

**ABILITY ENHANCEMENT
COMPULSORY COURSE (CBCS)**

**For
B. Com. Part II**

**ENGLISH FOR BUSINESS
COMMUNICATION
(Compulsory English)**



Estd 1962

SHIVAJI UNIVERSITY, KOLHAPUR

JUNE 2019

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Prescribed for **B. Com. Part II**
(Ability Enhancement Compulsory Course)

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Course Objectives:

- ☐ To enable the students to develop communication skills in English, both oral and written.
- ☐ To equip the students with the language skills for use in their personal, academic and professional lives.
- ☐ To develop the students essential employability skills.
- ☐ To help the students to enter the job market with confidence and the ability to work effectively.
- ☐ To help the students to learn and practice both language and soft skills.
- ☐ To encourage the active involvement of the students in learning.
- ☐ To facilitate and help the students to acquire communication skills.

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FOREWORD

The Shivaji University has been following the policy of preparing and publishing textbooks for Undergraduate courses of the University for almost three decades. This textbook has been prepared in pursuance of the existing policy of the UGC. The texts included in this book are based on 'Communication Skills' as well as 'Reading/Listening Skills'.

This textbook for B.Com. II will help the students to become the effective users of English. It will help students in extending their language skills to real life contexts. The Communication Skill units are learner-centred. This textbook is designed as a composite book as it contains 'Communication Skills' and 'Reading Comprehension'.

I am grateful to the Chairman and the members of the Board of the Studies in English and Linguistics, and the Writers/Editors of the textbook for their meticulous work. Also the printers deserve commendation for the excellent job they have done.

I hope that students, teachers and parents will welcome this book.

Shivaji University,
Kolhapur-416004
June, 2019

Prof. (Dr.) Devanand Shinde
Vice-Chancellor,
Shivaji University,
Kolhapur

PREFACE

This textbook in English for B. Com. II has been prepared bearing in mind the UGC Curriculum Framework, current thinking in curriculum development and the views expressed by teachers on the existing curriculum framework. The course endeavours to meet the communicative, the literary and the cultural needs of the learner. Along with the basic language skills of Listening, Speaking, Reading and Writing, the skills such as PPT Presentation Skills, Compering Skills, Interviewing Skills, Teamwork Skills, Analytical Skills and skills of Persuading, Reporting, etc. have been focused. In view of the development in the field of ICT, the Course offers e-Communication for extension of the language skills already learnt. The modules on English for Competitive Examinations will help the students to prepare for English subject in MPSC, UPSC, Bank, PO, SCC and other such Competitive Examinations. Conscious efforts are also made to sharpen the learners' literary sensibility by offering them a variety of literary write-ups such as poems, stories, essays, etc. An effort has been made to select interesting as well as 'useful' and 'relevant' texts, considering the needs of the learners. This will enable the students to cultivate a broad, human and cultured outlook.

The teachers and students are expected to deal with the textbook in an interactive way. The rate of advancements in Communication and Technology is so high that the curriculum developers continuously look for strategies to cope up with these advancements. The present textbook is a sincere effort in this direction.

The structure of the textbook, presented in two parts, comprises of Eight Modules. Each Module consists of 2/3 units. Each Unit has a good number of exercises focusing on the sub-skills of reading and writing, including 'Skimming' and 'Scanning'. This kind of anticipation is important for efficient reading or writing. The aim of Vocabulary Tasks is to sensitize students to the complexities

of word-meaning and to build their word power. Along with 'language ability' and 'literary appreciation', the main objective of this textbook is to equip the students with the language skills for use in their personal, academic and professional lives.

Students, teachers, parents and other stakeholders welcomed the new textbook in English for B. Com. I, introduced from June 2018. The Board is grateful to all of them for their positive feedback. This feedback helped in preparing this new textbook.

The Board has tried to make the book as flawless and standard as possible. The Central Coordinating Committee, the Writing Team and the authorities of the University Press deserve commendation for their sincere efforts.

Dr. P. B. Kamble

Text Editor
Rajarshi Shahu Arts and Commerce
College, Rukadi, Dist. Kolhapur

Dr. S. B. Bhambar

General Editor and
Chairman
Board of Studies in English and Linguistics
Tukaram Krishnaji Kolekar Arts
and Commerce College, Nesari,
Tal. Gadhinglaj, Dist. Kolhapur

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Module I
A) ORAL SKILLS

Most of the languages in the world exist in two forms-spoken and written. In different situations in our life we need to make presentations. Most of the times these presentations are oral but on several occasions we have to make a written presentation as well. 'To present' means 'to perform' or 'to express' or 'to put before others'. In both the presentations, we express our thoughts, opinions, views and present them before the audience or reader in a convincing way. We make presentation to achieve something: sometimes we want a favour, sometimes we want to defend ourselves, to prove, to convince others, and sometimes it is a deal, and so on. On each of these occasions, we have to be careful while performing as our performance determines the result. For this we need to plan, design and execute the presentation in such a way that it wins favourable results for us. It is for this reason that we need to improve both - spoken and written presentation skills. This unit will help you improve your oral skills.

Oral and Written Communication:

Communication is an essence of social life. We cannot live without communicating with others. The communication which is in written words is called written communication. Sometimes we pass a message using symbols or sometimes our body movements communicate what we cannot say or write. However, these occasions are very few in our daily life. The most common ways of communication are speaking and writing. It is here that we need to understand the points of difference between the two. This will help us to choose the medium of communication for effective and influential communication.

Sr. No.	Speech/ Oral Communication	Writing/ Written Communication
1.	Speech is universal as it is acquired naturally by everybody. Speech is auditory medium of Communication. .	Everybody does not know writing. One has to take special efforts to learn writing. Writing is a visual medium of communication.
2	Tonal and articulatory differences are marked from region to region. These are called Dialect variations.	Writing is free of variations at it comes only after standardization.
3.	Speech is often accompanied by facial expressions, gestures, body movements, etc. Hence, speech expresses more than uttered words. E.g. 'Really...' (The listener gets idea of speaker's expressions from his tone accompanied by the body language.)	The writer attempts to express everything through words so that there is no scope for variations. E.g. It is really surprising to hear this from you. (The surprise is expressed through words.)
4.	Speakers make use of pauses and intonations to express thoughts with precision. Speech has prosodic features like rhythm, stress and intonation. E.g. 'If you want it now.... ummm...' (The listener notices confusion of the speaker here.)	Writing has punctuation marks only and does not have any prosodic features. E.g. I really regret to state that I cannot lend you the machine even though I want to help you. (No scope for confusion.)

5.	In most of the cases, speech is spontaneous and hence there is absence of planning.	Most of the times, writing is well-planned.
6.	Speech is possible only when there is one or more listener present around.	Writing does not need any listener. It has addressee who may or may not be present at the time of writing.
7.	Immediate feedback is possible as the audience would respond in one way or the other. E.g. A: What's this? B: My new dress. How's it? A: Looks attractive hmm.	Immediate feedback is absent as the reader is not present or s/he is not capable of writing.
8.	It is usually informal and repetitive. The speaker repeats what s/he has in mind.	Writing is formal and more compact. The writer does not repeat the same points.
9.	Speech has simple structure and colloquial words. This makes it simple for understanding.	Writer is free to make complex construction and the words are delicately chosen as s/he wants to be precise in his/her expression.

10.	Speech often depends on the reactions of the audience. The speaker changes the topic or style of presentation according to the feedback s/he receives from the audience.	Writer is alone while writing and s/he has thoughts or ideas to express. This makes him/ her solitary.
11.	Speech varies according to the needs and enquiries of the audience/ listener.	Writing is more logically organised
12.	Speech is temporary.	Writing is permanent.
13.	Speech is a very quick medium of communication.	Writing is comparatively slower medium of communicating information.

Study the following examples carefully. They will help you understand linguistic differences between oral and written communications :

- A. Um, well it was dark evening. "I'll we go home. Don't worry. I'll be fine" I said to her. And Ruby had just gone. And I ... I was standing near the bus stop...smoking a cigar...um... Then, I saw a car moving very very fast...I felt something is wrong... stood straight... the the car skidded...dashed a tree on the right. I ran to the car...and saw...a lady drunken an... driving fast...met an accident. I helped her out...an took her to a hospital.
- B. It was a dark night. Ruby had taken my leave on my assurance that I would be fine and she should not worry. I was smoking near a bus stop. I saw a car moving fast towards me. I stood

straight. It skidded and dashed a tree on the right. I ran to the car and saw a drunken lady. I took her to a hospital.

In A we notice certain special constructions and words typical to the spoken English while in B, same content is presented in a slightly rigid and formal way. Let's see the differences:

- 1) **Repetition** of words is common in the oral presentation as in A. The speaker repeats *I...I., very very* and *the the*. In the written discourse, repetition is absent.
- 2) We notice some **contracted forms** like *I'll, don't* and *an* (and) in the spoken discourse. Such contracted forms are absent in the written discourse.
- 3) The speaker takes pauses which are indicated by dots (...) in the paragraph A. In the written discourse such pauses are absent.
- 4) **Grammar** is not strictly followed in the spoken communication. E.g. *Don't worry*, and *stood straight*. In both the sentences, the subject is missing but it could be understood from the context. On the other hand, in the written communication grammar is strictly followed...*She should not worry* and *I stood straight*.
- 5) There is an attempt to construct short sentences in the oral communication. Sometimes **ellipsis** is used whereby subjects are omitted yet we understand the discourse from the context. In the written communication, ellipsis is strictly avoided as it may create confusion. Hence, sentences are longer and complex as well.
- 6) Confusion of **tense** is common in the oral communication and it is strictly avoided in the written communication.

We may use any medium for communicating information we have. Which medium is to be used depends on different factors such as time, accuracy, communication barriers, modes of communication, etc. We generally communicate to enhance or influence a particular process. When we have all the persons near us, we use speech but if

the audience/ listener is absent, it is convenient to use written medium. Speech is more suitable when quick interactions are necessary. While passing formal/ official orders, writing is necessary. There are some situations where we need to combine both the oral and written communications. Both the mediums have their own advantages and disadvantages over other for the purpose of communication. The selection of medium is subject to the requirements of communication.

TASK I

1. Identify the spoken and written forms of the following sentences:

- a) Worry not. It's very simple.
- b) Completed forms should be submitted in the office on or before March 31st, 2019.
- c) Be quick...or... you'll miss it.
- d) Don't be silly. That's unnecessary for you.
- e) He went to the market quietly as it was not his duty. He was left with no other choice.

2. Write a speech and also a paragraph on the following :

- a) My memorable experience
- b) My favourite hero

□□□

Oral Presentation:

We make the presentation according to the relationship that we have with the listener and the context. This divides the oral situations into the formal and informal. When a teacher delivers a lecture in the classroom, it is a formal situation. When you explain something to your friend, it is an informal situation. Most of the situations in a family are informal while most of the situations in an office are formal. We shift from formal to informal situations or vice versa in our routine life. Whether formal or informal, we always want

to be effective and impressive. Sometimes we are prepared and sometimes unprepared. When we are prepared, our presentation is effective, while we are unprepared, our presentation is weak. It is here that we need to understand the sub-skills of oral presentation.

Sub-Skills of Oral Presentation:

- A. Preparation :** Prepare well with information, references, diagrams, ICT tools, statistical data, maps, etc. before making the presentation. Be prepared mentally also.
- B. Planning :** Plan is an essence of presentation. You must plan your presentation according to the time available, content to be delivered, availability of physical assets, and the audience.
- C. Execution:** Execution is the actual performance. It is often based on preparation and planning.

There are number of factors on which effectiveness of presentation depends. These are as follows:

- Confidence
- Language Competence
- Speed
- Body Language
- Relevance
- Clarity and Audibility
- Voice Modulation
- Sincerity

Compering :

To comper means to conduct a programme. A compere is a person who introduces different events and persons in programme. S/He offers a brief introduction to both the item to be presented and the person or performer. S/He is a link between the item presented and the performance. Most of the television and radio programmes have a compere to conduct programmes. S/He knows the nature of programme and events to be performed apart from the performers. Apart from introducing events, the compere has to be innovative so as to avoid monotony in the programme.

For being a good compere, a person needs to work on the following in advance:

- Understand the Nature of Programme
- Know the People Involved
- Know Other Similar Events
- Know the Basics of Events
- Prepare for Unexpected Change
- Language Abilities for Compering

A compere needs to be a jack of all. His/ her linguistic competence must be good besides being attentive, witty and adaptable in the situation. S/he needs to have certain preparations in the language such as:

Greetings and Welcome :

A compere needs to use adequate expressions of greetings according to the sense of time. Very common expressions of greeting are as follows :

Good Morning/ Good Afternoon/ Good Evening!

In a formal situation, the above expressions can be slightly modified by combining them with welcome sentences.

Good morning / afternoon/evening Ladies and Gentlemen! I welcome you all to the inauguration ceremony/ first/second/last session of this...(programme, workshop, seminar, guest lecture, prize distribution programme, annual gathering, etc.) on behalf of the (organizing committee, college, department, company (name), organization, foundation, etc.)

These stock expressions can be combined according to the demands of situations. Greetings and welcome can be adequately combined with the quotations suitable to the situations.

a) Introduction: In any programme, many times the compere has to introduce the speakers or guests. To handle this situation, s/he should gather information about the person in advance. S/He may begin introduction with following expressions:

- Let me introduce today's (guest, chief guest, speaker, guest of honour, dignitary, etc.)
 - I am happy to introduce Mr./ Mrs. /Dr. / Honourable.....
 - It is my honour to introduce Mr./ Mrs./ Dr. / Honourable...
 - It's my pleasure to introduce Mr./ Mrs. /Dr. / Honourable.....
- Rest of the introduction should be well-planned and chronologically arranged.

b) Requesting and Inviting : Introduction of an individual is followed by request and invitation to the dais for speech or presentation. This may be done in the following ways:

- Now I request Dr./Professor /Mr./ Mrs./ Honourable... to come to the dais and enlighten us about... (Topic). Let's welcome Dr./ Professor /Mr./ Mrs./ Honourable...
- After this brief introduction, I request Dr./ Professor /Mr./ Mrs./ Honourable... to honour the dais and guide us about... (Topic). I request you all to welcome him/ her.

c) Apologizing : Apologies in the formal programme are to be made only when there is some kind of inconvenience. A compere can apologise in the following ways:

- Please accept our apologies for the technical inconvenience caused due to...
- I apologize for the inconvenience caused due to....
- On behalf of the organizers/ organizing committee, I apologize for the inconvenience...

d) Complimenting : A compere need to be a person of sweet words. S/He should have the skill of positively complimenting the speakers or guests. This can be achieved in the following ways:

- The way you presented the subject, complexities disappeared and it became so simple...
- Simplicity of your language suits your appearance sir...
- Elegance in your appearance suits your speech...

- It was a feast listening to you sir/ madam...
 - This is an absolutely different experience. You opened up a totally different area of exposure.
- e) Quotations:** Use of lines from famous plays or novels, well-known dialogues from movies, quotations from some books, etc. decorate our performance. Here, care should be taken that your quotation is relevant to the performance.
- f) Concluding :** A compere may sum up the programme and ask someone to propose vote of thanks. The compere (and the proposer of vote of thanks also) should not summarize the entire programme or make commentary on the programme.
- g) Write down the Script :** It happens many times with people that they forget important things when they see a large audience. To avoid this forgetfulness, it is expected that you write down the script in advance. While writing script, some space must be left for eleventh hour change.

Study the following example to get an idea of the role of a compere:

Celebration of Commerce Day in your College

Greeting : A very warm good morning to everyone.

Welcome : I welcome you all on behalf of the Department of Commerce on this auspicious occasion of celebration of 'Commerce Day'.

Purpose : Today we all have gathered here to celebrate one of the departmental events. Like every year, this year also we are celebrating 'Commerce Day'.

Announcement 1 : Now I request Professor Desai to introduce the programme to all the students present here.

Announcement 2 : Thank you sir. Now I request Dr. Jadhav sir to felicitate the Chief guest for the 'Commerce Day', Mr.Kamat. I request Dr. Jadhav to felicitate the Chairperson of this programme, Prin. Dr. H.V. Pawar

.....

.....

Announcement 3 : Thank you everybody. Now I request all the dignitaries to occupy their seats.

I now move to the next event in the programme. It is always a feast to listen to a person who is not only a scholar but also an activist. We all are going to have this opportunity to listen to Mr. Kamat today. Now I take pleasure in inviting Prof. Chavan to introduce today's chief guest.

Announcement 4 : Thank you Chavan sir.

Announcement 5 : Thank you very much sir. Your scholarly speech has really enlightened us.

Announcement 6 : Now I request the chairperson of today's function Prin. Dr. H.V. Pawar to present his views on today's programme.

Announcement 7 : Thank you sir. You were so precise in your views. Your views are like guidelines for us and in the upcoming events will follow your suggestions.

Now I request Ms. Kulkarni to propose vote of thanks for this programme.

TASK 2

1. Prepare a script for compering on the occasion of 'Inauguration of Commerce Association'.

□□□

Power Point Presentation:

The most popular way of making a presentation today is the Power Point. It has become popular because of easy access to the tools like computers, laptops, projectors in different academic and non-academic professional institutions. To use Power Point for preparing a presentation, the person needs minimum basic training. If a person is techno-savvy, s/he can make the presentation highly effective.

For the beginners like us, it is necessary to know the basic etiquettes of a Power Point presentation. They are as follows:

- a) Select the Slides suitable to the topic of presentation.
- b) Use of different colours is an advantage with Power Point.
- c) Selection of Fonts: The size of font used for title should be larger than the size used for content.
- d) Keep same slide format and same font to bring consistency in the presentation.
- e) Keep the slides as simple as possible.
- f) Use of Audio and Video: They can be used through *Hyperlinks* in the *Insert* option.
- g) Limit Bullet Points and Text
- h) Use limited Animation
- i) Use Good Quality Graphics
- j) Use Appropriate Charts

Language of a Power Point Presentation:

The Power Point presentation is a combination of both the oral and written skills of presentation. One has to write the content to be displayed on the screen on the one hand and the content is to be elaborated, explained orally on the other.

Module II

A) CONVERSATION SKILLS

Language is a means of communication. In a multilingual country like India, English is used as a link language. Conversation is not only a matter of giving and receiving information but a form of social interaction too. We communicate with others by using various concepts dealing with request, permission, agreement, and disagreement. We use polite language while expressing request, asking for information, seeking permission, etc. The present unit focuses on Conversation Skills like self introduction, asking for information, making requests, seeking permission, expressing agreement and disagreement, etc. A learner can acquire these skills through practice.

Introducing Yourself :

Introducing oneself is a way to connect with someone not earlier known by exchanging words and often through physical contact. You may introduce yourself differently at various situations. It depends on whether you are addressing an audience, meeting, and class or just stating a conversation with a new person. It is very important to introduce yourself in an appropriate way which will influence people. While introducing yourself, keep in mind the following important hints:

- Make eye-contact with those around you. Eye-contact is a way to connect with another person and it shows that you are open and engaged.
- Keep a genuine bright smile, when you meet a new person.
- Stand with your head high and your back straight. Your body language should show that you are confident and at ease.

- Exchange names when the introduction is formal; say, “Hello, I’m Sangita Desai”. If it’s informal, say, “Hi, I’m Sangita”. Then ask for the other person’s name, “What is your name?”. After learning the other person’s name, repeat it by saying, “Nice to meet you, Ashok.”
- After introduction, offer a handshake or other culturally appropriate greeting. e.g. (Join your hands)
- Then ask questions about her/his general personal details. Ask where he/she is from? , What he/she does for living? , What he/she loves to do? ,etc.
- After this, you may tell about your background. Tell him/her where you work or what you love to do which may lead more conversation topics.
- Close the conversation by saying that you enjoyed the meeting and when the interaction is formal say, “Mrs. Desai, I’m delighted to meet you, I hope we can talk again.”

Informal Dialogue:

Mira : Suhas, this is my sister, Megha. She’s a teacher in Sharda School. Megha meet Suhas.

Suhas : Hi, Megha. It’s nice meeting you too.

Introducing yourself at a professional event:

Formal Dialogue:

Mr. Trivedi : Hi! I am Arvind Trivedi. Good morning! I’m a project manager. I work with microfinance organizations. I help them expand their market base in developing countries.

Mr. Roy : Good morning! I’m happy to meet you. I’m Rajiv Roy and I’m manager in the housing loan division. Welcome to our bank!

Mr. Trivedi : Thank you, Mr. Roy. Very nice to meet you.
Look at the following expressions used in both formal and

informal situations to introduce yourself to somebody:

- Good morning! My name is
- Hi! I'm
- I'm from

Formal Conversation:

Here is an example of a formal conversation at the Reception Counter :

Receptionist : Good morning, Sir. May I help you?
Sanjay : Good morning. I need a room.
Receptionist : Do you require a single or double room?
Sanjay : Well, a single room will do.
Receptionist : Please write your name in this register, sir.
Sanjay : May I know the tariff, please?
Receptionist : It's nine hundred rupees a day, sir.
Sanjay : Does it include breakfast?
Receptionist : No Sir, it's just for the accommodation sir.
Sanjay : Is the room air-conditioned?
Receptionist : All our rooms are centrally air-conditioned sir.
Sanjay : Do you have a restaurant?
Receptionist : Not one, we have three sir. We offer Indian, Western and Chinese cuisine
Sanjay : Well, that's good news. I can choose different cuisine for different meals.
Receptionist : May I know the duration of your stay, sir.
Sanjay : I have decided to stay here for four days.
Receptionist : That will do, sir.
Sanjay : Thank you very much.
Receptionist : You're welcome, sir.

Here is another example of a formal and polite conversation

at the Students' Counselors' Office:

Girish : Good morning, sir. My name is Girish. I have completed B.B.A. this year and am waiting for the results. I would like to know the options available for my career advancement.
Counselor : Good morning, Girish. Please sit down and tell me more about yourself.
Girish : Sir, I have been academically quite good throughout my studies till now. I cleared twelfth standard with distinction and joined B.B.A. at Shivaji College of Commerce, Kolhapur.
Counselor : Oh! That's very good! You can apply through CAT for MBA. You may also try at foreign universities. Well! Do you want to go for abroad for studies?
Girish : Well sir, my elder brother in U.S. wants me to study in American University, but I would like to pursue my further studies in India.
Counselor : Well! That's a good idea too. Here is the list of colleges and universities offering MBA. Please go through the details. Dates and the venues of the entrance examinations are also there in it. Make a good study and decide on your course of action. Meanwhile, I wish you good luck.
Girish : Thank you very much, sir.
May I call on you for any further advice?
Counselor : Please don't hesitate. I am here only to help you.
Girish : Thanks again, sir. Good day.

Task I

A. Fill in the blanks choosing the appropriate words given in brackets:

- A : Do you(require like) a single or double room?
B : I (need /prefer) a single room.
A : Are you going to (stay/live) for long?
B : No, I'm just on a short holiday.
A : Do you (like/adore) Kolhapur.
B : Yes, I am enjoying it here.

B. Form questions for the following statements:

- My name is Girish.
- I have completed B.B.A. this year.
- No. I would like to study further in India.
- Please don't hesitate. I am here only to help you.

C. You are visiting Ooty with your Family. You need accommodations for three adults and two children. Write a conversation between receptionist at a hotel and you.

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Asking for Information:

We come across many such situations in our day-to-day routine in which we have to ask for information. During such situations we establish conversation with close and intimate as well as with the strangers too. While asking for information from strangers one must be polite and formal in tone. However, when you are asking for information from your friend or a close person, you need not be formal. Mostly different questions are used while asking for information. Here are a few questions which will help you in asking for information:

Informal questions:

If you are asking a friend or a family member for information, you can use questions such as:

- Where are you going?
- How did you find it?

Formal questions:

Use formal questions for information while dealing with colleagues at work and in other informal situation. e.g.

- Can you tell me when the bus arrives?
- Pardon me, could you tell how much this watch costs?

Formal and more complex questions:

More complex and formal questions are asked by the interviewers or the experts who require a lot of accurate information:

- I wonder if you could tell us about your pricing structure?
- Would you mind telling us about the benefits provided by this company?

Let's study the following conversational situations asking for information:

Informal Situation:

Customer : Excuse me, could you tell me where can I find the silk sari section?

Shop Assistant : Sure! The silk sari section is on the third floor.

Customer : Oh, also, could you tell me where the blankets are?

Shop Assistant : No problem, blankets are on the second floor.

Customer : Thanks for your help.

Assistant : You are welcome.

Formal Situation:

A : Excuse me, would you mind answering some questions about the proposed project?

B : I'd be happy to help.

A : I wonder if you could tell me when the project is going to begin.?

- B : I believe we're beginning the project next month.
 A : Who is the In-charge for the project?
 B : I think Yash Roy is the In-charge of the project.
 A : Ok; finally, would you mind telling how much the estimated cost will be?
 B : I'm afraid, I can't answer that. Perhaps you should speak with my director.
 A : Thank you for help.
 B : My pleasure.

Replying to a request for information :

You can reply with one of the following expressions to a request for information:

- Sure
- No Problem
- Let me see
- I'd be happy to answer that.
- I should be able to answer your question.
- It'd be a pleasure to help you.

If you do not have the answer to a request for information, use one of the following expressions to indicate that you are unable to provide the information:

- Sorry, I can't help you out.
- Sorry, but I don't know that.
- That's beyond me, sorry.
- I'm afraid, I don't have the answer to that question.
- I'd like to help you. Unfortunately, I don't have that information.

Task II

A. Complete the following conversation filling the gaps with appropriate words/expressions:

Customer : Excuse me, could.... please.... me if seats are available to Tirupati on Haripriya Express on 20th May.

- Counter Staff : How many.... require?
 Customer : sir.
 Counter Staff : They're available.
 Customer : Could.... it now over the phone?
 Counter Staff : No,....Only in person from the booking office. But you can do the booking online, sir.
 Customer : But how will I make the on-line payment?
 Counter Staff : Through credit...., sir.
 Customer : Oh! I see. Then I will do the booking on-line. much.
 Counter Staff : Most....., sir.

B. You want to join Accounting and Tally Course. Write a conversation asking information about course duration, tuition fees, admission form, timings, etc.

□□□

Making Requests :

Making request for something or to someone is a part and parcel of our daily life. Polite language is something more than a sharp edged weapon. One can achieve the desired effect by establishing a good, tactful, polite conversation with any person. There are certain set phrases, words and expressions which help you to be more tactful while making requests. They are as follows:

- The auxiliaries *will/would* (willingness) and *can/could* (ability) can be used:
- Will you make sure the water is hot?
- Would you please tell me your address?
- Can anyone tell us what the time is?
- Could you lend me a typewriter?

Would and *could* are more polite/modest than *will* and *can*.

- Requests can be expressed by using 'please' or the tag questions like:

- ‘Will you’, ‘Why don’t you’?
- Shut the door, please.
- Please help me in lifting this heavy bag.
- Give me your ball, will you?
- Have tea, why don’t you?

Requests can be expressed by using plain imperatives:

- John and Mary stand over there.
- Everybody shut your eyes.
- You water the plants, Gopal.

There are many more ways of making a polite request:

- Give me your sharpener, please.
- Will you give me your sharpener please?
- Would you give me your dictionary?
- Would you be kind enough to give me your dictionary?
- Would you mind giving me your bicycle?
- Can you spare some time to guide us?
- Could you spare some time to guide us?
- May I trouble you to draw this picture?
- I wonder if you would kindly send us documents.

Here is a Sample dialogue for practice:

- Student : Would it be possible for me to have a few more minutes to review before the competition?
- Teacher : Please feel free to review a few more minutes.
- Student : Thank you very much.
- Teacher : No problem. Do you have any questions in particular?
- Student : No, I just need to review things quickly.
- Teacher : OK. We’ll begin in five minutes.

Seeking Permission:

Conversation is a multifaceted skill. To continue the flow of your conversation, you need to ask for information, make requests and in the

same way you seek the permission. While seeking permission to do something, modal verbs help you in every possible way. Let's study the following examples:

For seeking permission use *may* and *might*:

- May I use your bicycle?
- He asked the captain if he might use the new bat.
- *Can* and *Could* are used to ask for permission:
- Can I join the Gym Centre, Baba? Yes, you can.
- Could I repeat this poem again? Sure!

For more polite request for permission use *might*:

- Might I disturb you for a minute?
- Might I use your new laptop?

The verb ‘mind’ is used for asking and giving permission.

- Would you mind closing a window for me?
No, not at all.
- Would you mind my using your car?
No problem.

When asking for permission, we use *can*, *could*, *may*, but *may* and *could* are considered more formal than *can*.

Study the following conversations:

- Son : May I take the car when I go out?
- Father : No, you may not. You only have a learner’s license.
- Student : Could I leave the class?
- Teacher : Yes, Mary.
- Anil : Sujay, can I borrow your jeans?
- Sujay : Sure, you can. But don’t make it dirty.

The verbs *permit*, *allow* and *let* express permission:

- The Examination Committee have allowed him to take the examination late.
- Women are permitted to enter Shani Temple.
- The captain let him do what he wants.

Task III

A. You have purchased a new fridge. But it is not working properly. Write a conversation with a dealer requesting to send a technician to see what the problem is.

B. Complete the following expressions of permission by filling them with correct words: (*would you mind, can, may, would you, could*)

- 1) I use your calculator?
- 2) if I sit down here?
- 3) I borrow your jeans?
- 4) I leave the class?
- 5) if I switch the fan off?

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Complaining:

During your conversation with somebody you also complain of something or somebody. But while making any complain, you should follow certain etiquettes and manners:

- Use indirect language.
- Keep your voice calm.
- Use modal verbs.
- End complaints with a question.
- Explain why you are upset/angry.

The expressions that help us to complain politely but firmly in your daily English are:

- I am sorry to have to say this but...
- May be you forgot to ...
- Excuse me if I am out of line, but ...
- Perhaps there was a misunderstanding but ...
- I'm sorry to say this but I am really quite upset/angry/disappointed ...
- There appears to be a problem here.....

- I'm sorry but I'd like to make a complaint about
- How could we amend this?
- Do you have any thoughts on how we could proceed?
- Is there anything that can be done to improve the situation?
- Could you help me with ...?

Study the brief piece of following conversation:

Customer : Good morning, I am calling from Laxmi Book House, Satara.

Manager : Good morning, sir. It'd be a pleasure to help you.

Customer : Thank you very much for the parcel of books. But, I am sorry to inform you that 10 copies have been found completely damaged. Besides, in 20 copies pages are missing. We are sorry to return these damaged copies. Kindly replace these copies at the earliest.

Manager : We regret the inconvenience caused to you. However we will send 30 new copies of the book by "Tej Couriers" today. We assure you our best services at all times.

Customer : Thank you.

Manager : You're welcome, sir.

Agreement:

During the conversation many a times you have to agree and disagree with the views and opinions expressed by the person/s. You have to express either agreement or disagreement very skillfully. Let's study how it could be done. There is an expression of judgment or opinion which is involved in agreement.

- To agree with an unfavorable opinion, you have to support your agreement with an expression of regret.e.g.

A: His story was so boring.

You can agree with this statement in the following ways :

B: i) Yes, I'm afraid it was.

ii) Yes, I have to agree that it was.

iii) I must say I found it so.

To respond to a favorable circumstance, you can agree enthusiastically:

e.g.

A: It was an interesting performance, wasn't it?

B: Yes, it was superb/absolutely splendid./Yes, definitely/Yes, quite/Yes, absolutely.

By using *not* and its combinations with *auxiliary verbs*, negative agreement can be expressed:

e.g.

A) Nobody will like the play.

B: Definitely not./Oh, surely none./It certainly won't

To express the partial agreement, we have to agree with a view and disagree with another:

e.g.

A) Hockey is an interesting game.

B: Yes, it is so but sometimes very tedious./Agreed, but sometimes so tedious.

Disagreement :

When you contradict what someone else has stated, the effect is often impolite. You have to disagree very politely.

e.g.

A: Japanese is a difficult language to learn.

B: I'm afraid I disagree with you./Yes, but is not so difficult as Chinese./Do you think so? Actually, I find it quite easy.

When you are partially agree to the views expressed, use the following expressions:

e.g.

A: Reading books is a good habit.

B: Agreed, but some books are very expensive./That's right, but you can not spare time to read bulky books.

You have to be polite in expressing your views, agreement or disagreement in a meeting or a group discussion. You should take care that your words should not hurt others' feelings. While expressing your views you should be sure of your opinion. Study some more expressions:

- I completely agree with you.
- That's so true.
- (slang) Tell me about it!
- Absolutely!
- Exactly!
- I have to side with Dad on this one.
- You have a point there.
- I couldn't agree with you more. (Partial Agreement)
- That's for sure!
- You're absolutely right.
- That's exactly how I feel.
- I'm afraid I agree with James.
- No doubt about it.
- (weak) I suppose so./ I guess so.
- I was just going to say that.

Expressing Disagreement:

- I don't think so.
- I'm afraid I disagree.
- I beg to differ.
- Not necessarily.
- That's not always the case.
- (strong) No way.
- (strong) I totally disagree.
- (strong) I'd say the exact opposite.
- That's not always true.
- No, I'm not so sure about that.

Interruption:

- Can I add something here?
- If I might add something...
- Sorry to interrupt, but ...
- Sorry, you were saying...
- It is okay if I jump in for a second?
- Can I throw my two cents in?
- (after accidentally interrupting someone) Sorry, go ahead or
- (after being interrupted) You didn't let me finish.

Stating an opinion:

We have to express our opinion in a discussion or debate. We have to listen to others too and convince them of our opinion. If they agree with our ideas, they suggest us additions into them and conversation becomes successful. The following are the ways of expressing our opinions and also asking others for their opinions:

- In my opinion ...
- If you want my honest opinion ...
- As far as I'm concerned ...
- The way I see it ...
- According to Sunita ...
- If you ask me ...

Some more expressions:

- What's your idea?
- How do you feel about that?
- What do you think?
- What are your thoughts on all of this?
- Do you have anything to say about this?
- Do you agree?

Settling an Argument:

Sometimes arguments can reach to such a height that the topic of discussion may be discarded without any solution. Hence, it needs

skillful handling of such arguments. One should initiate for its settlement.

Following are various ways of settling:

- Let's just move on, shall we?
- I think we're going to have to agree to disagree.
- Let's drop it.
- Whatever you say/ If you say so. (sarcastic)

While expressing your agreement or disagreement, you ought to give a reason, specially for your disagreement or agreement. Study the following examples:

A : We should stop production of cars to control pollution.

B : I am sorry, but I can't agree with you here. There are other ways to control pollution.

Polite disagreement while making a point against the initial statement:

A : Internet is a boon to the students.

B : Well, I agree with you. But, the students misuse internet for chatting, surfing and waste their time and money.

Agreement, pointing a disadvantage :

A : People from other states should not settle in Mumbai.

B : I am afraid, this is an extreme point of view. You cannot stop people from settling in Mumbai. You can shift the big industries outside Mumbai.

Polite agreement with an alternative suggestion :

A : The present system of examinations is memory based.

B : I agree with you absolutely. It should focus on skills also.

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Task VI

A. Write a piece of conversation complaining to a Travel Agency about inconvenient accommodation in hotel.

B. Express your Agreement with following opinions, giving a reason supporting it:

- 1) Students should keep out of politics.
- 2) Cricket is no more a sport, but it has become a big business.
- 3) The present system of examinations should be modified.
- 4) The Government should not permit to start new Engineering colleges in Maharashtra.

C. Express your Disagreement with following opinions, giving a reason supporting it:

- 1) English should not be compulsory at the college level.
- 2) Cine-stars, sport-persons should not be given party-tickets.
- 3) Voting in Elections should not be mandatory.
- 4) The Annual Social Gathering should not be conducted in schools.

Exercises:

- 1) Imagine that you have completed B.Com and you want guidance for your further career. Write a piece of conversation with the student counselor.
- 2) You want to buy LED TV set of SONY. Write a conversation asking information about its price, delivery, mode of payment, warranty, after sale service, etc.
- 3) You are transferred to Satara from Mumbai. You approach a friend at Satara requesting him to help in finding a flat for you. Write a conversation between your friend and you.
- 4) Express your agreement/disagreement with:
 - i) Mobile phones should be banned in colleges.
 - ii) Children should be allowed to play video games.
 - iii) Children should be kept away from eating junk food.



B) THE CHILDLESS ONE

Jai Nimbkar

Jay Nimbkar (1932) was born and brought up in Poona. She was educated in the universities of Poona and Arizona, U.S.A. Her grandfather was Maharshi Karve, a social reformer. Her mother Irawati Karve was a well-known Marathi writer and her father Dinkar Karve was a teacher of Chemistry. Her younger sister is Mrs. Gauri Deshpande who is a well known Marathi writer. Obviously Jai Nimbkar inherited her parent's cultural make up and their social commitment. She is one among the eminent feminist writers who delineates feminism in their works. In her work she has portrayed woman in her quest for identity, who struggles with all hurdles and the rigidity of the social system. She is the author of *The Lotus Leaves and Other Stories* (1971) and has also written a novel *Temporary Answers* (1974).

The Childless One is a realistic short story exposing the misery of married woman's life especially when she is childless, and that too for no fault of hers.

‘GOD knows what monster child is growing inside her,’ Radha's mother-in-law said in the kitchen.

Radha rolled over painfully. Her body was a clumsy burden to move, but if she lay too long in one position her legs became numb. In the kitchen the voices of the two women - Shripati's mother and aunt - went on and on, gloating in whispers, letting an occasional word come out loud enough for Radha to hear. The murmur of the voices and the smell of the food made her sick. She found the smell of *methi* particularly revolting and was unwise enough to have said so. Naturally, *methi* was the vegetable most frequently cooked in their kitchen now.

Shripati had said, 'It will be better if you go to my mother.'

'She hates me,' Radha had said. 'I am afraid to go to her.'

'You will see, it will all be different now. After all, you are going to give her a grandson. For his sake she will treat you well. And it will be better for you to be there, to have someone with you all the time. Here you are alone when I go to work.'

She still demurred and Shripati said, 'Don't worry so much, Radha. I will come and see you whenever I can. You will be all right.'

Finally she had given in, though she had not believed him. What did he know? She knew that her mother-in-law was too nasty to change. But sons never wanted to believe the worst of their mothers.

Oh well, the days would fly and in no time she would be back with Shripati. What would her son look like? Or daughter. Not like the grandmother. Radha hoped.

She found that Shripati had been right after all. Her mother-in-law had not actually changed of course, but she seemed to feel that a certain amount of consideration had to be shown to the mother of her grand-child. The consideration was grudgingly shown, and Radha enjoyed it all the more for it. The old woman catered to her slightest whim, whether it was to visit a particular temple or eat a particular food, because she feared that the child might be born defective if the mother's wish remained unfulfilled. Radha even enjoyed the occasional malevolent glance thrown in her direction when the old woman thought she was not looking.

Shripati came for a visit and told her mother, when he left, 'Look after her well.' As soon as he left the old woman fumed, 'The nerve of him. Telling me what to do. Look after her indeed. What have I been doing all these days but looking after her and fetching and carrying for her?' Radha smiled to herself. This was sweet revenge for all the years of being treated like dirt.

When nine months of her pregnancy were over the old women asked her, 'Have you counted right?'

'Yes.'

'Well, some women go the full nine months and nine days.'

The aunt said, 'The first child is often late in coming. Especially if it's a boy,' she smiled.

A few days later Shripati's mother again asked, 'Are you sure you counted right?'

'Yes. Let me see, it was *Paush* - '

They counted and recounted the months and the days and Radha finally had to admit that she was overdue. When she was almost ten months gone the midwife was called in. She poked Radha here and there and said, 'There's time yet.'

The swollen abdomen which Radha had carried so proudly was now a focus of pain and fear and shame. At first everyone had said that she looked so big because she carried a son. Now they avoided her eyes. She knew they talked about her, from the way they suddenly stopped talking when she appeared. She stopped going out, to avoid the women and their ghoulish looks and talk. But she could not avoid her mother-in-law, who went about her work muttering not quite under her breath. When Radha had enough of hearing the muttering she screamed at the old woman.

'I am sure you have cast an evil eye on my child, you dried-up old bag. Oh I wish I had never listened to Shripati and come here.'

'Where else would you have gone, eh?' Her mother-in-law stood over her, hands on hips, legs planted wide apart, nostrils flaring with the sheer enjoyment of the fight. 'Where would you have gone, I would like to know. You have no home, nor father nor mother. You were just a poor dowryless girl and my boy was tricked into marrying you.'

‘Tricked, you say? Was he a baby at his mother’s breast that he could be tricked into marrying anyone? He married me because he saw me and liked me.’

‘Saw you! Hah! Whoever heard of showing a girl to a bridegroom before even showing her to his parents? It just shows what a shameless slut you are and what low-born savages your aunt and uncle are.’

‘If my uncle is low-born then so are you. After all, he is your cousin.’

‘Cousin? Nobody who would play such a dirty trick on me is a cousin of mine.’ She added in a reasonable, let-me-be-fair voice, ‘But why should I blame him for wanting to get rid of you? Who wants to feed an orphan forever?’

‘How dare you call me an orphan when my father is alive!’

The mother-in-law snorted, ‘That no-god parasite. What use is he to anyone even if he is alive?’

This silenced Radha. Her father, who had perfected the art of living without working, had sponged off of somebody all his life. At first his wife had worked and supported him. After she died, he had lived for a brief period with her brother. Now he lived with his son and the son’s shrew of a wife, whose insults he swallowed without protest along with his *bhakri*. Radha would rather die than throw herself on the mercy of her sister-in-law who had a big rock where her heart should have been.

Shripati’s aunt was a gentler person. She did not abuse Radha or fight with her. She only told stories in a sad, fatalistic voice. A woman’s belly had to be cut open because her child grew so big that it could not be delivered normally, and then both mother and child died. Another woman had her first child very late in life and it was so retarded that it couldn’t even crawl yet at six. Radha was twenty three and married seven years.

Shripati came and saw his wife pale and bloated and move hardly able to.

‘Why haven’t you taken her to a doctor at Songaon?’ he asked his mother.

‘We called in the midwife.’

‘What does that stupid woman know about anything?’

‘You may be a big policeman in Bombay, Shripati,’ the old woman’s voice trembled with anger. But I won’t have you coming here and shouting at me. If you don’t think I am capable of looking after your precious wife, you can take her away. I don’t see what you are so worked up about. She is not the first woman in the world to give birth to a child.’

Shripati looked somewhat shamefaced but he was not going to let her have the last word while his wife watched the exchange.

‘All right, that’s enough,’ he said. ‘You talk too much. I am going to Songaon to get a taxi. She is too sick to go on the bus. And you had better be ready to go along. She will need someone to stay with her.’

At the hospital Shripati listened unbelievably to the doctor’s verdict.

‘You mean, it’s not a child at all?’

‘No, it’s tumor, a growth.’

‘But everyone said she was pregnant with a child.’

The doctor looked pityingly at Shripati. ‘You people are all the same,’ he said. ‘If you had shown her to a proper doctor, you would have known this long ago. She could have been operated on, and needn’t have suffered all these months.’

‘What’s to be done now?’

‘She will have to have an operation of course. As soon as possible.’

‘Can you do it?’

‘Yes. But if you don’t want to spend a lot of money you should take her to the government hospital.’

‘I have money,’ Shripati said a little contemptuously.

Radha cried a great deal when he told her all this, but he was so bewildered himself that he had no words with which to console her. He could not believe what the doctor had told him. Even the next morning, when Radha was taken into the operating room, he kept feeling that the doctor must be mistaken.

By the time the operation was over, he had convinced himself that everything was going to be all right and that it was a child after all. It was just that the child could not be born in the normal way and the doctor had to do an operation. He had heard of such cases.

He went in smiling when the doctor sent for him. He did not see Radha anywhere but the doctor was pointing at something rather proudly.

‘Do you see that? That’s what we took out of your wife. She will be all right now.’

The thing lay on an enameled plate on a metal table, and looked like something brought at a butcher’s shop. Shripati stood rooted to the floor, staring at the obscene pink-purple hunk. It still seemed to be pulsating, like some horrible freak form of life. Next to it a label was propped up, stating its weight and circumference as though it were a tuber put on display in a vegetable show. This was inside Radha? No, no, it couldn’t be. Someone was playing an awful joke on him. He felt sick.

Radha was brought home from the hospital, and was slow in regaining her strength. She looked like an old woman, gaunt and frazzle-haired. She wept constantly and asked Shripati to take her to Bombay.

‘After you get well,’ he said.

‘I’ll get well there.’

‘But who will look after you until you get well?’

‘Don’t leave me here. Your mother will kill me if you leave me alone and go away.’

‘Shut up. How can you say that? Didn’t she look after you all these days? And who would care for you now if she weren’t here?’

When he left he told her, ‘Get well soon. Mother’s an old woman now and it tires her to cook and wash for you. You ought to help her rather than make more work for her.’

Radha cried, ‘Don’t turn against me, I am your wife.’

After Shripati left his mother said, ‘Some wife, who cannot even give him a child.’

Radha wept herself dry and thought, ‘I’ve got nobody now. I’ve only got myself. I must get well quickly.’ And the next time her mother-in-law brought her a plate of sticky semi-liquid rice, she pushed the plate away and said, ‘I don’t want this child’s food. Give me some *bhakri*. I want to get well and strong quickly.’

Her mother-in-law brought her some *bhakri* and laughed and said, ‘It won’t do you any good, because you will never have any children no matter what you eat.’

‘That’s a lie.’

‘Ask the doctor. That’s what he said, that you can’t have any children. Shripati has no use for you now.’

‘You are making it up, you vile old woman.’

Radha heard strange people come and go, and strange voices discuss and argue and agree. She said, ‘You can’t do this. Shripati can’t marry again. It’s against the law.’

‘Who is going to worry about the law? Shripati is a policeman.’

‘He won’t marry again, just because you say so.’

‘Won’t he?’

‘It’s a sin to make bad blood between a husband and wife, to break up a marriage.’

The old woman smiled and said, ‘Keep your mouth shut, if you know what’s good for you, or I’ll kill you and then it won’t be against the law for him to marry.’

Shripati showed himself quite willing to remarry and Radha, afraid for her life, left her mother-in-law’s house. She went to Songaon and found work as a farm labourer.

Every day she went to the temple near the *vasti* on which she lived, and promised Bhairoba various offerings if he gave Shripati and his mother the punishment they deserved.

On the *vasti* she became something of a joke. She told everyone what had happened to her and her uncontrolled rage and repertoire of abusive words caused much amusement among the labourers. They called her ‘vedi’, madwoman, and baited her to fill an empty hour.

‘If Shripati comes here,’ they said, ‘what will you do with him? Will you cut him up into pieces and eat him with you *bhakri*?’

‘He would poison my insides if I ate him,’ she said.

‘Then what will you do?’

‘Why don’t you bring him here and see what I do?’

At first this sort of talk offered her a release and gave her a strange comfort. But then she grew tired of being used for a few laughs. She began to keep herself to herself. Life assumed a fairly placid routine for her but the bitterness remained and now that she had no outlet for it, intensified. Though she did not talk about it, she still fantasized about doing horrible things to Shripati. In time even this passed and she learned to live without having her hatred of him as a constant companion.

And then suddenly, years later, Shripati came to see her. He came into the hut and for a few moments she did not know what to say. Finally she asked him how he was, rather formally. He said he was all right and added, ‘You don’t look so well.’

She knew that hard work in the sun had aged her, darkened and wrinkled her skin and burned the lustre out of her eyes. The false concern in his voice angered her.

‘I am well enough,’ she said.

She looked at him, still handsome and young looking, with the sleekness of city living on him.

‘And how is your old woman?’ she asked.

‘She is all right’

‘That’s not what I heard. I heard she is sick and dying and your wife lives with her and looks after her.’ She shook her head and said, ‘Poor girl. I don’t envy her. I’d rather weed in the fields all day.’

‘Is this why you asked to see me, so you could insult me?’ he shouted.

‘I ? I never asked to see you.’

‘That’s what Gena told me.’

It was then that she heard the men’s hushed voices outside the hut and understood.

Shripati was getting up to leave.

‘Wait,’ she said. ‘Now that you are here, there is something I want to show you.’

She raised her voice and called, ‘Mahadya, come in here.’

A small dirty child waddled in on rickety legs and stood looking impassively at the stranger, sucking on a pacifier.

‘Who is he?’ Shripati asked.

‘He is my son.’

Shripati laughed. ‘Which dung heap did you pick him up from?’ he asked.

‘I didn’t pick him up from anywhere. He was born of me.’

‘Have you no shame?’

‘Why should I have shame? What can a woman do when her husband isn’t man enough to protect her? And as for him, why should I be ashamed of having a son?’

‘You filthy whore. Whose son is he?’

‘He is not yours, that’s for sure.’ She started laughing.

‘Shut up.’

‘When are you going to marry again, Shripati? How many times will you marry before you find out that you will never have any children?’

He turned haughtily and walked out of the hut. She screamed after him, ‘All you were ever fit to father was a lump of flesh, do you hear? A child with neither head nor limbs.’

Glossary and Notes:

monster (n)	:	a huge or hideous animal
clumsy (adj)	:	awkward
demure (adj)	:	modest
grudgingly (av)	:	unwillingly
cater (v)	:	provide food
malevolent (adj)	:	literary causing or wanting
fumed (av)	:	to be angry
ghoulish (av)	:	devilish, ugly, unpleasant
snorted (v)	:	force air noisily, an explosive sound

fatalistic (adj)	:	the belief that people cannot change the way
verdict (iv)	:	the decision reached by a jury
contemptuously (av)	:	shaving contempt
repertoire (n)	:	all the music or plays
waddle (v)	:	to walk with slow steps
haughtily (av)	:	proud

I. Skimming and Scanning Questions:

A. Answer the following questions in one word/ one phrase / one sentences each:

1. Who was Radha?
2. Why does Radha leave home?
3. Where does Shripati work?
4. What is the name of Radha’s son?
5. Where does Radha live?

B. Complete the following statements using the correct alternatives from the ones given below them:

1. Radha was operated on for a _____.
a) son b) tumour c) daughter d) twin
2. Shripati works as a policeman in _____.
a) Mumbai b) Songaon c) Kolhapur d) Pune
3. Radha lives in _____.
a) Songaon b) Mumbai c) Pune d) Vasti
4. _____ is childless in the story ‘The Childless One’.
a) Radha b) Shripati c) Midwife d) Radha’s Sister-in-law

5. Towards the end of the story Radha becomes a _____
a) house wife b) farm laborer c) Police d) childless

II. Comprehension Questions:

A. Answer the following questions in 3 - 4 sentences each:

1. What sort of treatment did Radha receive from her mother-in-law?
2. How does Radha take revenge on her husband?
3. Why was Radha operated upon?
4. Why was Shripati's mother unhappy with Radha?
5. Why does Shripati force Radha to stay with his mother?

B. Write short-notes on the following in 7- 8 sentences each:

1. Radha's mother-in-law
2. Radha's life on the *Vasti*
3. Radha
4. The end of the story
5. Shripati's last visit to Radha

III. Vocabulary Exercises:

A. Match the words given in column A with their meanings in column B.

A	B
1. bloated	1. Woman trained to help other women in child birth
2. gloat	2. Puzzle
3. midwife	3. Calm, untroubled
4. placid	4. Fat and large in an unhealthy way
5. bewilder	5. Look at with selfish-delight.

B. Supply appropriate form of the words and complete the following table:

Noun	Verb	Adjective	Adverb
_____	_____	_____	grudgingly
Monster	_____	Clumsy	_____
_____	_____	_____	_____
_____	Fume	_____	_____

IV) Writing Activity :

1. Write an essay on, 'Women's Liberation movement in India.'
2. Write a paragraph on 'The plight of a childless women in our society.'



C) THOSE WINTER SUNDAYS

Robert Hayden

Robert Hayden (1913-1980) grew up in an African-American section of Detroit known as Paradise Valley. He was adopted by a neighbour's family at the age of two when his parents separated. His adoptive father was a strict Baptist and manual labourer.

'Those Winter Sundays' is taken from Hayden's *Collected Poems of Robert Hayden*. The poem is Hayden's heart-wrenching domestic masterpiece. It is a poem of discovery and definition. The main theme of the poem is that of parental sacrifice and duty. The speaker recalls the actions of a father who rises early each Sunday to dutifully make a fire and polish the good shoes for his son. But the child becomes aware of the sacrifice of his hard working father too late in his life.

Sundays too my father got up early
and put his clothes on in the blue black cold,
then with cracked hands that ached
from labor in the weekday weather made
banked fires blaze. No one ever thanked him.

I'd wake and hear the cold splintering, breaking.
When the rooms were warm, he'd call,
And slowly I would rise and dress,
fearing the chronic angers of that house,
Speaking indifferently to him,
who had driven out the cold
and polished my good shoes as well.
What did I know, what did I know
of love's austere and lonely offices?

Glossary and Notes :

cracked (adj)	:	damaged and showing lines on the surface from having split without coming apart
ache (n)	:	suffer from continuous dull pain
banked (adj)	:	heap up (a fire) with tightly packed fuel so that it burns slowly
blaze (n)	:	burn fiercely or brightly
splintering (v)	:	break or cause to break into small sharp fragments
chronic (adj)	:	constantly recurring or persisting for a long time
indifferently (adj)	:	without interest or concern; not caring; apathetic
austere (adj)	:	severe or strict in manner or attitude

I. Skimming and Scanning Questions:

A. Complete the following sentences using the correct alternative from the ones given below them:

- The father in the poem is
a) officer b) laborer
c) clerk d) teacher
- The father in the poem got up early on Sundays too in
a) the blue black cold b) the black cold
c) the blue cold d) the black blue cold
- The speaker had the fear of of that house.
a) darkness b) ghosts
c) chronic angers d) loneliness
- The poem 'Those Winter Sundays' is about
a) unspoken love between father and son. b) winter Sundays.
c) daily-routine of the father. d) daily-routine of the son.

B. Answer the following questions in one word/phrase/sentence each:

1. When did the father use to wake the speaker up?
2. What did the speaker use to hear when he woke up?
3. What did the father do to warm up the rooms?
4. Which season is described in the poem?
5. How did the speaker behave towards his father?

II. Comprehension Questions:

A. Write answers to the following questions in 3 - 4 sentences each:

1. What work did the speaker's father do on Sundays?
2. When did the speaker use to wake up?
3. How is the father treated by his son?
4. Which lines in the poem reveal the knowledge of the speaker about his father's unspoken love?

B. Write short notes on the following in 7 - 8 lines each:

1. Theme of the poem
2. Image of father reflected in the poem
3. The ignorance of the speaker in the poem

III. Vocabulary Exercises:

A. Match the words from group A with their meanings in group B.

A	B
sracked	break into fragments
splinter	burn brightly
blaze	work
ache	damaged
labor	pain

B. Give synonyms of the following words:

chronic, austere, lonely, indifferently

C. Give antonyms of the following words:

early, wake, warm, slowly

IV. Writing Activity:

Write a paragraph describing your father's contribution to your family.

□□□

MODULE III
**A) ENGLISH FOR COMPETITIVE
EXAMINATIONS -I**

We know that English is an important language for all kinds of professional and personal goals. The knowledge of English increases your chances of getting a job in the government sector, private sector as well as in multi-national and corporate companies in the country or any country abroad. English has been a major subject in almost all the competitive examinations of today's world. It forms a very important section in all government examinations be it SSC, Banking, EPFO, Insurance, CAT, MAT, NDA, MPSC, UPSC and so on. English language in competitive examinations incorporates three important sections: Vocabulary, Grammar and Comprehension. These sections enable the examiners to understand writing and listening skills of English. This module will help you improve your language skills and also help you learn English for competitive examinations.

Vocabulary for Competitive Examinations:

You may be thinking of preparing yourself for one or the other competitive examination, for which English happens to be a compulsory subject, hence, you have to enrich your vocabulary. A large vocabulary correlates well with your ability to handle complex ideas. You should know how to deconstruct unknown words from both the structure and the context. Hence, it is necessary to prepare and learn English vocabulary - synonyms, antonyms, one word substitutes, words often confused, which will help improve your vocabulary and ability to use those words creatively to make yourself prominent among the general crowd.

Synonyms:

Synonym means a word or a phrase that has the same meaning as another word or phrase in the same language. For example, 'shut' is a synonym of 'close'. 'Big' is the synonym of 'large'. The words begin, start, commence and initiate are all synonyms of one another. Words are typically synonymous in one particular sense. For example- the words 'long' and 'extended'. In the context of time, 'long time' and 'extended time', are synonymous; but 'long' cannot be used in the phrase 'extended family'.

The words 'pretty', 'beautiful' and 'handsome' are synonymous but they are used in different context. For example:

Piyu is a pretty girl.

Rose is a beautiful flower.

Vivek is a handsome boy.

Similarly, the 'context clue' is a source of information about a word that helps readers understand the word.

Sometimes, we have to guess a meaning of a particular word from the general context in the text. The expressions like such as, like as, for instance, and for example give us a clue to the meaning of a word. Let us see:

- I. Young persons have many aspirations, such as getting good marks, starting a new business, going abroad.
- II. You cannot go on doing hard work, you need diversion such as gardening, playing a game or reading for pleasure.

According to the context in the first sentence 'aspiration' means 'strong desire'; the second example indicates 'diversion' means 'pastime'.

- We come across certain words which are nearly synonymous, but we use them in different context: pay-remit, come-arrive, friend-mate, grant-give, etc.

We use 'pay' in a normal day-to-day situations whereas 'remit' is used in formal kind of writing, as on electricity or telephone bill, as in :

Remit your bill by a cheque if it is more than rupees fifty.

Similarly, ‘grant’ is used in official context whereas ‘give’ is used in a formal way. While talking to the superior we say:

Kindly, grant me permission to leave office at four o'clock.

Also 'mate' is used in colloquial and informal situations and 'friend' is used in formal context.

See the following pairs of verbs that appear synonymous in one aspect but have different overtones of meaning: connive-desgerad, chew-masticate, confiscate-seize

- Connive and disregard both the verbs mean to ignore something, but to connive at something means to ignore it purposefully, disregard means to ignore something as unimportant.
- The verb chew in ‘Chew your food carefully’ is a very common term but ‘masticate’ is a technical term for chewing.
- ‘Confiscate’ is a legal term and ‘seize’ is a general kind of verb in the sense of ‘catch’ or ‘to take possession by force’ You can say, ‘I seized him by the collar’ but you cannot use ‘confiscate’ in that context.

Similarly 'to implore' and 'to beg' both have their meaning of request. Implore is used in formal and literary context while 'beg' is informal :

The lover ‘implores’ his beloved for her consent. While,
The assistant begs for the permission of the officer.

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Task I

A. Choose the word nearest in meaning of the word in the bold print.

- After his first heart attack, he has decided to **abstain** from smoking and drinking.
 - promise
 - enjoy
 - do without
 - accept
- Internet is the most useful device to **disseminate** information.
 - hide
 - collect
 - record
 - spread
- He is very **methodical**, on the other hand his brother is rather disorganized.
 - systematic
 - legal
 - confident
 - aspirant
- John's **integrity** was not in question but it was his colleague who was dishonest.
 - loyalty
 - dishonesty
 - capacity
 - quality
- In spite of financial **constraint** Vishal started his business and very soon became a successful industrialist.
 - freedom
 - restriction
 - support
 - grant

B. Study the following verbs and show how different they are using them in your own sentences.

sip-suck, catch-grab, slice-chop, refuse-deny, prick-pierce,
vanquish-conquer, abandon-give up, mollify-soften, rouse-
wake up

□ □ □

Antonyms:

Antonyms are words that have contrasting or opposite meanings. Antonyms can be used to demonstrate contrast between two things or provide clues as to which is meant. They are the words of the same grammatical class but having opposite meaning. We can find antonyms with the help of context clues:

1. Gauri is a famous singing star in her country but unknown to the rest of the world.
2. There is a great prosperity in the country but many citizens are living in the poverty.
3. The task was so complicated, had it been easy he could have done it.
4. He enjoyed the game with clarity; however his mother looked gloomy as she was ill.

Here famous and unknown, prosperity and poverty, complicated and easy, clarity and gloomy are opposite pairs.

Similarly the expressions like - but, although, despite, in contrast, whereas, yet - help us to identify antonyms in the given context.

See the following sentences:

1. He was interested in modern art; but he was visiting ancient temple that day.
2. Some political parties are adamant in their approach. But some are flexible, and will accept our proposal with some changes.
3. Although his father is a venerable man; his uncle is disrespected on account of his unlawful activities.
4. The husband is senile but the wife is mentally alert.
5. You come across a number of archaic words in old poetry so we have to give their modern meanings in the notes.

Many times, a word may have different shades of meaning and its antonym may, therefore, be different according to its context.

For example in a sentence- He is very dry.

Here the antonym of 'dry' cannot be 'wet'. You may have to say 'lively' or 'charming'.

Similarly, if you say:

It was a cheap joke. You can't use 'costly' as an antonym to 'cheap'. Instead you have to write: It was a good joke or in a good taste.

Obstinate, stubborn, adamant, strong-willed are all synonyms but 'strong-willed' has a favourable connotation. The antonyms for some words depend on such shades of meaning.

- He is quite **obstinate**. = He is **compliant**.
- He clings to his views. = He is ready to make allowances.
- Some political parties are **adamant** in their approach. But some are **flexible**, and will accept your proposal with same changes.
- He is a **strong-willed** political person and will never surrender to any kind of pressure. He is **weak-willed** and may succumb to the pressure.

Antonyms can be found among nouns, adjectives and verbs also:

Nouns	Adjectives	verbs
fantasy x reality	brilliant x stolid	attract x repel
dawn x dusk	alien x native	consent x object
debtor x creditor	delicate x strong	appoint x dismiss
gain x lose	creative x imitative	exclude x include
differene x similarity	fickle x steadfast	ascend x descend
fact x fiction	intimate x distant	prohibit x permit
monotoy x variety	modest x arrogant	multiply x divide

Task II

A. Select the word which is close to the opposite in meaning of the underlined word:

1. I like his friendly attitude.
a. Jealous b. envious
c. hostile d. vicious
2. This offer has come as a great boon to me.
a. curse b. trouble
c. misfortune d. blemish
3. The painting is full of radiant colours.
a. rare b. bright
c. dull d. polite

B. Fill in the gaps in the following sentences choosing appropriate antonym of the underlined word:

1. The minister tried his best to suppress the issue but someone from his own secretariat ——— the information to the press.
2. The investigation carried by the CBI was only superficial. They did not go ——— into the matter.
3. The stories he tells are so strange, it is difficult to decide which is fact and which is a ———.
4. This is only the fraction of the collection you will get the ——— of it soon.
5. They want to sell their house but no one has come forth to ——— it due to its huge price.

C. Study the following words and their antonyms with the help of dictionary and use them in your sentences: audacity, cheerful, motivates, knowledge, novice, forbid, kindness, rude, postpone

One word substitutions:

One word substitutions are the single words that are used in place of group of words. There are many words in English which have a very comprehensive meaning. A single word can convey the sense of many words. The use of such words is considered essential to achieve good effect. These words add the depth, clarity, aptness and effectiveness of the language.

One word substitutions are inevitable while writing précis of a given passage as in that question a student is required not to exceed the limit of words. They come in handy in such situations. Hence students are advised to learn them very seriously. Here are a few examples:

- Biennial - that which happens in two years
- Pessimist - one who looks at the dark side of the things
- Curator - person in charge of a museum
- Depot - a place where goods are stored
- Granary - a place of storing grain
- Mint - a place where money is made
- Orphanage - a home for orphans
- Infirmary - a home for old persons
- Epitaph - an inscription on a tomb
- Espionage - practice of spying
- Agronomics - the science of land management
- Etymology - the science of origin and history of words
- Autocracy - a government by one person
- Iconoclast - one who is broker of images and traditions
- Utopia - an imaginary land with perfect social order
- Red-tapism - official formality resulting in excessive delay
- Herbivorous - one who lives on herbs

Task III

A. Suggest the word for the following expressions:

1. A place for ammunition and weapons.
a. clockroom b. arsenal c. archives d. apiary
2. One who dies for noble cause.
a. snob b. martyr c. leader d. patriot
3. A place for the sick to recover health.
a. sanatorium b. asylum c. dispensary d. observatory
4. A person appointed by two parties to solve a dispute.
a. middleman b. arbitrator c. agent d. advocate
5. One who looks at the bright side of the things.
a. altruist b. optimist c. stoic d. atheist

B. Choose the correct alternative describing the given words:

1. Kennel
a. a place for dogs
b. a place for horses
c. a place for bees
d. a place for wild beast
2. Omniscient
a. one who is present everywhere
b. one who is all powerful
c. one who knows everything
d. one who is free from all mistakes
3. Cartographer
a. one who draws maps and charts
b. one who writes beautiful handwriting
c. one who teaches dancing
d. a person in charge of museum
4. Extempore
a. a speech made without any preparation
b. an official announcement
c. repetition of speech
d. elegant speech

5. Bureaucracy
a. government of the rich
b. government by the officials
c. government by the nobles
d. governments by the representatives

C. Write down the meanings of the following words:

- | | | |
|--------------|--------------|------------------|
| 1. Anthology | 6. Ledger | 11. Agenda |
| 2. Florist | 7. acoustics | 12. Horticulture |
| 3. Fugitive | 8. Consensus | 13. Galaxy |
| 4. Illegible | 9. Ultimatum | 14. Fauna |
| 5. Panorama | 10. Recipe | 15. Incognito |

Words Often Confused:

Confusion is often caused in understanding the meaning of certain words, because they are either similar in meaning and form or similar in their sound of pronunciation.

The words which are somewhat similar in pronunciation but different in meaning are called Homonyms. The words which are similar in form and different in meaning or use are called Paronyms. Thus there are many words in English which are often confused for each other. It is necessary to note them for their form, meaning and usage.

1. Adapt	make suitable	Adapt yourself to changing condition.
Adept Adopt	expert Take in one's family as son/daughter	He is adept in photography. We are adopting Western culture. I have adopted my sister's son.
2. Brake Brake	lever to stop wheel make apart	Breaks of my bicycle are good. Do not break the glass.

3. Site	place	It is a very precious site for constructing a nursing home.
Cite	quote	He cites many examples from the Bible.
Sight	vision, scenery	He has lost his eyesight. The sight of Kashmir Valley is just awesome.
4. Complement	that Compliments	Practicals are the complement of theory.
Complement	regards	I complemented my friend on her success.
5. Dairy	a milk centre	Bharat dairy supplies milk and milk products to Kolhapur.
Diary	a note book for daily record	Diary for the new year are available here.
6. Deference	respect	He shows deference to the old.
Difference	dissimilarity	This is a great difference of opinion between the husband and the wife.
7. Envelop	(v-to surround)	The hotel was enveloped in fire.
Envelope	(n-a cover)	He sent the letter in an envelope.
8. Fair	a gathering for fun, right, white complexioned	We went to the Sasehra fair. It is a fair deal. She is a fair girl.

Fare	money paid for a journey	What is the rail fare from Kolhapur to Mumbai?
9. Stationary	not movable, fixed, static	The earth moves round the sun whereas the sun is stationary.
Stationary	Writing material	His father deals in office stationary.
10. Morale	confidence, the state of spirit	The morale of the individual should always be high.
Moral	sense of right and wrong	We are advised to pursue a moral course of life.

Task IV

A . Complete the following sentence choosing appropriate words from the pair given after each sentence:

1. Comb your———. (hair, heir)
2. He was released on —— (bale, bail)
3. He got reservation for a —— (birth, berth)
4. —— of my bicycle are good. (break, brake)
5. I am —— of success. (confidant, confident)
6. It is a —— cloth. (coarse, course)
7. You may keep your —— to yourself. (counsel, council)
8. He wears a —— dress. (decent, descent)
9. His handwriting was —— (eligible, illegible)
10. It is —— nature to envy others. (human, humane)

B. Use the following pairs of words in your sentences:

Accept-except, birth-berth, confidant-confident, goal-gaol, eligible-illegible, born-borne, affectation- affection, advice-advise, human-humane, enquiry-inquiry, story-storey, suit-suite, draught-drought, rout- route, statute-statue

Grammar for Competitive Examinations

English grammar is an important topic in bank and other competitive exams. You can achieve good marks only if you have a good knowledge of English grammar. In this section we will see uses of tense, voice, prepositions and conjunctions, which will be helpful to you for preparing for competitive exams and to attend formation, recognition and error spotting questions.

Tenses:

Tense indicates time of action. It is a statement or a sentence indicating time and action.

Simple Present Tense

- Form: (S+V/V-s/es)

Simple present tense is called as the tense of science because all the scientific and universal truths are expressed in it.

Uses:

- To express a regular, habitual or repeated actions or events :
He visits the library on Monday.
- To express universal truth :
The planets revolve round the sun.
- To express future action (pre-planned action) :
Smriti arrives here tomorrow.
- Also used in proverbs :
As you sow, so you reap.
- To express present action :
The door is open; it is not shut.
- Used in imperative sentences :
Stand up.
- To tell historic present/graphic present :
Now king Porus leads his army and attacks Alexander.

Present Continuous:

- Form - S+am/is/are+V-ing

Uses :

- Present continuous tense is used to express an action going on at the time of speaking.
e. g. Rahul is playing football.
- To express planned action in immediate future :
Dr. John is going to Bangalore tomorrow.
- Verbs of perception normally should not be used in the continuous form. (see, touch, test, love, know, become, appear, seem, understand, remember)

➤ Present Perfect Tense:

- Form - S+has/have past participle of the verb

Uses:

- To refer to the action completed at the time of speaking.
They have visited the Tajmahal.
- To indicate actions completed in the immediate past, the present perfect tense with the adverb 'just' may be used.
e. g. My mother has just gone out.

- **Present Perfect Continuous Tense:** Form- V+has/have+been+V-ing

Use:

- It is used to refer to an action that began in the past, happening in the present and will continue in future:
It has been raining heavily since last evening.

➤ Simple Past Tense:

- Form- S+was/were/past tense of the verb

Uses:

- It is used to denote action took place in the past.
e. g. We got Independence on 15th August 1947.
- It also denotes a habitual action in the past :
They studied and planned for years.

➤ **Past Continuous Tense:**

➤ Form- S+was/were+v+ing

Uses :

- Used to express an action begun and continuing in the past time.
- It is used to express an action happening at a particular point of time in the past .
- Two actions occur in the past, one action is completed before the other starts. The first completed action is the past continuous and the other is in simple past tense.
e. g. I was reading when he entered the room.
- If two actions occur simultaneously in the past, both the actions should be mentioned in the past continuous tense.

e.g. While my mother was cooking, my father was reading the newspaper.

➤ **Past Perfect Tense:**

➤ Form- S+had+Past Participle of the Verb

Uses:

- It is used to refer to two actions in the past. One action had been completed before another was started.

e.g. He had seen many foreign cities before he returned home.

- It is used to denote an action completed a certain period/ point of time in the past.

e.g. We had taken our dinner by eight o'clock.

➤ **Past Perfect Continuous Tense:**

➤ Form- S+had+been+V+ing

Use:

- It is used to denote an action happened in the past for a particular period but not now.

e.g. When we saw her in 2000 she had been living in Mumbai for eight years.

➤ **Simple Future Tense:**

➤ Form- S+shall/will+V

Use:

It is used to denote future time.

- We shall buy a new T.V. next month.

➤ **Future Continuous Tense:**

➤ Form- S+shall/will+have+Past Participle of the Verb

- It is used to denote the completion of same event in future time.

e.g. We shall be playing football tomorrow afternoon.

➤ **Future Perfect Tense**

➤ Form- S+shall/will+have+past participle of the verb

Use:

It is used to denote the completion of some event in future time.

- He will have reached home before the rain sets in.
- By the end of the year, you will have completed this work.
- By the time you get home I will have cleaned the house from top to bottom.

➤ **Future Perfect Continuous Tense:**

➤ Form- S+shall/will +have+been+V+ing

Use:

It is used to denote the action that will begin in the future and will be happening continuously.

- Shri Mane will have been serving this college in the future.
It is used to emphasize the duration of an activity in progress at a particular time in the future.
- Next year I will have been working in this company for thirty years.

Conditional Tenses:

The clauses beginning with 'if' lay down condition, so they are called conditional clauses. There are three important structures of conditionals:

1. Present Tense- for future (possibility) Form: If+present - will+Vi
 - If I get any news, I'll tell you.
 - Take another sandwich if you are hungry.
2. Past Tense-for something not real/probable now. Form: If+past-would+Vi
 - If I had money, I would give it to you.
 - In unreal conditional sentences, you can use 'were' after any subject in the if- clause. This use of 'were' is sometimes called the past subjunctive. It is generally preferred only in formal contexts. e.g.
 - If I were a bird, I would fly high in the air.
 - If your mother were here, she would not let you eat all those chocolates.
 - If I were you, I would participate in the quiz contest.
3. Past Perfect- for something unreal past events. Form: If+past-wouldhave+Ven
 - If I had got money, I would have studied in Cambridge University.

There is another type of conditional sentence. In this form there is 'zero if', which means it is without 'if'. These sentences begin with had+S+been

- Had I been there, I would have helped you.

It means -

- I was not there, so there was no question of helping you.
- Had you any money, you would have brought a car.

It means-

- He did not have any money, so he did not buy a car.

Task V

A. Rewrite the following sentences correcting them where necessary:

1. Are your parents coming for the function?
2. Learn respecting your teachers.
3. I am seeing a rainbow in the sky.
4. By the time we were arrived the station, the train had left.
5. He is working here since he passed his graduation.
6. The rain has ceased yesterday.
7. If you say that again, I would loudly scream.
8. If the boys come for dinner, I will cook chicken for them.
9. If you really loved me, you would have bought me gold ring.
10. If you had worked hard, you would get promotion.
11. If he had met me, I would have knew him.



Active and Passive Voice:

There are two types of voice:

Active voice emphasizes the doer of the action.

Rama kills the snake.

Passive voice emphasizes on the affected person or thing.

A snake is killed by Rama.

When a sentence is transformed from Active to the Passive, the Object of the Active Verb becomes the Subject of the Passive Verb.

For example: I promise you.(Active)

You are promised by me.(Passive)

Also there occurs a change in verb.

Passive verb forms have 'to be' of the tense that is: am, is, are, was, were, will be /shall be, will have been/shall have been is/are being, was/were being have been, has been, had been followed by the past participle form of the verb.

Here are some examples of the interchange of Active and Passive Voice :

Active	- I drink coffee.
Passive	- Coffee is drunk by me.
Active	- Radha has finished the work.
Passive	- The work has been finished by Radha.
Active	- Clara was reading Hamlet.
Passive	- Hamlet was being read by Clara.
Active	- Ram had read many books.
Passive	- Many books had been read by Ram.
Active	- Jessica will sign the papers.
Passive	- The papers will be signed by Jessica.

Sometimes, you may find the sentences having two objects- Direct Object and Indirect Object. For example-

Active- She teaches me grammar.

Here 'grammar' is Direct Object and 'me' is Indirect Object. While converting such sentences into Passive Voice, the Indirect Object should be used as Subject.

Passive- I am taught grammar by her.

Here, now you see how Imperative sentences are converted into Passive Voice.

If the Imperative sentence carries the sense of order or command its Passive Voice should begin with 'Let' and 'be' should be used before the Past Participle of the Verb. And if Imperative sentence carries the sense of request or advice, 'should be' used before the Past Participle of the Verb. See the following examples-

Active	- Shut the door.
Passive	- Let the door be shut.
Active	- One should keep one's promises.
Passive	- Promises should be kept.

Task VI

Change the Voice and rewrite the following sentences:

- 1) They refused him admission.
- 2) They kept us waiting.
- 3) Animals cannot make tools.
- 4) God will bless good men.
- 5) They proclaimed him king.
- 6) Someone has cut the telephone wires.
- 7) Summon the fire-brigade.
- 8) The cries of distress greatly alarmed them.



Prepositions:

Prepositions are unique to English. A preposition is a word placed before a noun or pronoun to show its relation to a verb, an adjective or another noun. The most common and frequently used prepositions are preposition of time, preposition of place and preposition of direction.

Let us see the use of these prepositions:

Preposition of Time :

The prepositions at, on, in, during, by, for and since are used for the expression of time.

We use 'at' to denote the exact point of time or for festivals or occasions which mark a point in the year: At 6 o'clock, at dawn, at night, at the end /beginning of the function, at Diwali, at Christmas.

- There is a train at 4 p.m..
- I saw him at the prize distribution ceremony.

We use 'on' to point a particular day, date, day of the week, a special day in the year with a name : On Sunday, on Republic day, on 1st January, on her fifth birthday and so on.

- He will come on Monday.
- The meeting will be held on 10th January.

We use 'in' to point to a period of time and to mention the total length of time taken for completion of a task.

- She came to stay with me in 2015.
- I will be back in two hours.

We use 'during' for a longer stretch of period and to mention that something happens 'in the course of time' but the exact time is not known.

- During holidays, during the recess, during the emergency.
- We sleep during the night.
- The theft was committed during the night.

We use 'by' to denote that something will happen before a particular time but not at that time or after.

- The plan must be completed by 2018.
- The applications must reach this office by 15th of March.

We use 'since' and 'for' to indicate a point of time and not a space or period. When the continuity of an action is calculated from a point of time we use 'since' and when it is calculated by giving an exact total period of time we use 'for'.

- He has been ill since Thursday last.
- He lived in Pune for four years.

Preposition of Place:

At, in, on, to, beside, above, below, these are the prepositions of position, place, distance. 'In' and 'at' are prepositions used for the expression of place but in different context.

- Mr. John lives at Anant Park in Kolhapur.
- They arrived at school late.
- 'Beside' is used in the sense of near or by the side.
- My house is beside the lake.
- The car is parked beside the road.

'Below' and 'above' are used when something is below and above the surface.

- The picture is above the table.
- The slippers are below the table.

Prepositions of Direction:

Prepositions of direction give a sense of place or location.

Above, across, along, at, to, behind, toward, up, down, between, under are prepositions of direction.

- My friend lives across the street from me.
- The ducks are eating along the lake.
- Meet me at the corner.
- Raju is going to Mumbai today.
- He parked his car behind the store.
- The man started walking toward the exit.
- Jack is climbing up the hill.
- The boy tumbled down the hill.
- Gopi is sitting between Mani and Moti.
- The cat slept under the bed.

Apart from these you have to be familiar with different combinations of nouns, verbs and adjectives with the prepositions.

Note the following examples:

- She was travelling on a bus.
- Manu was afraid of spiders.
- I am not good at Maths.
- Shashi was trembling with fear.
- Let us know the reason for your failure.
- The police charged him with murder.
- I will call on you next Sunday.

The best way to learn the correct use of prepositions is to read your text or any standard article in English paying attention to the use of prepositions and make a note of them.

Phrasal Verbs:

Phrasal verbs are very commonly used in English. A phrasal verb is a verb + preposition or a verb + adverb having a specific meaning. The same verb gives one meaning with one preposition but a different meaning with different preposition. For example-

To call on - to visit a person

- It is a tradition for P.M. to call on the president.

To call at - to visit a place

- I called at the residence of my boss yesterday.

To call for - to demand, require

- The boss called for an explanation of losses.

To call off - to cancel or postpone

- We decided to call off the strike.

Agree on - a point

- After much discussion they agreed on the terms of partnership.

Agree to - views, ideas

- I cannot agree to your views on this problem.

Agree - with a person

- I agree with you.
Break with - quarrel
- After a long friendship the two friends broke with each other.
Break into - enter by force
- Some thieves broke into the house.
To get over - to recover from illness, overcome
- He is still trying to get over the financial crises.
Get on - progress
- Only the hard working students can get on in their career.
Give up - to stop
- He has given up smoking.
Give out - to announce
- The teacher gave out the results.
Give in - to surrender, to submit
- Ram has given in his resignation and left.
To pass away - to die, to disappear
- Your difficulties have passed away.
To pass by - to neglect over
- I passed by this spelling mistake while correcting the essay.
To set up - to establish
- The factory was set up by his father.
To set aside - to reject
- The proposal was set aside.
To set out - to display
- The salesman set out a dozen saris but the lady was not satisfied.
To set off - to improve
- Cosmetics set off the natural grace.

□□□

Task VII

A. Correct and rewrite the following sentences:

1. He is suffering with typhoid.
2. She is good in music.
3. Come and sit besides me.
4. He hit her by a stick.
5. We walked from the station till the museum.

B. Complete the following sentences using the appropriate prepositions:

1. The sun rises —— the morning.
2. The shop is open —— all days.
3. I have not met her —— last week.
4. The boy walked —— the bridge.
5. There is a temple —— near the lake.

C. Complete the following sentences choosing the correct alternatives:

1. I my eyes.....from the horrible scene.
a) turned, away b) turned ,down
c) turns ,aside d) turned, up
2. He has all his friends since he became rich.
a) thrown back b) thrown out
c) thrown away d) thrown off
3. Rita a family of freedom fighters.
a) comes off b) comes of
c) comes by d) came about
4. Gandhiji nonviolence.
a) stood by b) stood for
c) stood at d) stood to
5. A committee was set up to the problem.
a) look on b) look upon
c) look into d) look out

Conjunctions:

Conjunction is a word used for joining other words, phrases or sentences. There are only a few common conjunctions, yet these words have many functions. They represent additions, explanations, ideas, exceptions, consequences and contrast. We often get confused while using conjunctions in different context. There are two types of conjunctions: Coordinating Conjunctions and Sub-ordinating Conjunctions.

Let us see the Coordinating Conjunctions:

Coordinating Conjunctions : The conjunctions that join different sentence elements of equal ranks i.e. nouns with nouns ,adverbs with adverbs ,phrases with phrases, clauses with clauses and sentences with sentences.

➤ And, but, or, so, yet are some important coordinating conjunctions.

Two- word coordinating conjunctions are called co-relative conjunctions.

For example : as well as, both — and, not only —but also.,

The Conjunctions- ‘and, ‘as well as, ‘ both—and’, ‘not only— but also’ are additive. They add one element to another in the sentence. For example:

1. Raman as well as Sahil went for a picnic.
2. He has the ability to plan and the courage to execute.
3. This is a good book and it should be reprinted.
4. He is tired and yet he is working. (and with yet shows contrast).
5. He was strong in both power and will.
6. Vivek is known not only for his wisdom but also for his goodness.

Some Coordinating conjunctions such as -‘but’, ‘although (though)—yet’, ‘still’ ‘while’, ‘where as ‘ are

adversative ,they express contrast or opposition in the given context. For example:

- He is rich but stingy.
- Although he is only eleven yet he talks like an elderly person.
- Jacob is a dull boy while/ whereas his sister is very active.
- He does not keep good health still (even then) he works hard.

Some Coordinating conjunctions such as ‘or’, ‘either— or’, ‘neither—nor’ ‘else/ otherwise’ are alternative because they express the idea of choice or alternative:

- What do you want to be, an engineer or a doctor?
- Either you or I should take the responsibility.
- Neither the bank nor the post offices are open today.
- You must leave the city else/ otherwise the police will arrest you.

Sub-ordinating Conjunctions:

Sub-ordinating conjunctions introduce either a noun clause or an adverb clause.

The conjunctions such as ‘that’, ‘if’/ ‘whether’ are used before a noun clause.

- I know that he is an honest man.
- She does not care whether he loves her or not.

The conjunctions such as ‘since’, ‘before’, ‘after’, ‘as soon as’ ‘till’, ‘while’ are used to highlight time element in adverb clause. We use ‘as’, ‘because’ to show reason similarly, ‘as if’, ‘if’, ‘unless’ are used to focus condition, ‘so—that’ is used to show result. For example:

- Two years have passed since my father died.

- The crops will die before the rains fall.
- As I entered the house I remembered my dead parents.
- I ran because the dacoits were following me.
- Unless you work hard you will fail.
- He is so strong that he could stop an engine.

Idioms and Phrases:

Idioms are the words / phrases / the turns of expressions which, from long usage, have become stereotyped in English. Idioms are found in every language. The special feature of idiom is that it is an expression in which words have a meaning slightly different from their original meaning.

For example- ‘to be in hot water’ doesn’t mean to fall into a tank of hot water but to be caught in a different or dangerous situation.

In modern English use of idioms and phrasal verbs (verb and preposition / adverb) are very common. Your knowledge of idioms and phrases is tested in many different ways in competitive examinations. Some of the common idioms in English are given here for your study. You should pay attention to the meaning of the idioms as well as the sentences illustrating them.

- Apple of one’s eye- someone loved deeply
Every child is an apple of its parent’s eyes.
- A bed of roses- an easy, comfortable situation
For him, life is not a bed of roses.
- To cry for the moon- to wish for something impossible
The hope of winning the lottery amounting to lakhs of rupees is simply crying for the moon.
- To dig the grave- to destroy
By taking the side of the criminal he dug the grave of his reputation.
- Bad blood- bitter relations

The riots have created bad blood between the two communities in India.

- The gift of the gab- art of speaking
Meena is not highly qualified but she has the gift of the gab.
- Cry over spilt milk- repent
Careless students often have to cry over spilt milk during the exams.
- To smell a rat- to be doubtful
He smelt a rat in the bargain his uncle made with him
- Herculean task- very difficult
It is a Herculean task to root out corruption in India.
- Bread and butter- source of income, livelihood
You must work hard to obtain your bread and butter.
- Queer fish- strange person
Jame's uncle is a queer fish.
- Palmy days- prosperous days
We still remember the palmy days of our life, when we got everything at ease.
- White elephant- anything with less utility and more expenditure
A car is obviously a white elephant for a clerk.
- A snake in the grass- a secret enemy
The country is always betrayed by the snakes in the grass.
- Part and parcel- inseparable part
Every Indian citizen living in India must regard himself as part and parcel of a large whole.
- A dare devil- fearless person
Only a dare devil can challenge the city mafia.

Also study idioms and phrases used in different texts, journals and newspapers to enrich your vocabulary and writing style. Proficiency in English is essential for successful career.

Therefore it is suggested you to read and listen to English regularly. Use dictionary for getting the literal and contextual meaning of the new words. Be confident and make positive impression in your group.

□□□

Task VIII

A. Complete the following sentences using appropriate conjunctions:

1. Call the monitor ——— the class representative.
2. Oranges were cheap ——— I bought two dozens.
3. Shut the door ——— open the window.
4. I have two goldfish ——— a cat.
5. I would like to thank you ——— the lovely gift.

B. Correct the following sentences identifying the error in the use of conjunctions if any:

1. Neither she or her brother knows me.
2. Not only he was injured but ruined.
3. I was on time so everyone else was late.
4. You have to be on time, however you will miss the train.

□□□

B) FOUR MINUTES THAT GET YOU HIRED

Connie Brown Glaser and Barbara Steinberg Smalley

Connie Glaser is an author, columnist and speaker. She is a world-class expert on leadership and communication. Connie's books have been translated into over a dozen languages and are among the most widely-read influential books on Leadership and Communications. Barbara Steinberg Smalley is a freelance writer and recipient of the international ATHENA award for her work with helping women reach their goals. Both Connie Brown Glaser and Barbara Steinberg Smalley have collaborated on a number of books about how to succeed in business.

The article, "Four Minutes That Get You Hired" is a self-help guide for the readers. First impressions are often lasting impressions. It takes only four minutes to make a lasting impression, positive or negative, at job interview. Also it indicates key tips for success in an interview.

The 28-year-old had spent six years working nights and going to college during the day. "I've always wanted to be a teacher," she says, "and I worked hard to earn my degree. When I finally graduated, I was very optimistic." She had her eye on a teaching position at an elementary school in a Boston suburb.

With the help of friends who teach at the school, she landed an interview with the principal. "I noticed a tiny run in my stockings that morning," she recalls. "I thought about changing, but I knew I'd be late if I did. By the time I got to the interview, the run stretched from my ankle to my knee. I walked in and immediately apologized for not looking my best. I spent the rest of the time trying to sit in a way that he couldn't see the run."

The would-be teacher didn't get the job. In fact, one of her friends told her the principal's only comment was, "If a person doesn't take the time to present her best image at an interview, what kind of teacher is she going to be?"

First impressions are often lasting impressions. Indeed, if you play your cards right, you can enjoy the benefits of what sociologists call the halo effect. This means that if you're viewed positively within the critical first four minutes, the person you've met will likely assume everything you do is positive.

Four minutes! Studies tell us that's the amount of time we have to make an impression on someone we've just met. And within a mere *10 seconds*, that person will begin to make judgements about our professionalism, social class, morals, and intelligence. People tend to focus on what they see (dress, eye contact, movement), on what they hear (how fast or slow we talk, our voice tone and volume), and on our actual words.

Bungle a first encounter, and in many cases the interviewer will mistakenly assume you have a slew of other negative traits. Worse, he or she may not take the time to give you a second chance.

Most employers believe that those who look as if they care about themselves are more likely to care about their jobs. We know "it's what's inside that counts," but research shows that physically attractive people are generally perceived by prospective employers as more intelligent, likable, and credible. Your goal should be to come across in the best possible light - attractive in the way you dress, in your gestures and facial expressions, and in your speech.

Here's how to make those crucial four minutes count:

Look your best. It signals success. Studies have linked clothing consciousness to higher self-esteem and job satisfaction.

And one study funded by the Clairol Corporation found that it pays, literally, to project a professional image. Judith Waters, a professor at Fairleigh Dickinson University in New Jersey, sent out identical resumes with either a “before” or an “after” photograph of hypothetical job candidates to more than 300 companies. (No company received both “before” and “after” photos of the same person.) Waters asked them to determine a starting salary for each “candidate.” The result? Salaries were 8 to 20 percent higher for those whose resumes had been accompanied by the photo with an upgraded image.

Yet many people fail to understand the importance of projecting a professional image. For example, a 32-year-old in Washington worked for ten years as an administrative assistant in a large accounting firm. When the office manager retired last year, she applied for the position. She wasn’t even granted an interview.

I thought it was an oversight, so I asked the director of personnel what happened,” she says. “He told I didn’t fit the image of an office manager. He suggested I revamp my wardrobe --- get rid of my neon-coloured skirts and dangling earrings --- before I applied again for another position. I was shocked. I do a great job, and the way I dress shouldn’t have any bearing. My clothes reflect my personal style.”

Forget about personal style. At work, your clothes must convey the message that you are competent, reliable, and authoritative.

Dress for the job you *want*, not the job you have. If you’re scheduled for an interview at a company you’ve never visited and aren’t sure what to wear, send for a copy of its annual report and study what the employees pictured are wearing, or drop by ahead of time to see how they dress.

Monitor your body language. How you move and gesture will greatly influence an interviewer’s first impression of you. In a landmark study of communications, psychologist Albert Mehrabian discovered that 7 percent of any message about our feelings and attitudes comes from the words we use, 38 percent from our voice, and a startling 55 percent from our facial expressions. In fact when our facial expressions or tone of voice conflicts with our words, the listener will typically put more weight on the nonverbal message.

Start your first encounter with a firm handshake. If the interviewer doesn’t initiate the gesture, offer your hand first. Whenever you have a choice of seats, select a chair beside his or her desk, as opposed to one across from it. That way there are no barriers between the two of you and the effect is somewhat less confrontational. If you must sit facing the desk, shift your chair slightly as you sit down, or angle your body in the chair so you’re not directly in front of your interviewer.

Monitor your body language to make sure you don’t seem too desperate for the job or too eager to please. When a 26-year-old telemarketing specialist in Athens, Georgia, applied for a promotion, her interview went so well she was offered a job on the spot. “I was ecstatic,” she recalls. “But I reacted to the offer with too much enthusiasm. Once the boss sensed how excited I was, he knew I wasn’t going to turn him down. Consequently, he offered me lower salary than I’d hoped for. I’m convinced I could have got more had I contained myself”

Keep a poker face in business situations. Audrey Nelson-Schneider, a communications consultant in Boulder, Colorado, says that inappropriate smiling is the most common example of a nonverbal behaviour that undercuts verbal messages --- making you appear weak and unassertive.

Good eye contact is also important. One study found that job applicants who make more eye contact are perceived as more alert, dependable, confident, and responsible.

Say what you mean. Your goal is to exude confidence and be believed. Clinch that favourable first impression by making your words consistent with your body language and appearance. If they aren't in sync, your mixed messages are bound to confuse your interviewer.

Open and close your conversation on a positive note. For example, if you've studied the company's annual report ---- and you should have! ---- consider remarking on any substantial progress the firm has made within the past year, or cite an area of company involvement that interests you. When you leave, summarize why you're the best candidate for the job and thank the person for his interest.

Use a person's name when talking. It's the best way to get ---- and keep ---- his or her attention. And avoid verbal clutter. As business consultant Marian Woodall puts it: "Poor communicators tend to talk in paragraphs. Successful communicators talk in short sentences."

Master the art of small talk. Most people who *appear* comfortable with strangers in social and business situations will tell you they've worked hard to look that way. Their advice? Read a weekly newsmagazine and at least one daily newspaper ---- especially the sports section ---- so you can hold your own in a conversation.

Ask questions. Too often when people meet, they feel awkward about what to say after the introductions.

Finally, there is the question of *how* you speak. Any voice coach will tell you that you can learn to sound more relaxed, more assertive, and more confident. One good technique is to

record your voice on tape. "As you play it back, be alert for voice tones that sound apologetic, tentative, meek, or imploring," recommends Norma Carr-Ruffino, a management and communication consultant.

In his book *You Are the Message: Secrets of the Master Communicators*, media consultant Roger Ailes suggests a voice-improvement exercise he calls "tape and ape." Get a cassette tape of a famous actor or actress reading a classic. Record yourself reading the same selection and compare your performance. "Your goal isn't to become a performer," says Ailes. "But when you hear good speech and attempt to emulate it, you will improve your voice."

As Christopher Lasch states in his book *The Culture of Narcissism*: "Nothing succeeds like the appearance of success." So take advantage of those crucial first four minutes. Look your best, move with confidence; speak with conviction ---- and the job you want can be yours.

Glossary and notes:

halo effect(ph)	: transfer of positive feeling or goodwill of one outstanding personality trait of a person to another person
bungle (n)	: an embarrassing mistake
prospective (adj)	: of or concerned with or related to the future
credible (adj)	: trustworthy, acceptable
hypothetical (adj)	: imagined or suggested but not necessarily real or true
revamp (v)	: renovate, redecorate
dangling (n)	: swinging, hanging
authoritative (adj)	: trustworthy, dependable
startling (adj)	: surprising, amazing
confrontational (adj)	: hostile, argumentative

desperate (adj)	: eager, hasty
ecstatic (adj)	: overjoyed
poker face (ph)	: an expressionless face
clinch (n)	: secure, win
substantial (adj)	: considerable, significant
clutter (n)	: chaos, confusion
emulate (v)	: imitate
conviction (n)	: confidence

I. Skimming and Scanning Questions:

A. Answer the following questions in one word/phrase/sentence each:

1. Why did the would-be-teacher apologize the principal?
2. What is halo effect?
3. What, according to the authors, is the foremost important thing in getting a job?
4. What exercise is suggested by Roger Ailes for voice improvement?
5. What do the authors suggest to do to clinch favourable first impression?

B. Rewrite the following sentences by choosing the correct alternatives from those given below them:

1. The candidate wanted to be a teacher at——— school in Boston suburb.
a) secondary b) a kindergarten
c) an elementary d) intermediate
2. Research shows that——— people are generally perceived as more intelligent.
a) educated b) silent
c) physically attractiv d)professional
3. According to Albert Mehrabian highest percentage of any message about our feelings and attitudes come from our ——.

- a) words b) voice
- c) bodily movements d) facial expressions
4. One should keep —— in business situations.
a) smiling face b) poker face
c) angry face d) joyous face
5. According to Audrey Nelson-Schneider —— undercuts your verbal messages.
a) too much enthusiasm b) poor communication
c) inappropriate smiling d) tall talks

II. Comprehension Questions:

A. Answer the following questions in 3-4 sentences each:

1. Why, according to the authors, the first four minutes are important?
2. Why did the would-be-teacher in the passage not get the desired job?
3. Why was the administrative officer not considered for the position of office manager?
4. What are the different steps suggested by the authors to make the interview successful?
5. Why do the authors suggest to forget your personal style at work place?
6. What do the authors say regarding the choice of seat at the time of interview?

B. Write short notes on the following in 7-8 sentences each:

1. Importance of projecting a professional image during the interview
2. Significance of non-verbal behavior at interview
3. Different means to improve verbal art
4. Tape and ape exercise
5. Views of the Authors about successful communication at interview

III. Vocabulary Exercises:

A. Complete the following table filling in the appropriate form of the given words:

Noun	Verb	Adjective	Adverb
person	-----	-----	-----
-----	comfort	-----	-----
-----	-----	professional	-----
-----	-----	-----	immediately
-----	-----	attractive	-----

B. Match the words in column A with their synonyms in column B.

A	B
positive	bright
position	favourable
intelligent	capable
competent	blessings
advantage	status

C. Match the words in column A with their antonyms in column B.

A	B
optimistic	detachment
improvement	amateur
tiny	pessimistic
involvement	impediment
professional	huge

MODULE IV

A. STORMY ARRIVAL IN SOUTH AFRICA

Mohandas Karamchand Gandhi

M.K. Gandhi was born in a Gujarati Hindu Modh Baniya family in Porbandar. He was the leader of India's non-violent independence movement against British rule. In South Africa he advocated for the civil rights of Indians. Indians called him the 'Father of the Nation'. He was one of the few men in history to fight simultaneously on moral, religious, political, social, economic and cultural fronts. During his time as a lawyer in South Africa he developed his strategy of non-violence: the idea of opposing unjust laws by non-violent protest. He authored *Hind Swaraj or Indian Home Rule* (1909), *Satyagraha in South Africa* (1924), *An Autobiography or The story of My Experiments with Truths* (1927), *India of My Dreams*, and *Village Swaraj*, etc.

The present extract is taken from his *An Autobiography* which shows 'To err is human and to forgive is divine'.

The two ships cast anchor in the port of Durban on or about the 18th of December. No passengers are allowed to land at any of the South African ports before being subjected to a thorough medical examination. If the ship has any passenger suffering from contagious disease, she has to undergo a period of quarantine. As there had been plague in Bombay when we set sail, we feared that we might have to go through a brief quarantine. The doctor came and examined us. He ordered a five days' quarantine because, in his opinion, plague germs took twenty-three days at the most to develop. Our ship was, therefore, ordered to be put in quarantine until the twenty-third day of our sailing from Bombay. But this quarantine order had more than health reasons behind it.

The white residents of Durban had been agitating for our repatriation, and the agitation was one of the reasons for the order. Dada Abdulla and Co. kept us regularly informed about the daily happenings in the town. The whites were holding monster meetings every day. On one side there was a handful of poor Indians and a few of their English friends, and on the other were ranged the white men, strong in arms, in numbers, in education and in wealth. They had also the backing of the State, for the Natal Government openly helped them.

We arranged all sorts of games on the ships for the entertainment of the passengers. I took part in the merriment, but my heart was in the combat that was going on in Durban. For I was the real target. There were two charges against me:

1. That whilst in India I had indulged in unmerited condemnation of the Natal whites;
2. That with a view to swamping Natal with Indians I had specially brought the two shiploads of passengers to settle there.

But I was absolutely innocent. I had induced no one to go to Natal. I did not know the passengers when they embarked. And with the exception of a couple of relatives, I did not know the name and address of even one of the hundreds of passengers on board. Neither had I said, whilst in India, a word about the whites in Natal that I had not already said in Natal itself. And I had ample evidence in support of all that I had said.

Thus the days dragged on their weary length.

At the end of twenty-three days the ships were permitted to enter the harbour, and orders permitting the passengers to land were passed.

So the ships were brought into the dock and the passengers began to go ashore. But Mr. Escombe, a member of the Cabinet, had sent word to the captain that, as the whites were

highly enraged against me and my life was in danger, my family and I should be advised to land at dusk, when the Port Superintendent, Mr. Tatum, would escort us home. The captain communicated the message to me, and I agreed to act accordingly. But scarcely half an hour after this, Mr. Laughton, a friend and advocate of the Indian community in Durban, came to the captain. He said: 'I would like to take Mr. Gandhi with me, should he have no objection. As the legal adviser of the Agent Company I tell you that you are not bound to carry out the message you have received from Mr. Escombe.' After this he came to me and said somewhat to this effect: 'If you are not afraid, I suggest that Mrs. Gandhi and the children should drive to Mr. Rustomji's house, whilst you and I follow them on foot. I do not at all like the idea of your entering the city like a thief in the night. I do not think there is any fear of anyone hurting you. Everything is quiet now. The whites have all dispersed. But in any case I am convinced that you ought not to enter the city stealthily.' I readily agreed. My wife and children drove safely to Mr. Rustomji's place. With the captain's permission I went ashore with Mr. Laughton. Mr. Rustomji's house was about two miles from the dock.

As soon as we landed, some youngsters recognized me and shouted 'Gandhi, Gandhi.' About half a dozen men rushed to the spot and joined in the shouting. Mr. Laughton feared that the crowd might swell and hailed a rickshaw. I had never liked the idea of being in a rickshaw. This was to be my first experience. But the youngsters would not let me get into it. They frightened the rickshaw boy out of his life, and he took to his heels. As we went ahead the crowd continued to swell, until it became impossible to proceed further. They first caught hold of Mr. Laughton and separated us. Then they pelted me with stones, brickbats and rotten eggs. Someone snatched away my turban, whilst others began to beat and kick me, I fainted and caught

hold of the front railings of a house and stood there to get my breath. But it was impossible. They came upon me boxing and beating. The wife of the Police Superintendent, who knew me, happened to be passing by. The brave lady came up, opened her umbrella though there was no sun then, and stood between the crowd and me. This checked the fury of the mob, as it was difficult for them to deliver blows on me without harming Mrs. Alexander.

Meanwhile an Indian youth who witnessed the incident had run to the police station. The Police Superintendent, Mr. Alexander, sent a few men to ring me round and take me safely to my destination. They arrived in time. The police station lay on our way. As we reached there, the Superintendent asked me to take refuge in the station, but I gratefully declined the offer. 'They are sure to quiet down when they realize their mistake,' I said. 'I have trust in their sense of fairness.' Escorted by the police, I arrived without further harm at Mr. Rustomji's place. I had bruises all over, but no wounds except in one place. Dr. Dadibarjor, the ship's doctor, who was on the spot, rendered the best possible help.

There was quiet inside, but outside the whites surrounded the house. Night was coming on, and the yelling crowd was shouting, 'We must have Gandhi.' The quick-sighted Police Superintendent was already there trying to keep the crowds under control, not by threats, but by humouring them. But he was not entirely free from anxiety. He sent me a message to this effect: 'If you would save your friend's house and property and also your family, you should escape from the house in disguise, as I suggest.'

As suggested by the Superintendent, I put on an Indian constable's uniform and wore on my head a Madras scarf, wrapped round a plate to serve as a helmet. Two detectives accompanied me, one of them disguised as an Indian merchant and with his

face painted to resemble that of an Indian. I forget the disguise of the other. We reached a neighbouring shop by a by-lane and, making our way through the gunny bags piled in the godown, escaped by the gate of the shop and made our way through the crowd to a carriage that had been kept for me at the end of the street. In this we drove off to the same police station where Mr. Alexander had offered me refuge a short time before, and I thanked him and the detective officers.

Whilst I had been thus affecting my escape, Mr. Alexander had kept the crowd amused by singing the tune:

'Hang old Gandhi!
On the sour apple tree.'

When he was informed of my safe arrival at the police station, he thus broke the news to the crowd: 'Well, your victim has made good his escape through a neighbouring shop. You had better go home now.' Some of them were angry, others laughed, some refused to believe the story.

'Well then,' said the Superintendent, 'if you do not believe me, you may appoint one or two representatives, whom I am ready to take inside the house. If they succeed in finding out Gandhi, I will gladly deliver him to you. But if they fail, you must disperse. I am sure that you have no intention of destroying Mr. Rustomji's house or of harming Mr. Gandhi's wife and children.'

The crowd sent their representatives to search the house. They soon returned with disappointing news, and the crowd broke up at last, most of them admiring the Superintendent's tactful handling of the situation, and a few fretting and fuming.

The late Mr. Chamberlain, who was then Secretary of State for the Colonies, cabled asking the Natal Government to prosecute my assailants. Mr. Escombe sent for me, expressed his regret for the injuries I had sustained, and said: 'Believe me, I

cannot feel happy over the least little injury done to your person. You had a right to accept Mr. Laughton's advice and to face the worst, but I am sure that, if you had considered my suggestion favourably, these sad occurrences would not have happened. If you can identify the assailants, I am prepared to arrest and prosecute them. Mr. Chamberlain also desires me to do so.'

To which I gave the following reply:

'I do not want to prosecute anyone. It is possible that I may be able to identify one or two of them, but what is the use of getting them punished? Besides, I do not hold the assailants to blame. They were given to understand that I had made exaggerated and damaging statements in India about the whites in Natal. If they believed these reports, it is no wonder that they were enraged. The leaders and, if you will permit me to say so, you are to blame. You could have guided the people properly, but you also believed Reuter and assumed that I must have indulged in exaggeration. I do not want to prosecute anyone. I am sure that, when the truth becomes known, they will be sorry for their conduct.'

'Would you mind giving me this in writing?' said Mr. Escombe. 'Because I shall have to cable to Mr. Chamberlain to that effect. I do not want you to make any statement in haste. You may, if you like, consult Mr. Laughton and your other friends, before you come to a final decision. I may confess, however, that, if you set aside the right of prosecuting your assailants, you will considerably help me in restoring quiet, besides increasing your own reputation.'

'Thank you,' said I. 'I need not consult anyone. I had made my decision in the matter before I came to you. It is my conviction that I should not prosecute the assailants, and I am prepared this moment to reduce my decision to writing.'

With this I gave him the necessary statement.

On the day of landing, a representation of the Natal Advertiser had come to interview me. He had asked me a number of questions, and in reply I had been able to refute every one of the charges that had been leveled against me.

This interview and my refusal to prosecute the assailants produced such a profound impression that the Europeans of Durban were ashamed of their conduct. The press declared me to be innocent and condemned the mob. Thus the lynching ultimately proved to be a blessing for me, that is, for the cause. It increased the prestige of the Indian community in South Africa and made my work easier. In three or four days I went to my house, and it was not long before I settled down again.

Glossary and Notes :

contagious (adv)	: infectious
agitate (v)	: distemper, stimulate
country combat (n)	: confrontation, battle
swamping (adj)	: drenching, sopping
induce (v)	: motivate, propel
embark (v)	: launch, strike up
ashore (n)	: shoreward
enrage (v)	: infuriate, anger
dusk (n)	: nightfall, darkness
stealthily (adv)	: secretly
swell (v)	: increase, rise
hailed (v)	: welcomed
pelted (v)	: threw
bruises (n)	: injuries
gunny bags (n)	: matting

fretting (adj)	: irritative
fuming (adj)	: smoking
assailants (n)	: invader, aggressor
refute (v)	: disprove
lynching (v)	: mangle, attacking

I. Skimming and Scanning questions:

A. Answer the following questions in one word/ phrase / sentence each:

- How many ships did anchor in the port of Durban?
- What is needed for the passengers to land at any of the South African ports?
- Who had been agitating for repatriation of Indians?
- Who was the real target in Durban?
- How many days were needed for taking permission to enter the harbour?
- What is the name of a member of Cabinet?
- Who escorted M.K. Gandhi and his family home?
- Which idea did M.K. Gandhi not like?
- What is the tune sung for the crowd by Mr. Alexander?

B. Complete the following sentences using the correct alternative from the ones given below them:

- The two ships cast anchor in the port of Durban on or about the
a) 15th of December b) 18th of December 18, 2018
c) 1st of January d) 15th of February
- There had been.....in Bombay when Gandhi set sail.
a) Malaria b) Cholera
c) Plague d) Jaundice

- Plague germs took.....days at the most to develop.
a) thirteen b) twenty-three
c) thirty-three d) forty three.
- was a friend and advocate of the Indian community in Durban.
a) Mr. Laughtor b) Mr. Escombe
c) Mr. Alexander d) Mr. Chamberlian
-house was about two miles from the dock.
a) Mr. Alenxander's b) Mr. Escombe's
c) Mr. Rustomji's d) Dr.Dadibarjor's

II. Comprehension Questions:

A. answers the following questions in 3-4 sentences each:

- What are the charges against Gandhi?
- How did Gandhi escape from the house in disguise?
- How did Mr. Escombe express his regret for the injuries to Gandhiji?
- Why did Gandhiji not want to punish to assailants?

B. Write short-notes on the following in 7-8 sentences each :

- Reactions of the crowd towards Gandhi's arrival.
- The decision of court and its impact

III. Vocabulary Exercises:

A. Complete the following table filling in the appropriate from the given words:

Noun	Verb	Adjective	Adverb
agitation	-----	-----	-----
-----	-----	-----	Stealthily
prosecution	-----	-----	-----
-----	-----	identity	-----
-----	sustain	-----	-----

IV. Writing activity:

Write a paragraph about your 'Ideal National Hero.'

□□□

B) THE ROAD NOT TAKEN

Robert Frost

Robert Lee Frost (March 26, 1874 to January 29, 1963) is a prominent poet of America. He is well known for his realistic depictions of rural life. He wrote poems in colloquial language. Frost wrote about the early twentieth century life in America, focusing on the complex, social and philosophical themes. He wrote more than 10 books, collection of poems, four dramas and seven prose works and many more collection of letters.

The present poem, 'The Road not Taken' was published in *Mountain Interval*, a third collection of poems (1916). The present lyric is about the feelings and emotions of the poet rather than telling a story or presenting a witty observation.

.....

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!

Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I -
I took the one less traveled by,
And that has made all the difference.

Glossary and Notes:

diverged (v) : split off into two directions
undergrowth (v) : plants and shrubs growing under the big trees
wanted wear (v) : the road lacked use or wear
trodden (v) : crushed down by being walked on

I. Skimming and Scanning questions:

1. Answer the following questions in one word/one phrase / one sentence each.:

1. Where does the traveler find himself?
2. Where did the roads diverge?
3. What problem does the traveler face?
4. Why does the poet stand for long?
5. Why was the poet in dilemma?
6. Why was the traveler feeling sorry?
7. What is the difference between the two roads in "The Road Not Taken"?
8. Which road does the poet choose?
9. Why did the poet leave the first road?
10. Why did the poet take the other road?
11. Does the speaker seem happy about his decision?
12. What does "yellow wood" stand for?
13. What does the term "road" stand for?

B. Complete the following sentences using the correct alternatives from the ones given below them:

1. The poem, 'The Road not Taken' is about the _____ that one makes in life.
a) destination b) decision
c) profession d) path
2. The narrator stood at the intersection of _____.
a) crossroad b) two roads
c) curve d) forest
3. According to the narrator, the two roads looked _____.
a) about the same b) very different
c) stony and thorny d) smooth and pleasant
4. The narrator took the road _____.
a) to the right b) to the left
c) the one less travelled on d) the most familiar
5. The two roads in the poem symbolize _____.
a) the journey of life b) moving to new home
c) choosing between good and evil d) life and death

II. Comprehension Questions:

A. Answers the following questions in 3-4 sentences each:

1. What did the poet discover while travelling on the other road?
2. Describe the two roads that the poet finds.
3. Which road does the speaker choose?
4. What do the roads represent in the poem?
5. What message does the 'The Road Not Taken' convey us?

B. Write short-notes on the following in 7-8 sentences each:

1. Symbols in 'The Road Not Taken'.
2. Theme of 'The Road Not Taken'.

III. Vocabulary Exercises:

A. Complete the following table filling in the appropriate form of the given words:

Noun	Verb	Adjective	Adverb
----	diverge	----	----
fair	----	----	----
----	----	----	equally
----	tread	----	----
----	----	knowing	----

IV. Writing activity:

Write a paragraph on 'My goal in life'.

□□□

**SEMESTER IV
(PAPER D)**

MODULE V

A) E - COMMUNICATION

Communication is a process of transferring information, ideas, suggestions, orders, requests, feelings, plans, messages, grievances, etc. from one person to another or many, or from one group to another. There are different modes of communication. In ancient times, communication was done through messengers. Then there was the birth of Post Offices. However, with the advancement in science and technology and the spread of internet all over the World, there emerged E-Communication. In this unit, you will learn about e-mail communication, e-mail discussion groups, e-mail pals and blogs.

Electronic Communication or E-communication is a term used for communication by means of electronic media. In E-Communication advanced techniques such as computer modems, facsimile machines, voice mail, electronic mail, teleconferencing, video cassettes or private television networks are used. It is an easy and fast way to communicate with a person or group. There are various advantages of E-Communication like speedy transfer of messages, wide coverage, managing global access, exchange of feedback, reasonable cost, etc. Let us study some of the means and ways of E-Communication and their uses.

I. Electronic Mail or Email:

Electronic Mail or 'email/e-mail' is one of the most popular ways of communication using internet. It is delivered through electronic means and being transmitted electronically. Through e-mail one can send written messages both textual and non-textual, information, pictures and files. The messages sent and received by email can be stored and organized according to our needs. It is eco-friendly, as it reduces the use of papers.

1.1 Format of E-mail : *See the fig.*

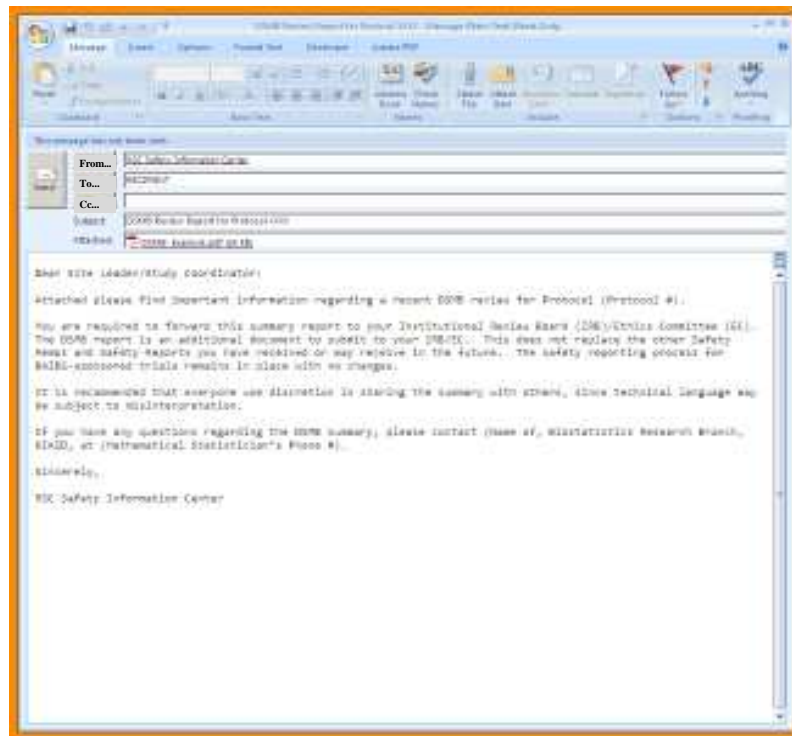


Fig. 1

The most essential thing in email communication is email address. Email address includes three-part format: `userid@host.domain`. The `userid` is the name of the user, `@` [at] sign follow account name, the host of the email account (e.g. Gmail, Hotmail, Yahoo, etc.) and the domain (e.g. `.com`, `.in`, `.org` , `net`, etc.)

Let's see the format of email in Figure 1. The caption 'From' is sender's email address and is at the top. 'To' is for the receiver's email address. 'Cc' (Carbon Copy) denotes the email address of the persons when you are to send the same mail to more than one person. By using this option you can send the

same mail to many persons you would like to send. There is another option Bcc which means add 'Blind Carbon Copy'. Bcc allows the sender of the message to conceal the person entered in the Bcc:field from the other recipients.

1.2 Subject Line:

The Subject Line of the email is as important as the actual message. It should be appropriate, short, concise, specific and clear. It gives a kind of hint or sign for your message. When people receive a number of messages, a catchy and meaningful Subject Line will attract and enable the receiver to see the mail. When you try to send an email without subject you might have seen automatically generated reminder 'Would you like your message to be sent without a subject?' This itself defines the importance of Subject Line. Generally the key words of the message are written in the Subject Line. Don't write Subject Line using all the capital letters. Here are a few examples of writing Subject Line:

- Request for Information about Submission of Examination Forms
- Enquiring about Value Added Courses started by the University
- Schedule for the Oct. /Nov. Examination
- Regarding organization of Youth Festival
- Invitation for Birthday Party
- Tour Programme to South India

Keep in mind that the proper Subject Line will help the recipient of the email in understanding the content properly.

1.3 Beginning and Ending emails:

Begin your email always with a proper salutation or greeting. It should be written taking into consideration whether the email is formal or informal. While writing informal or formal emails, use the proper beginning and ending.

	<i>Formal email</i>	<i>Informal email</i>
<i>Beginning email</i>	1. <i>Respected Sir/Madam,</i> 2. <i>Dear Mr.Patil,</i> 3. <i>Hello Sir/Madam,</i> 4. <i>To whom it may concern,</i>	1. <i>Hi, Tejswini,</i> 2. <i>Hi, Dear sweet sis,</i> 3. <i>Hello Baba,</i> 1. <i>Regards.</i> 2. <i>Cheers!</i>
<i>Ending email</i>	1. <i>Yours faithfully,</i> 2. <i>Yours sincerely,</i> 3. <i>Yours truly, / Truly yours,</i>	3. <i>See you again.</i> 4. <i>Bye Bye!</i> 5. <i>Yours only,</i> 6. <i>Yours lovely,</i>

Unlike ‘Complimentary Close’ in letter writing, the ending of email should be at the left side only. It is a customary style. Also new paragraph is started without leaving space. Formal emails can be ended with the mention of your name, address or designation. In the informal emails there is no need of such details, you can just write your name.

1.4 Informal and Formal Email Writing:

Now-a-days most formal and informal communication is carried out through emails. You can send message to your friends, relatives, acquaintances or send your business affairs or other official messages through email. On the basis of content and purpose e-mails are divided into two types — informal and formal mails.

Informal E - mails:

The emails written to friends, relatives, colleagues, and dealing with informal subject matters can be considered as informal emails. Such emails typically have personal conversations with friends or family members or acquaintances.

You can write informal emails for: Invitation for birthday, wedding ceremony, thanking someone for some favour done, accepting or refusing invitation, greeting, apologizing, etc...And so on.

See the following email inviting a friend to the Birthday Party:

From: rutuja12@gmail.com
To : risha11@gmail.com
Cc:
Subject: Invitation for Birthday Party
Hi Risha,
It's my birthday tomorrow. We have arranged a party at home at 6 in the evening. All our friends are coming. I want to invite you. Will be waiting eagerly and keep in mind no excuses. We shall enjoy a lot.
See you tomorrow.
Yours,
Rutu

Suppose you are unable to attend the programme, see how to send email refusing invitation:

From : risha09@rediffmail.com
To: rutuja12@gmail.com
Cc:
Subject: Inability to attend the Party
Hi Rutu,
Thank you so much for inviting me to the b. d. celebration. But dear, I'm extremely sorry ...can't attend... appointment with dentist, U know. Extremely sorry for my inability to attend. Definitely we shall meet next week and enjoy a lot. What if we plan for a picnic? Happy b.d. in advance!
Yours sincerely,
Risha

You can send informal emails congratulating someone, enquiring about health, sending greetings, etc. See the language used in the emails above. In informal emails, people often make use of abbreviations such as: *b.d.* – *birthday*, *CU* – *see you*, *U*: *you*, *BTW* – *By the Way*, *WBW* — *with best wishes*, *B4* – *Before*, etc.

You can also make use of contractions like I'm, can't, etc. The accuracy and grammatical correctness is not strictly observed in informal emails. The style of informal emails is generally friendly, with the use of emotive words, crippled spellings, jargons and acronyms.

Formal E-mails:

For business correspondence, you write formal e-mails. You write formal e-mails to college, bank, administrative office, bookshops, hotel for booking rooms, corporation, etc.. 'Salutation' and 'Complimentary Close' as we have already discussed should have formal tone like 'Hello Sir', 'Respected Mr. Jones' and 'Yours faithfully', etc. Accuracy and grammatical correctness should be observed. Care should be taken of punctuation marks, passive construction, etc. Here you have to use formal salutations and state your requirement precisely. There are various types of formal emails. Let us see some types:

1. Request for Something:

From : sagargaikwad@rediffmail.com

To : jaywantcollege10@gmail.com

Subject : Request for Bonafide Certificate

Respected Sir,

I am Sagar Gaikwad studying in B. A. III in your college. Sir, I have applied for a job, so I need Bonafide certificate. I request you to issue me the certificate. Could you please

intimate me when shall I come to the college office to collect the certificate? I will be grateful to you if you provide me the certificate in time.

Thanking You.
Yours faithfully,
Sagar Gaikwad
B. A. III

2. Complaint Emails:

There may be some occasions when you complain about something. You can send emails complaining about unavailability of results, irregular water supply, damaged roads, non-delivery of specific orders, etc. Study the example given below :

From : suoberoi10@gmail.com
To: internationalbooks@gmail.com
Cc :
Subject : Supply of Books

Dear Sir,

I had placed an order with you for a book on 15th of this month. The parcel containing the book sent by you is damaged and I am afraid the book inside it must have been damaged too. Hence, I would appreciate it if you would replace the book as early as possible.

Yours faithfully,
S. U. Oberoi
Pune

You can send email for informing something like organization of meeting, schedule of programmes, schemes, etc.

Do You Know This?

In the corporate world, email is an effective means to advertise your product. There are some specific types of e-mails sent to the subscriber for advertising or intimating about the product. See some of these types:

1. **Newsletters E-mail** : It is a popular type of mail since it is a powerful marketing tool. It always contains upcoming events, updates, offers, etc of the companies.
2. **Lead Nurturing E-mails** : These types of emails contain typically series of related emails that are sent over a period of several days or weeks.
3. **Transactional E-mails** : This type of email is useful for e-commerce where you can easily send transactional e-mails such as receipts and confirmations.

There are many other types of e-mails which can be included in the list.

TASK I

Write the following emails. Imagine the necessary details like email address, etc.

1. **Write an email congratulating your friend who has won State Level Elocution Competition.**
2. **Your uncle is ill and has been admitted to hospital. Write an email enquiring about his health.**
3. **Write an email to the university office requesting to send you the prospectus of Vocational Courses offered by it.**
4. **Write an email to Municipal Corporation complaining about the irregular water supply in your town.**

□□□

II. E-mail Discussion Groups:

Computer-mediated communication (CMC) is getting popular day-by-day. There are various ways to use computer mediated communication. E-mail Discussion Group also known as email discussion forum, internet groups, mailing lists or listserv is a type of group that avails online environment for providing, sharing, exchanging, commenting, discussing on a certain topic within the group by using email. This group is made up of people anywhere in the world who agree to communicate on a certain topic using email or internet.

You are already familiar with WhatsApp group or Facebook groups. Similarly, you can subscribe for, join or create an E-mail Discussion Group. For this, you must have your email Id. You can use Google Groups to create an online email discussion group. Once you sign in to Google Groups, at the top left, you will come across the option Create Group. Click it and enter information and choose settings for the group and again click on the option 'Create'. You can select your group type like Email list or discussion group by signing in to Google Groups. There if you click on the option Choose a group, at the top right you will come across the option 'Manage'. Then you can select group type and can choose email list between other options like Web forum, Q&A forum. Mailing Lists provide a convenient means of message distribution giving a clear idea of purpose of the discussion group. A moderated mailing list includes selection for certain control, attachment, transmission, etc.

Email discussion groups can be effectively used for teaching - learning process (pedagogical use). These discussion groups can provide a useful dialogue between teacher (instructor) and students for collaborative activities like subject content discussion, unit tests, online discussion among students on the topics or syllabus, project, etc.

See Fig 2 displaying the format of Email Discussion Group:

The screenshot shows the Google Groups 'Create' page. At the top, there's a search bar and a 'Groups' header with 'Create' and 'Cancel' buttons. The main form includes:

- Group name:** A text input field.
- Group email address:** A text input field with a dropdown menu showing '@ googlegroups.com'.
- Group description:** A large text area.
- Group's primary language:** A dropdown menu with 'English (United Kingdom)' selected.
- Group type:** A section with a description of group types and a 'Select a group type' dropdown menu. Below it, a blue box highlights 'An email list allows users to post from the web or by email. This is a mailing list group.'
- Basic permissions:** A section with three rows:
 - View Topics:** A dropdown menu with 'Select group of users' and a checked box for 'All members of the group'.
 - Post:** A dropdown menu with 'Select group of users' and a checked box for 'All members of the group'.
 - Join the group:** A dropdown menu with 'Select who can join' and a checked box for 'Anyone can join'.

Fig. 2

III. Email Pals :

You might be familiar with the concept of pen friends. Pen friend is a kind of friendship developed by exchanging letters with other person/s especially someone in a foreign country whom one has never met. In the same way, E-mail pals or e-pals is a modern variation to pen friends where one can develop

friendship with a person, especially living abroad and whom you have never seen, by exchanging emails. E-pals can be local or from very far away. The main goal of E-pals is to share ones' culture, tradition, nature, habits, feelings, information, etc. Email pals can include persons of all age, any nationality or culture. E-mail pals can be used as an effective medium to develop language competency.

Here is an example of 'email pal':

Dear Martin,

My name is Rahul and I am 22 years old doing my graduation in a college. I found your email Id in a conference for UG students and learnt that you are interested in developing email pals. I think that being in contact with each other we shall share our views about educational system, language, country, culture, etc.

I wish to complete my graduation in English. Have you completed graduation? If yes, in which field? Let me know what you think. We shall keep ourselves in contact by writing regularly.

Hope to hear from you soon!

Rahul

IV. Blogs:

Blog is a 'blend' of the original word weblog. A Blog is a website, usually maintained by an individual or group with regular entries publishing various contents like text, images, music, videos, description of events or other events. It is a form

of online publishing communication and expression that has gained significant popularity since its emergence in the last decade of 20th century. The entries on a Blog are commonly displayed in reverse chronological order i.e. the latest Blogs are displayed first. Blogs can be called an online diary useful for keeping records. The general format of blog is as follows:

HEADER	
Main navigation & search MAIN CONTENT (Posts, pages, etc.)	SIDE BAR Subscription options, features content & social media.
FOOTER Repeat subscription, options & links, disclaimer, private policy	

There are many free and payable Blog sites such as Word Press, Blogger and Type Pad available online. You can create your Blog with the help of Google App ‘Blogger’. Once you register user name and password on the admin page in the software, you will come across forms where you can add content for your blog. There is also provision of style templates to decorate your blog. Generally blog posts include Title Text, Tags/ Categories, Author, Time of publication and URL.

There is a difference between Blog, Blogger and Blogging. A Blogger is a person who writes (publishes) and controls Blogs while blogging is an activity to run and control Blog. It includes the process of writing, posting, linking and sharing content.

There are various types of blogs which can be differentiated according to the content of their text. e.g. Personal, Business, Professional Blogs, etc. Let us see some examples:

Personal Blogs:

Blogs are highly variable forms of self-expression. Personal Blogs can be considered as online diary or commentary or expression written by an individual instead of a group. You might have seen the Blog Posts of celebrities, political leaders, etc. The individuals build an online reputation by communicating with audience or fans through their Personal Blogs.

The style of Blog Post is informal. The language is informal with speech like entries like “you know,” “damn it!”, etc. Personal Blogs are characterized by short paragraphs, sentence fragments; use of emotive words and interjections, deictic expressions, use of first person pronouns, an address to reader, place, use of questions, etc. The content of Personal Blog Post can be of variable subjects like personal emotions, comments, information on something, description of an event, etc.

Here is an example of heart-touching Blog Post written by Amitabh Bachchan on his wife Jaya Bachchan’s birthday:

“At the stroke of the midnight hour the greetings and wishes and calls and the feeding of sweetmeats; the gifting of love and togetherness and the welcoming of the lady on her 70th! She be wife and Mother ... and she be with her ‘progress report’.

Feelings and love delivered... writings of occasion hand written on card... the gratitude of the special day and spending the time with all about.

Reminiscing...

Study another example of Personal Blog:

Celebrating birthday without family ...well, it is my first birthday away from the family and abroad, a little bit nervous.... It was interesting too. But do you know a new pleasurable experience..? When I woke up the first thing I did I... texted sis because she was born on the same day. We twins, I received calls from Aai, Baba, grandmother & bro, relatives, friends throughout the day...! I went to have my breakfast with friends here and what a pleasant surprise... my favorite dish... after all ...birthday boy! The day full of busy schedule. Forget birthday in work load.

I received a parcel sent by my Aai & Baba... I opened it and wow...! photo album – my photographs... snapped at various moments – my first snap quickly after birth, as a baby, schoolboy in uniform, picnic pics and pillow fighting with bro & sis & so & so & so on....

My own life in front of me... the gift I will never forget ...the moment being at home. In the evening friends came & asked me to go out. In the garden... a grand celebration ...a waiting me! Party for me! Very rare moment...

Thank you Aai, Baba, & my friends to make my birthday very special.

Professional Blogs:

Blogs can be posted by a company or employers of the firm. These Blogs are the parts of the employment or company. Such blogs are called as Professional Blogs. Professional Blog creates an interaction between bloggers and readers, establishing social relations. It is less personal and more goals-oriented.

The Professional Blogs unlike Personal Blogs are content oriented. The content to be shared is informative; data based creating a kind of connection with the readers. Professional Blog

Posts include headline, categories, publication on blogging, etc. The subject matter varies from advertisements to reviews, including recommendations, opinions, etc. The personal pronouns like you, we...are used for the company.

Here is an example of Professional Blog:

Inquiry-Based learning for college students

What is student-centric approach in Teaching-Learning process? One of the ways is 'Inquiry-based learning'. "It is an approach that emphasizes students' role in the learning process". Rather than the teacher teaching the students what they need to know, students are encouraged to explore the material, ask questions and share ideas according to their need.

It includes small-group discussion, guided learning, multitasking programmes, projects, etc. The main goal of the inquiry-based learning is the desire to increase students' engagement. There are some pros and some cons.

*Advantages of Inquiry-Based Learning:

1. Greater Interest on the part of the students
2. Students are motivated to find solution to problems.
3. As students work in groups, it helps to enhance team spirit.
4. This type of learning leads to greater long-term knowledge.

* Disadvantages of Inquiry-Based Learning:

1. No benchmarking for testing.
2. It prevents teachers to prepare teaching plan properly.

Here is another example of Professional Blog post:

9 Habits of successful students

When it comes to having a successful college experience, the path of every student will be different. What works well for one student, may not work for another. But by following a few basic core principles, you can set yourself.

These are punctuality in study, problem solving skill, curiosity, social awareness, research aptitude, patience, teamwork spirit, polite nature, readability, etc.

Professional Blogs can be created and written on a variety of topics including college life, various activities, library, syllabi, fashion, etc. In addition to it, you can post Professional Blogs on environmental issues, current affairs, celebrations, etc.



Task II

1. Create an email discussion group of your class.
2. Write an email to your friend living abroad regarding developing email pal.
3. Write a mail to your e-pal describing the various activities organized in your college.
4. Suppose you won a State Level Essay Competition. Write a Personal Blog about it. Imagine the necessary details.
5. Suppose you participated in a N.S.S residential camp for 10 days. Write a Personal Blog describing your experience there.
6. As a librarian of the college library, write a Professional Blog explaining to the students the importance of college library. Imagine the necessary details.

Exercise:

1. Write an email to your friend requesting him to join you for one day picnic.
2. Write an email to a hotel requesting to book two rooms for two days for your family.
3. Write a Blog Post about your participation in Youth Festival and winning first prize.
4. Suppose you are an employee of a car company. Write Professional Blog describing the features of a newly launched car.

□□□

B) BREATHING SPACES

Rana Nayar

Professor Rana Nayar (born 1957) is a translator of poems and short fiction from Punjabi to English. He is also, a budding Indian poet of great promise. He worked as a lecturer in the faculty of English at Punjab University, Chandigarh. He translated two of Gurdial Singh's novels, *Night of the Half-moon* and *Parsa*. He has more than forty volumes of poetry and translation works to his credit. He is also a theatre artist and has participated in a number of full-length productions. His first collection of poems *Breathing Spaces* has received critical appreciations in Indian literary circle. In 2007, he won Sahitya Akademi's 'Indian Literature Golden Jubilee Literary Translation Prize' for Poetry.

In the present poem, the poet beautifully evokes the touching memories of childhood and feels happy that he still carries part of it in his heart.

A road
from my heart
curls back to a village
Where an old peepul tree
stands guard
against the termites of time
In broad daylight
shades a sun-tanned child
And at night
ghosts of memory
dance in the hollow
A canopy stretched over a broken well

Cloying intensity of a mother's love
sometimes oozing
sometimes dripping
sometimes flowing into an onward stream
rushes through the green fields
Well-bounded
by a red-brick wall
Flushed with the anger
of a stern father
I could not stay rooted
like the peepul tree
and moved away
Leaving the green fields behind
the red-brick wall
a mere stain on my conscience
But I carried a little garden
In my heart
Where a white-rose blooms
by mid-night
When breathing spaces die
on the edge of my gas-chamber.

Glossary and Notes:

sun-tanned (v)	: Sunburn
stain (n)	: blur, blot
termites of time	: termites are insects found chiefly in tropical
canopy (n)	: overhanging cover
cloying (adj)	: feeling unpleasant as a result of excess
ooz (v)	: pass slowly through small openings
drip (v)	: fall in drops

flushed (v) : reddened, become red
gas chamber (n) : a room used for the execution of
prisoners by means of a poisonous gas

I. Skimming and Scanning questions:

A. Answer the following questions in one word/ phrase / sentence each:

1. Which road does the poet refer to in line one?
2. What do the images, 'the green fields' and 'a red brick wall' suggest?
3. What stain does the poet carry on his conscience?
4. What does the poet mean by 'a little garden'?
5. What does 'a white-rose stand for'?
6. How do the last two lines suggest the present plight of the poet?

B. Complete the following sentences using the correct alternatives from the ones given below them:

1.stands as a guard against the termites of time.
a) an old mango tree b) an old peepul tree
c) an old banyan tree d) an old neem tree
2. At night ghosts of memory.....in the hollow.
a) walk b) run
c) dance d) stand
3. The poet feels intensity of a.....love.
a) father's b) brother's
c) mother's d) sister's

4.blossoms in the heart of the poet.
a) a white-rose b) a red-rose
c) a lotus d) tulip

II. Comprehension Questions:

A. Write answers to the following questions in 3-4 sentences each:

1. What aspects of Indian life do you find in the poem?
2. What general impressions do you get about the poet's mother and father?
3. What must have compelled the poet to move away?
4. Why is the poem called, 'Breathing Spaces'?

B. Write short-notes on the following in 7-8 sentences each:

1. The central idea of the poem
2. Nostalgic mood in the poem

III. Vocabulary Exercises:

A. Give antonyms of the following words:

back, old, broad, daylight, night, canopy

B. Give synonyms of the following words:

cloying, oozing, stream, flushed, stern, stain

IV. Writing activity:

Write a paragraph on 'My Childhood Days'.

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Module VI

A) ENGLISH FOR COMPETITIVE EXAMINATIONS-II

The competitive examinations are conducted to evaluate the knowledge and skills of person. The syllabi of almost all competitive examinations are more or less same. The comprehension of English language is tested through objective-type questions based on grammar and comprehensive writing. The present unit focuses on a certain grammatical and comprehensive elements in the context of competitive examinations. Of course, to consider all components of English grammar of competitive examinations in the present unit is fairly difficult. Hence, the present unit focuses on a certain constituents like transformation of sentences, precis writing and essay writing. The aim of this unit is to help you to study and learn language skills for Competitive Examinations.

Transformation of Sentences:

‘Transform’ means to change from one form into another. Transformation of sentence is a grammatical process in which the sentence is transformed from one form into another form without changing its meaning. Transformation of sentence comprises the different types of changes. However, some essential types of transformation have been considered in the present unit. They are as follows:

- Changing the Simple, Compound and Complex sentences into the other two forms of sentences respectively.
- Affirmative into negative

Let us see the above different types of sentences in detail:

- **Changing the Simple, Compound and Complex sentences into the other two forms of sentence:**

In English, there are mainly three types of sentences:

a) Simple sentence b) Compound sentence c) Complex sentence

- **Simple sentence :**

When there is only one finite verb in a sentence, it is considered as simple sentence. Finite verb means a verb which has a connotation of tense and there is subject-verb agreement. A simple sentence has just one clause. We can change a simple sentence into a compound sentence or a complex sentence. Study the examples given below:

- Siddhartha plays cricket every evening.
- Tejaswini talks very fast.

In the above examples, each sentence has only one independent clause and a finite verb. Therefore they are simple sentences. Such types of simple sentences can be changed into a compound or complex sentences.

- **Compound sentence:**

A compound sentence has more than one main clause. It consists of two or more independent clauses. The clauses of a compound sentence are joined together by coordinating conjunctions. Such sentences have two finite verbs and two subjects. Study the examples given below:

- Buy two shirts and get one free.
- I tried to speak English, and my friend tried to speak Hindi.

In the above examples, each sentence has two independent clauses joined together by coordinating conjunctions and finite verbs. Therefore, they are compound sentences.

- **Complex sentence:**

Complex sentence consists of at least one main clause and one subordinate clause. Both the clauses have finite verbs and they are connected by subordinating conjunction. Study the following examples:

- The students are studying because they have a test tomorrow.
- He worked hard that he might pass the examination.

In the above examples, 'The students are studying' and 'He worked hard' are main clauses; and 'because they have a test tomorrow' and 'that he might pass the examination' are subordinate clauses.

Combination of Simple Sentences into a single Simple Sentence:

To avoid the repetition and monotonous impression, different simple sentences are combined in a single simple sentence. To combine such different simple sentences, we have to follow some basic changes.

- When two simple sentences have the similar subject, use of participle is accepted for transforming them into a single simple sentence.

For example:

Rahul was tired of work. He decided to watch television.

- Tired of work, Rahul decided to watch television.

OR

Having tired of work, Rahul decided to watch television.

- When the information about the subject of first simple sentence is stated in a second sentence, it is combined in a single sentence by placing a comma after a subject.

For example:

Her sister died yesterday. She was a great doctor.

- Her sister, a great doctor died yesterday.

By adding a preposition with a noun or gerund, two different simple sentences are combined in a single sentence.

For example:

His wife heard the news. Her joy knew no bounds.

- On hearing the news, his wife's joy knew no bounds.

Two different simple sentences can be combined in a single sentence by using an infinitive verb.

For example:

She is very poor. She can't educate her son.

- She is too poor to educate her son.

Transforming Simple Sentences into Compound or Complex Sentences:

- While transforming simple sentences into a compound sentence, we have to use coordinating conjunctions like and/ but/or/and/so/. We also have to maintain the meaning of given sentence.

For example:

Sumit is a poor boy. He is a clever boy.

- Sumit is a poor but he is a clever boy.

Deepika is interested in English. Her friend is interested in Hindi.

- Deepika is interested in English and her friend in Hindi.

Similarly, while transforming simple sentence into complex sentence, we have to use subordinating conjunctions like though/since/as/when/ or a relative pronoun. Here also we have to maintain the meaning of given sentence.

For example:

Alka sings a song. Her brother plays a piano.

- Alka sings a song, whereas her brother plays a piano.

My friend is Harun. He lives in Pune.

- My friend is Harun who lives in Pune.

Affirmative into negative:

While transforming affirmative sentences into negative sentences, certain rules have to be considered. These rules are given below:

Rules of transforming affirmative into negative sentences:

- Sentence with 'only/alone', changes into 'none but/nothing

but/not more than/not less than’.

Examples:

- Affirmative : A brave man alone can do this.
Negative : None but a brave man can do this.
- Affirmative : She needs a pen only.
Negative : She needs nothing but a pen.
- Affirmative : They need bread only.
Negative : They don’t need more than bread.
- **‘Must/have to/can’ turns into ‘cannot but’:**

Example:

Affirmative : You must study hard.

Negative : You cannot but study hard.

- **‘And/both’ becomes ‘not only ... but also’:**

Example:

Affirmative : I bought cell phone and memory card.

Negative : I bought not only cell phone but also memory card.

- **‘Every’ becomes ‘there is no ... but’:**

Example:

Affirmative : Every mother loves her child.

Negative : There is no mother but loves her child.

- **‘Always’ in affirmative becomes ‘never + opposite word’ in negative statements:**

Example:

Affirmative : She is always against of smoking.

Negative : She is never in favour of smoking.

- **Many affirmative sentences can be changed into negative by using negative word ‘Not’ and an ‘opposite word’ of the verb:**

Example:

Affirmative : He missed the bus.

Negative : He could not catch the bus.

- **‘Sometimes’ in affirmative becomes ‘not always’ in negative:**

Example:

Affirmative : The poor are sometimes happy.

Negative : The poor are not always happy.

- **‘Too...to’ in affirmative becomes ‘so ... that ...+ cannot + verb’:**

Example:

Affirmative : He is too weak to walk.

Negative : He is so weak that he cannot walk.

- **‘As soon as’ in Affirmative becomes ‘No sooner had...than’ in Negative:**

Example:

Affirmative : As soon as the teacher came, the students stood up.

Negative : No sooner had the teacher came than the students stood up

- **‘As + adjective + as’ in affirmative becomes ‘not less + adjective... than’ in negative sentence:**

Example:

Affirmative : Harun is as good as Prakash.

Negative : Harun is not less good than Prakash.

Task 1

A) Convert the following simple sentences into compound sentences:

1. I must take medicines to improve my heal
2. After the first lecture, she left the class.
3. His success was beyond imagination.
4. In spite of her illness, she attended the college.

B) Change the following sentences from Affirmative into Imperative:

1. Everybody believes in his honesty
2. Only a millionaire can afford such extravagance.
3. He is too fat to enter the door.
4. We did every work
5. As soon as I met my friend, his mood changed.



Précis Writing:

Précis writing means a shortening of a text in one's own words. It gives an accurate and concise description of the matter contained in the text without losing its meaning. In fact, it is an exact reproduction of the original text in logical sense.

Précis writing is a very useful exercise as it gives us training in careful reading and develops our capacity to discriminate between the essential and the non-essential. Since it insists on an economy of words, you have to choose your words carefully and construct your sentences in a concise manner.

Difference between Précis and Summary:

Generally the word 'summary' is used loosely to refer to 'précis'. However, there are subtle differences between them. The first and the most important difference is that a précis is a brief statement of a piece of writing, whereas, a summary is a short account of longer passage. Précis writing follows the order of the matter, whereas the writer of the summary is free to change the order. Another important difference between the two is that the précis writing states only the thought of the original text, while, the writer of the summary is free to interpret the material and to comment on it.

Qualities of Good Précis Writing:

Clarity:

It is essential that the ideas presented in the précis writing should be clear and comprehensible. By using simple language and structures, the writer can ensure that there is no ambiguity.

Objectivity:

The writer must have an objective approach. He should be able to write a précis writing that is unbiased and purely a summary of the original text.

Correctness:

The writer must ensure that not just the facts, but also the grammar and sentences are without errors. Such errors can obscure the meaning of the message.

Coherence:

A good précis writing should be coherent i.e. the ideas must be presented in a way that shows the connections clearly.

Completeness:

The writer should include all the important facts from the text in the précis writing. No important fact can be omitted to make it short.

Conciseness:

Conciseness is a desirable quality of good précis writing. A piece of writing is considered concise if it conveys the message in the fewest possible words. But the writer should not omit essential facts to achieve conciseness.

Steps for Précis Writing:

Step 1 : Read the passage carefully. The first requirement of the writer is to understand the text well enough to extract its main idea.

Step 2 : Decide what facts or ideas in the text are essential and what are of secondary or of no importance. It is a good idea to underline the important terms and ideas.

- Step 3:** Select a suitable title for the proposed précis writing.
- Step 4:** Collect all the key points and prepare a first draft of the precise writing. The main thought expressed in the passage should be a part of the rough draft.
- Step 5:** Read the draft. Shorten it further, if necessary, by omitting anything which is not necessary to the central idea.
- Step 6:** Carefully revise your précis writing to ensure that you have the bare minimum of words necessary to express the idea of the passage. Make sure that what has been written is your own.

Points to Remember:

- Précis writing must not exceed one-third of the original passage.
- Identify the central idea and omit unnecessary details.
- Eliminate wordy expressions.
- Avoid unnecessary repetition.
- Give a short and appropriate title.
- Emphasize the main ideas of the original text in the proper order.
- Don't introduce your personal ideas.
- Do not criticize or change the author's ideas.
- Use past tense and the third person narrative style.

Read the following passage and write its précis :

Trees give shade for the benefit of others, while they themselves stand in the sun and endure the scorching heat. They produce the fruit of which others profit. The character of good men is like that of trees. What is the use of this perishable body if no use is made of it for the benefit of mankind? Sandalwood, the more it is rubbed, the more scent it yields. Sugarcane, the more it is peeled

and cut up into pieces, the more juice it produces. The men who are noble at heart do not lose their qualities even in losing their lives. What matters whether men praise them or not? What difference does it make whether they die at this moment or whether lives are prolonged? Life itself is unprofitable to a man who does not live for others. To live for the mere sake of living one's life is to live the life of dogs and crows. Those who lay down their lives for the sake of others will surely dwell forever in a world of bliss.

Before writing the précis:

Step 1:

Main idea: The text discusses about the qualities of a noble person.

Step 2:

Essential ideas: Use of life for others, praise doesn't matter, life for the sake of others like trees.

Step 3:

A suitable title: Dignity of Life

Now study the précis writing of the above passage:

Précis:

A noble person is like a tree that makes use of its life for the profits of others. Praise does not matter to them till they die even they make each moment of their life for the sake of other's benefit. They don't lose their quality as tree and lead their life in the right path and stay forever in the world of bliss.

Lets study one more example:

Machines have, in fact, become the salves of modern life. They do more and more work that human beings do not want to do themselves. Think for a moment of the extent to which machines do work for you. You wake, perhaps, to the hoot of a siren by a machine in a neighbouring factory. You wash in water brought to you by the aid of machinery, heated by machinery and placed in

basins for your convenience by a machine. You eat your breakfast quickly cooked for you by machinery, go to school in machines made for saving leg labour. And if you are lucky to be in a very modern school, you enjoy cinema where a machine teaches you or you listen to lessons broadcast by one of the most wonderful machines. So dependent has man become on machines that a certain writer imagines a time when machines will have acquired a will of their own and become the master of men, doomed once more to slavery.

Points for précis making

- Machines have become slaves of modern time.
- From morning till night it works.
- Man is becoming dependent on the machines.
- Machine will become the master of man.

Précis: Machines become the slave of modern era. From morning till night it does work for our comfort. And the man is becoming dependent on it persistently and if it continues, machine will become the master of men.

Title: Machines: Our Masters or Slaves

Task II

Write a précis of the passage given below. Give a suitable title to it.

Discipline is of the utmost importance in student life. If the young students do not obey their superiors and go without discipline, they will be deprived much of the training they should have at this period and in future they will never be able to extract obedience from others in the society. Society will never accept them as persons fit for commanding and taking up any responsible positions in life. So it is the bounder. Duty of all the students is to observe discipline in the preparatory stage of their life. A college without discipline can never impart suitable education to students. The rule of discipline in the playground and the battle field as well plays a very important role. A team without discipline may not fare well in spite of good players for want of mutual understanding and cooperation. In any army everyone from the rank of the general down to the rank of an ordinary soldier must observe discipline. In case a soldier does not obey his immediate superior the army becomes a rabble quite unfit for the achievement of the common ends of war. At first sight it may appear to us that discipline takes away individual liberty. But on analysis it is found that it does not do so, for liberty is not license. We find disciplined liberty at the root of all kinds of human happiness.

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Essay Writing:

Essay writing is an art. However, you can achieve it with the help of extensive reading, contemplation and practice. In competitive examinations you need to write an essay in about 500 words. There are three kinds of essays:

- Narrative Essay
- Descriptive Essay
- Reflective or Expository Essay

While writing such essay, you should have proper

information about the topic. You have to present your views in a systematic manner in the essay. The language of your essay must be error-free. Hence, learning how to write an essay can be an annoying process. However, make sincere efforts and follow certain steps to fetch a success in writing essay.

Steps for Writing Essay:

- **Search:** First start to explore your topic with the help of many resources like books, newspapers, internet, etc. and prepare notes.
- **Analysis:** Start analyzing the arguments of the essays you're reading. Learning how to write an essay begins by learning how to analyze essays written by others.
- **Brain storming:** Ask yourself a dozen questions and answer them. Meditate, think and think until you come up with original insights.

Rough Draft:

- Initially prepare rough draft with introduction. It should grab the reader's attention.
- Then set up the issue and lead your issue by bringing your reader into the argument.
- Support the statement with evidence and expand it in clearest way.
- Interlink your each sentence with one another.
- Be careful that each paragraph focuses on a single idea that supports your writing.
- Then come to the conclusion with memorable thought, perhaps a quotation, or an interesting twist of logic, or some call to action.
- **Rewrite:** Now begin to rewrite by considering your language. Polish your language in a rhythmic way. Correct the grammar errors and adjust the formality.

For example:

Duties of Students as Citizens of Free India

It is a general perception of the masses that the students are the future of the country. It is necessary that the students have to prove themselves capable of shouldering responsibilities in the fields and lead the nation on the correct path of progress.

An effective control of the parents and good schooling develop the personality of the children and make them capable to perform well. It is the basic responsibility of the parents to bring up their children as healthy and wise. It has become important these days for the parents to give competitive temperament to their children right from the beginning to enable them to ensure admission in good schools and thereby lead towards bright career.

The life of students is meant mainly for studies, to acquire knowledge, develop talent and upgrade their skill. A student, who devotes his full energy and time to his studies and other activities in the school, is always successful and can prove himself a good son of his motherland. India needs mentally alert, talented, bright, disciplined and responsible young men and women.

A nation of hardworking and disciplined young citizens will always lead towards progress. Good parents and proper schooling have the vast role to produce the required talent among the youth. It will be or the students to be the disciplined and useful citizens of the country, who can exercise positive impact upon the countrymen. They will be assessed by the people only through their ability and can be trusted only when they are found worthy.

During the freedom struggle, students took active part in all the movements. Their role was remarkable and was full of patriotism and strength. The student community was determined at that time to eliminate the misrule of foreigners from India.

They in turn succeeded in making the freedom movement more effective. Many student leaders as well as common workers played courageous role to make the movement effective and successful. There is no doubt that some of them laid down their lives for the national cause. The unrelenting toil and the spirit of sacrifice of the students immensely helped in culling off the chains of slavery and making India free on 15 August, 1947.

If we look at the present scenario, there is a tremendous role of technically qualified students for many important things like industrial growth, economic development, and modernization in cultivation, enhancement of science and technology, research work and so on. The efficient working hands can play a significant role in changing the shape of the country, which we expect only from good students. The country, whose people demonstrate the example of good character, while performing, always lead towards prosperity. Our education system and general atmosphere in the country are quite educative for the values of character in life. The students too are very cautious, determined and keen in this regard. The new generation is more vigilant for doing better. They do not hesitate to fight against the evils if they come on the way. If we read out the present trend, we find that all the people like politicians, administrators, technocrats, scientists, doctors, industrialists, government servants, educated youth and even those who are working in the private sectors are very keen to work for building up the nation. It is the result of good education and patriotism. They are setting up the examples by working hard in many fields. The students have the bigger role in achieving the goal which is before the country today. Their performance in the recent past by sacrificing their comforts for national causes and also during a number of disasters due to natural calamities was admirable and impressive. Many of them were honoured with national awards for their extraordinary performance shown during these incidents.

Even after independence, the students have been fighting against injustice and the cause which have been an obstruction in the progress of the nation. The JP movement is one of the examples after independence. There are numerous other examples where the students fought to streamline the systems and bring out the speed in the working for achieving rapid progress in all the fields.

The high brain amongst the student community has contributed a lot for the nation. There are many examples, where IIT, IIM, IIMS passes out students preferred to work within their country after compromising with high salary, comforts, qualities of life and working condition which they expect abroad. That yielded better result and India could compete with the rest of the world. If we want India's dream of emerging as a power of the world in coming years come true, the contribution of country's students will be necessary. Many of the talented youth are already very much involved in that direction. The developed countries recognize us seeing our economic growth and speed of progress, which India has acquired during the last ten years. That is the result of hard work that the youth of India put in for achieving the goal. It is necessary for all the students to work for their society and the nation to the best of their ability and make India a beautiful country of the world. Besides, the students and the youth of the country have to protect freedom of the country, which was achieved with vigorous struggle and sacrifice of their ancestors. That will be a real tribute to those freedom fighters including students of that time, who laid down their lives in fighting against Britishers and bringing India's independence. The countrymen are enjoying taste of freedom as well as of constitutional rights in a democratic manner, which is the result of struggles and sacrifice of the youth who fought for noble cause. Such heroes will be remembered forever for their holy and heroic deeds.

India has a long way to go and our goal is to build up a modernized and strong India. We are in the race of making India an economic force of the world. Our dream is to lead in the global market. The students who have to take-over the charge of the future of the country have tremendous responsibilities and role for establishing our reputation by building a new India.

(Source: Joshi, P.N.: *English Essays* Upkar Prakashan, Agra, India Print)

Task III

Write an essay on the following topics:

1. The Role of Media in Modern India
2. The Problem of Unemployment in India
3. Corruption
4. The Importance of Democracy



B) MY FINANCIAL CAREER

Stephen Leacock

Stephen Butler Leacock (30 December 1869-28 March 1944) was a Canadian humourist who employed his creative genius to satirize the absurdities in human world. He was an educator, lecturer, essayist and an author of more than thirty books. Early in his career, Leacock focused on fiction and humour. His stories, first published in magazines in Canada and the United States and later in novel form, became extremely popular around the world. It was said in 1911 that more people had heard of Stephen Leacock than of Canada. In later life, Leacock wrote on the art of humour writing and also published biographies of Mark Twain and Dickens.

In the present story, the writer humorously presents a person's first experience in the bank. He amuses the readers by exposing the narrator's tension and stupid actions inside the bank. There is much fun and laughter when the narrator makes a clown of himself through his words and behaviour.

When I go into a bank I get nervous. The clerks make me nervous; the little windows at the counters make me nervous; the sight of the money makes me nervous; everything makes me nervous.

The moment I go through the door of a bank and attempt to do business there, I become an irresponsible fool. I knew this before I went in, but my salary had been raised to fifty six dollars a month and I felt that the bank was the only place for it.

So I walked in with dragging feet and looked shyly round at the clerks. I had an idea that a person about to open an account was obliged to consult the manager.

I went up to a counter marked 'Accountant'. The Accountant was a tall, cool fellow. The very sight of him made me nervous. My voice was deep and hollow.

'Can I see the manager?' I said, and added solemnly, 'alone.' I don't know why I said 'alone.'

'Certainly,' said the accountant, and fetched him.

The manager was a grave, calm man. I held my fifty-six dollars clutched in a screwed-up ball in my pocket.

'Are you the manager?' I said. God knows I didn't doubt it.

'Yes,' he said.

'Can I see you,' I asked, 'alone?' I didn't want to say 'alone' again, but without it the thing seemed obvious. The manager looked at me in some alarm. He felt that I had a terrible secret to reveal.

'Come in here,' he said, and led the way to a private room. He turned the key in the lock.

'We are safe from interruption here,' he said: 'sit down.'

We both sat down and looked at each other. I found no voice to speak.

'You are one of Pinkerton's men, I suppose,' he said.

He had gathered from my mysterious manner that I was a detective. I knew what he was thinking, and it made me worse.

'No, not from Pinkerton's,' I said, seeming to suggest that I came from a rival agency.

'To tell the truth,' I went on, as if I had been tempted to lie about it, 'I am not a detective at all. I have come to open an account. I intend to keep all my money in this bank.'

The Manager looked relieved but still serious; he concluded now that I was a son of Baron Rothschild or a young Gould.

'A large account, I suppose,' he said.

'Fairly large,' I whispered. 'I propose to deposit fifty-six dollars now and fifty dollars a month regularly.'

The manager got up and opened the door. He called to the accountant.

'Mr. Montgomery,' he said unkindly loud, 'this gentleman is opening an account. He will deposit fifty-six dollars. Good morning.'

I rose.

A big iron door stood open at the side of the room.

'Good morning,' I said, and stepped into the safe.

'Come out,' said the manager coldly, and showed me the other way.

I went up to the accountant's counter and pushed the ball of money at him with a sudden, quick movement as if I were doing a conjuring trick.

My face was pale as death.

'Here,' I said, 'deposit it.' The tone of the words seemed to mean, 'Let us do this painful thing while we are in mood for it.'

He took the money and gave it to another clerk.

He made me write the sum on a piece of paper and sign my name in a book. I no longer knew what I was doing. The bank was going round and round before eyes.

'Is it deposited?' I asked in a hollow, vibrating voice.

'It is,' said the accountant.

'Then I want to draw a cheque.'

My idea was to draw out six dollars of it for present use. Someone gave me a cheque book through a little window and someone else began telling me how to write out. The people in

the bank had the impression that I was a millionaire who had something wrong with him. I wrote something on the cheque and thrust it in at the clerk. He looked at it.

‘What! Are you drawing it all out again?’ he asked in surprise. Then I realized that I had written fifty-six instead of six. I was too far gone to reason now. I had a feeling that it was impossible to explain the thing. All the clerks had stopped writing to look at me.

Reckless with misery, I made up my mind.

‘Yes the whole thing.’

‘You withdraw your money from the bank?’

‘Every cent of it’

‘Are you not going to deposit any more?’ said the clerk, astonished.

‘Never.’

A foolish hope struck me that they might think something had insulted me while I was writing the cheque and that I had changed my mind. I made wretched attempt to look like a man with a fearfully quick temper.

The clerk prepared to pay the money.

‘How will you have it?’ he said.

‘What?’

‘How will you have it?’

‘Oh,’ - I caught his meaning and answered without even trying to think, - ‘in fifties.’

He gave me a fifty dollar bill.

‘And the six?’ he asked dryly.

‘In sixes,’ I said.

He gave it to me and I rushed out.

As the big door swung behind me I caught the echo of a roar of laughter that went up to the ceiling of the bank. Since then I bank no more. I keep my money in cash in my trousers pocket and my savings in silver dollars in a sock.

Glossary and Notes:

rattle (v)	:	nervous
wicket (n)	:	counter
sepulchral (adj)	:	deep and hollow
crumpled (adj)	:	screwed-up, wrinkled
self-evident (adj)	:	obvious
presume (v)	:	suppose
imply (v)	:	suggest
prompt (v)	:	tempt
poke (v)	:	push
convulsive (adj)	:	casual
conjuring (n)	:	magical
reckless (adj)	:	irresponsible
plunge (n)	:	a sudden movement towards or away from something
astonish (v)	:	to surprise somebody very much

I. Skimming and Scanning Questions:

A. Complete the following sentences using the correct alternative from the ones given below them:

1. The narrator proposes to deposit..... dollars a month regularly.
a) fifty-six b) sixty-five c) fifty d) sixty
2. The salary of the narrator had been raised to dollars a month.
a) fifty b) sixty-five c) fifty-six d) sixty
3. The narrator thought that a person about to open an account must consult the
a) accountant b) chairman c) manager d) millionaire

4. The people in the bank supposed the narrator as a
a) accountant b) bankrupt c) manager d) millionaire
5. The manager initially considers the narrator as a
a) detective b) chairman c) millionaire d) thief

B. Answer the following questions in one word / phrase / sentence each:

1. Why did the narrator go to the bank?
2. How much dollars the narrator wants to deposit in the bank?
3. Who was Mr. Montgomery?
4. After the misadventure in the bank where did the narrator keep his money?
5. How much was the narrator's salary raised?

II. Comprehension Questions:

A. Answer the following questions in 3-4 sentences each:

1. What did the narrator know about the bank?
2. What made people in the bank think that the narrator was an invalid millionaire?
3. How did the narrator attempt to open an account?
4. What other blunders did the narrator commit after leaving manager's office?

B. Write short notes on the following:

1. The theme of anxiety in My Financial Career
2. The Bank Manager
3. The confusions of the narrator
4. The end of the story

□□□

III. Vocabulary Exercises:

A. Complete the following table supplying correct forms of words:

Noun	Verb	Adjective	Adverb
-----	-----	-----	laughably
-----	presume	-----	-----
-----	-----	impressive	-----
astonishment	-----	-----	-----

IV. Further Writing Activity:

1. Narrate your experience about the first visit to a bank.
2. Describe the process of opening a bank account.

□□□

Module VII

A) ENGLISH FOR BANKING AND INDUSTRIES

The Business organizations organize meetings to take policy decisions, to resolve problems in the organization, to take stalk of the progress the organization has made, the profit and loss of the organization, etc. There is a certain method/procedure in regard to how the meetings are organized, conducted and the record of the same is kept. There are three important aspects of the meeting - Notice, Agenda and Minutes. Let us discuss these aspects in detail.

Notice, Agenda and Minutes :

Notice: A notice of the meeting is the official intimation of the meeting to all the members of the committee. It must contain the place, date and time of the meeting. It is signed by the Secretary/ Manager. A Notice has to be sent at least one week in advance to the members who are going to attend the meeting. Look at the following example of a notice:

Notice

The Third meeting of the Board of Directors of Ganesh Co-operative Credit Society Kolhapur will be held on Friday, 26th October, 2018 at 4.00 p.m. at the Head Office at Gangaves, Kolhapur.

You are kindly requested to attend the meeting. The Agenda of the meeting is enclosed.

Place: Kolhapur

Date: 19th October, 2018.

Cc: All members

Sd/

Secretary

The above notice contains the serial number of the meeting, the name of the committee, the name of the organization, time, day, date and place of the meeting and a request to attend the meeting. It is also important to note that prepositional phrases are used- 'of the Board of Directors', 'of Ganesh Co- operative Credit Society', 'on Friday', 'at 4.00 p.m.' 'in the Head Office', etc.

Agenda: An Agenda is a list of items to be discussed in the meeting. It is also called as business of the meeting. It is sent with the notice. The first and the last items on the Agenda are generally fixed. There is a proper way of writing an Agenda. Look at the example given below:

Agenda

- 3.01 Confirmation of the minutes of the previous meeting
- 3.02 Consideration of a proposal to start a new branch of the Society at Jaysingpur
- 3.03 Appointment of a System Manager
- 3.04 Consideration of the transfer application of Shri. R.A. Patil, 3.01 Accountant
- 3.05 Purchase of new computers
- 3.08 Any other matter with the permission of the Chair

It is to be noted that all the underlined words are Noun Phrases. The Agenda can also be written with an infinitive verb. For example, instead of 'Confirmation of the minutes of the previous meeting' we can say, 'To confirm the minutes of the previous meeting'. Also note the way the items to be discussed in the meeting are written. For example, 3.01 means the first item to be discussed in the third meeting. 3.02 means the second item to be discussed in the third meeting and so on.

Minutes: The minutes of a meeting are the record of the discussions/decisions made in the meeting. They have an official status. Minutes are final when they are approved in the next meeting, and signed by the chairperson.

The minutes include:

- The name of the organisation
- Day, date, time and place of the meeting
- Names of members present
- Names of the members absent
- Brief Record of the transactions

The minutes are written by the secretary from the notes taken during the meeting. The Agenda is used as the framework for writing minutes. The minutes are written in the order of Agenda. While writing the resolutions passed in the meeting, we have to use past tense and passive voice. For example: *It was resolved that a committee be appointed to examine the feasibility of starting a new branch at Jaysingpur.*

Look at the following example of writing the minutes:

The Minutes of the Third Meeting of the Board of Directors of the Ganesh Co-operative Credit Society, Kolhapur held on Friday, 26th October, 2018 at 4.00 p.m. in the Head Office at Gangaves, Kolhapur.

Members present:

- | | | | |
|----|---------------------|---|---------------|
| 1) | Shri M.D. Kapase | - | Chairman |
| 2) | Shri. V.D. Vaidya | - | Vice Chairman |
| 3) | Smt. Dr. U.R. Patil | - | member |
| 4) | Shri A.G.Gavali | - | member |
| 5) | Shri. U.B. Chavan | - | member |
| 6) | Shri. N.B. Thakur | - | member |
| 7) | Shri. R.R. Murukate | - | member |

Members absent : 1) Smt. S.R. Jagtap 2) Shri. S.B. Dalavi

Item No. 1: Confirmation of the minutes of the previous meeting.

Resolution No.1: The minutes of the previous meeting held on 24th September, 2018 were read out by the manager, Shri. G.P. Pangam and were confirmed.

Item No. 2: Consideration of a proposal to start a new branch of the Society at Jaysingpur

Resolution No. 2: The issue of starting a new branch of the Society was discussed and it was decided to form a committee comprising of Shri. U.B.Chavan, Shri. N.B. Thakur and Shri. R. R. Murukate to visit Jaysingpur and explore the feasibility of starting a new branch of the Society at Jaysingpur.

Proposed by: Shri. N.B.Thakur

Seconded by: Shri. R.R. Murukate

Item No. 3 Appointment of a System Manager

Resolution No. 3 The Society has decided to introduce Core Banking System. For the purpose the post of System Manager is necessary. It was resolved to give advertisement in the newspaper for the post and the person be appointed after the interview.

Proposed by: Shri A.G.Gavali

Seconded by: Shri. U.B. Chavan

Item No. 4 Consideration of the transfer application of Shri. R.A. Patil, Accountant

Resolution No. 4 Shri. R.A. Patil, Accountant, has applied for transfer to Kagal Branch on health grounds. It was decided to approve his transfer request.

Proposed by: Shri. V.D. Vaidya

Seconded by: Smt.Dr.U.R. Patil

Item No. 5 Purchase of new computers

Resolution No. 5: As the Society is going to introduce Core

Banking System, it is necessary to purchase advanced computers. It was decided to purchase 25 new computers with latest technology. The Manager was asked to obtain quotations for the same and it was decided to open the quotations in the next meeting.

Proposed by : Shri A.G.Gavali

Seconded by: Shri. R.R. Murukate

Item No. 6 Any other matter with the permission of the Chair .

As there was no other matter for consideration, the meeting ended with the vote of thanks to the Chair.

Sd/-
Secretary

Sd/-
Chairman

Task I

1. Draft a notice and agenda of the fourth meeting of Shivaji Sahakari Bank Ltd. Satara. The topics to be discussed include the appointment of a peon, the scrutiny of the accounts of the Patan Branch, the salary hike for the employees, etc.
2. Draft minutes based on the notice and agenda in task A. Imagine the details.



Writing Advertisements:

The word ‘advertising’ originates from the Latin word ‘advertere’ which means ‘to direct attention towards’. Language has a powerful influence over people and their behaviour. This is especially true in the fields of marketing and advertising. The choice of language to convey specific messages with the intention of influencing people is vitally important. Even an advertisement with just a picture and no words has the power to influence the people. See this advertisement of an adhesive ‘Fevi Kwik’:



There are certain language devices used in advertisements of products and services. Let us see some of them:

- 1) **Rhyme:** Rhyming means the sameness of sound at the endings of two or more words at the ends of the lines. For example,
 - The World is Mine
At One Four Nine (Dishnet Internet Connection)
 - Acts Stronger
Lasts Longer (Duracell Batteries)
- 2) **Slogans:** Slogan is used in advertising a product because it is a phrase which can be easily remembered. For example,
 - Believe in the Best (BPL TV).
 - Eat Healthy, Think Better (Britania)
- 3) **Use of vocabulary in unusual context:** Sometimes vocabulary is used in unusual context to attract the readers. For example,
 - More Hearts in Little Hearts (Little Hearts Biscuits)
 - Tyres with Muscles (MRF Tyres)
- 4) **Coining of new words:** We find some new words created by the advertisers for making the advertisement of their product. For example,
 - Utterly butterly delicious (Amul Butter)
 - Fragrances the air (Wizard Perfume)
- 5) **Alliteration:** Use of alliteration gives a musical quality to an advertisement. Alliteration means the repetition of the same speech sound. For example,
 - The daily diary of the American dream (Wall Street Journal)

- Don't dream it. Drive it. (Jaguar Car)
- 6) Parallelism: Parallelism means a repetition of phrase or sentence structure which gives a melodious touch.

For example,

- A different kind of company. A different kind of car.
- Invest with Trust
- Invest for the Best (Janata Sahakari Bank Ltd. Pune)

- 7) Compound words as adjectives: In some advertisements compound words are used as adjectives.

For example, feather-light, economy-size, top-quality, etc.

- 8) Emotional appeal: Sometimes an advertisement makes appeal to your emotions. For example, an advertisement of a marriage bureau says, 'All your friends got married, what about you?'

Now let us study some examples of advertisements:

Your childhood mate, your family friend,
Your business partner, your old age companion..... LIC
is there for you. Always.

This advertisement is of Life Insurance Corporation of India. It has used four different words having very close meanings - mate, friend, partner and companion. It points out that LIC has plans for everybody right from his/her childhood to old age. The word 'Always' is also important. It promises that LIC will help you throughout your life.

See another advertisement of a website which assures you a job. Advertisement of the cosmetic Ponds -



□□□

Task II

- 1) Write a brief advertisement of a mobile handset.
- 2) Write a brief advertisement of a mosquito repellent.

□□□

Note taking, Note making, and Summarizing:

Notes are usually taken to record the speeches or dictations after listening to it or after reading any materials like a book, magazine or an article. It is initiated to refer whenever needed and may be reproduced in the desired manner. The process of grasping knowledge is vast and unlimited. Our memory is not able to store so many information altogether, hence note making is quite handy and helpful. With the assistance of note making, we may recall the entire information of past events.

For making notes and writing a summary remember a few points. Read the given passage carefully and understand the theme/central idea of the passage. Make a list of all the important points made by the author. Avoid repetitions, quotations, questions, illustrations, exclamations and complex sentences. Think of a suitable title for the summary based on the theme/central idea of the given passage. With the help of the important points write a summary in simple sentences.

Let us discuss one example of how to make notes on a given passage :

Unlike the eye, the ear has no lid, therefore noise penetrates without protection. Loud noises instinctively signal danger to any organism with a hearing mechanism, including human beings. In response, heart-beat and respiration accelerate. In fact, there is a general increase in the functioning brought about by the flow of adrenaline released in response to fear.

Because noise is unavoidable in a complex industrial

society, we are constantly responding, in the same way that we would respond to danger. Recently researchers have concluded that noise and our response may be much more than an annoyance. It may be a serious threat to physical and psychological health and well-being, causing damage not only to the ear and brain but also to the heart and the stomach. We have long known that hearing loss is the country's number one non-fatal health problem but now we are learning that some of us with heart-disease and ulcers may be victims of noise as well.

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When we read this passage carefully, we understand that the writer is talking about 'The Dangers of Noise Pollution'. We can make a list of important points from this passage as follows:

- The ear is less protected than the eye.
- People respond to loud noises as they respond to fear.
- Loud noises cause damage to the heart and the stomach.
- People with heart-disease and ulcers may be the victims of noise pollution.

On the basis of the main points we can summarize the above passage in the following way:

The Dangers of Noise Pollution

Our ear is less protected than our eye. We respond to loud noises as we respond to fear. Loud noises cause damage to the heart and the stomach. People with heart-disease and ulcers may be the victims of noise pollution.

Look at another example :

At the end of every course of study you have examinations. Here is some advice about preparation for, performance in and attitudes towards examinations:

First of all preparation begins as soon as you arrive in college. So your motto is 'Begin now'. You can make a good start by preparing neat and adequate notes. Your notes should contain all the important points from your lectures and from your reference books. If you have complete notes, you will have little trouble with examinations. Do not stop revising of your notes till the end of your course; after each term, go over your notes carefully. Your final revision, a few weeks before the examination, will then be quite an easy task.

Next, what should you do during the examination? Your best guide is to remember that a few minutes of careful planning and study can save hours of wasted time- so, do not start answering the questions until you are quite clear what you must do. Read the instructions carefully. Read the questions and answer exactly what you are asked. Plan your time, and make a

short outline of each answer as you come to it. Write clearly and make sure your spelling and grammar are as correct as possible. When you have finished, read over your answers and correct the obvious errors.

Lastly, your attitude to examinations. Many successful people have never passed any examinations in their life. Many people have passed several examinations and are failures in life. Therefore, do not place too much trust in examinations. The former President Radhakrishnan was once speaking to some students. He told them that many of them would no doubt fail in their examination at the end of the year, as only half of the students usually passed their examination. Everyone, he said, has to be tested by difficulties; the successful ones are those who overcome difficulties by hard work and persistence. Examinations are important but they are not supremely important.

Now when you read the passage carefully, you come to know that this passage is an advice to students about examinations. It tells you about what you should do before examinations, during the examinations and what should be your attitude towards examinations. On the basis of this we can first make notes on this passage and then write a summary of this passage based on our notes.

Topic: Advice to students on Examinations

Preparation:

- Begin now
- Prepare neat and adequate notes
- Revise notes each term and before exams

During the Examination:

- Read instructions clearly
- Plan your time and answers
- Write outline

- Correct grammar and spelling
- Revise answers

Attitude :

- Success in exams not necessarily success in life
- Overcome difficulties by hard work and persistence
- Examinations important but not supreme

Now, after making these notes we can write a summary based on these notes in the following manner:

Advice to students on Examinations

Prepare neat and adequate notes right from the beginning. Revise notes at the end of each term and before examinations. At the time of examination read the instructions clearly. Plan your time and answers. Write the outline of the answers. Use correct grammar and spelling. Revise your answers. Remember success in exams is not necessarily success in life. Overcome difficulties by hard work and persistence. Examinations are important but they are not supreme.

Task III

Make notes and write a summary of the following passage:

To other Europeans the best known quality of the British and in particular of the English is reserve. A reserved person is one who does not talk very much to strangers, does not show much emotion, and seldom get excited. English people tend to be like that. If they are making journey by bus, they will do their best to find an empty seat, if by train, an empty compartment. If they have to share the compartment with a stranger, they may travel many miles without starting a conversation. If a conversation does start, personal questions like, "How old are you?" or even "What is your name?" are not easily asked. Questions like "Where did you buy your watch?" Or "What is your salary?" Are almost impossible.

Writing Business Reports:

A report is an important medium by which the members of an organization communicate with each other about job related matters. There are two types of reports- formal and informal. A report is a logical presentation of facts and information. The information in the report is required for reviewing and evaluating progress, for planning future course of action and for taking decisions. Business reports are generally related to administration, finance, marketing, personnel management, production, new branches or projects, etc. A good business report arrives in time and it has up to date information. It is clear, concise and grammatically correct. It is well organized. One can pay attention to the necessary important parts. It is also well presented. There are headings and sub-headings. Tables, figures and charts are used where necessary. It addresses the problem and suggests a solution.

A short informal report is in the form of a letter. It is prepared by a subordinate (an office assistant) and he submits it to the section head. It is related to some internal problem. In such a report the name of the company is written at the top centre. Below the name of the company on the right hand side the date is written. Below the date on the left hand side there is the name of the addressee with designation. It is followed by the name and designation of the person who writes the report. After that the subject of the report is mentioned. Then the body of the letter is written which is divided into three parts, viz. 1) Background 2) Findings 3) Action taken.

Writing Short Formal Report (A Committee Report): A formal report has a rigid format. It is written when there is more complex and important investigation that has to be reported to the highest management. Generally an Assistant Manager or Section Head or a Committee investigates that matter and submits

the report to the General Manager or the Chairman of the company. The format of the formal report is as follows:

Date:
To,
The name & designation of the authority
Title/ Subject :
1. Terms of Reference/ Introduction (What was asked to do, by whom, and by what date)
2. Procedure: Steps taken for investigation like interviews, visits
3. Findings: Observations to be given point wise
4. Recommendations: Related to the observations
Signature of the writer

1. Writing the Title or the Subject : In case of short formal report the title is in the form of a subject line mentioning only the topic. In case of long formal report the title consists of the subject, period and location of the study. In both types of reports the title has to be mentioned.

2. Writing Terms of Reference : A formal report has to be written according to the terms of reference, specified in the memo from the authority. Sometimes a committee may be appointed by the Board of Directors. In this case the terms of reference contain the names of the members of the committee. They also contain the scope of the assignment, that is, what the committee or the officer should do, by what date and to whom the report is to be submitted. If the committee or the officer is expected to suggest recommendations the terms of reference are written as follows :

‘According to the office order No.-3 dated 21st March, 2011 from D.M. Chawala, MD, a committee consisting of Mr. Dixit P.D., Mr. Poonawala and Mr. Sharad Kulkarni was formed

to examine the complaints of workers and customers in Kolhapur region. The committee was asked to report, with recommendations, in two weeks time’.

3. Procedure: Procedure is written by giving numbers to each point. For example,

- i) Meetings held: The day, date and place of the meetings held.
- ii) A comparison of figures for different periods.
- iii) Observations on practical problems, work conditions, efficiency of the staff, etc.
- vi) Visits: Names of the sites or places visited and the observations made.
- v) Interviews with the people: The details of the reactions of the people can be given.
- vi) Collecting questionnaire: Point-wise summary of the questionnaire if provided.

While writing the procedure passive voice is used. For example, ‘Meetings of the committee were held on 24th August, 29th August and 1st September, 2008’, ‘The site was visited by the committee’, ‘Fifteen people and five workers were interviewed’, ‘Machines are kept too close to each other’, etc.

4. Findings: In this part of the report the observations are mentioned.

If there are two or more observations, numbers should be used. In a good report the findings are explained with relevant data, diagrams, graphs, charts or maps. The findings can be written as follows:

- i) The pay scales of the workers in the company are lower than the scales of their counterparts in other similar organizations. Hence their demand for pay scale revision is genuine.
- ii) The quality of the food served in our company canteen is also of poor quality.

iii) The workers who travel by train find it difficult to reach the work place in time.

iv) Machines are kept so close to each other that workers are unable to operate them with ease.

5. Recommendations: Recommendations are the proposals for action suggested by the report writer or a committee to the authority. They should be written in the order of the findings by giving numbers if necessary. An introductory statement has to be used before mentioning the recommendations. The statement can be as follows:

‘The following steps are recommended by the committee to improve the conditions’.

Then the recommendations can be written by giving the numbers. For example,

- i) The pay scale of the workers should be immediately revised.
- ii) Travel arrangements should be made available.
- iii) The quality of the food in the canteen should be improved.
- iv) Machines should be kept in such a manner that the workers are able to move easily.

The last part of the report is the signature of the writer. He should sign the report and put his name and designation below the signature.

□□□

Exercises:

- 1) Draft an advertisement copy of the following keeping with its structure and using the essential words, phrases and various sentence types:
Washing Machine, Cell phone
- 2) A meeting of the members of Vinayak Housing Society, Shirol was held to discuss the appointment of a watchman, celebration of Ganesh Festival and re-colouring of the building. Write minutes of the meetings.

- 3) Write a summary of the following passage by making notes of the important points:

As what geographers have estimated, about twenty percent of the earth's surface is occupied by deserts. A majority of us view deserts as one unique kind of landscape — areas with little or no rainfalls.

In actual fact, there are differences between the deserts, though in varying degrees. While it is common for laymen like us to see deserts as rocky or covered with gravel or pebbles, there are some where large sand dunes inhabit. Despite the fact that rainfall is minimal, temperatures do change in deserts, ranging from seasonal ones to daily changes where extreme hotness and coldness are experienced in the day and night.

Unfavourable conditions in the deserts, especially the lack of water, have discouraged many living things from inhabiting these landscapes. Nevertheless, there are exceptionally surviving ones which through their superb tactics, have managed to live through and are still going strong. One such kind is the specialist annual plants which overcome seasonal temperature changes with their extremely short, active life cycles. In events of sudden rain, the plant seeds pullulate and grow very quickly to make full use of the rain water. Their flowers bloom and set seeds that ripen quickly in the hot sun too. Once the water runs dry, the mother plant dies, leaving behind the drought-resistant seeds, waiting patiently for the next rainy season to arrive.

The Cacti, a native in American deserts, adapts to the dry surroundings by having unique body structures. The plant has swollen stems to help store water that carries it through months. By having sharp pines instead of leaves, water loss through respiration is minimized. Besides, these pointed pines also help the plant ward off grazing animals, thus enhancing its survival period.

Besides plants, there are also animals with distinct surviving tactics in deserts too. For instance, Skinks (desert lizards) metabolize stored fats in their bulbous tails, producing water to supplement their needs, just like what camels do with the stored food in their humps during long journeys through deserts. Antelopes like the addax, have very low water needs and hence are able to tolerate the conditions in deserts, extracting moisture from the food they eat.

Finally, there are the sandgrouse's (desert birds) which do not have special features to overcome the drought-like nature in deserts. Hence, to survive in these hot, dry deserts, they need to spend a large part of their time flying in search of waterholes.

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B) SENOR PAYROLL

William E. Barrett

William Edmund Barrett (November 16, 1900 – September 14, 1986) was an American author. Born in New York City, he graduated from Manhattan College in 1922. He worked as an aeronautics consultant with the Denver Public Library from 1941 on. He received a citation from Regis College in 1956. He was a member of PEN and the Authors League of America. Barrett was a Roman Catholic.

In 'Señor Payroll' we have the theme of control, power, determination, connection and acceptance. The story focuses on a need for adaptability from both the workers and the management. It also explains how adaptability is a survival skill in an organisation.

Larry and I were Junior Engineers in the gas plant, which means that we were clerks. Anything that could be classified as paper work came to the flat double desk across which we faced each other. The main office downtown sent us a bewildering array of orders and rules that were to be put into effect.

Junior Engineers were beneath the notice of everyone except the Mexican laborers at the plant. To them we were the visible form of a distant, unknowable paymaster. We were Señor Payroll.

Those Mexicans were great workmen: the aristocrats among them were the stokers, big men who worked Herculean eight-hour shifts in the fierce heat of the retorts. They scooped coal with huge shovels and hurled it with uncanny aim at tiny doors. The coal streamed out from the shovels like black water from a high pressure nozzle, and never missed the narrow opening.

The stokers worked stripped to the waist, and there was pride and dignity in them. Few men could do such work, and they were the few.

The Company paid its men only twice a month, on the fifth and on the twentieth. To a Mexican, this was absurd. What man with money will make it last fifteen days? If he hoarded money beyond the spending of three days, he was a miser – and when, Señor, did the blood of Spain flow in the veins of misers? Hence, it was the custom for our stokers to appear every third or fourth day to draw the money due to them.

There was a certain elasticity in the Company rules, and Larry and I sent the necessary forms to the Main Office and received an 'advance' against a man's pay check. Then, one day, Downtown favoured us with a memorandum:

'There have been too many abuses of the advance-against-wages privilege. Hereafter, no advance against wages will be made to any employee except in a case of genuine emergency.'

We had no sooner posted the notice when in came stoker Juan Garcia. He asked for an advance. I pointed to the notice. He spelled it through slowly, then, said, 'What does this mean, this 'genuine emergency?'

I explained to him patiently that the Company was kind and sympathetic, but that it was a great nuisance to have to pay wages every few days. If someone was ill or if money was urgently needed for some other good reason, then the Company would make an exception to the rule.

Juan Garcia turned his hat over and over slowly in his big hands. 'I do not get my money?'

'Next payday, Juan. On the Twentieth.'

He went out silently and I felt a little ashamed of myself. I looked across the desk at Larry. He avoided my eyes.

In the next hour two other stokers came in, looked at the notice, had it explained and walked solemnly out; then no more

came. What we did not know was that Juan Garcia, Pete Mendoza and Francisco Gonzalez had spread the word and that every Mexican in the plant was explaining the order to every other Mexican. 'To get money now, the wife must be sick. There must be medicine for the baby.'

The next morning Juan Garcia's wife was practically dying, Pete Mendoza's mother would hardly last the day, there was a veritable epidemic among children and, just for variety, there was one sick father. We always suspected that the old man was really sick; no Mexican would otherwise have thought of him. At any rate, nobody paid Larry and me to examine private lives; we made out our forms with an added line describing the 'genuine emergency.' Our people got paid.

That went on for a week. Then came a new order, curt and to the point: 'Hereafter, employees will be paid only on the fifth and the twentieth of the month. No exceptions will be made except in the cases of employees leaving the service of the Company.' The notice went up on the board, and we explained its significance gravely. 'No, Juan Garcia, we cannot advance your wages. It is too bad about your wife and your cousins and your aunts, but there is a new rule.'

Juan Garcia went out and thought it over. He thought out loud with Mendoza and Gonzalez and Ayala, then, in the morning, he was back. 'I am quitting this company for different job. You pay me now?'

We argued that it was a good company and that it loved its employees like children, but in the end we paid off, because Juan Garcia quit. And so did Gonzalez, Mendoza Obregon, Ayala and Ortez, the best stokers, men who could not be replaced.

Larry and I looked at each other; we knew what was coming in about three days. One of our duties was to sit on the hiring line early each morning, engaging transient workers for the handy gangs. Any man was accepted who could walk up and

ask for a job without falling down. Never before had we been called upon to hire such skilled virtuosos as stokers for handy-gang work, but we were called upon to hire them now.

The day foreman was wringing his hands and asking the Almighty if he was personally supposed to shovel this condemned coal, while there in a stolid, patient line were skilled men — 'Garcia, Mendoza, and others' — waiting to be hired. We hired them, of course. There was nothing else to.

Every day we had a line of resigning stokers, and another line of stokers seeking work. Our paper work became very complicated. At the Main Office they were jumping up and down. The procession of forms showing Juan Garcia's resigning and being hired over and over again was too much for them. Sometimes Downtown had Garcia on the payroll twice at the same time when someone down there was slow in entering a resignation. Our phone rang early and often.

Tolerantly and patiently we were explaining: 'There's nothing we can do if a man wants to quit, and if there are stokers available when the plant needs stokers, we hire them.'

Out of chaos, Downtown issued another order. I read it and whistled. Larry looked at it and said, 'It is going to be very quiet around here.'

The order read: 'Hereafter, no employee who resigns may be rehired within a period of 30 days.'

Juan Garcia was due for another resignation, and when he came in we showed him the order and explained that standing in line the next day would do him no good if he resigned today. '30 days is along time, Juan.'

It was a grave matter and he took time to reflect on it. So did Gonzalez, Mendoza, Ayala and Ortez. Ultimately, however, they were all back — and all resigned.

We did our best to dissuade them and we were sad about the parting. This time it was for keeps and they shook hands with

us solemnly. It was very nice knowing us. Larry and I looked at each other when they were gone and we both knew that neither of us had been pulling for Downtown to win this duel. It was a blue day.

In the morning, however, they were all back in line. With the utmost gravity, Juan Garcia informed me that he was a stoker looking for a job.

‘No dice, Juan,’ I said. ‘Come back in thirty days. I warned you.’

His eyes looked straight into mine, without a flicker. ‘There is some mistake, Señor,’ he said. ‘I am Manuel Hernandez. I work as the stoker in Pueblo, in Santa Fe, in many places.’

I stared back at him, remembering the sick wife and the babies without medicine, the mother-in-law in the hospital, the many resignations and the rehiring. I knew that there was a gas plant in Pueblo, and that there wasn’t any in Santa Fe; but who was I to argue with a man about his own name? A stoker is a stoker.

So I hired him. I hired Gonzalez, too, who swore that his name was Carrera and Ayala, who had shamelessly become Smith.

Three days later, the resigning started.

Within a week our payroll read like a history of Latin America. Everyone was on it: Lopez and Obregon, Villa, Diaz, Batista, Gomez, and even San Martin and Bolivar. Finally Larry and I, growing weary of staring at familiar faces and writing unfamiliar names, went to the Superintendent and told the whole story. He tried not to grin, and said, ‘Damned nonsense!’

The next day the orders were taken down. We called our most prominent stokers into the office and pointed to the board. No rules any more.

‘The next time we hire you hombres,’ Larry said grimly, ‘come in under the names you like best, because, that’s the way you are going to stay on the books.’

They looked at us and they looked at the board: then for the first time in the long duel, their teeth flashed white. ‘Si, Senores,’ they said.

And so it was.

Glossary and Notes:

bewildering (adj)	: confusing
array (n)	: an ordered arrangement
stoker (n)	: a person who tends the furnace
retort (n)	: a container or a furnace
hoard (v)	: accumulate
veritable (adj)	: genuine, actual
epidemic (n)	: a widespread occurrence of an infectious disease
curt (adj)	: rudely brief
transient (adj)	: staying or working in a place for a short time only
stolid (adj)	: calm, showing little emotion
hombre (n)	: an informal term for a youth or man

I. Skimming and Scanning Questions:

A) Answer the following questions in one word/phrase/sentence each:

- 1) What was the name of the narrator’s companion?
- 2) What was the original manner of payment of the company?
- 3) What ‘genuine emergency’ is mentioned by Pete Mendoza?
- 4) What was the second order of the company about the payment of the wages?
- 5) What was the third order of the company about the payment of the wages?

B) Complete the following statements using the correct alternatives from the ones given below them:

- 1) The narrator worked as.....in the gas plant.
a) stoker b) clerk
c) manager d) supervisor
- 2) The company paid its workers.....in a month.
a) one time b) two times
c) three times d) four times
- 3) The genuine emergency stated by Juan Garcia was that
a) his mother was serious b) his father was critical
c) his wife was dying d) his son was to be operated
- 4) The new order of the company said, "Hereafter, no employee who resigns may be rehired within a period of ... days."
a) 5 b) 10
c) 30 d) 15
- 5) In the end the stokers.....
a) leave the company b) accept the new rule
c) protest the new rule
d) continue to work with different names

II. Compression questions:

A) Answer the following questions in 3-4 sentences each:

- 1) How did the stokers work in the company?
- 2) Why did the company decide to change the manner of payment?
- 3) How did the stokers respond to the New Order which included the term, 'genuine emergency'?
- 4) Give details about the battle between the company and the stokers.

B) Write short notes on the following in 7 - 8 sentences each:

- 1) Company's efforts to control the workers
- 2) The response of the stokers to the moves of the company
- 3) The narrator's attitude towards the workers

III. Vocabulary Exercise:

A) Do as directed.

- 1) Give the adjective form of 'elasticity'
- 2) Give the adverb form of 'sympathetic'
- 3) Give the noun form of 'explain'
- 4) Give the verb form of 'examination'
- 5) Give the antonym of 'dissuade'

IV. Writing Activity.

- Write the advantages and disadvantages of changing jobs frequently.

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Module VIII
THE VERGER

Somerset Maugham

William Somerset Maugham (1874-1965), a well-known British novelist, dramatist and short story writer, was among the most popular writers of his era and reputedly the highest paid author during the 1930s. He was raised by his paternal uncle who was emotionally cold. His reputation as a novelist rests primarily on four books: *Of Human Bondage* (1915), a semi-autobiographical account of a young medical student's painful progress toward maturity; *The Moon and Sixpence* (1919), an account of an unconventional artist, suggested by the life of Paul Gauguin; *Cakes and Ale* (1930), the story of a famous novelist, which is thought to contain caricatures of Thomas Hardy and Hugh Walpole; and *The Razor's Edge* (1944), the story of a young American war veteran's quest for a satisfying way of life.

The story displays assertive skills required for success in life. Assertiveness means the ability to express opinions or desires strongly and with confidence. In the story, the foreman states his position clearly and confidently. To overcome the crisis, he establishes a shop and consequently becomes a big businessman.

There had been a christening that afternoon at St. Peter's, Neville Square, and Albert Edward Foreman still wore his verger's gown. He kept his new one, its folds as full and stiff as though it were made not of alpaca but of perennial bronze, for funerals and weddings (St. Peter's, Neville Square, was a church much favoured by the fashionable for these ceremonies) and now he wore only his second-best. He wore it with complacency for it was the dignified symbol of his office, and without it (when he took it off to go home) he had the disconcerting sensation of being somewhat insufficiently clad. He took

pains with it; he pressed it and ironed it himself. During the sixteen years he had been verger of this church he had had a succession of such gowns, but he had never been able to throw them away when they were worn out and the complete series, neatly wrapped up in brown paper, lay in the bottom drawers of the wardrobe in his bedroom.

The verger busied himself quietly, replacing the painted wooden cover on the marble font, taking away a chair that had been brought for an infirm old lady, and waited for the vicar to have finished in the vestry so that he could tidy up in there and go home. Presently he saw him walk across the chancel, genuflect in front of the high altar, and come down the aisle; but he still wore his cassock.

'What's he 'anging about for?' the verger said to himself. 'Don't 'e know I want my tea?'

The vicar had been but recently appointed, a red-faced energetic man in the early forties, and Albert Edward still regretted his predecessor, a clergyman of the old school who preached leisurely sermons in a silvery voice and dined out a great deal with his more aristocratic parishioners. He liked things in church to be just so, but he never fussed; he was not like this new man who wanted to have his finger in every pie. But Albert Edward was tolerant. St. Peter's was in a very good neighbourhood and the parishioners were a very nice class of people. The new vicar had come from the East End and he couldn't be expected to fall in all at once with the discreet ways of his fashionable congregation.

'All this 'ustle'; said Albert Edward. 'But give 'im time, he'll learn.'

When the vicar had walked down the aisle so far that he could address the verger without raising his voice more than was becoming in a place of worship he stopped.

'Foreman, will you come into the vestry for a minute. I have something to say to you.'

‘Very good, sir’:

The vicar waited for him to come up and they walked up the church together.

‘A very nice christening, I thought, sir. Funny ’ow the baby stopped cryin’ the moment you took.

‘I’ve noticed they very often do,’ said the vicar, with a little smile. ‘After all I’ve had a good deal of practice with them.’

It was a source of subdued pride to him that he could nearly always quiet a whimpering infant by the manner in which he held it and he was not unconscious of the amused admiration with which mothers and nurses watched him settle the baby in the crook of his surpliced arm. The verger knew that it pleased him to be complimented on his talent.

The vicar preceded Albert Edward into the vestry. Albert Edward was a trifle surprised to find the two churchwardens there. He had not seen them come in. They gave him pleasant nods.

‘Good afternoon, my lord. Good afternoon, sir,’ he said to one after the other.

They were elderly men, both of them and they had been churchwardens almost as long as Albert Edward had been verger. They were sitting now at a handsome refectory table that the old vicar had brought many years before from Italy and the vicar sat down in the vacant chair between them. Albert Edward faced them, the table between him and them, and wondered with slight uneasiness what the matter was. He remembered still the occasion on which the organist had got in trouble and the bother they had all had to hush things up. In a church like St. Peter’s, Neville Square, they couldn’t afford a scandal. On the vicar’s red face was a look of resolute benignity but the others bore an expression that was slightly troubled.

‘He’s been naggin’ them, he ’as,’ said the verger to himself. ‘He’s jockeyed them into doin’ something, but they don’t like it. That’s

what it is, you mark my words.’

But his thoughts did not appear on Albert Edward’s clean-cut and distinguished features. He stood in a respectful but not obsequious attitude. He had been in service before he was appointed to his ecclesiastical office, but only in very good houses, and his deportment was irreproachable. Starting as a page-boy in the household of a merchant-prince, he had risen by due degrees from the position of fourth to first footman, for a year he had been single-handed butler to a widowed peeress and, till the vacancy occurred at St. Peter’s, butler with two men under him in the house of a retired ambassador. He was tall, spare, grave, and dignified. He looked, if not like a duke, at least like an actor of the old school who specialized in dukes’ parts. He had tact, firmness, and self-assurance. His character was unimpeachable. The vicar began briskly.

‘Foreman, we’ve got something rather unpleasant to say to you. You’ve been here a great many years and I think his lordship and the general agree with me that you’ve fulfilled the duties of your office to the satisfaction of everybody concerned.’

The two churchwardens nodded.

‘But a most extraordinary circumstance came to my knowledge the other day and I felt it my duty to impart it to the churchwardens. I discovered to my astonishment that you could neither read nor write.’

The verger’s face betrayed no sign of embarrassment.

‘The last vicar knew that, sir,’ he replied. ‘He said it didn’t make no difference. He always said there was a great deal too much education in the world for ’is taste.’

‘It’s the most amazing thing I ever heard,’ cried the general. ‘Do you mean to say that you’ve been verger of this church for sixteen years and never learned to read or write?’

‘I went into service when I was twelve, sir. The cook in the first place tried to teach me once, but I didn’t seem to ’ave the knack

for it, and then what with one thing and another I never seemed to 'ave' the time. I've never really found the want of it. I think a lot of these young fellows waste a rare lot of time readin' when they might be doin' something useful.'

'But don't you want to know the news?' said the other churchwarden. 'Don't you ever want to write a letter?'

'No, me lord, I seem to manage very well without. And of late years now they've all these pictures in the papers I get to know what's goin' on pretty well. Me wife's quite a scholar and if I want to write a letter she writes it for me. It's not as if I was a bettin' man'

The two churchwardens gave the vicar a troubled glance and then looked down at the table.

'Well, Foreman, I've talked the matter over with these gentlemen and they quite agree with me that the situation is impossible. At a church like St. Peter's, Neville Square, we cannot have a verger who can neither read nor write.'

Albert Edward's thin, sallow face reddened and he moved uneasily on his feet, but he made no reply.

'Understand me, Foreman, I have no complaint to make against you. You do your work quite satisfactorily; I have the highest opinion both of your character and of your capacity; but we haven't the right to take the risk of some accident that might happen owing to your lamentable ignorance. It's a matter of prudence as well as of principle.'

'But couldn't you learn, Foreman?' asked the general.

'No, sir, I'm afraid I couldn't, not now. You see, I'm not as young as I was and if I couldn't seem able to get the letters in me 'ead when I was a nipper I don't think there's much chance of it now.'

'We don't want to be harsh with you, Foreman,' said the vicar. 'But the churchwardens and I have quite made up our minds. We'll give you three months and if at the end of that time you cannot

read and write I'm afraid you'll have to go.'

Albert Edward had never liked the new vicar. He'd said from the beginning that they'd made a mistake when they gave him St. Peter's. He wasn't the type of man they wanted with a classy congregation like that. And now he straightened himself a little. He knew his value and he wasn't going to allow himself to be put upon.

'I'm very sorry, sir, I'm afraid it's no good. I'm too old a dog to learn new tricks. I've lived a good many years without knowin' 'ow to read and write, and without wishin' to praise myself, self praise is no recommendation, I don't mind sayin' I've done my duty in that state of life in which it 'as pleased a merciful providence to place me, and if I could learn now I don't know as I'd want to.'

'In that case, Foreman, I'm afraid you must go.'

'Yes, sir, I quite understand. I shall be 'appy to 'and in my resignation as soon as you've found somebody to take my place.'

But when Albert Edward with his usual politeness had closed the church door behind the vicar and the two churchwardens he could not sustain the air of unruffled dignity with which he had borne the blow inflicted upon him and his lips quivered. He walked slowly back to the vestry and hung up on its proper peg his verger's gown. He sighed as he thought of all the grand funerals and smart weddings it had seen. He tidied everything up, put on his coat, and hat in hand walked down the aisle. He locked the church door behind him. He strolled across the square, but deep in his sad thoughts he did not take the street that led him home, where a nice strong cup of tea awaited him; he took the wrong turning. He walked slowly along. His heart was heavy. He did not know what he should do with himself. He did not fancy the notion of going back to domestic service; after being his own master for so many years, for the vicar and churchwardens could say what they liked, it was he that had run St. Peter's, Neville Square, he could scarcely demean himself by accepting a situation. He had saved a tidy sum, but not enough to live on without

doing something, and life seemed to cost more every year. He had never thought to be troubled with such questions. The vergers of St. Peter's, like the popes of Rome, were there for life. He had often thought of the pleasant reference the vicar would make in his sermon at evensong the first Sunday after his death to the long and faithful service, and the exemplary character of their late verger, Albert Edward Foreman. He sighed deeply. Albert Edward was a non-smoker and a total abstainer, but with a certain latitude; that is to say he liked a glass of beer with his dinner and when he was tired he enjoyed a cigarette. It occurred to him now that one would comfort him and since he did not carry them he looked about him for a shop where he could buy a packet of Gold Flakes. He did not at once see one and walked on a little. It was a long street, with all sorts of shops in it, but there was not a single one where you could buy cigarettes.

'That's strange,' said Albert Edward.

To make sure he walked right up the street again. No, there was no doubt about it. He stopped and looked reflectively up and down.

'I can't be the only man as walks along this street and wants a fag,' he said. 'I shouldn't wonder but what a fellow might do very well with a little shop here. Tobacco and sweets, you know.'

He gave a sudden start.

'That's an idea,' he said. 'Strange 'ow things come to you when you least expect it.'

He turned, walked home, and had his tea.

'You're very silent this afternoon, Albert,' his wife remarked.

'I'm thinkn',' he said.

He considered the matter from every point of view and next day he went along the street and by good luck found a little shop to let that looked as though it would exactly suit him. Twenty-four hours later he had taken it and when a month after that he left St. Peter's,

Neville Square, for ever, Albert Edward Foreman set up in business as a tobacconist and newsagent. His wife said it was a dreadful come-down after being verger of St. Peter's, but he answered that you had to move with the times, the church wasn't what it was, and 'enceforward he was going to render unto Caesar what was Caesar's. Albert Edward did very well. He did so well that in a year or so it struck him that he might take a second shop and put a manager in. He looked for another long street that hadn't got a tobacconist in it and when he found it and a shop to let, took it and stocked it. This was a success too. Then it occurred to him that if he could run two he could run half a dozen, so he began walking about London, and whenever he found a long street that had no tobacconist and a shop to let he took it. In the course of ten years he had acquired no less than ten shops and he was making money hand over fist. He went round to all of them himself every Monday, collected the week's takings and took them to the bank.

One morning when he was there paying in a bundle of notes and a heavy bag of silver, the cashier told him that the manager would like to see him. He was shown into an office and the manager shook hands with him.

'Mr. Foreman, I wanted to have a talk to you about the money you've got on deposit with us. D'you know exactly how much it is?'

'Not within a pound or two, sir; but I've got a pretty rough idea.'

'Apart from what you paid in this morning it's a little over thirty thousand pounds. That's a very large sum to have on deposit and I should have thought you'd do better to invest it.'

'I wouldn't want to take no risk, sir. I know it's safe in the bank.'

'You needn't have the least anxiety. We'll make you out a list of absolutely gilt-edged securities. They'll bring you in a better rate of interest than we can possibly afford to give you.'

A troubled look settled on Mr. Foreman's distinguished face. 'I've never 'ad anything to do with stocks and shares and I'd 'ave to leave it all in your 'ands,' he said.

The manager smiled. 'We'll do everything. All you'll have to do next time you come in is just to sign the transfers.'

'I could do that all right,' said Albert uncertainly. 'But 'ow should I know what I was signin?'

'I suppose you can read,' said the manager a trifle sharply.

Mr. Foreman gave him a disarming smile.

'Well, sir, that's just it. I can't. I know it sounds funny-like but there it is, I can't read or write, only me name, an' I only learnt to do that when I went into business.'

The manager was so surprised that he jumped up from his chair. 'That's the most extraordinary thing I ever heard.'

'You see it's like this, sir, I never 'ad the opportunity until it was too late and then some'ow I wouldn't. I got obstinate-like.'

The manager stared at him as though he were a prehistoric monster. 'And do you mean to say that you have built up this important business and amassed a fortune of thirty thousand pounds without being able to read or write? Good, God, man, what would you be now if you had been able to?'

'I can tell you that sir,' said Mr. Foreman, a little smile on his still aristocratic features. 'I'd be verger of St. Peter's, Neville Square.'

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Glossary and Notes:

nipper (n)	: child
alpaca (n)	: long haired domesticated South American mammal
fag (n)	: tiring task
complacence (n)	: feeling of smug
clad (adj)	: clothed
vestry (n)	: a room used for church
cassock(n)	: full length garment worn by certain christian
clergy vicar (n)	: a roman catholic priest
congregate on (n)	: people getting together
subdue (v)	: bring under control
surplice (n)	: a loose light white outer
briskly (adv)	: in quick way

I. Skimming and Scanning Questions:

A. Answer the following questions in one word/phrase / sentence each:

1. How many church wardens are found in the story ?
2. How long has the Verger been working at his job?
3. What is the name of the church where the Verger worked ?
4. Who writes a letter for the Verger ?
5. What is the name of the Verger ?
6. How many shops did the Verger acquire ?

B. Complete the following statements using the correct alternatives from the ones given below them:

1. The story "The Verger" takes place in.....
 - a) a bank
 - b) a shop
 - c) a village square
 - d) a church

2. Verger works in
 - a) hospital c) school
 - b) church d) college
3. The Verger runs shop.
 - a) medicine c) sweets
 - b) tobacco d) fruit
4. Mr. Foreman amasses a fortune of pounds.
 - a) 30 thousand c) 20 thousand
 - b) 20 thousand d) 40 thousand
5. The bank manager is surprised because he learns that Edward..... .
 - a) is a verger c) is only a shopkeeper
 - b) can't read or write d) is a vicar

II. Comprehension Questions :

A. Answer the following questions in 3-4 sentences each:

1. What is the opinion of the Verger about education ?
2. What is the reaction of the Verger to Foreman ?
3. Why the Verger was fired ?
4. How many shops did the Verger acquire ?

B. Write short notes on the following in 7- 8 lines each:

1. The Verger
2. The end of the story 'The Verger'
3. Education according to The Verger
4. Transformation in The Verger

III. Vocabulary Exercises:

A) Make verbs from the following words using appropriate suffixes:

- | | |
|-------------|------------|
| 1. strength | 4. picture |
| 2. pure | 5. sharp |
| 3. beauty | 6. sweet |

IV. Further Reading

A) Read the following stories by Somerset Maugham:

1. A friend in Need
2. Mr. Know-It-All
3. The Ant and the Grasshopper

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B) I AM THE PEOPLE, THE MOB

Carl Sandburg

Carl Sandburg (1878- 1967), the son of a railroad helper, was born in Galesburg, Illinois. He was a poet, writer and folk musician. His voracious readings lead him to become a great and popular poet in American Literary Circle. He was awarded three Pulitzer Prizes during his life time. He was well-known for his depiction of America. The present poem “I am the people, the mob” was published in *Chicago Poems* in 1916.

The poem explores the lives of common people, their struggle and their contribution in the development of nation. Most of the poets discriminate and forget the lives and struggle of working class.

I am the people—the mob—the crowd—the mass.

Do you know that all the great work of the world is done through me?

I am the workingman, the inventor, the maker of the world’s food and clothes.

I am the audience that witnesses history. The Napoleons come from me and the Lincolns. They die. And then I send forth more Napoleons and Lincolns.

I am the seed ground. I am a prairie that will stand for much plowing. Terrible storms pass over me. I forget. The best of me is sucked out and wasted.

I forget. Everything but Death comes to me and makes me work and give up what I have. And I forget.

Sometimes I growl, shake myself and spatter a few red drops for history to remember. Then—I forget.

When I, the People, learn to remember, when I, the People, use the lessons of yesterday and no longer forget who robbed me last year, who played me for a fool— then there will be no speaker in all the world say the name: “The People,” with any fleck of a sneer in his voice or any far-off smile of derision.

The mob—the crowd—the mass—will arrive then.

Glossary and Notes:

inventor (n)	: one who invents
Napoleon (n)	: Napoleon Bonaparte, French Emperor
Lincoln(n)	: Lincoln Abraham (1809-65) republican statesman and 16th president
prairie (n)	: treeless grassland, a large open field
spatter (v)	: cover with drops or spots of something
sneer(n)	: smile scornfully, show contempt by mocking or remarks
derision(n)	: act of deriding, ridicule, mockery

I. Skimming and Scanning Questions:

A. Answer the following questions in one word/phrase sentence each :

1. Through whom all the great work is done?
2. Who is the maker of the world’s food and cloths?
3. Give the leaders’ names cited in the poem?
4. Who are responsible for inventing new things?

B. Complete the following sentences by choosing the correct alternatives:

1. The poem “I am the people, the mob” is taken from volume

- a) Chicago poems c) Cornhuskers
b) Complete poem d) Smoke and steel
2. The speaker assumes, he is
a) the people, the mob, the crowd and the mass
b) the people c) nation d) the mob
3. The common people witness the history as the
a) audience c) people
b) mop d) working men
4. The tone of the poem is
a) sad c) serious
b) optimistic d) pessimistic

II. Comprehension Questions:

A. Answer the following questions in 3-4 sentences each :

- Write the role of common people or working class people in the development of a nation?
- What is Carl Sandburg's purpose for writing this poem?
- What is the central idea of the poem?
- What happens when the people learn history?

B. Write short notes on the following in 7- 8 sentences each:

- Importance of mob
- Theme of discrimination
- Struggle of common people
- Contribution of common people in the development of the Nation



C) ONE DAY I WROTE HER NAME....

Edmund Spenser

Edmund Spenser (1552-1633), the greatest poet of the Elizabethan age, was born in London, in 1552. He was educated at The Merchant Taylor's School and at Cambridge, where he read the classics and Italian literature. The poetical output of Spenser was enormous. Some of his well-known poems are :*The Shepherdes Calendar, Astrophel, Foure Hymnes, Amoretti Sonnets, and Epithalamion*. The language in which he wrote was the actual English of his day; he used a dialect of his own which he purposely made archaic.

The present poem is taken from his 'Amoratti' a collection of 88 sonnets. The poem is addressed to his beloved Elizabeth Boyle. It presents Spenser's firm faith in the eternal quality of his poetry. He tells us that one day he wrote again and again the name of his beloved upon the sand, but the waves came and washed it away. His beloved asked him not to attempt to immortalize her in this manner. The poet immortalizes her rare virtues in his verse so that even after death their love would live on. The poem is a pleasant example of occasional verse. It is conventional and imitative, but Spenser infuses in it a dignity and earnestness of his own.

One day I wrote her name vpon the strand,
But came the waues and washed it away:
Agayne I wrote it with a second hand,
But came the tyde, and made my paynes his prey.

“Wayne man,”; sayd she, “that doest in vaine assay,
 A mortal thing so to immortalize;
 For I myself shall lyke to this decay,
 And eek my name be wyped outlykewise”
 “Not so”; (quod I) “let baser things deuise
 To dy in dust, but you shall live by fame:
 My verse your vertues rare shall eternize,
 And in the heavens write your glorious name:
 Where when as death shall all the world subdue,
 Our love shall live, and later life renew”

Glossary and Notes:

vpon(old use)	: upon
waues(old use)	: waves
strand	: sandy shore of a lake, sea, or river; used only in poetry.
agayne(old use)	: again
vaine(old use)	: vain, without use.
tyde(old use)	: tide
assay(old use)	: also
paynas(old use)	: pains
sayd(old use)	: said
quod(old use)	: said
lyke(old use)	: like
dy(old use)	: die
heuens(old use)	: heaven
subdew(old use)	: subdue, bring under control
lykewise(old use)	: likewise

I. Skimming and Scanning Questions:

A) Answer the following questions in one word/phrase/sentence each:

1. Who washed the written name of the poet's beloved?
2. Why did the poet recurrently attempt to write her name on sand?
3. Where did the speaker write her name?
4. Who made the poet's pains his prey?

B) Complete the following sentences by choosing the correct alternatives:

1. The speaker speaks in the poem to.....
 a) his dad b) Queen Elizabeth
 c) his beloved d) his friend
2. The poem 'One Day I Wrote Her Name' is taken from
 a) Amoretti b) The Shepherds Calendar
 c) Astrophel d) Epithalamion
3. The poet immortalizes.....
 a) vice b) virtues
 c) love d) attitude
4. 'One day I Wrote Her Name' is
 a) a sonnet b) a song
 c) a ballad d) an elegy

II. Comprehension questions :

A. Write short notes on the following in 8 - 10 lines each:

1. Theme of Spenser's treatment of 'love'
2. 'One Day I Wrote Her Name' as a sonnet

B.COM. PART II
ABILITY ENHANCEMENT COMPULSORY COURSE (AECC) (CBCS)

ENGLISH FOR BUSINESS COMMUNICATION
(Compulsory English)
PATTERN OF QUESTION PAPER (June 2019 Onwards)

Semester III (Paper C)

Total Marks 50

Que. No.	Sub. Q.	Type of Question	Based on	Marks
Q.1.	A.	Four multiple choice questions with four alternatives to be set.	Prose and poetry	04
	B.	Answer in one word/Phrase/Sentence each.	Prose and poetry	04
Q.2.	A.	Answer the following questions in 3 - 4 sentences each (3 out of 5)	3 on Prose and 2 on Poetry	06
	B.	Write short notes on the following in about 7 - 8 sentences each (2 out of 3)	1 on Prose and 2 on Poetry	06
	C.	Two different Vocabulary exercises to be set for 2 marks each	Prose and poetry	04
Q. 3.	A	Question to be set on ORAL SKILLS	Module I A	05
	B.	Question to be set on ORAL SKILLS	Module I A	04
Q.4.	A.	Question to be set on CONVERSATION SKILL	Module II A	04
	B.	Question to be set on CONVERSATION SKILL	Module II A	04
Q.5	A.	Question to be set on ENGLISH FOR COMPETITIVE EXAMINATION - I	Module III A	05
	B.	Question to be set on ENGLISH FOR COMPETITIVE EXAMINATION - I	Module III A	04

Semester IV (Paper - D)

Total Marks 50

Que. No.	Sub. Q.	Type of Question	Based on	Marks
Q.1.	A.	Four multiple choice questions with four alternatives to be set.	Prose and poetry	04
	B.	Answer in one word/Phrase/Sentence each.	Prose and poetry	04
Q.2.	A.	Answer the following questions in 3 - 4 sentences each (3 out of 5)	3 on Prose and 2 on Poetry	06
	B.	Write short notes on the following in about 7 - 8 sentences each (2 out of 3)	1 on Prose and 2 on Poetry	06
	C.	Two different Vocabulary exercises to be set for 2 marks each	Prose and poetry	04
Q.3.	A.	Question to be set on E-COMMUNICATION	Module V A	05
	B.	Question to be set on E-COMMUNICATION	Module V A	04
Q.4.	A.	Question to be set on ENGLISH FOR COMPETITIVE EXAMINATION - II	Module VI A	04
	B.	Question to be set on ENGLISH FOR COMPETITIVE EXAMINATION - II	Module VI A	04
Q.5.	A.	Question to be set on ENGLISH FOR BANKING AND INDUSTRIES	Module VII A	05
	B.	Question to be set on ENGLISH FOR BANKING AND INDUSTRIES	Module VII A	04

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