

BAEL (N)-121

English Reading and Writing Skills



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Block-1

Learning Language through Literature

Unit 1	The Girl on the Train (Use of Phrasal Verbs)
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Unit 2	The Hard Mountains of Ladakh (Appropriateness)
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Unit 3	If (Poem) (Politeness)
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Unit 4	How Anaesthesia Works (Requests, Offers, Invitations and Refusals)
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UNIT 1: THE GIRL ON THE TRAIN

(USE OF PHRASAL VERBS)

- 1.1 Pre-reading/Introduction
- 1.2 Objectives
- 1.3 Reading Skills
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- 1.6 Writing
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- 1.7 Answers to check your progress
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1.1 PRE-READING/INTRODUCTION

You would have learnt that we use appropriate vocabulary and the right grammar in order to communicate our message and also about some generalizations that sentences with a question mark at the end are interrogative sentences and that questions are used while asking for information or confirmation.

Did you know that questions do many more functions in our daily communication?

Try this little quiz for yourself.

I. Read the questions given. Select from the box the function it is performing and write it in the space given. (One is done for you.)

- | | |
|--|---------------------|
| 1. Where are you going? | Seeking information |
| 2. Are you travelling alone? | ..... |
| 3. How about some tea? | ..... |
| 4. Why don't we ask the principal? | ..... |
| 5. Would you mind shifting your bag a little to the right? | ..... |
| 6. Wasn't that Roorkee we just passed? | ..... |
| 7. Which seat would you like to sit on? | ..... |
| 8. Oh, my God! What else could I expect? | ..... |
| 9. Don't you think you were downright rude when you said that? | ..... |
| 10. Won't you help me carry my bags? | ..... |

Seeking confirmation	Seeking information	Making an accusation
Asking for preference	Making a suggestion	Making a request
Asking a rhetorical question (which is not meant to be answered)		

1.2 OBJECTIVES

To develop in the learner ability to:

- read a story and give its main events

- say the locale and background of the story
- identify the genre of the piece of writing from the language
- locate new lexical items in the text using cues provided
- make inferences from the text about situation and persons/protagonists
- respond to the text and provide personal opinion
- use phrasal verbs in speech and writing
- identify the form and function of utterances or pieces of text
- write a personal letter

1.3 READING SKILLS

1.3.1 Passage for Reading

The Girl on the Train

© Ruskin Bond, 'Pot Pourri', Rupa & Co

I had the train compartment to myself up to Rohana, then a girl got in. The couple who saw her off were probably her parents; they seemed very anxious about her comfort, and the woman gave the girl detailed instructions as to where to keep her things, when not to lean out of windows, and how to avoid speaking to strangers.

They called their goodbyes and the train pulled out of the station. As I was going blind at the time, my eyes sensitive only to light and darkness, I was unable to tell what the girl looked like; but I knew she wore slippers from the way they slapped against her heels.

It would take me some time to discover something about her looks, and perhaps I never would. But I liked the sound of her voice, and even the sound of her slippers.

'Are you going all the way to Dehra?' I asked.

I must have been sitting in a dark corner, because my voice startled her. She gave a little exclamation and said, 'I didn't know anyone else was here.'

Well, it often happens that people with good eyesight fail to see what is right in front of them. They have too much to take in, I suppose. Whereas people who cannot see (or see very little) have to take in only the essentials, whatever registers most tellingly on their remaining senses.

'I didn't see you either,' I said. 'But I heard you come in.'

I wondered if I would be able to prevent her from discovering that I was blind.

Provided I keep to my seat, I thought, it shouldn't be too difficult.

The girl said, 'I'm getting off at Saharanpur. My aunt is meeting me there.'

'Then I had better not get too familiar,' I replied. 'Aunts are usually formidable creatures.'

'Where are you going?' she asked. 'To Dehra, and then to Mussoorie.'

'Oh, how lucky you are. I wish I were going to Mussoorie. I love the hills. Especially in October.'

'Yes, this is the best time,' I said, calling on my memories. 'The hills are covered with wild dahlias, the sun is delicious, and at night you can sit in front of a log fire and drink a little brandy. Most of the tourists have gone, and the roads are quiet and almost deserted. Yes, October is the best time.'

She was silent. I wondered if my words had touched her, or whether she thought me a romantic fool. Then I made a mistake.

'What is it like outside?' I asked.

She seemed to find nothing strange in the question. Had she noticed already that I could not see? But her next question removed my doubts.

'Why don't you look out of the window?' she asked.

I moved easily along the berth and felt for the window ledge. The window was open, and I faced it, making a pretence of studying the landscape. I heard the panting of the engine, the rumble of the wheels, and, in my mind's eye, I could see telegraph posts flashing by.

'Have you noticed,' I ventured, 'that the trees seem to be moving while we seem to be standing still?'

That always happens,' she said. 'Do you see any animals?'

'No,' I answered quite confidently. I knew that there were hardly any animals left in the forests near Dehra.

I turned from the window and faced the girl, and for a while we sat in silence. 'You have an interesting face,' I remarked. I was becoming quite daring, but it was

a safe remark. Few girls can resist flattery. She laughed pleasantly- a clear, ringing laugh.

'It's nice to be told I have an interesting face. I'm tired of people telling me I have a pretty face.'

Oh, so you do have a pretty face, thought I: and aloud I said: 'Well, an interesting face can also be pretty.'

'You are a very gallant young man,' she said, 'but why are you so serious?'

I thought, then, I would try to laugh for her, but the thought of laughter only made me feel troubled and lonely.

'We'll soon be at your station,' I said.

Thank goodness! it's a short journey. I can't bear to sit in a train for more than two- or-three hours.'

Yet I was prepared to sit there for almost any length of time, just to listen to her talking. Her voice had the sparkle of a mountain stream. As soon as she left the train, she would forget our brief encounter; but it would stay with me for the rest of the journey, and for some time after.

The engine's whistle shrieked, the carriage wheels changed their sound and rhythm, the girl got up and began to collect her things. I wondered if she wore her hair in bun, or if it was plaited; perhaps it was hanging loose over her shoulders, or was it cut very short?

The train drew slowly into the station. Outside, there was the shouting of porters and vendors and a high-pitched female voice near the carriage door; that voice must have belonged to the girl's aunt.

'Goodbye,' the girl said.

She was standing very close to me, so close that the perfume from her hair was tantalizing. I wanted to raise my hand and touch her hair, but she moved away. Only the scent of perfume still lingered where she had stood

There was some confusion in the doorway. A man, getting into the compartment, stammered an apology. Then the door banged, and the world was shut out again. I returned to my berth. The guard blew his whistle and we moved off. Once again, I had a game to play and a new fellow-traveller.

The train gathered speed, the wheels took up their song, the carriage groaned and shook. I found the window and sat in front of it, staring into the daylight that was darkness for me.

So many things were happening outside the window: it could be a fascinating game, guessing what went on out there.

The man who had entered the compartment broke into my reverie.

'You must be disappointed,' he said. 'I'm not nearly as attractive a travelling companion as the one who just left.'

'She was an interesting girl,' I said. 'Can you tell me - did she keep her hair long or short?'

'I don't remember,' he said, sounding puzzled. 'It was her eyes I noticed, not her hair. She had beautiful eyes - but they were of no use to her. She was completely blind. Didn't you notice?'

1.3.2 Glossary

1. anxious	feeling worried or nervous
2. sensitive	aware of and able to understand other people and their feelings
3. startled	surprised somebody in a way that slightly shocked or frightened them
4. exclamation	a short sound, word or phrase, spoken suddenly to express an emotion
5. register	(here) something that is noticed and remembered
6. tellingly	in a manner that has a strong or important effect
7. formidable	something or someone that arouses fear and respect
8. deserted	a place with no people in it
9. romantic fool	a person who is emotional and has a lot of imagination, and who has ideas and hopes that may not be realistic
10. making a pretence	the act of behaving in a particular way, in order to make other people believe something that is not true
11. flattery	praise that is not sincere

- | | |
|------------------------|---|
| 12. gallant | (of a man) paying polite attention to women |
| 13. encounter | to meet someone or discover/experience something that is new |
| 14. tantalizing | making someone want something that they cannot have or do |
| 15. break into reverie | disturb someone who is dreaming or in a state of thinking about pleasant things |

1.3.3 Reading Comprehension

I. Understanding the basics of the text

Complete the following sentences.

1. The reading text is a because it has and events.
2. The story has been set in.....
3. The story has awho narrates..... experiences during his
4. The writer of the story seems to know/not know India well.

II. Understanding the story

A. The statements below aim to provide information about the plot of the story. Select the correct word/s from the alternatives given so as to make the statement true to the story.

1. The narrator was travelling with his family/friends/ alone.
2. He was completely/partially/slightly blind.
3. He wanted to conceal/disclose his blindness.
4. His companion was a young lady who was travelling with her aunt/with her mother/ alone.
5. She was curious to know about the narrator and his life/about the sights that one could see from the window.
6. The girl preferred/did not much like to go on long train journeys.
7. She was a loud and talkative/cheerful and chatty/shy and quiet girl.
8. The interesting fact about the incident in the story is that both/neither of the characters knew that the other was blind.

9. The narrator discovered that the girl was blind the moment she entered the compartment/after they began to talk/only after she had got off the train.

B. Choose the correct answers/alternatives and complete the sentences.

1. The fact that the girl was travelling alone shows that

- a) she was not confident about travelling alone.
- b) she wanted to enjoy her first train journey.
- c) she was an alert and confident girl.
- d) she was a highly independent girl.

2. The narrator gathered information about her from.....

- a) the sound of her voice and her slippers.
- b) what she said or asked.
- c) the smells that surrounded her.
- d) All of the above.

3. Well, it often happens that people with good eyesight fail to see what is right in front of them. They have too much to take in, I suppose. Whereas, people who cannot see (or see very little) have to take in only the essentials, whatever registers most tellingly on their remaining senses.

This remark of the narrator shows that

- a) he assumed that the girl was blind.
- b) he assumed that the girl was careless.
- c) he assumed that the girl could see.

4. The narrator means that people who have lost their vision, to learn about things around them.

- a) always depend upon the information given by others
- b) use their senses of hearing, smell and touch
- c) always make enquiries from the people around

d) None of the above.

5. The narrator wanted to prevent the girl from noticing that he was blind because.....

- a) he knew that she too was blind.
- b) he felt embarrassed about his shortcoming.
- c) he wanted to see how well he could play-act.
- d) he wanted to see how observant she was.

6. "Yes, this is the best time," I said, calling on my memories." From these words of the narrator we can conclude that

- a) there had been a time when he was able to see.
- b) he had no vision from the time of birth.
- c) he had a sharp memory.
- d) he had a creative mind.

7. 'You have an interesting face.' This was a safe remark because.....

- a) he couldn't see her face and didn't know what to say.
- b) an interesting face is necessarily a pretty face.
- c) he was sure that she was not pretty at all
- d) he knew that she didn't want him to call her pretty.

8. From the above incident we can conclude that the narrator.

- a) thought that women are difficult to please.
- b) felt that he must make the blind girl happy.
- c) believed that women are easy to please.
- d) believed that women do not like blind men.

III. The narrator was unable to come to terms with his loss of vision. On the other hand, the girl was comfortable in her situation and had a positive outlook towards life. Discuss with examples from the story.

IV. Understanding words in context

Find the following words from the passage.

1. A word in Paragraph 8 which means the same as 'stop somebody from doing something.'
2. A word in Paragraph 14 which could be used to describe something that is 'extremely pleasant and enjoyable'.
3. Words in Paragraph 19 which have been used to depict the sounds that the train was making.
4. A word in Paragraph 27 which means the opposite of 'not willing to do a dangerous or unusual thing'.
5. Words used in Paragraph 32 which stand for 'persons whose job is to carry people's bags and other loads' and 'persons who sell things like food or newspapers outside on the street or on the platforms'
6. A word in Paragraph 37 which means the same as 'made a long deep sound'

1.4 VOCABULARY

1.4.1 Phrasal Verbs

Look at the sentences from the story you have just read. Note the underlined words.

- The couple who saw her off were probably her parents.
- They called their goodbyes and the train pulled out of the station.
- They have too much to take in, I suppose.
- The girl said, 'I'm getting off at Saharanpur'.
- 'Yes, this is the best time,' I said, calling on my memories.

You would have noted that each is a verb followed by a preposition. Each of the Verb+ preposition combinations have a specific meaning.

- saw her off- see off- to go to a station, a bus terminus or an airport to say goodbye
- pulled out- pull out - (of a train) to leave a station
- to take in- take in- to take notice of something with your eyes
- getting off-get off- to leave a place, here the train
- calling on- call on-to formally invite or ask someone to do speak (here trying to use his memories in order to give the right answer)

Phrasal verbs are basic verbs which can combine with different prepositions (called particles) to make verbs with completely new meanings.

We use phrasal verbs more in speaking than writing.

Some phrasal verbs have more than one different meaning like the phrasal verb 'make out' can mean 'manage to see', 'understand' or 'write'.

I. Complete the paragraph using the correct phrasal verbs given below. Use them in the appropriate tense.

If you do not understand the meanings of certain phrasal verbs, you may consult a dictionary.

write off	go over	make up	run out	come up
-----------	---------	---------	---------	---------

The friends decided that they must be quick to.....their minds regarding the place they wished to visit. Time was as only a few train tickets were available. For the last time, they the details of different holiday destinations. Still they seemed to reach no decision till one of themwith an idea. She said that they should write the names of the shortlisted places on slips of paper and draw lots. Before they did so theythe places which were too far or too expensive to reach. That helped. They are going to Ranikhet.

II. Select the correct particle for the underlined verbs in the sentences below.

1. The crowd went.....shouting slogans in front of the municipal office in spite of being told not to do so. (on/about)
2. Many people put.....their woollens in March and get ready for summer. (off/away)

3. You mustn't put.....deciding about your child's school, anymore. (on/off)
4. The editor promised to run.....my article and give his suggestions. (through/over)
5. My aunt set weaving units in remote villages to help the women earn a living.
(on/up)
6. Many members are absent today. Let's call.....the meeting. (off/over)
7. Soon the news got.....that the new teacher was not joining the school. (in/round)
8. Having lost the match, the players came.....with a heavy heart. (out/away)

III. Find the meanings of the Phrasal Verbs given below and write them in the space provided.

1. get away with:
2. bring (something) down:
3. take off:
4. take after:
5. run into:
6. set forth:
7. run into:
8. keep (something) off:

1.5 LANGUAGE USE

1.5.1 Form and Function

There are two basic 'facts' about language and language use.

One 'fact' is that language has a high degree of organization which we can notice and perceive. The shape of the words, the order in which they are arranged in a sentence and the sounds they represent. We hear the sounds and see the written words and their order.

The other 'fact' is that people use language to do things - to 'mean' things and to achieve things. Whenever we use language it is with a purpose to achieve things like, informing, asking, expressing our feelings etc.

So, language has form, which comprises its outward appearance in the form of sounds which we hear and words, their forms and grammar which we see in any written text or perceive when we hear it.

Language has function which means its purpose, what it does; in short, its uses. Forms and their functions are not fixed. You must have seen in the pre-reading activity that all interrogative sentences do not ask for information or confirmation. They perform other functions too.

Basic functions of language

There are three basic functions of language: informative, expressive and directive. Let us look at them a little closely.

a) Informative Language Function (essentially to communicate information)

Under this function language affirms or denies a fact as true, or a statement of fact.

- The sun rises in the east.
- Mr. Huda is the Chairman of the committee.

It also informs whether a state of affairs occurred or not, and what might have been the cause of a particular state of affairs.

- India is a peninsula because it is surrounded by water on three of its sides.
- The whole function was a success due to the hard work of the members of the club.
- The match could not be completed as it began to rain.

Questions seeking information or confirmation come under this category.

b) Expressive language function

Under this function the speaker or the writer reports feelings, emotions or attitudes. This function is served best in literature and poetry but also in our day to day conversation.

- The beauty of the sunrise never ceases to please me
- 'My heart leaps up when I behold a rainbow in the sky:' (William Wordsworth)
- "It was the best of times, it was the worst of times; it was the age of wisdom; it was the age of foolishness ... " (Charles Dickens)

Language under this function expresses and evokes certain feelings. It also expresses ideas.

- Don't you think this is a lovely poem?
- What a grand performance!
- Lovely red roses and dahlias in vivid colours bloomed in the garden.

c) Directive language function

Under this function is used to cause or prevent overt action. The types of sentences that would come under this are imperative sentences like commands and requests

- You are expected to report at 9.00 a.m. everyday.
- Please help me tidy the room up.

Or sentences which do not appear to be commands and requests but perform the function:

- You are sitting in the ladies' compartment (to a man). This one seems to be informative but its actual function is to say 'Do not sit in the ladies' compartment'.

Our most ordinary talk or day to day conversation may have a mixture of all these language functions.

I. Read the conversation given below and state the language function of the underlined sentences from J.B. Priestley's play 'Mother's Day'.

There is a sharp hurried knocking.

Cyril: Might be for me. I'll see. (Cyril hurries out, re-enters.)

1. It's that silly old bag from next door-Mrs. Fitzgerald. You don't want her here, do you?

Informative

2. Mrs Pearson (sharply): Certainly, I do. Ask her in. And don't call her a silly old bag.

.....

She's a very nice woman, with a lot more sense than you'll ever have. Cyril exits, re-enters.

Mrs Fitzgerald hesitates in the doorway.

Mrs Fitzgerald (anxiously): I-just wondered-if everything's all right...

3. Cyril Pearson (sulkily): No, it isn't.

4. Mrs Pearson (sharply): Of course, it is. You be quiet.

5. Cyril (indignantly and loudly): Why should I be quiet?

Mrs Fitzgerald: Cyril dear ...

Cyril stalks off into the kitchen.

6. Mrs Pearson (calmly): Nothing much. Just putting them in their places, that's all.
.....

Doing what you ought to have done long ago.

7. Mrs Fitzgerald: Is George home? (She sits beside Mrs Pearson on the sofa)

8. Mrs Pearson: Yes. I've been telling him what they think of him at the club.

9. Mrs Fitzgerald (nervously): Oh dear, I wish you hadn't Mrs Fitzgerald

10. Mrs Pearson: Nonsense! Doing them all a world of good. And they'll be eating out of your hand soon-you'll see.

You would have noticed that the sentence 'Why should I be quiet?' seems to seek the answer 'yes' or 'no' but in fact it is an expression of anger. The language function of the sentence is thus expressive.

II. Look at this table. It helps us to understand that there is no fixed relationship between the structure (form) and function.

Usual Function/ Sentence Type	Informative	Expressive	Directive
Assertion/ Declarative	The room is cool.	I had a nice time.	I would like some coffee.
Question / Interrogative	But isn't this room 222A?	Isn't that great?	Don't you want to help me?
Command/ Imperative	Read pages 1-10 for the test.	Have a nice day.	Shut the windows.
Exclamation /Exclamatory	The universe is bounded!	I'm really glad!	It's late!

III. Read the sentences below and guess what the function of each would be. The context will help you to guess what the meaning of each sentence is.

1. Guest at a hotel room to the attendant: The room is cold.
.....
2. Mother to son: Have I no right to scold you?
.....
3. One person in the audience to another, while watching a dance: Isn't she graceful?
.....
4. Property dealer to prospective buyer: This house will be comfortable in winter.
.....
5. A person at a restaurant to a waiter: I would like a cup of coffee.
.....
6. One person to another: Good luck for a successful interview.
.....
7. One person in the selection board to another: Ms. Fatima looks like a suitable candidate as she is fluent in both English and French.
.....
8. Person to friend: Check yesterday's newspaper for the advertisement.
.....

Other functions of language

Language performs other functions as well. Look at the sentence below:

- Honourable Chairperson, dear teachers, my worthy opponents, the motion before the house is 'Science has taught humans to destroy more that develop'.
- A: Do you realize that it was your foolishness that caused the company to lose so much money?
B: I accept my responsibility.
- A: Hello. How's life?

B: Fine. How about you?

A: Not too bad.

You would notice that the first sentence is a formal opening sentence of a speech at a debate and all speakers would begin the same way. This is ceremonial language. We use these while delivering formal speeches. The function is ceremonial.

In the second set of sentences, speaker B says that he/she accepts that he or she has caused loss to the company and says so. The speaker performs the action his/her language reports. The function is performative.

In the third set of sentences, we find two persons exchanging pleasantries and this is polite talk. Such kind of stock expressions in the street, offices and other places perform the phatic function.

IV. Complete the table given below.

	Sentence Type	Usual Function	Language Function
1. I don't enjoy tea in summer.	Assertive	Declarative	.....
2. Why don't you write them a letter?	Question	.....	Directive
3. Aren't these the books you ordered?	.....	Interrogative	.....
4. Don't you want to help me win the contest?	Question	Interrogative	.....
5. Leave the bags here.	Command	.....	Directive
6. We're happy that you could come!	Exclamation	Exclamatory	.....
7 Isn't Sachin Tendulkar the best?	.....	Interrogative	.....
8. It is not true that winters are harsh here.	.....	.....	Informative

1.6 WRITING

1.6.1 Writing a personal letter

One of the forms of written communication is letter writing and often the language in a single letter, like all communication in day today life, may serve varied functions. We may use the:

- Phatic: use "Hello, how's life?"
- Informative: give information about life or events
- Expressive: express our feelings towards some of the events we are mentioning or some information earlier given by the receiver
- Directive: when we make requests or suggestions

The most desirable thing about letter personal letters is to bear in the mind the following three things:

1. Who we are writing to? What is our relationship with the person (friend, sister or brother/parent, uncle or aunt)
2. What is the purpose of writing? (anything specific- to tell, ask for, seek advice etc.)
3. What are things that the receiver already knows about the thing, event, person or place being mentioned etc.? (Here mere reference would be enough) OR

What are the things the receiver does not know about the thing, event, person or place being mentioned? (Then we need to introduce them before we go on to give the information or our feelings about the same.)

Other things to bear in mind

- A personal letter is informal
- We can use contractions as in speech
- We begin with greetings and enquiries about the person's or his/her family's welfare
- We come to the main point {the purpose we are writing}
- We conclude by asking the person to respond/ or execute the action requested by you
- We sign off with a positive or affectionate statement depending upon our audience

- We may use 'Yours sincerely' or 'Yours affectionately' depending upon who you are writing to.

1.6.2 Writing the letter

Imagine you are travelling to the city where an old school friend of yours lives. You have some work in the city which would require you to stay there for three to four days.

Address : Dear...../My dear....

Paragraph 1 : Begin with greetings and some general enquires about his/her welfare and some general news about yourself.

Paragraph 2 : Give the specific news of your visiting his/her city for work. Enquire whether your friend would be in station those days. Also enquire whether it would be possible for you to stay with him/her.

Paragraph 3 : Allow for the possibility for him/her to say 'no' to you. Say how eager you are to meet him/her whether you stay with him/her or not.

Closing lines : End with the remark that you are looking forward to seeing him/her again after so many years.

Sign off : Yours sincerely/Your friend

(Your address)

.....

.....

.....

.....

Date:

(Salutation)

Dear..... /My dear.....

(Paragraph 1)

(Paragraph 2- main body of the letter)

.....

.....

.....

1.7 ANSWERS TO CHECK YOUR PROGRESS

1.1 Pre-reading/Introduction

I. Read the questions given. Select from the box the function it is performing and write it in the space given. One is done for you.

- | | |
|--|---|
| 1. Where are you going? | Seeking information |
| 2. Are you travelling alone? | Seeking information/confirmation |
| 3. How about some tea? | Making an offer (of tea) /making a suggestion |
| 4. Why don't we ask the principal? | Making a suggestion |
| 5. Would you mind shifting your bag a little to the right? | Making a request |
| 6. Wasn't that Roorkee we just passed? | Seeking confirmation |
| 7. Which seat would you like to sit on? | Asking about preference |
| 8. Oh, my God! What else could I expect? | Expressing exasperation |
| 9. Don't you think you were downright rude when you said that? | Expressing an objection/making an accusation |
| 10. Won't you help me carry my bags? | Making a request |

1.3 Reading Skills

1.3.3 Reading Comprehension

I. Understanding the basics of the text

Complete the following sentences.

1. The reading text is a story because it has characters and events.

2. The story has been set in the while UP hills (now Uttarakhand) India.
3. The story has a narrator who narrates his experiences during his travel to Mussoorie by train.
4. The writer of the story seems to know India well.

II. Understanding the story

A. The statements below aim to provide information about the plot of the story. Select the correct word/s from the alternatives given so as to make the statement true to the story.

1. The narrator was travelling with alone.
2. He was completely blind.
3. He wanted to conceal his blindness.
4. His companion was a young lady who was travelling alone.
5. She was curious to know about the sights that one could see from the window.
6. The girl did not much like to go on long train journeys.
7. She was a cheerful and chatty girl.
8. The interesting fact about the incident in the story is that neither of the characters knew that the other was blind.
9. The narrator discovered that the girl was blind only after she had got off the train.

B. Choose the correct answers/alternatives and complete the sentences.

1. The fact that the girl was travelling alone shows that she was an alert and confident girl. (c)
2. The narrator gathered information about her from the sound of her voice and her slippers, what she said or asked and the smells that surrounded her. (All of the above. (d)
3. 'Well, on their remaining senses.' This remark of the narrator shows that he assumed that the girl could see. (c)
4. The narrator means that people who have lost their vision, use their senses of hearing, smell and touch (b) to learn about things around them.
5. The narrator wanted to prevent the girl from noticing that he was blind because he felt embarrassed about his shortcoming (b).

6. " 'Yes, this is the best time,' I said, calling on my memories." From these words of the narrator we can conclude that there had been a time when he was able to see. (a)

7. 'You have an interesting face.' This was a safe remark because he couldn't see her face and didn't know what to say. (a)

8. From the above incident we can conclude that the narrator believed that women are easy to please. (c)

III. The narrator was unable to come to terms with his loss of vision. On the other hand, the girl was comfortable in her situation and had a positive outlook towards life. Discuss with examples from the story.

The narrator pretended to look out of the window and told her that he could see trees. This he did from memory as there had been a time when he could see. When she asked him if any animals could be seen in the landscape outside he said from knowledge that animals were hard to come by in the hills. He did not disclose the fact that he was blind. Perhaps he was embarrassed about his shortcoming.

On the other hand the girl plainly asked him what he could see from the window. She did not say that she could not see but she did ask him to look out and tell her. She moved about comfortably and chatted cheerfully which indicates her sense of confidence and the fact that she had overcome her problem well.

IV. Understanding words in context

Find the following words from the passage.

1. A word in Paragraph 8 which means the same as 'stop somebody from doing something-prevent
2. A word in Paragraph 14 which could be used to describe something that is 'extremely pleasant and enjoyable'- delicious
3. Words in Paragraph 19 which have been used to depict the sounds that the train was making-panting, rumble
4. A word in Paragraph 27 which means the opposite of 'not willing to do a dangerous or unusual thing' daring

5. Words used in Paragraph 32 which stand for 'persons whose job is to carry people's bags and other loads' and 'persons who sell things like food or newspapers outside on the street or on the platforms' porters and vendors
6. A word in Paragraph 37 which means the same as 'made a long deep sound' - groan

1.4 Vocabulary

1.4.1 Phrasal Verbs

I. Complete the paragraph using the correct phrasal verbs given below. Use them in the appropriate tense.

The friends decided that they must be quick to make up their minds regarding the place they wished to visit. Time was running out as only a few train tickets were available. For the last time, they went over the details of different holiday destinations. Still they seemed to reach no decision till one of them came up with an idea. She said that they should write the names of the shortlisted places on slips of paper and draw lots. Before they did so they wrote off the places which were too far or too expensive to reach. That helped. They are going to Ranikhet.

II. Select the correct particle for the underlined verbs in the sentences below.

1. The crowd went on shouting slogans in front of the municipal office in spite of being told not to do so.
2. Many people put away their woollens in March and get ready for summer.
3. You mustn't put off deciding about your child's school, anymore.
4. The editor promised to run through my article and give his suggestions.
5. My aunt set up weaving units in remote villages to help the women earn a living.
6. Many members are absent today. Let's call off the meeting.
7. Soon the news got around that the new teacher was not joining the school.
8. Having lost the match, the players came away with a heavy heart.

III. Find the meanings of the Phrasal Verbs given below and write them in the space provided.

1. get away with:	1. to steal something and escape,
-------------------	-----------------------------------

		2. to get a relatively light punishment 3. to do something wrong and not being punished
2.	bring (something) down:	1. to make somebody lose power 2. to reduce something (temperature) 3. to land an aircraft 4. to make an aircraft fall out of the sky
3.	take off:	1. (of an aircraft) to leave the ground 2. (of an idea, a product) to become successful or popular very quickly
4.	take after:	to look or behave like an older member of your family
5.	run into:	1. to meet somebody by chance 2. to enter an area of bad weather 3. to experience difficulties
6.	set forth:	to start a journey
7.	run around (with someone):	to spend a lot of time with someone
8.	keep off (something):	1. to avoid eating, drinking or smoking something, 2. to avoid mentioning a particular subject 3. to prevent someone from coming near or touching something

1.5 Language Use

1. 5.1 Form and Function

I. Read the conversation given below and state the language function of the underlined sentences from J.B. Priestley's play 'Mother's Day'.

- | | |
|--|-------------|
| 1. It's that silly old bag from next door-Mrs. Fitzgerald. | Informative |
| 2. Ask her in. And don't call her a silly old bag. | Directive |
| 3. No, it isn't. | Informative |
| 4. You be quiet. | Directive |

- | | | |
|-----|--|-------------|
| 5. | Why should I be quiet? | Expressive |
| 6. | Just putting them in their places, that's all. | Informative |
| 7. | Is George home? | Informative |
| 8. | Yes, I've been telling him what they think of him at the club. | Informative |
| 9. | Oh dear! I wish you hadn't Mrs Fitzgerald | Expressive |
| 10. | Nonsense! | Expressive |

II. Read the sentences below and guess what the function of each would be. The context will help you to guess what the meaning of each sentence is.

- | | | |
|----|---|-------------|
| 1. | Guest at a hotel room to the attendant: The room is cold. | Directive |
| 2. | Mother to son: Have I no right to scold you? | Expressive |
| 3. | One person in the audience to another, while watching a dance: Isn't she graceful? | Expressive |
| 4. | Property dealer to prospective buyer: This house will be comfortable in winter. | Informative |
| 5. | A person at a restaurant to a waiter: I would like a cup of coffee. | Directive |
| 6. | One person to another: Good luck for a successful interview. | Expressive |
| 7. | One person in the selection board to another: Ms. Fatima looks like a suitable candidate as she is fluent in both English and French. | Informative |
| 8. | Person to friend: Check yesterday's newspaper for the advertisement. | Directive |

III. Complete the table given below.

		Sentence	Usual	Language
		Type	Function	Function
1.	I don't enjoy tea in summer.	Assertive	Declarative	Informative
2.	Why don't you write them a letter?	Question	Interrogative	Directive
3.	Aren't these the books you ordered?	Question	Interrogative	Informative
4.	Don't you want to help me win the contest?	Question	Interrogative	Directive
5.	Leave the bags here.	Command	Imperative	Directive

3. Eastwood, J, Mackin, R, 1991, "A Basic English Grammar with Exercises- student's self-study edition, Oxford University Press, Hong Kong
4. McCarthy, M, O'Dell, F, 2001, 'English Vocabulary in Use, Upper-intermediate and advanced', Cambridge University Press, The Pitt Building, Trumpington Street, Cambridge CB2 1 RP, United Kingdom
5. Beaugrande, Robert de; 'The Tide is Turning' Function and Form in Language Theory and Research, from the Internet
6. Common Forms and Functions of Language
http://philosophy.lander.edu/logic/language_topics.html

1.9 SUGGESTED READING

1. Pot Pourri by Ruskin Bond

UNIT 2: THE HARD MOUNTAINS OF LADAKH

(APPROPRIATENESS)

- 2.1 Pre-reading/Introduction
- 2.2 Objectives
- 2.3 Reading Skills
 - 2.3.1 Passage for Reading
 - 2.3.2 Glossary
 - 2.3.3 Reading Comprehension
- 2.4 Vocabulary
 - 2.4.1 Compound nouns
 - 2.4.2 Countable Adjectives
- 2.5 Grammar and usage
 - 2.5.1 Appropriateness
- 2.6 Writing
 - 2.6.1 Writing a description of a place
- 2.7 Answers to check your progress
- 2.8 References/Bibliography
- 2.9 Suggested Reading

2.1 PRE-READING/INTRODUCTION

We travel to places for work, to meet our family and friends, to attend meetings and conferences, to attend social functions or simply for pleasure. We may travel by road, by rail, by air or by sea. Each mode of transport has its own associated vocabulary.

Complete the table below by selecting appropriate words from the box given below.

One has been done for you.

Vehicles	car, boat, aeroplane, bus, jeep, ship, mono-rail, truck, motor boat, helicopter, launch, ferry, train,
Places where they stop	port, bus-station, terminus, air port, station, helipad, stop, quay
Other places...	airstrip, platform, gangway, runway, railway crossing, depot, shed, signal, toll-booth, tunnel, hangar, petrol station, docks, ticket counter, security check booth, ticketing office, travel
People working with it	conductor, pilot, captain, driver, co-pilot, cleaner, stewards travelling ticket collector, air traffic controller, guard, linesman, station master boatman, skipper, porter, engine driver, flight attendant

	Vehicles used	Places where they stop or take in passengers	Other places associated with it	People working with it
road
rail
air
sea

2.2 OBJECTIVES

To develop in the learner ability to:

- read a travelogue and give the main ideas given in the text
- say the purpose of writing the travelogue
- identify the genre of the piece of writing from the language
- locate new lexical items in the text using cues provided
- make inferences from the text about situation, places and persons
- respond to the text and provide personal opinion
- relate the ideas given in the text with real life
- use vocabulary related to travel
- use compound nouns and adjectives appropriately
- use appropriate expressions in speech and writing
- write a description of a place

2.3 READING SKILLS

2.3.1 Passage for Reading

The Hard Mountains of Ladakh

Excerpts from Martin Kampchen's, The Hard Mountains of Ladakh, Travel, The Statesman, FESTIVAL, 2004

If I could follow my intentions, I'd live either in the mountains or near the ocean. And here I am spending the last two decades in the plainest of all plain country-sides, at Santiniketan in West Bengal. The itch to spend at least a few weeks in the mountains recurs every year. This year, from the middle of August, I visited Ladakh in the extreme north of India. I joined a German family, Paul and Christine Vogels with their two grown-up daughters, and their friend. They had planned and organized our venture.

We met at the New Delhi domestic airport at an impossibly early hour-4.30 am. The flight to Leh, the capital of Ladakh's, took just an hour across dense clouds pierced only by a few snow-clad peaks.

Our landing was dramatic. As Leh is surrounded by mountains, the aircraft must manoeuvre its approach in between two slopes, then descend rapidly and land with rather high speed. Within one hour we were catapulted from the sultry, saturated air of Delhi to an altitude of 3,500 metres with its rarefied, dry climate. Sure enough, after a few hours my head began to ache and reel. We spent three days in Leh trying to adjust by drinking three to four litres of water every day, walking slowly and getting as much sleep as possible.

I liked Leh spontaneously. With 15,000 inhabitants, it is a small town, really, with quaint old lanes and small hotels hidden among the trees and bushes, souvenir shops, outdoor restaurants and cyber cafes, dotting the landscape all around. Leh has a leisurely pace. Tourism is evident everywhere with Europeans, Americans and Israelis ambling along the roads or relaxing in restaurants. They represent low-budget tourism, are youthful and appear fairly considerate of the feelings and the culture of the native population.

Ladakh is that one part of the Indian subcontinent in which Buddhist culture still seems homogeneously intact. The large majority of the population is Tibetan Buddhist. It has old monasteries perched so perilously on mountain-tops, they seem almost glued on to the steep rocks. The Middle Rhine in Germany, which is the area in which I grew up, has castles on both sides of the river. It is renowned for these medieval castles which are well-restored and function as restaurants and museums. When visiting the Buddhist monasteries in Ladakh, I was reminded of the Rhine valley. These castles stand for the medieval determination to rule over the land and the people around. How is it that monasteries, too, were erected on the highest points? Could they not more comfortably have been built in the spacious valleys? I then realized that in the former theocratic society of Ladakh the monks were rulers and, as rulers, had to survey and control. Their monasteries were veritably watchtowers. And they had to defend themselves against invaders and marauders, as their monasteries had large amount of wealth.

At Leh, we first visited the temple of the King's Palace, which majestically overlooks the town. Not yet adjusted to the altitude, I panted up with numerous breaks and thought in despair: if I cannot climb this silly little hill, how will I survive the hard trek in front of me? Then we loaded our luggage on two cars and travelled to Hemis and Aichi in the west. We took the road along

the Indus river, which dominates the landscape. Here the river was not yet broad and mighty; it becomes like that, I hear only after entering Pakistan. But all along the Indus we saw patches of green: wheat fields, tree plantations, vegetables, meadows, whereas the rest of the valley was stone- grey, rocky and harsh. While travelling these two weeks around Ladakh, these barren rocks would stay with us.

Indeed, the mountains of Ladakh are not "beautiful". Yet, while walking in the mountains, spending the evenings watching the descending light across the slopes, sleeping on their rugged ground in a tent and then stepping out in this vast canvas of divine creation straight from my sleeping bag, I became absorbed by the landscape's ancient simplicity.

While still rejoicing each, I discovered a new patch of green, which indicated human habitation and the presence of water as if saw the "promised land", I felt more and more overwhelmed by the jagged lines and wild curves of the bare rocks, by the stratification of the stone with its differing hues which appeared to be like movements frozen in time.

Since my adolescence, I have been fond of visiting monasteries. Until today I am keenly interested in how monks live and why they live the way they do. So, while we visited about 10 Tibetan monasteries, I did enter their shrines to see the figures of the Buddha and his various incarnations. The venerable old lamas looked as furrowed and rugged as the mountains around them. They moved and acted towards us with stately, serene dignity which seemed to ebb from these mountain slopes. Rarely have I seen men who are so fully at one with their natural environment.

There were young lamas as well, some of them mere children clad in the wine-red robes of a lama. Partly forced by poverty, their families gave them away to the monastery, where they could be educated and have a secure life. At a later stage, they are permitted to return to their families and marry, if they want. These boys were inattentive and impulsive. They gossiped and often ran helter-skelter, marring the atmosphere of prayer. I loved the temple rooms best when I had them entirely to myself, and I could fill myself with their dusky presence. The various figures and symbols assumed mysterious contours. The flags and tankas, white shawls and carpets hanging from the ceiling illuminated by lights fed with fragrant butter-oil, created a general atmosphere which made me feel as if I were deep in the warm womb of the earth.

2.3.2 Glossary

1. intention	plan
2. manoeuvre	movement performed with care and skill
3. sultry	very hot and uncomfortable
4. saturated	as if soaked in chemicals (polluted)
5. rarefied	air containing less oxygen than usual
6. spontaneously	naturally
7. quaint	attractive in an old-fashioned way
8. perilously	dangerously
9. well-restored	well brought back to former condition
10. theocratic	a country that is governed by religious leaders
11. rugged	not smooth, having rocks rather than plants or trees
12. absorbed	very interested in something that you don't pay attention to anything else
13. ancient	very old, belonging to the past
14. the Promised Land	the place or situation where expect to be happy and safe
15. jagged	with rough, pointed often sharp edges
16. stratification	the division of something in different layers or groups
17. venerable	people or things deserve respect when they are old, wise or important
18. furrowed	having deep lines on the skin of the face

2.3.3 Reading Comprehension

I. Understanding the basics of the text

Complete the following sentences.

1. The passage is a part of a (story/travelogue/autobiography)

2. The writer loves to travel to the
3. The current text describes the land and culture of
4. It was probably written (to record experiences in Ladakh/ to inform others about the place/because the writer was commissioned by the department of Ladakh) (Select one)
5. The passage gives an insight into the life of the

II. Understanding the text

A. Read the passage and complete the table about Ladakh given below.

Ladakh

		Basic information	Similar to/ Different from	Special feature
1.	Capital	..... Has.....and souvenir..... .....can be seen everywhere	-----	Rugged..... dominates the landscape
2.	Height from sea level	..... metres	-----	.....air and.....climate
3.	Mode of travel	By.....		i.Dramatic..... ii.Requires.....and care on the part of the pilot
4.	Monasteries	i.Situated on..... ii.Shrines house different of Buddha iii.Have,	Similar to the	i. Acted as for the ruling monks ii.Venerable with.....faces, looking and dignified

		....., ....., and.....suspended from the ceiling		iii.....lamas running .....and
5.	Climate	Rarefied and	Different from the..... and air of Delhi	Visitors need to drink and use less.....
6.	Lanes	Dotted with.....	-----	Are .....fashioned
7.	Rocky landscape	i in colour ii. Have many iii. Have sharp and curves	Different from the green area along the	Harsh but has an

B. Read the statements given below. Write whether you agree or disagree. For statements which might have been possible but not mentioned in the text write/add perhaps but

Illustrate your answers using words, phrases or sentences from the passage.

1. The aircraft had to fly carefully between the mountains and land rapidly.
2. The foreign tourists were eager to show off their wealth and modernity in Leh.
3. The Tibetan monasteries were built on mountain tops because it was more peaceful there.
4. The banks of the river Indus were green with vegetation unlike the rocky landscape elsewhere.
5. The greenery along the river shows how water helps to give life and retain life.
6. The mountains of Ladakh are not really beautiful but have a grandeur of their own.
7. The lamas seemed to be at peace with their environment.
8. Children of poor families were sent to the monasteries because they could be educated and be cared for.

III. Understanding words in context

Locate the following:

1. A word in Paragraph 1 which means the same as 'occurs again and again'.

.....

2. A word in Paragraph 3 which means the same as 'be thrown suddenly and violently through the air'.

.....

3. A word in Paragraph 4 which means 'attractive in an unusual or old-fashioned way'.

.....

4. From Paragraph 5, a word that means the same as 'consisting of things or people that are all the same or all of the same type'.

.....

5. A word in Paragraph 6 that means 'height above sea level'.

.....

6. A word in Paragraph 7 that is used as a formal expression for 'a place where people live in'.

.....

7. A word from Paragraph 8 that you would use to complete this sentence: Lord Krishna was an of Vishnu.

.....

8. A word from Paragraph 9 that you would use for someone who acts suddenly without thinking.

.....

2.4 VOCABULARY

Look at these sentences from the travelogue you just read.

- It has old monasteries perched so perilously on mountain-tops, they seem almost glued on to the steep rocks.
- The flags and tankas, white shawls and carpets hanging from the ceiling illuminated by lights fed with fragrant butter-oil...

The underlined words are nouns that are made up of two words which are joined by a hyphen (-). These are compound nouns. Compound nouns are made up of two or more words or parts of words and are written as one word. They are normally fixed expressions.

Compound nouns can be written:

- as two words like: baby sitter and human being or,
- they can be written with a hyphen between the words like mother-tongue or tea-bag.

They can be countable nouns like heart attack or uncountable nouns like birth control.

2.4.1 Compound nouns

Make compound nouns by putting together words from A and B.

A		B	
food	controller	packet	rules
traffic	pressure	level	type
blood	warmer	bottle	leaves
junk	lights	dealer	lock
meal	pot	coupon	hole
tea	ticket	tree	care
mother	cup	clot	stain
water	food		
child			
.....			
.....			
.....			
.....			
.....			

II. Complete the sentences using appropriate uncountable compound nouns from those given below.

spring cleaning

1. The room just needs some It will become as good as new.
2. They have employed a young man for and handling correspondence.
3. The nurse placed some sterile..... on the wound and lightly bandaged it.
4. We do not need any brushes. We shall use
5. The health worker is telling the villagers about the benefits of
6. All the goes down this pipe into a cess pool. There it is treated.
7. I need to file my returns.
8. Mother did sometoday. She threw away so much of unwanted things from the house.

Note- Remember some compound nouns are always used in the plural like: grass roots, luxury goods, human rights, public works.

III. Some compound nouns are made of a verb and a preposition like the word: takeover, walk-in (interviews), printouts

Combine the words of lists A and B and then place them appropriately in the blanks.

B: up, down, over, out, back

1. We couldn't reach the station on time as the car had a.....
2. The government has begun aoperation. It is firing all corrupt officials.
3. The company grew at a great speed with a of over 10 million tons of cement.
4. Many staff members staged a during the monthly meeting as they were unhappy about the delay in appointments.

5. My brother goes to a gym everyday for a He wants to make his body more muscular.
6. The of the new system of evaluation is that evaluation might become subjective based on personal relationship.

2.4.2 Compound adjectives

A compound adjective is an adjective which is made up of two parts and is usually written with a hyphen: long-lasting, jet-black, open-necked etc.

The second part of the compound adjective is frequently a present or past participle. It may have a noun too as the second word as in: shock-proof

Now look at the following sentences from the travelogue.

- The flight to Leh, the capital of Ladakh, took just an hour across dense clouds pierced only by a few snow-clad peaks.
- They represent low-budget tourism, are youthful and appear fairly considerate of the feelings and the culture of the native population.
- It is renowned for these medieval castles which are well-restored and function as restaurants and museums.

You will notice that the word 'snow-clad' is describing the peaks, the word 'low- budget' is describing tourism and the word 'well-restored' is describing the castles in Germany.

Try to locate another compound adjective in the passage *The Hard Mountains of Ladakh*

Compound adjectives serve the functions of

- describing appearance: dark-skinned
- describing character: hot-headed

Match the compound adjectives in Box A with the nouns they usually go with.

- | | |
|---------------------|----------|
| 1. broad-shouldered | a) diary |
| 2. wide-mouthed | b) dress |
| 3. tight-fitting | c) house |
| 4. left-handed | d) book |

- | | |
|--------------------|-----------|
| 5. freshly-painted | e) bottle |
| 6. well-thumbed | f) coat |
| 7. wide-lapelled | g) person |
| 8. leather-bound | h) man |

II. Complete the sentences using appropriate compound adjectives from the list.

well-mannered ill-tempered absent minded easy-going
warm-hearted soft-spoken

- Baljit is quite Even the thought of the final examinations does not worry him.
- Mridula is a person. She never speaks harshly to anyone.
- My uncle is an man. He picks up a fight wherever he goes.
- Daniel was a man. He was friendly and sympathetic.
- After his wife's death, he has become quite He often does not remember where he has kept his things.
- Everyone took to him easily as he was smart and

2.5 APPROPRIATENESS OF LANGUAGE

2.5.1 What is appropriate use of language?

We communicate with the help of words and grammar, which helps us to order the words in a certain way. In addition, our communication takes many forms. We communicate our attitudes, biases, feelings or the real purpose of speaking through our tone, demeanour (stance) or our body language.

While speaking, or writing, if we use inappropriate words or use incorrect grammar, the meaning might change or create an impression which was not intended. The language which is delivered has an impact on the recipient and he or she may have a negative perception of us or what we represent. So, an injudicious use of language not only offends the recipient but affects our credibility as well.

Thus, we need to ensure that:

- We speak grammatically correct language

- Take care of the level of formality of the situation
- Avoid slang in a semi-formal or formal situation
- Avoid using jargon (technical words known to only those who work in our area of work)
- Avoid biased language (that discriminates, is insensitive to certain people, stereotypes groups or individuals)

Since we shall be looking at different parts of speech in our units we shall not dwell upon use of correct grammar in this unit.

2.5.2 Formal and Informal Language

Formality depends upon our relationship with the person we are communicating orally or in the written form. If we wish to show respect, be polite and 'not wish to be intimate' or 'maintain a distance', we use formal language in our communication.

Here are a few words in decreasing levels of formality:

residence	:	house/flat	place
progeny/ offspring	:	children	kids

Informal language on the other hand shows friendliness, a sense of equality or a sense of being close to someone -where we may be able to take liberty with language use.

In informal speech or writing (as in personal letters or messages) we tend to shorten the words like goodbye becomes 'bye' and father becomes 'Pop or Dad'.

I. Read the sentences below and say whether they use formal or informal language. Underline the informal words.

1. My Mom and Dad have left for a vacation in the hills.....
2. I wish to talk to your parents about this.....
3. Put the ice-cream in the fridge or it will begin to melt.
4. Sir, this refrigerator has an added feature.....
5. If a bicycle can be provided to Mr. Lochan, his efficiency will increase.....
6. Me and my pal have left our bikes outside. I hope they are safe.....

7. The students are still in the laboratory. They are completing an experiment.
8. The kids are still in the lab with their experiment.
9. Why don't you phone the chap right away?
10. The agent telephoned about fifty prospective buyers.....

II. Complete the following formal sentences using appropriate words from the box.

line/queue	closed/shut	make sure/ensure	dirty/deface
come to halt/stop		get down/alight	requested/asked
things/goods	maintain/keep	in advance/beforehand	

1. Visitors are requested not to the walls of the monument.
2. All areto silence in the library.
3. Fees for the course must be paid
4. The building is for repairs. Inconvenience is regretted.
5. Kindly that your overhead locker is closed
6. Kindly wait for the bus tobefore you.....
7. once sold will not be exchanged.
8. Kindly come in a

2.5.3 Avoiding Slang

Slang is a particular type of colloquial language that is used in very informal situations. Slang makes the language interesting but if used in the wrong situation can be highly offensive to the recipient.

Slang is mainly used in speech and may be used in popular press.

Slang also changes with time. A few years earlier, to tell a person to relax one might have said 'Cool it!' but nowadays the expression is "Chill it!" or 'Take a chill pill.'

Here are a few common slang expressions:

Toilet /lavatory : loo, lav

Money	:	dough, loot
A stupid person	:	nerd, jerk
Wonderful	:	fab, groovy
Policeman	:	cop
Drink (alcoholic)	:	booze
Husband	:	hubby
Father	:	old man
Person	:	bloke

I. Rewrite these expressions using their formal equivalents.

1. Sorry, man. I have no dough to pay for the tickets. My old man refuses to increase my pocket money. And that brother of mine is such a jerk he goes and spills the beans.
2. It was late in the night. After dinner I went to the loo while my hubby waited for me outside in the car. Soon a bloke came along and said that he was a cop and asked my hubby what he was doing outside at that time.
3. We had such a groovy party at his place last week. There was plenty of booze and music.

2.5.4 Avoiding biased language

We should avoid using any biased language including language with a racial, ethnic, group, or gender bias or language that is stereotypical.

There has been a gender bias in the English language against women as many terms exclude women. There are words like: tax man, layman (common person not having specialized knowledge in the field we are referring to), the man in the street, policeman, postman, spokesman, man power etc.

Often when generalizations are made, the masculine pronoun 'he' is used denying visibility to women.

Some professions were believed to be those then men could do better or which men would take up. If a woman took up that profession then changes were made in the word to indicate the feminine form as in words: lady doctor, woman judge, actress, headmistress.

Similarly, there has been a tendency to label according to the place they belonged, the colour of their skin, their facial features or their religion e.g. blacks, Paki household, Chinky eyes etc.

In the same way there have been references to 'disability' which tends to label differently-abled persons as if their being different is their only point of recognition. These terms are insensitive and offensive.

I. Choose appropriate expressions to complete the sentences.

1. The of this committee is Surabhi Shukla. (Chairman/Chairperson)
2. Nutan has been anof great sensitivity. She has done some very difficult roles convincingly. (actor/actress)
3. This is largely a neighbourhood. (Chinky/South East Asian)
4. It is unfortunate that the disease left him (physically challenged/crippled)
5.should look after own luggage. The railways will not be responsible for any theft or damage. (Every passenger, his/Passengers/their)
6. All the patients here suffer from (psychological difficulty/mental illness)
7. My uncle for many years now. He has to take insulin injections. (has had diabetes/has been a diabetic)
8. The station was by three officers. (covered/manned)

2.6 WRITING

2.6.1 Describing a place

You have read an excerpt from a travelogue. The writer has tried to bring alive the sights (the river, the rocks, the monasteries, the green fields), the sounds (the chanting of prayer and laughter of the young lamas) and the spirit of Leh. He has taken care to mention the unique feature of the place (monasteries on mountain sides, largely Tibetan people, rarefied air, stratified rocks etc.). He has also given his thoughts and feelings about the place.

Let us see what goes into a good description of a place. When we describe a place we need to take care of the following:

- Clearly identify the place we are describing

- Write a sentence which gives the dominant impression of the place
- Use a variety of details: factual, sensory (sights, sounds, smells, colour, touch etc.) and figurative (like comparisons)
- Say what you think or feel about the place
- Move from less significant details to more significant details.
- End with a statement that sums up the description. If you were to write a description of a place you would:
- Decide to whom and why you are describing
- Note down details, including your reactions to these details (surprise, wonder, happiness, fear etc.)
- State the dominant impression you wish to convey (why you like it/ would recommend it/remember it etc.)
- Arrange your details either in spatial order (space, chronological development or in the order or importance)

Also remember to use:

- The present tense
- Use descriptive phrases about how and in what manner rather than simply using adjectives
- Associate details with some experience at the place

Given below is a picture and some details of an old colonial bungalow in the hills of Lansdowne. Look at the picture of the bungalow and the place and make your notes about details. Given are some factual and chronological details you might like to add to make the description interesting.

You may use/ add creative ideas of your own.



- Nestles in the hills away from the main city in the heart of Pauri hills in Lansdowne, in the then state of Uttar Pradesh (now called Uttarakhand)
- Whispering winds amongst the pine
- Quiet charm and simplicity
- Built in the old style, with high ceilings, large rooms, a fireplace in every room, sloping roofs and tin pipes to carry off rain water.



- Established in 1912 as a tourist property
- Ordered by Mr. Fairydale, a British
- Built by a gentleman called Mr. Shah
- Called Bungalow no 29, Lansdowne
- 1919-1947, was occupied by Major Anderson, followed by two British Colonels
- Called Shah Bunfalow till it became a Sales Tax Office after Independence



- A holiday resort since 1997, for people who want to get away from the maddening cities both in summer and winter
- Offers a beautiful view of the hills
- Is covered with snow in winter

- Has basic amenities for a comfortable stay
- Witness to laughter and chatter of people or children on eco-tourism projects
- Visited by the lovely blue Himalayan magpies every morning
- Believed to be occasionally visited by the friendly ghost of a young British lieutenant known as the protector of Lansdowne



With permission from Pankaj Shah, the current owner

2.7 ANSWERS TO CHECK YOUR PROGRESS

2.1 Pre-Reading

	Vehicles used	Places where they stop or take in passengers	Other places associated with it	People working with it
road	car, bus, jeep, truck	bus station, terminus, stop	shed, depot, petrol station, toll booth, ticket counter, ticketing office, travel agency, waiting room, garage	conductor, driver cleaner
rail	train, mono-rail	station	platform, railway crossing, signal, tunnel, ticketing office, ticket counter, travel agency, waiting room	travelling ticket collector, linesman, station master, engine driver

air	aeroplane, helicopter	airport, helipad	air-strip, runway, hangar, ticket counter, security check booth, ticketing office, travel agency, customs booth, departure lounge	pilot, captain, co-pilot, stewards air traffic controller, flight attendant
sea	boat, ship, motor boat, launch, ferry	port, quay	gangway, docks, ticketing office, travel agency, light- house, departure lounge	captain, driver, stewards, boat- man, skipper

2.3.3 Reading Comprehension

I. Understanding the basics of the text

Complete the following sentences.

1. The passage is a part of a travelogue.
2. The writer loves to travel to the hills/mountains.
3. The current text describes the land and culture of Leh/Ladakh.
4. It was probably written to inform others about the place.
5. The passage gives an insight into the life of the Tibetan lamas.

II. Understanding the text

A. Answer the questions

1. Read the passage and complete the table about Ladakh given below.

Ladakh

		Basic information	Similar to/ Different from	Special feature
1.	Capital	Leh Has quaint lanes, small hotels and	-----	Rugged mountains with jugged edges and river

		souvenir shops Tourist can be seen Everywhere		Indus dominate the landscape
2.	Height from sea level	3,500 metres	-----	rarefied air and dry climate
3.	Mode of travel	By air/aeroplane	-----	i.Dramatic landing ii.Requires Skills/ experience and care on the part of the pilot
4.	Monasteries	i. Situated on mountain tops ii.Shrines house different incarnations of Buddha iii.Have flags, tanks, white shawls and carpet suspended from the ceiling	Similar to the castles of Germany	i. Acted as watch towers for the ruling monks ii.Venerable old lamas with furrowed faces, looking serene/at peace and dignified iii. Young lamas running here and there and laughing/gossiping
5.	Climate	Rarefied and	Different from the sultry and saturated air of Delhi	Visitors need to drink a lot of water and use less energy
6.	Lanes	Dotted with small hotels souvenir shops, restaurants and cyber cafe	-----	Are old fashioned
7.	Rocky landscape	i. Stone-grey in colour ii. Have many layers. iii. Have sharp edges and curves	Different from the green area along the the river	Harsh but has an ancient simplicity

B. Read the statements given below. Say whether you agree or disagree. For statements which might have been possible but not mentioned in the text say perhaps.

Illustrate your answers using words, phrases or sentences from the passage.

1. The aircraft had to fly carefully between the mountains and land rapidly. Agree. Leh is surrounded by mountains.
2. The foreign tourists were eager to show off their wealth and modernity in Leh. Disagree. Tourists represent low-budget tourism; they live simply like the people and sensitive to the feelings of the local people.
3. The Tibetan monasteries were built on mountain tops because it was more peaceful there. Perhaps, but the reason mentioned is the ability to watch a large area from that height; the monasteries were like watchtowers.
4. The banks of the river Indus were green with vegetation unlike the rocky landscape elsewhere. Agree, as there is mention of fields, plantations, meadows and vegetables.
5. The greenery along the river shows how water helps to give life and retain life. Agree, inferred from the text
6. The mountains of Ladakh are not really beautiful but have a grandeur of their own. Agree. The writer has mentioned their ancient simplicity and used the word 'divine creation'
7. The lamas seemed to be at peace with their environment. Agree. 'rarely have I seen men so fully at one with their environment'
8. Children of poor families were sent to the monasteries because they could be educated and be cared for. Agree. '... where they could be educated and have a secure life.

III. Understanding words in context

Locate the following:

1. A word in Paragraph 1 which means the same as 'occurs again and again'- recurs
2. A word in Paragraph 3 which means the same as 'be thrown suddenly and violently through the air-catapulted
3. A word in Paragraph 4 which means 'attractive in an unusual or old-fashioned way'- quaint
4. From Paragraph 5 a word that means the same as 'consisting of things or people that are all the same or all of the same type-homogeneously
5. A word in Paragraph 6 that means 'height above sea level'- altitude

6. A word in Paragraph 7 that is used as a formal expression for 'a place where people live in'-
habitation
7. A word from Paragraph 8 that you would use to complete this sentence: Lord Krishna was
an incarnation of Vishnu- Buddha
8. A word from Paragraph 9 that you would use for someone who acts suddenly without
thinking- impulsive

2.4 Vocabulary

2.4.1 Compound nouns

I. Make compound nouns by putting together words from A and B.

food packets, food warmer

traffic lights, traffic controller, traffic rules

blood type, blood pressure, blood stain, blood clot

junk food, junk dealer

meal coupon, meal ticket

teapot, teacup, tea leaves

mother tree

water bottle, water hole, water level

child care, child lock

II. Complete the sentences using appropriate uncountable compound nouns from those given below.

1. The room just needs some vacuum cleaning. It will become as good as new.
2. They have employed a young man for data-processing and handling correspondence.
3. The nurse placed some sterile cotton wool on the wound and lightly bandaged it.
4. We do not need any brushes. We shall use spray paint.
5. The health worker is telling the villagers about the benefits of family planning.
6. All the waste matter goes down this pipe into a cess pool. There it is treated.

7. I need to file my income tax returns.
8. Mother did some spring cleaning today. She threw away so much of unwanted things from the house.

III. Combine the words of lists A and B and then place them appropriately in the blanks.

1. We couldn't reach the station on time as the car had a ...break-down.
2. The government has begun a clean-up operation. It is firing all corrupt officials.
3. The company grew at a great speed with a turn-over of over 10 million tons of cement.
4. Many staff members staged a walk-out during the monthly meeting as they were unhappy about the delay in appointments.
5. My brother goes to gym everyday for a work-out. He wants to make his body more muscular.
6. The draw-back of the new system of evaluation is that evaluation might become subjective based on personal relationship.

2.4.2 Compound adjectives

I. Match the compound adjectives in Box A with the nouns they usually go with.

1. broad-shouldered man
2. wide-mouthed bottle
3. tight-fitting dress
4. left-handed person
5. freshly painted house
6. well-thumbed book
7. wide-lapelled coat
8. leather-bound diary

II. Complete the sentences using appropriate compound adjectives from the list.

1. Baljit is quite easy-going. Even the thought of the final examinations does not worry him.
2. Mridula is a soft-spoken person. She never speaks harshly to anyone.

3. My uncle is an ill-tempered man. He picks up a fight wherever he goes.
4. Daniel was a warm-hearted man. He was friendly and sympathetic.
5. After his wife's death, he has become quite absent-minded. He often does not remember where he has kept his things.
6. Everyone took to him easily as he was smart and well-mannered.

2.5 Appropriateness of Language

2.5.2 Formal and Informal Language

Read the sentences below and say whether they use formal or informal language. Underline the informal words.

- | | |
|---|----------|
| 1. My <u>Mom</u> and <u>Dad</u> have left for a vacation in the hills. | Informal |
| 2. I <u>wish to talk</u> to your parents about this. | Formal |
| 3. <u>Put</u> the ice-cream in the fridge or it will begin to melt. | Informal |
| 4. <u>Sir</u> , this refrigerator has an added feature. | Formal |
| 5. If a bicycle can be provided to Mr. Lochan,
<u>his efficiency</u> will increase. | Formal |
| 6. Me and <u>my pal</u> have left our bikes outside.

I hope they are safe. | Informal |
| 7. The students are still in the laboratory.

They <u>are completing</u> an experiment. | Formal |
| 8. The <u>kids</u> are still in the lab with their experiment. | Informal |
| 9. Why <u>don't</u> you phone the chap right away? | Informal |
| 10. The agent <u>telephoned</u> about fifty prospective buyers. | Formal |

II. Complete the following sentences using appropriate words from the box.

1. Visitors are requested not to deface the walls of the monument.
2. All are requested to maintain silence in the library.

3. Fees for the course must be paid in advance.
4. The building is closed for repairs. Inconvenience is regretted.
5. Kindly ensure that your overhead locker is closed.
6. Kindly wait for the bus to come to a halt before you alight.
7. Goods once sold will not be exchanged.
8. Kindly come in a queue.

2.5.3 Avoiding Slang

Rewrite these expressions using their formal equivalents.

1. Sorry, man. I have no money to pay for the tickets. My father refuses to increase my pocket money. And that brother of mine is such a stupid person that he goes and spills the beans.
2. It was late in the night. After dinner, I went to the lavatory/toilet while my husband waited for me outside in the car. Soon a person came along and said that he was a policeman and asked my hubby what he was doing outside at that time.
3. We had such a wonderful party at his place last week. There was plenty of drinks and Music.

2.5.4 Avoiding biased language

Choose appropriate expressions to complete the sentences.

1. The Chairperson of this committee is Surabhi Shukla.
2. Nutan has been an actor of great sensitivity. She has done some very difficult roles convincingly.
3. This is largely a South East Asian neighbourhood.
4. It is unfortunate that the disease left him physically challenged.
5. Passengers should look after their own luggage. The railways will not be responsible for any theft or damage.
6. All the patients here suffer from psychological difficulty.
7. My uncle has had diabetes for many years now. He has to take insulin injections.
8. The stationed was covered by three officers.

2.6 Writing

2.6.1 Describing a place

Check if you have taken care of the following:

- Divided your description into paragraphs according to the main points.
- Given an introduction with your general comments in the first paragraph.
- Concluded with your feelings or responses, or your recommendations in the last paragraph.
- Tried to include some factual and some sensory details like sights, smells, sounds, feelings etc.
- Used the present tense while talking about the present and past tense while giving its history.
- Used appropriate linkers to link one paragraph with another.
- Use a dictionary to check if your spellings are all correct.

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UNIT 3: IF (POEM)

(POLITENESS)

3.1 Pre-reading/Introduction

3.2 Objectives

3.3 Reading Skills

3.3.1 Poem for Reading

3.3.2 Glossary

3.3.3 Reading Comprehension

3.4 Vocabulary

3.4.1 Use of Idioms

3.5 Language Use

3.5.1 Politeness

3.6 Writing

3.6.1 Discussing a Picture

3.7 Answers to check your progress

3.8 References/Bibliography

3.9 Suggested Reading

3.1 PRE-READING/INTRODUCTION

A mentor is a person who guides a person, shows the way and encourages the protege or mentee to find his or her own strengths and face challenges in life. Mentors may be those who have achieved in life and a source of inspiration for their mentees. In Unit 16 you will read about Helen Keller's teacher and mentor, Anne Sullivan.

I. Have been touched or inspired by any such person who has been guiding you or advising you so that you can reach your full potential? Remember, your mentor can be your parent, elder sibling, friend, teacher, neighbour, a senior co-worker or a senior colleague etc.

Write a few sentences about the way he or she has mentored you.

1. Name and relationship

.....

2. How long have you known him/her?

.....

3. Which area of life have you been mentored or are being mentored?
(Studies/hobbies/skills/career etc.)

.....

4. How is the mentoring done? Select the relevant ones.

face to face meetings/ over telephone/ through emails/ through letters

5 How often do you discuss the relevant issues with your mentor?

everyday/once a week/ once a month/ a few times in a year

II. Imagine you have to advise your younger brother or sister or a friend who is much younger to you about how to conduct himself or herself in life what are four essential things you will say?

1.

2.

3.

4.

3.2 OBJECTIVES

To develop in the learner ability to:

- read a poem and understand its central idea
- say why the poet might have written the poem
- identify the characteristics of verse contrasted to that of prose
- locate new lexical items in the poem using the context
- make inferences from the poem about situation, the speaker
- respond to the poem and provide personal opinion
- relate the ideas given in the poem with real life
- identify the figures of speech used in the poem
- use idioms in sentences of their own
- use polite expressions in speech
- writing a description of a picture

3.3 READING SKILLS

3.3.1 Poem for Reading

If

Rudyard Kipling

If you can keep your head when all about you
Are losing theirs and blaming it on you,
If you can trust yourself when all men doubt you,
But make allowance for their doubting too;
If you can wait and not be tired by waiting,
Or being lied about, don't deal in lies,
Or being hated, don't give way to hating,
And yet don't look too good, nor talk too wise:

If you can dream—and not make dreams your master;
If you can think—and not make thoughts your aim;
If you can meet with Triumph and Disaster
And treat those two impostors just the same;
If you can bear to hear the truth you've spoken
Twisted by knaves to make a trap for fools,
Or watch the things you gave your life to, broken,
And stoop and build 'em up with worn-out tools:

If you can make one heap of all your winnings
And risk it on one turn of pitch-and-toss,
And lose, and start again at your beginnings
And never breathe a word about your loss;
If you can force your heart and nerve and sinew
To serve your turn long after they are gone,
And so hold on when there is nothing in you
Except the Will which says to them: 'Hold on!'

If you can talk with crowds and keep your virtue,
Or walk with Kings—nor lose the common touch,
If neither foes nor loving friends can hurt you,
If all men count with you, but none too much;
If you can fill the unforgiving minute
With sixty seconds' worth of distance run,
Yours is the Earth and everything that's in it,
And—which is more—you'll be a Man, my son!

Rudyard Kipling (1865-1936) was born in Mumbai. He was the son of John Kipling, an artist and teacher of architectural sculpture, and his wife Alice. Kipling spent his childhood in India after which he was sent back to England to stay with a foster family in Southsea. In 1882, aged sixteen, he returned to Lahore.

3.3.2 Glossary

give way	:	stop resisting; to agree to do something you do not want to do
doubt you	:	not have faith in you
imposter	:	a person who pretends to be someone else
knave	:	(old- fashioned) term used for a dishonest boy
stoop	:	bend your body forwards and downwards (as while picking something from the ground)
pitch-and-toss	:	a gambling game in which coins are pitched at a mark and then tossed
sinew	:	a tough fibrous tissue joining the muscle and bone
virtue	:	goodness; decency
common touch	:	the ability of a powerful or famous person to talk to and understand ordinary people
foes	:	enemies

3.3.3 Reading Comprehension

I. Understanding the basics of the text

You will notice that a poem has a different structure from that of a story or article which is written in prose. The poem is shorter and appeals to the heart rather than the mind. It is full of emotions and feelings. You will notice other differences between a piece of text in prose and a piece of text in poetry as you find the answers to the questions below.

Read the poem quickly once. Look at it carefully and answer the questions below.

1. The poem has a running text that is divided into paragraphs/has lines, one below the other and divided into stanzas. (Select the appropriate words)
2. All the sentences are grammatically complete/are not grammatically complete.
(Select the appropriate words)
3. Do the words at the end of the lines rhyme with each other? Write some of the rhyming words.

.....

4. Pick lines as instructed below:

a) Beginning with an infinitive:

b) Beginning with conjunctions. Write the line numbers here:

.....

5. The poem deals with an idea/an event. (Select the appropriate word)

.....

6. Who is the speaker in the poem? Who is he/she addressing?

.....

7. Look at first four lines of Stanza 3 of the poem. Put 'a' for the word ending in line 1 (winnings) and 'b' for the word ending in line 2 (toss). What would be the rhyme scheme?

8. Mention three to four characteristics of the poem that distinguish it from prose.

.....

II. Understanding the poem

The expression 'keep your head' is an idiom and has a specific meaning. There are other idiomatic and fixed expressions in the poem.

A. Learn more about them by matching the idioms in Box A with their meanings in Box B.

1. keep your head	a. say or talk (about something)
2. make allowance	b. listen to and tell lies
3. deal in lies	c. keep provision for
4. look too good	d. do not lose your good qualities
5. breathe a word	e. support you
6. talk to crowds	f. keep calm
7. keep your virtue	g. show success
8. count with you	h. talk to ordinary people

B. Answer the questions briefly.

1. What must the son do when people doubt him, blame him or lie about him?

.....

2. Pick the line from Stanza 1 that means 'if you can be confident about yourself ' '.....

.....

3. Pick the line that says that the son must not 'display his success'?

.....

4. Pick the line that says that he must dream in life but not forget reality.

.....

5. What might happen to his truthful statements? Who will be responsible for such an act?

.....

6. Which are the two words in stanza 2 which are opposite in meaning to each other?('a great success' as against 'an unexpected event that may cause loss of human life or great damage')

.....

7. What does the speaker mean by saying that these two are both imposters?

.....

8. Pick the words from Stanza 3 which means the same as 'to put a lot of something in a pile'.

.....

9. How must the son behave if he experiences loss?

.....

10. Which lines in stanza four means 'Do not become too proud and vain/ Instead remember to talk to and understand ordinary people'.

.....

C. Given below are some qualities. Select the ones that the speaker wishes his son to have.

self- confidence	sensitivity	pride vanity	level-headedness	self-control
ambition	mental strength	impulsiveness	equanimity	patience

.....

D. Understanding the techniques used by the poet.

Comparisons

Poets may compare two things which have similar qualities and while they do so they use words such as 'like' or 'as' for example:

- I was cold with fear and my hands and feet were like ice.
- The voice of the girl in the field was as sweet as a cuckoo's.

But there are occasions where the poets use an implied comparison without the use of 'like' or 'as' for example:

- Fear clutched my heart with its icy fingers.
- The cuckoo of the field, she sang her songs.

In the first sentence fear has been imagined as a living creature who is clutching the persons heart with cold fingers.

In the second the girl with a sweet voice is called the cuckoo of the fields. This is called 'Metaphor'

Find the metaphor that the poet has used in Stanza 2 for 'his qualities, strengths'.

.....

Personification

Sometimes the poet endows non-humans or abstract qualities the qualities of human beings and treats them as such. Look at the line below:

- Death lay its icy hands on his heart.

Here the phenomenon of dying has been given a human quality. This is called personification.

Find the word used to personify the abstract conditions of 'triumph and disaster'.

- “Blow winds and crack your cheeks! Rage, blow!”

The above example of personification is from the famous play, *King Lear* by William Shakespeare.

3.4 VOCABULARY

3.4.1 What are idioms?

In exercise A under 'II. Understanding the Poem' you found the meanings of the different idioms used in the poem.

Let us learn some more about idioms but first let us look at the dictionary meaning of the word 'idiom'.

'a group of words whose meaning is different from the meaning of the individual words'

- Oxford Advanced Learner's Dictionary

- Let the cat out of the bag' is an idiom meaning to tell a secret by mistake.

The words or expressions that are idiomatic like 'make up your mind', 'keep an eye on' or 'hold the fort' may generally be difficult to understand because their meanings are not transparent or direct. But they add to the vividness of the language. The meaning does not stem from the individual words but from the whole chunk.

- He was the black sheep of the family. He neither had the refinement of his educated brother and sister nor their capacity for hard work. He lazed about the whole day.

black sheep: a person who has done something bad that brings embarrassment or shame to his or her family

Idioms have a specific meaning but we cannot bring variation in the idiom to make an opposite. For example, we cannot say: 'He is the white sheep (to mean someone good and of whom all are proud) of the community. '

As you learn more you will discover that some idioms are easy to understand like these:

- as old as the hills (hills have existed for thousands of years)
- mind your own business (we should not poke our nose into other people's affairs)

But some would need a little thinking and noticing contextual clues to be able to get to the meaning and one would simply have to learn referring to the dictionary.

Many phrasal verbs are idioms too. You would have learnt about phrasal verbs in Unit 10.

3.4.2 Notionally related idioms

We have idioms related to certain notions like parts of the body, using language, feelings and moods, people, problematic situation, praise and criticism etc. As with all idioms we cannot

jump to conclusions about their meaning without understanding the context or looking them up in a dictionary.

We shall learn some of each.

Idioms related to:

- Part of the body: put your feet up, head in the clouds, foot the bill, toe the line
- Language: get to the point, put in a nutshell, start the ball rolling, speak one's mind
- Feelings and moods: in high spirits, keep one's chin up, fit as a fiddle, jump out of one's skin
- People: have a heart of gold, a slow-coach, a lazy-bones, a pain in the neck
- Problematic situations: in a tight corner, light at the end of the tunnel, in a fix
- Praise and criticism: top-notch, head and shoulders above, the cat's whiskers

You can consult a dictionary and find out their meanings. Often you can guess the meaning from the context. Here is an exercise for you to do.

I. Read the sentences given below then match the meanings of these idioms with their meanings.

1. can't make head or tail of something	a. working closely with somebody especially in a secretive or illegal way
2. take to one's heels	b. to be a sensible person
3. pay through one's nose	c. to pay a huge amount
4. have a good one's shoulder	d. to become suddenly nervous about doing something that one had planned to do
5. have a finger in every pie	e. to make a person feel too proud in a way that other people find annoying
6. turn someone's head	f. run away from someone or something
7. get cold feet	g. to be able to understand
8. hand in glove	h. to be involved in a lot of activities and have influence over them

1. I couldn't make head or tail of what he was saying. First, he has a problem with his pronunciation and then he spoke so fast.

2. The moment the troublemakers saw the police coming, they took to their heels. Take care with that cut-glass vase. I paid through my nose for it.
3. I don't think Sheela will do anything foolish. She has a good head on her shoulders.
4. Susan has a finger in every pie. She is the class representative, the sports secretary, a supporter of the consumers' forum and a dancer as well.
5. The award that he received for his project seems to have turned his head.
6. Oh! We could not start our anti-corruption campaign as our leader got cold feet a day before it was planned to take off.
7. We cannot get quality products as long as the tradesmen and the quality control personnel are hand in glove with each other.

II. Complete the sentences below with appropriate idioms from those give below. Consult a dictionary in case you do not understand.

slow coach keep one's chin up light at the end of the tunnel

start the ball rolling head and shoulders above toe the line

1. let me give you a brief history of the project.
2. Don't be such a I am sure you can work much faster than that.
3. The country as facing a terrible crisis and there seemed to be no.....
4. Rajni isthe rest of the officers here. Not only does she have immense management skills but also wonderful ideas.
5. Remember my child, one mustin all difficult circumstances.
6. The young boys rebelled against any suggestion that their mother made. She had to resort to threat to make them

3.4.3 Thematically grouped idioms

There may be more than one idiom for a certain situation or a condition. Say, for example, to be unwell or ill can be represented by any of these idioms: be off colour, be under the weather, run down and out of sorts.

Consult the dictionary and identify the theme of the following groups of idioms:

.....: in high spirits, on cloud nine, as happy as the day is long

.....: fit as a fiddle, on top form, in the pink of health

.....: shake in one's shoes, scared stiff, scared out of one's wits

.....: lazy bones, a couch potato

3.5 LANGUAGE USE

3.5.1 Politeness in speech

People in all cultures try to be polite in their communication. In other words, they practically apply their good manners and etiquettes during interaction. The goal of politeness is to make all of the parties relaxed and comfortable with one another. Thus, there is a conscious attempt not to offend one another or avoid any kind of misinterpretation by the person they are addressing. Sometimes saying a thing directly appears impolite. In such cases we use indirect forms, say the thing in words that are less offensive (euphemism), use tag questions or express uncertainty.

It is believed that all humans have a 'face' which consists of a set of goals that they want other people to respect.

Each individual has a:

Negative face: the want of all adult members of society that their actions be unimpeded by others. This means that they want to achieve their purposes or goals.

Positive face: Every human has a positive self-image and personality wants the others to appreciate and approve it.

Since we are conscious of people's 'self-image' sometimes we are torn between wishing to fulfil our need or our purpose and the desire not to damage the 'face' of the partner (the person we are addressing).

While acquiring language every child learns this lesson from the persons around him/her or through direct instruction from the elders around.

In polite conversation we employ different techniques to avoid offending or damaging the 'face' of the person. These may be:

a) Use of indirect requests in place of direct ones: Could you answer the telephone/ Could you help me with the calculations?

Other indirect requests can be: Would you mind opening the door/ If you do not mind, can you smoke outside? In these cases we are showing that we are uncertain whether the person we are talking to would be agreeable to do it. Though we want the person to carry out an action, we put across the feeling that there is a possibility of their not doing it or wanting to do it.

b) Asking indirect questions: Could you tell me what the capital of Belgium is? (In place of - Which is the capital of Belgium?) Would you know where the ticket counter is? (In place of - Where is the ticket counter?)

c) Using tag-questions in place of direct statements: When this happened you were in the office yesterday, weren't you? (In place of 'You were in the office when this happened.)

- You didn't tell her this fact, did you? (In place of -Did you tell her the fact? I hope you haven't told her this fact.) When we want to request information, we are not sure of.
- Leave the keys in the drawer, could you? (In place of- Leave the keys in the drawer.) When we want to reduce the force of a demand we use the tag in the end of the imperative sentence.
- You haven't had anything to eat, have you? When we want to indicate our concern for the person.
- You can do that, can't you? When we want the addressee to give comment on the request we have made.

d) Be optimistic: I'll come with you, if you do not mind? (In place of asking 'Can I come with you? Or the statement 'I am coming with you.')

e) Use words for uncertainty: Probably, she didn't want to be involved. (In place of- She did not want to be involved.)

f) Use euphemism: He lost the money through an error of judgment. (In place of- He lost the money through foolishness.)

I am sorry to learn that you have lost your mother. (I am sorry to learn that your mother has died.) We use less direct and less offensive words to make the addressee feel comfortable.

There are many other techniques which you will learn in the course your life through your interaction with people. Here are some exercises based on the techniques mentioned above.

I. Read the sentences given below and write whether they are polite or impolite in the space provided.

1. Leave us alone.
2. Would you remember what Sunita's telephone number is?
3. You must do this job under any circumstances.....
4. I am using your dictionary, if you do not mind.....
5. I'm sure he forgot to return the money.....
6. You haven't had any rest since yesterday, have you?
7. What did you do with the chairs you took from here?.....
8. He cannot pay you as he doesn't have any money.....
9. You noticed the book missing, didn't you?
10. Our boss died this morning.....

II. Rewrite the sentences below in a politer fashion.

1. Where do kangaroos live? (A college student to classmate)
.....
2. I am taking your shawl. (A girl to a friend)
.....
3. Give me a piece of paper to write on. (Aman to an enquiry office)
.....
4. An old man was looking for you. (Aman to a colleague)
.....
5. Put the lights on. (Man, in the train to fellow passenger)
.....
6. He didn't like the colour of the shirt. He rejected it. (Persons discussing a gift that was left behind by the receiver)
.....
7. Did you have lunch? (concerned lady to colleague)

.....

8. What is this street called? (Visitor to a passerby)

.....

3.6 WRITING

3.6.1 Discussing pictures

We come across pictures or photographs in books, magazines and newspapers.

Even a still picture has a story to tell and a message to deliver.

Just as we read, we try to understand the story or the message behind the picture using our background knowledge, our logical thinking and our personal experiences. Hence, there may be many versions of the interpretation of one single picture.

Look at the photograph given below and write a description and your interpretation. You may look at the vocabulary and grammar help and the broad guidelines given for assistance.

You might like to divide your description into three paragraphs and use the questions below as your guidelines.



(Fropki.com)

Paragraph 1- Description

The scene-

- What is the scene in the picture?

- Where is it?
- Who are in the picture?
- Do they appear well to do/ rich or poor? Details of the scene-
- What are the people doing?
- What is happening in the picture?

Paragraph 2- Interpretation

The story behind the picture-

- What has happened before?
- What is the reason for the present condition?
- What does it show about people in general/authorities?
- What does it show about the people in the picture?
- What might happen?

Paragraph 3-

- What message does the photographer try to convey?
- How has he/she done it?
- Do agree with the message?
- Why?

It is a scene of

The picture shows/depicts (inside/house)

It is the

It is(flooded)

There is (knee high water)

..... persons appear to be (poor/well-to-do)

They are

The situation is (danger involved)

The persons seem (have accepted their situation)

The scene shows that the people in India have (got used to/come to terms with)

The photographer wanted to show (dangers in everyday life)

People are often not very (careful about danger)

There might be a (short circuit, water, electric cable)

The picture shows how the authorities (indifferent/callous/careless/not bothered about) citizens/common citizens)

.....

The

The purpose is to

The photographer is trying to give the message that(not prepared for/do not take seriously)

I agree/do not agree because

I find the scene (funny/frightening/sad/pitiable etc.)

3.7. ANSWERS TO CHECK YOUR PROGRESS

3.7.1 Pre-reading

I. You might use words like:

1. elder brother/uncle/aunt/mother/father /teacher/professor/neighbour/friend/ classmate
2. For months/years, since(year like 2002 etc), ever since(I was a child/in school/I joined college etc)
3. Helped me in my career/in my studies

helped to develop my hobbies/personality/confidence/self-esteem

encouraged me to do/take up etc.

4. One or more of the given alternatives

5. One of the given alternatives

II. Pieces of advice may be from the following:

1. Have an aim in life
2. Remain focused
3. Work hard
4. Listen to people older to you or more experienced than you
5. Be realistic in your ambition
6. Seek someone's help or guidance if you are confused
7. Read books, consult the library
8. Talk to persons associated with the field in which you want to study/work
9. Take your successes and failures with a sense of equanimity
10. Let your failure be the first step towards success

3.3.3 Reading Comprehension

I. Understanding the basics of the text

Read the poem quickly once. Look at it carefully and answer the questions below.

1. The poem *has lines, one below the other and divided into stanzas.*
2. All the sentences *are not grammatically complete.*
3. The rhyming words: you- too, waiting- hating, lies - wise, master-disaster, aim- same, spoken- broken, fools- tools, winnings- beginnings, toss- loss, sinew-you, gone-on
4. Pick lines as instructed below:
 - a) Beginning with a preposition: To serve your turn long after they are gone.
 - b) Beginning with conjunctions. Write the line numbers here:

But make allowance for their doubting too; (4-7)

Or being lied about, don't deal in lies,

Or being hated, don't give way to hating,

And yet you don't look too good nor talk too wise;

And treat those two imposters both the same; (12)

Or watch the things you gave your life to, broken, (15-16)

And stoop and build them up with worn-out tools;

And risk it on one turn of pitch-and-toss, (18-20)

And lose, and start again at your beginnings

And never breathe a word about your loss;

And so hold on when there is nothing in you (23)

5. The poem deals with an idea.

6. Who is the speaker in the poem? Who is he/she addressing?

A father is addressing his son (adolescent)

7. *a, b/a, b*

8. Mention three to four characteristics of the poem that distinguish it from prose.

1. Lines are not complete sentences

2. The word order does not follow the syntax of prose

3. There is rhyme scheme in the end of the lines

4. The poem is divided into stanzas

5. Each line is rich with idea/content

6. Techniques like metaphor and personification have been used.

II. Understanding the poem

A. Learn more about them by matching the idioms in Box A with their meanings in Box B.

- | | |
|----------------------|-------------------------------------|
| 1. keep your head - | (f) keep calm |
| 2. make allowance- | (c) keep provision for |
| 3. deal in lies - | (b) listen to and tell lies |
| 4. look too good- | (g) show success |
| 5. breathe a word- | (a) say or talk (about something) |
| 6. talk to crowds- | (h) talk to ordinary people |
| 7. keep your virtue- | (d) do not lose your good qualities |
| 8. count with you- | (e) support you |

B. Answer the questions briefly.

1. What must the son do when people doubt him, blame him or lie about him?

keep calm, give them a benefit of doubt, not trade lies to save his face, not to hate others and not to show his success to impress others/ or appear vain

2. Pick the line from Stanza 1 that means 'if you can be confident about yourself '

'If you can trust yourself'

3. Pick the line that says that the son must not be 'display his success'?

'don't look too good'

4. Pick the line that says that he must dream in life but not forget reality.

'If you can dream-and not make dreams your master;'

5. What might happen to his truthful statements? Who will be responsible for such an act?

His truthful statements may be twisted and misinterpreted by mischievous people to fool others or mislead others.

6. Which are the two words in stanza 2 which are opposite in meaning to each other?

'Triumph and Disaster'

7. What does the speaker mean by saying that these two are both imposters?

They are misleading. Triumph is an imposter because if it leads to vanity and over-confidence a person may bring disaster upon himself or herself.

On the other hand, disaster might egg a person to reconstruct his or her life, or it teaches a lesson which can be the first step towards success.

8. Pick the words from Stanza 3 which means the same as 'to put a lot of something in a pile'.

If you can make a heap of all your winnings

9. How must the son behave if he experiences loss?

Begin again from scratch and not fret over his loss or failure. Be patient and put in all efforts to regain what he has lost.

10. Which lines in stanza four means 'Do not become too proud and vain/ Instead remember to talk to and understand ordinary people'

If you can talk to crowds and keep your virtue,

Or walk with Kings- nor lose the common touch...

C. Given below are some qualities. Select the ones that the speaker wishes his son to have.

self- confidence, sensitivity, level-headedness, equanimity, self-control, ambition, mental strength, patience

D. Understanding the techniques used by the poet.

Find the metaphor that the poet has used in Stanza 2 for 'his qualities, strengths'.

'worn-out tools'

Find the word used to personify the abstract conditions of 'triumph and disaster'.

'imposters'

3.4 Vocabulary

I. Read the sentences given below then match the meanings of these idioms with their meanings.

1. can't make head or tail of something -to be unable to understand
2. take to one's heels- run away from something or somebody
3. pay through one's nose- pay a huge amount
4. have a good head on one's shoulders- to be a sensible person
5. have a finger in every pie- to be involved in a lot of activities and have influence over them
6. turn someone's head- to make a person feel too proud in a way that other people find annoying
7. get cold feet- to become suddenly nervous about doing something that one had planned to do
8. hand in glove - working closely with somebody especially in a secretive or illegal way

II. Complete the sentences below with appropriate idioms from those give below.

1. To start the ball rolling, let me give you a brief history of the project
2. Don't be such a slow coach. I am sure you can work much faster than that.
3. The country was facing a terrible crisis and there seemed to be no light at the end of the tunnel.
4. Rajni is head and shoulders above the rest of the officers here. Not only does she have immense management skills but also wonderful ideas.
5. Remember, my child, one must keep one's chin up in all difficult circumstances.
6. The young boys rebelled against any suggestion that their mother made. She had to resort to threat to make them toe the line.

3.4.3 Thematically grouped idioms

Consult the dictionary and identify the theme of the following groups of idioms:

being happy/cheerful: in high spirits, on cloud nine, as happy as the day is long

being healthy: fit as a fiddle, on top form, in the pink of health

being afraid: shake in one's shoes, scared stiff, scared out of one's wits

laziness: lazy bones, a couch potato

3.5 Language Use

3.5.1 Politeness in speech

I. Read the sentences given below and write whether they are polite or impolite in the space provided.

- | | |
|--|----------|
| 1. Leave us alone. | Impolite |
| 2. Would you remember what Sunita's telephone number is? | Polite |
| 3. You must do this job under any circumstances. | Impolite |
| 4. I am using your dictionary, if you do not mind. | Polite |
| 5. I'm sure he forgot to return the money. | Impolite |
| 6. You haven't had any rest since yesterday, have you? | Polite |
| 7. What did you do with the chairs you took from here? | Impolite |
| 8. He cannot pay you as he doesn't have any money. | Impolite |
| 9. You noticed the book missing, didn't you? | Polite |
| 10. Our boss died this morning. | Impolite |

II. Rewrite the sentences below in a politer fashion.

- Where do kangaroos live? (A college student to classmate)
Could you tell me where kangaroos live?
- I am taking your shawl. (A girl to a friend)
I will take your shawl, if you do not mind.
- Give me a piece of paper to write on. (Aman to an enquiry office)
Could you give me a piece of paper to write on?
- An old man was looking for you. (A man to a colleague)
An elderly gentleman was looking for you.
- Put the lights on. (Man, in the train to fellow passenger)
Would you mind putting the lights on? Could you put on the lights, please?

6. He didn't like the colour of the shirt. He rejected it. (Persons discussing a gift that was left behind by the receiver)

He left it behind because he probably he didn't like the colour.

7. Did you have lunch? (concerned lady to colleague)

You didn't have lunch, did you?

8. What is this street called? (Visitor to a passer-by)

Would you know what this street is called/ Could you tell me what this street is called?

3.6 Writing

3.6.1 Discussing pictures

You would have followed the broad guidelines of the write-up. In addition, check the following:

- Did you use the present tense to describe the situation?
- Did you use expressions like- must have/might have/ probably it would have etc. to talk about what you think happened before the scene
- Did you use expressions like - there is a danger of/there could be etc. to predict what might happen?
- Did you use the present tense to talk about the message that the photographer wishes to convey and what your reaction is?
- Also check if your paragraph begins with a topic sentence which is a main point i.e.
 - the picture depicts/shows ...
- the scene shows that ...
- the purpose of the picture is...

3.7 REFERENCES

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UNIT 4 HOW ANAESTHESIA WORKS

(Requests, Offers, Invitations and Refusals)

4.1 Pre-reading/Introduction

4.2 Objectives

4.3 Reading Skills

4.3.1 Passage for Reading

4.3.2 Glossary

4.3.3 Reading Comprehension

4.4 Vocabulary

4.4.1 Using a dictionary

4.5 Language Use

4.5.1 Requests

4.5.2 Offers

4.5.3 Invitations and refusals

4.6 Writing

4.6.1 Writing a report

4.7 Answers to check your progress

4.8 References/Bibliography

4.9 Suggested Reading

4.1 PRE-READING/INTRODUCTION

You may have visited a hospital sometime or the other in your life. You must have noticed that a lot of persons are employed to do various tasks in the hospitals. You have doctors, nurses, technicians, administrators and service providers. All these persons can be generally clubbed as people.

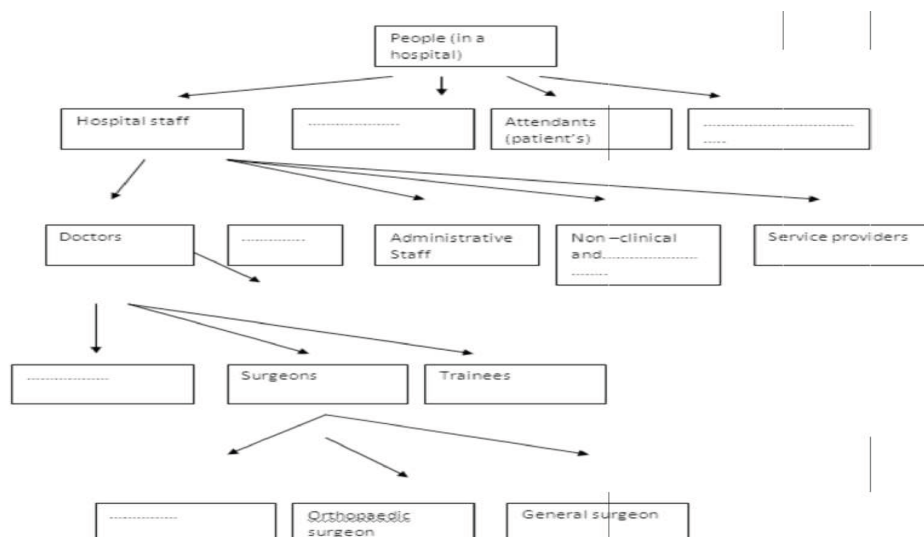
We can say that a hospital employs a lot of people. But if we want to be precise we have to choose a particular word that stands for a particular job profile. There are word hierarchies and as we move down the branches of the hierarchy the words become more and more precise. The more precise the words get, the possibility of many people understanding them decreases.

For example, we all know that a peepul tree is:

- tree
- Peepul (common name)
- a deciduous tree
- Ficus (scientific name)

Many people may not understand the word 'ficus' which means a large shady tree that yields many small fig-like fruits.

Complete this tree diagram and place the words appropriately in a hierarchy.



patients	neuro-surgeon	technical staff	nurses
	physicians	medical representatives	

4.2 OBJECTIVES

To develop in the learner ability to:

- read an interview and give the main ideas discussed
- explain the role of the interviewer in an interview
- identify the genre of the piece of writing from the language
- locate new lexical items in the text using cues provided
- make inferences from the text
- respond to the text and provide personal opinion
- relate the ideas given in the text with real life
- use thematically linked words in speech and writing
- make and respond adequately to requests, offers and invitations
- write a report

4.3 READING SKILLS

4.3.1 Passage for Reading

Read the interview and answer the questions that follow.

How Anaesthesia Works

Excerpts from an interview with Dr. Emery Neal Brown- by Claudia Oreifus

Dr. Emery Neal Brown is a professor of anaesthesiology at Harvard Medical School, a professor of computational neuroscience at MIT and a practising physician at Massachusetts General Hospital. He heads a laboratory seeking to unravel one of medicine's big questions: how anaesthesia works.

Anaesthesia-what drew you to it?

It's a very important price of modern medicine. If you think about what occurs when we do surgery, it's a very traumatic insult to the body. You're cutting people open, removing organs or possibly even transplanting them. The anaesthesiologist puts people into a condition where they can tolerate such extreme assaults.

Is anaesthesia like a coma?

It's a reversible drug-induced coma, to simplify. As with a coma that's the result of a brain injury, the patient is unconscious, insensitive to pain, cannot move or remember. However, with anaesthesia, once the drugs wear off, the coma wears off.

Anaesthesia was first demonstrated right here at Massachusetts General Hospital in 1846. Does that historical fact drive your research?

There's quite a story to how that first public demonstration happened. Apparently, there was a social practice in that era called "ether follies". People got together and they sniffed ether. One of those, people fell and cut himself, but felt no pain. And the story got out, which led a Boston dentist to start experimenting with ether for painless oral surgery. He brought the idea to the great surgeon John Collins Warren, and together they used it in an operation here to remove a neck tumour. "Gentlemen, this is no humbug," Dr Warren declared after the successful procedure, meaning that this was the real thing and that it was going to change medicine. Before that, surgery was mostly butchery. The most successful surgeon was the one who could lop off a limb quickest. To this day, most inhaled anaesthetics are ether. They have been improved a bit, but they are basically ether.

Is it true that we don't really know how anaesthesia works?

It's viewed as a mystery, and that's wrong. It's not a black box. There's a lot that is actually known, and more is developing as neuro-science moves forward. We've certainly known how to make anaesthesia safe. We watch the patient while he or she is "under" We know what's normal in terms of heart rate, blood pressure, temperature, gases, etc. If things start to deviate from that, we intervene. We've got very far by creating high standards for care while under anaesthesia.

In your research, you've been trying to figure out how anaesthesia actually works. How do you go about doing that?

Since 2004, we've been taking volunteers and giving them anaesthesia, though not in the midst of actual surgeries. As our subjects go "under", we image their brains in functional MRI scanners and measure brain activities with EEG monitors. We can watch people lose consciousness-see how the various parts of the brain change in activity. We can watch the changes; what parts of the brain are turned on and off.

Were the ethical problems in designing a study where you rendered your subject's unconscious?

The way we overcame potential objections was by recruiting a unique set of study subjects. They were patients who'd already had tracheostomies-surgical holes in their throat. We could place a tube into the hole and connect it to a breathing circuit. If anyone got into trouble while in the scanner, we'd immediately be able to help them breathe.

Was there resistance to your doing the study?

There's a large body of people in my field who feel that very little progress needs to be made because the process works well enough. My answer is that we could improve anaesthesia tremendously if we knew more neuroscience. This is a golden moment in neuro-science, and anaesthesiologists-who, after all, work with the brain everyday-ought to be a part of it. Instead, people ignore what's happening over there and go, "It's never been solved, people have been working on this since 1846, it's fine as is, why bother?" There's a strange complacency.

What has your research shown so far?

Under general anaesthesia, the brain is not entirely shut down. Certain parts are turned off; others are quite active-not only "active" but there is a level of activity that is quite regular. Our observation is that it is this regular activity that prevents the brain from transmitting information and contributes to a state of unconsciousness. It's analogous to stopping communication down a phone line when transmission is blocked. You could block transmission another way: by sending a loud signal down the line so that the signal was the only thing you hear. So, in some parts what we see is that activity is turned off, leading to unconsciousness. In other parts, we see activity that is more active than normal. This also leads to unconsciousness in sum: the drugs alter the way the brain transmits information.

(Published in Sunday Express, under Knowledge section, March 6, 2011, Originally-New York Times)

4.3.2 Glossary

- | | | |
|--------------|---|---|
| 1. traumatic | : | mental condition caused by serious shock, extremely unpleasant and causing you to feel upset or sad |
| 2. assaults | : | physical attacks on someone or something |

3. reversible : that can be changed so that something can return to its original state or situation
4. drive : (here) provide power or force to make your research move in a certain direction
5. ether : a clear liquid obtained from alcohol used in industry as a solvent and in the past to make people unconscious before surgery
6. ether follies : the habit of people sniffing ether for intoxication
7. tumour : a mass of cells growing in or on a part of the body where it should not
8. neuro-sciences : the scientific study of nerves and their diseases
9. deviate : to do something in a different way from what is usual or expected
10. image : a picture seen in a mirror, through a camera, or a television or computer
11. MRI scanner : magnetic resonance imaging machine which uses the method of using a strong magnetic field to produce an image of the inside of a person's body
12. EEG monitor : a medical test that measures and records electrical activity in the brain
13. tracheostomies : a medical operation to cut a hole in somebody's trachea (windpipe) so they can breathe
14. compliancy : practice of agreeing with other people, or a set of rules
15. analogous : similar in some way to another thing or situation therefore able to be compared with it similar in some way to another thing or situation therefore able to be compared with it

4.3.3 Reading Comprehension

I. Understanding the basics of the text

Complete the following sentences.

1. The passage is a part of an
2. Its theme is connected with the field of (engineering/literature/medicine)
3. The interview helps us to understand something about.....
4. The person being interviewed is a well-known who has been
5. The language used is so that the ordinary person can understand.
(technical/not technical)

II. Understanding the text

A. Answer the questions

1. What happens when one is under anaesthesia?
.....
2. How did people discover that ether could be used in the medical field? What experiments did they do?
.....
3. How was surgery done before anaesthesia was discovered?
.....
4. What did Dr. Warren mean when he said that 'this was the real thing and that it was going to change medicine?'
.....
5. What is the meaning of the word "under" used in the interview?
.....
6. How do the doctors ensure that nothing happens to the patient under the effect of anaesthesia?
.....
7. What kind of volunteers did they take for their research study?

.....

8. How does anaesthesia work? Does the brain completely shut down?

.....

III. Understanding words in context

Find the following:

1. A word in response 1 of Dr. Brown that means the same as 'to take an organ, skin etc. from one person, animal, part of body etc. and put it into or onto another'.
.....
2. A word in the response 2 which means the same as 'caused by a drug'.
3. A word in the response 6 a word which means the same as 'to find new people to join a company, an organization, the armed forces etc.'
4. A word in response 7 which means 'persons who administer anaesthesia'.
5. A word in response 8 which means the opposite of 'passive'.
6. A word in response 8 which means the opposite of 'keep in the same state'.

4.4 VOCABULARY

4.4.1 Using a Dictionary

If you wish to expand your active vocabulary and bring in variety and vividness to your writing, you would need to consult 'word-books' like dictionaries and thesaurus. A dictionary provides, in addition to the meaning a lot of other information about a word. A thesaurus gives you words similar in meaning to a certain word (synonyms) and words opposite in meaning to a certain word (antonyms).

Let us consider what information a dictionary contains.

- Meaning/s (in different contexts)
- Word class -What part of speech a word is
- Derivations (how the word came into language)
- Synonyms and antonyms (opposites)

Abbreviations and symbols one comes across

- | | |
|---------------------------------|--------------------------------|
| • <i>abbr.</i> - abbreviation | • <i>pl.</i> - plural |
| • <i>adj.</i> - adjective | • <i>pp.</i> - past participle |
| • <i>adv.</i> - adverb | • <i>prep.</i> - preposition |
| • <i>AmE</i> - American English | • <i>pron.</i> - pronoun |
| • <i>BrE</i> - British English | • <i>pt.</i> - past tense |
| • <i>C</i> - countable noun | • <i>sb.</i> - somebody |
| • <i>conj.</i> -conjunction | • <i>sing.</i> - singular |
| • <i>det.</i> - determiner | • <i>sth.</i> - something |
| • <i>IDM</i> - idiomatic use | • <i>SYN</i> - synonym |
| • <i>n.</i> - noun | • <i>U</i> - uncountable noun |
| • <i>PHR V</i> - Phrasal verb | • <i>v.</i> - verb |

- Pronunciation guide (British English/North American English)
- Usage note (whether 'obs' obsolete, informal use 'inf' or old English)
- Phrasal verb (in case of verbs)
- Idiomatic usage

Given below are a few of the common symbols that are given in a dictionary. They may vary slightly from one dictionary to another but are basically the same.

4.4.1 Looking up a dictionary

Locate the following information from the dictionary.

I. Find the meaning of the following words:

1. atelier
2. behemoth
3. mesmerize
4. furtive
5. eke
6. luminary
7. neologism

8. panacea

II. Consult the dictionary and answer the following questions.

1. What is the synonym of the word 'elucidate'?

.....

2. What is the meaning of 'on the front burner'? (Look up 'front')

.....

3. What is the idiomatic use of the word 'gold'?

.....

4. What is the full form of IOU?

.....

5. What part of speech is 'lead off'?

.....

6. What part of speech is 'minimize'?

.....

7. With which game is the term 'slam dunk' associated?

.....

8. Is the term 'restroom', English or American?

.....

9. Who is a 'chiropodist'?

.....

10. Is the term 'in the ascendant' formal or informal (Look up ascendant)

.....

11. How many idiomatic expressions are listed under 'fort'?

.....

12. Is Molotov Cocktail a drink?

.....

4.5. LANGUAGE USE

4.5.1 Requests

In unit 10 you learnt about the form and function of language and noticed that different structures can be used to perform a certain function.

You learnt that requests can be in the form of an assertion, a question or as an imperative sentence.

We also know that there are some stock phrases and expressions for certain functions in every language. In order to make a request you would use words like 'please', 'kindly', 'would you mind', 'if you do not mind' etc. Alternately we could use 'May I', 'Can I', 'Could I' while asking for things or permission to do things.

The choice of vocabulary and structure depends upon three things:

- our audience (the person who we are talking to and what is our relationship with him or her)
- our purpose (why we are speaking or writing)
- context (what the situation is- formal or informal, place where we are)

Given below are a few requests. Read them and match them with the situations given in the box.

ordering food in a restaurant	asking for a thing at a shop
asking for services	asking for permission
asking for someone	asking for information
making a formal request	asking for direction
asking someone for a favour	making an informal request

1. May I have a packet of tea, please?

.....

2. Can I have my car serviced tomorrow?

.....

3. I'll have a dosa and some coffee, please.

.....

4. Could you pass me the sauce, please?

.....

5. May I leave office a little early today?

.....

6. Could you lend me a hundred rupees, if you do not mind?

.....

7. Have you got any walking shoes?

.....

8. Could I have a cup of tea, please?

.....

9. Could you clean up my room, please?

.....

10. Can I go out with Roma today?

.....

11. Would you be able to include my name in the list, please?

.....

12. Could I have your address, please?

.....

13. Could you exchange your seat with mine, please?

.....

14. Would it be possible for you to watch my bags while I am away?

.....

15. Excuse me, could you tell me where the post office is?

.....

16. May I talk to Mrs. Singh, please?

.....

II. Given below are some situations. Write what you might say in each situation.

1. You want to know when the supermarket will open.

.....

2. You are at dinner with your family. You need the sugar.

.....

3. You want to the dialling code for Uttarakhand? (You may begin with 'what' also)

.....

4. You want to reserve two seats for Ranikhet for the 5th of September.

.....

5. You are talking to someone who is speaking very softly. You want the person to speak a little louder.

.....

6. You are lost in a new city. You want to reach the Convention Centre.

.....

Please note that when we make requests formally in the written form we use sentences like these:

- I request that my application be accepted for the post of Forest Officer.
- I would be grateful if leave of five days is granted to me.
- Should it be possible for you to process my file within a week, I would be highly obliged.
- I would be thankful if the tickets are sent to my address given below.

4.5.2 Making offers and Responding to Offers

Many a time we see someone in difficulty and offer to help. Sometimes we offer food and beverages to people who are visiting us. And at times we feel like sharing something that belongs to us with others.

Here are a few common expressions for making offers and their likely responses.

- A: Would you like something to eat?
- B: No, thanks, it's all right. I can manage.
- A: Can I help you with your bags?
- B: Thank you, that's very kind.
- A: How about a cup of tea?
- B: Yes, please. I'd love some.
- A: Can I pass you the dictionary?
- B: Thanks very much.
- A: Let me help with the cooking.
- B: Yes, please. That'd be a great help.
- A: Would you like my umbrella?
- B: No, thanks, I can manage.

I. Match the offers given in Box A with the responses given in Box B. Write them in the space below. Then practise saying the sentences.

A	B
1. Let me open the door for you.	a) Yes, please. I'd like a sandwich.
2. Would you like some paper to write on?	b) Thanks. That's a great idea.
3. How about a quick cup of coffee?	c) No, thanks. I've some in my bag.
4. Would you like some tea? I'm having some.	d) Thanks very much.
5. Would you like my seat?	e) That's very kind of you.
6. Let me help you with your typing.	f) No, thanks. I can manage.
7. Would you like something to eat?	g) Yes, please. Thank you.
8. Let me get something to sit on.	

	h) No, thanks. Not at the moment please.
--	--

1.
2.
3.
4.
5.
6.
7.
8.

A few points to remember:

- The answer to 'a' or 'an' is 'one'
- The answer to 'some' is 'some'
- We do not repeat the noun in the answer. (We don't say 'Yes, please. I'd love an apple.)
- For offering something we use 'Would you like/How about. .. ?)
- For offering to do something we use 'Can I/Let me...)

II. A few situations are given below. Frame appropriate offers and their responses and write them in the space provided.

1. You offer a glass of water to someone. The other person accepts it.
2. You offer to collect the clothes from the dry cleaner. The other person refuses your help.
3. You offer to switch the fan on. The other person accepts your help.
4. Someone offers to lend you his/her dictionary. You accept.

5. You offer something to eat. The other person refuses saying he/she is not hungry.
6. You offer to give your seat to a lady. She refuses saying that she'll manage.

4.5.2 Making suggestions

We make suggestions about what we or someone can do. Given below are some ways of making suggestions. Here the person is making a suggestion which may be agreed to or not agreed to.

- How about a walk to the market?
- Should we rest a while?
- Shouldn't we meet the Principal?
- Let's book our tickets now.
- They need not be so worried.

Some suggestions we make have a sense of compulsion. We use 'must' or 'should' in these. These suggestions imply that not following the suggestion may have some undesirable outcome.

Here are some more:

- You must eat less sugar.
- You must have that wound tended to.
- You must reply the mail by tomorrow.
- You must see a doctor.
- You should go home now.
- She shouldn't leave her baby alone.

Frame appropriate suggestions to the situations given below.

1. The train has stopped at the station. You suggest that you and your friend get down there.
2. Your friend has a bad cough. You suggest that she must take some medicine for it.

3. You are passing the fruit chaat stall. You suggest having some fruit chaat.
 4. An important letter needs to reach its destination as soon as possible. You suggest that it should be posted the next morning. (Use 'tomorrow')
 5. The holiday season has begun and there are very few train tickets available. You suggest that tickets be booked right away.
 6. The school is good. They take care of the children well. You suggest to the mother not to be worried about her daughter.
-
-

4.6 WRITING

4.6.1 Writing an email with a request

In today's world much of the written communication has shifted from letters to emails which are letters of a kind but with a difference. They are the most efficient way to ensure that your message reaches the recipient within the least possible time. Though emails have a less formal format they may vary in their level of formality.

Here are a few points:

- Emails vary in formality depending upon who you are writing to and what is your relation with them.
- Emails are generally written in a polite fashion but again the level of politeness varies according to your relationship with the receiver.
- Even if we are writing to our colleagues in the office who are not senior to us, our emails should be polite and friendly.

Let us imagine that Gurmeet Mann, wishes to interview Dr. Achutan Pillai, a professor in the department of Anaesthesia at the Christian Medical College. She writes an email to Dr. Pillai, seeking an appointment to interview him. Let us see the email she would probably have written to him. She decides to mark a copy to the department so that in case Dr. Pillai is not in the office his secretary can see the email.

- Clear subject line

- Greeting with designation
- Your introduction with your job or designation (not name) and explaining why you are writing.
- Use of 'we' and not 'I' makes the message more formal.
- Use of words like 'renowned', 'indicate' and 'convenience' make it formal and polite.
- Formal and friendly ending
- Use full name in the first email
- Give position and contact details. A few things to remember:

Greetings : Formal to individual- Dear Ms. Sen/Dear Professor Shukla/Dear Ranbir Nautiyal (Do not use first name as in Dear Ms. Neelam)

Formal to a group- Dear All

FAQ/For the attention of the Head of the Department

Closing : Regards/Best regards/ Best wishes and then your full name with position and contact details

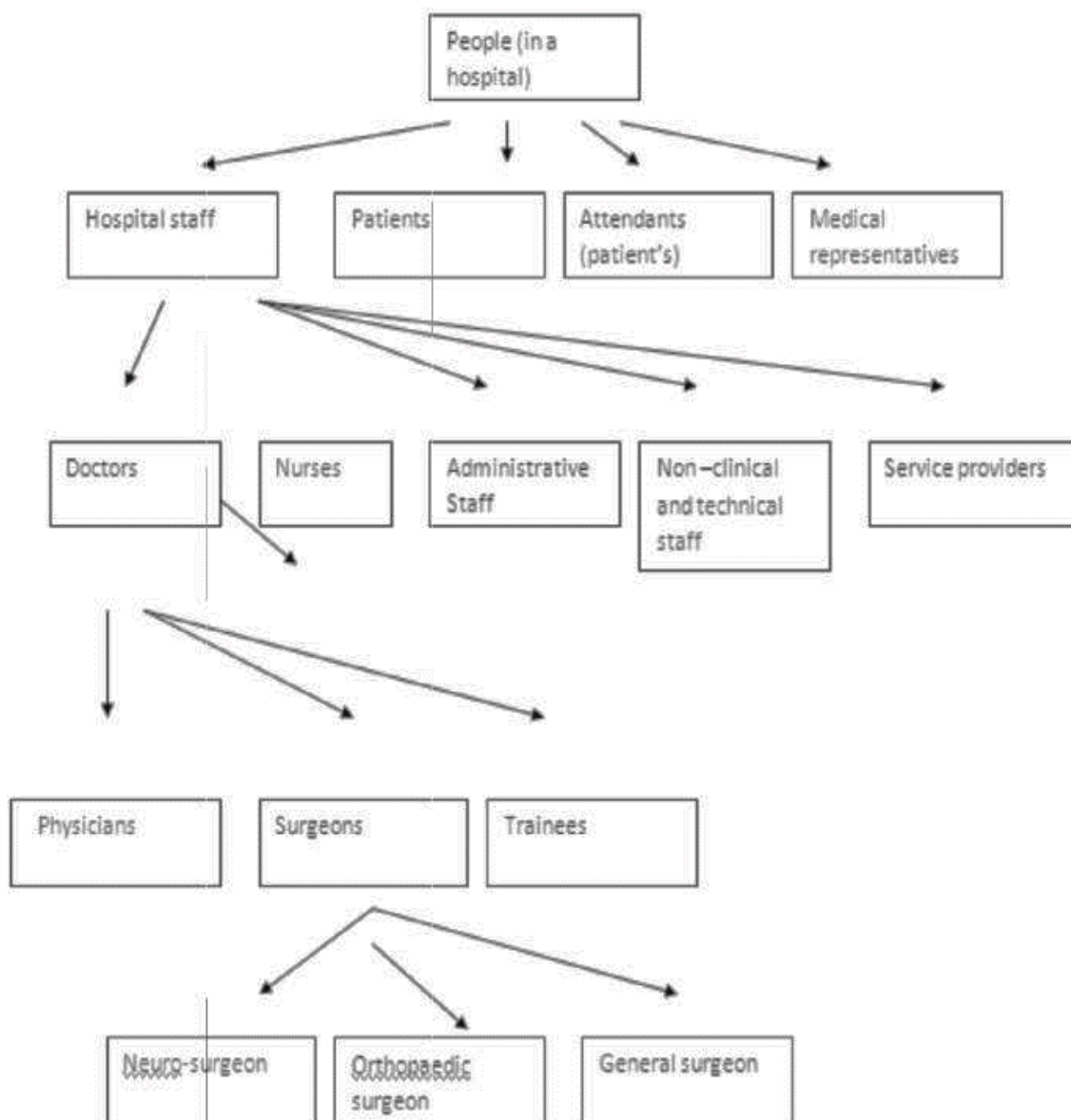
Request : Very polite.

Give the person the option to say 'no' Use expressions like 'Would it be possible ...'/We would be grateful if.....

Imagine you are the Technical assistant of Uttarakhand Testing Laboratories. You are sending an email to the office of Uttarakhand Chemicals, which is a new company set up in the Special Economic Zone. You wish to know more about the company and their products. Ask them to send their literature and promotional material if any. Also ask for a price list of their products.

.....
.....
.....
.....
.....

4.7 ANSWERS TO CHECK YOUR PROGRESS



4.3.3 Reading Comprehension

I. Understanding the basics of the text

Complete the following sentences.

1. The passage is a part of an interview
2. Its theme is connected with the field of medicine.
3. The interview helps us to understand something about the way anaesthesia works during an operation/the effect of anaesthesia on the brain.
4. The person being interviewed is a well-known professor of anaesthesiology who has been working on/doing research on how anaesthesia works.
5. The language used is not technical so that the ordinary person can understand.

II. Understanding the text

A. Answer the questions

1. What happens when one is under anaesthesia?

The body goes into a coma for the time the drug has its effect. This allows the body to bear the pain and assault caused during the surgery.

2. How did people discover that ether could be used in the medical field? What experiments did they do?

In earlier days some people used to sniff ether as a habit. They discovered that if they got hurt while they were under the effect of ether, they did not feel any pain even if the skin or flesh was cut due to the injury.

Dentists began to experiment with ether when they did oral surgery. Later a surgeon used it to remove a neck tumour. Their successes confirmed the fact that ether could be used to make surgery painless.

3. How was surgery done before anaesthesia was discovered?

The patient must have been tied down or held down by assistants of the surgeon. A good surgeon was one who could cut off a limb as quickly as possible without causing much pain while he did so.

4. What did Dr. Warren mean when he said that 'this was the real thing and that it was going to change medicine?

He meant that ether would help to make surgery painless and doctors would be able to undertake long operations without the fear of causing the patient pain or trauma.

5. What is the meaning of the word "under" used in the interview? It means unconscious under the effect of ether.

6. How do the doctors ensure that nothing happens to the patient under the effect of anaesthesia?

They monitor the blood pressure, heart rate and temperature of the patient. If any of these appears to be abnormal then they provide they try to regulate it with the help of machines or medicines.

7. What kind of volunteers did they take for their research study?

They experimented with patients who had undergone tracheotomies which means they had a hole in their wind pipe. If the patient found difficulty in breathing while under the effect of ether, the doctor could put a tube into the hole and attach the tube to a breathing circuit and the patient would continue to get the oxygen he or she needed.

8. How does anaesthesia work? Does the brain completely shut down?

No, the brain does not shut down completely. Only certain parts shut down. Remaining parts continue functioning normally. This regular activity prevents the brain from transmitting information and creates the state of unconsciousness.

III. Understanding words in context

Find the following:

1. A word in response 1 of Dr. Brown that means the same as 'to take an organ, skin etc. from one person, animal, part of body etc. and put it into or onto another'. transplanting

2. A word in the response 2 which means the same as 'caused by a drug'. drug-induced

3. A word in the response 6, which means the same as 'to find new people to join a company, an organization, the armed forces etc.' recruiting

4. Award in response 7 which means 'persons who administer and study the effects of anaesthesia'. anaesthesiologists
5. A word in response 8 which means the opposite of 'passive'. active
6. A word in response 8 which means the opposite of 'keep in the same state'. alter

4.4 Vocabulary

4.4.1 Looking up a dictionary

Locate the following information from the dictionary.

I. Find the meaning of the following words:

1. atelier : a room or building in which an artist works
2. behemoth : a very and powerful company or organisation
3. mesmerize : (usually passive) to have such a strong effect on people that they cannot give their attention to anything else
4. fugitive : behaving in a way that shows that you want to keep something secret and do not want to be noticed
5. eke : (something out) to make a small supply of food or money last longer by using only small amounts of it
6. luminary : a person who is an expert and a great influence in a special area or activity
7. neologism : new word or an expression or a new meaning of a word
8. panacea : something that will solve all the problems of a particular situation

II. Consult the dictionary and answer the following questions.

1. What is the synonym of the word 'elucidate'?

Explain

2. What is the meaning of 'on the front burner'? (Look up 'front')

(of an issue or plan) Being given a lot of attention because it is considered important
(informal, North American use)

3. What is the idiomatic use of the word 'gold'?

A crock/pot of gold

As good as gold

4. What is the full form of IOU?

A written promise that you will pay somebody the money you owe them

5. What part of speech is 'lead off'?

Phrasal verb

6. What part of speech is 'minimize'?

Verb

7. With which game is the term 'slam dunk' associated?

Basketball

8. Is the term 'restroom', English or American?

American

9. Who is a 'chiropodist'?

A person who looks after other people's feet

10. Is the term 'in the ascendant' formal or informal/ (Look up ascendant)

Formal

11. How many idiomatic expressions are listed under 'fort'?

Two (1) hold the fort (2) hold down the fort

12. Is Molotov Cocktail a drink?

No, it is a large bomb that consists of a bottle filled with petrol/or gas and a piece of cloth in the end that is made to burn just before the bomb is thrown.

4.5. Language Use

4.5.1 Requests

I. Given below are a few requests. Read them and match them with the situations given in the box.

1. May I have a packet of tea, please?

Asking for a thing at a shop

2. Can have my car serviced tomorrow?

Asking for services

3. I'll have a dosa and some coffee, please.

Ordering food in a restaurant

4. Could you pass me the sauce, please?

Making a formal request

5. May I leave office a little early today?

Asking for permission

6. Could you lend me a hundred rupees, if you do not mind?

Asking someone for a favour

7. Have you got any walking shoes?

Asking for a thing at a shop

8. Could I have a cup of tea, please?

Ordering food in a restaurant

9. Could you clean up my room, please?

Asking for services

10. Can I go out with Roma today?

Making an informal request

11. Would you be able to include my name in the list, please?

Asking for a favour/Making a formal request

12. Could I have your address, please?

Asking for information

13. Could you exchange your seat with mine, please?

Asking for a favour

14. Would it be possible for you to watch my bags while I am away?

Making a formal request

15. Excuse me, could you tell me where the post office is?

Asking for direction

16. May I talk to Mrs. Singh, please?

Asking for someone

II. Given below are some situations. Write what you might say in each situation.

1. You want to know when the supermarket will open.

Excuse me, can you tell me when the supermarket will open.

2. You are at dinner with your family. You need the sugar.

Can you pass me the sugar, please?

3. You want to the dialling code for Uttarakhand? (You may begin with 'what' also)

a) What is the dialling code for Uttarakhand, please?

b) Hello, could you tell me the dialling code for Uttarakhand, please?

4. You want to reserve two seats for Ranikhet for the 5th of September.

Could you reserve two seats for Ranikhet for the 5th of Spetember, please?

5. You are talking to someone who is speaking very softly. You want the person to speak a little louder.

Excuse me, could you speak a little louder, please?

6. You are lost in a new city. You want to reach the Convention Centre.

Excuse me, could you tell me where the Convention Centre is, please?

4.5.2 Making offers and Responding to Offers

I. Match the offers given in Box A with the responses given in Box B. Write them in the space below. Then practise saying the sentences.

1. A: Let me open the door for you.

B: Thanks very much.

2. A: Would you like some paper to write on?

B: No, thanks. I've some in my bag.

3. A: How about a quick cup of coffee?

B: Thanks. That's a great idea.

4. A: Would you like some tea? I'm having some.

B: No, thanks. Not at the moment, please.

5. A: Would you like my seat?

B: That's very kind of you/ No, thanks. I can manage.

6. A: Let me help you with your typing.

B: Thanks very much.

7. A: Would you like something to eat?

B: Yes, please. I'd like a sandwich/Yes, please. Thank you.

8. A: Let me get you something to sit on.

B: No, thanks. I can manage.

II. A few situations are given below. Frame appropriate offers and their responses and write them in the space provided.

1. A: Would you like a glass of water?

B: Yes, please. Thank you.

2. A: Let me collect the clothes from the dry cleaner. / Can I collect the clothes from the dry cleaner?

B: No, thanks, I can manage.

3. A: Can I switch the fan on?

B: Yes, please. Thank you.

4. A: Would you like my dictionary?

B: Thanks a lot.

5. A: Would you like something to eat?

B: No, thanks, I am not hungry.

6. A: Would you like my seat/Can I offer you my seat?

B: No, thanks, I can manage.

4.5.3 Making suggestions

I. Frame appropriate suggestions to the situations given below.

1. Let's get down here/at this station.
2. You must take some medicine for your cough.
3. How about some fruit chaat/Why don't we have some chaat?
4. You must post it tomorrow morning.
5. You must book the tickets right away.
6. You needn't worry about your daughter. They take care of the children here.

4. 6 Writing

4.6.1 Writing an email with a request

Imagine you are the Technical assistant of Uttarakhand Testing Laboratories. You are sending an email to the office of Uttarakhand Chemicals, which is a new company set up in the Special Economic Zone. You wish to know more about the company and their products. Ask them to send their literature and promotional material if any. Also ask for a price list of their products how they would like to be paid.

To: ukchemicals@net.in

CC: hr_ukchemicals@net.in

Subject: Query about products

Dear Mr.

I am the Technical Assistant of Uttarakhand Testing Laboratories. I am contacting you to say that we have learnt that you are the Technical Assistant at the establishment of your company in SEZ in Uttarakhand and would like to learn more about the products you deal in.

Could you please send us some information or promotional material, if you have any, regarding your products? It would be most useful in making our decisions regarding our future purchases.

We would also require a price list and payment terms.

Looking forward to your reply

Regards

..... (full name)

..... (Name on top of address), Technical Assistant

Uttarakhand Testing Laboratories

201, Sahastradhara Road

Dehradun

Tel: 0135-2658944-

Fax: 0135-2789990

www.uktestinglab.com

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Block- 2

Unit 5	Introduction to Official and Business Writing
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Unit 6	Writing of Summaries and Expansion of Ideas
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Unit 7	Note Taking and Reports
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Unit 8	Minutes, Memorandum and Agenda
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Unit 9	Job Application and Resume
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Unit 10	Correspondences
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Unit 5 INTRODUCTION TO OFFICIAL AND BUSINESS WRITING

- 5.1 Introduction
- 5.2 Business Writing
- 5.3 Characteristics of Business Writing
 - 5.3.1 Clarity
 - 5.3.2 Precision
 - 5.3.3 Choice of Words
 - 5.3.4 Tone
 - 5.3.5 Presentation
 - 5.3.6 Organization/Formatting
- 5.4 Types of Official and Business Writing
 - 5.4.1 Official letters
 - 5.4.2 Components of a business letter
 - 5.4.3 Test yourself
- 5.5 Memorandum
 - 5.5.1 Test Yourself
- 5.6 Notice
 - 5.6.1 Test Yourself
- 5.7 Electronic Mail
- 5.8 Report Writing
 - 5.8.1 Organization and structure
 - 5.8.2 Types and importance of report
 - 5.8.3 Test Yourself

5.1 INTRODUCTION

The title of the unit itself suggests that official and business writing are perhaps different from other forms of writing. It would be better to know if you compare your experiences of various forms of writing. Prior to these advanced courses you might have come across various forms of writing. Do you find all these forms of writing following the same pattern? for example you have read several stories, poems, dramas and novels. The language used in them hinges on a literary style which consists of idiomatic expressions exaggerations figurative language sometimes descriptive while at other times quite epigrammatic. If you have read the plays of famous English playwrights, you might have come across various characters speaking varieties of languages and it is no wonder that not all of their languages are polished. Actually, their languages reflect their background station and identity. All of us will agree that we often take pains to understand the essence of their message. That is why in many books of Shakespeare hints are given to make readers task easier. On the other hand, literary reading is time consuming and people often read as per their own comfort and are not guided by any deadline.

You will agree that literary writings are often vague and circumlocutory; the same cannot be applied to official and business writings. It would be pertinent to understand the types and salient features of business writing. Let's try to understand what makes any writing official and business?

5.2 BUSINESS WRITING

Business writing even to a layman's understanding is a writing through which business transactions are done. Business especially as an adjective shouldn't be considered as only necessary or commercial deals. There are other dealings too which come under business writing. It would be appropriate to call it writing for official purpose. These official or for that matter business writings comprise letters, notices, memos, reports, minutes, agendas, proposals etc. All these writings involve people who are not necessarily men of letters. Hence what is of utmost importance in business writing is the language that everybody can understand. However, there are other characteristics too.

5.3 CHARACTERISTICS OF BUSINESS WRITING

Business writing is different from other forms of writing in many ways. While other forms of writing have certain flexibilities, business writing caters to certain formalities. One can begin a poem from anywhere and end anywhere but business writing has to follow a particular format.

Moreover, business writing does not approve of vague and round about expressions. As time plays a major role in business writing, everyone who goes for official and business writing must aim at clarity, conciseness and specific word choice. Anything written in a vague manner may confuse and unnecessarily delay the business process. Suppose one has to write a complaint letter and out of anger, he writes the letter full of sarcastic words and phrases but misses to mention the type of inconvenience, nothing substantial can be done. Again, if an angry letter of a customer is replied in the same angry tone, the business relationship will become strained.

5.3.1 Clarity

Clarity is the hallmark of business writing. Since your business writing may go to different tables and different people, there is every possibility that it may be distorted or misinterpreted. Hence one has to be very careful while drafting a business document. Whatever you want to express, express clearly without using a flowery language.

5.3.2 Precision

Precision is another merit of business writing. As your business writing will be read by officials who are most of the time busy, you need to make it precise. Don't choke your thoughts by using difficult words, vague expressions, longer sentences and paragraphs. Lengthy expressions often tire the reader. Hence try to be precise.

5.3.3 Choice of Words

While drafting your business document avoid words which are vague and difficult. Since the basic aim of business writing is to express and not to impress select words that are familiar. Use of difficult and archaic words may irritate the readers and create a poor impression. Since readers of your business documents are not omniscient, try to avoid the use of slangs, jargons, cliches and redundancies.

Jargons

Spam	Sensex	Pedagogue	Summons	Disbursement
Freeware	Chauvinism	Debit	Arrears	Credit
Canonical	Cognizance	Blog	Writ	

Jargons are technical words used by people of the same profession. The use of the word 'pedagogue' for a teacher is a case of point.

List of Cliche

Iron hand of the law	Bottom line	By leaps and bounds
Spare no efforts	Head over heels	
Irony of fate Acid test	Below the belt	
Wannabe	Part and parcel	

Cliches are words or phrases that may appear attractive but have lost their relevance because of overuse.

Examples of cliché are iron hand of the law; spare no efforts part and parcel etc.

Redundancy is mere repetition. It is often seen that as beginners we often end up using words which are needless repetitions. Words such as repeat again return back basic fundamentals final decisions are examples of redundancy. You need to avoid such usage in order to be effective.

5.3.4 Tone

Tone is an important feature of all official and business writing. Care has to be taken that while drafting a business document we are neither being domineering nor instructive. The tone has to be humble and convincing. Imagine writing a complaint letter by an aggrieved customer. True that these have been some sort of inconvenience but that cannot be sorted out simply by using an offensive alleging and insulting tone. Instead, a proper explanation of the inconvenience stated in a humble language may help your complaint heard and remedy sought.

5.3.5 Presentation

You often admire or envy a person the way he presents himself. A person wearing an expensive suit too may not appear as attractive as the one who wears a simple outfit but knows how to wear it. Business writing too because of its proper presentation may work wonders if it is specific. For example, while seeking a job for quality control engineer specify your qualification in quality control rather than describing all courses you took while studying engineering. Likewise, **while writing a complaint letter to a particular organization mention the exact model number, date of purchase name of the item and the specific**

problem rather than blaming all the products of the organization. Remember the fact that all of us have ideas. How one presents that idea is more important than simply boasting of it.

5.3.6 Organization/Formatting

All business and official writing follow a particular format. While every business document has information the information has to be put in a proper format. A business report must have front matter body and back matter. Likewise, a business letter has to follow the style relevant in a firm organization. Business letters must follow letter head, date line, salutation body, leave taking and complimentary close. Depending upon the content, sentences and paragraph too ought to be organized accordingly. Apart from formatting you also have to ensure that care is taken for grammar spelling and effective paragraph construction.

5.3.7 Test Yourself

1. What do you understand by business writing? How is it different from other forms of writing?
2. Give an example of how lack of clarity can affect a business document.
3. What is the role of presentation in business writing?
4. How important is the role of tone in business writing?
5. Give examples of some words that can create confusion in business writing.

5.4 TYPES OF OFFICIAL AND BUSINESS WRITING

There are different types of official and business writings. Which can be classified into different categories, such as;

- Official letters
- Memorandum
- Reports
- Electronic mail

5.4.1 Official letters

Most of you either as student and even as prospective job seekers or later as employees have to write and respond to a lot of letters. These letters may be of different types as depending upon the nature and function of purposes. But what is quite common in most of the letters is

the level of formality and care for clarity and precision. While the content is of utmost importance all the parts of the business letter are also given due consideration. The letter that you write as an individual or on behalf of the company or firm you are working for reflects the image both of a person as well as of the organization.

5.4.2 Components of a business letter

The various components or parts of a business letter are the following:

Letter head: If you are working in an organization, you would quite often get an opportunity to write on the letter pad. It does have its complete address and is usually marked on the centre. This can also be called as heading.

Date line: In most of the letter's business or personal date line is placed at the right-hand margin of the letter. However, if you are using a full block format which of late is becoming very popular date is written on the left-hand margin. There are different ways of writing the date such as:

16 June, 2011

16th June 2011

June 16, 2011

16.6.2011

Remember that people in U.S. put month before the day. Hence 16th June 2011 will be written as 6/16/2011

Inside address: Written on the left margin of the letter this is the address of the receiver of the letter. The address has to be complete and correct. It includes the name, designation, street/road, town/city, state and exact postal index number:

Prof. Pashupati Jha

Chairman, Association for English Studies of India

10, Civil Lines, Roorkee, Uttarakhand-247667

Do not forget to add Dr./Prof./Lt./Major before the name if the person holds such a title.

Salutation: Written just below inside address and on the left hand margin salutation is the way recipients of your letter are addressed. Though in most of the business letters, Dear Sir/Madam

is used nowadays. At times there are changes because of the relationship too. In certain cases people are also addressed by their first name or at times by their title too. Here are some examples

Dear Sir/Madam

Dear Raghu

Dear Mr. Sinha

Dear Ms. Sharma

Though many business organizations or firms often address their customers or clients by names to show cordiality they also write 'Dear customer', 'Dear Member' etc. while sending letters to large populace.

Remember that if you have to address an organization or an association 'Dear Sirs' is used.

References and attention line: In many cases where so many letters are exchanged references are also given. It includes some numbers and the date on which the letter is written. Many business organizations write your references and our references when a letter is written to an organization but addressed to an individual the name and assignment of the person is mentioned in 'Attention.'

Look at the following:

Your reference LT no. 24/3/11

Our reference 54/dhn/5/11

Attention: Shri Raghav Prasad, Financial Manager

Subject line: Just below the salutation subject line is written to draw the attention of the reader. Actually, in business world people are often busy and hence subject line helps readers to know the purpose of the letter without going through the entire letter. The content of subject is brief but clear.

Sub: Regarding damaged goods

Body: The body of the letter contains the information and serves the purpose for which the letter is written. The body of a business or official letter can be divided into two to three parts. While the first paragraph is often a connecting paragraph if previous exchanges have been made, the second paragraph mentions the exact message and the third one suggests the action the letter writer wants to be taken.

Care has to be taken that proper punctuation marks be used in the body of the letter. While sentences and paragraphs should be short, grammatical correctness also should not be disregarded. Most of the business writings have to follow the KISS formula, which says Keep it simple and short.

Leave-taking and complimentary close: Once you have completed your letter you need to take leave and bring the letter to a close. Most of the business letters end by a 'thank you' note or have a polite line that indicates courtesy.

Thanking you

With Regards

The expression 'Yours faithfully' is used to close the business letter. Letters addressed to people with whom you feel either to be at equal terms or little informal, 'yours truly' or 'yours sincerely' are also used. The examples below can make things clearer.

Salutation	Complimentary Close
Dear Sir/Madam	Yours faithfully
Dear Sir/Madam	Yours faithfully
Dear Raghu	Yours sincerely
Dear Ravi Kumar	Yours sincerely
Dear Reader/Customer	Yours sincerely

Signature: A letter writer must write his name especially while ending a business letter below complimentary close. In case the person holds an official position, the designation must be mentioned below such as

Ravi Juneja

Business Head (North)

Ms. Rajni

Editor

Enclosure: The last component of a business letter 'enclosure' mentions any additional document attached to the letter. Any receipt, additional documents, if attached can be mentioned in this head.

Format/ Style of business letter: Though the components of a business letter are, in some ways or another, the same, there are different styles of formatting them. The four styles include block, modified block, semi block, and simplified.

Block style has become the most common format of business letter as it is easy to type. In this format all the components namely the date, in salutation, complimentary close and signature are flushed left. Moreover, while the body also begins from the left margin the paragraphs are not indented.

Modified block format is different from block style in terms of date line and complimentary close. Date cc and signature are on the right hand margin and paragraphs are not indented.

Semi block format too has date line, complimentary close and signature on the right hand margin. What distinguishes it from modified block format is that the paragraphs are indented.

Simplified format is an informal style of letter. In this format while the date line and signature are placed on the right there is no salutation and complimentary close. This format includes a subject line where the subject is written in block letters.

5.4.3 Test Yourself

1. Which format of business letters according to you, should be used and why?
2. Mention the different components of a business letter.
3. Why are letters still considered important in business organizations though telephones can send message faster than letters?
4. Write a letter inviting the principal of your college as the chief guest in the annual sports of your college. Imagine yourself as Ranjeet Kumar secretary of sports union.
5. Write a letter to the editor of a local daily drawing his attention towards providing a health column in his newspaper.
6. Write a letter to the Vice-principal of your college requesting him to arrange some extra classes for poor boys who cannot afford private tuitions.

7. You are to attend the marriage ceremony of one of your relatives. Write a leave application to your boss requesting him to grant you two days' leave. Use full block format.

8. Write a letter to your boss requesting him to allow you to attend a conference in New Delhi. The conference is organized by Engineers India Ltd. There is no fee for attending the conference. Use full block format in your letter.

5.5 MEMORANDUM

Memorandum or in short memo is a piece of official as well as business writing which is circulated within the organization. Since it is an internal communication, it is also called inter office memorandum.

Memo is written in a conventional format and the language used in it is objective and free from any emotional outpourings.

The purpose of a memo is not only to help smooth flow of information in the organization but also to establish sound business relationships.

Structured like a letter a memo does not have either inside end salutation or complimentary close yet it ends with the writer's name written on the right hand side towards the end of the message.

Many organizations have a printed memo form which has the following heads:

- | | |
|---|---|
| a. Name of the organization in top centre | b. To & from on the left hand side |
| c. Subject | d. Ref. date on the right hand side |
| e. C.C. towards the end on left hand side | f. Signature of the person issuing a memo |

SAMPLE MEMORANDUM:

Kalpan Business School	
58, Rajendra Prasad Path, Niralanagar.	
To: All Heads	Reference: FDD/48
From: Dean, Admission	Date: 12 April, 2011
Sub: Training for faculty members	

It has been observed that campus placement in our institution has been dissatisfactory. This has badly affected the admission process for the last two years. It is high time we realise the need of recruiters. I would like you to propose faculty development training for all departments. Send two training proposals and names of experts in the said area from each department. I would like to meet all the departmental heads before giving shape to training programme.

Himanshu Joshi

5.5.1 Test Yourself

1. Write a memo for circulation to all employees regarding the increase of refreshment and tea changes of the canteen. Explain the reason for the same. Consider yourself as Chairman, Canteen.
2. The employees of Birla Soft spend more time than required during tea break. This has affected the work of the organization. Considering yourself as general manager of Birla Soft write a memo to be circulated to the employees.
3. Given below is a badly written memo. Rewrite the memo to make it look official as well as effective.

Vadanta Institute of Hotel Management

35, Tilk Marg, Vilaspur.

To: All faculty

Ref : VIT / 201/

2011

From: Librarian

Date: 4 June, 2011

Sub: Refund of library books

I have been put to convenience as most of the students and faculty members never return the books in time. Should they not understand that library is not anyone's personal property? If they do not return the books in time how can other people get books. Moreover. In case they are fined, they never come to the library.

It is hoped that they understand the gravity of the situation and do all things possible to return the books and also keep coming to the library without creating and bad blood between themselves and library staff.

Harendra Pratap Singh

4. As the management of your organization has decided to make their offices paperless, write a memo to your Chief Manager seeking his permission to provide laptops to all employees on priority basis.

5. Look at the language of the memo given below. Suggest changes and rewrite fresh memo:

It has been reported to me that most of the employees do not bother about the garbage and throw it outside their flats. This causes problems to many people. Even the sweepers that we had employed on hire basis complain that they have become jobless. Actually, the employees are not worried because even if they fall ill, they have been provided with free hospital facilities. Hence, I seek your suggestion that if hospital facilities are banned, perhaps people will come to their senses.

Kindly send me your views within three days whether the hospital facilities should be stopped. If educated people like you are not serious on this issue, who will be?

D. Shiv Shankar

Director

6. Write a memo to all employees telling them about the electricity cut on Friday because of load shedding. This will also affect the water supply. All employees are informed in advance to keep stock of water for that day.

7. Write a memo to the junior managers to attend a workshop on 25th August 2011. The General Manager of Wipro Bangalore wants to share his work experience of thirty long years in the same organization.

Mention specifically that attendance of all junior managers is compulsory.

5.6 NOTICE

Notice is also a part of business writing. This is written to inform members of a particular group or organization about any new event announcement of a new programme or an important issue to be discussed with large number of people.

You may often wonder why notice is given. During your school or college days you often saw a notice board where students would flock or sometimes create a chaos too. They either wanted to see their exam or result dates announcements of picnic trips or games week etc. At times notice board also has information about things lost and found.

As you complete your college life and enter an organization you will again come across notice boards. Here usually the organization puts its policies, achievements and targets.

As an employee in an organization, you may also get several other opportunities to write notices. Thus, you will have to discuss several issues by calling a meeting. The members who attend the meeting have to be informed well ahead of time so that everyone may assemble at a particular venue at a decided time to carry out further transaction.

It is quite pertinent that notice is circulated to all the members concerned so that they attend the meeting. Though the fast pace of technology has provided other ways of informing people yet a written notice is still considered official.

Given below is a sample notice.

<p style="text-align: center;">SPORTS COUNCIL</p> <p style="text-align: center;">UTTARAKHAND UNIVERSITY OF TECHNICAL EDUCATION,</p> <p style="text-align: center;">HALDWANI</p> <p>Dated: May 03, 2011</p> <p style="text-align: center;">NOTICE</p> <p>No. IITR/ISC/ swimming/235</p> <p>The Sports Council of the university is organizing a three days' Swimming Camp for Faculty and Staff with effect from May 07, 2011. Those who are interested may please get themselves registered in the Sports Council Office during working hours by May 06, 2011 Forenoon.</p> <p>The Charges for the camp Rs. 200/- per person. Those interested are to bring two photographs and a declaration form duly signed by their parents (in case of students) at the time of registration.</p> <p>Mahesh Kumar</p> <p>Secretary</p>

5.6.1 Test Yourself

1. Your college is going to host a state level football championship. As the Secretary of the Sports council, write a notice to be sent to all the colleges of the state.
2. Write a notice for your college notice board inviting articles, short poems, and short stories for the college magazine.
3. You have been asked by the principal to organize a college week. You want to seek the suggestions of your friends and teachers in this regard. Write a notice to be circulated to students and departmental heads of all streams. Mention clearly the date and venue for the same.
4. Write a notice to be circulated to all students of third year to attend a meeting for the finalization of their projects. The meeting will be held on Thursday, 15 September, 2024 in the Physics Seminar room at 3 p.m.
5. As Secretary to the principal, write a notice to all wardens to arrange a meeting their respective hostels and persuade students to vacate their rooms during summer vacation for necessary renovation work.

5.7 ELECTRONIC MAIL

Electronic mail is one of the fastest ways of sending and receiving messages. Though informal in nature, e-mail has of late become an official medium of sending and receiving messages. There is no wonder if you get the intimation of your interview by mail. Though e-mail has become quite popular people who are not acquainted with it would be curious to know how they too can use this facility.

First, one has to open an account with any of the mail providers such as Hotmail, yahoo, Google. Sanchar and many more. Once you open an account you get an email id which is your license and has to be preserved by you. You have to create a password which acts like a key and helps you open your mail every time. Remember that you should not share your password with any one since it may be misused. Your mail account has various facilities such as inbox, draft, sent items and many other things. You can preserve all important mails in your inbox and you can refer to it whenever you need them. A judicious e-mail user can minimize the use of papers.

Since e-mail is a fast medium of sending and receiving messages there are certain considerations to be followed.

They are:

- E-mail messages should be short one should avoid writing long mails as it tires the readers.
- Avoid using filthy, ironical language as it may sometimes go against you in the future.
- Avoid writing your mail in capital letters. It means the writer is shouting.
- Mention the subject in the column meant for it. This helps in informing your readers about the purpose. Busy officials may often ignore a mail which is without a subject.
- E-mail has a cc (carbon copy), bcc (blind carbon copy) facility. Use it only if you need to send it to so many people. Sending the copy of your mail to people who do not need it may create a bad impression.
- Though E-mail is an informal medium, care for language and grammar should be taken. However, it is people's greatness that spelling errors and bad grammar on the part of writer is excused, yet it gives a clue about writer's carelessness.
- Before sending an e-mail, check clearly that the sender's id is correct otherwise the mail may bounce back.
- In case you are sending any additional information in attachment ensure that the matter has been properly attached.
- Once you get used to writing E-mails there is no wonder that you receive a number of mails every day. It is facility for which one doesn't have to wait for days and sometimes weeks looking in the direction of the postman. Your e-mail is just a click away at your choice of time and place provided you have an internet connection. Nowadays people are seen checking their mails even on their cell phones, thanks to technology.
- As electronic mail is one of the fastest modes of communication, you should learn how to send mails. The moment you open a service provider, go to compose/write option and write the correct mail id in the 'to' column, in case you have to give any subject, do mention that and then go to the space provided for writing your message. Address the person by name or in case the message is to be official, address the person by his title or 'Sir'. After the message is complete, take a complimentary close and mention your name below. What should be borne in

mind is that the message should be short and to the point. Avoid writing anything that may annoy the recipient. Moreover, try to maintain the level of decency since at times; controversial issues may appear damaging in the long run. E-mail message too of late are being considered proofs.

❖ **Look at a sample mail given below:**

From Kalluri Ram Chandra <ramchandrakalluri@yahoo.co.in>

Sent Wednesday, May 11, 2011 4:17 pm

To binodfhs@iitr.ernet.in Subject Greetings

Respected Prof. Mishra,

Pranam.

I hope this mail finds you in good health and cheers. I invite your kind attention to the following. As you are aware, I did my PhD while working in a private engineering college with very limited resources. I have very little exposure to real time academics. Hence, I could not send many papers for publication. The college I work with assigns lots of non-academic tasks which is of course one of the prime reasons. Anyway, I could not concentrate on Publications in journals. Now, I wish to take up publication activity rigorously.

I beg your support in that direction. I need help from you sir. I very much request you to extend your valuable cooperation in this regard.

Thanks and Regards

K. Ramchandra

Head

Dept. of English

V. R. Siddhartha Engineering College

Vijayawada-520007(A.P), INDIA

Mobile. +91 9848128339

❖ **Another sample e-mail:**

From manish.negi@thomsonreuters.com

Sent Friday, June 17, 2011 1:55 pm

To binodfhs@iitr.ernet.in

Subject Appointment Request

Dear Prof. Binod Mishra,

To introduce us, we are an online scientific database providers called Thomson Reuters and are producers of some of the eminent information resources like Web of Science, Journal Citation Reports (Impact Factors), BIOSIS-Biological Science database, Thomson Innovation (Patent Database), Zoological Records and many others.

The purpose of this mail is to request an appointment on 23rd or 24th of June to have a small discussion on a few of our information resources.

Could you please advise if we can meet on either of the dates!

Regards,

Manish Negi

Account Manager

Healthcare and Science

Thomson Reuters

Phone: 91 1130446671

Mobile: 91 9810735773

manish.negi@thomsonreuters.com

science.thomsonreuters.com

5.7.2 Test Yourself

I. Say whether the following statements are true or false:

- a. E-mail is a formal medium of communication.
- b. One should write mails and send it to many people so as to let everyone know about the matter.
- c. One can write everything in mail as it is an informal way of communication.
- d. Since you don't pay for mails, write messages as long as you can.
- e. There is no need of any salutation in e-mail.

- f. There should be no restrictions of language and words in writing an e-mail.
- g. E-mails can be sent to anyone in the world because Internet knows everyone's address.
- h. You should never write anyone's id in capitals.
- i. when you are conveying some good news, write your messages in capital letters.
- j. One need not necessarily have a computer to send e-mail.

II. Answer the following:

1. You have returned from a hill station after a week's trip. Write your friend about the same telling him to visit it during the holidays.
2. Send an E-mail to the Director of Alpha Electricals Ltd. telling him about your plan to join his company next week. You have recently been selected as junior engineer in the same organization.
3. Write an e-mail to your professor requesting him to grant you a makeup as you were ill last week.
5. You want to attend a workshop likely to be held at Jaipur. Write an e-mail to your mother seeking her permission.
6. Look at the e-mail given below. Rewrite it according to norms of proper e-mail writing:

Ai have come to no dat your coming to out town did month. Pliz inform me ur train schedule so that I should be at stn to riciv u .

If it is a nite train don't move away I shall be there b/w 9-10 along wid mai friend. Cu. gud nite.

Sincerely urs

Abhyu

[illegible]

5.8 REPORT WRITING

Report writing also comes under official and business writing. Writing a report has nowadays become quite common in most of the organizations. The main function of report is to analyse the progress, find out truths and resolve problems emerging in organizations. Major decisions are taken on the basis of report in an organization. Moreover, the reports help an executive to perform different tasks such as evaluating men and materials and suggesting further action for the fulfilment of the desired task.

A report is a factual description of an event or process. It is based on data and also tells how the data was collected. A report on the basis of the data gives a conclusion and recommends further course of action, if required.

Report writing is an art and it follows various phases of data planning, data collection, logical presentation of ideas and information. Since a report helps people at the helm of affairs to take decision it should be written in a language which everyone can understand. People who read reports are not necessarily men of letters, therefore proper selection of words, choice of sentence correction and division of paragraphs gets due consideration. Report can be long and short depending upon their need and types.

While you collect data and come up with heap of information you have to be very objective as to which piece of information needs to be included and which one to be rejected. Much care and caution are required while deciding the resource for data collection Though both primary

and secondary sources are important more care is to be taken during data collection from primary sources.

5.8.1 Organization and structure

Though a report is a piece of factual information it has a proper structure. Business organizations see to it that report is properly structured. The length of a report varies depending upon the type but usually it is bulky in nature.

A report can be divided into several parts, such as the front matter, the main body, and the back matter. Apart from these, there are several graphs, charts, questionnaires, interview sheets and other items that act as supporting materials to a report. Information, which cannot be put inside the report are often placed in the appendixes. In longer reports there are several appendixes and are separately named as per their content.

5.8.2 Types and importance of report

As school students, you might have learnt writing newspaper reports or many other short reports. As you enter college, you come across lab reports, project reports, seminar reports etc. But as you start your professional life, you will come across annual report, inspectional report, confidential report and various informational and analytical reports. You will read more about report in details in a separate unit.

Reports have gained a lot of importance in a present day business world. Actually, progressive organizations ensure that their place in the market and their brand image is kept; this can be possible when they come to know about the response of their products or policies from time to time. Reports help in knowing the gaps in thought processes and also suggest measures to combat a particular problem.

Though report is a structured and organised piece of information, you need to be extra careful in revising your information. Your report will enhance your stature in your company or organization. A report is bulky no doubt, yet it is free from various literary writings where fictitious or artificial language outweighs factual description. A report requires a lot of research; hence as a report writer, you have to plan carefully how to approach writing it. Since it will help audience or readers try to know their background. This will help you write your report in the language of your reader, their attitude and also their possible reaction. Writing a report without knowing your reader is like taking a leap in the dark. Knowing the reason behind writing the report will help you stick to the purpose. As conscientious report writer, you would

always endeavour to write reports that aim at enhancing your own as well as your organization's repute. You should always remember that the decision taken on the basis of a report may be important for an individual and also for an organization.

5.8.3 Test Yourself

I. Say whether the following statements are true or false.

- a. A report is more of a factual information than a fictitious one.
- b. Reports are written like any other business document.
- c. The language in a report should always be in the first person narrative.
- d. Both structure and content play a vital role in a report.
- e. A report can be divided into three parts.
- f. The cover is the only important component of a report.
- g. A report necessarily is written only when things go wrong.
- h. One should never think of reader while writing the report as he may be biased.
- i. Conclusion comes under the back matter of a report.
- j. Both conclusion and recommendation can be combined in short report.
- k. A lab report can be called a routine report.
- l. Major decisions are taken on the basis of a report.
- m. Any organization can continue to progress even without reports.
- n. Reports help in discovering the gaps in thinking.
- o. The data collection is a major component of a report.
- p. A letter can be called a short report.

II. Given below are certain points. Develop them to make short report about the arrival of the education minister in your college:

- April, 23 2011.
- A big pandal

- Your report should begin with the following:**

It was really a very important day for our college. The minister of state for education had agreed to come to R.M. College to inaugurate the new library building. There was an air of enthusiasm and excitement on all sides and both students and teachers were eagerly waiting for the arrival of the education minister.

[illegible]

UNIT 6 WRITING OF SUMMARIES AND EXPANSION OF IDEAS

6.1 Introduction

6.2 Definition

6.3 Importance

6.4 Steps in Summarizing

 6.4.1 Selecting the Core Idea

 6.4.2 Rejecting

 6.4.3 Substitution

 6.4.4 Revision

6.5 Sample Summary

6.6 Test Yourself

6.7 Test Yourself

6.8 Test Yourself

6.9 Expansion of Ideas

 6.9.1 Steps in Expansion

 6.9.2 Sample Expansion I

 6.9.3 Sample Expansion II

 6.9.4 Test Yourself

6.1 INTRODUCTION

You might remember well how you often got tired of reading longer lessons in your school and college days. Again, while writing your answers in the examination hall when you knew a lot on a particular subject you often missed out a question because of the shortage of time. Yet again, sometimes when you are telling somebody something time and again, you might have been warned to be short. Actually, it so happens that when you have a lot of information on any topic you want to write or say everything you know. But as you don't like a longer description so does everyone. With changing times and people's manifold involvements they often find it hard to bear someone who talks or preaches too much. As you enter a professional life you will again realize how specific information works. Most of us run short of time. In a world of diverse responsibilities and divided aims, people want to perform numerous tasks in a limited time. Since the world is fast driven by technological advances people have also been oriented to work technically. Here 'technically' is meant to the point, specific and time saving. This can be done only when you are trained to write scientifically with objectivity and detachment for truth.

The present-day world is a world of communication where you can find people occupied by several tasks. If you visit an executive's office you will find him busy either over his computer or his phone. Most of the times he is either responding to a query or convincing clients or customers about a particular product, new proposal or policy. Now suppose you approach him with a lengthy proposal which requires a lot of explanation you are either bound to be refused appointment or asked to come with a synopsis some other day. If you make a serious deliberation over the entire episode, you too will realize that the content of the matter had certain shortcomings. Had your proposal been short or there had been only a brief explanation or summary of the entire thing, you might have been granted time. This is why summarising has become quite important nowadays.

6.2 DEFINITION

You would be curious to know what summarising is and how it can be learnt. The term summarising is not something uncommon. In your school and college days you have practised precis. Summarising too is like precis. What you do in summarising is to provide the summary of a piece of information bulky in nature. Like precis, summarising too is to condense or shortened form of a longer paragraph or passage in order to make it easy for readers. Though in precis the revised information is to be essentially one third of the original while in

summarising, this is not essential. R. A. Kelly in his book entitled *The use of English for Technical Students* says about summarising.

Whatever the name you may give to the process - abstracting, precis, writing, summarising, reducing, digesting - it is a useful technique in the world that depends increasingly upon a heavy load of communication.

6.3 IMPORTANCE

As you have already read in the previous unit how official writing is to be precise and specific. There are various situations where the art of summarising will help you. While writing an abstract or synopsis, your term paper, short report such as memos and letters, reports summarising comes to your aid. It also helps you in reading and remembering your topics well. You might have found many of your classmates making notes. What they did in this process was to summarize. In organizations too, executives appreciate a brief but to the point matter. Summarising makes it possible both while giving and receiving instructions. It saves time and energy. No one today has the patience to read or listen to an exhaustive text. Most of us are interested in knowing the main points either of findings or recommendation. Likewise, people at the lower rung of organization want what needs to be done and how. They are not at all interested in knowing the background history. Hence most of the business executives highlight the main points and stick to them both while writing and speaking. Hence, summarising has manifold advantages.

6.4 STEPS IN SUMMARIZING

Since we know that summarizing is to shorten a longer text or paragraph, hence it becomes necessary to know the various steps that can help in summarizing. It is to be remembered that in every text everything is not important. A careful reader can very cleverly distinguish between things which are both of prime and secondary importance. Everyone will agree that every text is the expansion of an idea. In order to drive home his point, the writer takes recourse to various things. At times, he quotes examples, uses various ploys to bring cohesion in his line of thinking. Moreover, in order to emphasize a particular thing, he also has to make use of repetitions. Especially in literary pieces, one finds innumerable phrases and decorative sentences which carry more weight in form than in meaning. There are certain things which should be taken into consideration while summarizing. Certain expressions can be eliminated without any loss of meaning.

Though there are many steps involved in summarizing the following four can be considered useful. They are:

- Selecting the core idea
- Rejecting unimportant and superfluous details.
- Substituting longer words, expressions/phrases with simple and familiar ones.
- Revising to ensure that content is not altered.

6.4.1 Selecting the core idea

When you get any text for summarising, first try to find out the core idea. This can be done by looking at the topic sentence and many subordinating words and phrases from different paragraphs. While selecting the main idea jot or underline the main points. This will help you in writing the summary.

6.4.2 Rejecting

In this process you have to reject unimportant details. In any text you will come across repetitions, examples and various cliches that can be removed without any loss of meaning. The removal of unnecessary words and redundant expressions also help in shortening the length of the passage.

6.4.3 Substitution

Substitution means changing either a longer sentence, clause or phrase with a smaller one. At many places you will find that certain empty words can easily be deleted. You will also come across two sentences whose contents can be summarised in merely one small sentence. Phrases can be substituted by a single word and a sentence can be substituted by a clause. In addition, ornamental and superfluous expression too can be simplified. Given below are some examples:

- The oxygen is used for respiration by all living organisms except the anaerobes, which can sustain life by anaerobic respiration and fermentation.

Revised: All living organisms except the anaerobes use oxygen for respiration.

- The calendar hanging in the middle of the side wall seems to be an outdated one.

Revised: The calendar on the front wall seems outdated.

- The study of sound is really the study of vibrations of material bodies.

Revised: We study in sound about the vibrations of material bodies.

- There are four fundamental principles on which the geological basis of oil finding depends.

Revised: Oil finding depends on four geological principles.

6.4.4 Revision

While summarising aims at making any longer passage shorter, one should ensure that the content of the original passage is not changed. Moreover, after you have summarised a passage, take extra care to see that the sentences are grammatically correct and you have taken special care of spelling, punctuation and sentence length. The main purpose of summarising is to ensure understanding with consideration for unity, coherence and smooth flow of information.

6.5 SAMPLE SUMMARY

You have read about the various steps of summarising. Given below is a passage produced by British Petroleum Company. Read the original passage and then read the summary to understand how the methods suggested above have been used:

There are four fundamental principles on which the geological basis of oil finding depends. First, the search must be in area where considerable thicknesses of rocks which have been formed in a pre-historic sea or estuary are present; second, these rocks must contain porous or fractured components capable of holding fluids; thirdly, the rocks, originally nearly flat must have been bent up by earth pressures into a suitable attitude for accumulating any oil which may have been formed; fourthly, the porous or fractured rocks must be overlain by some non-porous rock to serve as a seal.

The earliest clear statement of these principles was made by T. Sterry Hunt of the geological Survey of Canada in 1865, and it is remarkable that, in spite of all later scientific work, based on enormously improved knowledge of the surface geology of the world and the results of tens of thousands of deep bore holes, Sterry Hunt's early ideas still remain sound.

The rocks of interest to the oil explorer are called the sedimentary rocks, formed from the mud, sand or shell banks which for millions of years accumulated on the sea beds of pre-historic seas in areas where the earth crust was sinking slowly. Most of this material has come from the wearing down of neighbouring lands by the by action of frost, heat, wind and rain, but a proportion of it consists of the hard parts of microscopic organism which continually rain on

the sea bed when the parent organism dies. As this material accumulates it gradually compacts and hardens, the muds turning into clays and shales, the sand into sandstones, and the shell banks into limestones.

It is now generally accepted that oil is formed from organic matter of animal or vegetable origin, which is deposited with the mud, sand, or shell banks which form the raw material of the rocks. The proportion of original organic matter to rock material is probably small, usually less than 2 percent, but even if only a fraction of this 2 percent is ultimately converted to the mixture of hydrocarbons which we call crude oil, the enormous bulk of sedimentary rock available can provide very large quantities of oil. For example, every one tenth part of a percent of organic matter present in one cubic mile of rock could produce about 7 million tons of oil, if directly converted to oil, and one cubic mile is a very small volume of rock compared with the amount available in the immediate vicinity of most oil fields.

The disseminated organic matter, once safely entombed beyond the reach of atmospheric oxygen, is gradually changed by chemical, physical and bacteriological action into minute drops of crude oil which float in the salt water filling the remaining space between the grains of rock matter. As the rock material compacts, the salt water and the oil droplets will gradually be squeezed out of it via the easiest paths of escape, which will be through the porous sandstones or lime stones. It is during the movement of the fluids through the rocks that the oil droplets begin accumulating in any porous or fissured sand or limestone layer that may be available. This accumulation is partly due to the tendency of the oil to float upwards through the water and partly to other physical processes. It is the floating upwards which causes the oil to be finally trapped in suitable rock structures. All these processes, of course, take place very slowly, the rate of oil and water movement being probably only a foot or two a year, the period of accumulation of an oilfield being measured in millions of years.

An important part of the process of oil accumulation is played by the mountain building movements which periodically affect the earth's crust. It is now well known that the mountain-building movements are particularly prone to occur where the earth's crust has been sinking gradually for millions of years, and where the hollow so formed have been gradually filling up with sedimentary rock. It is in these very areas that our oil droplets have been forming and it is the mountain-building movements which form the traps which will subsequently accumulate the oil. The oil geologist, therefore, having satisfied himself that an area fulfils the primary conditions of an oil-prospect, which he will do by an examination of all the rocks visible at the

surface, or penetrated by previous bore holes, must map the attitude of the rocks to see whether suitable traps are present. The anticline, or dome of rock, is the most simple form of structural trap. One of the main tasks in oil exploration, therefore, is to make a three dimensions map of the rocks, and for this work the geologist and his colleague the geophysicist use whatever tools are most appropriate for the particular are under examination. The complexity of the tools has increased enormously since the oil industry began. (824 words)

Summary

Oil finding depends on four fundamental principles of geological basis. First, the search of an area where rocks are thick since prehistoric sea or estuary are present; second these rocks should be porous or fractured to hold fluids; thirdly, the rocks, though originally flat must have been bent up by earth pressure so that it can accumulate any oil formed; and fourthly, the porous or fractured rocks must be overlain by some non porous rock to serve as a seal. The first clear statement, which still holds true, was made by T. Sterry Hunt of the geological Survey of Canada.

Oil explorers are mostly interested in sedimentary rocks. Formed from the mud, sand, or shell banks, these materials come from neighbouring lands by action of frost, heat, wind and rain but a proportion of it consists of the hard parts of microscopic organism. As this material accumulates it gradually compacts and hardens. Muds turn into clays and shale, the sand into sandstones, and the shell banks into limestones.

It is believed that oil is formed from organic matter of animal or vegetable origin which is deposited with the mud, sand, or shell banks which form the raw material of the rocks. Even a small proportion of original organic matter is ultimately converted to the mixture of hydrocarbons called crude oil. Still the enormous bulk of sedimentary rock available can provide very large quantities of oil.

The disseminated organic matter once safely laid beyond the reach of oxygen is gradually changed by chemical, physical and bacteriological action into minute drops of crude oil which float in the salt water. As the rock material compacts, salt water and oil droplets will gradually be squeezed out of it through porous sand or limestone layer. The accumulation of oil results because of its tendency to float upwards though very slowly.

Mountain building movements also play an important part in oil accumulation. These movements occur in an area where earth's crust has been sinking for millions of years. Oil

droplets are said to be formed in the hollows created by such movements. The oil geologist examines the rocks first to ensure whether suitable traps are available or not. The geologist and his team use appropriate tools to map the attitude of the rocks for such operations. They have to be very selective in the choice of tools from the complex nature of tools since the start of oil industry.

(404 words)

6.6 TEST YOURSELF I

Read the following passage and make a summary of it.

Do you know that the humble cow dung can be used in a high technology agricultural practice? Researchers from the Department of Agricultural Chemistry and Soil Science, Bidhan Chandra Krishi Vishwavidyalaya and MSV Laboratories Private Ltd demonstrated the potential use of irradiated cow dung as a carrier of bio-fertilizers.

On July 9, this year the Board of Radiation and Isotope Technology (BRIT), Department of Atomic Energy (DAE) signed a Memorandum of Understanding (MOU) with MSV Laboratories Private Limited for setting up a radiation processing plant at Midnapur, West Bengal. The plant will process 60,000 Te (Ton) of cow dung compost annually for use as a carrier of bio-fertilizers.

BRIT will offer technical guidance including dosimetry to the company and the company will bear the entire capital investment.

Mobilizing nutrients

According to the International Crop Research Institute for Semi -Arid Tropics (ICRISAT), "bio-fertilizers are ready to use formulates of such beneficial microorganisms which on application to seed, root or soil mobilize the availability of nutrients by their biological activity in particular, and help build up the micro-flora and in turn the soil health in general".

ICRISAT lists the following: for fixing nitrogen, Rhizobium for legume crops and Azotobacter /Azospirillum for non-legume crops; Acetobacter for sugarcane only; Blue green algae and Azolla for low land paddy; for phosphorus mobilization, phosphatika is to be applied with Rhizobium, Azotobacter, Azospirillum and acetobacter; for enriched compost, Cellulolytic fungal culture or Phosphotika and Azotobacter culture.

Researchers prepare bio-fertilizers as carrier-based inoculants containing effective microorganisms. This enables easy-handling, long-term storage and high effectiveness of bio-

fertilizers. According to the FENCA's Bio-fertilizer Manual, a good carrier must be nontoxic; it should have good capacity to absorb moisture; it should be easy to process and should be free of lump forming materials.

The requirements

Good carrier material must be easily available in adequate quantities; it should be inexpensive and should have good adhesion to the seeds.

The carrier should be easy to be sterilized either by autoclaving or by gamma irradiation.

Charcoal, lignite and peat are costly and are not readily available in the market; so the scientists from the Department of Agricultural Chemistry and Soil Science, Bidhan Chandra Krishi Vishwavidyalaya and MSV Laboratories Private Ltd chose low cost cow dung compost (CDC) as a satisfactory carrier material (Journal of Interacademecia, Jan- Mar. 2011).

CDC is non-toxic to the desired strains of the inoculants. It has good moisture absorption capacity and is easy to process. The authors found gamma sterilization is effective and less time consuming than autoclaving.

Normally, most carrier materials are contaminated with other bacteria. Sterilization offers nutrient and place to the inoculant bacteria against the occupation by the contaminated and/or native bacteria. This is important to keep the number of inoculant bacteria on carrier during the storage period before use.

Unsterilized carrier material will cause undesirable dispersion of pathogenic bacteria into agricultural fields.

Scientists exposed the samples of raw material in low density, 65 to 70 micron thick polyethylene bags to various doses of gamma radiation

They found that CDC, irradiated with a gamma dose of 50 kGy, can be used as a carrier for bio-fertilizers (Gy is a unit of radiation dose. When the dose is one Gy the radiation energy absorbed per kilogramme of material is one joule; since during radiation sterilizing, we use large doses of radiation, multiples of Gy such as kiloGy or 1000 Gy are used).

High initial cost

The initial cost of gamma irradiation installation will be high, at Rs.50 million compared to autoclave (Rs.20 million).

A ton of irradiated cow dung compost carrier will cost only Rs.2583 as against Rs.20,370 for a ton of sterilized charcoal. The major reason for this is the cost of charcoal (Rs.20,000) compared to cow dung (Rs.2,250)

A major difficulty with the project may be the collection of enough "raw material". MSV Laboratories Private Limited may have to set up a chain of cow dung collection centres to keep the programme running.

K. S. Parthasarthy

From: Irradiation makes cow dung bio-fertilizer safer, The Hindu, 4 Aug.2011

6.7 TEST YOURSELF II

Summarise the passage given below:

Healthy locks help you get noticed as much as your face does. After all hair, they say, is one's 'crowning glory'. Any kind of hair loss, whether temporary or permanent, has a deep psychological impact, irrespective of age or gender.

Therefore, it is essential to take some steps in order to prevent hair fall and preserve or enhance the locks we are blessed with. The first step in this direction is to understand the reasons behind hair fall. These could be multiple and both internal and external.

The intrinsic causes that may lead to hair fall include nutrient deficiency such as that of iron, calcium, proteins, vitamins that can result from crash dieting, weight loss programmes and poor eating habits, or disease states like thyroid disease or typhoid.

Then there are extrinsic causes. These include environmental factors such as pollution. Besides inappropriate hair care like excessive blow drying or use of wrong hair care products can also harm your tresses making them lacklustre and dull!

Here's what you should do...

Eat right: Giving proper nutrition to your hair is important. Include protein rich foods in your diet such as fish, lean meat, eggs, soybean, tofu, pulses, beans... Balance them with lots of green leafy vegetables and fresh fruits. Eating right provides the necessary vitamins, minerals and micronutrients to your hair root follicles.

Avoid crash dieting or selective dieting: Some people believe in eating only protein rich foods but it has been observed that diets rich in only certain nutrients like "high protein" can deplete the body of other important nutrients needed for hair growth.

Keeping a close watch: Hair fall is aggravated by existing diseased conditions especially those involving hormonal imbalance such as Polycystic Ovary Disorder (PCOD).

Watch out for any abnormal signs or symptoms that may be indicative of a specific disease process. For example: loss of appetite, cold intolerance and lethargy can be indicative of hypothyroid. The earlier these are recognised, the sooner one can seek medical help and avoid an impact on the hair.

Know your hair type: In terms of hair care, the important thing is to know one's hair type and then pick the right hair care products. For example, if someone has oily scalp and dry hair ends then they need a shampoo for oily hair and a conditioner for the ends. Failure to use a conditioner would result in dry brittle hair and subsequent hair fall and breakage. Similarly, oiling of scalp prone to dandruff will aggravate the problem causing weakening of hair roots and hair shedding.

Use certain hair products minimally: Excess use of chemicals on the hair to alter the hair type also leads to hair fall. For example, repeated use of straighteners for curly hair or perming agents for straight hair. This results in damaging the hair shaft.

Similarly, excessive blow-drying causes 'bubbles' to form in the hair shaft making it weak and susceptible to breakage.

Colour it right: Hair colour per se is not responsible for hair fall. The only precaution one has to take is not to use colouring agents at short intervals. The aim should be to increase the gap between colouring sessions as much as possible and try to do 'touch- ups' in between where the colour is applied specifically to the grey hair only.

The one time that hair colour can cause hair fall is when the person is allergic to a particular type or brand. In this case there will be itching and redness over the scalp and surrounding skin soon after application. If this happens, the hair should be washed immediately and medical advice sought in case of severe reactions.

It is best, therefore, to choose hair colours devoid of ammonia and with as few chemicals as possible. Also, choosing a good quality brand that specialises in hair care products is helpful rather than picking inferior quality brands that may be cheaper.

With sensible options and a little care, excessive hair fall is not only manageable but can be stopped as well.

Dr. Vandana Chatrath

From: No more hair-raising days, The Hindu, 5 Aug, 2011

6.8 TEST YOURSELF III

Use the information given below to make a summary.

Surfing online takes some memory skills. Whether you want to check your emails, visit with your Facebook friends, look at your bank account online or play an Ore in World of Warcraft, you need to remember your password to get there. Each service requires its own password. That has prompted many to come up with a single password for a multitude of services. While simple, that approach isn't particularly safe. Which is where password managers come in? When used properly they can ease your worries and help you with your bad memory. But users need to take time before they decide to which service to give the keys to their entire digital life.

Managers work by putting your data in a kind of digital safe, which the user can open with a single password. There's a multitude of services around to help jog your memory. "Which service is practical depends upon your individual needs," says Marit Hansen, a data protection agent with the Independent Data Security Centre of the German state of Schleswig-Holstein. Free products are not necessarily any worse than bought ones. Some programmes only work on an individual computer. Others exist on USB sticks, so users have the access codes at the ready anywhere.

Browsers also offer some memory assistance by routinely asking whether input data should be remembered. Firefox relies on a master password: without it the browser saves data in an unencrypted form.

Some services put the key to your digital codes into the cloud, i.e. on their servers. That's handy, because it means you can access them from any internet-capable computer. But recent events have shown that a lot of these cloud services are not adequately protected from hacking attacks, warns Hansen.

Whichever service for which you opt, the key is the encryption.

And no level of encryption will help you if thieves can guess the code or crack it by applying enough computing power.

That means if you save all the codes to your various digital needs in one place you must come up with a secure password. That means at least eight - preferably 12 - characters with a mix of letters, numbers and special characters. Common words are taboo.

But all password managers have one weak point. They notify attackers when they've incorrectly guessed a master password, simply because they do not then allow access to private data. That leaves the hacker free to attempt the hack with other word and letter combinations.

This is why Germany's Fraunhofer Institute for Secure Information Technology recommends its Mobile Sitter, which always gives up passwords when anyone inputs a master password, either real or false. The trick is that the passwords are only accurate if the master password is the right one. The rest are just a diversion.

"Our system lets you come in and find passwords with any master password," says computer scientist Ruben Wolf. "But you don't know whether they're real or fake passwords." But whichever system for which you opt, Hansen recommends some basic security steps. Keep an eye on the news so you're aware of security gaps or updates. And make a backup of your encrypted password data and save it on an external medium, like a USB stick.

Then save that somewhere safe.

Emma Clark

From: Password Managers Boost Security, Save Memory, The Hindu, 17 Aug, 2011.

6.9 EXPANSION OF IDEAS

Expansion is the opposite of summarising. While in summarising, we have to shorten the passage, in expansion we have to expand a single idea. But this does not mean we should bring unnecessary information in order to lengthen the passage. In most of the cases, you are supposed to support the idea or statement by explaining and also by giving examples. In precis writing too, one has to squeeze the content to one third of the original and care is taken that there are no changes in the matter except reducing the length. While compressing the matter is easier, expanding a proverb, line or a statement is a challenging task. In precis you have several passages which have to be compressed in a united structure. But in expansion, you do not have

choices. It will always be a short sentence or an idiom which has to be expanded in a paragraph. There is no limit as regards the length of the paragraph but you have to ensure that it should not be too long. A standard expansion is usually about one hundred words.

6.9.1 Steps in expansion

1. Read the topic of expansion carefully to ensure that you have grasped the full meaning. A clear understanding of the topic will enable you to expand the statement or the idea.
2. After ensuring the meaning of the topic, elaborate it by providing more details, examples, or justification to support the idea. Expand the topic to an extent that it makes a paragraph but not an essay.
3. While expanding the topic, you should ensure that no irrelevant details should be provided. No new information should be included.
4. You should work hard to ensure that both the opening and the concluding line of the expansion should be captivating. Care should be taken that towards the end of the expansion; you have been able to prove the point.
5. A good expansion should look like a properly woven paragraph. It should ensure a smooth reading.
6. While expanding, take care to see that grammatical rules are not ignored.
7. Revise the passage and make sure that sentences are effective and readable. Care and concern for spelling and punctuation should be made.

6.9.2 Sample Expansion I

ALL THAT GLITTERS IS NOT GOLD

Humans have a tendency to be fascinated by glittering things. Most of us are often tempted by things that appear quite bright. But all things that glitter may not be gold. There are many objects that look like gold because of their brightness. But they may not have the qualitative and materialistic worth of gold. The value of other articles may reduce with time but gold never loses its sheen. The colour of gold may lose its brightness in course of time yet it does not lose its worth. Other objects which shine from outside may not have the qualitative worth of gold. Outward pomp and show may attract us for some time but not for ever. The worth of a thing or a person lies in its quality. Quality is an inner thing and does not appear on the surface. Dew

drops shine for some time but it cannot face the scorching rays of the sun. Things that glitter are fake, often short-lived and fade once it faces the reality. But the real quality, like gold, continues to glitter all through. Gold shines because of its truth and hence it is beautiful. Truth does not require any outward manifestation. A high structure devoid of human reach, a beautiful building without any occupant, a beautiful flower without any fragrance may glitter yet cannot be considered worthy since they do not benefit people when in need. Hence it is apt to say- all that glitters is not gold.

6.9.3 Sample Expansion II

A ROLLING STONE GATHERS NO MOSS

A stone that always keeps rolling cannot gather moss. A stone that rolls may not be fixed and may roll from one place to another. Hence there is no question of gathering moss in it. A rolling stone is like a man who always keeps moving from one place to another. One who keeps moving always cannot call any place his home. He keeps changing his vocation and is always in search of greener pastures. Such a person fails to belong to a place and also fails to be loyal to anyone. As change becomes his nature, he is not able to concentrate on a particular task and cannot be successful. He often deviates and since there is no limit to his movement, he loses faith in everyone. A person having the nature of a rolling stone can neither achieve a good health, wealth and hence success too. Such a person often forsakes certainty and keeps plunging in uncertainties. One should always remember that success is not just one day affair but integrated efforts of several years in the right direction.

6.9.4 Test Yourself

Expand the idea contained in each of the following:

1. Birds of a feather flock together.
2. Child is the father of a man.
3. It is never too late to mend.
4. A bird in hand is worth two in the bush.
5. The hand that rocks the cradle rules the world.
6. Strike the iron while it is hot.
7. Sweet are the uses of adversity.

8. God helps those who help themselves.
9. Those who live in glass houses should not throw stones.
10. Rome was not built in a day.
11. Example is better than precept.
12. The crown and glory of life is character.
13. Death spares neither the rich nor the poor.
14. Where there is a will there is away.
15. Uneasy lies the head that wears a crown.
16. Slow and steady wins the race.
17. A man may smile yet be a villain.
18. Face is the index of mind.
10. Something is better than nothing.
20. Beauty is truth, truth beauty.

Unit 7 NOTE TAKING AND REPORTS

- 7.1 Introduction
- 7.2 Stages in Note – Taking
- 7.3 Advantages of Note- Making
- 7.4 A Sample Note-Taking
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7.1 INTRODUCTION

Do you remember you often saw the principal of your college dictating something and somebody writing on a small note-book? You often wondered how a man could write everything just on one page while the principal had said a lot. Likewise, you also might have seen your teacher putting a piece of paper on the lectern and speaking throughout the period. How could all this become possible? Actually, these people were either taking notes or using notes.

Note-making or note-taking is actually a process of writing points or facts that can be further developed at the writer's ease. It is not possible to remember everything while listening to a lecture, talk or speech. As students, you might have observed how difficult it was to remember everything that the teacher had said in the class. Hence, you jotted certain points which you could further develop with the help of books or other materials. On many occasions your attempts failed because you could not jot every important point. But had you been aware of the process of note -making, you could not have failed miserably.

7.2 STAGES IN NOTE-TAKING

Note - making is a skill that can be developed. There are different stages in note making. You will often find that the task of note-making is required to make a big essay or a lecture short without losing its content. Hence, what one can do is to first find out the important things in an essay. You will also find that a writer often talks about various things in a single essay. What you need to do is to divide the entire essay into certain areas, which will be your topic heads and the corresponding information will come under sub heads. Again in order to remember certain things you can also make use of certain signs and structures. But remember that you should always keep in mind what these structures or symbols mean. Nowadays you could see many people using symbolic words in their mails and messages but these cannot be interpreted by others except the writer. Many people also use abbreviations for certain words or sentences though it is not like the earlier days' shorthand which had only certain connotation for a certain expression.

Actually, successful people use note-making a useful tool to remember important things. Even longer essays and paragraphs can be made easier with the help of note taking. You will agree that everything that is said or written is not equally important. While taking notes, one has to arrange them in order of their importance and preference.

7.3 ADVANTAGES OF NOTE-MAKING

Note-making is advantageous especially for written texts where the note-maker is conscious of every piece of information. But while taking notes from a lecture or a talk, everything cannot be noted. You have also read in earlier units about the various techniques to reduce the number of words, longer paragraphs and difficult sentences. These can be utilized while taking notes.

Note-taking helps a professional in many ways. While one goes for data collection, note-taking becomes very important. Likewise, while interviewing somebody, one does not have the time enough to write down everything and moreover, people often do not feel comfortable when their responses are recorded. The interviewer has the facility of note taking here. Many researchers use note cards to jot important pieces of information, which they later categorize and arrange as per their needs.

Notes can help in a variety of ways. When we are asked to write a report on a particular topic, we have to collect information from different sources. We can take notes while gathering materials and later organize them according to our needs. Notes, as said earlier, are cut pieces of a cloth likely to be tailored in order to give a proper outfit.

Given below is a note made from an extract of Arnold Allcott's *Plastics Today*.

7.4 A SAMPLE NOTE-TAKING

The Uses of Plastics

1. Construction Materials and its disadvantages
 - Liable to rust
 - Corrosion
2. Collective properties of Plastics
 - Does not rust
 - Immune from attack by insects and worms
 - Not heavier than hardwood or heavy metals
 - Non-conductors of heat and electricity
3. Limitations of plastics
 - Serves as satisfactory alternative but with exceptions

No substitute to metals, bricks, wood and stone

Substituting them as conventions fabrication disappointing

4. Multiple uses of plastics in industry

4.1 Electrical engineers:

Fuse boxes, switch and plug bodies by electrical engineer.

4.2 Mechanical engineers:

silent running gear wheels and heavy-duty bearings

4.3 Motor industry

moving parts such as brake linings, fitments

upholstery and car bodies

5. Universal uses of plastics

in making conduits for corrosive liquids, protective clothing, food packs and general packaging

use in foundry as core binders and shell moulding

6. Use of plastics as adhesives

resin bonded plywood

metal to metal bonding

7. Use of plastics by general people

domestic utensils as they are light and free from scratches

various household things such as board, floor coverings and wall tiles

used in garden as hosepipes

used as substitute to glass frames and cloches

8. Plastics as an innovative alternative

true potentialities

meets standard specifications for moulding and finished products multiple uses

Following this example, you can attempt making notes of various extracts taken from different sources.

Note - making will help you in drafting reports and also in developing other arduous writing tasks. But here we will read about the technicalities of writing a report:

7.5 REPORTS

You have already read in **unit 5** about the various forms of official writing. Writing a report is also a form of official writing. Before we read about the various characteristics of a report, it is mandatory to know what differentiates a report from other forms of writing.

A report is a piece of factual writing and is based on data. You might have come across various forms of report and if you just recall, you will find that all of them were based on facts. And in many cases the facts are derived only after going through an investigation or inquiry. Again, based on the data further analysis is made. For example, a patient complaining of a pain goes to a doctor for some remedy. The doctor advises him some tests and the findings of the test alone can determine the nature of illness. For the doctor to come to any solid conclusion, the report has to be factual. Likewise, for all other reports, the data has to be authentic. As reports help in taking decision, any wrong step in data collection may damage the fate of a person or an organization.

7.5.1 Definition

A report can be defined in a variety of ways. There have been a number of definitions given about a report. We should try to find out the commonalities of a report. The word report has been derived from the Latin word reportare, which means to carry back. Hence a report carries back the information to someone who does not have this information. As students when you used to get your report card, you were not aware of your own merits and demerits. It was pointed out by your teacher. In organizations too when we get reports, we come to discover many things which we were not aware of. Of course, before coming to a conclusion, the report writer makes a lot of analysis and examines the problem very carefully.

Reports may be long or short and it depends on the purpose for which it is written. But in most of the cases, reports which are of very serious nature are often longer and more time consuming. In many cases they are analytical and are often guided by certain guidelines proposed by someone who authorizes you to write the report. The guidelines are called '**Terms of reference**'. The terms of reference dictates what kind of report you have to write. It is in this context that we can say a report cannot be written as other forms of writing.

A report, as it is factual, follows various formalities, such as requirements, structure and a language free from ambiguities. Written on request or instruction, a report has to follow the formalities such as objectivity, detachment and truth. While other forms of writing have varied audience, reports have fixed audience and hence any linguistic experiment in it will mark its efficacy. Since most of the reports aim at decision making, report writers have to be objective as even a little casual approach may be disastrous.

A report can thus be defined as a factual piece of writing which involves various stages of data collection and interpretation leading to a conclusion. Recommendation in a report is often not mandatory and it can be given only if asked.

7.5.2 Objectives

As said earlier, a report is not written unless we have been asked to do so. It is not like writing a story or a poem which is based on our imagination. As fact is involved in the writing of reports, they are bound to have certain objectives. Reports are need based and therefore they are written with certain purposes. In majority of cases, reports have the following objectives:

- To provide the existing status and further requirement of men and materials in a project
- To discover the lapses in thoughts or process
- To spread knowledge and awareness
- To check the validity of an action or step
- To provide a logical analysis for further action
- To provide solution to a problem
- To serve as repository of information

7.5.3 Importance

Reports are written for various purposes. The purposes of the report denote their category. The types of report may range from examination report to police investigation and inspection report. As children, all of us were either afraid or eager about report card after every examination. Once you become an employee, you will be afraid of not only your own confidential report but also anxious about writing reports for your organization if asked. You will also be required to write reports of all sorts. Sometimes you have to write about the progress of a project,

sometimes about the assessment of some of your employees and sometimes about finding the remedy to a particular problem as well.

7.5.4 Types of report

We have already discussed that the purposes of report determine the type and as such many reports are short while many are long. Reports can be both written as well as oral. Short reports are usually in the form of letters and sometimes simply between two to ten pages' observation based on one's investigation. While reports in the form of letters or memorandum often follow the format of letter, short reports do not have much details and illustrations in the form of graphs, charts or tables. They are in most of the cases a description of the problem and the nature of investigation and the conclusion reached at. Such reports are free from the formalities of bibliographical details and other supportive elements.

Long reports are formal in nature and are often bulky because of the details involved in it. The primary focus in such reports being the analysis of data, it follows the stages of comparison and interpretation of the data from various angles in order to reach valid conclusions. Moreover, as per the requirements of data collection for a report, the method is decided. Long reports are also called analytical or interpretive report.

Apart from long and short reports, you will also come across another category of reports which are called routine reports. As the name suggests, such reports are of ordinary nature and are written from time to time in an organization. Such reports often appear repetitive to a common reader and does not interest much. Conforming to a prescribed format, it does not have much scope for the report writer to give his inputs except filling in the required column or selecting any of the options. The writer of the report is allowed only a little space to present his remarks. Examples of routine report include progress report, inspection report, confidential report, lab report, etc

7.6 STEPS INVOLVED IN WRITING REPORTS

As a report is a piece of factual information reached at after going through a lot of investigation and interpretation, we have to ensure the various steps that can help us in preparing to write the report. In order to make our report authentic, we have to undergo various stages, such as;

- Scope and purpose
- Background of audience

- Sources and methods of data collection
- Organizing the data
- Making Outline

We have discussed that a report leads to decision making and hence, we have to be clear about the purpose of report and also its scope. This will help us in concentrating on the topic. Hence ask yourself why you are writing this report and what good will it do.

Again, as a report creates awareness by spreading knowledge, it has to be written in a language that suits the need of readers. In case, the reader fails to get convinced of the report writer's conclusions, any decision made on the basis of the report may have catastrophic effects. Hence ask yourself- for whom am I writing this report.

Only the right ways can lead to the right act. Likewise, the authentic source and the authentic method alone may help the report writer get the appropriate data. In order to know why a certain project got postponed, one has to go into the details of the entire project and not simply by asking any individual about what went wrong. Therefore, decide which sources and which method can lead you the authentic data. There are various ways of collecting data, such as observation, interview, questionnaire etc. The topic of your report will decide which method will be more feasible for data collection. Every method of data collection, despite its advantages, has some shortcomings.

There are two sources of data collection- the primary source and the secondary source. In the primary sources, the report writer himself acts while in the secondary sources one can have various supporting materials. The sources of primary information are Personal observations and investigations, Interviews, Questionnaire and Surveys. Magazines, journals newspapers, various internal records and Internet are examples of Secondary sources.

While collecting data, one comes across various pieces of information. But everything that you have collected may not be useful. Moreover, the data has to be given an order so that it helps in reaching a conclusion. Hence arrange your data.

Only arrangement of data is not the culmination mark of the report. In order to write the report, you have to formulate an order. As a report, apart from maintaining a factual unity has also to conform to a structural unity. The various pieces of information have to be divided into various heads and sub heads like the various cut pieces of a fabric waiting to be given a proper shape.

Therefore, make an outline of your information dividing the labyrinth into different sections and sub sections. This will help you in writing the report and will also enable you to stick to your purpose.

7.7 STRUCTURE OF A REPORT

A report can be divided into three parts, namely the front matter, the main body and the back matter.

7.7.1 Front Matter

The front matter of a report has the following elements:

- a. **Cover:** the cover of any report is made either of any thick paper or some hard art paper which can preserve the report. In many cases, especially in bound reports, the cover is also bound by leather in order that the report not only looks beautiful but can save it from being damaged. The cover has some information mentioned on it, such as the title of the report, the name/s of report writer and also the name of the person and the organization where the report is often prepared. You can look at a sample cover.

A Report
on
SOLID WASTE DISPOSAL MANAGEMENT

Prepared by
Vineet Jain
06011287
Indian Institute of Technology, Roorkee
July, 2008

- b. **Frontispiece:** A thin transparent paper, which comes before the title page of the report.
- c. **Title page:** appearing after the frontispiece, the title page usually has all the information like the cover page. It also has the sub title and in some cases the name of the authority who supposedly approves your report.

d. Copy right notice: given on the back of the title page, copy right ensures that the report writer is the sole authority of the report. It mentions the year and the name of the person who possesses the copy right of the entire matter. It is usually written as:

© 2008 Vineet Jain

© All rights reserved. No part of this book/report may be reproduced without the prior permission of the author.

e. Forwarding letter: This is written in the form of a short letter. Forwarding letter is written to the person to whom the report is going to be presented. In some cases, the forwarding letter serves the function of an introductory letter and provides in brief the findings, scope and limitations of the report.

f. Preface: Preface is written by the author of the report and provides just the main ingredients of the report. In many reports, foreword is also given. But the preface should not be confused with the foreword as both differ in their treatment. Foreword is written by someone who either happens to be an expert in field or who is conversant with the specifications of the said report.

g. Acknowledgement: This is the page where the report writer pays his gratitude to people who have been helpful in the preparation of the report. The acknowledgement should not be long and in case you have to write many sentences, care ought to be taken that every sentence follows a different structure.

Acknowledgement

I would like to thank Dr. Binod Mishra who gave me an opportunity to write a report on 'Waste Disposal Management'. My report was possible because of the support of our honourable Director, Prof. S.C. Saxena. I have deep sense of gratitude for all our professors who provided us with valuable inputs from time to time.

I also acknowledge the help provided by the officials of various organizations in providing the data for the report.

I am thankful to Mr Yogendra Singh, the Chief Librarian for making me access all books and journals. The help extended to me by my friends especially Neeraj Mehta, Piyush Agarwal, Rohit Singh in organizing the data deserves special mention.

h. Table of Contents: Long reports often have several pieces of information divided into various heads. Table of contents describes the location of the information and helps the readers

to go to the particular page and thus saves time. The items of the table of contents have the page numbers alongside.

Table of Contents	
Preface	i
Acknowledgement	iii
Abstract	iv
1. Introduction	1
2. Profile of Solid Waste Management	3
3. Measures to minimize environment impacts of land filling	15
4. Planning, Monitoring, Enforcement and Compliance Approaches	30
5. Conclusion	34
6. Recommendations	36
Appendix A	37
Bibliography	38

i. List of illustrations: In long reports you will often come across various graphs and charts which support the analysis made by the report writer. List of illustration mentions the location of these items and their location in the text.

j. Abstract and Summary: Abstract is a brief description of what the report writer has discussed in the report. Summary, a little longer than the abstract gives the substance of the report. Busy professionals often read the summary of the report in order to save time.

Example of an abstract:

Abstract

Solid waste management techniques vary from country to country depending upon physical geography, demographics, and level of economic development. Most industrialized countries have regular solid waste and disposal services. Most waste disposal sites are required by laws to have at least some environmental prevention and control technologies. In contrast, most

developing countries provide formal waste collection and disposal services to only a portion of the population

The present report discusses the various ways to control solid waste and provide alternative ways to improve fertility of land. Attempts have been made to find out an integrated approach in the planning of waste disposal in conjunction with waste collection, area cleaning, waste minimization and other waste management functions.

7.7.3 Main Elements

After the front matter, the main body of the report assumes greater importance. The front matter, to a great extent, provides a structure while the main body of the report has the major function to provide. The content of the main body has the following sections:

- **Introduction:** The introduction of a report gives a historical background of the problem. It also mentions the scope, and limitation. While the introduction of a report describes the method of data collection, it also mentions the authorization of the report. It talks about the division of the report and enlists technical terms if used in the report. The length of a report's introduction may be between one to two pages. In short reports, introduction is not given separately.
- **Discussion:** Next to introduction, discussion is the crux of a written report. It contains the analysis and interpretation of the data and provides the necessary illustrations to support the line of argument. As the information in this section is huge, there are various divisions and sub divisions and all of them are numbered. The analysis made in the discussion section should be such as to lead the readers towards conclusion. One has to be careful enough to ensure that the language used should conform to the understanding of the reader. No attempt to add anything from the writer's part except the analysis based on the data is expected. In case, a prior study has been done on the topic, the writer gets a chance of comparing his analysis to validate his findings.
- **Conclusions:** The report writer provides his findings in this section. The result of his reasoning and analysis should appear logical as it can alone provide scope for further study or recommendation. Conclusion should be short and free from any new data.
- **Recommendations:** This section shows the writer's suggestion. But no recommendations should be provided unless asked for otherwise it can be considered differently. In short reports conclusions and recommendations are often combined. If as a report writer, you suggest recommendations, they should be practical. Both conclusions and recommendations should be

short and should not exceed one and a half page. Many people also suggest that the points in both the conclusions and recommendations should be written separately and should be numbered. Moreover, too many recommendations are also not liked.

7.7.4 BACK MATTER

The back matter of a report includes information which cannot be covered in the text of the report. Important as they are, these are also called supporting material.

- **Appendices:** Though the main contents of a report usually come to an end with conclusion or recommendation yet there are certain elements, which are important enough in the making of report. These are various sources, data sheets, interview sheets and some other materials that have helped the writer yet they cannot be presented in the text of the report as they can impede the reader's flow. Such pieces of information can be put in Appendices. In case, the number and type of such information is more than one, we can divide them separately.
- **List of References & Bibliography:** These are the places where one can mention the names of several books and journals that helped in writing the report. The names of authors, texts and place and year of publication are mentioned in order to help other researchers for further research.

Written alphabetically, the bibliography is an extended list while the list of references is specific. List of references does not have information of works not cited in the paper or report. Bibliography includes books even other than cited so as to help people working in related area. You can look at the following examples:

List of References:

- Adiga, Aravinda. The White Tiger. New Delhi: HarperCollins Publishers India, a joint venture with India Today. Fifth Impression. 2008. P.10
- Bellow, Saul. (1985) The Victim. Suffolk: Richard Clay Ltd. Bungay. P.182
- Nair, Anita. Mistress. New Delhi: Penguin Books India Pvt. Ltd.2005. P-9

Bibliography

- Cointreau, Sandra. Environmental Management of urban solid wastes in Developing Countries: A Project Guide. The World Bank, 1982.

- Cullierso Yepes and Tim Cambell, Assessment of Municipal Solid Waste Services in Latin America, The World Bank, Technical Department, Infrastructure and Energy Division, Urban and Water Unit, Latin America and the Caribbean Region, June 25,1990.
- Kulshrestha, Chirantan. (1978) Saul Bellow: The Problem of Affirmation. New Delhi: Arnold Heinemann Publishers. P.62.
- Glossary: Glossary is an alphabetic list of words used in the report. Most often certain unfamiliar or technical terms along with their explanations help the readers in understanding them. It often benefits readers who do not have acquaintance with the specialized vocabulary of a particular field.
- Index: Index is also an alphabetic list of words but it more exhaustive and page numbers are also provided for every word. Index also has facility of categorization.

7.8 Language of the report

As report is a formal and factual piece of writing, the use of language, thus has a very important role to play in it. Every report is intended to bring some changes in the existing condition. That can be possible by the decision prompted by the report. Again, as a report spreads knowledge, the same knowledge cannot be possible unless the readers understand the implication. Hence, the language in which the report is written assumes a great significance. The readers of reports are not men of letters and even while reading, no one likes to carry a dictionary. Hence the language of a report has to be plain, straightforward and free from the ambiguities. Instead of using decorative phrases and flamboyant expressions, the writer has to use precise, concise and simple language.

You have already read in previous chapters how one can attain objectivity by using a jargon free language. In addition, you have to make your report readable by avoiding the use of slangs, redundant expressions, use of cliches and also the use of foreign words and longer sentences and paragraphs. Successful report writers strive for clarity and precision, which are possible by the use of familiar words and short but effective sentences. While writing a report, the writer should adopt a neutral tone keeping his personality totally out of the context. As a report writer, we have to ensure that we act like observers appointed to find out facts from the data collected from different sources. While keeping a watch over maintaining precision, concern for grammatical correctness should not be sacrificed.

Thus, your knowledge of the structural part of the report will enable you to write a report on your own. It is difficult to provide a sample report in this unit. Yet a sample of a short report, which acts as Letter report is given below:

7.9 Sample Letter Report

3 March, 2008

The chairman

Energy Development & Conservation Council

New Delhi-11006.

Sub: Sector wise power consumption pattern

Dear Sir

Please refer to your letter dated 29 January, 2007 expressing your concern about the recurring mismatch between the demand and supply of electricity all over the country. I had been asked to study and analyze sector wise power consumption pattern and suggest ways to reduce the gap between the demand and supply.

Findings:

The following table shows sector-wise power distribution (in billion units). The data for three consecutive years is given below:

Sector	2004-05	2005-06	2006-07
Agriculture	70.70	79.30	85.74
Commercial	34.91	39.52	41.30
Domestic	43.82	45.56	48.64

Results:

1. In the year 2004-05, the agriculture sector shows the highest consumption of power and commercial sector the lowest. This trend continued for three consecutive years.
2. The number of units consumed per sector increased with every passing year. For the domestic sector it was less in 2004-05 but it increased by 5 billion units in two years.

3. No effective survey seemed to be conducted to know the demand of power in various sectors. The mismatch between the demand and supply in commercial sector is grave. Ironically, while this sector demands the most but shows to consume the least.
4. In the year 2004-05 there was shortage of water in the country. The monsoon had failed and so various irrigation facilities had to be provided to encourage farmers to carry on agricultural activities. Tube wells and other facilities require power to run, hence the consumption was more.
5. Despite favourable rainfalls over the years, agriculture sector shows the greatest consumption.
6. Domestic sector ranks second in consumption. The use of various electrical appliances to reduce manual work has resulted in heavy demand of power supply over the years.
7. The various development organizations, which lead to nation's progress, also add to the increasing demand of electricity in Commercial sector. Next to government services, these organizations employ a vast number of people and as such, the demand of electricity becomes more.
8. The frequent power cuts slow down the manufacturing process resulting in the loss of time and money.

Recommendations:

A periodic survey of all sectors is essential to monitor the process. The supply of electricity should be controlled to stop the mismatch. Proper readings should be taken to avoid any confusion. The commercial sector cannot be forced to have constant supply of electricity as the development plans, construction plans and different manufacturing processes require different voltages and different magnitudes of current. But there should not be any indiscriminate supply. Proper control measures should be directed to ensure full and proper use. The domestic sector should be provided with more power during winters. Frequent power cuts should be controlled with fewer hours and once in a week. Efforts to balance the demand and supply should be taken on the basis of feedbacks from time to time. Since the production of electricity requires heavy manpower and resources, the excess supply which is not used and wasted should be redirected to the sectors where high demand exists.

I hope that the suggestions of the report will be utilized in conserving energy for using it in proper direction and prosperity of the nation.

Thanking you

Yours sincerely

Manjari

Secretary

7.9.1 TEST YOURSELF I

Write True or False against the following:

1. A report is like any other form but written in a plain language.
2. A report is a record of human feelings and emotions.
3. A report can be written in a downward manner.
4. A report can be written any time if you are in a mood to write.
5. A report is written in a conventional format.
6. A report is written in response to a specific need and demand.
7. A report reflects the writer's feeling of discontent.
8. Reports lead to decision making.
9. The practice of writing reports is checked when an employee has to be promoted.
10. Writing a report is like any other routine affair having no meaning at all.
11. When one feels overburdened, he can relax himself by writing a report.
12. Information reports do not have any recommendation.
13. Routine reports are dull and boring.
14. Informative reports are known as analytical reports.
15. Language plays a vital role in report writing.
16. A report written like a letter is called letter report.
17. The success of a report depends upon the reader, writer and the analysis done in the right manner.

18. A report is written in such a language that only the bosses can understand.
19. Data collection is an important ingredient of report writing.
20. A report reveals the gaps in reasoning.

7.9.2 Test Yourself II

Given below is a badly written Acknowledgement. Rewrite it by making necessary changes.

- I offer my utmost regards to my superintendent for allowing me to write this report. I could have never learnt how to write a report without his cooperation. In fact, the report is an outcome of his order and my obedience.
- I express my sincere thanks to my juniors who never allowed me to take pains and did everything to prepare this report. I can never forget their reverence for me.
- It is my duty to thank the director who has been kind enough not to assign me any role during the time I was busy making this report.
- It will be a gross injustice not to mention the help of the library members who always kept newspaper cuttings ready for me so that I should not waste my time unnecessarily.
- I am thankful to my family members who always appreciated me for the way I took the help from my juniors in getting the report prepared without any complaints. Last but not the least I thank God who kept the weather fine so that there is a congenial atmosphere all around.

7.9.3 Test Yourself III

1. You are Vipul Prakash, secretary in the department of Road and Transport, New Delhi. It has been observed that because of heavy traffic flow between New Delhi Railway Station and Secretariat of Delhi government, the office going people often get delayed at their workplaces. This affects the work too much. You have been asked to study the pattern of traffic flow and suggest ways to reduce the heavy rush of private vehicles on this road so that work in government offices do not get affected. Make notes for your report, which has to be submitted to the transport minister of Delhi government. Also write the complete report. Invent necessary details.
2. India Call, a non-government organization wants to start free schooling for the five underdeveloped villages of Uttarakhand. The NGO wants the local people to provide proper location and some teachers from the villages. While the NGO is ready to provide all sorts of

financial help, it wants the people of the surrounding areas to help them with information regarding the geographical difficulties, weather conditions and background of students. You as the officer on special duty have been asked to survey five villages and submit the report so that further work on this project starts. Write the report which has to be submitted to Director, India Call.

3. Write a report on the damages caused by the sudden earthquake that shook the hilly regions of Uttarakhand. Suggest immediate measures required for the victims and also ways to rehabilitate them. The report is to be submitted to the Chief Secretary, Uttarakhand government. Invent necessary details.

4. Recently there was a strike in Print & Press Company, Jagdalpur. The management has sent you to study the causes of the strike and suggest possible remedies. Write a short report in the form of a letter. Invent essential details.

5. The popularity of distance learning courses has brought a drastic fall in the admissions of regular courses offered even by reputed institutes. The state boards of education are worried over admissions, attendance records and credibility of institutes offering regular programme. You have been asked to study various reasons behind students' disenchantment with regular courses and suggest remedies to attract students towards regular courses. Your report has to be submitted to Education Minister, Central government, New Delhi. Your report should include Introduction, Discussion, Conclusion and Recommendation besides Acknowledgment, Preface and Cover Page.

Unit 8 MINUTES, MEMORANDUM AND AGENDA

8.1 Introduction

8.1.1 Minutes

8.1.2 Items of the Minute

8.1.3 Language of the minutes

8.1.4 Sample Minutes

8.1.5 Test Yourself I

8.1.6 Test Yourself II

8.2 Memorandum

8.2.1 Purpose

8.2.2 Language

8.2.3 Format

8.2.4 Sample Memo I

8.2.5 Test Yourself I

8.2.6 Test Yourself II

8.3 Agenda

8.3.1 Test Yourself I

8.3.2 Test Yourself II

8.1 INTRODUCTION

You might have often come across the word 'minutes' and have been curious as to what they actually mean. Minutes describe the happenings of the meeting. They can also be called as the written description of the events of the meeting. Whenever a meeting is called, the members often sit and discuss a particular issue, exchange each other's views and try to come to a consensus. In business organizations, meetings have become quite common. The popularity of meeting has risen to such an extent that issues demanding serious attention are often discussed in video-conferencing.

8.1.1 Minutes

When a meeting is held, there is often a group of people and apart from discussions on the main issue, certain deviations also take place. Sometimes the situation also becomes very chaotic because of some debatable issue. As a result, what is to be recorded as part of the minutes is very important. As said earlier, minutes are the record of happenings but only of important issues. Events of the meeting cannot be recorded verbatim. The important parts such as what was discussed and what were proposed must form a part of the minutes.

You might often think about who writes the minutes. Minutes are written by the secretary of the meeting. The secretary usually listens to everything in the meeting and jots down important points which he develops later in the form of minutes. The secretary also mentions the names of persons who propose something new in the meeting. The acceptance or rejection of the proposal also gets mentioned in the minutes. Thus, minutes are the logical sequencing of the happenings of the meetings. They serve as records for future references.

8.1.2 Items of the Minute

Minutes have the following items:

- a. Name of the organization/office
- b. Date, time and place of the meeting
- c. Names of the members both present and absent
- d. Name of the Chairman
- e. Record of discussions
- f. Signature of the Secretary and the Chairman

8.1.3 Language of the minutes

The language of the minutes should be simple and to the point. In most of the cases, minutes are written in the past tense. While on the left hand agenda is written, details of minutes are discussed on the right hand alongside. Before we provide a sample minute, it becomes essential to know about agenda.

Agenda is the list of items which are to be discussed in the minutes. Usually, while the notice for a meeting is given, the agenda is often attached. Agenda helps the members to know in advance what is going to be discussed in the meeting. It is prepared by the secretary in consultation with the chairman. Sometimes when an urgent meeting is called, the agenda is also kept a secret. But as a usual practice, agenda is attached to the notice of the meeting.

8.1.4 Sample Minutes

JACOBSONS LTD

HARSHIT ENCLAVE, FARRUKHABAD-234076

Minutes of the 12th meeting of Board of Directors held on at 3.45 PM in the Board Room on 23rd July, 2011.

Present Shri Susheel Kumar, Chairman

Shri R.K. Choudhary

Shri Narottam Narayan

Shri Akhil Kumar Pandey

Ms. Alka Rani

Shri Brajesh Bahadur Roy

Shri Arun Kumar, Secretary

Absent Shri Atul Prakash

Shri Pranay Anand

12.01 **Confirmation of the Minutes of the previous meeting**

The minutes of Executive Council's meeting held on 25th April, 2011 were read and approved by the members.

12.02 **Chairman's report**

The chairman presented the last year's report. All the members expressed their satisfaction over the organization's performance.

12.03 **Provision of laptops to office staff**

The request of some senior staff for providing laptops to office staff was discussed. The chairman expressed the organization's inability to provide laptops to all senior staff at the same time. Ms. Alka Rani proposed that the distribution can be done phase wise in three phases. Shri Brij Bahadur seconded the proposal and said that such a bid would prompt the office work and valuable data will be available without adding to the burden of too much paper work.

12.04 **Dividend to share holders**

The secretary proposed that in the light of the company's progress, all the shareholders be given a dividend of 10 percent. Shri Narottam Narayan also proposed that the employees of the organization should also be given company shares. While there was consensus on both the proposals, the provision for number of shares to an employee will be decided in another special meeting, the members said.

12.05 **Any other matter**

Shri Akhil Kumar Pandey suggested that the company's canteen should be asked to arrange food at subsidized rates as many employees (especially working in shift duties) find it difficult to bring since they are not able to bring food from their home. The Chairman assured that steps in this direction were being taken.

The meeting ended with a vote of thanks to the chair.

Susheel Kumar

Arun Kumar

Chairman

Secretary

26 July, 2011

8.1.5 **Test Yourself I**

Say whether the statements are true (T) or false (F.)

1. Minutes are always written before a meeting takes place.
2. Minutes are written in the form of a letter.

3. All the members write minutes when their turn comes.
4. The chairman dictates and the secretary write the minutes.
5. Minutes become final when either the secretary or the chairman puts his signature.
6. Minutes have a provision for the names of all members who are present.
7. The names of absent members do not figure in the minutes.
8. The language of minutes should be embellished so that others do not understand the inside story.
9. Minutes serve as official record.
10. While the members discuss in the meeting, the secretary keeps on writing the minutes.

8.1.6 Test Yourself II

1. Vishwamitra Education Group, Nainital wants to start an Engineering College in Dehradun. But before going for the final move, they want to discuss various issues. Supposing yourself as secretary, write the minutes of the first meeting. Invent agenda.

2. In the second meeting of Vishwamitra Education Group, the following were the agenda:

- Confirmation of the minutes of the previous meeting
- Development of College website
- Building construction and campus facilities
- Advertisement campaigns
- Appointment of Zonal Advertisements Officer
- Admission Criteria
- Any other matter

Considering yourself as Veerendra Kumar, the Secretary, write the minutes of the meeting.

3. Meghna Metals Ltd. Berhampur is going to hold its annual meeting on 5th September, 2011 in the Committee room. The meeting will discuss the issue of rising price of various commodities. In order to bring a check over expenditure, the organization has come up with

several measures. Considering yourself as secretary of the meeting write the minutes of the meeting. Invent necessary details.

4. Sinclair Hotel, Nainital is concerned about its poor reputation among foreign visitors. The chairman of Sinclair Group of Hotels after consultations with famous hoteliers has called a meeting of its staff and advisory group members. In consultation with the secretary, the following items were listed to be discussed in the meeting:

- Confirmation of the minutes of the first meeting
- Chairman's report
- Appointment of foreign chefs
- Complaint regarding poor room service
- Renovation of wash room and dining space
- Introduction of foreign food
- Twenty-four-hour electric supply
- Telephone and Internet Connection in every room
- Any other matter with the permission of the chair

Considering yourself as Prashant Piyush, Secretary in attendance, write the minutes of the meeting.

5. As secretary of the employees union of Srinagar Degree College, write the minutes of the 6th meeting where the following transactions were made

- Confirmation of the minutes of the 5th meeting
- Chairman's report of the last financial year
- Introduction of new staff members
- Appointment of office executives
- Increasing the membership fee
- Deciding the date for the staff dinner
- Any other matter with the permission of the chair

8.2 MEMORANDUM

Many people feel at times that both writing and reading is a cumbersome task. If the same information can be put in a short form and informal manner, time saved could be utilized for some other official purposes. Memorandum seems to be the discovery of such thinking.

Memorandum is an informal piece of information circulated within an organization just to inform its employee about any new programme or policy. In many cases memos are also circulated to supply some important information to some member in order to help him write some long reports. While memos are short in length, they, at times include findings and conclusions or recommendations. Since memos are circulated within the organization, they are also called inter office memorandum.

8.2.1 Purpose

A memo performs various purposes. When it is addressed to many people, it may announce or explain a new policy or procedure. But it is addressed to a particular group of people or also to individuals; it may seek clarification or explain something. It can also be used to modify a previous announcement, validate a new policy statement or make request for some specific purpose. Memos act as reminders too at times and serve as internal record.

8.2.2 Language

As memorandum is informal in nature, the language used in it is familiar and to the point. Any attempt at beautifying the language will result in miscommunication. The messages in the memo should be direct and clear. No endeavour should be made to use longer sentences and paragraphs. It has been observed that memos are written just to avoid face to face meeting. There is no need to make the language unnecessarily polished as in business letters. Since the memo may go to an ordinary employee as well, the tone has to be informal and language very simple. However, caution should be taken to see that the memo uses grammatically correct English.

8.2.3 Format

Many organizations have printed memo proforma. In printed memos, the name of the organization is written on the top right or middle. The columns such as to, from, date and subject are mentioned. In such cases, you only need to write the relevant information in the spaces left for them. The memo writer simply writes the message and sends for circulation. The

information put in a memo is very specific and care should be taken to avoid giving irrelevant details and making it unnecessarily longer.

In case where printed memos are not in practice, you should go for the following structure:

Name of the organization (in block)

Inter Office Memorandum

To:

Reference:

From:

Date:

Subject:

Message:

Cc: (Name of the person issuing memo)

With changing times, many organizations have started writing their memos in the form like that of an e-mail. This may be because of the influence and popularity of e-mail messages. The formats of such memos are as under:

FERGUSON LTD.

Memo

To:

From:

Date:

Subject/Re:

Message

Cc: (Name of the person issuing memo) You can read the sample memos given below:

8.2.4 Sample Memo I

Lakhoti Bank and Financial Corporation Ltd.

Inter Office Memorandum

To: All Employees

Reference: LM/L-11/35

From: Chief Manager

Date: 28 July, 2011

Subject: Grant of Leave

Please refer to my previous Memo No. 35/4/2011 in which I had requested the entire unit heads to ensure that no leave would be granted unless the employees apply at least one week in advance. But it does not seem to be in practice still.

Last week when I was out of station, it was intimated to me that at least ten people had been on C.L. on 25th June, 2011 and that affected the workings of our bank. It is surprising that only an amount of Rs. 50000-00 could be deposited on the said date as all the three people meant for taking the collection were on leave. All of you are aware that our average collection amounts to 2 lakh per day. It is not only the duty of unit heads alone but also of individuals to ensure their support in the functioning of the bank.

I hope all of you will realize the lapse and ensure full co-operation by applying for leave in advance unless in emergency.

Arpit Tyagi.

Cc: (Name of the person issuing memo)

8.2.4 Test Yourself I

Say whether the following statements are true or false.

1. A memo is a formal piece of writing.
2. Memos are circulated outside the organization
3. Memo can be written to avoid verbal clashes.
4. The main aim of a memo to be kept as an internal record.
5. The language of a memorandum should be trite.
6. A memo can be addressed to a single person.
7. A memo is very much like a letter.
8. A memo can substitute a long report.

9. In a printed memorandum, the name of the organization is written at the bottom.
10. A memo can replace a letter report.

8.2.4 Test Yourself II

1. Write a memo to Safety engineer asking him to make an inquiry into the explosion that took place on 15th July, 2011 at Site No. 21. You are the Safety Manager of the organization. Invent necessary details.
2. Assuming yourself as Safety Engineer of Birla Chemicals Ltd. write the reply to the Safety Manager's memo explaining the reasons behind the explosion and the necessary action taken in this regard.
3. Write a memo to the junior level managers to show their preference for joining in-service training on 'Soft Skills Development' likely to be conducted for them in two slots 5th December to 12th December, 2011 & 15th December to 22nd December 2011. Their participation in the training is compulsory and all of them will be provided with certificates.
4. Gayatri Metals Ltd in its seventeenth meeting decided to cut short certain facilities given to its employees in order to rationalize its budget. This has brought dissatisfaction among grade II and III employees. As secretary of Employees Union, you have been asked to inform the management about the sentiments of the affected employees and suggest remedies to the problem. Write a report to the Manger, HR. The report has to be written in the form of a memo.
5. Sinclair Hotel, Nainital is concerned about its poor reputation among foreign visitors. The chairman of Sinclair Group of Hotels after consultations with famous hoteliers wants to know the feasibility of the required facilities to be implemented in the hotel. As Business Chief of Sinclair Group, you have been asked to write a memo to all the mangers of Sinclair Group of Hotels. Write the memo. Invent necessary details.

8.3 AGENDA

The word agenda is the plural of the English word agendum. But the plural form of the word has become an accepted use. Agenda is the official list of items discussed in a meeting. The word agenda often is used in meetings and hence it apprises the members of the business transactions that necessitate the purposes of the meeting.

The agenda of a meeting is prepared by the joint efforts of the secretary and the chairman. The aim of the agenda is to familiarize the members with the items likely to be discussed in the meeting. In many cases while the agenda of the meeting is circulated along with the notice, in some cases the agenda is not divulged

When the agenda is given along with the notice, the items to be discussed are mentioned as given below:

- 12.01: Confirmation of the Minutes of the previous meeting
- 12.02: Chairman's report
- 12.03: Provision of laptops to office staff
- 12.04: Dividend to share holders
- 12.05: Any other matter

In the agenda mentioned above, the numbering shows the meeting number and also the number of the item to be discussed in order. The agenda given above talks about the various items for discussion in the twelfth meeting.

In case, the number of items to be discussed is more, the agenda is attached separately. In this case, all the elements given below are mentioned:

- i. Name of the organization/office
- ii. Date, time and place of the meeting
- iii. Supporting papers, if any
- iv. Signature of the Secretary

In every agenda, the first item is most often 'Confirmation of the Minutes of the previous meeting'. Also, the last item is 'any other matter'. This has been a practice. The other items of the agenda are decided in order of their importance and preference. The items of agenda are always written not as sentence forms but only as headings.

Nowadays many organizations also mention time against each item based on the planning and also the nature of discussion. In such cases the agenda is mentioned as given below:

The agenda of the 3rd meeting is attached:

- 3.15 PM: Confirmation of the Minutes of the previous meeting
- 3.25 PM: Chairman's report
- 3.45 PM: Provision of laptops to office staff
- 4.05 PM: Dividend to share holders
- 4.15 PM: Any other matter

The mention of time prepares all the members to stick to the plan. Moreover, it also helps in avoiding unnecessary discussions that often eat away a lot of precious time. Though agenda works as a regulation but quite often it does exceed the time allotted since it becomes very difficult to gather all these people again and hence sometimes the discussion extends longer. But to a great extent, the members also try their best to follow the agenda but as humans we are not able to do so at times.

8.3.1 Test Yourself

Write true or false against the following:

1. Agenda is the singular of agendum.
2. Agenda is always attached to the notice of the meeting.
3. Agenda is the list of views (official or unofficial) expressed in the meeting.
4. The last item of every agenda is most often 'Confirmation of the Minutes of the previous meeting'.
5. The agenda necessarily mentions the time for the discussion of every item.
6. A note of consensus is reached in a meeting after all the items have been discussed.
7. The items of agenda must necessarily be discussed in the order as mentioned.
8. The agenda must be circulated to all the members in advance.
9. Mentioning the meeting number is an integral part of an agenda.
10. The agenda of the meeting is prepared by the chairman and signed by the secretary.

8.3.2 Test Yourself

1. Hindustan Coppers Ltd. Saharanpur is going to hold its annual meeting on 3rd September, 2011 in the Committee room. The meeting will discuss the issue of rising price of various commodities. In order to bring a check over expenditure, the organization has come up with several measures. As secretary of the meeting prepare the agenda of the meeting.

2. CAIRN & CORN, a private firm located at Moradabad had the following business transactions in its fifth meeting held on 15th July, 2011. While the secretary was dictating the agenda, the PA was busy attending to a call. Hence the items of the agenda got mixed up. Given below is the list of items which had to be discussed. Arrange them in order and prepare the agenda to be circulated separately:

Appointment of new junior managers

- Chairman's report
- Any other matter with the permission of the chair
- Confirmation of the minutes of the previous meeting
- Budget allocation for the year 2011-12

3. The Employees Union of Rungta Mills Private Ltd has decided to discuss the following items in its seventh meeting. But as the paper having the agenda was lost somewhere, items got mixed.

- Introduction of new staff members
- Appointment of office executives
- Confirmation of the minutes of the 5th meeting
- Chairman's report of the last financial year
- Any other matter with the permission of the chair
- Increasing the membership fee
- Deciding the date for the staff dinner

Prepare the agenda as per the standards so that it may be circulated to the employees. Assume yourself as the secretary of the employee's union.

Unit 9 JOB APPLICATION AND RESUME

9.1 Introduction

9.2 Format/Structure of Job Application

9.2.1 Sample Job application I

9.2.2 Sample Job application I

9.2.3 Test Yourself

9.3 Resume

9.3.1 Drafting Your Resume

9.3.2 Dividing Your Resume

9.3.3 Writing Your Resume: Language and Style

9.3.4 Sample Resume I

9.3.5 Sample Resume I

9.3.6 Sample Resume I

9.3.7 Test Yourself

9.1 INTRODUCTION

You have learnt in your previous units about the various types of official and business writings and their requirements. One starts learning to write official and business writings right from one's student days. This begins with writing application to principal, sometimes hostel warden and also at times to the editors of newspapers etc. But by the time one completes one's education, he seems to be ready for writing job applications. It is thus natural to be curious about the mechanics of writing job application. Most of you might often wonder what makes a job application different from other applications written during one's school and college days.

Job application or a letter of application, as the name itself suggests, is a kind of letter which one writes for procuring a job. It is a short piece of information in which the applicant states his age, education and experience. Written in the form of a letter, it is a formal intimation to the employer in response to an advertisement for a post. A job application is short in length though it gives the employer a hint about the candidate's capabilities. It is actually a means to draw the employer's attention towards reading one's resume.

9.2 FORMAT/STRUCTURE OF JOB APPLICATION

Job application too is like other official letters which contain all the elements such as address of the applicant and of the employer, date line, salutation, the inside matter having the body and also the complimentary close. While the candidate's signature is mandatory, enclosures too cannot be ignored.

Address

As a prospective job seeker, write your address on the right-hand side of the letter. In case you are also attaching a resume, writing the address can be dropped. Because in resume, the candidate is supposed to give his complete address along with his e-mail id and cell numbers too.

But care must be taken to mention the employer's name and address.

Date

The date can be written either on the right-hand margin or on the left hand.

Salutation

You should address your employer by Dear Sir or Dear Madam. In no case should they be addressed by their surnames.

Inside matter

In inside matter you are talking about your purpose and should write like other letters but the tone has to be official. Usually the job application letter, which is as discussed above a form of business writing and hence should follow the necessities of a business letter.

It can be divided into two to three paragraphs. The first paragraph of any job application has to be catchy and should state the fact about the source of the advertisement. But catchy does not mean you should write vague statements, such as;

I am highly excited to apply in our prestigious organization for a suitable post that can help me use my knowledge of computers.

You will find that even though it sounds well, the line mentioned above is not specific. It does not talk about the source of information about the job, nor does it talk about the type of job the candidate is interested in. Hence it is vague. The right way of opening your job application could be as under:

The advertisement for the post of data operator in your organization as advertised in *The Times of India* dated 5th May, 2011, tempts me to apply for this post. It will help me utilize my knowledge of data entry and programming learnt during my graduation.

There can be other ways of beginning your job application too:

My knowledge of data entry and programming as a graduate enables me to apply for the post of data operator as advertised by your reputed organization in *The Times of India*, dated 5th May, 2011.

In the second paragraph, the candidate should emphasize on the strongest quality that makes him or her stand a distinct candidate than others. The recruiter gets interested in a specific qualification that can satisfy his needs and expectations. One should remember that the recruiters may be highly impressed with a candidate's qualifications, no doubt but they usually don't select anyone simply on the basis of job application. One may get an interview call but the final selection depends on how one's performance in the interview matches the claims made in the job application as well as in the resume. Hence, the right way is that one should not over

estimate oneself about one's qualification either in job application or in resume. The lines of the second paragraph should be written like the following:

During my graduation, I got interested in data entry and some of my programme also brought me appreciation by my college authorities. In fact, one of the programme is being used by our principal's office. Besides C++, I am also conversant with Java. I have also done a training with CETPA.

Concluding paragraph

The concluding or the last paragraph of job application should show your readiness for face to face interview with the employer. Your keenness to face the selection committee impresses the employer. But remember that you should not be very fussy about your appointment both for and after interview. Leave the ball in the court of recruiters to contact or call you any day or any time for interview. You can conclude your letter with any of the following lines:

- I expect to get an interview call and perform satisfactorily to get this coveted position.
- I hope that I shall be called for an interview to prove myself.
- I look forward to hearing from you.
- I look forward to receiving an interview call from your company.
- I would be pleased to be called for an interview.

Complimentary close

Here you are closing your job application. Hence as in other business letters, write 'Yours faithfully'. Nowadays many people also write 'Yours truly' and sometimes 'Yours respectfully'. But especially for entry level applications, writing 'Yours faithfully' is the ideal one.

Signature

Put your signature in your own writing. Over enthusiasts often forget to sign on their application and simply type their names.

Enclosure

This tells about the additional papers attached to the application. Usually one should write 'Resume' and mention the number of pages attached.

Job application is only the introductory letter. The claims made by a candidate in job application should necessarily be mentioned specifically in the resume. In addition, one also needs to perform accordingly in the interview, if called. Therefore, while drafting job application, use your own discretion and avoid exaggerating.

Read the following job application letters to be more confident before you start writing your own.

9.2.1 Sample Job Application I

27 June 2011

Director

Dhirajlal Gandhi College of Technology

2/6 Ranganathan Avenue

Narasohipatti, Salem-636005.

Dear Sir

The recent advertisement for faculty as advertised in The Hindustan Times, dated 6th June, 2011 attracts me to send my application for the post of lecturer in English. I am a fresh post-graduate in English and satisfy the criteria for the said post as mentioned in the advertisement.

Besides being an M.A in English, I have attended a several language teaching, workshops. I have presented three papers in different conferences and one of my papers has been accepted for publication. My dissertation on 'Enhancing Communication Skills of Students: A Case Study' motivates me to experiment my findings on students. It would provide me with ample opportunities to utilize them in your reputed institute.

I expect to get an interview call and perform satisfactorily to get this coveted position.

Thanking you

Yours faithfully

Veerendra Kumar

9.2.2 Job application II

March 25, 2008

The Managing Director

Google (India), MGM Road

New Delhi- 110001

Dear Sir

I have carefully gone through the job requirements for the part of architect, advertised by your company in the Times Job, dated 26th March, 2011 and I feel confident that I have prerequisite qualification to fulfil the job's needs.

While pursuing my core-courses at the Institute, I got really inclined towards the real life application of computer-programming techniques and their implementation to provide ingenious cyber-solutions. Following my interest I opted for three core-elective courses specializing in application-based programming skills. I am sure your organization would provide me enough opportunities to apply my skills in improving your company's profile.

I would be highly obliged if you give me a chance to be interviewed so that I can further convince you of my suitability for the post.

Yours sincerely

Harish Verma

Encl: Resume (12 pages)

9.2.3 TEST YOURSELF

Given below are sentences which some of the job applicants have written in their job applications. The sentences do not conform to the standards of job application. Reframe the sentences to make them look standard.

1. I am applying for a job in your organization because I am in dire need of a job.
2. You could call me for a job as some of my friends in your organization have spoken highly about the working environment.
3. The lunch and breakfast facility besides a good pay package attracts me to your organization.
4. Since your requirement for a field executive and my love for travel match, we can work together without any impediment.

5. I topped the list of successful candidates in my degree examination and I think your organization will value my abilities.
6. Please refer to The Hindu's opportunities' page and consider my request for data operator in your organization.
7. I am hopeful that you will call me for an interview because I am the first among my friends to send you my short resume.
8. If you can believe my words do call me for an interview as I can submit my documents only if called.
9. My references should be best to get me a call for an interview.
10. Please give me a chance in the hope that I am a hard worker though you may not be pleased with my spoken English. But I assure you that experience alone can make one perfect.
11. I know that you will not disappoint me by not calling for the interview.
12. It would of course be a favour to me and my family members if I am called for an interview.

9.3 RESUME

You have read about job application but this alone does not ensure that you will be called for an interview. Job application is only a formality and it is also called a covering letter. In job applications as discussed above, you simply give a hint about your qualification in addition to the source of your information about the opening. But as you mention in the enclosure part of your job application, you must attach your resume to it. In fact, your resume gives the recruiter detailed information about your qualification especially specialization for which they are looking. Suppose you forget to attach the resume; it also shows your casual attitude. In such a situation there is every possibility that you may not be called. You should remember that in most of the advertisements, it is specifically mentioned that incomplete applications will not be entertained. Moreover, however, talented you are, your credentials cannot be judged simply by job application. Most of the time people scrutinizing your application are not the bosses who could just have a foresight about your talent and may consider your application too. Since there are huge number of applications and the people employed to scrutinize simply see that your job application has a resume attached to it. Hence it becomes essential to ensure that your resume is attached to your application.

A resume is a detailed account of your birth, age, qualification and experience. It gives the employer a background of the candidate and the expectations from him. Every recruiter tries to look at what he can make use of the candidate's potential and where he can utilize him. A resume is thus a bridge between the candidate's abilities and the recruiter's expectations. If a candidate's qualification matches the expectations of a recruiter, the candidate gets a call for interview.

Resumes can be divided into two categories- one for the fresher and the other for the experienced ones. While the entry level resume is short, the resumes of experienced people usually are longer as it contains the candidate's experience and various achievements.

9.3.1 Drafting Your Resume

If you keep reading newspapers, you will find in many cases organizations advertise posts for walk in interview too. This does not mean you need not come with your application and resume. In fact, this done just to save time spent but, in such cases, too as candidate one should go with one's resume. Will you start making your resume at the eleventh hour? No. One should always keep one's resume ready. One never knows when one can be called even at short notice. So keep your resume ready.

Before you draft your resume, you have to analyze your abilities. Sending a resume just out of enthusiasm, writing all big things about yourself may sometimes get you an interview call but remember that you alone will have to face the volley of questions put by the experts. When you are analyzing yourself, take care to judge your abilities honestly. Make a proper estimate about your skills and abilities. Of course, papers in support of your degrees are there yet there are certain things which cannot be judged by paper. Hence, never over-estimate yourself.

9.3.2 Dividing Your Resume

Your resume usually has a lot of information. The right way is to divide your resume into certain parts. It will make your task easier. While there are various sections where you will find some of your qualification can be placed. Certain pieces of information about yourself, which includes your name, age, date of birth, father's name, address- both residential and address for correspondence including your e-mail and phone number are provided in personal details column. There are others, namely, education, skills, extra-curricular skills, experience, training, etc. to be put in the sections related to them.

Start your resume by writing your name and address at the top centre or top right of the resume. Write your name in block letters or mark it blocked just to avoid any confusion. Also write your address along with phone numbers below your name. Remember that these things may be written again in Personal details section. While you can also put personal details section in the beginning, many people also put it towards the end just in order that the recruiter may first have a look at his credentials and specializations to generate more interest.

Write an objective statement where you can specify the quality and your area of interest, which can make the recruiters task easier. It should be short but to the point.

In the section named education/Academic credentials, you can write about the degrees you have earned. Begin with your highest qualification and end with the school examination. Remember that the year and the institutes must be specifically mentioned.

Likewise, there are other sections, namely Skills, Extra-curricular skills where you can put the relevant qualifications. The recruiter is also interested in your abilities of leadership, communication, decision making etc.

While entry level candidates do not have any experience yet they can mention their practice school experience or summer trainings/ workshops etc. In case of higher positions where experienced people are required, experiences matter a lot.

In the reference section, give names of two or three referees along with their complete address. Remember that it is mandatory to tell the referees in advance about your application since they may be asked any moment about your qualification. Referees should not be the people such as your family friend or close relative. They should rather be the people who are acquainted with your work.

9.3.3 Writing Your Resume: Language and Style

There is no need to draft your resume in a vague and confusing language. The style of the resume has to be simple and specific. However, care should be taken that your resume is free from grammatical errors. In addition, longer sentences should not be given preference over shorter one. A care for parallel construction is to be taken into consideration. The right way is to use action verbs instead of dull expression. To give you an example, the expression; 'I was sent as company's representative to Asian Engineers meet 2009 at Manila' can be written as 'represented WIPRO India chapter in Asian Engineers Meet 2009 at Manila.'

Most of the action verbs are written in past and you can bring parallelism by writing handled, co-coordinated, commissioned, recommended etc.

Once you have drafted your resume, check it again to see that it is error free. Take a print out of your resume keeping into consideration that it has been formatted properly. Make several copies and always keep some copies ready with you.

Look at the sample resumes. Make your own resume following any of the sample.

9.3.4 Sample Resume I

HARPREET SINGH

152, Murali Marg, Mohsinpur Area

Phase II, Hyderabad.

Mob: 09829776660

E-mail: harpreetsingh92@gmail.com

Objective Statement: To obtain job as an Instrumentation Engineer who can utilize his knowledge of Fiber Optics & Optoelectronics

Personal Details

Name: Harpreet Singh

Date of Birth:

Father's Name: Col. B. N. Singh,

Home Address: House No: 52, Chukhu Wala, Dehradun. Uttarakhand 248001

Height: 5 ft 7 inches

Weight: 68 Kgs

Hobbies: Watching English movies

Home Ph: (0135) 2650630, Mob: 09829776660

E-mail: harpreetsingh92@gmail.com

Category: General

Education

2010: BITS, MESRA.

Bachelor of Electronics & Instrumentation Engineering, CGPA: 8.53/10.0

Elective: Analog & Digital VLSI Design, Security Analysis and Portfolio Management,

Image Processing, Fiber Optics & Optoelectronics, Financial Engineering & Management.

Credited with transfer from Chemical Engineering. to Electronics & Instrumentation Engineering. for excellence in first year courses.

Projects completed:

§ Implemented Blind and Non-Blind Image Watermarking Algorithm using MATLAB

§ Designed the Schematic and Layout of a 4-bit Flash ADC using CADENCE.

§ Conceptualized Automated Tracing Device during APOGEE 2008, Technical Festival, BITS-MESRA

Leadership, Sports and Extracurricular activities:

§ 2007-2008 Student Coordinator (2nd National Convention on "Energizing Entrepreneurship through Innovation") EDIPR Unit, BITS, MESRA

§ Project Leader (Stimulus-The Business Game) Center for Entrepreneurial Leadership

§ Nucleus Member (Conquest 2007- The International B-Plan Competition) CEL

§ Nucleus Member Center for Entrepreneurial Leadership

2002-2003

ST. MARY'S SCHOOL, RANCHI

Indian School Certificate Examination, March 2003, with 90.8 % Adjudged the best athlete in Inter-state athletics Meet

§ Won second prize in National Science Quiz organized by IRDE, Dhanbad.

§ Elected Secretary of Academic Fest, 2001

2001-2002

ST. MARY'S SCHOOL, RANCHI,

Indian Certificate of Secondary Education Examination, March 2001

§ Marks Obtained: 93 %

§ Scored 100% marks in NAM Test, District level Exam, organized by TSEVM, twice.

§ Directed a one-act play on the life of tribal in Cultural Week, DAV School Dhanbad

Training

Summer 2008: CBRI Dhanbad & GAIL Jamnagar

Student Co-Instructor (PS I)

§ Guided 21 students in their projects and monitored their progress reports.

§ Involved in project allotment and development of evaluation components for students

§ Won appreciation from Dr. M O Garg, Director, IIP & CBRI as well as PSD BITS-PILANI for successful completion of PS I Program.

Summer 2007: INDIAN INSTITUTE OF REMOTE SENSING, DEHRADUN

Summer Trainee (PS I)

§ Project: Developed LU/LC Class Extraction and Change Detection Tool using MATLAB.

§ Won appreciation from Dean of IIRS for successful completion of project.

§ Assisted as P.A for 6 days

§ Conducted Tutorials and Lab sessions for students registered in the course.

Professional Skills

§ Knowledge of C++, Matlab, Spectre, Eldo, Xelga, PSPICE, Leonardo Spectrum,

§ Presentation Skills in English and Hindi

(Harpreet Singh)

9.3.5 Sample Resume II

HARISH VERMA

245, Malviya Marg, Dehradun, Uttarkhand.

e-mail: harish_ verma_iitr@yahoo.co.in

Ph:09917743754

Career Objective: To handle interesting and challenging R&D projects focusing on out of the-box thinking, moving up the corporate success ladder through some practical real-life application of IT which could benefit the common-man.

Personal Details:

Name: Harish Verma

Mobile Number: 09917743754

E-mail: harish_ verma_iitr@yahoo.co.in

DOB: - 6th October, 1988

Age: - 23 Years

Permanent Address:

Harish Verma s/o Sh. Girraj Prasad

Near Railway Station, Regar Mohalla,

Gangapur City, Sawai Madhopur (Rajasthan)

Health: Excellent

Hobbies: Playing cricket and listening to English songs

Marital Status: Unmarried

Nationality: Indian

Skills:

- Excellent command over c/c++, JAVA, VISUAL BASICS programming.
- Strong grip on designing with PHOTOSHOP 7.0, PAINT.
- Proficient in kernel programming with Linux, windows, design patterns.
- Specialization in Information Technology
- Also, good knowledge of computer hardware.

Education:

Year	Examination	Percentage/CGPA	Institute	Remarks
2011	M. Tech in IT	8.5 CGPA	IIT Roorkee	
2009	B. Tech in C S	8.8	IIT Roorkee	
2006	Senior Secondary	88.8%	J. N. V, Jaipur	Distinction in all subject
2004	High School	86.54%	J.N.V. Jaipur	Distinction in Maths.

Professional Training:

- Summer Internship: Two months internship in Infosys Bangalore.
- Industrial Training: Three months industrial training in Texos Pvt. Ltd. in New Delhi
- Industrial Tour: Two, one week each, industrial tour of best IT companies like yahoo, wipro etc.
- Industrial tour: 6 days Industrial tour of the major IT sector of India

Other Interests:

- Keen interest in all sorts of outdoor games viz. Table tennis, Cricket, Basketball etc.
- Interest in various parts of unarmed sports.
- Active member of Cognizance (technical festival)

Achievements:

- Being the co-conveyer of Cognizance (annual technical festival of IIT Roorkee).
- Won the district level Science-Quiz in 2004.
- Being the part of the volleyball team securing first place in Inter - IIT.

References:

- | | |
|--|---------------------------------------|
| • Dr. S.C. Saxena, Director | • Mr. Udit Sharma, Technical Engineer |
| Indian Institute of Technology | Infosys India Ltd. NOIDA, U.P-125439. |
| Roorkee (301019), Ph:01332-254362 | Ph:987607543 |
| E-mail: saxebsa.dir@iitr.ac.in | E-mail: ussharma@infos is.ac.in |

Declaration:

The above pieces of information provided by me are true to the best of my knowledge and belief.

(Harish Verma)

25 June, 2011

9.3.6 Sample Resume III

POTPELWAR ABHIMANUEAUDUMBERRAO

S-74, Ravindra Bhawan, IIT Roorkee, Uttarakhand-247667

Cell No: 09960869547

Name: Potpelwar Abhimanue Audumberrao

Area(s) of interest: Advanced Manufacturing Processes, Operations Management, Tool Engineering

E-mail ID: abhimanue17@gmail.com

Educational Qualification:

M. Tech in Mechanical & Industrial Engineering with a C.G. P. A of 8.5 from Indian Institute of Technology Roorkee, Roorkee in the year 2009.

B. Tech in Mechanical Engineering from Shri Guru Gobind Singh College of Engineering & Technology, Nanded in 2005 with 65 percent.

Intermediate in Science from Maharashtra State Board of Secondary and Higher Secondary Education, Pune in 2001 with 77 percent marks

Secondary from Maharashtra State Board of Secondary and Higher Secondary Education, Pune with 73 percent marks with *GPA on a scale of 10

Computer Skills:

Computer Languages: C, Visual Basic 6.0

Software Packages: AutoCAD, Arena

Additional Courses Taken: Computer Aided Process Planning, Product Design &

Development, Operations Research

Languages Known: English Hindi and Marathi

Internship:

Study of manufacturing of clutch and working of industry at Ceekay Daikin Limited, Pune from 13th Jun, 2004 to 12th Jun, 2004

PROJECTS/RESEARCH PUBLICATIONS

2009: Micro hole drilling by electro jet drilling (EJD) process at Indian Institute of Technology Roorkee, Roorkee

2008: Investigation on going work contains to find effect of process parameters on the quality characteristics of micro hole such as surface roughness, taper and roundness, Indian Institute of Technology Roorkee, Roorkee

2004-05: Visual Basic Programming for Single Model Assembly Line Balancing at Shri Guru Gobind Singhji College of Engineering & Technology, Nanded.

Extra Curriculars

- Passed Maharashtra State Secondary Scholarship Examination in 1996
- Awarded certificate from Indian Institute of Personality Development in 1998 with B+ grade
- Participated in Utsav 2002-Maharashtra Darshan, 2002
- Edited Utsav 2005-Drishti 2005
- Co-ordinated Utsav 2005-Art contest, 2005

Training

- Three weeks full time course of advanced training in CNC Machine Programming, Operation and Maintenance 2004
- CAD-Storm, 2005

Personal Details:

Date of Birth: 17/05/1984

Gender: Male

Category: OBC

Marital Status: Unmarried

Nationality: Indian

Hobbies: Rafting and trekking

Permanent Address: SILAI TO SILAI, TILAK PATH, AURANGPURA.

Present Address: S-74, RAVINDRABHAWAN, IIT ROORKEE Ravindra Bhawan

Cell No: 0996086954 7

References:

1. Dr. N. K. Mehta, Professor
Department of Mechanical Engineering I
IIT Roorkee, Uttarakhand, India-247667
Ph: 91-1332-285675

E-mail: mehtafme@iitr.ernet.in

2. Dr. N. K. Jain
Assistant Professor
IIT Roorkee, Uttarakhand, India-247667
Ph: 91-1332-285824

E-mail: njainfme@iitr.ernet.in

9.3.7 Test Yourself II

1. Draft a resume to be sent in response to the following advertisement:

Principal Required for Pakistan Education Center DOHA, QATAR

The candidate he/she should fulfill following criteria

- MA/M.Sc +B.Ed/M.Ed(or equivalent) from recognized University/institution
- Over 7 to 10 years teaching experience in renowned English Medium School/College in Pakistan /abroad
- At least 3 to 5 years experience as Principal of reputed English Medium School/College
- Age limit 45- 50 years

The emoluments and benefits offered are:

- Over QR.8000/- per month
- Free furnished accommodation
- chauffeur driven car
- 30 days annual leave
- Yearly air passage from to Pakistan for spouse and two children under 18 years on first joining completion of contract and for annual leave

The eligible candidates may forward their C.Vs to zamans9@yahoo.com with in two weeks from the date of advertisement

EAGLE SYNDICATE 409 St 01, Sector I-8/4 Islamabad,
Ph: 051-4448452

PRC/15405 EPT:13-06-2010
LIC:SRCD:2186/R3/P

2. Mahyoo requires frontline sales staff. They have given the following advertisement.

FRONTLINE SALES STAFF

TAMILNADU

We require B.Sc/M.Sc with 3-5 years' experience in Sales/Marketing function of any Agri. Input/ seed industry. Please apply within 7 days to Mahyco, NO. 96, NMR & Sons complex, 2nd floor, 5th main road, Chanmrajpath, Bangalore-18.

Freshers with dynamic attitude can also apply.

Draft a resume to be sent to their head office at Mahyco, No. 96, NMR & Sons complex, 2nd floor, 5th main road, Chanmrajpath, Bangalore-18.

3. Given below is a resume which is to be sent to a job opening. But the candidate has not been able to make it impressive. Make the resume effective by incorporating the changes and attaching a job application letter to it.

BHARTI SINGH

G-11a, kasturba bhawan,

IIT Roorkee

9807654811

bhartisingh@gmail.com

Personal information

Date of Birth :20 november,1987

Place of Birth: Delhi

Citizenship: Indian

Gender: Female

Marital status: Unmarried

Career Objective:

To find a challenging position to meet my competencies, capabilities, skills, education and experience

Academic Qualification:

- Completing B. tech from IIT Roorkee in 2010
- Summer internship from Fredkhid International School of Science (2008)
- Summer project: Making communication systems much more reliable and safer using optical communication technology.
 - JEE AIR: 1130(2006)
 - 12th: 92.4% (2005)
 - 10th: 90.2% (2003)

Field of Interest:

- Optical Communication
- Artificial Intelligence
- Robotics
- Embedded systems

Relevant Information:

- Proficient in Microsoft Word, Excel, Access, PowerPoint, C++, C#, Adobe Dreamweaver, HTML and MATLAB.
- Part of campus's literary magazine kshitij's finance team.
- Manged events in thomso-2006 & 2007
- co-convener cognizance -2009.
- Lifetime Member of IEEE.
- Always active in all extracurricular activities organized in school and college.
- Proficient in Japanese, English and French.
- Hobbies include reading novels, listening music and creative writing.

References:

i.Dr. (Mrs.) Shreya Kulshrestha
Professor,
Electronics and Communication Deptt.

ii.Dr. Harsh Sharma
Assistant professor
Electronics and Communication Deptt.

4. Draft a job application and attach your resume to be sent to Cognos architects by mail oncognosindia@bang.ac.in. Read the advertisement given below.

Cognos architects design analytics application that run on multiple platforms and utilizes the IBM Cognos Adaptive Analytic Framework. Other cognos jobs include Application developer, Client technical manager for COG. Cognos-Analytic application, COG.Cognos business intelligence, COG. Cognos-business viewpoint, COG. Cognos-controller, COG. Cognos-Enterprise Planning, COG. Cognos-SPSS; Cognos application architect, etc. Experience in COGNOS Powerplay Transformer, COGNOS Planning PL/SQL CRN, PL/ SQL CRN, Cognos 8.3/8.4, Framework Manager, Metric Studio, Report Studio, Query Studio, Analysis Studio, Data Manager, BIDW Concepts, DB2 Knowledge, ETL will be advantage. You should have 4-5 years' experience in Cognos 8.3 report Development and Metadata Modelling along with hands on knowledge of SQL Server 2000/2005 and Oracle TOAD.

Unit 10 CORRESPONDENCES

10.1 Introduction

10.2 Planning and Preparation

10.3 Types of Business Letters

10.4 Letters of Enquiry

10.4.1 Sample Inquiry Letter 1

10.5 Letters for Ordering Goods

10.5.1 Sample Order letter I

10.5.2 Test Yourself

10.6 Letter of Invitation and Acknowledgement

10.6.1 Sample Invitation Letter I

10.7 Sales Letter

10.7.1 Sample Sales Letter I

10.7.2 Test Yourself

10.8 Credit and Collection Letter

10.8.1 Sample Credit Letter

10.8.2 Sample Collection Letter

10.9 Complaint and Adjustment Letter

10.9.1 Sample Complaint Letter

10.9.2 Test Yourself

10.1 INTRODUCTION

You have read about the structure of official writing in previous units. In this unit you will read about different types of letters. You should remember that all business writings aim at clarity and this clarity comes from the practice of writing specifically. In this unit you will get an idea of how to write a variety of letters for various purposes.

Writing business letters is different from writing personal letters. This is because you do not have any acquaintance with the recipients of your business letters. Hence care has to be taken that the person does not feel either ignored or insulted. Usually, people in business often have to write letters and sometimes they have to do so in a very short time's notice. Since all of us are human beings and at times our emotions often make us write things which we have to repent for later. For example, sometimes you do not get favour from your boss or at other times you get a wrong consignment in place of things ordered or your principal does not award you a free studentship; you are bound to get hurt. But if you come to know about the other person's helplessness in not giving you the favour you wanted, you will realize and may regret for your words you had written in your letter. Hence, one has to remember that while writing business letters you have to keep your cool and not write anything just out of reaction. You are writing not only reflects your mental condition but it also reflects your background. There are many ways which can help you avoid yourself from being harsh, indifferent and callous. The best method is to plan well in advance before writing any business document.

10.2 PLANNING AND PREPARATION

If you think well in advance who you are going to write, naturally you will also know what you should write. Much depends upon the type of letter you are writing. For example, if you are writing a letter of inquiry, naturally you have been very courteous in seeking information. Likewise, if you are writing a sales letter you have to be convincing and in case you are writing a letter of complaint you have to be rational since you are complaining against a certain product or policy and not against a personal. Personal prejudices must be kept out of business as well as official writing.

People at work often appreciate specific queries since time is a great asset in business. Every client or customer expects timely reply to their queries as well as timely adjustment to their grievances. As a letter writer, you have to bear in mind that you write specifically and to the

concerned person or department otherwise the fate of your letter may hang in balance moving from one department to the other.

In addition what matters more is the tone of your letter. Every organization would like to know about the feedback of its product but only few would appreciate a sarcastic tone. Hence, maintain a courteous tone however bad the situation may be. Official expectations are often higher and more demanding than personal ones. Therefore, you have to maintain a formal level of cordiality.

10.3 TYPES OF CORRESPONDENCE

With the ever-changing environments at workplace, there are different types of correspondence being exchanged. But broadly they can be classified into the following categories:

- Letters of enquiry
- Letters for ordering goods
- Credit letter
- Letter of acknowledgement
- Sales Letter
- Claim/complain letter
- Adjustment letter
- Collection letter

10.4 LETTERS OF ENQUIRY

Once you are in an organization, you have to get things from different sources for your organization. In many cases you may be given the responsibility of handling correspondences for buying things on order. But before knowing what exactly do you need and what are the alternatives available becomes essential. You can first ask for these related things before you go for order.

While you are making an enquiry about goods, see that you state your requirement specifically and be clear about your dealings. Even though you are writing for your organization, it has to be ensured that anything wrong may bring a bad name to yourself and also to the organization. Make sure that you are polite in terms of language. Moreover, there is no harm in seeking clear

information on all issues. Vague statement or information often delays the entire process and everyone in business values time.

You will read some sample letters of enquiry enable you drafty your own letters. and order. These letters will

10.4.1 Sample Inquiry Letter I

Goodluck Institute of Technology

Baghpat, Haryana.

www.glt@haryana.com

Ph: 0130-2243567

Fax: 0130-224356

3.5.2011

The Director

CETPA, Noida.

Sub: Regarding Summer training programme

Dear Sir

I would like to know about the summer training programme conducted by CETPA for students of Computer Science students.

We have a group of 6 students of llnd year Computer Science branch. Since most of them are girl students, they want the training to be provided at our institute. It is quite difficult for them to stay in Noida and participate in your summer training programme. We are ready to provide you the lab and other required facilities. Kindly send us the details such as the fee per candidate, course content, course duration and other time slots so that we can proceed in this matter.

We would be glad to receive a quick reply in this regard.

Thanking you

Yours faithfully

Pankaj Mehta, Admission and Placement Officer.

Reply

CETPA INFOTECH PRIVATE LTD.
NOIDA, Uttar Pradesh-234376 ISO 9001:2008 CERTIFIED

www.cetpaup.ac.in

Phone:0120-276542

Fax: 0120-27675

Admission and Placement Officer
Goodluck Institute of Technology

Baghpat, Haryana.

Dear Mr. Mehta

Thanks for your letter dated 3 May, 2011 regarding summer training workshop. We appreciate your interest in our institute and also eager to conduct the training programme at your end.

We are sending one of our representatives to your institute. He will discuss all the related issues and also give a presentation about the course. Your students can decide the choice of their courses and we will be able to design the course accordingly. As regards conducting the programme at your end, it entails some more cost. I hope with the facilities provided at your end, cost matters less. In addition, we would expect the host institute to provide us with the local hospitality.

We shall send our representative as soon as we hear from you.

Thanking you

Yours faithfully

Geetendra Kumar

Director

Sample Inquiry Letter II

10.5 LETTERS FOR ORDERING GOODS

Letters for ordering goods are just like letters of inquiry. The only difference is that the writer of the letter is convinced to buy things from a particular company. Now all he has to do is to know about the availability. Hence, he ought to be very specific about the goods. For example, if he wants to buy books, he has to procure the list mentioning the title of the book, the name

of the author, the year of publication and also the name of the publisher. This would make the other party's task also easier in remitting goods as per order.

Read the sample letters to make yourself more confident before you place your orders.

10.5.1 Sample Order letter I

UMD STUDY GROUP

Bhaibhavpuri, Modipuram

Modi Road, Modipuram Extension, Modipuram.

www.umd@md.ac.in

Letter no. 243/umd/lib/2011

Ph: 0121-276543

Fax: 0121-276543

27.5.2011

e-mail: lib @umd. ac.in

Adhyayn Publishers & Distributors

Daryagaunj, New Delhi-110003

Sub: Order for books

Dear Sir

We have come to know that you are a supplier of both Indian and foreign titles especially for college libraries. A friend of mine has recommended me to communicate with you in this regard.

We would like to know whether the books mentioned below can be made available for our college library. In addition, we would be grateful to know if you have any rebate for bulk supply of books. In the first round, we would like to get the following books latest before 30th of July:

1. Communication Skills for Engineers and Scientists-

- | | |
|--|-----------|
| Sangeeta Sharma and Binod Mishra. PHI. 2009 | 50 copies |
| 2. Selected Short Stories- H.H. Munro (Saki) Maple Press. 2009 | 50 copies |
| 3. Silent Steps and Other poems-- Binod Mishra. APD. 2011 | 25 copies |
| 4. Creative Writing-Anjana Neira De et al. Pearson. 2009 | 50 copies |
| 5. Word Power Made Easy-Norman Lewis. 2010 | 75 copies |

Kindly let us know at the earliest so that the orders may be placed soon.

Thanking you
Yours faithfully
Nikhil Taneja, Librarian.

Reply

**Adhyayn Publishers & Distributors
Daryagunj, New Delhi-110003**

Ph: 011-235649

Fax: 011-23786

1.6.2011

Shri Nikhil Taneja,

Librarian

UMD STUDY GROUP

Bhaibhavpuri, Modipuram.

Sub: Regarding your order for books

Dear Sir

Thanks for your letter dated 27 May, 2011 showing interest in our publishing and distribution house. You will be glad to know that we are quality producers of both Indian and foreign manuscripts. In addition, we are doing well as supplier and distributors. We shall really be glad to receive orders from educational institutes like yours.

The books mentioned in your list are presently available with us. We would be glad to serve your needs and expect the orders to be sent without any delay. We are also sending our detailed catalogue for your consideration. There is a provision of 10 per cent discount for the bulk purchase. The orders can also be booked through mail. This would help us fulfil your requirements at the earliest.

We look forward to hearing from you soon.

Thanking you
Yours truly
Manoj Joshi
Sales Manager

10.5.2 TEST YOURSELF

Ex 1.

1. Write a letter to the manager of Lingua Soft, Dehradun asking him to send you a catalogue of their software for the language laboratory of your college.
2. Write a letter to the manager of Modern Furniture & Software Suppliers asking him to supply the following items for your newly established language laboratory:

Computer Tables	25
Chairs	25
Split ACs	04
Printers	02
File Racks	05

3. You are Ankit Shukla, the Sales Manager of Janardan Food Suppliers & Provisional Stores. Write a letter to the in-charge of Sudha Malik, Gorakhpur to supply you 60 litres of milk per week at wholesale rate for helping you cater to the sudden demand of milk products from a residential school.

10.6 LETTER OF INVITATION AND ACKNOWLEDGEMENT

Letters of invitation should, like all other business letters, mention specially the purpose behind inviting anyone. While the language has to be polite, care should be taken to provide the other party some more room.

The letter of acknowledgement is quite often the reply to the invitation letter. While the letter writer has to be thankful for invitation, it becomes mandatory to state whether you are interested to oblige him or not. In case you do not want to go, mention specifically since the host organization could have option to invite somebody else.

It is not a good practice not to reply if you are not interested in going to a particular place. If you have any suggestion, do inform the host organization.

Given below are some sample letters, which will help you both accept an invitation or refuse if the situation so demands.

10.6.1 Sample Invitation Letter I

ACADEMIC STAFF COLLEGE BHARTHIYAR UNIVERSITY CHENNAI.

Clayton Road, Chennai.

Ph: 040-3424326

www.acs@bh.ac.in

3rd February, 2011.

Prof. N.K. Suryabansi
Department of English
R.P.S University Vishakhapatnam.

Dear Sir

The Academic Staff College is organising UGC sponsored Refresher Course in English for teacher participants from 10th March, 2011 to 30th March, 2011 on the theme of English Teaching Today: Trends and Techniques We would be delighted to invite you to deliver 03 lectures (s) to the participants on the topics beneficial to them. Your vast knowledge in the field of English teaching will provide them with suitable teaching methodology and widen the horizons of their knowledge. This, in turn, would equip them to perform better in their professional life.

Kindly send your consent along with the topic, tentative dates, and time for your lectures. This will enable us to book your tickets and make necessary arrangements in the university guest house.

We look forward to hearing from you soon.

Thanking you Yours faithfully Ram Karan Karn Co-ordinator.

Reply:

7 February, 011

Prof. Ram Karan Karn

Co-ordinator

Academic Staff College, Bhartiya University

Chennai.

Sub: Regarding invitation to act as resource person

Dear Sir

Thanks for your letter dated 3rd February, 2011 inviting me to deliver lectures in Refresher course. I gladly accept the invitation. But at the same time, I am sorry to say that I shall not be able to stay for three days.

I would like to deliver two lectures on 15th and 16th March, 2011 on the following topics:

1. Role of delivery in effective English teaching
2. Methods of developing Vocabulary

If the time and topics mentioned suit your schedule and fulfil the requirements of participants, kindly confirm.

Thanking you

Yours faithfully

N.K. Suryabansi

10.7 SALES LETTER

It is no wonder that you often get unnecessary mails and letters telling you about their products. You may, at times, get angry with these letters. But nowadays in a competitive market, every organization wants to make customers know about their products. The customers too come to know about the products through advertisements and at times from their neighbours or friends who have bought a new product.

Whatever be your profession, you may at some point of time are required to promote the sale of your product in the market. May be your job is not to sell; still sometimes you have to promote something that your company manufactures. In fact, you actually act as the brand ambassador of your organization and as such at times you may have to be a part of promotional venture.

Suppose you are working for an insurance company your job is to make the customers aware of the new policies launched and also about their benefits. Likewise, if you work for a manufacturing unit, you have to be acquainted with the items your organization makes. You may any time be asked to lead the promotional campaign of your company.

Though televisions, telephones and newspapers have made the task of this promotional campaign easier yet there are still rural areas where these facilities are still not available easily. Sales letter becomes the best way to promote things in such areas.

You may often think what makes a sales letter different from other business letters. Though the language of a sales letter is polite yet the claims made in it have to be realistic. The beginning of a sales letter should be attractive where you can either begin with a question or give examples or present your statement in a tantalizing manner. The writer of a sales letter should apart from making unusual beginning should also reveal the product he wants to promote. This can be done by talking about the good qualities of the product. In addition, create the customer's a desire and persuade him to buy the product. Provide them with some lucrative offer so that they are converted from the reader of the letter to a customer. It has been rightly said that a sales letter reads like an advertisement. You can have a look at the sample sales letter to know how it reads like an advertisement.

10.7.1 Sample Sales Letter I

Vaidyaraj Herbals & Costmetics
Sevagram, Abhilasha Marg,
Jabalpur, Madhya Pradesh-452001
Ph: 0731-2543777
vaidyarajherbals@jab.ac.in

12 June, 2011

Mr. Neelesh Mahajan

23 Vidyapati Marg, Naitital Uttarakhand.

Dear Shri Neelesh Mahajan

How many times have you been called old by little children? Are you really getting old? These are the questions you often feel within when you look at some fresh guys who have just joined your organization. Once in a life time everyone comes to such a pass. There is nothing to worry. We have a solution to your problem. It is only because of your hair losing its colour. Our colour naturals will reduce all your fears and you will be like your young colleagues-smart, good looking and dynamic.

Natura Hairblack cream provides you with natural -looking colour not only on the surface but from the roots. It doesn't have any side effect rather the natural herbs in it also stop hair loss.

In addition, you need not apply it every month. It provides your hair the natural glow and nourishes it making it look soft and silky.

Available in all sizes, every pack of Natura Hairblack provides a free shampoo to its users. Launched recently by the manufacturers of various herbal products, we do not have our dealers and orders can be placed directly to our head office. All interested users will be sent their Natura Hairblack by couriers. The company will also bear the courier charges.

To give us an opportunity, please fill in the enclosed proforma mentioning exactly your address and phone numbers. As part of our company policy, the amount is to be transferred in the company bank account only after the safe delivery of goods.

Yours truly

Mohit Kalra

Sales Manger

Encl: Proforma of Vaidyaraj Herbals & Costmetics

10.7.2 Test Yourself

1. As sales Manager of Bajaj Electricals, write a sales letter to promote the quality brand Mixer - Grinder. The mixer - grinder has in-built an auto switch device which helps in saving electricity.
2. As distributor of books for higher studies, write a letter to the principal of senior secondary schools to promote the new book on 'Vocabulary building'. Think of necessary details.
3. Harit Rath, the new tractor is being talked of by farmers in rural areas of India. Draft a sales letter to promote the sale of this farmer friendly new tractor.
4. Write a sales letter to promote the sales of Yuva-prem mobiles among the younger generation. The mobile has the facility of camera, Bluetooth, scientific calculator, music player, video calling and Internet facility-all in one device at a reasonable price specifically launched for students.
5. You are the sales manager of PHI, Delhi. You have asked to promote the sales of the recently released book entitled Communication Skills for Engineers and Scientists written by Sangeeta Sharma and Binod Mishra. Draft the sales letter keeping in mind the students of various technical instates.

6. Given below is a badly written sales letter. Rewrite it to make it a standard sales letter.

We deliver values
EFT Couriers & Movers Ltd.
12, Connaught Place, T. Nagar, New Delhi
www.eftc.

Ph: 011- 2765432
Fax: 011:24343829
September 21, 2011

Mr. Naveen Ahuja
CEO cum Managing Director
Simon Pvt. Ltd, Delhi- 110 011

Dear Sir

As your company deals in chemicals and pesticides, it is very important to handle them with care and your company badly needs a courier service that ensures safe and sound delivery of these items. We at EVER FAST TRACK COURIERS provide you with this service and propose to become your official courier partner in all such deals. We offer you this service on a contractual basis of 3 years giving you a discount of 11.27% on all the documents related to paper. We have our branches widely spread all over India and we make it a point to deliver the goods as soon as possible

Are you not receiving your goods safely? Then we at DTDC will be pleased to deliver all your goods, documents and mails in time without any damage. We believe in delivering values and you would agree that values are the most important part of our lives.

All you need to do is to sign the MOU attached with this letter and send it to us at the address mentioned with and cheque of Rs.5000. We would be pleased to offer you our service.

For more details, you can go through our manual attached with this letter.

The service is purely contractual and cannot be withdrawn during the contractual period. But you should clearly remember that if any damage to your goods takes place, you can deduct a compensation of 25% on the cost of goods damaged. The service comprises of free delivery within the NCR region. All this at a very affordable rate of Rs.35, 550 p.a.

Yours truly

Shivam Kalra
Manager (Sales & Service)

10.8 CREDIT & COLLECTION LETTER

In a world of business, organizations often have to buy things on credit. But easy as it may appear, it is very difficult to get things on credit unless the other party gets assured that payment will be received. Before one gets goods on credit, one has to write a credit letter that is convincing and valid. While writing a credit letter, the following should be kept in mind:

1. Mention the source of information about the product/item you want to buy.
2. Place the order and impress the other party by explaining reasons for buying on credit.
3. Mention suitable credit references

At the same time, if someone at the other end has to grant the credit, he has to keep the following in mind:

1. Thank the customer for his interest in your product.
2. State the conditions if you are granting credit.
3. In case the credit is not granted, state the reasons. Assure the customer that his credit can be entertained in future. Encourage for purchase on cash.

10.8.1 Sample Credit Letter

TTK PRIVATE INDUSTRIES LTD

Puhana Road, Roorkee

ttk.ind@india.ac.in

Ph:01332-243543, Fax:01332-267543

11 April, 2011

Manager

Amrit Enterprises

23, Chandak Marg, Vindeshwari Phase II Muzaffarnagar, U.P

Dear Sir

We have come to know about your water coolers and water filters through one of our distributors supplying us the required materials since 1098. We have also come to know that in addition to manufacturing water filters and purifiers, you have also made a name in ensuring customer satisfaction with your Vacuum cleaners.

Since your office is at a short distance from our unit, we would like to place orders for your products and reduce our costs on transportation. At present, we are in need of the following item:

- | | |
|-------------------|----|
| 1. Water Purifier | 35 |
| 2. Vacuum Cleaner | 20 |
| 3. Water Filters | 10 |

As a part of our business policy, we buy items on credit and pay the bill through cheques. Our credit references are one of the most trustworthy people and organizations located at different places. We would like you to verify the following references before making any decision in accepting us as credit customer:

1. Shri Ajeet Kumar Dhiman
Chartered Accountant,
Birla Soft Company

2. Nariamn Point, Mumbai-
Chiranjeev Dalmiya, Chairman
Dalmiya Group
Kolkata

We would like to provide all sorts of clarification if the need be.

Thanking you

Yours faithfully

Anirban Banerjee

Sales Manager

Reply

AMRIT ENTERRPRISES

23, Chandak Marg, Vindeshwari Phase II

Muzaffarnagar, U.P.-

E-mail: amritent@muz.sanchar.net

Anirban Banerjee

Sales Manager

TTK PRIVATE INDUSTRIES LTD

Puhana Road, Roorkee, Uttarakhand-246767

Sub: Supply of items on Credit

Dear Sir

Thanks for your letter dated 11 April, 2011, it is indeed a pleasure to be considered quality manufacturers and suppliers of water filters, purifiers and vacuum cleaners. You will appreciate that in an age of fierce competition, maintaining quality is often challenging.

We have verified your credit references and found them satisfactory. We accept you as our credit customer. But at the same time, you will appreciate that as per our company policy; we supply item son credit though on an advance of 25 percent of the total amount. In addition, our credit has to be cleared within six months. In case the duration exceeds, interest as per bank rates is levied on the total amount.

I hope you will accede to our policy and send the order in the proper format sent to you as enclosure.

Thanking you

Yours truly

Beerendra Parihar

Credit Chief

Refusal Letter

AMRIT ENTERRPRISES

23, Chandak Marg, Vindeshwari Phase II

Muzaffarnagar, U.P.-

E-mail: amritent@muz.sanchar.net

Anirban Banerjee

Sales Manager

TTK PRIVATE INDUSTRIES LTD

Puhana Road, Roorkee, Uttarakhand-246767

Sub: Supply of items on Credit

Dear Sir

Refer to your letter dated 11 April, 2011 we are pleased to know about the good response of our product in the market. We would really have been happy to accept you as credit customer. But since we are quite new in this area and lack a solid background, we cannot accept your credit request this year.

Looking at your credit references, we assure you that we will entertain your request soon as our financial condition improves. However, we are sending you our price lists and expect you to place orders on cash if you require anything. We offer 6 percent discount on cash purchase.

We look forward to serving you in future.

Thanking you

Beerendra Parihar

Credit Chief

10.8.2 Sample Collection Letter

Anirban Banerjee Sales Manager

TTK Private Industries Ltd

Puhana Road, Roorkee, Uttarakhand-246767

Sub: Regarding payment of dues

Dear Sir

It has come to notice that an amount of Rs. 1, 06, 425 =00 is pending against your company. This amount is against the credit sale of water coolers, water purifiers and vacuum cleaners vide credit receipt no. 324/11/ttk dated 23rd May, 2011.

Since you are our bonafide customer, it is time you paid the amount before it gets late. As a market leader, you know how difficult it is to manage business relationship in a volatile market condition.

We look forward to receiving the payment by 15th June, 2011.

Thanking you
Yours faithfully
Beerendra Parihar
Credit Chief

10.9 COMPLAINT AND ADJUSTMENT LETTER

Whether you are handling letters for yourself and also for some organizations, there are times when you often get angry letters. These are because of some fault on your part or because of some inconvenience caused to people in course of making business exchanges. Things may go wrong as all of us are human beings. Though utmost care is taken while sending consignments, yet at times things go beyond our control. There may be different reasons for inconveniences. While sometimes things get damaged in transportation, at other times there may also appear manufacturing defects. The customers, since have paid are bound to get angry. They have every right to approach the company from which they bought goods. Companies also take care to see that their customers encounter fewer problems. The only possible remedy during such situations is to write complaint letters.

When a customer writes letter to an organization telling him about the problems he faced, the letter is termed as complaint letters. Though making complaint in the letter, the writer has to be polite and explain the nature of inconvenience. One has to be very specific and furnish the information, such as; the exact model, date of purchase, receipt number, nature of difficulty or damage etc. clearly. This would help the other party in finding the proper solution to the problem. Take extra care not to use abusive language as you are complaining not against the person but a product.

The company as a policy matter examines the problem and tries its best to find an amicable solution to the problem. The letter written for this purpose is called adjustment letter. The complaint letter is promptly replied. In this letter while charge is entertained, care is also taken to retain the faith of the customer. The complainant's claims are given due consideration and the language of the letter has to be kept very mellow. It is not fair to reply the customer in the angry or sarcastic tone. If the customer's claims are genuine, prompt replacements are sent. In case the grievances are unreasonable, an explanation should be given. What matters most is that the customer has to be placated.

Read the sample complaint and adjustment letters to learn more about them.

10.9.1 Sample Complaint Letter I

Ramco Industries

Bhulinagar, Dhanbad.

www.ramcoind@dhn.ac.in

Ph: 0326-23468

Fax: 0326-2346791

27.6.2011

Ram/245/6/11/dhn Manager

Customers care, HP Computers

Mumbai-42356

Sub: Regarding malfunctioning of HP Pavilion DV 6 model laptops

Dear Sir

We had bought 10 laptops of HP pavilion DV 6 model from your authorized dealer, Ms. Vijai Kumar Computer Suppliers last month for our newly recruited Assistant Managers. This was done against our order no. Ram/234/4/11 /dhn Receipt No. 243/57, dated 27May, 2011. Our employees had expressed their keen interest in HP products. In the beginning everything went well. But only after a week, the employees started complaining of its malfunctioning.

On enquiry from the dealers, it was stated that there might be some problem with the hard discs of the laptops. Our requests to change the laptops too have not been entertained by them. They expressed their helplessness in this regard and said that nothing could be done unless the head office intervened. We feel ourselves in a difficult situation.

Since every reputed company keeps a track of its products, we look towards you to find a suitable remedy. May we request you to change the laptops with any suitable model so that we may continue to have our faith in your products? We can send our men with the laptops to your head office in order to get the replacement at the earliest.

Thanking you

Yours faithfully

Sidharth Sinha

Purchase Manager

Reply

HP Computers
Boriballi, Mumbai-42356
www.hpco@hp.ac.in

Ph:4000128
Fax:4000028

Dear Sir

Thanks for your letter No. Ram/234/4/11 /dhn, dated 27 June 2011 drawing our attention towards the malfunctioning of HP pavilion DV 6 laptops. Sir, we are really sorry about the inconvenience caused to you.

Today we are sending our company engineer to your company. He will check the laptops and report to us immediately. In case of serious damage of laptops, we will tell our dealer in your town to provide you the new laptops urgently. They will also collect the damaged laptops. You need not send anyone from your company. In fact, it is a lapse on our part.

We are extremely grieved to know about the discomfiture caused. Your writing to us has indeed made our quality control division to take extra care that customers do not face any difficulty in future.

Thanking you for putting faith in us.

Yours faithfully

Monica Sharma

Manger, Customer Care

23.5.2011

Sample Complaint Letter II

The Post Master

Main Post Office, Nainital.

Sub: Regarding a lost registered letter

Dear Sir

I would like to draw your attention towards a registered letter lost in post. The letter contained a DD of Rs. 4500, the premium of my life insurance policy sent to the manager of Life Insurance Corporation of India, Jeevan Deep Bhawan, Patna. It has been more than a month and the letter has neither been received at Patna nor returned to me. I have received reminders from LIC in this regard and have to pay a fine on my policy. The details of the registered letter are given below:

RL 307, dated 23.6.2011

Manger, LIC of India,

Jeevan Deep Bhawan, Patna-80001

I shall be grateful if you kindly look into the matter and help me in this regard. Thanking you

Yours faithfully

Meena Kumari

Reply:

**HEAD POST OFFICE, NAINITAL
UTTARAKHNAND**

25.5.2011

Ms Meena Kumari

25, Ganga Villa

Nainital.

Sub: Regarding your complaint about RL 307, dated 23.6.2011

Dear Ms Meena Kumari

Thanks for your letter regarding the complaint for a lost registered letter. You will be pleased to know that efforts are being made to find out the exact condition of the registered letter. At times they often are sent to other places just by mistake. We are hopeful that the letter would be traced though it may take some time

We are really sorry for the inconvenience. However, we assure you that the postal department will bear the amount of fine levied on your policy. In addition, you will also be paid the registry charge spent on your registered letter.

Thanking you

Yours faithfully

10.9.2 TEST YOURSELF

I. Given below are the parts of certain correspondence. They have been written casually. Rewrite them making simple, business like and effective:

- a. You should not refuse to accept us as credit customers because we are not known to you.
- b. Please supply us 50 tonnes of iron by checking our credit in the market. You will feel proud to supply goods to us.
- c. Kindly accept our invitation to deliver lectures in our institute because our resource persons are not as capable as you are.
- d. We are not bothered about your comments as you can think whatever you like. We stick to our policy.
- e. How can we accept you as credit customers as we do not know you and are not interested in knowing you.
- f. Can you supply books without charging any extra amount spent on transportation?
- g. We are inviting you as there is none who can compete with you in terms of your knowledge and experience.
- h. You should give your consent to be our guest because you will be feeling proud to be called as one of the distinguished guests.
- i. Time should not be a problem as we too go to various places if we are called as special invitees since most of us sit idle.
- j. We will pay you an honorarium but cannot ensure hospitality.
- k. We have received your application for the post of electrical engineer. You cannot be called for interview as your resume is not attractive.
- l. You should keep on applying. We can call you when we do not get any suitable candidate.
- m. Please pay our dues otherwise we will expose you in the market.

- n. We look forward to listen from you.
- o. We shall not be liable to any damage caused during transportation.
- p. It is not in our interest to find out where the goods have been dispatched.
- q. The adjustment you seek was not a part of the deal. Once we deliver the consignment, our duty ends.
- r. We are not here to listen only to your complaints

II. Answer the following:

1. Write a Credit letter to the manager of Unitech Computers, Coimbatore to provide to your firm 30 Computers with printers. Imagine yourself as Umesh, Tyagi, the Credit Manager of Rohtash Computers' Institute, Rishikesh.
2. Write a letter to the Office Superintendents of various business organization in North India requesting them to seek finance for establish their new offices. You are Vivek Ahuja of Mittal Finance and Investment Ltd. Gorakhpur.
3. Write a complaint letter to Bright Tutorials, Delhi, who despite taking the money in advance is not sending you the study materials.
4. Write a reply to a credit letter. You are refusing credit to an organization because their credit references are not satisfactory.
5. Write a collection letter to a customer who has failed to pay their dues despite several reminders.
6. Write a letter to the General Manager of Uttarakhand Electricity Board complaining against a wrong bill. Also seek adjustments as you have already paid the enhanced bill to avoid fine.

Answer to badly written complaint letter

(Given below is a badly written complaint letter. Find out the errors and rewrite the letter in the standard format)

We deliver values
EFT Couriers & Movers Ltd.
12, Connaught Place, T. Nagar, New Delhi
<http://www.eftc.com>

Ph: 011- 2765432
Fax: 011: 24343829
September 21, 2011

Mr. Naveen Ahuja
CEO cum Managing Director
Simon Pvt. Ltd, Delhi-110 011

Dear Sir

Are you not receiving your goods safely? Then we at EFTC will be pleased to deliver all your goods, documents and mails in time without any damage. We believe in delivering values and you would agree that values are the most important part of our lives.

As your company deals in chemicals and pesticides, it is very important to handle them with care. We understand that your company requires a courier service that ensures safe and sound delivery of these items. We at EVER FAST TRACK COURIERS provide you with this service and propose to become your official courier partner in all such deals. We offer you this service on a contractual basis of 3 years giving you a discount of 11.27% on all the documents related to paper. We have our branches widely spread all over India and we make it a point to deliver the goods as soon as possible

The service is purely contractual and cannot be withdrawn during the contractual period. But you should clearly remember that if any damage to your goods takes place, you can deduct a compensation of 25% on the cost of goods damaged. The service comprises of free delivery within the NCR region. All this at a very affordable rate of Rs. 35,550.00 p.a.

All you need to do is to sign the MOU attached with this letter and send it to us at the address mentioned with and cheque of Rs.5000. We would be pleased to offer you, our service.

For more details, you can go through our manual attached to this letter

Yours truly
Shivam Kalra
Manager (Sales & Service)

Block 4

UNIT 11	COMPREHENSION-I (PROSE)
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UNIT 12	COMPREHENSION-II (PROSE)
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UNIT 13	COMPREHENSION-III (POETRY)
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UNIT 11 COMPREHENSION-I (PROSE)

11.1 Introduction

11.2 Objectives

11.3 Reading the Comprehension

11.4 Glossary

11.5 Exercises

11.6 Answers of the Exercises

11.1 INTRODUCTION

In block 2, we studied how to write business letters, reports, etc., how to write summaries, minutes and job application. Through the previous units, we have learnt how to manage formal letters and memoranda. In this unit, we will go through some comprehensions which has been introduced to develop the ability to understand and analyze written text in the learners. It is a crucial skill for everyone, but especially for students and professionals. This unit on Reading Comprehension aims to equip the learners with the tools and strategies needed to unlock the full potential of written words.

11.2 OBJECTIVES

The objectives of introducing this unit to the learner are as follows:

- ability to accurately and fluently recognize words and groups of words.
- read smoothly, accurately, and with appropriate expression.
- expand understanding and use of new words encountered in reading material.
- recognize the central theme or message of the text.

11.3 READING THE COMPREHENSION (PROSE)

1. Too many parents these days can't say no. As a result, they find themselves raising 'children' who respond greedily to the advertisements aimed right at them. Even getting what they want doesn't satisfy some kids; they only want more. Now, a growing number of psychologists, educators and parents think it is time to stop the madness and start teaching kids about what's really important: values like hard work, contentment, honesty and compassion. The struggle to set limits has never been tougher—and the stakes have never been higher. One recent study of adults who were overindulged as children, paints a discouraging picture of their future: when given too much too soon, they grow up to be adults who have difficulty coping with life's disappointments. They also have distorted sense of entitlement that gets in the way of success in the work place and in relationships.
2. Psychologists say that parents who overindulge their kids, set them up to be more vulnerable to future anxiety and depression. Today's parents themselves raised on values of thrift and self-sacrifice, grew up in a culture where 'no' was a household

word. Today's kids want much more, partly because there is so much more to want. The oldest members of this generation were born in the late 1980s, just as PCs and video games were making their assault' on the family room. They think of MP3 players and flat screen TV as essential utilities, and they have developed strategies to get them. One survey of teenagers found that when they crave for something new, most expect to ask nine times before their parents give in. By every measure, parents are shelling out record amounts. In the heat of this buying blitz, even parents who desperately need to say no find themselves reaching for their credit cards.

3. Today's parents aren't equipped to deal with the problem. Many of them, raised in the 1960s and 70s, swore they'd act differently from their parents and have closer relationships with their own children. Many even wear the same designer clothes as their kids and listen to the same music. And they work more hours; at the end of a long week, it's tempting to buy peace with 'yes' and not mar precious family time with conflict. Anxiety about the future is another factor. How do well intentioned parents say no to all the sports gear and arts and language lessons they believe will help their kids thrive in an increasingly competitive world? Experts agree: too much love won't spoil a child. Too few limits will.
4. What parents need to find, is a balance between the advantages of an affluent society and the critical life lessons that come from waiting, saving and working hard to achieve goals. That search for balance has to start early. Children need limits on their behaviour because they feel better and more secure when they live within a secured structure. Older children learn self-control by watching how others, especially parents act. Learning how to overcome challenges is essential to becoming a successful adult. Few parents ask kids to do chores. They think their kids are already overburdened by social and academic pressures. Every individual can be of service to others, and life has meaning beyond one's own immediate happiness. That means parents eager to teach values have to take a long, hard look at their own.

11.2 GLOSSARY

WORD-MEANINGS: **Contentment**—satisfaction, संतुष्टि। **compassion**—a strong feeling of sympathy for people who are suffering, सहानुभूति। **distorted**—deformed, विकृत। **vulnerable**—weak and easily hurt, कमजोर और आसानी से क्षतिग्रस्त होने वाला। **mar**—destroy, बर्बाद करना। **precious**—valuable, कीमती। **chores**—household work, घरेलू काम-काज।

11.3 EXERCISES

A. Choose the most appropriate option:

- (a) What do the psychologists, educators and parents want to teach the children?
1. To teach them about treachery.
 2. To teach them about indiscipline.
 3. To teach them about the values of life like hard work, contentment, honesty and compassion.
 4. None of these
- (b) What is essential to become a successful adult?
1. Learn not to overcome challenges
 2. Learn how to overcome challenges
 3. Nothing is essential.
 4. None of these
- (c) Why do children need limits on their behaviour when they live within a secured structure?
1. They feel more secure and better.
 2. They feel insecure.
 3. They feel bored.
 4. None of these.
- (d) What is the drawback of giving children too much too soon?
1. They fail to cope with life's disappointments when they grow up.
 2. They do not study seriously.
 3. They become quarrelsome when they grow up.
 4. None of these.

B. Answer the following questions briefly:

- (a) What values do parents and teachers want children to learn?
- (b) What are the results of giving the children too much too soon?
- (c) Why do today's children want more?
- (d) What is the balance which the parents need to have in today's world?

- (e) What is the necessity to set limits for children?
- (f) How do older children learn self-control?

C. Find words in the passage similar in meaning as:

- (a) a feeling of satisfaction (para 1)
- (b) valuable (para 3)

11.4 ANSWERS OF THE EXERCISES

A

- (a) 3. To teach them about the values of life like hard work, contentment, honesty and compassion
- (b) 2. Learn how to overcome challenges
- (c) 1. They feel more secure and better.
- (d) 1. They fail to cope with life's disappointments when they grow up

B.

- (a) Parents and teachers want to inculcate the values of life like honesty, hard work and contentment among children.
- (b) When children are given too much too soon, they grow up to be adults who have difficulty in coping with the disappointments of life. Such children may develop distorted sense of entitlement that comes in the way of success in the work place and relationships.
- (c) Today's children want much more partly because there is so much more to want. They crave for something new. They consider even luxurious items as essential commodities.
- (d) Parents need to find a balance between the advantages of an affluent society and the critical lessons of life that come from waiting, saving and working hard to achieve goals in today's world.
- (e) Children need limits on their behaviours because they feel better and more secure when they live within a secured structure.
- (f) Older children learn self-control by watching how others, especially parents act.

C.

- (a) contentment
- (b) precious

UNIT 12 COMPREHENSION PROSE - II

- 12.1 Introduction
- 12.2 Objectives
- 12.3 Exercise I
- 12.4 Exercise II
- 12.5 Exercise III
- 12.6 Exercise IV
- 12.7 Exercise V
- 12.8 Check Your Progress

12.1 INTRODUCTION

Earlier in Unit 11 we covered prose comprehension. The exercises in Unit 11 would help the learners hone their reading skills and comprehension abilities. In this unit you have covered five exercises. The exercises discussed previously in this unit will further enhance and improve your overall comprehension skills.

The word comprehension means **the ability to understand completely and be familiar with a situation**. Comprehension is more than just reading the material on the page; it also includes discovering meaning in the text and being able to summarize, reiterate, and apply what has been read. Successful reading comprehension necessitates text comprehension, vocabulary understanding, and fluency. Reading comprehension is vital for language and literature, as well as strengthening a student's critical thinking and memory skills, focus, and problem-solving abilities, all of which are required for all types of students and professionals.

There are numerous advantages to having strong comprehension abilities. Reading comprehension abilities will be useful not only in English class, but also in other fields of academic study. They translate into practical skills and critical thinking, which are essential for success in both academic and professional settings. Good reading comprehension abilities are required to grasp textbooks, lectures, and other class materials. The ability to read and comprehend texts is also critical for success professionally. Employees who can read and understand instructions, memoranda, and other work-related documents will perform better. People with strong reading comprehension skills can gain a greater understanding of their surroundings. They are able to follow the news, comprehend difficult topics, and make sound decisions.

12.2 OBJECTIVES

The learner will be introduced to this subject with the following objectives in mind:

- the capacity to recognize words and word groupings accurately and fluently.
- to read fluently, accurately and expressively.
- enhance comprehension and application of new vocabulary learned from reading material.
- identify the main idea or takeaway from the text.

Exercise I

Read the following passage carefully and then answer the questions that follow it:

In the town of Agra there lived a rich businessman. But he was also quite a miser. Various people used to flock outside his house everyday hoping for some kind of generosity, but they always had to return home disappointed. He used to ward them off with false promises and then never lived up to his word. Then one day, a poet named Raidas arrived at his house and said that he wanted to read out his poems to the rich man. As the rich man was very fond of poetry, he welcomed him in with open arms.

Raidas started to recite all his poems one by one. The rich man was very pleased and especially so when he heard and especially so when he heard the poem that Raidas had written on him. In those days it was a custom for rich man and kings to show their appreciation through a reward or a gift, as that was the only **means** of earning that a poor poet possessed. So the rich man promised Raidas some gifts and asked him to come and collect them the next day, Raidas was **pleased**.

The next morning when he arrived at the house, the rich man pretended that he had never laid eyes on him before. When Raidas reminded him of his promise, he said that although Raidas was a good poet he liked the poems which were written on him and rest of the poems were very ordinary. He also said that he had earlier promised a reward to Raidas not because he was really pleased or impressed but to simply encourage him. Raidas was extremely upset, but as there was nothing that he could do, he quietly left the house. On his way home he saw his brother Kuber riding a horse. So he stopped him and asked for his help after **narrating** the whole incident. Kuber took him to his own house in order to come up with a plan. After giving it to some thought he asked Raidas to go to a friend's house with five gold coins and request the friend to plan a dinner where the rich man would also be invited. He then narrated his plan to him.

Raidas had one **trustworthy** friend whose name was Mayadas. So he went up to him and told him his plan. The next day, Mayadas went to the rich man's house and invited him for the dinner. He said that he **intended** to serve his guests in vessels of gold, which the guests would get to take home after the meal. The rich man was thrilled to hear this and jumped at the offer. After the rich man arrived at Mayadas house, he was surprised to see no other guests there but Raidas. Anyhow, they welcomed him in and started a polite conversation. The rich man had

come on an empty stomach and so was hungrier by the minute. Finally at midnight the rich man could bear his hunger no longer and asked Mayadas to serve the food. Mayadas sounded extremely surprised when he asked him what food he was talking about. The rich man tried to remind him that he had been invited for dinner. At this point Raidas asked him for the proof of the invitation. The rich man had no answer. At the point Raidas reminded the rich man of the same treatment that he had meted out to him. The rich man realized his mistake and begged for forgiveness. He said that Raidas was a good poet and had not asked him for any reward. He himself had promised to give him some gifts and then cheated him out of them. To make up for his mistake he took out the necklace that he was wearing and gifted it to Raidas. Then they all sat down to eat a happy meal.

Q 1. Why was the rich businessman thrilled on being invited over to dinner by Mayadas?

- A) He was thrilled to have dinner for free.
- B) No one had ever invited him over for dinner since he was very miserly.
- C) Mayadas had promised to serve in gold dishes which the guests were allowed to take home with them.
- D) Mayadas had promised many delicacies in the dinner.
- E) None of these

Q 2. Which of the following is true in context of the passage?

- A) It was Raidas's brother Kuber's plan to teach the rich businessman a lesson.
- B) The rich businessman had to return empty stomach from Mayada's house.
- C) Mayadas was a trustworthy friend of the rich businessman.
- D) All are true
- E) None of the above

Q 3. What did Raidas and Mayadas do when the rich man came over for the dinner?

- A) They were thrilled to have businessman as their guest and served him well.
- B) They served him in gold utensils which he later took with himself.
- C) They did not serve him any food until he learnt a lesson on what he had done with Raidas.
- D) All of the above

Q 4. What did the rich businessman do when Raidas went to collect his reward from him the next day?

- i) The Businessman refused to award him even though he had promised so earlier.
 - ii) He said that he had promised a reward only to encourage him not because he was pleased with him.
 - iii) He said the most of the poems written by Raidas were ordinary.
- A) only ii
 - B) only i and iii
 - C) only ii and iii
 - D) All of these

Q 5. Why did people flock outside the rich businessman's house every day?

- A) The business man was very kind-hearted and generous.
- B) They sought an explanation from him on not keeping the promises made to them.
- C) All of them wanted to recite poem to him as he was fond of poems.
- D) They would hope for some generosity from the businessman since he was rich.

Q 6. Why did the people always return home disappointed from the businessman's home?

- A) He would donate less than what he had promised to them.
- B) He made promises to them but never kept his words.
- C) The rich man would only reward those who had written poetry on him.
- D) Both (B) and (C).

Q 7. How did the rich businessman react when he realized his mistake of not keeping his promise which he had made to Raidas?

- A) He asked Raidas to come to his home the next day to take his reward.
- B) He justified that Raidas did not deserve an award since his poems were very ordinary
- C) He said that Raidas was lying and that he had already awarded him with a necklace.
- D) None of these.

Q 8. Which of the following is the moral of the story?

- A) A house divided against it cannot stand.
- B) A bird in hand is worth two in the bush.
- C) Never make a promise.
- D) Never go back on your promises.

Q 9. Why was the rich business man pleased with Raidas?

- A) Raidas had recited poems to him but had not asked for any gifts in return.
- B) Raidas was also as miserly as him
- C) Raidas had invited him over for dinner.
- D) The businessman liked his poetry, especially the one written on him.

Q 10. Which of the following best describes Kuber?

- A) Manipulative
- B) Clever
- C) Miserly
- D) Influential

12.4 Exercise II

Read the following passage carefully and then answer the questions that follow it:

A Sobbing little girl stood near a small school from which she had been turned away because it was too crowded. “I can’t go to school”, she sobbed to a priest as he walked by. Seeing her shabby, **unkempt** appearance, the priest guessed the reason and, talking by hand, took her inside and found a place for her in the school class. The child was so **touched** that she went to bed that night thinking of the children who have no place to study.

Some years later, this child lay dead in one of the poor tenement buildings and the parents called for the kind hearted priest, who had **befriended** their daughter, to handle the final arrangements. As her poor little body was being moved, a worn and crumpled purse was found which seemed to have been rummaged from some trash dump. Inside were found 57 cents and a note scribbled in childish handwriting which read, “This is to help make the little school bigger so more children can go to school”.

For more years she had saved for this offering of love. When the priest tearfully read that note, he knew instantly what he would do. Carrying this note and the cracked, red pocketbook to the stage, he told the story of her unselfish love and devotion. He challenged his assistants to get busy and raise enough money for the larger building. A newspaper learned of the story and published it. It was read by a realtor who offered them a parcel of land worth many thousands. When told that the school could not pay so much, he offered it for a 57 percent payment.

Religious members too made large subscriptions. Cheques came from far and wide. Within five years the little girl's gift had increased up to \$250, 000 huge sums for that time. Her unselfish love had paid large dividends. The school building houses hundreds of scholars, so that no child in the area will ever need to be left outside at school time.

In one of the rooms of this building may be seen the picture of the sweet face of the little girl whose 57 cents, so sacrificially saved, made such remarkable history. Alongside of it is a portrait of her kind priest.

Q 1. How did the little girl die?

- A) She had died from suffocation in the tenement building.
- B) She had starved to death
- C) She fell from a poor tenement building.
- D) Not mentioned in the passage

Q 2. What was found on the girl's body after her death?

- A) A purse containing the drawing of a school
- B) Notes that she had taken during school
- C) A note to the priest thanking him for his kindness
- D) None of these.

Q 3. In what manner did the relator help in making the little girl's dream come true?

- A) By buying a land for the building of the school for thousands of dollars.
- B) By building the school himself.
- C) By giving away land for building the school at a negligible price.
- D) By publishing the girl's story in the newspaper.

Q 4. What was the real reason behind the girl not being allowed into the school?

- A) The girl had learning disability
- B) She was poor and inappropriately dressed
- C) The teachers were too busy to teach her.
- D) The school was full of good students and did not need one more.

Q 5. Which of the following can be the most appropriate title for the passage?

- A) The girl with the 57 cents.
- B) The making of any school
- C) A realtor's sacrifice
- D) How newspapers spread information.

Q 6. Which of the following characteristics can be attributed to the little girls from the story?

- i) She was brave.
 - ii) She was selfish.
 - iii) She loved.
- A) Only (i)
 - B) Only (i) and (iii)
 - C) All (i), (ii) and (iii)
 - D) Only (i), (ii) and (iii)

Q 7. Which of the following cannot be said about the priest?

- i) He was insensitive.
 - ii) He puts his thoughts into action.
 - iii) He was compassionate.
- A) Only (ii)
 - B) Only (iii)
 - C) Only (i)
 - D) Only (ii) and (iii)

Q 8. What was little girl's idea behind wanting to build a bigger school?

- A) The current school was not providing quality education.
- B) More students could study in the school.
- C) To gain popularity.
- D) Not mentioned in the passage.

Q 9. How was the priest instrumental in fulfilling the little girl's dream?

- A) He shared her story and urged his helpers to raise money and got school constructed.
- B) He constructed the school building.
- C) He handed over the 57 cents to the realtor himself.

D) He helped the cremation of the little girl's body.

Q 10. What was the final outcome of the 57 cents saved by the little girl?

A) The 57 cents were taken by the priest as a fee for his service to the little girl.

B) Nothing could be with the 57 cents as an amount was too small.

C) The 57 cents increased to a sum of \$250, 000 and was donated to charity.

D) The amount grew manifold due to various contributions and a school housing hundred was finally built.

12.5 Exercise III

Read the following passage carefully and then answer the questions that follow it:

Radiation occurs from three natural sources: radioactive material in the environment, such as in soil, rock, or building materials; cosmic rays; and substances in the human body, such as radioactive potassium in bone and radioactive carbon in tissues. These natural sources account for an exposure of about 100 millirems a year for the average person.

The largest single source of man-made radiation is medical X rays, yet most scientists agree that hazards from this source are not as great as those from weapons test fallout, since strontium 90 and carbon 14 become incorporated into the body, hence delivering radiation for an entire lifetime. The issue is, however, by no means uncontroversial. The last two decades have witnessed intensified examination and dispute about the effects of low-level radiation, beginning with the United Nations Scientific Committee on the Effects of Atomic Radiation, which reported in 1958 that "even the smallest amounts of radiation are likely to cause deleterious genetic and perhaps also somatic effects."

A survey conducted in Britain confirmed that an abnormally high percentage of patients suffering from arthritis of the spine who had been treated with X rays contracted cancer. Another study revealed a high incidence of childhood cancer in cases where the mother had been given prenatal pelvic X rays. These studies have pointed to the need to reexamine the assumption that exposure to low-linear energy transfer presents only a minor risk. Recently, examination of the death certificates of former employees of a West Coast plant that produces plutonium for nuclear weapons revealed markedly higher rates for cancers of the pancreas, lung, bone marrow, and lymphatic system than would have been expected in a normal population. While the National Academy of Sciences committee attributes this difference to

chemical or other environmental causes rather than radiation, other scientists maintain that any radiation exposure, no matter how small, leads to an increase in cancer risk. It is believed by some that a dose of one rem, if sustained over many generations, would lead to an increase of 1 percent in the number of serious genetic defects at birth, a possible increase of 1,000 disorders per million births.

In the meantime, regulatory efforts have been disorganized, fragmented, inconsistent, and characterized by internecine strife and bureaucratic delays. A Senate report concluded that coordination of regulation among involved departments and agencies was not possible because of jurisdictional disputes and confusion. One federal agency has been unsuccessful in its efforts to obtain sufficient funding and manpower for the enforcement of existing radiation laws, and the chairperson of a panel especially created to develop a coordinated federal program has resigned.

Q 1. Which of the following does the author cite in support of the quotation from the United Nations Scientific Committee on the Effects of Atomic Radiation:

- I. Strontium 90 and carbon 14 become incorporated into the body and deliver radiation for an entire lifetime.
 - II. An abnormally high percentage of patients with arthritis of the spine who were treated with X rays subsequently contracted cancer.
 - III. A high incidence of cancer appeared among children of mothers who had been given prenatal pelvic X rays.
- A) I only
 - B) II only
 - C) I and II only
 - D) II and III only

Q 2. The passage contains information that answers which of the following questions?

- A) How many millirems of radiation from man-made sources is the average person exposed to each year?
- B) Is exposure to radiation linked to any other diseases besides cancer?
- C) How many types of radiation are there?
- D) Why is exposure to the fallout from weapons testing considered by some to be more hazardous than exposure to X rays?

Q 3. According to the passage, some scientists believe that a dose of one rem of radiation continued over a period of generations would

- A) raise the strontium 90 levels in the body but otherwise have little effect
- B) relieve the acute suffering of those afflicted with arthritis of the spine without side effects
- C) have the effect of increasing by 1 percent the cases of serious genetic defects
- D) have little impact on the regulatory efforts of federal agencies

Q 4. It can be inferred from the last paragraph of the passage that the chairperson who resigned from the panel to develop a coordinated federal program for radiation regulation most likely did so because

- A) he or she disagreed with the findings of the Senate committee
- B) his or her agency could not obtain funding or manpower for implementation of existing laws
- C) he or she supported the position of the National Academy of Sciences committee and opposed regulation of radiation exposure
- D) regulatory efforts have been balked by disputes, confusion, and bureaucratic delays

Q 5. The passage contains evidence suggesting that it was most likely written

- A) in 1958
- B) for the journal of the National Academy of Sciences
- C) by a lobbyist for the defense industry
- D) in the late 1970s

Q 6. The passage implies that each of the following statements about radiation has been disputed EXCEPT?

- A) Even small doses of radiation are likely to cause birth defects.
- B) Exposure to low-linear energy transfer presents only a minor risk.
- C) Many small doses of radiation are as harmful as a single large dose.

D) Humans can tolerate a certain amount of radiation

12.6 Exercise IV

Read the following passage carefully and then answer the questions that follow it:

A Streetcar Named Desire is a classic of the American theatre. Tennessee Williams' landmark work was a tour de force in its original stage production in 1947 and continues to resonate with audiences and readers today despite—or perhaps because of—its simplistic though layered story. A faded Southern belle, Blanche DuBois, arrives at her sister's seedy New Orleans apartment where she is tortured by her brutish brother-in-law, Stanley Kowalski. Blanche puts on airs of class and happiness throughout the play, though internally she is miserable and haunted by her tragic and scandalous past. Stanley forces Blanche to face her dolorous reality with his vitriol and, finally, his act of sexual aggression, and in doing so, he causes her to lose her tenuous grip on sanity. Most have argued (correctly) that the play is about the ways the past haunts our present or (again correctly) that it is about the ways class and sexuality impact our lives. However, few have seen the play for what it is: an allegory for the theatre itself. Before Williams wrote *Streetcar*, the theatre had been dominated by melodrama.

A brief interlude in the 1930s brought political theatre to center stage (pardon the pun), but by the 1940s, its principal playwright, Clifford Odets, had left New York for Hollywood, and the sensationalized and maudlin form of melodrama once again flourished. The theatre was in limbo, and Williams had a desire to bring something new to the world. It would bring the realism of the political theatre of the 1930s but without the political (read: socialist) underpinnings. To that end, he created lifelike characters who spoke in realistic dialect. But to make his point that melodrama was flawed, he added an equally unrealistic character. Blanche, unlike the other characters, speaks theatrically, acts larger than life on stage, and uses floral language and heightened mannerisms. Blanche is a character not to be trusted. She lies about everything, and the only thing that finally exposes her lies is reality itself: Stanley. He finally forces her off the stage and into the insane asylum by forcing himself on her sexually. And with that, realism forcibly removed melodrama from the stage.

It is not possible to imagine *A Streetcar Named Desire* without the influence of Marlon Brando, the actor who rose to fame playing Stanley Kowalski. On the page, the part is fairly simplistic. Stanley is a monster and a beast without any redeeming qualities. But Brando and the play's original director, Elia Kazan, imagined the character as having a soft underbelly, rooted in his

own sorrow, insecurities, and soulful complexity. Brando's Stanley is a brute, yes, but he is a brute who hates the fact that he is so awful. He is also unable to control himself and his passions, and this lack of control is equally embarrassing to him, even as it is also threatening to Blanche and alluring to her sister Stella. For instance, after he hits Stella, he comes back to her, famously begging for forgiveness by shouting "Stella" outside their apartment. But in Brando's depiction on the stage and later on the screen, he is soaked from the rain and looks completely desperate, as though he needs Stella to live. He looks and seems totally helpless and weak, the exact opposite of the brute he appears later when he forces himself onto Blanche. The play is excellent and memorable, even when read. But it is Brando's interpretation of the male lead role that makes the play indelible. Without Brando, the play would still have a deep meaning, but with Brando's interpretation, the play becomes even more profound.

Q 1. Above Passage provides each of the following except:

- A. a critical interpretation of *A Streetcar Named Desire*
- B. an explanation of why modern audience connects with *A Streetcar Named Desire*
- C. a brief plot synopsis of *A Streetcar Named Desire*
- D. background information on the times that produced *A Streetcar Named Desire*
- E. the author's main argument concerning *A Streetcar Named Desire*

Q 2. It can be inferred from Passage that *A Streetcar Named Desire*:

- A. was Tennessee Williams' first play
- B. is better on stage than in print
- C. did not have socialist leanings
- D. was not melodramatic
- E. would not have been successful without Marlon Brando

Q 3. According to Passage, the character of Blanche DuBois:

- A. is intentionally overdramatic and theatrical
- B. has never been to the city of New Orleans before
- C. is recently married to Stanley Kowalski
- D. is brutally honest and frank during the play
- E. is firmly rooted in realism and sanity

Q 4. Passage argues that Marlon Brando's portrayal of Stanley Kowalski:

- I. earned the actor great fame

- II. is more nuanced than the part that is written
- III. is what really made *A Streetcar Named Desire* a classic
- A. I only
- B. II only
- C. I and II only
- D. II and III only
- E. I, II, and III

Q 5. Whole Passage argue that:

- A. the New York theatre scene was blown away by *A Streetcar Named Desire*
- B. Tennessee Williams wrote *A Streetcar Named Desire* to end melodrama
- C. *A Streetcar Named Desire* has more than one true meaning
- D. *A Streetcar Named Desire* only has power when performed on the stage
- E. the character of Stanley Kowalski is simply a brute monster

12.7 Exercise V

Read the following passage carefully and then answer the questions that follow it:

The Battle of Chancellorsville, one of the most famous battles of the Civil War, took place in Virginia in the spring of 1863. For months, the two armies had been staked out on opposite banks of a narrow river. The Confederate troops were led by perhaps the most revered military tactician in American history, General Robert E. Lee. The Union soldiers were led by "Fighting" Joe Hooker. In appearance, personality, and lifestyle, these men were nearly perfect opposites. Lee, an older man in poor health with a gray beard, had a somber, measured demeanour. Hooker was a blond, strapping young man whose vanity over his appearance was but one aspect of his egotism. Whereas Lee was devout and principled, Hooker was known for his rollicking enjoyment of both women and whiskey.

Despite the fact that the Confederacy had won the last four major battles and the Union soldiers were famished, exhausted, and demoralized, Hooker proclaimed, "My plans are perfect. And when I start to carry them out, may God have mercy on Bobby Lee, for I shall have none." Why, aside from a propensity for narcissism, was Hooker so confident? Hooker had used spies, analysts, and even hot air balloons to compile a vast amount of intelligence about Lee's army. He had discerned, for example, that Lee had only 61,000 men to Hooker's own 134,000. Buoyed by his superior numbers, Hooker covertly moved 70,000 of his men fifteen miles up

and across the river, and then ordered them to sneak back down to position themselves behind Lee's army. In effect, Hooker had cut off the Confederate soldiers in front and behind. They were trapped. Satisfied with his advantage, Hooker became convinced that Lee's only option was to retreat to Richmond, thus assuring a Union victory. Yet Lee, despite his disadvantages of both numbers and position, did not retreat. Instead, he moved his troops into position to attack. Union soldiers who tried to warn Hooker that Lee was on the offensive were dismissed as cowards. Having become convinced that Lee had no choice but to retreat, Hooker began to ignore reality. When Lee's army attacked the Union soldiers at 5:00 p.m., they were eating supper, completely unprepared for battle. They abandoned their rifles and fled as Lee's troops came shrieking out of the brush, bayonets drawn. Against all odds, Lee won the Battle of Chancellorsville, and Hooker's forces withdrew in defeat.

Q 1. Based on information in the passage, it can be concluded that Hooker lost the Battle of Chancellorsville mostly because of his:

- A. vanity
- B. ignorance
- C. overconfidence
- D. faulty information
- E. vices

Q 2. The contrast drawn between Lee and Hooker in paragraph is intended to:

- A. showcase the different backgrounds and personal histories of these two enemy soldiers
- B. provide support for the idea that Lee was a more virtuous person than Hooker, and therefore a better military commander
- C. prove that two men with very different values could end up in similar positions of power
- D. suggest that if Hooker had been more devout and principled, he might not have been outwitted by Lee
- E. imply that these men fundamentally differed in their approaches to nearly everything, including battle

Q 3. In paragraph, the author quotes Hooker as saying, "My plans are perfect. And when I start to carry them out, may God have mercy on Bobby Lee, for I shall have none." The author most likely includes this quote in order to:

- A. demonstrate Hooker's belief in his own infallibility
- B. provide an example of the way language has changed since 1863

- C. reveal that Hooker was a deeply religious man in spite of his lifestyle
 - D. foreshadow Hooker's defeat at the hands of Lee's army
 - E. portray Hooker as a merciless general who was compelled by his hatred of Lee
- Q 4. Based on its use in paragraph, it can be inferred that the word propensity belongs to which of the following word groups?
- A. fondness, partiality, affection
 - B. flaw, fault, shortcoming
 - C. distaste, aversion, dissatisfaction
 - D. tendency, inclination, predisposition
 - E. confidence, self-assurance, certitude
- Q 5. How many men did Hooker position behind Lee's army?
- A. 61,000
 - B. 70,000
 - C. 73,000
 - D. 134,000
 - E. 158,000
- Q 6. As used in paragraph, buoyed most nearly means
- A. strengthened
 - B. anchored
 - C. floated
 - D. sharpened
 - E. heartened
- Q 7. According to the author, Hooker's advantages going into the Battle of Chancellorsville included I. numbers II. position III. strategy:
- A. I only
 - B. II only
 - C. I and II only
 - D. II and III only
 - E. I, II, and III
- Q 8. As used in paragraph, buoyed most nearly means:
- A. dialogue
 - B. specific examples
 - C. vivid details
 - D. sensory words

E. scenic descriptions

12.8 Check Your Progress

Answers of Exercise 1

- | | | | |
|------|-------|------|------|
| 1. C | 2. A | 3. C | 4. D |
| 5. D | 6. B | 7. D | 8. D |
| 9. D | 10. B | | |

Answers of Exercise II

- | | | | |
|------|-------|------|------|
| 1. D | 2. D | 3. C | 4. B |
| 5. A | 6. D | 7. C | 8. B |
| 9. A | 10. C | | |

Answers of Exercise III

- | | | |
|-------|------|------|
| 1. D | 2. D | 3. C |
| 4. D | 5. D | 6. D |
| 7. C | 8. C | 9. D |
| 10. B | | |

Answer of Exercise IV

- | | | |
|------|------|------|
| 1. D | 2. C | 3. A |
| 4. E | 5. C | |

Answers of the Exercise V

- | | | | |
|------|------|------|------|
| 1. C | 2. E | 3. A | 4. D |
| 5. B | 6. E | 7. C | 8. C |

UNIT 13 READING COMPREHENSION

13.1 Introduction

13.2 Objectives

13.3 Reading the Comprehension (Poetry)

13.4 Exercises

13.5 Answers of the Exercises

13.1 INTRODUCTION

This unit has been introduced to develop the ability to understand and analyze written text in the learners. It is a crucial skill for everyone, but especially for students and professionals. This unit on Reading Comprehension aims to equip you with the tools and strategies needed to unlock the full potential of written words.

13.2 OBJECTIVES

The objectives of introducing this unit to the learner are as follows:

- ability to accurately and fluently recognize words and groups of words.
- read smoothly, accurately, and with appropriate expression.
- expand understanding and use of new words encountered in reading material.
- recognize the central theme or message of the text.

13.3 READING THE COMPREHENSION (POETRY)

I WANDERED LONELY AS A CLOUD

- William Wordsworth

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.
Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.
The waves beside them danced, but they

Out-did the sparkling leaves in glee;
A poet could not be but gay,
In such a jocund company!
I gazed—and gazed—but little thought
What wealth the show to me had brought:
For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.

13.4 EXERCISES

A. Choose the most appropriate option:

(a) Poet has compared rows of daffodils with which of the following?

1. Rows of twinkling stars
2. Rows of glistening leaves
3. Rows of milky-way
4. All of these

(b) Why does the poet become happy after seeing daffodils?

1. They look beautiful.
2. They will give fond memories to him.
3. They shine brilliantly.
4. They look like twinkling stars.

B. Answer the following questions briefly:

(a) T in the first line refers to

(b) What does the poet witness there?

(c) How were the daffodils dancing?

(d) When did the poet recall his experience?

- (e) Why does the poet feel happy in the end?
- (f) What does this poem justify?

C. Find words in the passage similar in meaning as:

- (a) loneliness
- (b) joy happiness

13.5 ANSWERS OF THE EXERCISES

A.

- (a) 1. rows of twinkling stars
- (b) 2. they will give fond memories to him

B.

- (a) The poet
- (b) The poet witnesses the beauty of nature. He sees daffodils.
- (c) The daffodils were tossing their heads and morning from one direction to the other.
- (d) The poet recalls his experience in pensive mood.
- (e) The poet rejoices because of his sweet experience of witnessing the daffodils dancing under the stars.
- (f) This poem justifies Wordsworth's definition of poetry. He said, "Poetry is the spontaneous overflow of powerful feelings recollected in tranquillity."

C.

- (a) solitude
- (b) jocund