii) Date</th>
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<tbody>
<tr>
<td></td>
<td></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>iii) Your Reference</th>
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<td></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>iv) Inside address</th>
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<thead>
<tr>
<th>v) Attention</th>
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<th>vi) Salutation</th>
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<table>
<thead>
<tr>
<th>vii) Subject</th>
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</table>

<table>
<thead>
<tr>
<th>viii) Body</th>
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<tr>
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</table>

<table>
<thead>
<tr>
<th>ix) Complimentary close</th>
</tr>
</thead>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>x) Signature</th>
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</table>

<table>
<thead>
<tr>
<th>xi) Identification marks</th>
</tr>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>xii) Enclosure</th>
</tr>
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<tbody>
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<td></td>
</tr>
</tbody>
</table>

Fig.9 Proficiency Course : Letter-Writing – Exhibit 1
i) **Heading:** Most of the organizations use printed letterheads for correspondence. The letterhead contains the name, the address and other information.

ii) **Date:** It is typed two spaces below the last line of the letterhead usually at the right hand corner.

    The following are the two ways of writing dates:
    
    1) 2 August, 1997
    or
    2) August 2, 1997

    The point to note is that the names of month and the year are written in full and not shortened like “Aug.” “97”, etc.

iii) **Reference:** In some letters, two lines are allotted for reference—Your reference and our reference. Some prefer quoting the reference numbers in the body of the letter itself.

iv) **Inside Address:** The full address of the person or the organization is written two spaces below the date. The following are the different usages in India while addressing persons:

    Mr. Patil
    * Miss Kamala
    Dr. Rao
    * Smt. Geeta Kulkarni
    Prof. Shastri

    * The latest trend, which is catching up in India, too, is to write “Ms” before a woman’s name irrespective of marital status.

v) **Attention line**

    To ensure prompt attention sometimes a letter, which is addressed to a firm or company, is marked to a particular officer (either by designation or name) in that organization. This line is generally underlined.

vi) **Salutation**

    The choice of salutation depends on the personal relationship between the writer and the reader and the form of inside address. “Dear Sir” and “Dear Madam” are usual expressions used in business letter. In the USA people use “Gentlemen” for “Dear Sirs” for in India this is rarely used. It must be noted that the singular form “Gentleman” is not used anywhere. “My dear Shri. Das” is more informal than “Dear Shri. Das”. My dear Das is more intimate than My dear Shri. Das”. Sometimes sales and circular letters are addressed as “Dear Customer”, “Dear Member”, “Dear Reader”, “Dear Subscriber”, etc.
vii) Subject

The purpose of the subject line is to let the reader know immediately what the message is about. Some organizations prefer this subject line below the salutation, some others above the salutation. Another latest trend is not to write the word 'subject'.

viii) Body

The main purpose of a letter is to convey a message and the main purpose of the message is to produce a suitable response in the reader. This is done mainly through the body of the letter. It is therefore, important to organize and arrange the material very carefully. Usually in the first paragraph, matter concerning the correspondence already transacted is referred and in the second, the main message is conveyed. The paragraphs that follow should contain further details, if necessary. In closing paragraph the writer has to spell out what action he expects from the reader or ends the letter by indicating his expectations, wishes or intentions. Participle endings are to be avoided (If however the writer ends the letter with participle, e.g., "Hoping to hear from you soon", "I am" should necessarily be added.)

ix) Complimentary close

The complimentary close is a courteous leave-taking--- a polite way of ending a letter. It is typed two spaces below the last line of the body of the letter. The close must agree with the salutation as shown below:

<table>
<thead>
<tr>
<th>The salutation</th>
<th>The complimentary close</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Sir,</td>
<td>Yours faithfully, or</td>
</tr>
<tr>
<td>2) Dear Sir/Sirs, Dear Madam/Madams,</td>
<td>Yours obediently, or</td>
</tr>
<tr>
<td>3) Dear Shri. Patil, Dear Smt. Desai, My dear Shri. Kumar, My dear Kum. Sukumari, Dear Anup, My dear Prakash, Dear Member, Dear Customer, Dear Reader, Dear Subscriber,</td>
<td>Yours respectfully, or</td>
</tr>
<tr>
<td></td>
<td>Yours faithfully, or</td>
</tr>
<tr>
<td></td>
<td>Yours truly,</td>
</tr>
<tr>
<td></td>
<td>Yours sincerely,</td>
</tr>
<tr>
<td></td>
<td>or</td>
</tr>
<tr>
<td></td>
<td>Yours ever,</td>
</tr>
</tbody>
</table>
Note that "obediently" is usually used mostly by students and is rarely used in business correspondence. There is a latest trend to drop "Yours," which is yet to become popular. Similarly some firm prefer using "cordially" in place of "sincerely."

x) **Signature:** The signature is the signed name of the writer. It is placed below the complimentary close.

xi) **Identification marks**

These marks are put in the left margin to identify the typist of the letter, one or two spaces below the signature. For example, if the letter has been dictated by Sri. T.R. Mazumdar and typed by Kum. Latha Rani the identification marks may be put in either of the following way:

TRM/LR

RRM/LR

xii) **Enclosure**

The documents attached to the letters are indicated against the enclosure line which is below the identification marks.

For example:

Encls. 1) Sales Deed dated 2-3-1997

2) Cheque no PQRS of 4-5-1997

C) **HomeAssignments:**

A) Read each set of the following sentences that go together to form a complete letter. They are in the wrong order. Put them in the right order and paragraph:

1) My dear RK,

   a) Severe bronchial asthma has shattered me completely.
   b) So I am hardly at peace with myself—physically, mentally, emotionally.
   c) I have not been well for the last two months.
   d) The sudden onslaught of this ailment has taken me by surprise and confusion.
   e) Anyway, old age is mysteriously funny.
   f) During this visit, I got your name included on the panel of examiners for Ph.D. in the University.
   g) Lately, I had visited Nagpur to conduct the viva of Ph.D. candidate.
   h) One time or the other you may be picked up for an assignment in this regard.
   i) With best wishes,
   j) I hope you and your family are fine.

Sincerely,

O.P.B

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2) Dear Editor,

a) During my teaching years, I noticed that teachers were always busy concentrating on the syllabus, their aim being to finish it in one way or another.

b) The teacher's limited time prevents him from talking to his students separately to discuss their problems.

c) What's the procedure?

d) In doing this, teachers neglect their student's social and psychological needs, which cause students to fail in spite of the good methods that the teacher may be using.

e) I found it necessary to devote “5 to 10 minutes” to giving my students an opportunity to write down their problems.

1) I ask them to write their problems on sheets of paper using whatever language they feel comfortable with to express themselves (English, French, Arabic).

2) I give them the choice of writing their names or not to reduce their shyness and fear.

3) I ask them not to look at their friend's papers.

4) I take the papers, read them, classify the problems and try to find solutions and answers.

f) It produces effective and fruitful results.

g) Believe me, “5 to 10 minutes” will save more time in the future.

B) Draft letters based on the following notes:

1) As Business Manager of a weekly magazine, write a letter to the Advertising Manager of a business house which has not been advertising in it. Try to show him what he should advertise.

2) The librarian of a college has placed an order for 50 copies of a book but you have only 30 copies in stock. As Sales Manager of this publishing firm, draft a suitable reply to the Librarian saying when, if at all, you would be able to accept the order for the remaining 20 copies also.

3) Assume that you are the Manager of a branch of a nationalized bank and that you have to dishonour a cheque of Rs.1200/- drawn on your bank by a very good customer of yours, because there is already an overdraft of Rs 3000/- in his account. Draft a tactful and polite letter to him.

4) Write a letter to the Postmaster stating that you have not received a parcel sent to you by your brother a month back.
SECTION B
Job Application Letter

A) Introduction

An application for a job may be the first important business letter a graduate writes after his graduation. A well-framed letter will certainly gain due weightage. An applicant should keep the employer's point of view in mind and should try to highlight the traits he is looking for. He should make it informative, to the point and short, friendly in tone but not familiar.

B) Structure of Application Letter

The structure of the application letter consists of the following points:

1. Address of the applicant and the date
2. Employer's name and address
3. Salutation
4. Body
5. Complimentary close
6. Signature
7. Enclosures

Given below is a specimen of an application complete in all respects.

23, Dorset Lane
Pant Marg
Lucknow-226002
20 November, 1992

The Managing Director
Gade Steel Company
Panchsheel Marg
New Delhi-110001.

Dear Sir,

Your advertisement for a Financial Manager in The Times of India of 13 November, 1992 interests me because I think I have the kind of training and experience which you expect in the person you are looking for.

After my M.Com. I specialized in management accountancy while working for my MBA degree. Then one year's training as Management Accountant and subsequent experience of working as Assistant Financial Manager in Bharat Telephones, Bhopal have given me an insight into budgeting, accounting, and financial control.

I have indicated details of my qualifications, experience, etc., in the enclosed resume for your consideration but should you require any more information, please let me know. I shall be glad to give it either in person or by post, as you wish.

Yours faithfully,

R.L. Santosh

Encl: Resume

Fig. 10 Proficiency Course: Letter-Writing - Exhibit 2
R.L. Santosh  
23, Dorset Lane  
Pland Marg  
Lucknow (U.P.)

Personal Details
  Age: 37 years (Born on 10 October, 1955)  
  Health: Excellent  
  Martial Status: Married  
  Nationality: Indian

Education
<table>
<thead>
<tr>
<th>Year</th>
<th>Examination</th>
<th>Division</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>1970</td>
<td>High School</td>
<td>I</td>
<td>Mission High School Lucknow</td>
</tr>
<tr>
<td>1972</td>
<td>Intermediate</td>
<td>II</td>
<td>Christian College, Lucknow</td>
</tr>
<tr>
<td>1974</td>
<td>B.Com</td>
<td>I</td>
<td>Lucknow University, Lucknow</td>
</tr>
<tr>
<td>1976</td>
<td>M.Com</td>
<td>I</td>
<td>Lucknow University, Lucknow</td>
</tr>
<tr>
<td>1978</td>
<td>M.B.A</td>
<td>I</td>
<td>Delhi University, Delhi</td>
</tr>
</tbody>
</table>

Extracurricular Activities.
  1971  Won second prize at the All-India Gandhi Memorial Debate.  
  1973-74 Joint Secretary of the Commerce Association of Lucknow University.  
  1975-77 Member, Hockey Eleven of the University.  
  1977-78 Secretary, Management Association of Delhi University.

Training
  1978-79 Management Trainee, Bharat Telephones Limited, Tantiatope Nagar, Bhopal (Rs. 950/-p.m.) trained in the preparation of budget, annual accounts, organisation of internal audit system, financial procedures, etc.
  1979 to date Assistant Financial Manager, Bharat Telephones Limited, Bhopal in the pay scale of Rs. 2100-50-2400-60-4820. Supervised the work of the budget branch, which had 2 superintendents and 12 assistants.

References
  1) Dr. P.L. Chodhary  
     Dean, Faculty of Commerce  
     Lucknow University  
     Lucknow-226001  
  2) Dr. M.P. Verghese  
     Professor and Head  
     Dept. of Management Accountancy, Delhi University  
     Delhi-10006

Fig. 11 Proficiency Course: Letter-Writing—Exhibit 3  
(Source: Business Correspondence and Report Writing)
Note that the most common practice today is to write a short covering letter, but to include a detailed bio-data / curriculum vitae or a resume on a separate sheet of paper. It is an inventory of the applicant's personal details, educational qualifications, specialized training, experience, reference and any other relevant information. The related details are grouped under one sub-heading for quick and easy reference. A sample is found in Exhibit 3.

C) Samples of Introductory Paragraph

a) 1) Routine ways of Beginning a Letter


* Please refer to your advertisement No 40/92 in The Deccan Herald of 8th September, 1995 for Marketing Manager, I wish to be considered for this post.

* I should be grateful if you would kindly consider me for the post of a Chemical Engineer, advertised by you in The Times of India dated 11 September, 1996.

2) Other Ways of Beginning a Letter

* My qualification and eight years' experience as a Sales Representative of Steel Manufacturing Corporation, Calcutta make me confident that I can do the job of a Sales Executive advertised by you in The Deccan Herald, 11 December, 1996.

* Eight years' experience as Assistant Office Manager, of Earth Movers Ltd., Bangalore has given me enough experience to qualify for the post of the Office Manager you advertised in The Indian Express of 4 October, 1997.

* When I saw your advertisement in today's The Hindustan Times, I felt I have the requisite qualifications and experience for the post the Branch Manager.

* Your advertisement in The Hindu dated 14 October, 1996 for the post of the Office Manager for your Bangalore Branch has attracted me. I believe, I shall be able to discharge the responsibilities mentioned therein.

* Your advertisement for a Research Officer in today's The Chronicles interested me. I believe, I shall be able to discharge the responsibilities mentioned therein.

* Your advertisement for a Research Officer in today's The Hindu interested me as it offers advancement in a field I have specialized in.
b) **Samples of Closing Sentences**

* I look forward to hearing from you soon.
* I hope my qualifications will merit your consideration.
* I would appreciate an opportunity of attending an interview.
* I wish to be associated with your progressive company and am, therefore, eager to know your reaction to my request.
* I shall be grateful if you kindly let me know whether you can use my services.
* I hope I will be granted an interview when I can explain my qualifications more fully ...

D) **Home Assignments:**

1) A large company having foreign collaboration requires salesmen. Candidates should be graduates with about two years' selling experience. Age should not exceed 28 years. Attractive salary commensurate with ability offered. Other benefits include provident fund, gratuity bonus and allowances. Bright prospects of promotion for the right men. Apply within two weeks to P.O.Box 3214, Bangalore.

2) Write an application in reply to the following advertisement.

**WANTED: RECEPTIONISTS**

Graduates (in any discipline) with good personality and fluency in English will be preferred / knowledge of computer essential. Apply immediately to

The Personal Manager

Hotel Ashoka

M.G. Road, Bangalore.

iii) **Note-Making**

**A) 1) Introduction**

Note-making is one of the useful skills for modern man. It is a device, which helps the person to note the lengthy material briefly and compactly. A good note includes all the important information in a logical way under relevant headings and sub-headings for easy reference.

Here is an example of note-making from a paragraph. Read the following passage and find the answers to the questions that follow:
Recently scientists found that the skin colour is determined by two special chemicals. One of these, carotene, gives a yellow tinge; the other melanin, contributes the brown. These colours, along with the pinkish tinge that comes when the blood vessels show through, give various shades to the human skin. Every person, however, light or dark his skin may appear, has some of each of these materials in his skin. The one exception is the albino, who lacks colouring substances—and albinos appear among dark and light skinned people alike. People of browner complexions simply have more melanin in their skin; people of yellowish colour have more carotene. It's not an all-or-nothing difference; it is a difference in proportion. Our skin colour is due to the amount of these chemicals present in the skin.

Questions:
1) What determines skin colour?
2) What effects do
   a) more melanin
   b) more carotene have on the skin?

The answers to these questions will tell you what the passage is about. Notice how the information that you get can be organised in the form of notes.

Notes on skin colour
1) Skin colour is determined by two chemicals:
   a) carotene—yellow
   b) melanin—brown + colour of blood vessels

2) Everyone's skin has these two chemicals
   a) brown complexion = more Melanin
   b) Yellow complexion = more Carotene (But Albinos have neither.)

3) Difference in skin colour = Difference of proportion
   Study the paragraph and the notes made on it. What difference do you find between the paragraph and notes on it?
2) Some Hints on Note-Making

1) Read the paragraph/text quickly to find out what it is about and how it is developed. This tells you how you should organise the points.

2) Read the passage again slowly in order to understand it well. The main idea and the organisation of the passage will be clear to you now. Put down the main idea under a main heading.

3) Look for supporting ideas or sub-points. Jot them down as sub-headings.

4) Don’t use complete sentences. Put them in words and phrases in the form of points.

5) You can use various abbreviations and signs such as, '.', 'for therefore', e.g., 'for example', viz. for 'namely', Govt. for 'Government', Imp. for 'Important', etc.

B) Different Types of Note-Making

a) Note-Making in Tabular Forms

Once the passage has been read and understood and the important facts located, the notes can be put down in note form. In cases where there is a comparison between two things, the ideal way of tabulating it is in columns. At a glance, the comparison becomes clear.

Read the following passage carefully and observe how the notes have been made:

Snakes and lizards belong to the same reptilian order called squamata. The most obvious difference between typical lizards and snakes is the leglessness of the latter. There are some lizards that have no legs and superficially resemble snakes but it is generally easy to distinguish between the two. However, one must remember that snakes are really a specialized kind of quite successful lizard.

Other differences are that while lizards close their eyes a snake's eyes remain permanently open behind a clear covering called a spectacle. Snakes also generally have a single row of widened scales under the belly, while the scales of lizards are usually nearly the same size above and below. Lizards typically have some sort of external ear; snakes have none. In most lizards, the tail can be readily shed, evidently as a defense mechanism. The broken-off section snaps and jumps around, distracting attention, while the lizard escapes. A new tail grows again shorter, lighter in colour and with a different scale pattern. (Adapted)
Snakes are really specialized and successful lizards. However, there is a difference. They are presented in the following table:

Table No. 5.7
Proficiency Course: Note Making in Tabular Form

<table>
<thead>
<tr>
<th>SL.No</th>
<th>Snakes</th>
<th>Lizards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>No. legs</td>
<td>Have legs</td>
</tr>
<tr>
<td>2</td>
<td>Eyes permanently open, behind clear covering called spectacles</td>
<td>Close their eyes</td>
</tr>
<tr>
<td>3</td>
<td>Single row of widened scales under belly.</td>
<td>Scales same size—below and above</td>
</tr>
<tr>
<td>4</td>
<td>No internal ear</td>
<td>Have external ear</td>
</tr>
<tr>
<td>5</td>
<td>Cannot shed tail</td>
<td>Disposable tail—shed as defense mechanism. Grows again — shorter, lighter, different scale pattern.</td>
</tr>
</tbody>
</table>

(Source: Developing Interactive Skills in English)

Task 1

Your purpose in reading the following passage will be to find out the quantity of the different varieties of cooking oil used in the country and the regions where different kinds of oil are used.

Edible oils are important constituents of Indian diet. Besides being source of energy, they add a special flavour to food and provide lubricating action to body tissues. In recent years, their associations with different human diseases and their adulteration have become a health problem for people.

A variety of cooking oils is commonly used in different parts of the country. The major sources are groundnut oil (14,00,000 tonnes), mustard oil (60,00,000 tonnes), and sesame and coconut oil (1,50,000 tonnes). Sunflower oil (1,00,000 tonnes), safflower oil (25,000 tonnes), and soybean oil (10,000 tonnes), have also become popular. Groundnut and sesame oils are common in the west coast and central India; coconut oil in the south, mustard oil in Bengal, Bihar and Orissa in the east and Kashmir in the north. The annual per capita consumption of edible oils in the country was about 6kg in 1984, which is lower than the world average of 11kg and the average of 26kg in developed countries. It is higher in the high socio-economic status group due to their use of fried preparations. It is however desirable that the daily intake of fat should not contribute more than 15%—20% calories in the diet.

(Source: Science Reporter, September 1987)
The passage above has a lot of figures. These figures can be understood better if they are arranged in a table as shown below. Read the passage carefully again, and fill in the gaps in the table. Do not forget to write the main heading and the subordinate headings where required.

**Notes**

<table>
<thead>
<tr>
<th>Name of Oil</th>
<th>Regions where Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Groundnut oil</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>6,00,000 tonnes</td>
</tr>
<tr>
<td>3. Sesame oil</td>
<td>west coast &amp; central India</td>
</tr>
<tr>
<td>4. Coconut oil</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>10,000 tonnes</td>
</tr>
</tbody>
</table>

**Work in Group**

Each group of 5--6 students may be asked to work out the following assignments:

**Task 2**

a) The difference between the rivers of North India and South India  
b) The difference in the religious policies of Akbar and Aurangzeb  
c) The difference in the attitude of Ganga Ram and Khushwant Singh and his brothers to the sanctity of life and religious practices in the story *The Mark of Vishnu* by Khushwant Singh  
d) The difference in the characters of Mr. Patch (the tailor) and his imagined self, Capt. Patch (a naval officer), in the story *Captain Patch* by T.F. Powys  
e) The difference in the attitudes of Manoj Dutta and his wife, Indrani Debi to comets in *The Comet* by Jayant Narlikar  
f) The reasons for and against the dropping of the atom bomb on Hiroshima as expressed in the excerpt *Hiroshima* by F. Raphael

(Tasks c,d,e, and f would perhaps be best appreciated by students who have read these stories or articles.)
b) Note-Making in the Form of Flow-Chart

These are other ways that information can be easily tabulated for easy reference. To explain to someone about the hierarchy in a school, a very simple way of doing it would be:

```
Principal
  ↓
Vice-Principal
  ↓
Heads of Depts.
  ↓
Teachers
  ↓
Prefects and Monitors
  ↓
Students
```

Fig.12 Proficiency Course : Flow – Chart Showing Hierarchy in School

Suppose you had to do this in writing in a paragraph, see how long it would be. Write this as an assignment.

**Task 3**
Draw a flow-chart for the following paragraph. If you find it easier to make notes in another way, you may do so.

Procedure regarding law-making

*A bill may first be moved either in the Lok Sabha or the Rajya Sabha.*

*The member proposing the bill asks for the permission of the house to introduce it. The title of the bill and its aims are read out. This is known as the First Reading. When permission is*
granted the bill may be taken up for consideration, usually by a Select Committee, for further study. The bill is sometimes circulated among the public to obtain their views. After the report of the Select Committee, the bill is discussed in detail, clause by clause. Members may now move for amendments or changes in the bill. If they are passed by a majority, the bills are suitably changed. This is the Second Reading.

The whole bill is then put to the vote, and if it is passed by a majority, it is signed by the Chairman and sent to the other house. This is known as the Third Reading.

The bill goes through the same stages in the other house. If it is passed by a majority, of the second house then it is sent to the President for his signature and the bill becomes a law.

(Source: Developing Interactive Skills in English).

(c) Note-Making in the Form of Tree-Diagrams

Passages that have information of a classificatory nature can be analysed by means of tree-diagrams. Such diagrams are useful both in classifying the information, and presenting it in the right order.

The passage below deals with different modes of transport and their role in commerce. Read it carefully and take down notes as you read.

The Role of Transport in Commerce

The economic system of any country is largely dependent upon the efficiency of its transport system. Without the help of a good transport system, the expansion in national and international trade would never take place.

Broadly, the means of transport both for purpose of trade and social activity can be classified into three main divisions, land, water and air. We are, here, concerned with transport for trade. Of all the forms of transport, road transport has shown the greatest growth in recent years. Road transport is also used as a complementary means of transport for other types of transport. Roads are indispensable links for carrying goods and people to and from railway stations, ports and airports.

Transport by road may be both vehicular and non-vehicular. Non-vehicular transportation includes both animal and man. Animals such as horses, mules and yaks are frequently used for
carrying goods and passengers in hilly areas. Camel is the only means of transport in desert areas. Man is also sometimes used to carry goods. In hilly areas porters and coolies carry goods on their backs and heads. This type of transport is generally used when animals, carts or vehicles cannot be used. Vehicular transport in developing countries includes the ancient bullock-carts as well as the modern automobiles. The invention of the automobiles has been of great significance to modern industry and commerce because of their high speed and low cost per kilometer.

The introduction of the railways has been vital in the growth of industrialization. Railways are useful in carrying heavy and bulky goods over long distances. They are especially favoured because unlike other modes of transport they are unaffected by weather conditions.

Water transport is one of the oldest forms of cargo transport. Though it is slow, it is the cheapest form of transport. Water transport includes inland transport and ocean transport. Inland waterways are rivers and canals. While rivers are "naturally" created, canals are artificial waterways. Inland waterways are not always reliable. Sometimes rivers change their course abruptly, which may cause dislocation of traffic. In times of drought, they may run dry.

Ocean or sea transport is very important for the growth of foreign trade of any country especially as it is cheaper than air transport. It is particularly useful for carrying bulky goods over long distances, especially when time is not the essential factor.

The greatest advantage of air transport is that it has reduced the time and distance barrier to a great extent. However, air transport is the costliest means of transport because of the high cost of planes, their operation and maintenance. It is generally used rather sparingly for carrying light freight.
The information in the above given passage is organized into a tree-diagram. Fill the gaps to complete the tree-diagram.

**NOTES**

Means of Transport

```
Land ......................................................
    (i)  (ii)
    (vii)  

Non-Vehicular
    Animals (vi)

(vi)(v) Railways

(vi)(vii)(viii)(ix)

(Source: IGNOU Notes)
```

**Fig. 13 Proficiency Course: Tree-Diagram showing Various Means of Transport**

**Task 4**

Read the following passage and complete the family-tree of the unfortunate dynasty:

**THE UNFORTUNATE DYNASTY**

The Bahmani dynasty, which ruled over the Deccan for two centuries (1347-1527 A.D), was perhaps, the most accursed dynasty in the history of India. Most of its rulers met with tragic and violent ends—death by murder, poisoning and painful diseases, blinding, dethronement and imprisonment—some within months of coronation.
The chain of regicide started with the third ruler, Allaudin Mujahid, who at 21 and within three years of his rule, was beheaded in his bedchamber. His conspirator and successor Dawud I was assassinated in public during prayers in the Great Mosque at Gulbarga on Friday, May 21, 1378, on the 36th day of his reign. His brother Shamsher succeeded to the throne, but died suddenly of some unknown disease. The boy king——(Dawud and Shamsher’s nephew)——Ahmed III died mysteriously on his wedding night. Shamsher’s son Ghiasuddin and nephew Shamsuddin were mercilessly blinded with dagger points, and imprisoned. Firoz, the son of Ahmed III, was strangled to death after some months of rule. His brother Dawud II succeeded him but was soon blinded and imprisoned by a jealous courtier. Firoz’s son Muhammad Shah II ruled for a few years and died peacefully. His sons, Mujahid Shah and Hasan Shah died after an uneventful reign. Humayun Shah, a grandson of Dawud II (brother of Firoz) ascended the throne. But he was slain by an Abyssinian inmate of his multinational harem, at the age of 21. He was succeeded by Muhammad Shah who pathetically hastened his own death at 28 by psychosis and drinking. He took to excessive drinking induced by a guilt conscience for having ordered the execution of his innocent Prime Minister. All his three sons, Ahmed IV, Waliullah and Kalimullah were poisoned. Muhammad Shah’s grandson Allaudin was killed in a duel.

During the entire rule of the Bahmani dynasty, only six rulers seem to have died a peaceful and natural death; eight were murdered, three blinded and four died of serious diseases. Twelve of the 18 died before 40 years of age and eight before 22, including three minors.

(Note: The details in the passage are only partly based on historical evidence. The family-tree presented here does not cover all the rulers).
Fig. 14 Proficiency Course: Family Tree

(Source: Communication Skills in English)
d) Note-Making in the Form of Bar Chart

Read the following newspaper report, then look at the bar chart for the year 1983.

A total of about 2,31,064 Indians found work in the six Gulf States of Bahrain, Saudi Arabia, Oman, Qatar, Kuwait and UAE during 1985, representing a 14.6 per cent increase in jobs over the figure of 1,99,270 of 1983.

Statistics compiled by the Gulf International Bank from official sources in its latest study show that the inflow of the Indian workforce in 1984 was down by over 20,000 over the 1983 figure.


Kuwait recruited 14,490 Indians in 1983, but it registered a steep fall in the next two years to 5,466 and 5,512.

Qatar, which entered into a labour agreement with India, imported the smallest number of 7,972 workers in 1983, but this also showed a decline to 4,326 in 1984. However, it showed a slight rise in 1985 to 5,214.

(Source NEWS TODAY, 24 June, 1987)

Task 5

a) Draw similar bar charts for the year 1984 and 1985

b) Which is the better way to present this kind of information a text or a bar chart? Discuss your opinion with your neighbour. List out the merits in points.

(Source: English for Engineers and Technologists, 1990)
iv) Report-Writing

Introduction

A Report is a first-hand account of what someone has heard or seen or read about. Its main purpose is to give information. A good report must be complete and precise and should be able to convey the message to the readers, quickly and easily. A good reporter is conscious of two important things — a) the reader of the report and b) the purpose of the report.

Here are two reports on a road accident:

1) Two young scooterists going in the same direction on a one-way road collided with each other. Fortunately, neither was injured. The two scooterists informed our reporter that the accident occurred as both of them were distracted by a beautiful young lady who was crossing the road at some distance. The crowd that had gathered had a good laugh. So did the Sub-Inspector of Police who was on duty.

2) Two scooters with registration numbers MON 882 and KEY 482 collided with each other while proceeding to the north from the traffic Police Station at City Market. This accident occurred at 10.37 a.m. The two scooterists Ramesh and Rashid were warned and permitted to leave as neither of them was injured and no major disturbance had been caused.

   a) Who do you think wrote Report 1 and Report 2?
   b) Who would the readers be?
   c) What might be the purpose of Report 1 and Report 2?

(Observe that both reports have been written in a) the past tense, and b) in passive voice.)

Here is an example of a longer report:

A school has adopted a small slum community near by. (A survey was conducted to identify the problems.) Given below is the report of the meeting of teachers and section leaders to plan the relevant activities.
A meeting was held on Saturday, November 19, to plan the most useful activities the school could undertake to help the people of Sevanagar. The six class teachers and the six section leaders of class XII were present. As a result of the interviews, which were carried out in September, certain services were planned. The three most urgent problems in the community were felt to be lack of literacy amongst adults and children, the lack of employment among women, and the lack of hygiene. It was therefore decided that fifty of the students would each adopt a class of five, either adults or children, to cover the two hundred and fifty inhabitants who were illiterate. They will give lessons two evenings a week, for one hour, from 5 p.m. to 6 p.m. and will teach the basic elements of reading and writing the mother-tongue. Twenty-five students with the help of a teacher or trained worker will give instruction in basic crafts, such as basket-work or the making of plastic bags. A small sub-committee of three teachers will investigate which forms of employment can offer constant work, before this training is started.

Note that this report is about a meeting held earlier to plan a future course of action. Therefore, the writer uses both past and future tenses.

Task

The writer of the above report would have had the following points in mind before beginning to write:

a) Event  b) The Reader  c) The purpose  d) Length  e) Hints

How do you think the writer would have filled in the details? Work out the details with your neighbour.

HomeAssignments

Write reports using the hints given below:

(1)a) Event: Theft of a car in front of a Police Station

Writer: Police constable

Reader: A superior Officer

Purpose: To make a record of a complaint

Length: Not more than 150 words

Hints: Give date, time, place, description of the car, name and address of the owner, etc.
b) Event: An important occasion at the college
Readers: People who generally read the College Magazine
Writer: A student of the college
Purpose: 1) to make a permanent record of the event
2) to describe it for people who were not there but who would be interested
Length: Not more than 250 words
Hints: Give date and place. Mention important guests. Emphasise the major happening or idea first and summarise others.
(Source: Second PUC Detailed Text, 1987, Govt. of Karnataka)

(2) Refer to paragraph 5 of Sect. 5.2.2.(A). It is said that China officially reported the event without commenting on the explosion. Now write a report that China must have published in its leading newspaper on 19th May, 1974.

v) Essay-Writing
A) Introduction
An essay is a piece of composition on any subject usually in prose. It is also said to be an attempt of self-expression in prose. A good essay involves defining the subject, collecting and selecting the material and finally organizing the material in an order. The introduction, the body and the conclusion are the integral parts of an essay.

B) Kinds of Essays
Essays can be classified in many ways. One of the ways is given below:

a) Descriptive Essays
b) Narrative Essays
c) Expository Essays
d) Argumentative Essays

a) Descriptive Essays
Essays that deal with the opinions, emotions, reactions, impressions about a person a place, a thing, etc, can be grouped under this head. Details are organized in spatial, chronological or logical order. In spatial order, the usual system followed is top to bottom, right to left and far to
near. The writers prefer to proceed logically from general to specific, externals to internals and examples to definitions.

Example:
Read the following extract from Oliver Twist by Charles Dickens:

OLIVER IS INJURED AND ABANDONED

1) The air grew colder as the day came slowly on; and the mist rolled along the ground like a dense cloud of smoke. The grass was wet; the pathways, and low places, were all mire and water; the damp breath of an unwholesome wind went languidly by, with a hollow moaning. Still, Oliver lay motionless and insensible on the spot where Sikes had left him.

2) Morning drew on apace. The air became more sharp and piercing, as its first dull hue—the death of night, rather than the birth of day—glimmered faintly in the sky. The objects, which had looked dim and terrible in the darkness, grew more and more defined, and gradually resolved into their familiar shapes. The rain came down, thick and fast, and pattered noisily among the leafless bushes. But Oliver felt it not, as it beat against him; for he lay stretched, helpless and unconscious, on his bed of clay.

3) At length, a low cry of pain broke the stillness that prevailed; and uttering it, the boy awoke. His left arm, rudely bandaged in a shawl, hung heavy and useless at his side; the bandage was saturated with blood. He was so weak, that he could scarcely raise himself into a sitting posture; when he had done so, he looked feebly around for help, and groaned with pain. Trembling in every joint, from cold and exhaustion, he made an effort to stand upright; but, shuddering from head to foot fell prostrate on the ground.

4) After a short return of the stupor in which he had been so long plunged, Oliver, urged by a creeping sickness at his heart, which seemed to warn his that if he lay there, he must surely die, got upon his feet, and essayed to walk. His head was dizzy, and he staggered to and fro like a drunken man. But he kept on, nevertheless, and with his head drooping languidly on his breast, went stumbling onward, he knew not whither.

Note:

a) The whole passage could have been written as one long paragraph, but by breaking it up into four short sections the sequence of events is more clear-cut and is easier to read. The
four paragraphs represent distinct stages of a developing sequence, forming a coherent unity in total;
b) Paragraph 1 deals with the cold hour of darkness, paragraph 2 describes the piercing cold of the dawn, paragraph 3 narrates Oliver's agonizing return to consciousness and paragraph 4 describes a last desperate attempt to survive.

Task 1
Write an essay on "My new servant" in about 100–150 words.

b) Narrative Essays
It is comparatively easier to write narratives rather than other types of essays. The writer narrates an event, or series of events. The purpose of the writer here is to tell the reader, What happened. While narrating "What happened," the sequence is usually chronological since it deals with the flow of events.

Some of the subjects of the essays belonging to this category are given below:

1) Biographies: The life and work of Mother Teresa, Mahatma Gandhi, Madam Curie, etc.
2) Historical stories: The bravery of Rani Chennamma, The escape of Shivaji from Agra Fort, etc.
3) Incidents: An accident, An adventure in a jungle, etc.

Task 2
Describe a street fight in about 200 words using the following clues:
cause—2 dogs start fighting and their owners get involved.
Narrate how the owners behave, what they say, how they blame each other, how the by-standards take sides. Finally, say how it all ended. Give a title to the narrative.
(Source: Developing Interactive Skills in English)

c) Expository Essays
An expository essay explains something giving a complete statement of the main aspects of the subject. As the narratives are concerned with "What happened," the expositories are concerned with why and occasionally how. Here the focus of the writer is on the facts rather than the thoughts and on the results rather than the opinions. However, the principle of logical presentation can not be ignored here, too.
Some of the topics of expository essays are given below:

1) Migration of birds
2) Achievements of India in Science and Technology during the past 50 years of Independence
3) Blessings of Science.
4) The position of woman in India at present.

Task 3
Write an essay on Tea by making use of the following points collected from an encyclopaedia:

1) Origin and legend: used in China from remote period—'tea' from Chinese dialect word 't'e', Cantonese 'Ch'a'—according to Chinese legend first drunk in 2737 BC—used by Buddhist priests to combat drunkenness—legend: Buddhist monk fell asleep while meditating; cut off eyelids as penance and he changed and grew into a bush which could keep one awake; so known as 'The bush that keeps one awake'.

2) History of tea: introduced in England in 1657; many rich people in England started using it only about 1750; not mentioned in the Bible or Shakespeare; discovered in Upper Assam by Robert Bruce in 1823; first shipment of Indian tea to England in 1839 so 'tea' indigenous to Assam and China.

3) How it is grown: tea plant—evergreen shrub—grows 15-30 feet high; but pruned to height of 3-5 feet—average life of a tea plant is 25 to 30 years—men and women pick young leaves and shoots from bushes—in Southern India, Sri Lanka and Indonesia tea is picked the whole year round—in Northern India seasonal—a tea plucker can pluck 30,000 shoots a day—shoots taken to factory.

4) How it is made in factory: shoots placed on racks to wither—for 12 to 24 hours—rolled and twisted by a machine—kept in moist fermenting room—colour changes—green to copper—dried in hot air chamber—sorted into various grades—packed—there are 2,000 possible blends of tea—3,200 shoots are needed to make one pound of manufactured tea.

5) How tea is prepared and its effects: Main ingredients are caffeine, tannin and essential oil—caffeine stimulates; tannin gives the tea strength; oil gives the flavour; the stimulation takes 15 minutes after the tea has been drunk—tea should be brewed from fresh water, freshly boiled—use one tea—spoonful for each cup of tea—let the tea infuse for 3 to 5 minutes—stir it while it is...
d) Argumentative Essays

The argumentative essays are to convince people by presenting an argument effectively. Therefore, persuasiveness in style and soundness in reasoning are very essential requisites of such essays.

A few practical hints for writing argumentative essays

i) You may present both sides of an argument impartially and then sum up in favour of whatever you believe.

ii) If the question is debatable put forward both sides of the argument. You may give your opinion or leave it to the reader to decide.

iii) It is better to keep the arguments for and against separate, rather than making them run parallel to each other.

iv) It is better to begin with the opponents' arguments and show where they are wrong—so that your own arguments gain strength.

v) If only your opinion is asked for, then you may give only one side of the case.

vi) The strongest argument is usually kept till the end.

vii) This sort of essay should convince rather than appeal to the emotions.

(Source: Developing Interactive Skills in English)

Some of the subjects for writing argumentative essays are listed below:

1) Arranged marriages are better than love marriages.
2) Jeans make girls look unladylike.
3) The world would be a better place without politicians.
Write an essay on “English should be abolished” in about 250 words. Some clues are given below:

Introduction: A brief introduction on the position of English in India today in education, administration, science, technology, commerce, trade, etc.

Body: Your arguments in favour or disagreement with facts, figures, examples, etc.

Conclusion: Sum up with your opinion with your important argument.

A Note to the Teacher:
Tasks given at the end of each kind of essay may be given as home assignments.

vi) Precis-Writing

A) Introduction

A Precis is the gist or main theme of a passage expressed in as few words as possible. Precis writing is not paraphrasing where the details are also important. It is important that the precis should not contain more than a third of the number of words in the original passage.

B) A Few Hints for Writing a Precis

1) Read the passage carefully, if necessary several times, to grasp the main theme of the passage.
2) Examine the passage in detail, to make sure of the meaning of each sentence, phrase and word.
3) Supply a short title, which will express the subject of the passage.
4) Select and note down the important points essential to the expression of the main theme.
5) Note the length if the original passage and attempt the first draft of precis.
6) Compress the sentences/clauses/shorter units into a word/a phrase. In compressing a passage, selection, rejection and generalization are often useful. Let the sentences be your own, self-contained and a connected whole. Also note that you should not add anything, make no comment, correct no facts. Let the language be simple and direct.
7) Finally, write out neatly the fair copy under the heading you have selected.

A Sample of writing a precis is given below:

An old man came to Bombay for the first time. His son was employed in Bombay but his son did not come to the station to receive him. The old man came out of the station. He talked to a taxi-driver and gave him the address. He got into the taxi; the taxi started and travelled at such a...
speed and on such an erratic course that it nearly collided with a car; after some time, it was about to knock down a policeman and collide with a lorry. The old man got frightened. 'Take care,' cried the terrified passenger tapping on the driver's shoulder to attract his attention. 'You are frightening me by going fast. I am afraid I will be in hospital instead of at my son's house. I want you to be more careful. This is the first time I have travelled in a car. I am very nervous.'

The driver, who was sweating, said, 'I understand you fears; I sympathize with you. This is the first time I am driving one!'

Precis

Their first experience

A taxi hired by an old man who arrived in Bombay travelled at great speed and narrowly avoided several accidents. The passenger told the driver that it was the first time he had travelled in a car and requested the driver to be more careful. The driver expressed his sympathy and added that it was the first time he had driven a car!

For example, in the passage above, at the end we may retain the words spoken by the driver: The driver expressed his sympathy and said, 'This is the first time I am driving one!'

Exercise 1

Reduce the following sentences by replacing the darker sets of words by the number of words mentioned at the end in brackets. The first one is done as an example.

1) The Thakur shifted to a new house and decided they would buy new beds, a dressing table, a dining-table, six chairs, two wardrobes, a chest of drawers and a shoe-rack (3 words).
   The Thakur shifted to a new house and decided they would buy some new furniture.
2) Mrs. Thakur needed some **flour, rice, sugar, tea-leaves, oil, pulses and chilli powder.**

3) They all possessed a **quality** that enabled them to fight bravely in the face of danger.

4) The professor had a fund of stories that he had repeated to us many times before, however we laughed at them so as *not to hurt his feelings.*

5) Animals who eat only grass, roots and leaves live in a **friendly fashion** together.

6) The doctor told him that he would have to come for a **blood test, urine test, chest X-ray ECG** and various other tests needed to examine him properly.

### Exercise 2

Rewrite the following sentences, compressing them wherever possible. Make sure that the meaning is not altered.

**Example:** This is a mechanically-propelled road vehicle.

**This is a car/scooter/lorry, etc.**

1) It was not without considerable sensations of pleasure that I did it.

2) I was in the garden listening to the little feathered friends.

3) Aunts, uncles, grandparents, and cousins are useful when they give money, books, bicycle and similar items as presents.

4) It is not outside the bounds of possibility that a man, who is an expert in the study of languages, can write the grammar of a language that he does not know.

5) We went to the zoo and spent an enjoyable day looking at the various creatures in the zoological garden: tigers, panthers, hippopotami, lions, crocodiles, snakes, parrots, eagles and all kinds of birds.

6) It is absurd to say that all men are equal. Just as some scenery rises to heights of majestic beauty crowned with snow-capped peaks which gaze down serenely upon the flat uninteresting plains, so are some men more exalted in spirit and more noble in body than others.

7) Rabbits are estimated to consume several million tons a year of crops and grazing, besides running large acreages by eating out all the nourishing herbage and occupying some hundreds of men full time in making, installing, and maintaining rabbit fencing, in trapping, and in making good the damage in such ways as replacing injured young tree.

(Sources: Modern English, N.Krisnaswamy, and Developing Interactive Skills in English, S.K.Gangal, A.Dere)
Home Assignment

Read the following passage and write summary of the passage of about one-third of its original length:

The great advantage of early rising is the good start it gives us in our day’s work. The early riser has done a large amount of hard work before other men have got out of bed. In the early morning the mind is fresh, and there are few sounds or other distractions, so that work done at that time is generally well done. In many cases, the early riser also finds time to take some exercise in the fresh morning air, and this exercise supplies him with a fund of energy that will last until the evening. By beginning so early, he knows that he has plenty of time to do thoroughly all the work he can be expected to do, and is not tempted to hurry over any part of it. All his work being finished in good time, he has a long interval of rest in the evening before the timely hour when he goes to bed. He gets to sleep several hours before midnight, at the time when sleep is most refreshing and after a sound night’s rest, rises early next morning in good health and spirits for the labours of a new day.

It is very plain that such a life as this is far more conducive to health than that of the man who shortens his waking hours by rising late, and so can afford in the course of the day little leisure for necessary rest. Any one who lies in bed late, must, if he wishes to do a full day’s work, go on working to a correspondingly late hour, and deny himself the hour or two of evening exercise that he ought to take for the benefit of his health. But, in spite of all his efforts, he will probably produce as good results as the early riser, because he misses the best working hours of the day.

It may be objected to this that some find the perfect quiet of midnight by far the best time for working. This is no doubt true in certain cases. Several great thinkers have found by experience that their intellect is clearest, and they can write best, when they burn the midnight oil. But even in such case the practice of working late at night cannot be commended. Few men, if any, can exert the full power of their intellect at the time when nature prescribes sleep, without ruining their health thereby; and of course, the injury done to the health must in the long run have a bad effect on the quality of the work done.
vii) Note-Taking

A) Introduction

In order to reconstruct a complete account of what one perceives through listening, reading, observing, discussing or thinking, it is necessary to take notes at the moment things happen. Notes are usually taken while listening to a speech or a lecture. It is a complex activity, which involves the combination of different skills, i.e., listening or reading, selecting, summarising and writing. It also requires the selection of relevant information from the nonessential. The data of the note-taking can be presented in the forms of figures, symbols, isolated words, brief phrases, etc.

Note-taking Vs. note-making

Although some authors use the terms of note-taking and note-making indiscriminately, there is a clear distinction between them.

We can say that when we make notes, we write our reactions to what we perceive; and when we take notes, we record the information as we perceive it. Notes made at a given moment will vary from one person to another and even within the same person at different moments. But notes taken of the facts presented are more likely to similar in content though different note-takers may vary in their perceptions.

— English Teaching Forum —April 96

B) Taking Notes from a Lecture

It is important to know the structure of a lecture, which would help in jotting down points—the main points, subordinate points, etc. Usually lectures have three parts—introduction, main text and the conclusion.

The following are a few expressions of a lecturer at different stages.

1) Before the beginning of a new lecture, a teacher often spends as much as five minutes recapitulating what he talked about in his earlier lecture, and tries to link it with the main points of the lecture he's about to begin. This prepares the student to listen to what the teacher has to say. But there is no need to take down notes for this part of the lecture.
Some of the semantic markers that the teacher might use are:

If you remember, last time we talked about ...
In the previous lecture we talked about ...
In the last lecture we discussed ...

2) Very often the main ideas of lecture are signalled by semantic markers, such as:

It is important to note that ....
The point you must remember is ....
I would like to emphasize ....
The next point is crucial to my argument ....
I would like to direct your attention to ....

Speakers often list their main points. The semantic markers that can be used are:

First,
In the first place,
Second,
Third,
My next point is /Next/Then/After that
Last/Finally,

There are also non-verbal ways of indicating the main points. One method is visual display (e.g., by putting the main points on the blackboard). Sometimes you will find that the lecturer's facial expression and gestures make his meaning clear.

3) Often examples and points of lesser importance are also signalled. The speaker may use phrases such as:

For instance, ..................
For example, ..................
Let's take, ..................
Let me give you some examples, ..................
I might add, ..................
To illustrate this point, ..................

4) When a speaker (or even a writer) is about to sum up his lecture, or a part of it, the semantic markers he uses are likely to be:

To summarize what I have tried to say, ...............................................................
What I have been saying is this, .................................................................
If I can just sum up, ...................................................................................
In conclusion, .............................................................................................
5) Speakers often tend to digress, i.e., say things which have very little to do with their main topic, or are related to it in a round about way. Speakers will sometimes digress deliberately in order to make their lecture interesting, amusing, or topical. If the lecture is on a serious subject, a humorous digression is used to give a break to the listeners. (There is no need to note down digressions.) Digression makers are expressions like

By the way,........................................................................................................
I might note in passing....................................................................................
I remember this incident that happened in Chicago......................................

6) Generally, a lecture contains a lot of repetition. This makes the listener’s task much easier. While taking down notes, you must make sure that you do not take down the same points over and over again. Some phrases which might help you identify repetition are:

Let me put it this way,....................................................................................
In other words,..............................................................................................
To put it in another way,...............................................................................
That is to say,............................................................................................... 
To repeat what I have said so far,..............................................................

Despite the fact that you are positively ‘set’ to listen to a lecture, you may still find that at some point of the lecture, your comprehension of it breaks down altogether. This may be because the lecturer speaks too fast, or because you have lost track of what he is saying. It is essential that you do not give up when this happens, but listen as intently as you can, jotting down a key word here and there. You may later consult other listeners and complete your notes.

(Source: IGNOU FEG-2 Foundation Courses in English)
5.2.9 UNIT 9: SPOKEN ENGLISH

CONTENTS

(i) Introduction
(ii) Dyadic Situations (Two-Speaker Situations)
(iii) Monadic Situations (Single-Speaker Situations)
(iv) Group Situations
(v) Listening Skills

UNIT 9
SPOKEN ENGLISH

(a) Introduction

In a multi-lingual context, where unanimity about the use of a common national language is yet to be obtained, English can continue to be used for academic, administrative, social, political, scientific, technical, industrial and other purposes until such unanimity is reached. And in the light of this context, it is necessary to express ourselves effectively whenever we have to take part in a conversation or in a discussion (formal or informal) in English. This unit intends to facilitate proficiency in spoken English in the following three different types of contexts.

(b) TYPES OF CONTEXTS

1. Monadic Situations (Single-Speaker Contexts)

Monadic situations are those in which the speaker does not have a direct audience to address, or, if there is one, no interaction between the speaker and the listener takes place. A commentator at international matches, a TV advertiser, announcers in railway stations, bus stands, airports and others require the use of spoken English. Of course, all these situations require different styles and forms of spoken English. The determination of the appropriate forms
and styles will depend among other things, on the vocabulary, pace of delivery and intonation and other prosodic considerations required for each situation.

2. Dyadic Situations (Two-Speaker Contexts)

Dyadic situations are those in which there exists interaction between two persons. Telephone conversations between two persons, who do not have a common mother-tongue, interviews with overseas experts and scholars, ordering and serving food at a five-star hotel, conversation with a fellow-traveller, who does not know the speaker's mother-tongue, are some examples of dyadic situations.

3. Group Situations

Spoken English is used in group situations also. Discussion with a group on a given topic in formal and informal styles, facing an interview by a group of prospective employees (in some well-reputed companies), guiding a group of visitors in the tour, and many other similar situations require a set of skills in spoken English. Formal Standard English is more serviceable in all these situations than any other form of English. The precise use of chosen words, accommodation of attitudes, pitch concord, clarity, contributing a point or point of view to the thematic development, are some of the higher abilities required in such situations.

Samples from all the three types of spoken English are given below: However, the order of the presentation of the three types of contexts, is slightly altered.

(ii) Dyadic Situations (Two-Speaker Situations)

[A] Social and General Activities

1) Meeting with a Friend

Sample

S1) Hello. How are you?
S2) Pretty well, thanks. And you?
S1) I'm fine, thanks.
S2) It's good to see you again.
S1) Where have you been lately?
S2) I've been busy with extra work.
S1) I've had a lot of work to do, too.
S2) Yes, I haven't seen you for quite a while either.

(Source: English conversation Practice, Grant Taylor, New Delhi, 1996)
Exercise

Make meaningful sentences using the following substitution table to practise introductory statements:

Table 5.7
Proficiency Course: Substitution Tables – Introductory Remarks

<table>
<thead>
<tr>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>V</th>
</tr>
</thead>
<tbody>
<tr>
<td>good</td>
<td>to see</td>
<td>you</td>
<td>again.</td>
<td></td>
</tr>
<tr>
<td>nice</td>
<td>to meet</td>
<td>everyone</td>
<td>after two months.</td>
<td></td>
</tr>
<tr>
<td>wonderful</td>
<td>to be with</td>
<td>them</td>
<td>today.</td>
<td></td>
</tr>
<tr>
<td>delightful</td>
<td>to hear from</td>
<td>John and Mary</td>
<td>this week.</td>
<td></td>
</tr>
<tr>
<td>It's marvellous</td>
<td>to have conversation with</td>
<td>Geeta and Neeta</td>
<td>so soon again.</td>
<td></td>
</tr>
<tr>
<td>exciting</td>
<td>to have the pleasure of meeting</td>
<td>at least some of you after several years.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2) Talking about Weather Conditions

Conversation Drill 1

Read the following sentences filling in the blanks (A) and (B) with the expressions listed under (A) and (B)

S1) What's the weather like outside?
S2) Right at the moment, (A).
S1) This morning it was (B).
S2) And tonight it'll probably change again.

(A)  
- it's raining a little
- the wind is blowing hard
- it’s pouring
- the sun is shining
- it’s clearing up a little
- it’s getting foggy
- the snow in getting heavy

(B)  
- a little cloudy
- kind of damp
- rather hazy
- quite cool
- very dark
- windy and cold
- sunny and worm
3) Asking for Time and Replying

Sample

S1) What time is it? (Asking for time)
S2) It's 6 o'clock. (Giving the time)
S1) What time is the party? (Asking about the time of engagement)
S2) It's at 8 o'clock. (Giving the time)
S1) By the by when does the fancy fair start / end? (Asking about the time an event starts / ends)
S2) It will be over at half past seven. (Giving the time)

Some of the words, phrases associated with the expression of time are—At noon, at midnight, in the afternoon, in the morning in the evening, etc.

Cultural considerations: It is significant to know, when does the afternoon end, and the evening begin and the distinction between evening and night in the Indian context

(Source: Principles of Course Design for Language Teaching, Janice Yalden)

Conversation Drill

Fill in the blanks with expressions listed under (A) (B) and (C)

S1) Could you tell me the time please?
S2) Certainly. It's _____.
S1) My watch says _______.
S2) Then your watch is _______.

(A) (B) (C)

<table>
<thead>
<tr>
<th>Time</th>
<th>Expression</th>
<th>Time Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:10</td>
<td>five after three</td>
<td>five minutes slow</td>
</tr>
<tr>
<td>4:15</td>
<td>four twenty</td>
<td>five minutes fast</td>
</tr>
<tr>
<td>12:45</td>
<td>eighteen to one</td>
<td>three minutes slow</td>
</tr>
<tr>
<td>9:05</td>
<td>nine oh-five</td>
<td>right on time</td>
</tr>
<tr>
<td>1:30</td>
<td>one o’clock</td>
<td>half an hour off</td>
</tr>
<tr>
<td>7:55</td>
<td>five after seven</td>
<td>ten minutes off</td>
</tr>
<tr>
<td>2:00</td>
<td>one o’clock</td>
<td>an hour behind</td>
</tr>
<tr>
<td>8:45</td>
<td>twelve fifteen</td>
<td>not operating</td>
</tr>
</tbody>
</table>
4) Expression of General Activities

Conversation Drills

Read the following sentences filling in the blanks with the expressions listed under (A) and (B)

S1) Please sit down and talk to me.
S2) Are you ___(A)___?
S1) Yes, I am. What are you doing?
S2) At the moment, I'm ___(B)___.

(A) typing a letter  looking for someone
    painting a picture  just walking around
    reading the paper  waiting for a friend
    watching television  just resting a bit
    listening to a record  getting ready for dinner
    working on something  doing my work
    writing a report  practicing English with you
    solving a puzzle  relaxing for a few minutes

5) Introducing Oneself

Read the following dialogue:

Prakash: (entering into the office) Excuse me sir.
Manager: Yes, please.
Prakash: Sir, I am Mr. Prakash residing in Mission Compound.
Manager: Pleased to meet you. What can I do for you?
Prakash: Sir, I wanted to start a farm in the outskirts of Dharwad under recent provisions.
Manager: You mean "Small Scale Industry Act".
Prakash: Yes Sir, exactly.
Manager: Mr. Prakash, please meet my Assistant officer. He'll furnish all the necessary information.
Prakash: Thank you very much, sir.
Manager: You're welcome.

Vocabulary:

Excuse me: a polite way of drawing attention
"he'll", "you're": the contracted forms (weak forms) of "he will" and "you are" used in spoken English
You're welcome: a polite expression in reply to someone's "thanks"
Exercise

Now introduce yourself to a Manager of a bank as you want to open an SB account in your name.
Write out the conversation between you and the manager in the form of a dialogue

6) Introducing Friends to each other

Read the following dialogue:

Ravi: Hi Kiran, please meet my friend. This is Suresh.
Kiran: Hi, how do you do?
Ravi: And this is Kiran.
Suresh: Hi, how do you do?
Ravi: How about having a cup of tea?
Kiran: Well, you must excuse me. I'm in a hurry. I'll see you in the evening. Bye.

Exercise

Now, you have to introduce your friend to your father. (Please bear in mind, where elders are present, they must be introduced first.)

7) Describing People

Read this dialogue between Mr. Roy and his young business partner, Mr. Sen. Mr. Sen has agreed to go to the airport to meet Mr. Roy's niece, Sujata, who is arriving from Calcutta. Mr. Sen has never met Sujata before and has to ask his partner for a good description of her, so that he doesn't make a mistake at the airport. Notice that the description, which Mr. Roy gives, includes details of physical appearance and also information about what Sujata is wearing and carrying.

After reading the dialogue, you can practise reading it aloud:

Mr. Sen: What's the flight number, did you say?
Mr. Roy: It's IC 304 arriving from Calcutta at 9.30. I hope the plane's on time.
Mr. Sen: Now tell me what she looks like, so that I won't make any mistakes.
Mr. Roy: Well she's fairly tall, and slim.
Mr. Sen: How tall?
Mr. Roy: Around 170 cms, I think.
Mr. Sen: How old is she?
Mr. Roy: Pretty young, actually—in her early twenties.
Mr. Sen: That's not much help, is it? There might be quite a few young women on that plane who are tall and slim. How would I recognize her?
Mr. Roy: You can't miss her. Few Indian women are that tall! Besides, she has the most fabulous smile. And extraordinarily large brown eyes that sparkle when she smiles.
Mr. Sen: (With a laugh) All right, then, if you say so. She sounds like a very friendly and confident person.
Mr. Roy: She is! Oh yes, and if this is of any help, she usually wears jeans when she travels. And shall probably carry her large brown suitcase with her.
Mr. Sen: Large brown eyes with a large brown suitcase, did you say? Fine, that certainly helps! I should be on my way now. See you later.
Mr. Roy: Don't forget to tell her why I couldn't come to the airport. I shall look forward to meeting her at lunch, of course.

(Source: IGNOU FEG—1 Foundation Course in English — 1(4) New Delhi)

8) Asking for Directions and Responses

Read the following sentences filling in the blanks with the expressions listed under (A) and (B):

Conversation Drills

51) Excuse me. Where's (A) ?
52) It's (B).
51) Thank you for the help.
52) That's all right.

(A) the rest room the post office the bus terminal the ticket office
(B) down the hall around the corner in the next block by the main entrance

Exercise 1

Participate in the following conversation suitably. The scene is the college library.

Student : Excuse me, sir. I wonder if you can help me?
Librarian : ____________________________
Student : I am looking for the book "Management by Objectives" by Peter Drucker.
Librarian : ____________________________
Student : I searched the sixth shelf, as per index I should find it there.
Librarian : ____________________________
Student : Yes. It is. It is considered the best book in the field.
Librarian : ____________________________
Student : Oh! Is that so? Why do students keep the books on shelves meant for other subjects?
Librarian: By this, they make sure that these books are available only to them whenever they want it. Make sure you _______________________________________

Student: Oh! I see. I shall search behind all the old bulky books. Thank you for the tip_________________

Librarian: Please _____________________________

Student: Sure, I will leave the book on the table. Bye.

Librarian: Bye.

(Sources: Understanding Technical English, R. Sudarsanam)

Exercise 2

Write a short dialogue in which you tell a stranger the way from your college to the railway station or to the town hall. Here is a map to help you give directions.

![Map of a Town]

Fig. 16 Proficiency Course: Map of a Town
(Source: IGNOU FEG-1 Foundation Courses in English – I(4), New Delhi)

9) Making Polite Requests

Read the following dialogue:

Chandru: Benji, could you please lend me your camera, just for a few hours?
Benji: Of course, But when will you return it? —I too have a function in my house tomorrow.
Chandru: Oh, sure. I’ll return it in the evening itself. Thanks a lot.
Benji: You’re welcome.

Note that the expression - "could you please" is more polite than "can you please,"

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Exercise

Make a polite request to your class-mate asking him to lend his moped for half an hour as you have to submit an important certificate to the office urgently.

10) Invitations: Accepting Invitations

Read the following telephone conversation. In this dialogue, Prakash invites Suchi to go out for a movie. He also asks her to join him for coffee. Suchi is delighted. She accepts the invitation. Make a note of the expressions Prakash uses to invite Suchi. Notice also the expressions Suchi used to accept it.

Suchi: Hello!
Prakash: Hi, Suchi. It's me. Prakash.
Suchi: Oh, hello. Prakash! How are you?
Prakash: Oh, not bad. Are you doing anything on Saturday evening?
Suchi: No, nothing special. Why?
Prakash: Well, d'you feel like seeing that new movie, "Mirch Masala"?
Suchi: Oh that's a wonderful idea.
Prakash: Great! So that's settled. And are you free this evening?
Suchi: What about having coffee together?
Prakash: Fine. Well, see you soon.
Suchi: Fine. Well, see you soon.
Prakash: Right; so long.
Suchi: Bye.

Notice that some other ways of inviting people are —— *I want to invite you; Would you like to join us? Can you come?* etc.

Different expressions used for inviting people and different uses of accepting the invitations

1) I (Invitation): We’re going for a picnic this Sunday. Would you like to join us?
   R (Response): Yes, thanks, I’d love to.
2) I: We’re having a party this weekend. We’d like you to come.
   R: That’s very kind of you. Thank you.
3) I: We’re going to the lake this evening. Can you come?
   R: Oh, yes, I’d like that very much.
4) I: We’d like to have you for dinner on Saturday. Is that all right with you?
   R: That’ll be marvellous.
5) I: I’m going shopping tomorrow. How about joining me?
   R: That’ll be nice.
11) Declining Invitations

Read the following telephonic conversation loudly:

Gopal : Hello!
Ravi : Hi, Gopal. It's me. Ravi.
Gopal : Oh, hi, Ravi, how are you?
Ravi : I'm fine. I say, are you free on Sunday?
Gopal : Well. I'm expecting a friend. Why?
Ravi : I wanted to invite you to a picnic. The family is going to spend the day out. I thought you might like to join us.
Gopal : Oh, I'd have loved to, but I can't go.
Ravi : Hard luck. Would you like to join us a little later perhaps?
Gopal : I'm afraid I can't.
Ravi : Or may be you could meet us after your friend comes. You can bring him along, too. We're going to the lake. Can you come?
Gopal : I'm really sorry, but I don't think I can.
Ravi : That's a pity. Another time then?
Gopal : Yes. Thank you for asking me.

In order to decline an invitation the expressions used are———-

I'd have loved to, but I can't; I'm afraid I can't; I'm really sorry, but I don't think I can; and so on.

(Source: IGNOU : FEG – 1 Foundation Courses in English – 1 (4), New Delhi)

12) Expressing Agreement and Disagreement

Read the following dialogue and make a note of the different ways in which the speakers express agreement or disagreement with each other:

Arun : Hello, Sarat. Where have you been?
Sarat : To watch the third cricket test match between India and Pakistan.
Arun : But there's hardly any interest left in the match. It looks like it's going to be another draw.
Sarat : Oh, you never know. Anything can happen in a game like cricket.
Arun : Well, what do you think can happen?
Sarat : Oh, the Indians can win, if they bowl the Pakistan out for a low score.
Arun : I don't think they can. They haven't got good bowlers.
Sarat : You can't say that. Kapil Dev, Shastri, Binny, for example can be very effective.
Arun : I agree, but I think India's bowling is not as strong as their batting.
Sarat : That's not the point. India's bowling may not be as strong as Pakistan's but it has been quite successful. The bowlers have already claimed four Pakistan wickets.
Arun : But surely, that doesn't necessarily mean that it will be easy to get the remaining Pakistan batsmen out.
Sarat : Well, I agree it may not be easy. But they have a fair chance if they continue to bowl as well as they did today.
Arun : That again, I suppose, depends on chance.

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Notice that the speakers use the expressions—*I don't think...*, *you can't say that*, *that's not the point*, *But surely*—to disagree with each other and they use the expression—*I agree*—to express agreement.

**Exercise**

Your friend is of the opinion that watching television is bad for young children. You disagree with him/her. Write a short dialogue in which you disagree with your friend. You think television is good for educating young children.

You can begin like this—

Your friend: I think young children shouldn't be allowed to watch television.
You: I don’t agree. I think——
Your friend: You may be right, but some of the programmes are not meant for children at all.
You: I agree. But——

13) Partings

**Sample 1**

S1) Well, I have an appointment now.
S2) I’m in quite a hurry too.
S1) Glad to see you. Good bye.
S2) Good bye. Take care of yourself.

**Sample 2**

S1) I guess I’d better go now.
S2) I’ve got to be going now too.
S1) In that case, I’ll be seeing you.
S2) So long. See you later.

**Sample 3**

S1) It’s getting late, and I have to go now.
S2) We are sorry, you have to leave.
S1) Please excuse me, won’t you?
S2) Certainly. Come back soon.

**Sample 4**

S1) I’m glad to have met you.
S2) Thank you. It was nice to have seen you.
S1) I hope we can get together again.
S2) Yes. I’ll be looking forward for it.
Sample 5

S1) I think I have to leave now.
S2) Must you go so soon?
S1) I'm afraid I really have to.
S2) Well, it was fun to get together again.

(Source: English Conversation Practice)

The following are a few more expressions while parting.

Table 5.8

Proficiency Course: Substitution Table – Parting Expressions

<table>
<thead>
<tr>
<th>should</th>
<th>ought to</th>
</tr>
</thead>
<tbody>
<tr>
<td>I think I</td>
<td>have to</td>
</tr>
<tr>
<td>have got to</td>
<td>go now</td>
</tr>
<tr>
<td>must</td>
<td></td>
</tr>
</tbody>
</table>

* not used much in modern times.

B) Making Enquiries And Giving Information At Public Offices

1) Making Enquiry at the Railway Enquiry Counter

Read the following conversation between a passenger and a clerk.

Passenger (at Hubli Station): Excuse me, I'd like to have some information.
Clerk : Yes?
Passenger : When is the “Rani Chennamma Express” arriving please?
Clerk : 22 hours, in about ten minutes.
Passenger : Why is it so late? What has gone wrong?
Clerk : The track near Miraj has been flooded.
Passenger : What's the second class fare to Bangalore?
Clerk : Rs.165
Passenger : Thanks for the information.
Clerk : You're welcome.

Note on the Style: Note that the conversation is business like. There are no diversions which you find in a friendly conversation.

Exercise

Here's brief conversation between a person making enquiries at the ticket counter of cinema hall.
The questions are given. Provide possible answers.

Ganesh: I want three tickets for the balcony seats.
Clerk of the counter: Sorry---------------
Ganesh: Then could you give us three in the first class?
Counter Clerk: --------------------------
Ganesh: How much does it come to?
Counter Clerk: --------------------------
Ganesh: When does the show begin?
Counter Clerk: --------------------------
Ganesh: Is it possible to book some tickets in advance for next Sunday?
Counter Clerk: --------------------------
Ganesh: When does the advance booking office open?
Counter Clerk: --------------------------

2) Making Enquiry at Hotel Reception Counter

Read the following dialogue between the receptionist and a customer:

Ashok: Good Morning, madam.
Receptionist: Good Morning sir. What can I do for you?
Ashok: I am Mr. Ashok from Belgaum, I'd like to book a room for myself.
Receptionist: Would you like a room with attached bathroom?
Ashok: Yes, what is the charge?
Receptionist: Rs 200/- per night.
Ashok: O.K. Please book it for me.
Receptionist: For what date sir?
Ashok: The 16th Jan. Bye the bye what's the check-out time?
Receptionist: Twelve noon.
Ashok: Thank you.
Receptionist: You’re welcome.

3) Making Enquiry at the Grocery Store

Sample 1

S1) How much are the potatoes?
S2) I beg your pardon.
S1) How much do the potatoes cost?
S2) Ten rupees a k.g.

Conversation Drill

Read the following sentences filling in the blanks with the expressions listed under (A) and (B):

S1) What do you need today?
S2) I'd like (A)_
S1) Today (B)_
S2) That'll be all right, thanks.
4) Consulting a Doctor

Read the following dialogue between the Doctor and the patient

Doctor : Yes, Mr. Nair, what’s your trouble?
Mr. Nair : Everything.
Doctor : Please relax first. That’s right. Now let me know your problem.
Nair : I’ve had a splitting headache for a week.
Doctor : Have you taken any drugs?
Nair : I’ve tried everything, doctor. Even massages and naturopathy; nothing seems to work.
Doctor : Do you feel any strain in the eyes when you read?
Nair : I hardly do any reading.
Doctor : How’s your digestion?
Doctor : Let me see your tongue say aah—-
Nair : Aaah
Doctor : Lie down here (applies stethoscope to the chest). Breathe deeply now, your lungs seems to be all right. What do you do Mr. Nair?
Nair : I’m the Manager of the sales section in a factory
Doctor : Does that involve any travel?
Nair : Oh, yes, A lot. I am about 50 now. And I have probably travelled for about 30 years of my total life time.
Doctor : It’s obvious, you’ve run down. Let me check your blood pressure……
Nair : But this is the time when I have to show my best. A promotion is at hand. Also get your blood tested.

Note the use of words pertaining to medical field: splitting headache, appetite, run down, drugs, blood pressure, stethoscope, etc.
Exercise

Given below is the beginning of the conversation between a patient and a dentist. Complete it using these clues: aches when something sweet or cold is taken — root is exposed— decayed— has to be extracted— fee.

Patient : I have a severe tooth ache, doctor. It’s the fifth upper tooth on the left.
Dentist : Just sit down here, tilt your head and open the mouth.
Patient : Softly, doctor, it aches.  

5) At the Post Office

Sample 1

S1) Please give me five two-rupee stamps.
S2) Here they are.
S1) How much is that?
S2) Ten rupees.
S1) I’d like to mail this package also.
S2) How do you want to send it?
S1) By ordinary mail.
S2) That’ll be 20 rupees.
S1) Thank you.
S2) You’re welcome.

Sample 2

S1) I want to send this letter by Reg. Post.
S2) All right. I’ll weigh it.
S1) How much will it cost to send it by Reg. Post?
S2) It’ll cost 20 rupees.
S1) Madam, please tell me what’s the fastest way to send this package.
S2) Speed post, but it’ll be expensive.
S1) How much will it cost by speed post?
S2) Just a moment. I’ll weigh it and see.

Cultural considerations: It is important to know the following:

1) The service offered by the post office in India, e.g. general delivery, postal boxes, selling stamps, etc.
2) The locations, hours, and days of operation.
3) Different ways of sending mail, e.g. Ordinary Mail, Registered Post, Speed Post, etc.
4) The cost of each and differences in service

(Source: Principles of Course Design in Language for Language Teaching).
6) At the Airport

Read the following dialogue:

Porter to Karthik’s Uncle: Any luggage sir?

Uncle : Yes, the four cases, here. I’ll keep this brief-case. Oh, I’ve forgotten to 
pay the driver. Driver, what’s the fare, please?

Taxi-driver : The metre shows fifteen rupees. Please give me twenty sir.

Karthik : O K. Here’s twenty.

Taxi-driver : Thank you, sir.

Porter : I’ll take your luggage to be weighed sir. You’ll find the check-in desk for 
IC 414 in the middle of the counter at the far end of the hall.

Karthik : Thank you.

Receptionist : Good morning.

Karthik : Good morning.

Receptionist : May I see your ticket, and the pass-port?

Karthik : Here they are.

Receptionist : Is this your luggage?

Karthik : That’s right.

Receptionist : Your luggage is well underweight.

Karthik : Oh, good. Could I have a window seat please?

Receptionist : Let me see.....yes.

Karthik : Thank you. That’s very kind of you.

Receptionist : Here’s your ticket, and this is your baggage label, which you must show
when you disembark.

Karthik : Thank you. Bye.

Receptionist : Bye.

(Source: Teaching Spoken English and Communication Skills, Francis Sounderaraj, 1995)

Exercise:

Here is a conversation between the officer (who is in charge of seeing whether persons
entering the country has proper passports and visa) and a foreign visitor. Only officer’s questions are
given, answer them.

Officer : What’s the purpose of your visit here?

Visitor : ........................................

Officer : How will you meet your expenses here?

Visitor : ........................................

Officer : How much money are you carrying in cash or traveller’s cheques?

Visitor : ........................................

Officer : Let me see your passport, please.
7) At the Restaurant
Read the following dialogue

Prashanth: Good morning, madam. For one?
Teresa: For two please. My husband will be joining me in a moment.
Prashanth: Yes, madam. Would you like the table near the window?
Teresa: Thank you. There's Eddy. Eddy dear, come along here please.
Edward: Good morning, Sir.
Prashanth: Good morning. That's nice view from the window.
Prashanth: Which menu do you prefer? Continental, Chinese, Indian?
Teresa and Edward: Continental, please.
Prashanth: Here's the menu, madam. Here's one for you, sir.
Edward: Well, now. What do you recommend?
Prashanth: Well the roast lamb is very good today. Or, if you prefer fish, there's Dover sole.
Teresa: I think I'll have the roast lamb, please.
Edward: I think I'll prefer Dover sole.
Prashanth: Yes. (writing down) Roast lamb and Dover sole. What vegetables would you like?
Teresa: Some roast potatoes. And what green vegetables have you?
Prashanth: Peas, Spinach, French beans and cucumber.
Teresa: I think I'll have peas. They're nice with lamb.
Prashanth: Very well, madam. And you, sir?
Edward: I'll have cucumber, please.
Prashanth: Yes, sir. Would you care for a starter? Soup, hors, doevre, grapefruit, or orange?
Teresa and Edward: We'll have grapefruit, to start with.
Prashanth: (Writes down) Grapefruit.
Teresa: And as we're in rather a hurry, could I order my sweet now?
Prashanth: Yes, certainly, madam. What would you like?
Teresa: I think I'd like the trifle, please.
Prashanth: And you, sir?
Edward: I'll be happy with fruit salad.
Prashanth: Yes, sir. (writes) Fruit salad. Would you like something to drink? A cocktail, perhaps, or a glass of sherry? Or, will you have some wine with your meal?
Teresa: No. I don't think I'll have a table wine. Thank you. I'll just have a glass of sherry.
Prashanth: What would you like to have, sir?
Edward: I'd prefer a cup of good South Indian coffee, if you have, please.
Prashanth: Yes, sir. We do have it. I'll serve at once.
Note the meanings of items on the menu:

Roast lamb  
Dover sole  
French beans  
Grape fruit  
Sweet trifle

lamb cooked in oven  
the best kind of white flat-fish  
long beans which are sliced, cut up  
a yellow citrus fruit  
a sweet dish made of cake filled with jam and covered with cream

To acquaint yourself with the words/terms used in a restaurant, refer to Appendix IX.

Task

Now name and write down at least ten items of menu each, of Indian and Chinese cookery.

(You may consult a menu in one of the class I restaurants in your city.)

Role play

The teacher may improvise a model restaurant and make three students, one with a chef cap and the others in normal dress participate in the dialogue. An earlier rehearsal will help.

The following are some devices used to make the conversation mutually polite and harmonious:

(a) indirect requests, not direct orders
(b) salutation with proper intonation
(c) anticipating the attitude of the other
(d) ready and quick agreement
(e) respect for the taste of the listener
(f) pitch concord.

(Source: Teaching Spoken English and Communication Skills)

**A Note on the Formal and Informal Conversation**

Following are the two conversations informal and formal conversation respectively. Read them carefully.

A

A) How many are you in the family?
B) Oh! It’s large family we’re ten altogether including Mum and Dad?

A) Are you the eldest among the brothers and sisters?
B) I’m the eldest among the sisters. But my brother Dick is older than me.

A) And does Dick do anything?
B) Do anything? All he does is strum his guitar and laze in the sun.

A) So, that means you’re the only one working in an office?
B) No, my sister Barbara is working, too. She knits and pullovers and sells them to shops.

That’s not what you call working in an office.
A) How many members are there altogether in your family?
B) Ten including my parents.
A) Are you the eldest among the children?
B) No, the second eldest. My brother Dick is the eldest.
A) And is Dick employed?
B) No. At present, he's not employed anywhere.
A) So, you are the only member earning for the family.
B) No my sister Barbara knits and sells pullovers. But she is not employed in an office or a factory.

Now compare the language in the two conversations, using two columns like this:

**Informal conversation** | **Formal conversation**
--- | ---
Mum and Dad | My parents

iii) Monadic Situations

Specimen 1

Announcement to be Read:

Ladies and Gentlemen,

May I have your attention please? At the end of this afternoon's session, you are cordially invited to tea in the students' lounge on the ground floor of this building. For your information, the students' lounge is situated opposite the main entrance on the ground floor.

Thank you.

(Source: *Syllabus Reforms in English, 1976-77, UGC, New Delhi*)

As one reads this announcement, the listener may assess the rendering of the announcement using the following points:

a) Use of intonation
b) Stress on the right syllabus
c) Appropriate pauses
d) Appropriate speed
Exercise

You are to announce to the foreign delegates of the International Conference regarding the location of the registration office and the conference hall giving all the necessary details. Prepare an announcement and read it loudly before other students.

Specimen 2
Introducing the speaker/chief guest at a meeting:
Mr. Chairman, Ladies and Gentlemen,

I'm happy to introduce to you this evening our Hon'ble Chief Guest, Mr. Pratap Chandra, the veteran film and stage actor. He really needs no introduction, but there are certain little known facts about him. I would like to reveal to you. Mr. Chandra took up the study of law soon after his graduation and had planned to start practice, when he met the famous director, Raj Khosla, who invited him to join his troupe. Most reluctantly in the beginning did he give himself to the world of cinema. But once exposed to it, cinema became an obsession with him. And he has not had to turn back. He has acted in more than thirty films and in an equal number of stage productions.

Though so fully involved in his work in the studio and on the stage, he has found time enough to engage in social work, particularly in promoting the interests of the handicapped of Bombay.

Ladies and Gentlemen, I do not want to stand between you and the veteran actor, and so I present you—Mr. Chandra.

Exercise
As a secretary of college union, you have to introduce Girish Karnad to the audience within 15--20 sentences in the Social Annual Day of your college. You have to prepare a write-up, gathering material from different sources (e.g., Outlook, Oct. 1996--“Special 50 Indians who Make a Difference”).

Specimen 3
Proposing Vote of Thanks:
Mr. Chairman, Ladies and Gentlemen,

After this delightful talk by the Chief Guest, it is my most pleasant duty as the Secretary of
your association to propose a Vote of Thanks. Our thanks go, first of all, to Mr. Chandra, the Chief Guest of the evening for taking time to be with us and to talk to us on the Indian Cinema. His suggestion that a National School of Film Acting should be set up on the lines of the National School of Drama merits serious attention.

Our thanks are due also to the Chairman for presiding over the function and to all of you, Ladies and Gentlemen, for your gracious presence. Thank you very much.

### Practical Tips for Effective Reading of a Prepared Speech:

1. Your prepared speech must be written / typed word for word on only one side of the page. Number the pages.
2. Underline the key words or phrases which you would like to stress.
3. Memorize the opening, closing and other important statements of the speech, so that you are able to maintain eye contact with your listeners throughout.
4. As you read, use the full range of your voice pausing at the right moments for effect. Introduce inflection and variety in your intonation. Avoid reading in a monotone.
5. Use questions to focus attention (but not too broad and sweeping questions).
6. Read with enthusiasm and vitality so that your listeners clearly see that you believe what you are saying.

(Source: Communication Skills in English).

### Exercise

The proposition of a college debate is “Film Censorship Should be Abolished.” You are the last speaker on the side of the opposition. Write out the arguments you would make against the following points made by the supporters of the proposition:

1. Film censorship restricts artistic freedom.
2. It has led to much vulgarity on the screen.
3. Film censorship has been used as a political weapon in the hands of the party in power.
4. The Censor Board consists of group of old people who know nothing about the tastes of the public and impose their own Victorian Morality on the masses.

### Specimen 4

**Narrating a Joke**

Read the following joke:

Prem, who had been working a good deal at Mathematics, came home one summer for his holidays. One evening, there were two large roast chicken pieces on the dinner table. Prem tried to be smart when he said to his father:

I can prove to you, those two chicken pieces are actually three.

His father said, Oh, how do you manage that?

Prem replied: Well this is one, and that is two and one and two make three.
His father exclaimed: How very clever! Then your mother shall have the first, I'll eat the second, and you have the third.

(Text adapted from Phonetic Readings in English by Daniel Jones, p. 57)

Exercises

1) Read the following dialogue and narrate it to your friends.

A man puts a coin in a blind man's tin
Blind man: But sir, this coin is bad. It won't pass.
Man: But you're blind. How did you know that?
Blind man: Sorry sir, I'm not blind. I'm sitting here for my friend who is actually blind.
Man: And where has he gone?
Blind man: To see the movie—"Eyes."

2) Narrate a joke or an anecdote in about 60--70 words.

3) Write and present a riddle in your class. (You may borrow them from any book.)

Suggested Activity

The teacher may organize declamation of chosen passages of rhetorical significance (well-known speeches). For examples: Antony's speech (Julius Caesar) or extract from the Merchant of Venice—"The quality of Mercy is not strained," etc.

Spoken English: Some Practical Tips

1) Details are interesting rather than generalizations, as long as they are colourful and brief.

2) Leave out useless details which are neither informative nor amusing (e.g., "Let me see, it was last Monday night, no, it wasn't, it must have been Tuesday because——") Remember that your listener doesn't care tuppence, which night it was.)

3) Avoid a succession of "crotchets." There is nothing more tedious than speech at the same leaden pace.

4) Avoid overstatement, or after a time your listener will automatically do a subtraction sum on every fact.

5) On the other hand, unless it is important technically, don't labour your description with accurate but unmemorial numbers when the approximate time or quality would be more evocative and memorable. It is easier for a listener to catch "50 Million viewers watched the world cup final on TV" rather than "It is estimated that 49,978,864——"

6) Cut out from your talk: "you know", "I mean", "sort of", "er", "em", etc.
In giving a formal talk, remember the following points:

1) Relax and leave your body free so that your hands, too can communicate your thoughts.
2) Use notes for reference not for reading. Remember that your colleagues want to hear you and not a spoken essay.
3) If you have models, diagrams, maps apparatus, they will help you to follow a logical sequence in putting your ideas across without the need for notes. In using your hands to demonstrate, you will also have a natural change of eye-focus and this will help you to dispel nervousness since you will be involved in your subject.

iv) GROUP SITUATIONS

A) Read the following dialogue:

OPERATION CLEAN CITY

(A group of college boys has been asked to make a plan of action to be executed as part of the "Clean City" programme the school has adopted. The group meets for a discussion of the plan. The leader has asked Jean, one of the members, to make notes of the discussion.)

Wilsy: Good morning. As all of us know, this is the week of Clean City in our school. We've been assigned the task of making one of the plans of action under the scheme. We've also been asked to select a locality, where we can carry out the plan. We ought to complete all our work, before the week runs out. It's already Tuesday, and there isn't much time left. Shall we finalize our plan, and select a place?

Chandru: Yes, I think it would be better, if we selected the place first. The plan itself will depend on the environmental needs of the place, isn't it not?

Wilsy: Yes, that's a good observation. I agree with you. Shall we then select the place first? How do you like the idea of choosing Harrington Road, right in front of the school?

Sam: I think that is a useful suggestion. It's convenient too, because most of us live around here. It would be easier for us to give an hour or two to the work, earlier or later in the day.

Wilsy: That's reasonable indeed. Shall we all take it then, that we choose this place, Harrington Road?

All: Yes, absolutely!

Wilsy: Well now, to the plan. As for the environmental needs, what do you think are the sources of pollution on Harrington Road?

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Selvi: They are many indeed. There is dust pollution around the traffic island. There is noise pollution caused by the honking of horns of countless vehicles. But the worst sources of pollution, in my opinion, are the garbage piles, along the by-lanes and corners. The stench is bad. What diseases are spread every minute from these piles, is anybody’s guess!

Johnny: I don’t think so. The worst source of pollution is the carbon exhaust from the many vehicles, which ply between the industrial houses here, and elsewhere.

Wilsy: Softly Johnny! Don’t you think Selvi has made a point? We do agree with you, too. We shall consider both garbage piles, and carbon exhaust. And any other.

Johnny: I’m sorry for having been abrupt.

Wilsy: Please don’t mind.

Sam: It seems to me, practically speaking, it’s easier for us to clear garbage, rather than stop all vehicles on the road to check pollution of the atmosphere by carbon exhaust.

Chandra: May be you’re right. But what worries me is how we could clear the garbage. We need wheel-barrows, shovels, mops, and a host of other implements. I wonder whether our school has all of them. Again, where do we take the garbage to?

Sam: I think the better way of doing this may be to conscientize the people of the locality against the lack of concern for hygiene. We might as well provide garbage bins, display sign boards and talk to the residents here. Of course, we should clear the garbage this time. We can burn it up near the Cooum.

Wilsy: I think all of us would agree that Sam’s suggestion makes much sense.

Johnny: But then, who’ll buy garbage bins, and other implements for us?

Wilsy: That’s a good question, but fortunately, I am glad to announce that the M. R. F. have kindly agreed to sponsor the Clean City programme. Friends, it’s time for us to adjourn. Meanwhile, please let us meet again at 4 this afternoon, at room 12. We shall allot duties to the different groups. Perhaps we ought to involve many more.

All: Yes, we shall meet again at four. Bye now.

Wilsy: Bye.

A word to the teacher

The teacher may read the text aloud four times. Five students may be allotted different roles and helped to rehearse their reading before they read out their parts in the class.

Exercises

1) Read aloud the words under the lists, A, B, and C clearly making the marked syllable more prominent than others in each word:
A

Harrington Road
absolutely
garbage
Johnny
practically
vehicle
elsewhere
implements
wheel barrow
shovel
atmosphere
meanwhile

B

elect
environnement
itself
depend
practically
be ginning
discuss
idea
implements
con venient
wheel barrow
around
shovel
disease
atmosphere
exhaust
meanwhile
assign

C

observation
education
substitution

2) Add to each list ten more words, which have the same rhythmic pattern, referring to any one of the dictionaries—English Pronouncing Dictionary (Daniel Jones) or Webster's New Dictionary and Thesaurus.

Note the words like "conduct" are pronounced with a stress on first syllable ('conduct) to act as noun and the same word is pronounced with stress on second syllable (conduct) to act as verb. Find out 10 more such words from the dictionary.

Note the following points:
For the smooth flow of group discussion, the participants are required to be courteous to each other, and respectable to other's opinions, views and judgements.

(a) All the participants in the present group discussion are class-mates. There is one girl. Note that the group discussion is formal and serious, not intimate and informal. There is mutual respect. Where it is threatened, it is immediately rectified.
Note the ways in which mutual courtesy is maintained:

(i) Wilsy: Good morning
Yes, that's a good observation.
That's reasonable indeed.

(ii) Sam: I think the better way of doing this may be—
Chandru: I think it would be better---

b) Those who do not follow these conventions of good conversation may threaten to, and even hinder, the conversation.

Note the way Johnny makes one such mistake. When Selvi offers a good point, Johnny contradicts abruptly without acknowledging a good suggestion.

Johnny: I don't think so.

He could have said something like, "Yes, that's a valuable suggestion indeed, Selvi. Perhaps, you haven't thought of another equally valuable source...." Wilsy senses the danger of a diverting argument developing at this point, and immediately Johnny checks "Johnny." Johnny apologizes at once.

Exercise 4

Let's get back to the text. Read the discussion aloud once again. An important feature of a good group discussion is that the theme under focus is developed by mutual contribution of opinions, ideas, remarks and judgements relevant to the theme. In addition, critical remarks help the improvement of ideas. What contributions do Chandru, Selvi, Johnny and Sam make to the theme under discussion? How does Sam help develop the theme by offering critical remarks and suggestions? Use the following table:
<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name of Participants</th>
<th>Theme of Discussion</th>
<th>Contribution made to suggestions.</th>
<th>Judgements</th>
<th>Critic. Rem.</th>
</tr>
</thead>
<tbody>
<tr>
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Note: Use summary-like hints to fill in the last three columns.

**Exercise 6**

Outline the plan of action that has emerged from the discussion in the text.

1. Name of the scheme under which the plan is made:
2. Name of the planning group:
3. The plan:
   a. tasks
   b. area of operation
   c. method
   d. work force
   e. finance
   f. duration
   g. supervision
4. Any other detail:

**Exercise 7**

Vasu has done very well at the PU examination scoring more than 96 per cent in the aggregate. He has a good chance of getting into a professional course. But his interests are different. He wants to do either Economics or English literature for his undergraduate degree. While the pressure is on him to join a professional course, he is not able to make up his mind. He needs further guidance. He goes to discuss the matter with his class teacher, Mr. Abraham, who has watched his progress in studies with interest. Write a dialogue between Mr. Abraham and Vasu so as to help him make a clear decision.

(Source: Teaching Spoken English and Communication Skills)
B) Read the following dialogue:

**The College Election**

Narrator: Sarala is a candidate for the President of the College Union. She is now making an election speech.

Sarala: Mr. Chairman, ladies and gentlemen, I’ve come here to seek your support at the College elections. I am a candidate for the Presidency. As you know, I am in the second-year B.A. class.

A Voice from the Audience: Why do you tell us that?

Sarala: I want you to know that I’ve already spent two years in this College that I’m not newcomer. I also want you to know that I am not a final-year student, with very little time for College Union works.

A Voice: Are those all your qualifications?

Sarala: No. During the past two years, I have taken an active part in student activities. I was secretary of the Debating Club two years ago and was secretary of the Social Service League last year.

A Voice: Tell us what you’ll do as President.

Sarala: That’s what I wanted to tell you next. I have in mind a big project of social service. It’s a plan to open an adult education centre. But there is one problem. The Union does not have enough funds for it. Would you like an increase in your Union fee to enlarge our funds?

Several voices: No. No. Certainly not.

Sarala: Well, I have a plan. We will seek the co-operation of the other colleges in this town. We will share the work, share the expense and share the credit.

Some Voices: A good idea. A good idea.

Sarala: Well, friends, I have several other plans, but that’s my main one for the year. My five minutes are now finished. Please give me an opportunity to serve you as President. Thank you.

(Source: Teaching of English, Andhra University, 1971)

**Exercise:**

You are to stand on the platform to campaign for the post of president in the college election, soon after Sarala’s turn, as one of the candidates for presidentship. Write out the dialogues in the
similar lines. You may raise some of the other problems such as inadequate number of books in library, lack of basic facilities in the college, etc., and promise the audience to tackle them.

**Suggested Activities**

1) **Group tasks**

A class may be divided into groups of five who may be seated together but turning towards each other. In the first five minutes of the class they may be asked to whisper to each other in English and find a common answer to the question, "What would I like to become?" In the next ten minutes, each of them may be asked to say why he or she would like to become so and so. Someone in the group may record the five reasons. The class may be asked to stop the oral discussion. The teacher may then ask the chief member of each group to mention the common ambition of the boys in that group. The teacher may then collapse the list by eliminating overlaps. Any two groups, which have a common answer, may be asked to say loudly the ten reasons they have to justify their ambition. After removing overlaps, the list may be written out on the black-board. The groups may then be assigned written composition on their respective ambition as homework.

2) **Public Speaking**

Role playing may be combined with public speaking. Five students may be chosen to assume different roles as Doctor, Engineer, Lecturer, Business Manager, Collector or any other. Each one may speak for seven minutes about his or her particular profession highlighting one major gain or greatness and one major drawback. In the remaining twenty or twenty-five minutes of the class hour, a discussion, the relative merits and demerits of professionals may be monitored by the teacher. The teacher may wind up giving a helpful feedback about the speeches.

3) **Mock-parliament / Model Parliament**

Mock-parliament may be presented by assigning different roles to students.

An example may be found in Sect.5.2.2.(v).

4) **Skit**

A skit may be presented with students playing different roles wearing professional uniforms, speaking in specific professional styles and performing professional functions as Judge, Policeman, Advocate, Doctor, Businessman, Hotel Steward, Accountant, Governor, Minister, etc.
5) Personality Tests:

a) Group Discussion

Group discussions have become important and vital for entering a professional institution or getting a job. They are being extensively used by professional institutions (especially Management) private and public sector companies and the defense services. The teacher may also conduct a few sessions to familiarize the students with the different aspects of group discussion. The topic may have two sides to it: For instance, “Is advertising a bane or boon?” It may be simple statement such as “Health is wealth” or it may be a case study. The basic attributes to be emphasized are; initiative originality, expression, participation, etc.

Guidelines for right approach for effective participation in group discussion are given in Appendix (X)

b) Interview

As interviews have become common for candidates entering into any profession. The teacher may expose the students to this test by organizing several mock interviews. Questions pertaining to the subject, career goals, issues of national and international importance, hobbies and interests might be asked in the interview. (For more details consult The UBS Career Guide by Jayanti Ghose.)

v) Listening Skills

Passages for Testing Listening skills

Passage 1

Listen to the following passage. It will be read out once. After you have heard, the passage put a circle (O) around the best answer (a), (b), (c) or (d) to each question. You will be allowed four minutes to answer the questions.

Text to be read out:

Ashok telephoned his wife. ‘I’ve managed to get free tickets for the theatre tonight’, he told her. ‘Meet me outside the office. We’ll have something to eat and then go on to the theatre.’

Ashok’s wife was delighted. It was quite a while since they had been to the theatre, which she liked very much. She met her husband as they had arranged. They had dinner and got to the theatre in good time.

At the entrance Ashok took out his wallet to get the tickets. ‘It’s very strange,’ he said. ‘They aren’t here!’
‘Try your pockets,’ suggested his wife. But the tickets weren’t there either.

Then Ashok looked very embarrassed. ‘What’s the matter?’ asked his wife. ‘Well,’ Ashok explained, ‘I remember what I did with the tickets. I put them in my briefcase. But because I wasn’t coming home, I left it in the office!’

Questions

1) Ashok
   a) bought the tickets
   c) was given the tickets
   b) stole the tickets
   d) found the tickets

2) Ashok arranged to meet his wife
   a) near his office
   c) in the restaurant
   b) at the theatre
   d) at home

3) Ashok also promised his wife a
   a) chat
   c) walk
   b) drink
   d) meal

4) They went to the theatre
   a) when they were young
   c) quite often
   b) only occasionally
   d) once a month

5) Ashok’s wife
   a) made several suggestions
   c) told him to look in his pockets
   b) looked in his pocket
   d) told him to empty his pockets

6) Ashok had
   a) lost his tickets
   c) lost his briefcase
   b) left the tickets in the office
   d) left his briefcase at home.

[Source: Syllabus Reform in English 1976-77, UGC, New Delhi]

Passage 2

Listen to the following passage and answer the question set on it:

Development of Good Posture

Efficient posture develops quite naturally, provided the essential mechanisms for its maintenance and adjustment are intact and healthy.
The chief factors which predispose to the health and development of the muscles and postural reflex are—

i) a stable psychological background,
ii) good hygienic conditions,
iii) opportunity for plenty of natural free movement.

Emotion and mental attitude have a profound effect upon the nervous system as a whole, and this is reflected in the posture of the individual. Joy, happiness and confidence are stimulating and are reflected by an alert posture in which positions of extension predominate. Conversely unhappiness, conflict and a feeling of inferiority have just the opposite effect and result in postures in which positions of flexion are most conspicuous.

This connection between mental and physical attitudes has always been recognised and used in dancing and on the stage. It is certain that the mental attitude affects the physical, either temporarily or permanently. Is it not possible that this can also happen in reverse? In other words, cannot a physical attitude adopted consciously affect the mental attitude?

Good hygienic conditions, particularly with regard to nutrition and sleep, are essential for a healthy nervous system and for the growth and development of bones and muscles. In addition, the opportunity for plenty of natural free movements also encourages the harmonious development of the skeletal muscles. Activities, which are much enjoyed by the normal healthy child at play, for example, running, jumping, and climbing, are those in which movements of active extension predominate.

(The Principles of Exercise Therapy  M.Dena Gardiner)

Tasks
A) Have the passage read aloud as a lecture and complete the notes as indicated:

a) Factors which affect posture:

i) -----------------------------
ii) -----------------------------
iii) -----------------------------

b) Feelings  -->------------------  -->------------------
c) The type of moods that result in:
   i) the position of extension: a) ........................................
       b) ........................................
       c) ........................................

   ii) the position of flexion: a) ........................................
       b) ........................................
       c) ........................................

B) Indicate whether the following statements are true / false:
   i) Posture is permanent.
   ii) Growth of bones and muscles depends on adequate sleep.
   iii) A healthy person is one who spends long hours in fresh air.

C) Running, jumping and climbing are movements of active extension. Indicate which of the following activities fall in this category:
   chasing, riding, swimming, hiding, hitting, eating, talking, singing, dancing,

(Source: Corridors to Communication)

Exercise

Conversation: Information given to student: title, author, publisher, date and place of publication of a book; candidate has only two ten rupee notes

Situation: He must go to a bookshop and purchase or place an order for the book. The examiner will take the appropriate roles of salesman, cashier, etc. (Details: candidate asks for book; sends to a department; salesman finds books, confirms details—goes to cashier to pay—receives wrong change—receives correct change—leaves with book)

In assessment, account is taken of candidate’s understanding of what is said to him. His ability to communicate clearly and to use appropriate expressions (i.e., conversational as opposed to literary).

B) Dialogues for Testing Listening Skills

1) Listen to the dialogues with the text and later without the text followed by discussion of what was said and what was meant by the speaker.
Listen to the following conversation in which Krishna talks to a number of people and give very short answers to the questions that follow. Krishna speaks first.

K. Can you tell me where I should go to reserve a berth for Madras?
B. Go to that counter.
K. I want to reserve one berth for Madras please.
C. This is the Information Counter. You will have to go round the corner to the Reservation Counter.
K. Oh, thank you (pause) I want to reserve a berth on the night train to Madras on Monday, the
…
D. You will have to fill in the reservation form first.
K. Where can I get a form?
D. At the Information Counter. I don’t have any more.
K. Oh. Really. I’ve just come from there. (pause) I need a reservation form. The reservations counter doesn’t have any more.
C. Here you are. You must fill in the details here and go back to the Reservations Counter after half an hour.
K. Why after half an hour?
C. It’s just close for lunch until 2 o’clock.
K. Oh no! I’m beginning to wish I didn’t have to go to Madras after all.

Questions
1) Where do you think the conversation is taking place?
2) What did Krishna go there for?
3) What does he obtain in the end?
4) At what time of day or night does the conversation take place?
5) What are the counters he went to? Which one did he go twice?
6) Which of the following words do you think best describes Krishna’s feelings at the end of the conversation?
   enthusiastic—disappointed—discouraged—disinterested

(Source: Syllabus Reform in English)

2) Listen to the conversation and answer the questions (that follow) relating to the ways by which locations are named and identified. (Keep the book closed while listening.)

Student : Excuse me, sir, I wonder if you can help me.
Teacher : Sure with pleasure.
Student : I am new to this place. I have come to attend an interview. May I know where the interview is conducted?
Teacher : I see. Look at the clock tower building. To its west is a tall building with the name-board “Anna Auditorium”. To its south, there is a red brick-building with a frontage of four tall square stone pillars. The interview is conducted there; it is known as the Freeman Hall.
Student : Thank you; could you tell me a few more landmarks around that place.
Teacher : O.K. There is a board with the name “Freeman Hall” on the front wall of the building. Further, there is the college of “Horticulture” in front of the Hall. When you stand facing the Horticultural College you will see to your right the college playgrounds.
Student : Thank you very much for your help, Sir.
Teacher : You are welcome.

Questions

a) State how ‘Anna Auditorium’ and ‘Freeman Hall’ are identified.
b) State the direction in which the ‘Freeman Hall’ lies to the clock-tower building.
c) State in your own words, how you will check up if you have arrived at the ‘Freeman Hall’.

(Source: Understanding Technical English).

3) Listen to the conversation and answer the questions set on it.

Mrs. Bose : I see you’re going shopping, Mrs. Rangachari. It’s rather early, isn’t it?
Mrs. Rangachari: Yes, you see, the shops won’t be crowded at this hour. I won’t have to wait in the queue.
Mrs. Bose : You’re right. As the day gets on, market places get more and more crowded.
Mrs. Rangachari: And that’s in spite of the continual rise in prices. Every time I go, something has gone up.
Mrs. Bose : Yes, I find it harder and harder each month. Can’t make my housekeeping money go round.
Mrs. Rangachari: Well, I’m sure that’s true of most housewives. The shops put the prices up not by a few paise but sometimes by two or three or even five rupees at a time without reason. So, it’s impossible to cope with it.
Mrs. Bose : The price of cooking oil has gone up by 2 rupees this month and wheat costs 50 paise a kilo more. In fact, over the past year oil has gone up by 6 rupees a kilo.
Mrs. Rangachari: Yesterday, I was at the ration shop. They told me sugar had gone up by a rupee. Rice costs 50 paise a kilo more.
Mrs. Bose : Then sugar is not much cheaper than it is in the open market, is it? What’s the use of buying it at a ration shop?
Mrs. Rangachari: Well, we need to buy sugar from the open market in any case, since the ration is never enough. And the rice we buy at the ration shop is quite often not fit to be eaten.
Mrs. Bose : Oh, I don’t buy rice from the ration shop any more. Can’t afford to take the risk.
Mrs. Rangachari: What about fish? You eat fish every day, don’t you?
Mrs. Bose : Well, not any longer. Fish is an absolute luxury now. Imagine it’s five rupees a kilo dearer! It’s thirty-five rupees a kilo now.
Now answer the following questions:

1) Why is Mrs. Rangachari out so early?

2) What do Mrs. Bose and Mrs. Rangachari complain about?

3) Why is sugar not worth buying from the ration shop?

4) Why is it risky to buy rice from the ration shop?

5) Mrs. Bose has stopped eating fish. Why?

(Source: Foundation Course in English – FEG 1, IGNOU, New Delhi)

Exercise

Listen to the recorded news Bulletin telecast and answer the question set on it. The teacher may play the cassette once and test the listening skills by appropriate questions.

Here the main objective should be to test students’ skill in listening for specific items of information such as names, numbers, events, etc.

Suggested Activity

The teacher can hold competitions of recitation of poems and declamation of well-known speeches.

SUGGESTED BOOKS AND AUDIO CASSETTES

1) Keep up your English—Book and Audio cassettes. (BBC, London)
2) Getting on in English—Book and Audio cassettes (BBC, London)
3) Cassettes (and Manual for using them), CIEFL, Hyderabad.
5.3.0 CONCLUSION

An attempt has been made to present a sample of Proficiency Course in English for Graduates in Karnataka, keeping in view both the groups, i.e., students pursuing PG courses and students entering into the world of work. The objectives formulated based on the needs and requirements of the target group have become the basis of the course. The methods, techniques sprung out from the latest findings of researches in ELT have been adapted in the course to achieve the set objectives. The material for the course has been drawn from varied sources. An evaluation pattern is also proposed to assess the attainment of the objectives.

It is hoped that this course would equip graduates to face the real challenges of the time.
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