

COMPREHENSION AND COMMUNICATION SKILLS IN ENGLISH

COURSE NO. ENGL-101

A TEXT BOOK FOR THE STUDENTS OF FIRST YEAR B. Sc (Ag.)

NAME- AMIT NAGAR



**DEPARTMENT OF ENGLISH
COLLEGE OF AGRICULTURE
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**COMPREHENSION AND COMMUNICATION SKILLS IN
ENGLISH**

A TEXT BOOK FOR THE COURSE NO. ENGL. 101 (NEW)

DEPARTMENT OF ENGLISH

By

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Preface

In the era of globalization, communication plays a vital role in the smooth functioning of any organization; hence the need to impart communication skills to undergraduate student assumed greater importance.

This Text Book has been designed under different units to improve standards in performing the communicative tasks. Précis writing, Business Correspondence, Report Writing are major forms of written communication in the professional world where as the chapters on Verbal Ability, Functional Grammar and Usage are intended to help the student to take care of the mechanics of writing, which enhance the effectiveness of written communication. To impart oral communication skills chapters on Seminars, Conferences, Group Discussion, Meetings, Interviews, Telephonic Conversations Etc., are included.

I hope finally the exercises at the end of chapter will serve a useful purpose in developing the spoken English and the communicative skills of professional students, in view of all the scientific and technical advancement of the universe is being documented in English only.

I appreciate the sincere efforts of the authors in bringing out this Text book.

Rajendranagar,
Hyderabad.

Dr. T. Yellamanda Reddy
Dean of Agriculture

LECTURE OUTLINES

1. Course No. : ENGL 101
2. Course titles : **COMPREHENSION AND COMMUNICATION SKILLS IN ENGLISH**
3. Credit hours : 2 (1+1)
4. General objective : To develop the comprehension and communication skills of I year B.Sc (Ag.) Students in English

5. Specific Objectives

a) Theory

By the end of the course the B.Sc (Ag) students will be able to

- i) understand the basic concepts of comprehension
- ii) understand the fundamentals of grammar
- iii) enhance their vocabulary
- iv) improve their skills in written communication

b) Practical

By the end of the course, the B.Sc. (Ag) students will be able to

- i) have a clear concept of communication skills in English by using AV aids in spoken English
- ii) improve their reading skills
- iii) present the reports orally and participate in debates and Groups Discussions

A) Theory Lecture Outlines

1. War Minus Shooting, A lesson from the Text Book, “The Sporting Spirit” by George Orwell. Comprehension pertaining to the Textual Grammar i.e., Fill in the blanks, Matching and vocabulary
2. War Minus Shooting, A lesson from Text Book, “The Sporting Spirit” Reading Comprehension and answering the questions related to the text
3. Synonyms, List of synonyms, Choose the correct synonyms, exercises – practice and implementation
Antonyms, fill in the blanks, choose the correct Antonyms, exercises Practice and Implementation
4. Verbal Ability, A list of Words often confused and misused – Practice and Implementation
5. A Dilemma – A lesson from the Text Book, Layman looks at Science by Raymond Fosdick Comprehension pertaining to the Textual Grammar i.e., Fill in the blanks, Matching, Vocabulary and Reading Comprehension
6. A Dilemma – A layman looks at Science, Reading Comprehension and answering the questions

7. Homonyms, Homonyms are distinct words with quite different meanings- use the following words in two ways , more words at a glance and exercises related to GRE & TOEFL
8. Homophones, A list of homophones, Fill in the blanks, Underline the correct word and exercises related to GRE & TOEFL
9. You and Your English, A lesson from the Text Book, Spoken English and Broken English by G.B. Shaw, answering the questions related to the Text. Fill in the blanks, Matching, Vocabulary and Reading Comprehension
10. You and Your English, Reading Comprehension and answering the questions
11. Functional Grammar, Tenses, Active voice and Passive voice, Direct and Indirect speech and Agreement of verb with subject
12. Functional Grammar, Articles, Prepositions, Parts of Speech and Agreement of verb with subject
13. Business correspondence, Principles of letter writing, Courtesy and Consideration, Directness and Conciseness, Avoid Verbosity and participial Endings, Clarity and Precision, Negative and round about, Structure and layout of letters , Planning a letter, Quotations, Orders, Tenders, Sales letters, Claim and Adjustment Letters, Job application letters, Social correspondence Personal Correspondence and CV
14. The Style, Importance of Professional Writing, Choice of words and phrases, Cliches, Jargons, Foreign words and phrases
15. Precis Writing, Summarizing, The essential features of a good précis, Important points while making a précis, Some Don' ts, Make a précis of the following paragraph and suggest suitable title. Figurative language
16. Interview, The Screening Interview, The informational Interview, The Directive Style, The Meandering Style, The Stress Interview, The Behavioural Interview, The Audition, The Tag-Team Interview, The Mealtime Interview, The Follow -up Interview, Fermi Interview, Preparing for the Interview, Body Language and Interview, Types of Interviews Questions. Idiomatic language

B) Practical Class Outlines

1. Effective Listening – Developing Listening Skills – Honing Listening skills
2. Listening to Short talks and Lectures from the cassettes of EFL University
3. Spoken English, Vowels, consonants, monophthongs, diphthongs, triphthongs
4. Stress, intonation, phonetic transcription
5. Seminars, Conferences, preparation and demonstration
6. Oral Presentation by students, Articulation and delivery – Evaluation sheet for oral presentation
7. Communication skills – Verbal communication, written communication
8. Telephonic conversation
9. Reading Skills, Skimming, Scanning, Extensive reading, Intensive reading examples
10. Meeting, purpose, procedure, participation, physical arrangements
11. Presentation of reports by using power point & L.C.D
12. Interviews – Mock interviews
13. Debate and Group discussion
14. Using a dictionary effectively
15. Vocabulary
16. Pronunciation practice

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- Krishna Mohan and Meera Banerjee 1990. *Developing Communication Skills*, Macmillan India Ltd. New Delhi.
- Krishnaswamy, N and Sriraman, T. 1995. *Current English for Colleges*, Macmillan India Ltd. Madras
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- Sharma R C and Krishna Mohan 1978. *Business Correspondence*, Tata Mc Graw Hill publishing Company, New Delhi

THEORY

Lec. No	Topic/Lesson	Time	Teaching method	Teaching aid	reference
2.	War Minus Shooting Comprehension	1 hr	Interactive lecture	Chalk Board & Tape Recorder	1
3.	War Minus Shooting, Reading Comprehension	1 hr	Interactive lecture	Chalk Board & Tape Recorder	1
4.	Synonyms, Antonyms	1 hr	Interactive lecture	Hand written Transparency	2,5
5.	Words often confused	1 hr	Interactive lecture	Typed Transparency	2,5
6.	A Dilemma – A layman looks at Science reading Comprehension	1 hr	Interactive lecture	Public address system	1
7.	A Dilemma – A layman looks at Science Reading Comprehension	1 hr	Interactive lecture	Chalk Board & Public address system	1
8.	Homonyms, GRE & TOEFEL exercise	1 hr	Interactive lecture	Chalk Board & Strip Transparency	2,5
9.	Homophones	1 hr	Interactive lecture	Chalk Board & Strip Transparency	2,5
10.	You and Your English, Reading Comprehension	1 hr	Interactive lecture	Chalk Board & Public address system	1
11.	You and Your English, Reading Comprehension	1 hr	Interactive lecture	Chalk Board & Public address system	1
12.	Functional Grammar Agreement of verb with subject	1 hr	Interactive lecture	Chalk Board & Pull Transparency	2,5
13.	Functional Grammar Agreement of verb with subject	1 hr	Interactive lecture	Chalk Board & 1 Single flap double projection Transparency	2,5
14.	Business correspondence, Personal Correspondence, CV	1 hr	Interactive lecture	Chalk Board	3

15.	Style in Report Writing	1 hr	Interactive lecture	Chalk Board and Public address system	2,5
16.	Precis Writing, Figurative language	1 hr	Interactive lecture	Chalk Board and Window Transparency	6
17.	Interviews, Idiomatic language	1 hr	Interactive lecture	Public Address system	2,5

PRACTICALS

Lec. No	Topic/Lesson	Time	Teaching method	Teaching aid	Reference
17.	Listening to short talks and lectures	2 hr 30 mts	Practice in listening	Tape Recorder	7
18.	Spoken English, Stress and intonation	2 hr 30 mts	Listening to Spoken English Cassettes	Tape Recorder	4
19.	Seminars and Conferences	2 hr 30 mts	Interactive lecture	Chalk Board & Public Address system	2,5
20.	Seminars and Conferences	2 hr 30 mts	Demonstration	Public address system	2,5
21.	Oral Presentation by students	2 hr 30 mts	Interactive lecture	Chalk board	2,5
22.	Evaluation of oral presentation	2 hr 30 mts	Interactive lecture	Chalk Board & Tape Recorder	2,5
23.	Types of Communication Face to face	2 hr 30 mts	Interactive lecture, Role paly	Chalk Boards & Tape Recorder	6,7
24.	Types of Communication Telephonic conversation	2 hr 30 mts	Interactive lecture, Role play	Chalk Board & Tape Recorder	6,7
25.	Reading Skills	2 hr 30 mts	Interactive lecture & demonstration	Public Address System	2,5,6
26.	Meetings, Purpose, procedure, Participation	2 hr 30 mts	Interactive lecture	Chalk Board	2,5
27.	Meetings, Chairmanship, Phys ical	2 hr 30 mts	Interactive lecture & demonstration	Public address	2,5

	arrangements etc				
28.	Presentation of reports by using power point and LCD	2 hr 30 mts	Demonstration	LCD projector	2,5
29.	Interviews	2 hr 30 mts	Interactive lecture	Public address system	2,5
30.	interviews	2 hr 30 mts	Practice of Mock interviews	Public address system	2,5
31.	Group Discussion & Debates	2 hr 30 mts	Interactive & Role play	Public address system & Chalk Board	2,5,6
32.	Using Dictionary Reading Dialogue	2 hr 30 mts	Interactive & Role play and Dictionary	Chalk Board	

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1. WAR MINUS SHOOTING

The Sporting Spirit

George Orwell

George Orwell (1903-1950), who was born in Bengal and educated in England, is well known for his greatest novel, *Animal Farm*, a masterly political satire on the Russian revolution. His last work, *Nineteen Eighty-four*, is a grim forecast of the future of totalitarianism, written in the form of a readable novel.

The *Sporting Spirit* first appeared in the *Tribune*, in December 1945 and is a refreshingly frank expression of Orwell's views on competitive games. You may or may not agree with his views but the essay is certainly worth reading and talking about.

I am always amazed when I hear people saying that sport creates goodwill between the nations, and that if only the common peoples of the world could meet one another at football or cricket, they would have no inclination to meet one another at football or cricket, they would have no inclination to meet on the battlefield. Even if one didn't know from concrete examples (the 1936 Olympic Games, for instance) that international sporting contests lead to orgies of hatred, one could deduce it from general principles.

Nearly all the sports practised nowadays are competitive. You play to win, and the game has little meaning unless you do your utmost to win. On the village green, where you pick up sides and no feeling of local patriotism is involved, it is possible to play simply for the fun and exercise: but as soon as the question of prestige arises, as soon as you feel that you and some larger unit will be disgraced if you lose, the most savage combative instincts are aroused. Anyone who has played even in a school football match knows this. At the international level sport is frankly mimic warfare. But the significant thing is not the behavior of the player but the attitude of the spectators: and, behind the spectators, of the nations who work themselves into furies over these absurd contests, and seriously believe—at any rate for short periods—that running, jumping and kicking a ball are tests of national virtue.

Even a leisurely game like cricket, demanding grace rather than strength, can cause much ill-will, as we saw in the controversy over body-line bowling and over the rough tactics of the Australian team that visited England in 1921. Football, a game in which everyone gets hurt and every nation has its own style of play which seems unfair to foreigners, is far worse. Worst of all is boxing. One of the most horrible sights in the world is a fight between white and coloured boxers before a mixed audience. But a boxing audience is always disgusting, and the behavior of the women, in particular, is such that the army, I believe, does not allow them to attend its contests. At any rate, two or three years ago, when Home Guards and regular troops were holding a boxing tournament, I was placed on guard at the door of the hall, with orders to keep the women out.

In England, the obsession with sport is bad enough, but even fiercer passions are aroused in your countries where games playing and nationalism are both recent developments. In countries like India or Burma, it is necessary at football matches to have strong cordons of police to keep the crowd from invading the field. In Burma, I have seen the supporters of one side break through the police and disable the goalkeeper of the opposing side at a critical moment. The first big football match that was played in Spain about fifteen years ago led to an uncontrollable riot. As soon as strong feelings of rivalry are aroused, that notion of playing the game according to the rules always vanishes. People want to see one side on top and the other side humiliated, and they forget that victory gained through cheating or through the intervention of the crowd is meaningless. Even when the spectators don't intervene physically they try to influence the game by cheering their own side and 'rattling'; opposing players with boos and insults. Serious sport has nothing to do with fair play. It is bound up with hatred, jealousy, boastfulness, disregard of all rules and sadistic pleasure in witnessing violence: in other words it is war minus the shooting.

Instead of blah-blahing about a clean healthy rivalry on the football field and the great part played by the Olympic Games in bringing the nations together, it is more useful to inquire how and why this modern cult of sport arose. Most of the games we now play are of ancient origin, but sport does not seem to have been taken very seriously between Roman times and the nineteenth century. Even in the English public schools the games cult did not start till the later parts of the last century. Dr. Arnold, generally regarded as

the founder of the modern public school, looked on games as simply a waste of time. Then, chiefly in England and the United States, games were built up into a heavily-financed activity, capable of attracting vast crowds and rousing savage passions, and the infection spread from country to country. It is the most violently combative sports, football and boxing, that have spread the widest. There cannot be much doubt that the whole thing is bound up with the rise of nationalism-that is, with the lunatic modern habit of identifying oneself with large power units and seeing everything in terms of competitive prestige. Also, organized games are more likely to flourish in urban communities where the average human being lives a sedentary or at least a confined life, and does not get much opportunity for creative labour. In a rustic community a boy or young man works off a good deal of his surplus energy by walking, swimming, snowballing, climbing trees, riding horses, and by various sports involving cruelty to animals, such as fishing, cock-fighting and ferreting for rats. In a big town one must indulge in group activities if one wants an outlet for one's physical strength or for one's sadistic impulse. Games are taken seriously in London and New York, and they were taken seriously in Rome and Byzantium: in the Middle Ages they were played, and probably played with much physical brutality, but they were not mixed up with politics nor a cause of group hatreds.

If you wanted to add to the vast fund of ill-will existing in the world at this moment, you could hardly do it better than by a series of football matches between Jews and Arabs, Germans and Czechs, Indians and British, Russians and Poles, and Italians and Yugoslavs, each match to be watched by a mixed audience of 100,000 spectators. I do not, of course, suggest that sport is one of the main causes of international rivalry; big-scale sport is itself I think, merely another effect of causes that have produced nationalism. Still you do make things worse by sending forth a team of eleven men, labeled as national champions, to do battle against some rival team and allowing it to be felt on all sides that whichever nation is defeated will 'lose face'.

2. War minus Shooting

Comprehension

2.1 Given below are some statements from the essay. If you agree, give reasons; if you don't, state the reasons.

- Nearly all the sports practiced nowadays are competitive.
- International sporting contests lead to orgies of hatred.
- Even a leisurely game like cricket, demanding grace rather than strength, can cause much ill-will.
- In countries like India and Burma, it is necessary at football matches to have strong cordons of police to keep the crowd from invading the field.
- Even then the spectators don't intervene physically they try to influence the game by cheering their own side and 'rattling' opposing players with boos and insults.
- Playing games is simply a waste of time.
- Games have been built up into a heavily financed activity.
- Big-scale sport is merely another effect of the causes that have produced nationalism.

2.2 Answer the following

- What is sport? Try to define it.
- Who is a sportsman?
- What is sportsmanship?
- What is meant by 'the sporting spirit'?
- What is the difference between 'sporting' and 'sportive'?
- Make a list of the sports mentioned in the essay. (There are more than ten.)
- Do you regard the following as sports? Give reasons for your answer. Chess, dancing, monopoly, knitting, fishing, cooking, bird-watching, motor-racing, gardening, shooting.
- What are the differences between sports and hobbies? What is your hobby?
- What is body-line bowling?
- What is 'ferreting for rat'?
- What are your favorite outdoor activities?

- What are your favorite week-end-activities?

2.3 Match the activity/sport with its dominant criterion.

Martial arts	gives a great sense of rhythm
Parachuting	builds up stamina
Dancing	gives moderate exercise and helps mobility
Boxing	teaches self-discipline and self-defense
Ping-pong	develops a sense of awe and mental peace
Jogging	develops muscular strength

- Say whether you like or dislike each one of the activities/sports that you like/dislike. Make use of the list given above and words like relaxing, Boring, disgusting, interesting and exciting.
 a) playing cards b) digging in the garden c) mountain-climbing d) washing dishes
 e) weight-lifting f) wrestling g) shopping h) gymnastics i) learning languages
 j) rowing k) visiting relatives

Now give me reason for each of the activities/sports that you like/dislike. Make use of the list given above and words like relaxing, boring, disgusting, interesting, and exciting.

Example: I like washing dishes because it is relaxing.

- a) Complete with be, camp, do, drive, eat, get, go, lose, make, meet, spend, stay, watch, wear.

2.4 TEST YOUR PERSONALITY

- Do you enjoy _____ people?
- Do you dislike _____ late for appointments
- Do you like _____ expensive clothes?
- Do you ever risked _____ to parties to _____ TV at a home?
- Have you ever risked _____ your job?
- Do you enjoy _____ new friends?
- Do you like _____ cars?
- Do you prefer _____ at a hotel to _____ in a tent?
- Do you like _____ Chinese food?
- Do you enjoy _____ money?

- Do you enjoy _____ unusual things?
- Do you like _____ up early?

(If you have answered at least six questions with YES, proceed further.)

2.5 Fill in the blanks, with for, from, about, in, of, up, by, to, at. (Some are to be used more than once.)

- Are you good _____ organizing?
- Are you used _____ working hard?
- Are you fond _____ solving problems?
- Are you interested _____ dealing with people?
- Are you used _____ making decisions?
- Are you tired _____ being one in a crowd?
- Are you good _____ working with numbers?
- Are you willing to give _____ smoking?
- Can you influence people _____ convincing them?
- Do you take pleasure _____ bringing people together?
- Can you prevent others _____ cheating your friends?
- Are you capable _____ attracting crowds _____ blah – blahing?
- Can you make use of your experience gained _____ blah-blahing _____ selling things?
- Are you excited _____ going places?
- Do you feel confident _____ traveling alone?

(If you have answered all the questions with yes, call us today! Bell School of Management, Tel. 868084.)

2.6 GRAMMER GUIDE

Infinitive Phrases as Direct Objects: Type I

Examples: They hope to win the game.

He claims to be a sportsman.

(In such cases, the ‘subject’ of the infinitive is the same as the subject of the main verb, e.g. the subject of hope is the same as the ‘subject’ of win.)

Answer the questions, using an infinitive phrase as the direct object.

- What do you hope to do after you graduation?
- What do you sometimes neglect to do?
- What do you sometimes refuse to do?
- What do you sometimes offer to do?
- What do you sometimes pretend to do?
- What are the thing you can't afford to do?
- What are the things you fail to do?

Infinitive Phrases as Direct Objects: Type II

Examples: The coach told us to an attacking game.

- The spectators encouraged us to misbehave.

In such cases, the 'subject' of the infinitive is not the same as the subject of the main verb; the subject of told is the coach but the 'subject' of play is us which is also the object of told.

2.7 Answer the following questions, using the verb + object + to = verb.

- Who encouraged you to study English?
- What to do your teachers urge you to do?
- Who reminds you to do your work?
- What do your parents warn you not to do?
- What do your friends persuade you to do?

War Minus Shooting Notes

George Orwell expresses his views on competitive sports in the lesson War Minus Shooting, which also appeared as an article in Tribune in December 1945. He says that, in good olden days that is during Roman Times and in 19th century sports were not taken seriously. Some games like fishing, cockfighting and ferrying of rats did exist long ago, but they were unorganized and were meant only for the rustic communities. The posh and the elite never gave any importance to games. Dr. Arnold, the founder of the Modern Public School, viewed games as a more waste of time. It was later felt that some type of group activity is essential for the outlet of physical strength and sadistic impulses. It is this opinion which brought the existence of a more decent word "Sports".

Then chiefly in England and in United States games were built up into a heavily financial activity and attracted the crowds by rousing savage passions and this infection spreaded country to country. Games are taken seriously in London and New York. In the middle ages they were played with much physical brutality and were not mixed up with politics nor a cause of group hatreds.

Organized sports then started gaining momentum and flourished in the Urban Communities also. The English public schools in the later part of the last century became centers of several important sports. Countries like Rome, Byzantium, London, New York, games were taken seriously. New sports namely walking, swimming, snowballing, climbing and finding houses made inroads in different parts of the world. England and United States witnessed costly games in savage passions aroused

Sports then began to be linked with nationalism. At the same time they were also said to be the cause of politics, brutality and group hatred. Rivalry began to develop especially when the games were played between Jews and Arabs, Germans and Czechs, Indians and British, Italians and Yugoslavs, Russians and Poks. Sports have become one of the main reasons of international rivalry. The author suggests that instead of making things worst by sending forth a team of eleven men, labeled as national champions to do battle against some rival team and allowing it to be felt on all sides that which ever nation defeated "will loose face".

The huge crowds in Boxing, Football and Cricket matches started rattling the opposite players with boos and insults. Harsh and fiercer passions began to be aroused in England and also several other countries. Even a gentleman's game like cricket, which is also called a leisurely game was under question.

The controversy was witnessed over bodyline bowling and over the rough tactics of Australian team that visited England in 1921. A boxing match between white and colored boxers gave a horrible sight. In countries like India or Burma, it is necessary at foot ball matches to have strong cordons of police to keep the crowd from invading the field. The first big foot ball match that was played in Spain about some time ago led to an uncontrollable riot.

George Orwell says that with the passage of time International sports became a mimic warfare. Sports began to be equated with war minus shooting. Instead of promoting good will, they were resulted in much hatred and further fostering the rivalry among the nations. Sports have become competitive when they are played to win and the game has little meaning unless it is won. As soon as the question of prestige arises players do every technique to win the game as I think that their countries dignity would be lost if that are lost. The attitude of the spectators is also important in creating much rivalry they forget that victory gained through cheating is meaningless. Spectators definitely try to influence the game by cheering their own side by insulting opposite players with boos and insults. The authors feels that modern games have abundant hatred, jealousy, boastfulness and ignoring of all the rules and wit nessed of all the violence. The author strongly feels that it is a pressing need to inculcate sports man spirit among all of us to promote peace and goodwill through sports.

3. SYNONYMS

Synonyms are those words, which are very nearly alike in meaning but not quite. We have to choose from a number of synonyms, the particular word that exactly expresses the idea that we wish to convey.

Fill in the blanks in the following sentences with the words provided in brackets:

- Here is a..... sword; it is the one used by Guru Gobind Singh (actual, real)
- Give me aaccount of the accident, use language (concise, brief)
- A mind gives and expression (vacant, empty)
- Captain Cookthe pacific, and a great number of islands (discovered, explored)
- The ship and many sailors were..... (sank drowned)
- In my new I have not the comforts of a(house home)
- Mountain is enchanting. What a beautiful (sight, scenery)
- It was to the astronomer that the eclipse would be at midnight (obvious, visible)
- She met with an This in her life was most memorable. It was an of historical importance (accident, incident, event)
- Opium smoking is a badthis existed among the ancient tribes of India (custom, habit)
- A is bound to take place in our country sooner or later. The against the dictator was put down with an iron hand (rebellion, revolution)
- Rain is but not before evening. Frost is though not even at the end of May. (probable, possible)

Choose the correct synonym of the following words

- **COMPLEMENT**
a. disapproval b. praise c. complaint d. completion
- **CONCEPT**
a. idea b. belief c. deception d. control
- **DUMB**
a. clear b. rouge c. mute d. stupid
- **DUBIOUS**
a. cunning b. pretending c. resolved d. doubtful
- **INDUCE**
a. trap b. influence c. resolved d. inflict
- **MUTTER**
a. cry b. weep c. murmur d. blame
- **SUMMON**
a. call b. weep c. punish d. order
- **COMPLIMENT**
a. disapproval b. praise c. compliant d. completion
- **RECKON**
a. withdraw b. calculate c. estimate d. exclude
- **INCULCATE**
a. attract b. adapt c. cause d. exclude
- **SEA-CHANGE**
a. complete change b. partial change c. favourable change d. unfavourable change
- **ANONYMOUS**
a. generous b. well-known c. reluctant d. One whose name is not known.
- **ASSIDUITY**
a. diligence b. bitterness c. peace d. intelligence
- **CENSOR**
a. deceive b. scold c. delete d. fabricate
- **NOTHING**
a. something b. cipher c. suffering d. everything
- **ANGUISH**
a. insult b. anger c. suffering d. desire

- **COMPLACENCY**
a. self-satisfaction b. negligence c. carelessness d. hesitation
- **FLAIR**
a. talent b. anger c. jealousy d. hatred
- **JEOPARDY**
a. upset b. confusion c. danger d. demolition
- **POSTHUMOUS CHILD**
a. brilliant b. physically weak c. illegitimate d. born after the death of the father
- **INEFFABLE**
a. not erasable b. inadequate c. inexpressible d. not effective
- **ORATOR**
a. speaker b. singer c. debate d. critic
- **NOSTALGIC**
a. indolent b. diseased c. homesick d. soothing
- **PROCURE**
a. preserve b. acquired c. recover d. harm
- **ATHEIST**
a. bachelor b. disbeliever in God c. heart doctor d. priest
- **OPHTHALMOLOGIST**
a. eye doctor b. skin doctor c. heart doctor d. cancer specialist
- **TERRESTRIAL**
a. wide spread b. relating to the sky c. windswept d. earthly

3.1 ANTONYMS

Words having opposite or contrary meanings are called Antonyms

- Attractive X Repulsive
- Acknowledge X Disown, deny
- Adversity X Prosperity
- Acquit X Convict
- Affirm X Deny
- Frugal, thrifty X Extravagant
- Fickle X Constant
- Condemn X Approve
- Savage X Civilized
- Persuade X Dissuade
- Prohibit X Permit
- Punish X Reward
- Retire X Advance, approach
- Work X Play
- Benefactor X Malefactor
- Base X Noble
- Frank X Reserved
- Complain X Refusal
- Ambiguity X Clarity

Underline the correct antonym of the following words

- DISTANT
a. remote b. far c. near d. yonder
- INEVITABLE
a. certain b. unavoidable c. escapable d. absolute
- INCREASE
a. augment b. decrease c. improve d. deceive
- NARROW
a. broad b. thin c. slime d. slender

- **EXCLUSION**
a. omission b. elimination c. inclusion d. exemption
- **DETERIORATE**
a. dwindle b. decrease c. increase d. diminish
- **PROGRESS**
a. develop b. advance c. recede d. prolong
- **FAITH**
a. trust b. doubt c. belief d. reliance
- **FLUCTUATE**
a. vacillate b. change c. shift d. settle
- **BIAS**
a. equity b. impartiality c. prejudice d. unfairness
- **CELESTIAL**
a. heavenly b. divine c. supernatural d. earthly
- **PROTEST**
a. objection b. disapproval c. assent d. contradiction
- **LANKY**
a. lean b. thin c. sturdy d. bony
- **LAVISH**
a. profuse b. miserly c. liberal d. bountiful
- **GREAT**
a. advance b. big c. large d. little
- **IMPERFECT**
a. absolute b. complete c. profound d. consummate
- **SIGNIFICANT**
a. important b. insignificant c. vital d. necessary
- **ISOLATION**
a. separation b. loneliness c. intimacy d. solitude
- **UNIQUE**
a. ordinary b. common c. singular d. unequalled
- **SURMOUNT**
a. surpass b. fail c. master d. overcome

- **JEALOUSY**
a. tolerance b. aware c. jubilant d. rustic
- **AMBIGUITY**
a. clarity b. certainty c. rationality d. perversity
- **FEASIBILITY**
a. unsuitability b. cheapness c. impropriety d. impracticability
- **CIRCUITIOUS**
a. round about b. aware c. complete d. direct
- **GORGEOUS**
a. fashionable b. desperate c. plain d. sumptuous in appearance

4. VERBAL ABILITY

4.1 WORDS OFTEN CONFUSED

Words that are similar in form or sound, but different in meaning. A list of such words liable to be confused is given below.

- **Accept:** to receive with favour
- I accept your offer
- **Except:** to omit or exclude
- If you except the last term I shall accept the contract.

- **Alter:** a place for offering
- The pibus old man bowed before the altar
- **Altar:** To change
- Nothing can alter my decision.

- **Avocation:** a subordinate occupation, usually one pursued for pleasure and
- Pastime rather than for gain
- His vocation is photography
- **Vocation:** chief occupation
- His vocation is banking and his avocation is painting.

- **Womanly:** befitting a woman
- Modesty is a womanly virtue
- **Womanish:** like woman (used contemptuously)
- It was womanish on his part to shed tears.

- **Verbal:** oral; not written
- I cannot carry out your verbal orders
- **Verbose :** containing more words than are wanted.
- He writes in a verbose style.

- **Temporary:** that which lasts only for a short period
- This post is purely temporary
- **Temporal:** earthly; opposed to spiritual
- I do not care for temporal interests.

- **Conscious:** aware
- She is conscious of her faults
- **Conscientious:** obedient to conscience, scrupulous
- He is a conscientious worker and always does his duty.

- **Divers:** several; sundry
- Divers men tried to solve the problems
- **Diverse:** Marked different or unlike
- Their views were diverse, as diverse as the East and West.

- **Beneficial:** advantageous
 - Fresh air and the good food are beneficial to the health.
 - **Beneficent:** doing good; kind
 - A beneficent king wins the hearts of his subjects.
-
- **Childish:** is used in a bad sense and suggests such as silliness, foolishness and weakness.
 - Your talk is becoming childish
 - **Child – like:** is used in a good sense and suggests such as innocence, simplicity and trustfulness
 - Her child-like innocence appealed to all.
-
- **Calender:** The calender has gone out of order
 - Roller machine for pressing and smoothing cloth or paper
 - **Calendar:** Please consult the calendar and tell me on what day Deepawali falls:
 - List of days, week's months, of a particular year.
-
- **Eminent:** He is an eminent scholar of Sanskrit.
 - Of great repute
 - **Imminent:** there is an danger of the war breaking out.
 - Events, specially dangers, likely to come or happen soon.
-
- **Formally:** The proposal has not yet been made.
 - In accordance with rules, customs conventions
 - **Formerly:** Dr. Bhandari was formely a professor of electrical engineering.
 - Previously
-
- **Honorary:** Sri Govind Prasad is working as an Secretary of the Indian Chamber of Commerce
 - Holding office without remuneration
 - **Honorable:** He retired after rendering service to the nation for 30 years.
 - Worthy of respect
-
- **Loose:** The dg is too dangerous to be left
 - free, not held
 - **Lose:** he like wearing loose trouser.
 - Not closing fitting
-
- **Momentary :** Many decisions taken in life are of only importance
 - Lasting for a moment, short lived
 - **Momentous:** The chairman said that at the next meeting some mimentous decisions would be taken and so he would like all members to be present
-
- **Stationery:** The office manager occasionally carries out a physical verification of stationery items in stock

- Articles use in connection with writing
Stationary: The sun is stationary body and the earth evolves round it
Not moving fixed
- **Verbal:** He sent me a verbal message that he will reach the office half an hour before the meeting.
- Spoken, not written
- **Verbose:** a verbose style leads to vagueness in communication.
- Using more words than necessary
- **Zealous:** For rural development we need an army of Zealous workers.
- Full of enthusiasm
- **Jealous:** He is jealous of his colleague's promotion.
- Full of envy.

Underline the correct word out of those in brackets:

- His paintings show that he is a great (artist, artisan).
- Our teacher does not believe in (corporal, corporeal) punishment.
- He disliked his (childish, child like) habits.
- Would you mind just (checking, chequing) these figures for me?
- I'd like (complement, compliment) you on your excellent taste in clothes.
- They have written a very (practical, practicable) grammar and composition book.
- Cross-examination failed to (elicit, illicit) any useful information.
- All civilized nations now believe in the (human, humane) treatment of prisoners.
- He is an (eminent, imminent) scientist.
- The smog (affects, effects) our lungs and has an unpleasant effect on the skin.
- Try to (adopt, adapt) your language to the speech of community.
- The crops have suffered from the long (drought, draught).
- A judge must be (uninterested, disinterested) in a case.
- He is honest (beside, besides) being hard working.
- He is very (conscious, conscientious) worker and always does his duty.
- I think it is very (particular, peculiar) for a young man to use perfumed stationery, stationary) for his letter

5. A DILEMMA A LAYMAN LOOKS AT SCIENCE

RAYMOND B. FOSDICK

AUGUST 6, 1945 – The day the atomic bomb was dropped on Hiroshima - brought home to all of us in a dramatic fashion the significance of science in human life. The impact of that bomb has left us stunned and confused. Certainly we laymen are frightened by science as we never were before. And certainly too, we are bewildered by the power which science has suddenly placed in our laps – bewildered and humbled by our realization of how unequipped we are, in terms of ethics, law, and government, to know how to use it.

That, I think, is the first reaction of a layman to the stupendous repercussion of that bomb on Hiroshima. And the first question that comes to his mind is this: what use are radio and automobiles and penicillin and all the other gifts of science if at the same time this same science hands us the means by which we can blow ourselves and our civilization into drifting dust? We have always been inclined to think research and technology as being consciously related to human welfare. Now, frankly, we are not so sure, and we are deeply troubled, by the realization that man's brain can create things which his will may not be able to control.

To the layman it seems as if science were facing a vast dilemma. Science is the search for truth, and it is based on the glorious faith that truth is worth discovering. It springs from the noblest attribute of the human spirit. But it is this same search for truth that has brought our civilization to the brink of destruction; and we are confronted by the tragic irony that when we have been most successful in pushing out the boundaries of knowledge, we have most endangered the possibility of human life on this planet. The pursuit of truth has at last led us to the tools by which we can ourselves become the destroyers of our own institutions and all the bright hopes of the race. In this situation what do we do – curb our science or cling to the pursuit of truth and run the risk of having our society torn to pieces?

It is on the basis of this dilemma that serious questions are forming in the public mind. Unless research is linked to a human and constructive purpose, should it not be subject to some kind of restraint? Can our scientists afford to be concerned solely with fact and not at all with value and purpose? Can they legitimately claim that their only aim is the advancement of knowledge regardless of its consequences? Is the layman justified in saying to the scientists: 'We look to you to distinguish between that truth which furthers the well-being of mankind and that truth which threatens it?'

One of the scientists who played a leading role in the development of the atomic bomb said to the newspapermen: 'A scientist cannot hold back progress because of fears of what the world will do with his discoveries'. What he apparently implied was the science has no responsibility in the matter, and that it will plunge ahead in the pursuit of truth even if the process leaves the world in dust and ashes.

Is that the final answer? Is there no other answer? Frankly, as a layman, I do not know. Offhand, this disavowal of concern seems callous and irresponsible. But we may

be facing a situation where no other answer is realistic or possible. To ask the scientist to foresee the use – the good or evil of the use – to which his result may be put is doubtless beyond the realm of the attainable. Almost any discovery can be used for either social or anti-social purposes. The German dye industry was not created to deal with either medicine or weapons of war; and yet out of that industry came our sulphur drugs and mustard gas. When Einstein wrote his famous transformation equation in 1905 he was not thinking of the atomic bomb, but out of the equation came one of the principles upon which the bomb was based.

Willard Gibbs was a gentle spirit whose life was spent in his laboratory at Yale University, and who never dreamed that his work in mathematical physics might have even a remote relationship to war; and yet it is safe to say that his ideas gave added power to the armaments of all nations in both World War I and World War II.

I suspect that the way out of the dilemma is not as simple as the questions now being asked seem to imply. The good and the evil that flow from scientific research are more often than not indistinguishable at the point of origin. Generally they are by products, or they represent distortions of original purpose, none of which could have been foreseen when the initial discovery was made. We are driven back to a question of human motives and desires. Science has recently given us radar, jet propulsion and power sources of unprecedented magnitude. What does society want to do with them? It can use them constructively to increase the happiness of mankind or it can employ them to tear the world to pieces. There is scarcely a scientific formula or a process or a commodity which cannot be used for war purposes, if that is what we elect to do with it. In brief, the gifts of science can be used by evil men to do evil even more obviously and dramatically than they can be used by men of goodwill to do good.

I fear there is no easy way out of our dilemma. I would not absolve the scientists from some measure of responsibility, for they are men of superior training and insight and we are entitled to look to them for help and leadership more help and leadership, I venture to add, than have thus far been given. However, I note that a considerable number of scientist who were connected with the atomic bomb project have publicly expressed their apprehension of the consequences of their own creation. 'All of us who worked on the atomic bomb, said Dr Allison of the University of Chicago, had a momentary feeling of elation when our experiment met with success; but that feeling rapidly changed to a feeling of horror, and a fervent desire that no more bombs would be dropped.

Nevertheless, in the long run I do not believe that we shall be successful in making science the arbiter of its discoveries. Somehow or other society itself must assume that responsibility. The towering enemy of mankind is not science but war. Science merely reflects the social forces by which it is surrounded. When there is peace, science is constructive; when there is war, science is perverted to destructive ends. The weapons which science gives us do not necessarily create war; they make war increasingly more terrible, until now it has brought us to the doorstep of doom.

Our main problem therefore, is not to curb science but to stop war to substitute law for force and international government for anarchy in the relations of one nation with another. That is a job in which everybody must participate, including the scientists. But the bomb on Hiroshima suddenly woke us up to the fact that we have very little time. The hour is late and our work has scarcely begun. Now we are face to face with this urgent

question: 'Can education and tolerance and understanding and creative intelligence run fast enough to keep us abreast with our own mounting capacity to destroy?'

That is the question which we shall have to answer one way or another in this generation. Science must help us in the answer, but the main decision lies within ourselves.

6. A DILEMMA COMPREHENSION

Check your understanding:

1. Who is a layman? What do we call a person who is not a layman?
2. In the first two paragraphs the following words are used: stunned, frightened, bewildered, confused, humbled, troubled. What will be the typical behavior of people in each of the following situations:
 - a) A tiger is found in the garden or a house.
 - b) One is defeated in a match or a debate.
 - c) In the examination hall all the questions in the question paper are found to be difficult.
3. Can you name a situation in which
 - a) You will be stunned?
 - b) You will be bewildered?
 - c) You will be troubled?
4. What was the first reaction of the layman to the effect of the dropping of an atomic bomb on Hiroshima?
5. Why are we troubled by the realization that our brain can create things which we may not be able to control?
6. How can our search for truth bring our civilization to the brink of destruction?
7. Can our scientists afford to be concerned solely with the pursuit of truth unmindful of its consequences? What is the author's opinion? What is your opinion?
8. What, according to the author, is the towering enemy of man-kind?
9. When did Einstein write his famous equation? What is it about? Why is it so famous? Who is Einstein?

Matching words with their meanings

Match the words with their meanings as used in the passage. Column II has one 'extra'. You may use a dictionary and look back at the essay.

Column I	Column II
1. Indistinguishable	a. amazing in degree
2. Arbiter	b. free
3. Repercussion	c. unfeeling
4. Dilemma	d. far-reaching effect
5. Perverted	e. denial
6. Absolve	f. cannot be differentiated being in spirits
7. Distortions	g. The state of being in high spirits
8. Stupendous	h. passionate
9. Callous	i. turned to a wrong use
10. Elation	j. having to choose between two equally undesirable courses of action.
11. Fervent	k. person in complete control
12. Disavowal	l. false accounts
	m. judge.

- **Think and answer.**

Distinguish between:

- i. Culture and civilization
- ii. Knowledge and wisdom
- iii. Anarchy and autocracy
- iv. Education and literacy.

- Under each statement given below two meanings are given. Say which one correctly explains the meaning of the italicized expression.

1. Science will plunge ahead in the pursuit of truth even if the process leaves the world in dust and ashes.
 - a) in a highly pollute state.
 - b) in a state of destruction
2. The weapons which science gives us have brought us to the door – step of doom.
 - a) close to ruin
 - b) close to evil
3. We have been most successful in pushing out the boundaries of knowledge.
 - a) limits of our knowledge
 - b) divisions of knowledge
4. We are bewildered by the power which science has placed in our laps.
 - a) in our power
 - b) at our disposal.
5. We are confronted by the tragic irony.
 - a) sad reversal of a situation.
 - b) disastrous outcome

A DILEMMA
A LAYMAN LOOKS AT SCIENCE
Notes

Raymond B. Fosdick in the lesson 'A Dilemma' says that science should be used only for the constructive purpose and not to be aimed at the degeneration of the society. August 6, 1945, a day of unfortunates, on which the atomic bomb was dropped on Hiroshima brought home to all of us about the significance (or) importance of science in human life. Mankind was frightened by science and bewildered by its enormous power. This instance has realised the mankind how unequipped we are in terms of ethics, law, and government, to know how to use it. The author says that science is based on truth and should spring from the noblest attribute of the human spirit.

There are certain inventions that can evoke both positive and negative responses. Invention of Radio, Automobiles, penicillin, Radar and jet propulsions shall be aimed towards the betterment of the society rather than creating ugliness and desolation. The gifts of science, the author vehemently feels, should not blow our civilization into drifting dust. The research and Technology yield right fruits when they are related to human welfare.

Science is the search for truth. But it is the same search for truth that has brought our civilization to the brink of destruction. The writer strongly feels that research shall be subjected to some kind of restraint if it is not linked to human constructive purpose; it is really disheartening to read about that leading scientists associated with atom bomb saying that one should not hold back progress because of fear of misuse of science

Fosdick then says that some inventions are purely accidental and the scientists never had any evil intentions while discovering them. For instance Albert Einstein never thought of atom bomb while working for his transformation equation in 1905. Yet, from this come out one of the principles upon atom bomb is based. Similarly sulphur drugs and mustard gas which are offshoots of German dye industry was not created to deal with either medicine or weapons of war; Willard Gibbs was a gentle spirit whose life was spent in his laboratory at Yale University had never dreamt that his research in the mathematical physics might have even a remote relationship to World War I & II. These discoveries are classic examples where the gifts of science can be used by evilmen to do evil men to do evil even more obviously and dramatically than can be used by men of goodwill to do good.

The author concludes that the towering enemy of mankind is not science but war. Science merely reflect the social forces by which it is surrounded. When there is peace, science is constructive and when there is war, science is prevented to destructive ends. Our problem therefore is not to combat science but to stop war- to substitute law for force and international government for awareness in the relations of one nation with another. He feels that our education should be based on tolerance understanding and creative intelligence that should run fast enough to put an end to the evil effects of the science formally, Science must help us but the decision lies within ourselves i.e., the role responsibility is of human beings.

7. HOMONYMS

Homonyms are distinct words with quite different meanings that are spelt and pronounced just the same way.

Eg: 1. Grave..... serious, tomb

2. Bank shore, place to deposit money

3. Bear..... a) animal b) to carry

4. bark..... a) the tough outer covering of tree trunks b) the short sharp sound made by dogs.

5. bat a) a small animal like mouse with wings. b) a piece of wood

6. fair a) what is just or reasonable b) an exhibition

7. lie a) to give a false impression b) to rest on a surface

8. resta) to relax b) an object that is used for support c) the remaining part

Use the following words in two ways:

- | | | | | | |
|------------|------------|-------------|------------|-----------|-------------|
| 1. BANK | 2. MATCH | 3. CABINET | 4. FACE | 5. SPRING | 6. BOWL |
| 7. CALL | 8. POST | 9. CELL | 10. CORD | 11. COLD | 12. PALM |
| 13. PART | 14. PAST | 15. DISPLAY | 16. DOUBEL | 17. FOLD | 18. PEN |
| 19. LIKE | 20. LIGHT | 21. NAP | 22. OVER | 23. PASS | 24. DON |
| 25. ABOUT | 26. ABSENT | 27. AWAKE | 28. GRATE | 29. HOCK | 30. QUAIL |
| 31. SCHOOL | 32. SCORE | 33. SNAP | 34. SPELL | 35. CLUB | 36. THROUGH |
| 37. BOON | 38. BOWLER | 39. CHANCE | 40. AFFECT | 41. AIR | 42. ADDRESS |

More words at a glance

Acts/ax

Aisle / I'll

Ad/add

All / awl

Adds / ads

Allowed / aloud

Ade / aid

Altar / alter

Aerie / airy

An / ann

Aero / arrow

Ant / aunt

Affect / effect

Ante / auntie

Ail / ale

Arc / ark

Air / are

Ascent / assent

E'er / ere

Ate / eight

Err / heir

8. HOMOPHONES

Homophones are words, which sound identical but are spelt differently and have different meanings.

A homophone is a word that sounds like another word but has a different meaning.

A list of homophones are given hereunder

- | | | | | | |
|-----|------------|------------|-----|--------|---------|
| 1. | Sew | Sow | 26. | Toe | Tow |
| 2. | Aisle | Isle | 27. | Pair | Pare |
| 3. | Profit | Prophet | 28. | Altar | Alter |
| 4. | Hair | Heir | 29. | Bolder | Boulder |
| 5. | Colonel | Kernel | 30. | Pain | Pane |
| 6. | Course | Coarse | 31. | Pray | Prey |
| 7. | Compliment | Complement | 32. | Bow | Bough |
| 8. | Sauce | Source | 33. | Caught | Court |
| 9. | Idol | Idle | 34. | Bare | Bear |
| 10. | Dough | Dove | 35. | Vale | Veil |
| 11. | Flower | Flour | 36. | Tied | Tide |
| 12. | Vein | Vain, vane | 37. | Suite | Sweet |
| 13. | Disease | Decease | 38. | Paw | Poor |
| 14. | Flea | Flee | 39. | So | Sew |
| 15. | Fair | Fare | 40. | To | Too |
| 16. | Key | Quay | 41. | Made | Maid |
| 17. | Cereal | Serial | 42. | Saw | Soar |
| 18. | Boy | Buoy | 43. | Eight | Ate |
| 19. | Bear | Bare | 44. | Hoarse | Horse |
| 20. | Air | Heir | 45. | Knight | Night |
| 21. | Steal | Steel | 46. | Warn | Worn |
| 22. | Place | Plaice | 47. | Grate | Great |
| 23. | Tale | Tail | 48. | Isle | I'll |
| 24. | Son | Sun | 49. | Beach | Beech |
| 25. | Peal | Peel | 50. | Mail | Male |

EXERCISE

Fill in the blanks with the suitable words from the blanks:

1. There is a _____ big fire burning in the _____ (grate, great).
2. You can eat the _____ but give me the knife to _____ the skin (pare, pear).
3. He was charged with stealing a _____ of cotton and was released on _____ (bale, bail).
4. The artist's _____ showed a picture of a politician trying to _____ votes (canvass, canvas)
5. He is the _____ of a plan to make slow pupils understand the difference between a _____ and a multiplier (deviser, divisor)
6. There is thunder and _____ and dark stormy sky shows no sign of _____ (lightening, lightning).
7. The _____ of our college is a man of _____ (principal, principles).
8. She wrote a _____ on the history of peace _____ (treatise, treaties).

Underline the correct word:

1. What medicine did the doctor prescribe / proscribe for her?
2. Gandhi did not like corporeal / coporal punishment
3. Milton's poetry is full of classical allusions / illusions.
4. Do you know the Archimedes principle / principal?
5. I passed the intermediate course / coarse.
6. This is not officious / official.
7. Canvass / Canvas cloth is used for tents.
8. Ramesh always sits beside / besides her.
9. The minister is appraised / apprised of the situation.
10. This film is an adaptation / adaptation of novel.

9. YOU AND YOUR ENGLISH

SPOKEN ENGLISH AND BROKEN ENGLISH

G.B. SHAW

(In every country in the world in which literature holds a place, the name of George Bernard Shaw is well known. No other writer, except, perhaps, Shakespeare, has earned such world-wide fame. The following text, which the literary genius prepared and spoke on a 'gramophone' recording for the Linguaphone Institute, is loaded with characteristic Shavian wit, but with serious purpose behind it all. The provocative ideas are couched in a simple but sparkling rhetorical style)

I am now going to suppose that you are a foreign student of the English language; and the that you desire to speak it well enough to be understood when you travel in the British Commonwealth or in America, or when you meet a native of those countries. Or it may be that you are yourself a native but that you speak in a provincial or cockney dialect of which you are a little ashamed, or which perhaps prevents you from obtaining some employment which is open to those only who speak what is called "correct English". Now, whether you are a foreigner or a native, the first thing I must impress on you is that there is no such thing as an ideally correct English. No two British subjects speak exactly alike. I am a member of a committee established by the British Broadcasting Corporation for the purpose of deciding how the utterances of speakers employed by the Corporation should be pronounced in order that they should be a model of correct speech for the British Islands. All the members of that Committee are educated persons whose speech would pass as correct and refined in any society or any employment in London. Our chairman is the Poet Laureate, who is not only an artist whose materials are the sounds of spoken English, but a specialist in their pronunciation. One of our members is Sir Johnston Forbes Robertson, famous not only as an actor but for the beauty of his speech. I was selected for service on the "Committee because, as a writer of plays I am accustomed to superintend their rehearsals and to listen critically to the way in which they are spoken by actors who are by profession trained speakers (being myself a public speaker of long experience). That committee knows as much as anyone knows about English speech; and yet its members do not agree as to the pronunciation of some of the simplest and commonest words in the English language. The two simplest and commonest words in any language are "yes" and "no". But no two members of the committee pronounce them exactly alike. All that can be said is that every member pronounces them in such a way that they would not only be intelligible in every English-speaking country but would stamp the speaker as a cultivated person as distinguished from an ignorant and illiterate one. You will say, "well" that is good enough for me" that is how I desire to speak. 'But which member of the committee will you take for your model? There are Irish members, Scottish members, Welsh members, Oxford University members, American members; all recognizable as such by their differences of speech. they differ also according to the country in which they were born. Now, as they all speak differently, it is nonsense to say that they all speak correctly. All we can claim is that they all speak presentably, and that if you speak as they do, you will be understood in any English-speaking country and accepted as a person of good social standing. I wish I could offer you your choice among them as a model; but for the moment I am afraid you must put up with me-an Irishman.

I have said enough to you about the fact that no two native speakers of English speak it alike; but perhaps you are clever enough to ask me whether I myself speak it in the same way.

I must confess at once that I do not. Nobody does. I am at present speaking to an audience of many thousands of gramophonists, many of whom are trying hard to follow words, syllable by syllable. If I were to speak to you as carelessly as I speak to my wife at home, this record would be useless; and if I were to speak to my wife at home as carefully as I am speaking to you, she would think that I was going mad.

As a public speaker I have to take care that every word I say is heard distinctly at the far end of large halls containing thousand of people. But at home, when I have to consider only my wife sitting within six feet of me at breakfast, I take so little pains with my speech that very often instead of giving me the expected answer, she says "Don't mumble; and don't turn your head away when you speak I can't hear a word you are saying." And she also is a little careless. Sometimes I have to say "What?" two or three times during our meal; and she suspects me of growing deafer and deafer, though she does not say so, because, as I am now over seventy, it might be true.

No doubt I ought to speak to my wife as carefully as I should speak to a queen, and she to me as carefully as she would speak to a king. We ought to; but we don't. (Don't," by the way, is short for "do not".)

We all have company manners and home manners. If you were to call on a strange family and to listen through the keyhole – not that I would suggest for a moment that you are capable for doing such a very unladylike or ungentleman like thing; but still – if, in your enthusiasm for studying languages you could bring yourself to do it just for a few seconds to hear how a family speak to one another when there is nobody else listening to them, and then walk into the room and hear how very differently they speak in your presence, the change would surprise you. Even when our home manners are as good as our company manners – and of course they ought to be much better – they are always different; and the difference is greater in speech than in anything else.

Suppose I forget to wind my watch, and it stops, I have to ask somebody to tell me the time. If I ask a stranger, I say "What O'clock is it?" the stranger hears every syllable distinctly. But if I ask my wife, all she hears is 'cloxst.' That is good enough for her; but it would not be good enough for you. So I am speaking to you now much more carefully than I speak to her; but please don't tell her!

I am now going to address myself especially to my foreign hearers. I have to give them another warning of quite a different kind. If you are learning English because you intend to travel in England and wish to be understood there, do not try to speak English perfectly, because, if you do, no one will understand you. I have already explained that though there is no such thing as perfectly correct English, there is presentable English which we call "Good English"; but in London nine hundred and ninety nine out of every thousand people not only speak bad English but speak even that very badly. You may say that even if they do not speak English well themselves they can at least understand it when it is well spoken. They can when the speaker is English; but when the speaker is a foreigner, the better he speaks, the harder it is to understand him. No foreigner can ever stress the syllables and make the voice rise and fall in question and answer, assertion and

denial, in refusal and consent, in enquiry or information, exactly as a native does. Therefore the first thing you have to do is to speak with a strong foreign accent, and speak broken English: that is, English without any grammar. Then every English person to whom you speak will at once know that you are a foreigner, and try to understand you and be ready to help you. He will not expect you to be polite and to use elaborate grammatical phrases. He will be interested in you because you are a foreigner, and pleased by his cleverness in making out your meaning and being able to tell you what you want to know.

If you say “Will you have the goodness, Sir, to direct me to the railway terminus at Charing Cross,” pronouncing all the vowels and consonants beautifully, he will not understand you, and will suspect you of being a beggar or a confidence trickster. But if you shout, ‘please! Charing Cross! Which way!’ You will have no difficulty. Half a dozen people will immediately overwhelm you with directions.

Even in private intercourse with cultivated people you must not speak too well: Apply this to your attempts to learn foreign languages, and never try to speak them to well: and do not be afraid to travel. You will be surprised to find how little you need to know or how badly you may pronounce. Even among English people, to speak too well is a pedantic affectation. In a foreigner it is something worse than an affectation: it is an insult to the native who cannot understand his own language when it is too well spoken. That is all I can tell you: the record will hold no more. Good-bye!

10. YOU AND YOUR ENGLISH COMPREHENSION

1. What according to Shaw are the advantages in learning to speak well?
2. a) What is meant by a provincial or cockney dialect?
b) Can you name some important native dialects of English?
3. a) Is there such a thing as ideally correct English?
b) Do all British speakers speak exactly alike?
c) What are the examples cited by Shaw to prove his statement?
4. What are the two simplest and commonest words in English?
5. When can we say that somebody's speech is acceptable?
6. Does Shaw offer himself as a model? What does he say about his own speech?
7. Does Shaw speak to his wife as carefully as he would speak to a queen?
8. If he were to speak to his wife at home as carefully as a public speaker speaking to a large audience, what would she think?
9. When he says 'What?' two or three times to his wife at breakfast what does she suspect?
10. Does Shaw advocate listening through the keyhole? Why not?
11. Why are home manners different from company manners?
12. "What o' clock is it?" – How does his wife hear it?
13. Why should we adjust our speech style to the occasion?
Do you do it in your own language?

14. a) Why does Shaw urge foreigners not to try to speak English perfectly?
b) Do you think it is sound advice? Is he speaking with his tongue in his cheek?
c) Can you mention a play that Shaw wrote to prove his point of view?
15. a) "In London nine hundred and ninety nine out of every thousand people not only speak bad English but speak even that very badly."
- Can you explain what it means?
b) "Even among English people, to speak well is a pedantic affectation. _ What does it mean? Why?"

- **Guess the intended meaning**

Write out the sentence under each statement that correctly explains the meaning of the italicized expression or expressions.

1. "I am afraid you must put up with me." (Paragraph 1)
_____ Shaw is frightened and he is taking you to stay with him.
_____ He politely says that you must tolerate his way of speaking.
2. "That is good enough of her." (Para 7)
_____ That is all that is necessary or needed.
_____ She deserves only that.
3. "He will suspect you of being a beggar or a confidence trickster." (para 8)

- _____ He will think you are trying to cheat him.
 _____ He will think you are telling him some tricks to be kept secret.
4. In a foreigner it is something worse than an affection.
 _____ It is something worse than a kindly feeling.
 _____ It is something worse than being unnatural or pretending to be genuine.

The responses in the following conversation are those of a person whose knowledge of English is very elementary. Do you think Shaw will approve of the responses? Rewrite the responses in good English.

- A: Where were you born?
 B: I born on ship.
 A: What was the name of the ship?
 B: I not know.
 A: What nationality was your mother?
 B: She French.
 A: Where is your mother now?
 B: She die.
 A: Who is your father?
 B: I not know him.
 A: Did your mother tell you about him?
 B: He English. A seaman I never see.
 A: When did your mother die?
 B: Excuse _ I not know.
 A: Do you know how old your were when your mother died?
 B: I six year old.
 A: Afterwards, who looked after you?
 B: I take care myself.
 A: Can you read and write?
 B: I write name.

(From Arthur Hailey's 'In High Places')

In the following sentences the meaning intended is not clear. Can you rewrite the sentences so that the meaning intended is made clear?

(Some clues are given to help you.)

1. He killed the man with a stick. (How? Who?)
2. I went to my village to sell and land along with my wife. (What was to be sold?)
3. The committee's appointment was not satisfactory. (What was not satisfactory?)
4. Do not go other shops to be disappointed, but come to us. (For What?)
5. Would you like to try on that dress in the window? (Where? What?)
6. He loves his dog more than his wife. (Who loves who?)

7. I have smoked one of your cigarettes, and shall in future smoke no others. (gave up smoking)
 8. The college may refuse admission to anyone they think proper. (Who may be refused admission?)
 9. The report that the students were reading annoyed the warden. (What were they reading?)
 10. Jim curse the day he was born. (When? What?)
- The following expressions are used in the Indian variety of English. Can you put them in Standard British English?
 1. The meeting was pre-poned.
 2. The matter will be referred to the concerned ministry.
 3. Why you came late to the class?
 4. They are having three cars.
 5. Look at the alphabets of English.
 6. Go and enjoy.
 7. In find it difficult to make by both ends meet.
 8. You may be knowing that officer.
 9. We are living here since 1970.
 10. Newspaper advertisement: "Wanted a Non-vegetarian Cooker 45 years old."
 - Shaw was outraged by the irrational spelling of English. He said, "My surname has two sounds; but I have to spell it with four letters: another 100 percent loss of time, labour, ink, and paper. The Russians can spell it with tow letters, as they have an alphabet of 35 letters. In the race of civilization, what chance has a power that cannot spell so simple a sound as Shaw against a rival that can?"
 1. Can you suggest simpler ways of writing the following words?

a) enough	b) queue	c) should	d) love	e) through
f) finally	g) quality	h) photo	i) all right	
 2. Indian English as it is spoken is highly influenced by the spelling. There are people who pronounce the following words as they are written. Can you say how they are to be pronounced? Psychology, summer, plumber, subtle, bottle, bomb, colonel, drought.
 3. Think of your first language (i.e your mother tongue). Do you think all those who speak it speak exactly alike? Are there variations among individuals? Are there variations between two speakers of your first language? Are the speech habits identical? Similar? Can you point out some variations in accent, in the use of words, etc., between individuals, regions, and social classes?
 4. Think of your first language. Do you adjust your speech style to the occasion? Can you give some examples?

YOU AND YOUR ENGLISH SPOKEN ENGLISH AND BROKEN ENGLISH Notes

This lesson is a Gramophone recording for the Linguaphone Institute given by George Bernard Shaw, a well known personality in the history of world literature.

Shaw here emphasizes the point that there is no such thing as ideally correct English and no two Britishers speak English exactly in the same manner. He says that because of his rich experience as a public speaker and also as a playwright he was appointed by the British Broadcasting Corporation as a member of a committee whose main aim was to develop a model of correct English speech for the British Islands. The Committee was chaired by a poet Laureate who was also an artist and his materials are the sounds of Spoken English, and a specialist in pronunciation Johnstone Forbes Robertson, a well known actor known for the beauty of speech was also a member of this committee which was a heterogeneous blend of Irish, Scottish, Welsh, Oxford and American members. All these members could be recognized by their difference in speech and hence we can't conclude that they spoke English correctly. They, of course, spoke English presentably which is easy to comprehend. Imitating them would make us persons of good social standing. It is also astonishing to note that this committee sometimes did not agree to the usage and pronunciation of most of the simple and common words of English.

Shaw says that the two commonest words in English are 'Yes' and 'No'. But no two members of the committee pronounce them exactly alike. Yet there are some people who find delight in avoiding them. Shaw points out that good effort is needed to comprehend or to follow words, syllable by syllable. He says that he is speaking carefully to an audience of thousands of gramophonists. But if he speaks carelessly as he speaks to his wife, the audience can't make out, and at the same time if he speaks carefully at home, his wife thinks that he has gone mad.

The usage of English differs from situation to situation. One would indeed be labeled mad or insane if one talks to his wife in the same manner as he does at a Gramophone recording and vice - versa. Shaw, in a lighter sense, asks us to be careful even while speaking to wife and the conversation between a husband and wife should be like a conversation between a King and a Queen. Unfortunately that doesn't happen with all of us.

Shaw classifies manners into two types namely Company Manners and Home Manners which also vary according to the situation. Family members do not speak among themselves in the manner as they do on ordinary occasions when they are in the presence of an outsider. Shaw further adds by citing an example of 'key hole moral' the listener gets surprised to note the difference between two situations. The difference is greater in speech than in anything else.

Foreigners need not speak English perfectly if they want to travel in England and if they are wise to be understood these. Even if they do so, they will not be understood since a vast majority in London speaks bad English. If a foreigner speaks perfect English, he/she will be suspected of being a beggar or a confidence trickster. Speaking English too

well is in fact a pedantic affectation. George Bernard Shaw further mentions that the stranger, hears every syllable distinctly when he asks him what O' Clock is it? But his wife hears it as "Cloxst", because it is good enough for her but not to the listener.

Shaw emphasizes that there is no such thing as perfectly correct English and there is presentable English which we call "Good English". In London, Shaw points out that Nine hundred ninety nine out of every thousand people don't only speak bad English but speak even that very badly. They neither speak it correctly nor be understood when it is well spoken. He suggests the foreigners, to speak with a foreign accent, and speak broken English, that is English without grammar. Then, the native understands the foreigner and try to understand and gets ready to help.

The native never expects the foreigner to be polite and to use elaborate grammatical phrases. Shaw cites an example ie.,

"Will you have the goodness sir,
to direct me to the railway
terminus at charing cross"

But if the foreigner shouts
"Please! Charing Cross! Which way!"
the stranger would have no difficulty, responding to it half a dozen people will immediately over whelm to help.

If any foreigner requests the native, pronouncing all the vowels and consonants beautifully, how will not understand, and would suspect him to be a beggar or a confidence trickster.

Finally, G.B. Shaw suggests us that one must not speak too well even with cultivated people, during private inter course also. While dispelling the fears of foreigners with regard to the language G.B. Shaw says that little knowledge is adequate to travel England, and adds that to speak too well is a pedantic affectation, even among English people. G.B. Shaw says that is an insult to the native who can't understand his own language when it is too well spoken.

11. FUNCTIONAL GRAMMAR

A verb must agree with its subject in number and person i.e., the verb should be of the same number and person as that of the subject.

1. Two or more singular subjects joined by 'and' take a plural verb.
Eg: Mohan and Sohan have passed.
2. But some times two subjects are regarded as presenting one idea and than the verb is singular as
Eg: Bread and butter is a wholesome food.
Slow and steady wins the race.
3. If two singular nouns refer to the same person or thing, the verb must be singular; as
Eg: The orator and states man has arrived (here orator and statesman refer to the same person).
4. If the article is mentioned twice then two distinct persons are intended and the verb following must be in plural number; as.
Eg: The poet and the philosopher are dead.
5. If two singular nouns joined by and preceded by each and every, the verb is singular; as
Eg: Each day and every hour brings us a fresh anxiety.
6. Two or more subjects connected by or, nor, either....or, neither....nor take singular verb; as
Eg: Neither Rama nor his brother was present.
Either Mohan or Sohan is in the wrong.
Any boy or girl sees it at once.
7. When one of the nouns or pronouns joined by or, nor is the singular and the other in plural, the verb should be plural and the plural subject be placed near the verb; as
Eg: John or his brothers are to blame.
Neither Afzal nor his friends were present
8. If two subjects joined by or, nor are different persons, the verb agrees in person with the subject nearer to it; as
Eg: Either you or he is telling a lie.
9. If two nouns are joined with or as well as, the verb, the verb agrees with the first noun, i.e., if the first noun is singular the verb must be singular, even if the second noun is plural; as
Eg: Rama as well as his friend has won the prize.
Iron as well as gold is found in India.
The king with his ministers was killed.
The manager as well as the workers is responsible for the accident.
10. Collective noun is a word that refers to a group of collections of persons or things. Collective noun takes a singular or plural verb according to the sense. If the idea

of oneness is expressed, the verb must be singular; if the individuals of the collection are thought of, the verb must be plural.
Eg: The Jury = men of jury were divided in their opinions.
The jury (= one body) has elected its president.

11. Indefinite pronouns: Pronouns, which do not refer to a particular person or thing, take a singular verb. Some of the commonly used pronouns are: either, neither, everyone, many must be followed by a verb in singular; as
Eg: Either of the two applicants is suitable.
Neither of the applicants is suitable.
Each one of these men is reliable.
Every one of the boat's crew was drowned.
Many a flower is born to blush unseen.
12. Errors due to proximity should be avoided. Often verb is made to agree in number with a noun near instead of the proper subject. This should be avoided.
Eg: The behavior of the children was excellent.
Not one of his lectures has ever been printed.
The cost of all these items has been raised.
13. When the plural noun denotes some specific quantity or amount considered as a whole, the verb is generally singular.
Eg: A thousand rupees is a good sum
Two thirds of the city is in ruins.
14. It is the same with names of books and names of sciences.
Eg: Arabian Nights is an interesting book.
Mathematics is his favorite subject.
15. Relative pronouns; a relative pronoun always agrees in number and person with its antecedent; as
Eg: I am a woman who seeks my children's welfare.
He is one of those men who know every thing.
16. Words that indicate part or portion: most often such words that indicate part or portion occur as part of a phrase, which acts as the subject. The complete subject determines the number of the verb in such cases.
Eg: Half of the job was completed within two days.
Half of the jobs were completed within two days.
Two thirds of the employees are in favour of this proposal.
Two thirds of the pole is rotten.
All the money is spent.
All the students have gone.

17. Compound subjects: When a subject consists of more than one word but refers to a single person, idea, or unit or to the same person, or thing, it takes a singular subject.
- Eg: Many a student has joined the Sevasamithy to serve the local community.
Bread and butter was his sole concern.
Every clerk and every assistant is expected to know typing.
18. Words that indicate numbers: When number is preceded by 'the', it takes as singular Verb and by 'a'. a plural verb. This is because 'the' number is generally considered to refer to a unit and 'a' number to individual terms of a unit.
- Eg: The number of people who reported for the work this morning is small.
The number of crimes in Delhi is increasing.
A number of meetings were held to discuss the issue.
A number of books are missing from the library.
19. Words that indicate amount and people. These words generally take a singular verb
- Eg: Ten thousand rupees is a lot of money.
Three miles a day is a good walk.
But when such word is used to convey a general impression, it takes a plural verb.
20. Introductory 'there' and 'it' : In sentences beginning with 'there', the true subject which generally follows the verb, determines the number of verb.
- Eg: There are various methods of collecting data.
There is no need for typing this report.
'It' always takes a singular verb, irrespective of whether the subject, which usually follows the verb, is singular or plural.
- Eg: It is the people who matter in a democracy.
It is the same draft which you showed me yesterday, isn't it?

12. FUNCTIONAL GRAMMAR EXERCISES

12.1 AGREEMENT OF VERB WITH SUBJECT

Identify the correct verb or pronoun that agrees with subject of the following sentences:

1. The orator and statesman has/have arrived
2. The poet and philosopher is/are dead
3. Each day and every hour brings/bring a fresh anxiety
4. Neither Rama nor his brother was/were present there
5. Neither Afzal nor his friends was/were available for comment on the developments
6. The king with all his ministers was/were killed
7. The council that met in the town Hall was/were divided
8. Every one of the boat's crew was/were drowned
9. The behavior of the children was/were excellent
10. Not one of his lectures has/have ever been printed
11. A series of lectures has/have been arranged on the subject
12. Four weeks is/are a good holiday
13. He is one of those men who know/knows every thing
14. Four kilometers is/are a good distance
15. None but the brave deserve the fair
16. Neither children nor their mother is/are admitted
17. Many a flower is/are born to blush unseen
18. A large number of women was/were present at the meeting
19. Mohan as well as his friend is/are guilty
20. Time and tide wait/waits for no man

21. A knowledge of modern languages is/are essential these days
22. The accountant and treasurer has/have absconded
23. Either Rama or his brother is/are a fault
24. Not one of these five boys is/are present in the class
25. Which one of these umbrellas belongs/belongs to you?

Identify the correct verb or pronoun that agrees with the subject of the following sentences:

1. It is these people who instigate/instigates the workers.
2. Neither Mary nor Joseph has collected his/her admit card yet.
3. The multitude was/were frightened at the sight of the lion.
4. Any boy or girl sees/see it at once.
5. Everyman and every woman was/were terrified.
6. Each faculty member as well as most of those students know/knows the names of the miscreants.
7. More than forty boys was/were present at the meeting.
8. Bread and butter are/is a wholesome diet.
9. Mathematics seem/seems to be difficult.
10. I like every thing and everybody who/which reminds me of the greatness of God.
11. The man and the woman, the judge said, is/are guilty.
12. The managing director, not his assistants was/were responsible for the omission.
13. Advice is/are more easily given than taken.
14. The furniture your wish to buy is/are very expensive.
15. The acoustics of new auditorium is/are excellent.

16. The proceeds of this programme go/goes to local charities.
17. The people of India have/has firm faith in democracy.
18. The jury has/have given its verdict.
19. The jury is/are in complete disagreement on the issue.
20. None wants/want a change in the working hours
21. I who is/am your fiend will help you.
22. I am the person who has/have done this.
23. The number of students who reported to the class this morning is/are small.
24. A number of books are/is missing from the library.
25. Every one is/are entitled to one month's salary.

13. BUSINESS CORRESPONDENCE

Business communication may be defined as the use of effective language for conveying a commercial or industrial message to achieve a predetermined purpose.

13.1 PRINCIPLES OF LETTER WRITING

Of all forms of written communication letters are the most common and considered as the most personal. With the growth of commerce and industry their usefulness has much increased.

When you enter a profession, you will have to write dozens of letters everyday as a part of routine work, letters to other firms and companies, customers, suppliers associate organization, government officers, credit agencies, employees etc. such letters are called business letters. Their aim is to achieve a definite purpose, such as selling a product, making an enquiry, seeking information or advice, mollifying the feelings of a customer, creating good will etc.

13.2 Courtesy and Consideration

Necessary tact and courtesy are important, as it is the basic principle of social relationship. Courtesy is like the oil, which removes friction and makes life smooth and helps to win friends. Especially in business correspondence, discourtesy damages both friendship and business.

13.3 Directness and Conciseness

Transmission of maximum information by using minimum of words should be the aim in the letter writing. Attention of the reader can be caught with clarity and conciseness. Unnecessary details and redundant expressions are to be avoided. In this mechanical and busy world such expressions may irritate the reader.

13.4 Avoid Verbosity and participial Endings.

A study of business correspondence reveals that there is a lot deadwood and verbosity, which is to be avoided. Participial endings such as assuring, rusting, hoping etc., are also to be avoided.

13.5 Clarity and Precision

One of the age-old adages tells us “one should speak as the common people do and think as wise men do”. A simple expression and clear thinking are the most important virtues of effective writing. Here Mathew Arnold rightly advised, “Have something to say and say it as clearly as you can”. This is only the secret of style.

PRACTICAL HINTS

Do's

Many thanks for your letter
We are glad to note that
We appreciate your writing
We regret to inform that
We are sorry that
We are grateful for the suggestions you have made

Don'ts

you state
you are wrong in saying
it is difficult to believe
we can't accept your request
we are forced to refuse
we demand.

13.6 Negative and roundabout

- | | |
|--|---|
| 1. You failed to tell us | 1. Please let us know |
| 2. We can not help you unless | 2. We shall be pleased to help you if.. |
| 3. We can not help you with | 3. We suggest that you |
| 4. You have not cared to pay
Attention to our complaint | 4. Please look into our complaint. |

13.7 Structure and Layout of letters

Just as the “apparel proclaims the man”, the appearance of a letter often reveals the character of the writer and the organization he belongs to.

a) Elements of structures

- | | | | |
|------------------------|---------------|--------------------------|-------------------|
| 1. Heading | 2. Date | 3. Reference | 4. Inside Address |
| 5. Attention | 6. Salutation | 7. Subject | 8. Body |
| 9. complimentary close | 10. Signature | 11. Identification Marks | 12. Enclosure. |

b) Heading : Most of the business organizations use printed letterheads for correspondence. The letterhead contains the name, the address, telephone number and **e-mail address**.

- c) Date:** The date, month and year should be indicated in the upper right hand top corner.
- d) Reference:** If yours is a reply letter, give the correspondent's reference number against the first and your reference number against the second line.
- e) Inside address:** The full address of the person or organization you are addressing should be written two spaces below the date.
- f) Attention line:** To ensure prompt attention, sometimes a letter that is addressed to a firm or company is marked to a particular officer in that organization.
- g) Salutation:** Salutation is nothing but greeting a person. It is placed two space below the attention line.
- h) Subject:** The purpose of the subject line is to let the reader know immediately what the message is about.
- i) Body:** The main purpose of a letter is to convey a message. This is done through the body of the letter.
- j) Complimentary close:** This is nothing but – a polite way of ending a letter, the close must agree with the salutation.
- k) Signature:** The signature is the signed name of the writer it is placed below the complimentary close.
- l) Identification Marks:** These marks are put in the left margin to identify the typist of the letter, one or two spaces below the signature.
- m) Enclosure:** If anything is attached to the letter. It must be indicated against enclosure. Generally the abbreviated form Encl. is typed against which the number of enclosures is indicated.

13.8 Planning a Letter

1. Set aside specific time for handling your correspondence.
2. Ask yourself, what is the main purpose of the letter.
3. Gather relevant information
4. Arrange the material in a logical order
5. Select the right tone.

13.9 Quotations, Orders and Tenders

Quotations, orders and tenders are some important types of business correspondence. It is customary for a business organization to invite quotations from several sellers before placing an orders.

The purpose is to find out eh cheapest and the best source of supply of goods required. The following details are to be furnished in the latter.

- Describe your needs clearly and precisely and give the detailed specification such as the shape, size, quality of the goods you require.
- Mode and terms of payment
- Place and time of delivery
- Method of transport
- Packing and forwarding charges.

13.10 Tenders

While quotations are generally sought from a few selected sellers ,notices regarding tenders are advertised in newspapers ,magazines etc. inviting prospective sellers of services and goods to quote their rates for doing a job or supplying good specified in the notice. When a tender is accepted, the successful seller ahs to sign a contract to do what he has promised.

13.11 Sales letters: A good sales letter is essentially like a successful advertisement, it catches the attention of the reader, excites his interest and curiosity and induces him to bu6y the goods or services offered. Here are few guidelines.

- Catching the readers' attention through an attractive opening
- Convincing him that your product or service is the best in the market
- Motivating him to act quickly

The reader's attention is caught by the layout, color, scheme, illustrations, catchy phrases, striking statements, questions, etc. he is motivated by such as "Just fill in the coupons below and dispatch it today, send no money. "Only mail the attached card". "Avail this special offer" etc.

The purpose of every sales letter, as of every advertisement is to convert the reader into a customer.

13.12 Claim and Adjustment Letters

However efficient an organization may be mistakes are likely to be made owing to human frailty or misunderstanding. Important services are sometimes unsatisfactorily rendered, goods are consigned to wrong destinations sometimes late, sometimes in less than the required quantities. Occasionally they reach their destination in damaged condition because of faulty packing or improper handling in transit.

Letters written to bring these mistakes to the notice of those who must own the responsibility for them are called **claim or complaint letters** and those written to take action on them are known as **adjustment letters**.

13.13 Job application Letters

An application for a job may be the first important business letter that one will write after getting graduated from a college or university.

There are two types of letters of application. In the first all information about qualification, experience and personal details is given in one letter. In the second there are two parts. Part one is a short covering letter, containing reference to the advertisement in response to which you are applying and featuring your most significant qualifications for the post. Part two consist of the resume, a sheet that lists details about you and your qualifications. It includes the following.

- Personal details, age, fitness and marital status.
- Educational qualifications
- Specialized training, if any
- Experience and achievements
- Special honors and distinctions, if any
- Special personal qualities, which make you suitable for job references, Names and addresses of persons who can vouch for your references.

13.14 Social correspondence:

Letters to fulfill social obligations or to meet personal needs that may not be directly related to our official or professional activities are called social letters. Some of these letters are letters of congratulation, invitation, condolences etc.

Inviting quotations

Write a letter to Mc. Milan Publishers asking to send quotations for the books you require for your college library. Give a comprehensive list of the books also.

From
The Head
Department of English
College of Agriculture
Rajendranagar, Hyderabad

To
Mc Milan Publishers
Pohar Gunj
New Delhi – 110055

Lr. No. 324/Engl/2010/dated:30/03/2010.

Dear Sir,

Sub: ANGRAU - College of Agriculture, Rajendranagar, Quotation for certain books requested - Regarding.

I shall be obliged if you send the quotations for the books, we require for our college library. A list of books is given hereunder, please quote your lowest rates and discount particulars if any to the undersigned within a fortnight from the receipt of this letter. Amount to be paid will be sent in the form of demand draft.

S. No.	Author	Title	Edition	Publisher	No. of copies required
1.	R.K. Bansal J.B. Harrison	Spoken English	1995	Orient Long man	50
2.	N.K. Agarwala	Better English Grammar and Composition	1983	Arnold Heinemann New Delhi	30
3.	Allen. W. Stannard	Living Engl. Structure	-	Long man	40

Yours faithfully,

• **Sending Quotation**

From
Mc. Milan Publishers
Pohar Gunj
New Delhi – 110055

New Delhi
26th April 2004

To
The Head
Dept. of English
College of Agriculture
Rajendranagar, Hyderabad.

Lr. No.

Sir,

Sub: Mc. Milan Publishers – Sending quotation for the required books - Reg.
Ref: Lr.No. – 324/Engl/2010/dated30/03/2010 of the HOD.

I feel greatly privileged to send the quotation to your esteemed college. We are pleased to quote the following rates for the books your require.

Sl. No.	Title	Price per book
1.	Spoken English	Rs. 60/-
2.	Better English Grammar and Composition	Rs. 18/-
3.	Living English Structure	Rs. 100/-

Packing and transportation charges other duties and taxes are included in the price quoted. We also allow 5% discount if No. of copies will be above 50.

We hope to receive your order soon.

Yours faithfully,

Sales Manager

13.15 JOB APPLICATION LETTER

606, Krishna Nagar,
Lucknow – 226002

14th January, 2004.

To
The Personnel Manager,
National Petroleum Company,
80 Netaji Marg,
New Delhi – 110009.

Sir,

Sub: Application for the post of Executive Engineer – Reg.

Ref: Times of India of 12th January, 2010.

Your advertisement for an executive engineer in the Times of India of 12th January, 2010 interests me because I believe that I have the right qualification and requisite experience for the job.

After doing B.E. in Chemical Engineering, I have worked as an Assistant Engineer in India Oil Corporation for about six years. During this period I have gained experience in using modern techniques for increasing the production. The enclose 'resume' for kind perusal.

I am sure I would be able to make significant contribution for the growth and expansion of your organization. I would therefore be grateful if you give an opportunity to be interviewed.

Yours faithfully,

T. SATISH.

Encl: Resume

RESUME

Personal Details

Name : T. Satish
Date of Birth : 15th July, 1974
Marital Status : Married, one son aged three
Nationality : 606, Krishna Nagar
Address : Lucknow – 226002 (UP)

Education

Year	Examination	Division	Institution	Remarks
1990	High School	1	Govt. Junior College, Lucknow	
1992	Intermediate	1	- do-	
1997	B.E. (Chemical Engg.).	1	Regional Engineering College,	
			Allahabad	

Profile:

I did Chemical process technology and process Design Decision and Chemical process calculation as part of my B.E. programme which have given me an insight into the oil processing technology.

Training

As a trainee from June 1998 to December 1998 in Indian Oil Corporation acquired practical experience in oil processing.

Awards

Won a certificate of merit for record production in 2000.

References

1. Prof. R. N. Bhandari
Head, Dept. of Chemical Engineering
Regional Engineering College, Allahabad
2. Sri. B.D. Jaiswal
Deputy Chief engineer (Production)
Telbhavan, Sansad Marg. New Delhi – 110001

3. Sri. R.P. Ghosh
Training Manager
Indian Oil Corporation, Goswami Road
Calcutta – 7000056.

Yours sincerely,

- **Quotations**
Write a letter to xyz chemicals and glassware to send the quotation for the equipment you need.
- **Letter of order**
Write a letter of order to 'REPUTED FURNITURE' to send the furniture as per the list that you have already sent.
- **Claim**
Imagine that you are an officer of Sports Development Authority. Write a letter of claim to VIP Sports Company that has sent you certain broken cricket bats.
- **Social Correspondence**
Write a letter to your friend congratulating him on his promotion as Marketing Manager.
- **Personal Letter**
Write a letter to your friend explaining the importance of English Language Lab in your college.

14. THE STYLE

A report is the Verbal structure, and style is the way we select and arrange the elements of structure. Jonathan Swift thought that style is “proper words in proper places”. Lord Chesterfield said that style is the “dress of thoughts”.

14.1 Importance of Professional Writing: The ability to communicate effectively is one of the greatest assets anyone can acquire but the most common and perhaps the greatest communication problem today is that many people are unaware that they lack communicative ability.

To be an effective writer:

Visualize what you wish to say. If the picture you want to communicate is clear to you, the words should automatically follow to express it.

Prepare the first draft without caring much for the mechanics of writing.

Stop when you have finished saying what you wanted to say.

Revise the draft carefully; delete a word, phrase, sentence or paragraph that does not add any meaning to point under discussion.

Approach the problems with scientist’s objectivity, detachment and passion for truth. This will help make your writing crisp and sharp.

14.2 Choice of words and phrases: No two words in a language convey exactly the same meaning. For example, ‘pretty’, ‘charming’ and ‘delightful’ are not synonyms they have only a common area of meaning. Sometimes a wrong choice of words may lead to embarrassment, confusion and misunderstanding.

Do’s

Prefer concrete to abstract words: A concrete word permits limited interpretation and conveys more definite meaning. A few examples are names of persons. Number, words, dates etc. (e.g. I, he, she, etc.). Abstract words have a tendency to be general and vague.

Original	Revised
a. Fuel tanks deformation was present	The fuel tank was deformed.
b. The reason for the popularity of slides is the simplicity of their preparation	Slides are popular because they are easy to prepare.

Precision

Prefer specific to general words: The use of specific words makes writing clearer and immediately creates an image in the mind of the reader.

1. She has developed a new gas lighter (designed)
2. Transfer the liquid into the receptacle (pour, beaker)

Conciseness: Modifiers of nouns and verbs tend to be vague and subjective. Use verbs instead of phrases having --'ation words' formed from verbs.

Phrases (Modifier)

Verbs

Make an investigation

investigate

Prepare a formulation

formulate

Plainness: Prefer plain and familiar to long and unfamiliar

Long and unfamiliar

Short and familiar

Expedite

hurry up

Optimum

best

Residence

house

Commence

start

Endeavor

try

Envisage

foresee

14.3 Cliches: A cliché is a faded word or a phrase, which has lost its effectiveness because of overuse. When it is first coined it is fresh and vigorous and conveys the meaning vividly. With the passage of time it loses sharpness and ceases to exercise the desired impact. Very often when you start writing, such words and phrases come to your mind and if you are not alert, find a place in the text of your report and thus weaken it.

14.4 Avoid excessive use of jargon: 'The technical terminology or characteristic idiom of a special language or group' – jargon. Every group of specialists has developed a highly specialized terms, yet these are the very words that cause readers a lot of difficulty.

14.5 Avoid using foreign words and phrases: Foreign words and phrases also like jargon are often used to impress and mystify the reader or to parade one's scholarship. Some writers believe that their use would make the writing dignified. Thus instead of 'see above' they use 'vide supra' but keep your writing simple, use plain English for foreign words and phrases. Abbreviations like e.g. i.e., viz., a.m., p.m., need not be avoided.

Avoid Redundancy: Redundancy is the part of message that can be eliminated without loss of information. It may be either the use of unnecessary words or needless repetition of an idea. It has been well said that a sentence should have no unnecessary words, just as a drawing should have no unnecessary lines, and a machine no unnecessary parts. Here are some of the superfluous words that the underlined:

- | | |
|----------------------------------|---------------|
| 1. <u>Basic</u> | fundamental |
| 2. <u>Resume</u> | again |
| 3. <u>Absolutely</u> | essential |
| 4. <u>Completely</u> | eliminated |
| 5. <u>Through out the entire</u> | month |
| 6. <u>Repeated</u> | again |
| 7. <u>Fast</u> | speed-readers |
| 8. <u>Refer</u> | back |

As detailed above, a report was to be prepared in the practical class room and attempt the following.

- 1) Supposing you are a police inspector and the D.G.P has asked your to submit a report about the smuggling of drugs from across the border, suggest what can be done to check this.
- 2) Imagine that your are the Director of a private detective agency and you have been employed by a client to find out who has been threatening him on phone. Prepare a report of your investigation and findings and suggest what he should do.
- 3) Write a report about the need of the establishment of Medical Colleges in all tribal areas of the state.
- 4) Write a report on the need to use non conventional energy sources like the wind and the sun and how these will replace conventional energy sources in a few decades.

15. PRECIS WRITING AND SUMMARIZING

The word *précis* means an abstract, abridgement or summary; and *précis* writing means summarizing. To make a *précis* of a given passage is to extract its main points and to express them as clearly and as briefly as possible.

15.1 The essential features of a good *précis* are:

- It should be give the main points and the general impression of the passage summarized.
- It should be read like a continuous piece of prose.
- It should be clear. It must present the substance of the original in clear language
- It should be precise and brief. Cutaway all irrelevancies, omit all digressions and remove all unimportant details.
- It should not be sketchy. It should be complete in every way. It should contain all that is important in the original.

15.2 Important points while making a *précis*:

- Write down in order all the important points of the original passage, which serves as a framework.
- Keeping this framework before you, now try to write your summary.
- Write simply, clearly and briefly.
- See that the parts of your *précis* have the same balance and proportion in relation to one another, as do the parts of original.
- It will be advisable to present the facts in the same order as they appear in the original.
- If the length of the *précis* is not prescribed, about one third of the original is usually expected.
- Choose your words carefully. Avoid all unnecessary adjectives and adverbs. Pay proper attention to important nouns and verbs that make your *précis* short and impressive.
- The use of direct speech is to be avoided. The *précis* is written in indirect speech, after a verb of saying in the past tense.
- Avoid figurative language, omit all metaphors and similes. Avoid redundancy and ambiguous words.
- *Precis* must be connected whole.

Some Don'ts

- Don't write your *précis* in a very small hand in order to give impression of conciseness.
- Don't add comments of your own or other irrelevancies.
- Don't borrow phrases and sentences from the original.
- Don't emphasize the wrong point.
- Don't exceed or fall short of the prescribed limit by more than five and six words.
- Don't make your *précis* a series of disjointed sentences.
- Don't be so brief as to become unintelligible. Your *précis* must be brief and clear.
- Don't use colloquial expressions, circumlocutions or rhetorical statements.
- Don't write bad English. Avoid mistakes in spelling, grammar punctuation, idiom and the like.

- Don't use personal construction when summarizing. Avoid such phrases as I think, I believe, and in my opinion etc.,

Make a précis of the following paragraph and suggest suitable title:

1. Speech is a great blessing, but it can also be a great cur, for, while it helps us to make our intentions and desires known to our fellows, it can also, if we use it carelessly, make our attitude completely misunderstood. A slip of the tongue, these of an unusual word, or of an ambiguous word and so on, may create an enemy where we had hoped to win a friend. Again different classes of people use different vocabularies, and the ordinary speech of an educated man may strike an uneducated listener as showing pride; unwittingly we may use a word, which bears a different meaning to our listeners from what it does to men of our own class. Thus speech is not a gift to use lightly without thought, but one, which demands careful handling. Only a fool will express himself alike to all kinds and conditions of men.

2. Men are not made in the same mould, like a lot to bricks. It would have ill-suited the wants of the world if it had been so. Consequently, even in the same country, men differ in disposition, and inclination and manners, and opinion, more probably than they do in face or form. And between the people of different countries the contrast is even more striking. We have then, also, different sentiments, different sympathies, different hopes, different ways altogether. It will always be so. So long as there are different minds, there will be different views on all matters that admit of opinion. So long as there are different degrees of latitude and longitude, as well as differing circumstances there will be different interests different attachments and different habits. It behoves us, therefore, to cultivate a generous spirit of forbearance towards those, of whatever race, who may think differently and act differently, from ourselves. Even though we may be convinced that they are wrong, if we know them to be sincere, we should still bear with them and give them credit for their sincerity.

This is the virtue of toleration or bearing with others when we may differ from them, or may not like their ways. Toleration should be shown in all differences of opinion on even the highest matters of life and death; and there it is of more value than anywhere else. When we cannot agree with one about a point of science, or philosophy, or faith, we can at least agree to differ from him, and there is an end. We must always remember that we are all likely to make mistakes and possess weaknesses, and that we ourselves need the same forbearance and sympathy. We are, besides, all of the same human brotherhood, and should, "like brothers, agree".

FIGURATIVE LANGUAGE

Figurative language is associated with literature—and with poetry in a particular. But the fact is, whether we're conscious of it or not, we use figures of speech every day in our writing and conversations.

The Top Figures

- 1. Alliteration:** Repetition of an initial constant sound. In this way language becomes musical.
Eg: How high his honor holds his haughty head.
- 2. Antithesis:** The juxtaposition of contrasting ideas in balanced phrases.
Eg: God made the country but man made the town united we stand divided we fall.
- 3. Apostrophe:** Breaking off discourse to address some absent person or thing, some abstract quality, an inanimate object, or a nonexistent character.
Eg: Wild west wind, thou breath of Antumns being.
- 4. Euphemism:** The substitution of an inoffensive term of one considered offensively explicit.
- 5. Hyperbole:** An extravagant statement; the use of exaggerated terms for the purpose of emphasis or heightened effect. Here is the smell of blood still; All perfumes of Arabia will not sweeten this little hand.
- 6. Irony:** The use of words to convey the opposite of their literal meaning. A statement or situation where the meaning is contradicted by the appearance or presentation of the idea.
Eg: He is an honorable man (in fact he is not)
- 7. Epigram:** A brief pointed saying. Eg: the child is the father of man.
- 8. Metaphor:** An implied comparison between two unlike things that actually something important in common.
Eg: The camel is the ship of the desert.
- 9. Metonymy:** a figure of speech in which one word or phrase is substituted for another with which it is closely associated; also, the rhetorical strategy of describing something indirectly by referring to things around it.
Eg: The pen is mightier than sword.

- 10. Onomatopoeia:** The formation or use of words that imitate the sounds associated with the objects or action they refer to. The murmurous haunt of flies in summer eves.
- 11. Oxymoron:** a figure of speech in which incongruous or contradictory terms appear side by side.
Eg: James I was the widest fool in Christendom.
- 12. Personification:** A figure of speech in which an inanimate object or abstraction is endowed with human qualities or abilities.
Eg: Opportunity knocks at the door but once.
- 13. Pun:** A play on words, sometimes on different senses of the same word and sometimes on the similar sense or sound of different words.
Eg: An ambassador is a gentleman who lies abroad for the good of his country.
- 14. Simile:** A stated comparison (usually formed with “like” or “as”) between two fundamentally dissimilar things that have certain qualities in common.
Eg: The younger brother is as good as gold.
- 15. Synecdoche:** A figure of speech in which a part is used to represent the whole, the whole for a part, the specific for the general, the general for the specific, or the material for the thing made from it.
Eg: Kalidhasa is the shakespeare of India.

16. INTERVIEWS

Interview is an interaction between two or more people. During an interview there is usually an interviewee – a person who is posed to answer the questions on one side. On the other, there is an interviewing team – also known as interviewers that consists of one more persons. An interview may differ from occasion to occasion as it is conducted to achieve different objectives. Interviews are usually conducted by the employers to recruit and select employees and by the media to know the opinions of intellectuals and well-placed people on various issues that effect us in one way or the other. Job interviews are the most common method of recruitment and selection of candidates for different jobs.

16.1 The Screening Interview: The purpose of such interviews is to weed unqualified and unsuitable candidates for a particular job. The interviewer here will be interested in looking for the gaps in your employment history. He may ask you the reason for such gaps and what you did during this period. Obviously you have to sound convincing. The interviewer usually looks for questionable matter in your bio-data. The purpose is to disqualify you if your qualifications are not acceptable and convincing. The interviewer will also examine your earlier experience and the new job fit.

Keep the following points in mind while participating in such interviews:

1. Give simple and direct answers.
2. Be ready to comment on your suitability for the job and difficult areas of your bio-data.
3. Instead of quoting the exact figure for the salary you are expected to give your employer the range, making his choice bigger. Do not raise the salary issue on your own, let the interviewer talk about it.
4. Keep a note-card handy with important details when you are commenting on the acceptability and recognition of your degrees and diplomas. You must possess relevant documents in support of your statements.

16.2 The informational Interview: The informational interview is conducted by a company keeping in mind the future requirements of employees. The immediate objective is not to hire you but to keep you on the list of candidates who are likely to be called for interview when the demand in your area of specialization arises. Here the interviewer is more interested in knowing the details of your education and experience, your interests and your future plans. Since the interviewer would be examining your prospective employment in the company in future he is likely to ask questions to know your academic standard, communicative competence and your approach to the issues being faced by the company and even your approach to the issues being faced by the company and even problems encountered by the public in general. Take care of the following while attending such interviews:

1. Update your knowledge on academics and current issues.
2. Be ready to convince the interviewer about future role in the company. It will do good if you match your ambition with the expectation of the company.
3. You can inform the interviewer about the person who introduced you to the company. This is especially important if the interviewer and your referee know each other.

16.3 The Directive Style: While conducting such an interview will ask questions that are already prepared. Sequence, questions and attitude of the interviewer are supposed remain the same with all the candidates called for the interview. The objective is to compare the answers given by the different candidates and then select the best person. The excel in this type of interview you should keep the following in mind:

1. It is quality and not the quantity that is important. Ensure that the quality of your answers is high and consistent.
2. Listen to the interviewer carefully and understand his questions in the right perspective. This will raise the quality of your answers.
3. While tackling difficult questions, use your wit and common sense to arrive at a reasonably good and acceptable answer.

16.4 The Meandering Style: This type is the opposite of the earlier directive type of interviews. Such interviews are usually conducted by experienced interviewers. The interview usually starts with easiest questions such as “introduce your self to the members of the panel.” The objective is to put you at ease and to let you talk without stress. However, the interviewer will ask the next question based on the answer given by you to his earlier question. Thus, in a way, you decide what will be his next question. If you are careful, you will be able to control the direction of the interview in you favour. To excel in this type of interview, you should keep the following in your mind:

1. Prepare your write-up to introduce yourself to the members of the panel and practice it in front of a mirror or your friends.
2. Effective delivery and simple language is necessary to ensure that your message gets across.
3. As these interviews also assess your communicative and inter personal skills it is important to remain confident till the end even when certain questions are difficult to answer.

16.5 The Stress Interview: The stress interview involves keeping the candidate in stress, in order to know how a candidate would react or respond in difficult and stressful conditions. You may be asked to wait for a very long period of time without any plausible reason. In such an interview, you may face cold stares, jeering and guffaws at your cost. Someone may choose to humiliate you about your persona, your personal beliefs, even your academic performance. Again the purpose is to provoke you and to put you under stress and then examine your reaction in. While tackling such an interview you must bear in mind the following.

1. Remember that your calm and confident attitude is your best asset in this type of interview.
2. Keep in mind that if you get provoked, you lose everything.
3. Presence of mind and your wit and humour can save you from a typically difficult situation.

16.6 The Behavioural Interview: The company that wants to hire you would like to make a detailed inquiry about your problems, day routines, opportunities and challenges, competition from colleagues, over-all prevailing environment, etc.

1. Have a critical look at your bio-data to include the skills you used and initiative that you showed in order to excel in a given situation.
2. Exclude from your bio-data what you think would be difficult to justify.
3. Prepare a story or an anecdote to explain a particular skill you practiced for solving a problem.
4. Make a list of achievements in your previous job and the skills that helped you make these achievements.

16.7 The Audition: Many companies are interested to know how you perform in a real job situation. The audition is, in fact, a good opportunity for those candidates who do not possess extraordinary communication and interpersonal skills but have acquired all requisite skills needed for their particular job, which otherwise does not need much interaction with other individuals in the company. Such an interview can usually be conducted when the company is planning to hire employees for posts like computer programmer, data analyzer, graphic designer, etc. keep the following in mind to do well in this type of interview.

1. Revise and practice the skills that are useful to handle the job in question.
2. Have a hands-on experience on the apparatus, gadgets and machines you are likely to use in your next job.
3. Your bio-data should specifically mention the skills that you possess and those that are likely to be used frequently in your future employment.

16.8 The Tag-Team Interview: When you are made to face four or five persons simultaneously or when you are supposed to see them one after another, you are passing through the tag team interview. The tag team interview is arranged in a company when the company wants to examine you as a candidate who can handle many persons at the same time or different times of the day. They want to see your ability to make a judgement taking into consideration the differing opinions of different people in the organization. This interview also tests your ability to sift the grain from the chaff. To do well in such an interview you should keep the following in your mind.

1. Maintain eye contact with the person who you are talking to.
2. Acquire fine communicative competence and listen to every member very carefully.
3. While responding to the questions of the panel, offer balanced opinion.
4. Maintain your cool when you have to adjust with the contradictory opinion of the different members of the panel.
5. Remember that each member of the team is equally important and neither should be ignored.

16.9 The Mealtime Interview: As the name suggest, mealtime interviews are conducted over meals.

1. Stay controlled and observant throughout the interview.
2. Be guided by the eating habits and manners of your hosts as they may be representing the company culture you are intending to work for.
3. Be polite and do not go for very expensive food items on the menu, in case your are offered to make a choice.
4. Do not be very finicky to display your strange food habits. Try to accommodate with your hosts.
5. Listen to each and every member carefully and do not mix business with personal talk.
6. It is always safer to reply to the interviewers' questions on personal matters than venturing on your interests without being asked to do so. However, one can always take calculated risks on matters pertaining to office.

16.10 The Follow-up Interview: There is a possibility of your being called to second, third or even fourth interview by the same company. A company chooses to call you for more than one interaction for various reasons. If you are meeting the people you have met earlier, use this opportunity to cement relationship and inquire about the goals of the company.

1. On getting a call from the company where you have already been interviewed, revise your facts, skills and aptitude carefully, keeping your earlier interaction in mind.
2. You may also try to obtain more knowledge about the company and its products
3. If your are able to find somebody who has already worked in the organization and your are able to collect first hand information, it would prove be an added advantage.

16.11 Fermi Interview: Fermi Interview takes its name from Enrico Fermi, a person who always challenged his students with unique types of questions in the University of Chicago. His Fermi questions involved making logical assumptions to most hypothetical problems that seemed difficult, given inadequate data and restricted time. He developed a new technique to assess the practical implication of one's knowledge in unheard of situations. The candidate's common sense as well as the sixth sense are tested in this unique way. An example of a question asked in such an interview is, 'if there was a well-metalled road to the moon and you were sitting in your car to drive to there, how long would you take to reach there?'

1. Keep cool headed whatever be the difficulty level of the question.
2. Polish your mathematical and reasoning faculties.
3. Be alert to each member's question in the interview.

Preparing for the Interview:

- Prepare an update on your newly acquired skills, interests, values and accomplishments
- Show that you have really taken care of things and are well-prepared for the job at hand.
- Do anticipate and practice elaborately the questions that are likely to be asked in the interview. Both content and style matter.
- You must have full information about the location and the available transport facilities to reach the venue of the interview. You must reach the place at least half an hour early before the scheduled time. Keep enough margins for transport delays.
- Decide in advance a suitable dress for yourself to be worn on the occasion.
- Keep a file in which you arrange the relevant pieces of information, articles, and comments of the experts on matters related to your areas of study and interests.
- You can access the web site of the company or approach some of its past or present employees.
- Do not forget to collect the business cards or the contact numbers of the experts. This information could be of great help at a later stage.
- You must make your presence felt at the interview.
- Sharpen your communication skills by developing a perfect command of a suitable vocabulary range and structures.
- Your answers must exhibit your creativity and the originality of your approach.
- You must project yourself as a thorough professional who is going to be an asset to your company. Your answers must reveal your profession.
- Think positively before and after the interview. Suppose you were not selected somewhere, believe it was for the best.
- While leaving the venue do indicate to the panel that if position is offered you will certainly join it.
- Finally, learn some calm down techniques. When you go to the interview venue and feel very agitated, inhale and exhale deeply three times and you will feel some respite.

Body Language and Interview:

- Walk straight with confident steps after you have been called in.
- Politely greet the interviewer/interviewers, expressing your confidence and good manners.
- If the interviewer holds out his hand, give him a firm handshake revealing your interest and confidence.
- Do not shake your legs or hands while sitting in the chair. This reveals your nervousness.
- Sit straight and look into the eyes of the person who wants to question you.
- You should smile confidently each time after a question has been thrown at you to indicate that you have listened carefully and you are going to answer.
- Never interrupt your interviewer. Let him complete first.

- Use your hands to explain things. Movement of your hands should explain your meaning. For example, do not spread your hand wide while you talk about small sizes.
- Speak your answers in a clear audible voice. Never mumble and fumble for words.
- Don't forget to wish the people in the interview. Greet them when you enter and when you leave, leave with a cheerful 'Thank you'.

The sole aim of an interview should be to probe into the psyche of a person and bring out surprising and unknown facts that the interviewee may not know. Physical appearance, gestures and the very way you communicate count a lot in an employment interview.

Types of Interviews Questions: A true interview is a friendly discussion where in a variety of questions are asked. They can be broadly classified as:

Direct Questions: They are explicit and demand specific information.
Eg. What is your name?

Open ended questions: They are not so straight. You are asked to elaborate on a specific topic. Eg. 1. What is your opinion about Women's reservation Bill?

2. Tell us something about your previous job?

Closed questions: They demand 'Yes' or 'No' answer or a one word or sentence response

1. Are you comfortable?
2. Would you like to have a glass of water?
3. If selected how much of time would you take to join?

IDIOMATIC LANGUAGE

An idiom is a form of expression peculiar to a language. For example, through it is correct to say, “He found it hard to make both ends meet”, it is incorrect to say, “He found it hard to make his two ends meet”.

1. A bed of roses: all easy prosperity

We cannot call this life full of cares and anxieties a bed of roses.

2. An axe to grind: some selfish interest to serve

Let me assure you gentlemen, that I have no axe to grind. Your adopting my plan can in no way benefit me.

3. To nip in the bud: to destroy at an early age.

All evil tendencies should be nipped in the bud

4. Apple of one’s eye : the most treasured possession

His little son is the apple of his eye

5. With open arms : warmly, affectionately

A graduate is not welcomed with open arms in the offices and schools

6. To do yeoman’s service : to do substantial work

In fact the Scots did yeoman’s service by restoring the lost children to their respective parents.

7. in a fix: difficult situation

He put us in a real fix when he did not come to pick up.

8. Bring to light : disclose

The parliamentary enquiry into the Before deal did not bring to light any startling facts.

9. Throw dust in eyes: to deceive

He is in the habit of throwing dust in his superior’s eyes.

10. To bell the cat : to take lead in danger

Leaders should not only make speeches; they should also be prepared to bell the cat.

Explain the underlined part of the sentence.

- I am prepared to meet you half way.
- He is not worth his salt if he fails at the juncture.
- His maiden speech fell very flat.

- Your arguments will not hold water.
- From his attitude it is clear that he wants to pay off old scores.
- He is always putting a spoke in my wheel.
- Fortune is ever fickle and every dog has his day
- They were bosom friends but now they are at daggers drawn.
- If you work by fits and starts, you will not progress much.
- You must lie on the bed you have made.
- I am not a t your beck and call
- As a warrior Sivaji was head and shoulders above his contemporaries.
- I am leaving India for good.
- Mrs. Mehta keeps an open house.
- With the small income, I find it rather difficult to keep my head above water.
- Mrs. Sharma keeps an open house.
- An honest man is not afraid of calling a spade a spade.
- She looks serious but she is laughing her sleeve.
- She is overhead and ears in live.
- You should leave no stone unturned to secure the first position in your semester final examinations.
- The shopkeeper threw dust in the customer's eye.
- He shot the man in cold blood.
- I greeted her but she gave me a cold shoulder.
- He was a square peg in a round hole.
- Don't be a dog in the manger
- If the prince opened the right door, he was sure to be devoured by the famished lion; if he opened the left one he was going to be imprisoned for life, he was, therefore, between Scylla and Charybdis.
- When his misdeeds came to light, he was left with no option but to eat humble pie.
- It was the gift of the gab that made him popular.
- You cannot have your cake and eat it too.
- You must cut your coat according to the cloth; other wise you will come to gr ief.

Note: The lessons are extracted from the Text book entitled “**Current English for Colleges**” by: Krishnaswamy N and Sriraman T 1995 Macmillan India Ltd. Madress.

PRACTICAL

Lec. No	Topic/Lesson	Time	Teaching method	Teaching aid	Reference
33.	Listening to short talks and lectures	2 hr 30 mts	Practice in listening	Tape Recorder	7
34.	Spoken English, Stress and intonation	2 hr 30 mts	Listening to Spoken English Cassettes	Tape Recorder	4
35.	Seminars and Conferences	2 hr 30 mts	Interactive lecture	Chalk Board & Public Address system	2,5
36.	Seminars and Conferences	2 hr 30 mts	Demonstration	Public address system	2,5
37.	Oral Presentation by students	2 hr 30 mts	Interactive lecture	Chalk board	2,5
38.	Evaluation of oral presentation	2 hr 30 mts	Interactive lecture	Chalk Board & Tape Recorder	2,5
39.	Types of Communication Face to face	2 hr 30 mts	Interactive lecture, Role paly	Chalk Boards & Tape Recorder	6,7
40.	Types of Communication Telephonic conversation	2 hr 30 mts	Interactive lecture, Role play	Chalk Board & Tape Recorder	6,7
41.	Reading Skills	2 hr 30 mts	Interactive lecture & demonstration	Public Address System	2,5,6
42.	Meetings, Purpose, procedure, Participation	2 hr 30 mts	Interactive lecture	Chalk Board	2,5
43.	Meetings, Chairmanship, Physical arrangements etc	2 hr 30 mts	Interactive lecture & demonstration	Public address	2,5
44.	Presentation of reports by using power point and LCD	2 hr 30 mts	Demonstration	LCD projector	2,5
45.	Interviews	2 hr 30 mts	Interactive lecture	Public address system	2,5
46.	Interviews	2 hr 30 mts	Practice of Mock interviews	Public address system	2,5
47.	Group Discussion & Debates	2 hr 30 mts	Interactive & Role play	Public address system & Chalk Board	2,5,6
48.	Using Dictionary	2 hr 30 mts	Interactive & Role play and Dictionary	Chalk Board	

1. EFFECTIVE LISTENING

Introduction:

Language begins with the ear and lives on the lips and tongue of the speaker, listening should precede speaking, and is the secret of effective beginning in language learning. It is impossible to expect a student to produce a sound or a natural sentence of the foreign language, which does not exist in mother-tongue, unless he has listened to a model of the form is produced. Speaking comes in a natural sequence after listening. In other words, speaking is built upon accurate listening. In this chapter, we shall consider these two activities, that is, listening and speaking.

1.1 Developing Listening Skill

At the first sight, it appears that listening is a passive skill. This is not true. A receptive skill is involved in understanding the message. Indeed, it is essential to the speaker in any interaction that the words are being understood. This is indicated by the nods, glances, body movements and often by non-verbal sounds. Listening skills can be classified into two types.

1) Extensive listening 2) Intensive listening. In extensive listening. The teacher's aim is to create a general familiarity with the phonological style of speaking. It is like general listening to natural English, not necessarily under the teacher's guidance. Extensive listening can be used for two different purposes. First, and the basic, use of the type of listening is the re-presentation of already known material in a new environment. This could be a recently taught as structure-point, or a set of words which were introduced months before and need revision. Secondly, extensive listening can serve the purpose of letting the students to hear vocabulary items and structures which have not yet familiar to them. These can be interposed in the flow of language which is in their capacity to handle.

Intensive listening is controlled listening under the guidance of the teacher. It is concerned with one or two specific points. It is concerned with language items a part of the language teaching programme. Listening can be for grammatical as well as lexical purposes. Passages with a high incidence of a given grammatical feature provide excellent material.

In fact, listening is an important means of gathering information and acquiring knowledge. As a student, one has to listen to lectures, seminar presentation, instruction, and view expressed in discussions and conversations. And as a professional, one would have to listen to outside contacts and your boss, colleagues, and subordinates within the organization. Whatever be the circumstances, if you do not listen effectively, we may land in trouble or in an embarrassing situation. Remember that all successful executives and managers are usually good listeners. The cultivation, namely speaking, writing, and reading. A number of benefits would accrue to you by cultivating this skill.

- Improve intellectual ability to understand and evaluate the view and opinion expressed by others.
- Enables to gather proper and accurate information, facilitating appropriate decision making
- Assist to establish rapport with co-workers quickly
- Help the speaker give his best both in dyadic and group communication situations.

1.2 HONING LISTENING SKILL

- Prepare to listen by gathering information about the setting, the topic and the speaker.
- Have a positive attitude towards both the speaker and the topic.
- Keep an open mind. First, try to understand what is being said and then evaluate it with reference to context.
- Observe the non-verbal clues such as twinkle in the eye, flourish of hand, shrugging of shoulders, facial expression, etc, that is, listen with eyes and not merely with ears. The visual clues would assist in understanding not only what the speaker says but also indicate his attitude towards the points he is making.
- Ignore distraction such as the gaudy dress, odd body movements, or speech mannerism of the speakers
- Refrain from interruption, premature comments, direct advice, especially in seminars and meetings. Wait till turn comes or till it is asked to comment and ask questions.
- Have patience while listening the speed of thinking is much more than that of speaking. The time between the two may lead to boredom to avoid these, may be used the time gap for summarizing mentally what was spoken earlier - examining the strategies being employed by the speaker for things such as main population of language, management of transitions from one point to another, use of embellishments such as anecdotes, jokes quotations, etc. to influence, cajole or persuade you.
- Take notes systematically. Jot down not only the main points but also the gist of supporting evidence or arguments. Invent your personal abbreviations to record the key words and phrases. It is advisable to do so because we tend to forget tomorrow what we hear today.

1.3 COMMUNICATION CORE

Listening is an important component in the process of communication. It is an instrument which we keep on using throughout life for gathering information and acquiring knowledge. There is a need, therefore to improve the skill of listening through conscious efforts.

Listening skills allow you to understand what someone is “talking about”.

Good listening skills make workers more productive. The ability to listen carefully will allow you to.

- Better understand assignments and what is expected of you;
- Build rapport with co-workers, bosses, and clients;
- Show support;
- Work better in a team-based environment;
- Resolve problems with customers, co-workers, and bosses;
- Answer questions; and
- Find underlying meaning in what others say.

2. LISTENING TO SHORT TALKS

2.1 How to listen well

The following tips will help us to listen well.

- Maintain eye contact;
- Don't interrupt the speaker;
- Sit still
- Nod your head;
- Lean towards the speaker;
- Repeat instruction and ask appropriate questions when the speaker has finished.

A good listener knows that being attentive to what the speaker doesn't say is as important as being attentive to what he does say. Look for non-verbal clues such as facial expressions and posture to get the full gist of what the speaker presents.

2.2 Barriers to Listening

- Beware of the following things that may get in the way of listening.
- Bias or prejudice;
- Language differences or accents;
- Noise;
- Worry, fear, or anger; and
- Lack of attention.

3. INTRODUCTION TO SPOKEN ENGLISH

Language is a system of communication through speech and writing. English is a language spoken by vast majority of the population around the world. In India English is spoken by the educated and the elite. It is also extensively used in the field of business. Sports, films, journalism and so on. Although belated, Spoken English is on its way to establish a firm ground. Received pronunciation (R.P) is the standard form of spoken communication accepted through out the world. It originated from the southern part of the United Kingdom. Several dialects of English like the American English, Indian English, Australian English have also made their way on the global horizon.

Indian English, in its spoken form, carries with it the regional accent and we can easily identify the nativity of the speaker in majority of cases. Few Indian speakers nevertheless do speak what can be called “neutral English” which is not overshadowed either by the influence of mother tongue or the trace of regional accent.

Spoken English has given rise to several branches. The two most common streams connected with it are orthography and ortheopy.

Orthography: It is the study of the spelling of words related to a particular language.

Ortheopy: It is the study of pronunciation of words related to a particular language.

Improving Voice and Speech: Constant practice is a must to improve our speech. One should regularly be in touch with the language in order to master it. A speech event is not an ordinary one but involves a series of operations.

Phonetic Symbols: The way we spell a word and the way we pronounce it has a lot of difference. In the oral delivery of the word LITTLE the letters T (the latter) and E are of no significance. It is pronounced as LITL i.e. the spoken form of this words is / litl/. Two slashes // are used, one at the beginning and one at the end of the word to indicate that we are writing it in its spoken form or phonetic form. The following are the two forms of the word LITTLE.

Written

Little

Spoken Form

/lɪtl/

The word CAT is written phonetically as /kæt/ since the letter C has no sound in its spoken form. The symbol ? in /kæt/ represents the first sound of At, An, Angry etc. two important points one has to remember while writing a word in phonetic script are:

1. Always indicate the phonetic script in between two slashes – one at the beginning and the other at the end of the word / sentence.
2. Always use small letters except while writing the letters Z and S. Small Z (z) does not occur in phonetics. So also is the case with small S (s).

There are some words, although few in number, which are identical both in their written and spoken forms one has to use slashes / / here to indicate its projection in spoken form.

Written

Put

Spoken form

/pʊt/

The letters that represent the phonetic script are known as phonetic symbols. Some phonetic symbols are similar to that of the alphabet while some acquire totally different form. Phonetic symbol may be vowel or consonant. Our study of vowels and consonants shall be related to the study of phonetics or orthoepy.

Vowels: These differ from consonants in their manner of articulation. During pronunciation or articulation of vowel, air escapes freely, openly and through the mouth. The same may not be true in the case of consonants. Vowels are further categorized into Monophthongs, Diphthongs and Triphthongs.

3.1 Monophthongs: These are single symbols representing a single sound. There are twelve monophthongs in English

1. /ʔ/ — Initial sound of 'About' 'Alike' 'Attempt'
2. /ʌ/ — Initial sound of 'Umbrella' 'Understand'
3. /ɜ:/ — Initial sound of 'Earn' 'Early'
4. /æ/ — Initial sound of 'Apple' 'Ass' 'Ant'
5. /ɑ:/ — Initial sound of 'Arm' 'Art' 'Ask'
6. /e/ — Initial sound of 'Elephant' 'Enemy'

7. /i/ — Initial sound of 'Ink' 'In' 'If'
8. /i:/ — Initial sound of 'Eagle' 'Eat'
9. Initial sound of 'Ox'
10. Initial sound of 'ought' 'all'
11. /u/ — Middle sound of 'Push' 'Pull'
12. /u:/ — Initial sound of 'ooze'

3.2 Diphthongs: are combinations of two symbols representing a single sound. There are eight diphthongs in English

1. /eɪ/ — Pronounced from of 'Air'
Final sound of 'Tear' (verb)
2. /ɪə/ — Pronounced form of 'Ear'
Final sound of 'Fear'
3. /ʊə/ — Final sound of 'Poor'
4. /aɪ/ — Initial sound of 'Ice' 'Eyes'
Middle sound of 'Might' 'Sight'
Final sound of 'Tie' 'Die'
5. /eɪ/ — Final sound of 'May' 'Say'
Middle sound of 'Take' 'Say'
6. Initial sound of 'Oil'
Middle sound of 'Boil'
7. /ʊə/ — Initial sound of 'Oxygen' 'Automobile'
Final sound of 'No' 'So'
8. /aʊ/ — Initial sound of 'Out'
Middle sound of 'Shout'

3.3 Triphthongs: A diphthong and a monophthong combine to form a triphthong. There are five triphthongs in English.

1. ai + ? = /aɪ?/ -- Final sound of 'Liar' 'Fire'
2. ei + ? = /eɪ?/ -- Final sound of 'Layer' 'Player'
3. Middle sound of 'Loyal' 'Royal'
4. ?u + ? = /?u?/ -- Final sound of 'Lower' 'Mower'
5. ?u + ? = /?u?/ -- Final sound of 'Power' Pronounced form of 'Hour'

3.4 Consonants: There are twenty-four consonants in English. It must be remembered that the sounds of the consonants a kindergarten child learns as a beginner of English are not the same as the one we find in spoken English. The correct sound of the consonants is indicated against the symbols below.

1. /k/-- Initial sound of 'King' 'Come' 'Kiss'
2. /g/-- Initial sound of 'Gas' ;Go' 'Get'
3. /n/-- Initial sound of 'Nest' 'Note' ' Number'
4. /ŋ/-- Final sound of 'Beginning' 'turning'
5. /tʃ/-- Initial sound of 'Cheese' 'Channel' 'Challenge'
6. /dʒ/ Initial sound of 'Cheese' 'Channel' Challenge'
7. /t/-- Initial sound of 'Tin' 'Top' 'Tom'
8. /d/-- Initial sound of 'Dust' 'dog' 'Dig'
9. /ð/-- Initial sound of 'Then' 'Though'
10. /θ/-- Initial sound of 'Thin' 'Thick'
11. /p/-- Initial sound of 'Pen' 'Push' 'Purse'
12. /b/-- Initial sound of 'Boy' 'Ball' 'Bell'
13. (No equivalent in Hindi or Telugu present)
Initial sound of 'Van' 'Fit' 'Visit'
14. /v/-- (No equivalent in Hindi or Telugu present)
Initial sound of 'Fan' 'Fit' 'Visit'
15. /m/-- Initial sound of 'Man' 'Much' 'Must'
16. /j/-- Initial sound of 'Yes' 'Youth' 'Use'
If slashes are not used it gives the sound of Jas in 'Jet' 'Just'
jet = Jet (meaning an air craft)
/jet = Yet (meaning 'until now')
17. /r/-- Initial sound of 'Red' 'Rose' 'Roof'
18. /l/-- Initial sound of 'Left' 'Leap'
19. /w/-- (No equivalent in Hindi or Telugu present)
Initial sound of 'Won' 'West' 'Wheat'
20. /ʃ/-- Initial sound of 'Shine' 'Ship' 'Shoot'

21. / ʒ / -- (No equivalent in Hindi or Telugu present)
Middle sound of 'measure' 'Treasure' 'Pleasure'
22. / S / -- Initial sound of 'Sun' 'Son' 'Sit'
23. / Z / -- Initial sound of 'Zero' 'Zebra' 'Zest'
24. / h / -- Initial sound of 'Hen' 'Horse'

NOTE: The symbols of 2.1, 2.2, 2.3, 2.4 may please be seen in Oxford advanced dictionary

- Attempt a phonetic transcription of the following words. .

- | | | | |
|---------------|------------------|-------------------|--------------|
| 1) Apple | 2) Comprehension | 3) Ball | 4) Jug |
| 5) Man | 6) Kill | 7) Sun | 8) Dull |
| 9) Fast | 10) Pass | 11) Communication | 12) Schedule |
| 13) Procedure | 14) Democracy | 15) Embassy | 16) Ordeal |
| 17) Excellent | 18) Sanction | 19) Neighbor | 20) Dais |
| 21) Judge | 22) Venue | 23) Sensitive | 24) Question |
| 25) Negative | 26) Exchequer | 27) Transaction | 28) disguise |
| 29) Fountain | 30) demolish | 31) Compute | 32) Ant |
| 33) Fire | 34) Information | 35) Agriculture. | |

4. STRESS AND INTONATION

The sound system involves two important features. These are segmental features, namely, vowels and consonants, and supra-segmental features, namely, stress and intonation.

Stress

‘Stress’ is an emphasis or loudness or force. It is “the degree of force with which a sound or a syllable or a word is uttered.” This means if a word contains two or more syllables, all the syllables are not uttered with the same degree of force.

English does not have rigid a system of stress patterning as some other languages have.

For example:

In the following words, stress falls on the first syllable (denoted by upright bar ‘1’), as,

¹ teacher	¹ doctor	¹ sister
¹ damage	¹ useful	¹ father

In the following two syllabic words, the stress falls on the second syllable as:

be ¹ lieve	mis ¹ take	a ¹ gain
ex ¹ tent	for ¹ lorn	re ¹ ply

Words with more than two syllables: have a third kind of stress that is mid-way to strong stress and weak stress. It is known as secondary stress. It is marked by a vertical stroke below the syllable on which the secondary stress falls. Secondary stress may be noted in the following words.

exami¹nation, prepo¹sition, advan¹tageous.

Words of more than three syllables: generally have the primary stress on the 2nd syllable backward or the 3rd syllable backward.

Education	-	e	du	¹ ca	tion
		4	3	2	1
Democratic	-	de	mo	¹ cra	tic
		4	3	2	1

Alternative	-	a	l	¹ ter	n	tive
		4	3	2	1	
Interrogative	-	i	n	t	e	¹ rro ga tive
		5	4	3	2	1

As pointed out above, there are no set rules for the stressing and non stressing of a syllable. We get to learn this quality only by practice.

Sentences Stress: “in normal speech all nouns, main verbs, adjectives, and adverbs are generally stressed while the other words viz, prepositions, conjunctions, articles, helping verbs etc., are not stressed.” The following examples may be seen.

1. ¹Bring me a ¹glass of water
2. Did you ¹go to the market?
3. The ¹boy in the corner is ¹holding a ‘book.
4. The ¹rolling ¹stone ¹gathers no ¹mass.
5. A ¹stitch in ¹time ¹saves ¹nine.

INTONATION

Intonation is another quality of fluent speech. Some degree of intonation is brought in by every person when he speaks because in speech the pitch of voice keeps changing. Some utterances are made with high pitch while other are spoken at low pitch. This rise and fall of the pitch of our voice is called intonation.

INTONATION TUNES:

Two important intonation tunes are in use. These are described below.

- **Intonation Tune or Falling Tune.** This is used in the following cases.
 - i) **In Statements.** For example,
 - a) Delhi is the capital of India
 - b) Man is mortal.
 - ii) **In commands.** For example,
 - a) Shut the door.
 - b) Do it just now.

• **Intonation Tune or Rising Tune . This tune is used in the following cases:**

i) In questions which can be answered in ‘Yes’ or No’: For example,

- a) Is he your son?
- b) Are you going to school?

ii) in Requests: For example,

- a) Please, shut the door.
- b) Please, wait here.

• **Implications of stress**

• **Change in Meaning:** As a result of changing pattern of stressing words in sentences , there results change is the meaning of the utterance. Consider the utterance,

- ¹Geeta is my real sister. ‘Geeta is my real sister.’
- Geeta ¹is my real sister. (Geeta and no other girl)
- Geeta is ¹my real sister. (No one else’s)
- Geeta is my ¹real sister. (Not step – sister)

Identify the Stress of the following words

- | | | | |
|------------------|----------------|--------------------|-----------------|
| 1) Axis | 2) Examination | 3) Psychology | 4) Surveillance |
| 5) Tunnel | 6) Weather | 7) Occupation | 8) Habit |
| 9) Socialism | 10) Thread | 11) Conscious | 12) Witness |
| 13) Punctuality | 14) Constraint | 15) Specific | 16) English |
| 17) Viewpoint | 18) Faithful | 19) Intrude | 20) Lesson |
| 21) Stigma | 22) Practical | 23) Specialization | 24) Retirement |
| 25) Horticulture | | | |

5. SEMINARS AND CONFERENCES

In earlier times seminars and conferences were limited to the academic world where the students presented their own research work through oral or written reports; now these have become common in the professional world also. But life in this century has become highly competitive owing to unprecedented advances in science and technology. So there is the increasing need for proper utilization of materials as well as manpower. These, in turn demand deep thinking and planning, which can be best done by a group and not by an individual.

5.1 Discussion groups – Types

a) Seminar: This refers to a discussion in a small group in which the result of original research or advanced study is presented through oral or written report. It may also be organized for cross-fertilization of ideas. Generally, one person presents a leads paper incorporating his findings and then there is in-depth discussion on the material presented.

The other members are knowledgeable and take active part in the discussion. They closely interact with the lead speaker by expressing their views as seen from the individual's angle. The doubts, if any, are sought to be clarified by putting specific questions. The main purpose of seminar is to share knowledge and to get the viewpoints of the people who are equally well-informed persons.

b) Symposium: In a symposium a small group of experts or well informed persons discuss different aspects a problem for the benefit or audience. Each speaker is allotted a certain amount of time for his presentation. Speakers follow each other in turn until all have been heard. The audience may participate in the discussion. Though the symposium is formal, an element of spontaneity is introduced through audience participation. It is generally suited to programmes presented to a large audience.

c) Panel Discussion: Each member speaks on the announced topic, which is worded as question instead of delivering a series of speeches on different aspects of the problem. The members in a panel discussion are usual experts in dealing with the problem selected for discussion. The panel discussion is a kind of cooperative thinking. This panel discussion may be followed by question session where the listener may put forth their questions to the panel members. This type of panel discussion is best suited to public discussion programmes on radio and T.V.

5.2 Conference: Another type of meeting is conference. The name conference indicates to confer with persons having the same interest and to collect their experiences and opinions. The discussion usually results in the end with a set of suggestions or recommendations on the central theme of the subject. The participants as well as the subject matters are wider when compared to symposia or seminars. Different groups hold discussion on different aspects of the conference theme simultaneously at the venue. Formal lectures, audiovisual presentation, exhibitions are also arranged on this occasion. The conference is a closed group discussion and the participants have to register their names for attending.

5.3 Colloquium: Colloquium is an organized conference or seminar on some subject, involving a number of scholars or experts.

5.4 Convention: Convention is a fellowship meeting of a closely linked fraternal group. It is more vigorously structured than a conference and only matters of professional interest are discussed. Thus the term is applied to professional of gathering held by companies, association, societies, etc., and applied to the assembly of the delegates of a political party.

There are certain generalized rules applicable to all oral communication situations. Body language plays a significant role in oral communication through which speech can be regulated.

Regulating Speech: There are six elements of communication namely **pitch, volume, rate, quality, animation and pause.**

Pitch: Pitch is the tone of sounds depending upon the rate of vibration of vocal chords. When we speak, there is continuous variation in the levels at which your voice is pitched.

Volume: Refers to the power of the sound and it ranges form very loud to very soft.

Soft: Is the degree of speed at which you speak words.

Quality: The characteristic tone of voice is its quality. Sometimes a voice may be termed as creaky or jarring to the ears or it may be termed as pleasant.

Animation: The liveliness of speech is known as animation.

Pause: Refers to junctures in speech.

If one wants to be a successful speaker one should exploit fully the potential of all the six vocal elements. For self improvement we may tape record our speech and critically examine it and in subsequent efforts try to suitably amend in the light of self-analysis.

5.5 Personal appearance: The first impact on the audience is created by the personal appearance of the speaker. Even before the speaker utters the first syllable we begin to form an opinion and visualize the way he is going to talk.

a) Posture: Posture conveys a wealth of meaning in an economical way. It is an important part of body language and refers to the way one stands and walks. The movement of the body, the position of hands and legs and other parts of the body reveal an individual's personality-whether he is vibrant, alive, dynamic, nervous and self assured etc., A good speaker stands tall, feet together with the weight directly over the instep keeping his chin on a line parallel to the floor or at right angles to the backbone. **Standing in this posture before a group is in fact one of the first essentials for success in speaking.**

b) Eye contact: Eye contact with the listener is the most important aspect of the body language. It has been rightly said that eye is an extension of the brain and window of the soul. Stress is laid on continuous eye contact because it tells whether the speaker is sincere and also whether the listener is interested. Eye contact is a means of gaining feedback, enabling the communicator to alert, adjust and reframe his message while transmitting it. Very often this process is automatic and interaction through eyes between the speaker and the listener takes place unconsciously. Studies have shown that better eye contact leads to more effective communication. A good speaker looks at all sections of audience and not on the ground, the ceiling or at the door.

c) Voice: A good voice is a gift of nature but anyone can improve the quality of his speech with proper training. The three most mobile speech organs are the lips, jaws and the tongue. They also need exercise. For this purpose, specifically read loud every day for a few minutes. You will soon discover the rich variety and resources of your vocal organs. Record your speech on a tape, if possible and listen to it for any flaws. Also mark how effective speakers vary the pitch of their voice to match the thought, idea or feeling they convey. The important points are:

- Variation in pitch and tempo of the voice is essential to convey your message. A speech delivered in monotone makes the audience to sleep.
- Fast delivery betrays a lack of confidence. Normally you should speak 125 to 150 words/mt.
- Pronounce the words properly, putting stress at the right places.
- Speak with enough volume so that every one in the audience can hear you clearly.
- Avoid nasalization and vocalized pauses such as ‘er’ ‘um’ etc.
- Take care not to use phrases ‘you see’, ‘I mean’, ‘is it clear?’ etc.,

d) Audience: Before you begin your talk, size up your listeners – their age, sex, background and interest.

Choose a suitable approach to your audience. In most cases if you speak directly, you will be listened to. Each listener should feel free that you are talking to him individually. If the subject is not interesting, give it a personal touch. If necessary dramatize certain ideas to break the barriers of communication. However, do not be too dogmatic, instead give the impression that you wish to share your views and ideas with audience. Another way to awaken the audience is to relate a joke. Humor arising from personal anecdotes is perhaps the best. Some in the audience may have had similar experience and they will quickly identify with you when you relate such a joke.

5.6 Preparation: The art of speaking is the reward of persistent effort. There is no magic formula to make you an effective speaker. Adequate planning and preparation are essential for successful presentation. In fact thorough preparation is the antidote for nervousness.

Don't read out a written speech word for word. A written speech seldom sounds fresh or vigorous. Face to Face interaction demands thinking and speaking and not a mere repetition of what you have learnt by rote.

However, if any extremely complex subject is being presented (a research paper for seminar) to the members of a professional body you may read the written material. But even here you should acquaint your self with the material thoroughly. While reading you should be able to lift your head and look at the audience after short intervals.

Indicate in the margin the time you want to devote to introduction and conclusion.

Notes should be written neatly in large letters on 3" x 5" cards or small sized sheets. Cards are handy and since they are thicker than ordinary paper, their handling is easy.

5.7 Visual aids: Visual aids can make your presentation more effective. The listeners feel stimulated and take more interest in what is being presented. Your explanation with the use of an aid can become more vivid and easily understandable. For example maps, pictures, charts, motion pictures, slides and overhead projectors and a black board but remember that too many aids may cripple the effect.

5.8 Conducting seminars and conferences

When a seminar has to be organized, it is advisable to draw a detailed plan. Each Seminar has an objective, a lead speaker and a number of participants. Usually the person who organizes the seminar is given a label such as seminar director or seminar coordinator. If you are the coordinator of a seminar, first formulate the theme, determine the lead speaker and identify the participants. Next select the venue and fix the time and date of the seminar. If you anticipate more than one session identify a chairperson for each.

As the seminar coordinator it is your duty to send the above-mentioned information well in advance to all participants either through a circular or a brochure with a covering note. This communication should be properly structured, clearly stating the objectives of the seminar and the arrangements that have been made for conducting it and also those arrangements for boarding and lodging if you are inviting participants from other places.

6. ORAL PRESENTATION

The Presentations are basically the same for all professional domains such as business, technical, scientific, industrial, managerial, etc. Oral presentation is also a type of public speaking. This term is generally used to refer to a speech containing specialized information on a specific topic or subject for a relatively smaller but knowledgeable audience. As a student you will often be required to present to a group of student/teachers the results of your advanced study, the findings of your research, a proposal which you want to undertake or a report on the work you have already done. As a professional, in addition, you may have to present technical, business or scientific information or to brief your colleagues, about colleagues about a professional issue or matter. You may even be required to explain to employee's major policy changes or decisions affecting the work of the organization to which you belong. Further, you may have to present papers at seminars, conferences, etc., on matters related to the area of your work or the field of your study. In fact, the occasions for oral presentation increase with the advancement in one's career. As a senior professional you will need to speak publicly more frequently and in more diverse situations. So the need is to gear up and to get ready now so that you can surge ahead with a bang.

6.1 Planning and Preparation: The steps to be taken for preparing an oral presentation are similar to those taken for writing a composition. Keeping in mind the main purpose, audience, time available, etc., gather the material from reliable sources and organize it in a logical sequence under different sub-heading. Besides the points, in our note-cards we may also write important quotations or hints for anecdotes, jokes etc., which we propose to narrate for greater impact. Give each note-card a number and a sub-heading. Once the note-cards are ready, prepare slides if you plan to use an overhead projector or Power Point for your presentation. Number the slide and ensure that the matter on each slide corresponds to that on the note-card. This would enable us to keep your attention focused on the topic and enable you to maintain eye contact with the audience. Looking at the points on the slide time and grain reduces the impact of a presentation.

6.2 Practice and Rehearsal: For an effective oral presentation, practice and rehearsals are as important as they are for a stage performance, such as a play or dance. For doing this, simulate this situation by arranging a mike, audio-visual aids, etc., If possible do this rehearsal before your friends, asking them to suggest improvements. Accept constructive suggestions; these may enhance the effectiveness of your presentation. If we plan and practice as suggested above, our confidence-level would rise and we would find ourselves ready for the presentation. Remember, intensive practice and rehearsals are the best antidote to nervousness.

6.3 Articulation and Delivery: Whether we have got with us the note-cards and the slides and that they are neatly kept in a proper size envelop and whether we are gracefully dressed to suit the occasion.

On reaching the venue, size up the audience and carefully view the physical arrangements, such as the placing of the lecture, mike and other technical equipment, the position of the display screen, etc. For this preliminary survey, the speaker would take a few minutes – the time taken by the organizers to talk about the occasion and to introduce

him to the audience. One should speak extemporaneously, which we consider to be the most effective mode of delivery, especially when the matter is of a professional nature.

When you are invited to speak, walk gracefully to the lectern put your note-cards on it, look at the entire audience, ask the technical assistant to display the first slide and start speaking. Pronounce each word properly stressing on the right syllable and using appropriate intonation pattern. Do not eat any syllable or word.

6.4 Choice of words: If the thoughts are clear and well-organized, it will not find difficult to express them in plain (also called simple) English. If the words are short, concrete and familiar, the meaning would easily sink into the minds of listeners and create the desired impact.

6.5 Cliches:

Original: Last but not the least, I would like to thank Mr.T.D. Soni who managed this event efficiently.

Revised: In the end, I would like to thank Mr. T.D. Soni who managed this event efficiently.

Original: In the next session, Prof. Kashiwal will throw more light on the causes of noise pollution.

Revised: In the next session, Prof. Kashiwal will provide more information on the causes of noise pollution.

Whether it will even affect someone?

To be perfectly honest – This one really annoys me. Why, are you dishonest at other times?

The fact of the matter is – Pay close attention to this and you'll discover that it's never a fact, but usually a very biased opinion of the speaker.

Thinking outside the box – What's the opposite? Do we otherwise think inside the box, what box?

Customer-centric – Every single time someone uses this phrase, the final emphasis is to eventually maximize the seller's profits. Usually it's not the system that cares, but an individual serving an individual customer.

At this point in time – Time never stands still, except for politicians blaming previous opposition governments for their own mistakes. So how can we be in a point in time? If time is moving, it can't be a point anymore. It's a line then.

Having said that – If you've said something earlier, does it become a fact or an unforgettable expression or does it compel everyone to follow in a certain direction?

To be fair – Does this mean that you are making an exception and you are not fair at other times?

You should give it 110% – Usually it's other things, which weaken ends results, and not whether someone has given 99% or 98%.

Paradigm shift – Company directors and consultants love using this phrase to mean that everyone else should start thinking like them.

At the end of the day – What does this mean really? Did the speaker have a different opinion in the evening, in the afternoon, or at noon?

With all due respect – People use this often. Then they follow it with some form of disrespect or even insult.

I'd be more than happy to – What is more than happy? Does the speaker really mean that she will be ecstatic, delirious, or blissful?

For the record – Who is keeping the record, what kind of record?

He can talk the talk, but can he walk the talk? – Serious writers all over the world are using this phrase to assess the enormity of president elect Obama’s task ahead. Does this mean that until now he has been standing still while talking?

Lessons will be learned – Politicians and company directors use this when they can’t find any other explanation for some really tragic event. How can anyone predict that everyone will learn identical lessons from the same incident or whether it will even affect someone?

6.6 Jargons: refers to the technical terms or characteristic idioms of a specific discipline such as Physics, Sociology or an activity such as cricket, dance, etc. But you must try to avoid using jargon wherever possible. When you speak to an audience, knowledgeable in the area, use the jargon freely. However, if the audience consists of both the initiated and non-initiated persons, make minimal use of jargon.

Jargon

Compensation
Hypertension
Mach-2
Maturity date
Equitable

Plain Word

pay package
blood pressure
twice the speed of sound
final payment date
just, fair

It is terminology which is especially defined in relationship to a specific activity, profession, or group. "Every science requires a special language because every science has its own ideas."

In other words, the term most often covers the language used by people who work in a particular area or who have a common interest. Much like slang, it can develop as a kind of short-hand, to express ideas that are frequently discussed between members of a group, though it can also be developed deliberately using chosen terms. In many cases this causes a barrier to communication with those who are not familiar with the language of the field. As an example, the words RAM, bit, byte, CPU, and hexadecimal are jargon terms related to computing. 144 secton, IPC, FIR etc related to police and plaintiff, respondet claiment vendor, vendee extra terms related to Advocates and two stages of the office of the sub registrar.

6.7 Construction of Sentences: To keep the attention of the audience focused on the meaning, construct short and simple sentences. Just see how the main meaning is lost in the deluge of words of the following sentences.

Example:

The proposal about which I have just spoken, was submitted by us about a fortnight ago but it is yet to be examined by the new Director who, as you know, our company last week after having served the National Steel Corporation which had started functioning about 10 years ago with headquarters at Paro, a small town in Orissa. It can be summarized in two short sentences, namely.

This proposal was submitted a fortnight ago. It is yet to be examined by the Director.

If the sentences are short, the listeners feel more comfortable. For example, if you use same expression such as the one given below, in quick succession, your presentation would become dull and monotonous.

- I would like to point out....
- I would like to draw your attention....
- I would like to add.....
- I would like to repeat...

To keep monotony at bay, these expressions can be changed as follows:

- It may be pointed out....
- An aspect which deserves special attention is.
- Another significant point worth noting is....
- May I remind you what I stated earlier?

Even if the topic is highly technical, try to enliven the presentation by expression which are generally used in oral communication. A few examples follow:

- To explain this concept let us take an example
- Having said that, I proceed now to another significant point
- You can draw your own conclusions on the basis of supporting evidence which I am going to present now.
- You may have observed that so far I have been explaining theoretical concepts, it is time we moved to their application.

The visual aids that are commonly used may be divided into two categories.

- Projected aids, such as overhead projector, LCD, Video, TV-VCR, Computer system.
- Unprojected aids, such as blackboard, whiteboard, etc.

Your Choice should be taken into account the following factors:

- Your familiarity with the aid;
- Size of the audience;
- Seating arrangement;
- Nature of the material to be presented through the aids, and
- Above all, facilities available at the presentation venue.

In preparing the illustrations, bear the following points in mind.

- Show the matter neatly
- Do not clutter the illustration with unnecessary information
- Highlight the key words/phrases by using different colours
- Number each illustration
- Give a heading to each illustration.

For effective presentation of matter in illustration keep in mind the following points:

- Display the matter in such a manner that the entire audience can easily view it
- Do not block the view of the listeners by standing in front of the display screen
- Talk about the points on the visual when it is displayed.
- Stop talking about the matter on a visual when it has been put aside.

- Maintain eye contact with audience.
- Speak with the help of note-cards rather than with the help of visuals.

6.8 Evaluating oral presentation: To evaluate quality presentation made by the officer, you have to keep in mind the various factors that make a presentation effective.

Evaluation sheet for oral presentation

Name of the presenter: _____

Date of Presentation : _____

The qualitative meaning of the numbers is as follows.

1- Poor 2 – Average 3- Good 4-Very Good 5- Excellent

a. Introduction to the topic	1	2	3	4	5
b. Clarity of presentation	1	2	3	4	5
c. Sequence and continuity	1	2	3	4	5
d. Voice, pitch and delivery	1	2	3	4	5
e. Use of blackboard and other aids	1	2	3	4	5
f. Eye contact and audience awareness	1	2	3	4	5
g. Interaction with audience	1	2	3	4	5
h. General poise and bearing	1	2	3	4	5
i. Knowledge of the subject	1	2	3	4	5
j. Style of concluding presentation	1	2	3	4	5
Total	_____				

Remarks (if any)

Evaluator

Signature of

7. COMMUNICATION SKILLS

Introduction:

Communication is the major of language. It is essential for survival of living creatures. All living creatures have developed their own means of communication. These means include the use of vocal noises, facial expressions or even body movements. Man is the only living creature with highly developed and systematic means of communication. He is able to exploit a variety of techniques for the purpose of communication. These include vocal symbols, body movements as also facial expressions. In this way, speech and of jestures coordinate to give meaning to human thought.

7.1 Communication Skill: The word communication is derived from the Latin 'Communicate' or 'communico' that means to share. Communication forms an essential part of our life. In fact it is as important to us as air, food, clothing and shelter. A person shares his sorrows, happiness, moments of excitement and grief with some one through communication only. A man would become quite irritated and frustrated if he cannot write or speak to his kith and kin for a long time. Those residing far away from their associates communicate to their dear ones through letters, one telephone cells and add so on. Official communication is carried out through letters, telephone fax, e-mail and computers. About 70 to 80 percent of the total working time of a professional is spent on communication. It may be verbal or non verbal. The success of communication is measured in terms of not only the effective transmission of the message but also the achievement of the intended result.

7.2 Verbal Communication: When two or more persons interact with each other through conversation, they are said to be following the mode of verbal communication. Meetings, Seminars, telephonic conversation, Face to face interaction between two individuals can be cited as classic examples of verbal communication. The advantage of this communication is that we can get immediate feed back. A speaker at a conference can visualize without much difficulty the way his lecture is being received by the audience. He can, as well, adjust the tenor of his communication. Oral communication varies according to person and also situation. A lawyer would be called 'insane' if he behaves in the same manner as he does in the courtroom.

7.3 Written Communication: It is the commonest mode of communication in the official circles. Much of your success depends on your ability to communicate efficiently through this mode. You may reproduce, multiply or store any information in this type of transaction. Immediate feedback, however, is not possible through this type of communication.

7.4 Non-Linguistic Communication:

Communication can also be made through symbols. Traffic lights, road signs, railway signals are a few examples of non-linguistic communication. We also communicate through gestures if we are at a far off distance or are not in a position to meet somebody due to some obligations.

A new branch of communication called 'KINESICS' is on the way to development that is the study of non-verbal communication like body movement, appearance, voice etc.

7.5 Dyadic Communication: The term dyadic is derived from 'di' that means two. As such, dyadic communication takes place between two persons. It may be verbal or non-verbal. Informal conversation between husband and wife, two friends, two acquaintances at a party and so on. There are no hard and fast rules for this conversation. It is a routine one and is a part and parcel of our life.

Formal dyadic conversation however demand artistry and can be acquired through practice. Some of the common forms of formal dyadic communication are Face-to-Face conversation, Telephonic conversation, Interview, Instruction and Dictation.

7.6 Face to Face conversation: Majority of time at home is spent on face-to-face conversation. This conversation does not require any official decorum. Conversation outside our home i.e. the one which we have at restaurants, parties, parks and even offices need not follow any rigid rule. However, if we keep in mind the following points, we may be labeled as a pleasant 'conversationalist'.

- Choose a topic that interests both the participants
- Be courteous and cheerful. Remember that there is no such thing as uninteresting topic'. We only have 'uninteresting people'.

Use simple, easy to understand language.

8. TELEPHONIC CONVERSION

8.1 TELEPHONIC CONVERSION: It is a means of communication. We can speak to any person in the world within no time. Telephone was said to be 'Neighbor's envy and owners pride's a few decades ago but now it has entered even a layman's residence. Very soon it will become as common as our stove without which we cannot survive. Telephonic conversation undoubtedly is an art and can be mastered by constant practice. A learner of a new language is taught 'telephonic conversation' since it is believed that if you can speak on telephone well, you have conquered a language to the maximum possible extent. It is so because in telephonic conversation, the advantage of body language and eye contact is lost. mobile phones have also made in roads in India and a person can be contacted anywhere in the globe within no time. Some useful tips for efficient handling of Telephone are as follows.

- Cultivate a cheerful and friendly tone.
- Listen attentively to the caller. If the message is long keep reassuring that you are listening by speaking words like Yes, OK etc.
- Don't engage your telephone longer than required.

Rules while receiving a phone call:

- Always don't make the caller to wait much of the time.
- After attending the call first reveal your identity.
- Always lift phone with left hand and keep a pen and white paper to write information.
- Don't use slang (or) the language with difficult words so that he may not understand.
- Always use simple language while you speak
- The words spoken by you should be with audible pitch and there should be very clear.
- If they want to inform anything then write it on paper and make sure that you pass on the information to the person to whom he wants you to convey.
- If you attend a wrong call then don't cut down the phone, make sure that dialer is not confused and make him clear about the call.

Making a phone call:

- While making a phone call you should keep a telephone dictionary for whom you want to talk.
- Make a prompt identification of yours and ask for whom you want to talk with.
- Always use simple language and there should not be any slang.
- Keep notes with point wise what you want to ask.
- Don't keep the call for much time and make a call.
- Make sure that information you are dealing with and have a clear idea what you want to talk.
- The words spoken by you should be very clear and without, any mistake's and an understandable language.
- Make sure that number is pressed by indication sound. Once and give gap.

8.2 HOW CAN I HELP YOU

Task I

Complete the sentences with words from the list below. Use each word once only.

1. Hello, is that Mauro.....?
2. Just a, please.
3. Wait a minute, I'll..... if she's here.
4. I'll get the information you want. Do you mindon?
5. You should be able to reach her on her.....
6. Try calling backan hour's time.
7. Sorry, he's not at the moment.
8. I'll have to put you on While I check.

Here In mobile speaking hold
See moment holding

Task II

Choose the best responses.

1. I'd like to speak to Ms Chan, please.
 - a. Yes
 - b. I'm afraid she's not here at the moment
 - c. Well, you can't.

2. Can I speak to Mr. Ramirez, please?
 - a. Hold on, please
 - b. Don't go away.
 - c. All right.

3. Who's speaking?
 - a. I am called Pierre Marceau.
 - b. My name's Pierre Marceau.
 - c. Pierre Marceau is speaking.

4. Could I speak to Marta Owen, please?
 - a. Who's calling?
 - b. Who are you?
 - c. What's your name?

5. Can I call you back later?
 - a. Yes, call me.
 - b. Yes, please do.
 - c. Of course call, yes.

6. When will she be back?
 - a. One hour
 - b. after one hour.
 - c. In an hour's time.

Task III.

Complete these two conversations with sentences from the list below. Use each sentence once only.

A: Hello, is the Motor Systems UK?

B: **1**.....

A: Can I speak to Mark Wheeler, please?

B: **2**.....

A: OK, Do you know what time he will be free?

B: **3**.....

A: Right, I'll call again then. Thanks very much.

B: **4**.....

A: Goodbye.

C: **5**.....

D: I'd like to speak to someone about bringing forward a delivery date.

C: **6**.....

E:

7.....

D: I'm phoning about our order for some special plugs.

E: **8**.....

D: Yes, it's MS/72/03. We'd like an earlier delivery date if possible.

E: **9**.....

D: OK. Could you call me back today?

E:

10.....

D: That'll be fine. Thanks very much.

- a. I'll put you through to Order Enquires.
- b. From about three this afternoon.
- c. Yes, later this afternoon if that's convenient.
- d. Yes, it is. Can I help your?
- e. I'm afraid he's in a meeting at the moment.
- f. Motor Systems UK. Can I help your?
- g. Can your give me the order number?
- h. You're welcome. Goodbye.

Task 4

Study these examples of how to ask for information politely.

You don't know a caller's name (give)

Could you give me your name, please?

You aren't sure of the name of the caller's company. (repeat)

Would you repeat the name of your company, please?

You want to know where the caller is calling from. (tell)

Can you tell me where your' re calling from, please?

Could and would are more polite than can.

8.3 Now make questions using could, would and can in a similar way.

1. You aren't sure exactly what the caller is phoning about. (tell)
2. You want to know the caller's telephone number. (give)
3. You don't know how to spell the caller's name. (spell)
4. You didn't hear the caller's address clearly. (repeat)
5. You want to find out when the caller will be in the office tomorrow. (tell)
6. You aren't sure about the delivery date of your order. (confirm)

ANSWER KEY

Task 1

1. speaking 2. moment 3. see 4. holding 5. mobile 6. in
7. here 8. hold.

Task II

1. b 2. a 3. b 4. a 5. b 6. c

Task III

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

Task IV

1. Could you tell me exactly what you're phoning about?
2. Can you give me your telephone number, please?
3. Could you spell your name, please?
4. Would you repeat your address, please?
5. Can you tell me when you'll be in the office tomorrow, please?
Would you confirm the delivery date of the order, please?

9. READING SKILLS

Ask yourself this question: Do I read every word in my own language when I am reading a schedule, summary, or other outlining document?

The answer is most definitely: *No!* Reading in English is like reading in your native language. This means that it is not always necessary to read and understand each and every word in English. Remember that reading skills in native language and English are basically the same.

Here is a quick overview of the four types of reading skills used in every language:

- 1) Skimming - used to understand the "gist" or main idea
- 2) Scanning - used to find a particular piece of information
- 3) Extensive reading - used for pleasure and general understanding
- 4) Intensive reading - accurate reading for detailed understanding

9.1 Skimming

Skimming is used to quickly gather the most important information, or 'gist'. Run your eyes over the text, noting important information. Use skimming to quickly get up to speed on a current business situation. It's not essential to understand each word when skimming.

Examples of Skimming:

- The Newspaper (quickly to get the general news of the day)
- Magazines (quickly to discover which articles you would like to read in more detail)
- Business and Travel Brochures (quickly to get informed)

9.2 Scanning

Scanning is used to find a particular piece of information. Run your eyes over the text looking for the specific piece of information you need. Use scanning on schedules, meeting plans, etc. in order to find the specific details you require. If you see words or phrases that you don't understand, don't worry when scanning.

Examples of Scanning

- The "What's on TV" section of daily newspaper.
- A train / airplane schedule
- A conference guide

9.3 Extensive reading

Extensive reading is used to obtain a general understanding of a subject and includes reading longer texts for pleasure, as well as business books. Use extensive reading skills to improve your general knowledge of business procedures. Do not worry if you understand each word.

Examples of Extensive Reading

- The latest marketing strategy book
- A novel you read before going to bed
- Magazine articles that interest you

9.4 Intensive reading

Intensive reading is used on shorter texts in order to extract specific information. It includes very close accurate reading for detail. Use intensive reading skills to grasp the details of a specific situation. In this case, it is important that you understand each word, number or fact.

Examples of Intensive Reading

- A bookkeeping report
- An insurance claim
- A contract

9.5 READING COMPREHENSION

Reading and comprehension of any given text is an essential component of the four language learning skills. Reading could be of a familiar passage or an unseen passage. In your examination, you may be required to answer some questions based on an unseen reading passage. By an unseen reading passage what we mean is a reading passage that you might not have read before. The reading passage can be on any subject. It could be on a subject you are not familiar with. You should not be worried on this count. It doesn't matter even if you do not have much previous knowledge about the topic. What you need to do is read what is given in the passage and answer the questions based on your understanding of the passage. In other words, your ability to extract information from the given text is being tested through this question.

How can you develop this ability to extract information from the text efficiently? There is no short cut for this. In order to become a good reader you need to read a lot. When you read a lot you will develop the ability to identify the main ideas in the text, understand how the ideas are related in the text, and analyze the ideas in order to understand the surface meaning and the underlying meaning. Once you develop the ability to read the lines, read between the lines then you will be able to read beyond the lines. you will be able to react to the text, agree and disagree with the view of the author or form you own views own the text. If your are able to do all these you can be called an **effective** reader, as well. Ability to read fast with comprehension is necessary because you will to write answers to questions based on your comprehension within the stipulated time.

Let us take a reading passage and see how we can answer it.

Read the following passage and answer the questions given below it.

Example:

Pollution is the fouling of the environment, land, water and air by waste, smoke, chemicals and other harmful substance. The most serious pollution occurs where there are large cities and many factories. Every industrial country faces the problem of disposing waste.

- a) What is meant by pollution?
- b) Where does serious pollution occur?
- c) How do wood and paper decay?
- d) How is marine life harmed?
- e) What causes damage to people's health?

Many students read the passage carefully and then read one question at a time and try to find an answer to that question. They repeat this for each question. If there are five questions they need to read the passage five times. There is nothing wrong in this way of trying to answer the questions. But don't you think it is a very time consuming process? Then what strategy should you use?

First, you can run your eyes through the passage in order to find out what the passage is about. Second, read al the questions. Then scan the passage for answers. Scanning is looking for specific information. For example, let us read the first question- What is meant by pollution? As the passage is about pollution, you are likely to find the meaning/definition of pollution in the first two or three lines. Look for the answer at the beginning of the passage. You find it in the first line itself. For other questions, look for **key words** in the question and try to locate them in the passage. The answer to that question will be around those key words. For example, the keywords in the second question are serious pollution. When you quickly run your eyes over the text, you will locate these words in the second line itself. We can find the answer too in the same sentence. Similarly, key words of the third question are wood and paper decay. Scan the

passage again for these words. You will find them in the sixth line and the answer to the questions in to time. When you use this strategy, you don't read the passage five times for five questions. Instead you scan the passage five times. However, if there is a question, where you need to give your views on something in the passage, then you need to make sure that you have comprehended the passage correctly before answering the questions. In other words you need to spend a little time on such questions.

Model paragraph (Exercise)

1. Red chillis are very rich in vitamin C and provitamin A Yellow and especially green chillies (Which are essentially unripe fruit) contain a considerably lower amount of both substances. In addition, peppers are a good source of most B6 in particular. They are very high in potassium and high in magnesium and iron .their high vitamin C content can also substantially increase the uptake of non-heme iron from other ingredients in a meal, such as beans and grain. Recent studies reveal that chilli peppers can have a wide range of benefits from helping alleviate pain in arthritis patients, can have a wide range of benefits from helping alleviate pain in arthritis patients, to acting effectively against cancer causing tumors. experts say capsaicin, the chemical that gives spicy food its kick, could be used to kill tumours with few or no side effects for the patient. Hot peppers, along with other spices are also known for their ability to kill parasites in the gastro-intestinal tract; for this reason, they are a useful dietary component in tropical regions. Chilli peppers also have cardiovascular benefits, weight loss properties (by inducing thermogenesis) and helps to clear mucus from stuffed noses or congested lungs. Chilli also helps to lower the risk of Diabetes; according to a study by the American Journal of Clinical Nutrition, the amount of insulin required to lower blood sugar after a meal is reduced if the meal contains chilli pepper. Canadian researchers believe that chillies could play a vital role in curing diabetes. Chilli pepper as a weight loss technique has also been the subject of a book titled "The Chilli pepper Diet" (From Wikipedia, the free encyclopedia).

1. Are chillies and peppers the same? What word/phrase in the text gives you the clue?
2. How does the Vitamin C content in the chillies help a person?
3. Why should people in the tropical regions use chillies in their cooking?
4. List at least five benefits of using chillies in our diet.
5. What does the book "The Chilli Pepper Diet" focus on?

2. Life is not just party and pleasure; it is also pain and despair, unforeseen things happen. Sometimes everything turns upside down. At times bad physical disability and birth defects.

We cannot choose our parents of the circumstances of our birth. So if the ball bounces that way, sorry. But what do we do from here? Cry, or take the ball and run? That is a choice we have to make.

We can choose our attitude even though we cannot always choose our circumstance. The choice is either to act like a victor or a victim. It is not our position but disposition that determines our destiny.

It makes both rain and sunshine to create a rainbow. Our lives are no different. There is happiness and sorrow. There is the good and the bad; dark and bright spots. If we can handle adversity, it only strengthens us. We cannot control all the events that happen in our lives, but we can control how we deal with them.

- 1) What is life?
- 2) Mention two things that are beyond our control.
- 3) What determines our destiny according to the author?
- 4) What happens if we can handle adversity?
- 5) What do we have control over?

3. Slavery can broadly be described as the ownership, buying and selling of human beings of the purpose of forced and unpaid labour. The institution of slavery is as old as civilization. Many nations and empires were built by the muscles of slaves.

But what kinds of people were enslaved, and why? In ancient civilizations, slaves were usually war captives. The victors in battle might enslave the losers rather than kill them. Over time, people have found other reasons to justify slavery. Slaves were usually considered somehow different than their owners. They might belong to a different race, religion, nationality, or ethnic background. By focusing on such differences, slave owners felt that they could deny basic human rights to their slaves.

The Greeks and Romans kept slaves as soldiers, servants, labourers and even civil servants. The Romans captured slaves from what is now Britain, France and Germany. Slave armies were kept by the Ottomans and Egyptians.

1. How can slavery be broadly described?
2. In ancient civilizations what did victors in battle do?
3. On what differences did slave owners focus in order to deny basic human rights to slaves?
4. What did the Greeks and Romans use slaves for?
5. Where did the Romans capture slave from?

10. MEETINGS

The word 'meeting' is used in two senses. One to refer to a small group meeting, meeting of Board of Directors, two refer to any coming together of two or more persons, whatever be the label applicable to such a group.

The meeting is perhaps the most commonly used form of discussion in a professional organization. The person who chairs the meeting acts as the leader of the group and usually has a higher status or enjoys authority over the other members. Every meeting is result - oriented and therefore the discussion is directed towards a specific end.

10.1 PURPOSE:

- To convey information to a group at one time
- To instruct a group
- To exchange ideas and experiences
- To resolve conflicts, and confusions
- To generate a positive attitude.

Many of these purposes cannot be achieved through person to person interaction because of the nature of business to be transacted. But the group activity which a meeting generates leads not merely to achievement of the objective for which it is called but also to the development of a correct perspective failure to fulfill the expectation may exercise a negative impact, besides causing loss of precious man-hours which could otherwise have been devoted to productive work. So to obtain results the organization of a meeting needs expertise, careful planning and prompt follow-up action.

10.2 PROCEDURE:

A meeting is convened by the chairman or a member authorized by him. In certain organizations like board of Directors, the Executive Committee a person is designated as secretary or chairman or convener.

The chairman should bear in mind the following points.

- The announcement for every meeting must be made in writing, at least a week before the fixed date
- The notice should be sent to all members, even if it is known that some of them, would not attend
- The notice should clearly state the agenda, i.e., the programme of business to be transacted.

10.3 CHAIRMANSHIP:

Chairing a meeting requires tact, patience, a sense of humor and sound knowledge of the technique of making people discuss a subject intelligently. Prepare a discussion plan after reading the agenda carefully. Discussion plan is nothing but a guide prepared by the chairman reflecting his own thinking on the subject to be discussed, and about the

question likely to be raised by the members and the conclusions that might be reached. He should also estimate the time you would like to devoted to each item in the agenda.

10.4 PARTICIPATION:

The role of a participant is an equally important aspect of a meeting which very much depends upon the kind and quality of contributions made by the participants. A participant should acquaint himself with the problems and topics to be discussed by going through the agenda carefully.

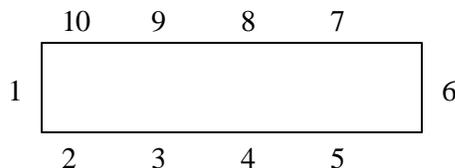
Be a good listener, do speak up when you have something to say on it. Raise your hand to draw the attention of the chairman when you want to speak, Jot down the important points at the meeting. Before you file the notes mention the date, name of the chairman and the subject of the meeting.

10.5 PHYSICAL ARRANGEMENTS:

There is no ideal room for holding a meeting. So one has to be realistic enough to make the best use of the existing environment and the facilities available.

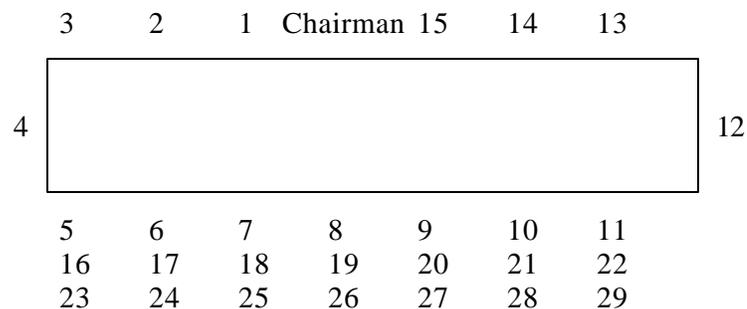
The most favorable seating arrangement for a meeting is around a large round table. Every member should be able to look directly at others without turning his chair. The round table is not commonly available and often the members have to sit at a rectangular table. In this arrangement at least the chairman should seat himself at a position from where he can face everyone directly as shown in Figure:

For small group



The chairman at (1) or (6)

Fig> 2: Seating arrangement for a large group.



Sitting sufficiently close together makes the interaction easy and also there is easy accessibility to every member for the supply of water or tea. The room should have privacy and it should be well ventilated and have arrangements for lights and provision of facilities such as blackboard, display of diagrams, charts, maps, etc.

Ten Rules for a successful Meeting

1. Convene a meeting when it is essential to consult others.
2. Hold a meeting when the consultations an telephone would not yield the desired result.
3. invite those who are essential to the meeting
4. punctuality (5) clear objective of meeting
5. Agenda preparation
6. Circulate agenda among members to prepare for meeting
7. Set item – limit for discussion
8. Summarize the conclusions
9. Close the meeting on a pleasant note indicating the future course of action.

11. PRESENTATION OF REPORTS BY POWER POINT AND LCD

Power Point Presentation: Let us take an example. Prof. T.N Kashiwal had to make an oral presentation before a group of about 50 teachers and research scholars from reputed universities. He decided to use Power point, which, as you may be aware, is an important presentation. It offers facilities such as word processing, drawing, outlining, and graphing and presentation management tools. For the presentation, the following slides were prepared by Prof. Kashiwal.

Slide 1
Role of Effective Communication
In
Classroom Management
By
Dr. T.N. Kashiwal

Slide 2

Introduction

- Preliminary remarks
- Objective
- Scope'
- Relevance

Slide 3

Teaching Involves

- Delineating theories
- Explaining concepts
- Describing processes, procedures, techniques
- Narrating events
- Expressing viewpoints
- Imparting skills

Slide 4

Requirement of Effective Teaching

- Planning and preparation
- Innovation and creativity
- Zeal and sincerity
- Passion and animation
- And above all, communicative competence

Slide 5

Audience Awareness

- Size
- Average age
- Background
- Interests
- Expectations

Slide 6

Opening Techniques

- Recapitulate and connect
- Outline contents
- State relevant fact or quotation
- Narrate a related experience
- Put a provocative question

Slide 7

Sustaining Interest – I

- Vary language
- Pause and dramatize
- Use proper volume, pace, pitch
- Improve quality of voice
- Start and finish on time

Slide 8

Sustaining Interest – II

- Appearance and facial expression
- Posture and gesture
- Eye contact
- Body movement
- Exercises (GD, role play, mini-presentation)
- Questions and quizzes

Slide 9

Ensure Effective Listening

- Hearing and listening
- Barriers to listening
- Adverse physical environment
- Lack of motivation
- Preoccupation and distractions
- Mental blocks created by speakers

Slide 10

Closing Techniques

- Summarization
- Using quotations
- Appealing statements
- Peeping into the future
- ;End with a bang, not with a whimper’.

Slide 11

Conclusion

- Communication, an integral part of teaching
- Transmitter of values
- Mark of culture and education
- Motto:
- Educate and elevate
- Not merely teach and test

11.1 Use of blackboard and whiteboard

There may, however, be situations in which you may have to use a blackboard or a whiteboard as an aid to presentation.

Divide the board into three parts

- A. Left side 20%
- B. Middle 70%
- C. Right side 10%

Use A for writing those points that are going to stay throughout your presentation. Use B for writing or drawing any graph, etc., related to the point or the sub-topic you are discussing. Rub it off as soon as you move to another point or sub – topic. Use C for writing any key word or highly technical word with which the audience may not be familiar.

- Decide beforehand the matter you would present on the board
- Write fast and neatly. The letters should clearly stand out and be bold enough for the audience to see.
- Use only standard abbreviations and short forms
- If you want to highlight any matter, use coloured chalk/marker of a different colour for the purpose
- Keep speaking the words and sentences as you write them
- Avoid speaking to the board.

Conclusion:

The skills you need to acquire in order to make a spectacular presentation

- Pronunciation: Ability to produce individuals sounds of English, to put stress on the right syllables, to use proper intonation patterns and to pause at appropriate places.
- ‘You are never fully dressed unless you wear a smile’ – Anonymous
- ‘A flame should be lighted at the commencement and kept alive with unremitting splendor till the end – Michael Farady

12. INTERVIEWS

The study material with regard to this topic has already been given in this book (Page No. to) hence the teacher is requested to conduct Mock Interviews in the class to impart training to the students. In this practical class various interviews types may also be practiced for the benefit of the students.

13. GROUP DISCUSSION

Introduction:

You may be aware that the suitability of a candidates through a three-phased process, of which GD is an important component; the other two being the written test and personal interview. Since GD, today, is regarded important in the professional as well as the academic world, you should seize every opportunity to participate in a group discussion and try to imbibe the required skills and qualities.

13.1 Group Dynamics: The term group discussion is used to refer to a situation in which a small number of persons meet face to face and through free oral interaction among themselves exchange information or attempt to reach a decision on shared problems.

Researchers indicate that if the number of persons in a group is kept between five to nine, fruitful discussions can take place.

There is no named leader of the group. As the discussion proceeds, one of the participants may emerge as a leader. The expectation is that as responsible professionals the members of the group would ensure the smooth flow of interaction and ultimately arrive at an agreed solution or strategy purpose for which the discussion was organized.

One advantage of this type of discussion is that there is a self imposed discipline on the discussion and greater responsibility on participants for making it useful.

To keep the discussion on the track it may be worthwhile for a participant to summarize the points made till that time and then to present his view point.

Occasionally when the group discussion takes place some persons may be invented as observers.

- (i) To let the observers learn the process of group discussion and
- (ii) To evaluate the contributions by members.

13.2 PURPOSES: Very often group discussion is used in addition to written test/interview for employment. A representative of the employer sits through the group discussion and observes the group performance. He judges each individual's personality traits such as

- Intellectual ability, Creativity
- Approach to solving problems
- Qualities of leadership
- Tolerance and group behavior
- Clarity of thought
- Facility of Expression

This method of self-education meets the increasing desire for clearer understanding of day-to-day problems, so essential to counter the isolation of individual thought which can lead a biased judgement and prejudiced action. The modern democratic society expects collective, mutually agreed, harmonious for nurturing and developing of an organization.

13.3 MERITS

You may wonder why so much importance is attached to GD, both in the professional and the academic worlds. (GD) reveals several significant aspects of a participant's worth and personality.

13.4 Communication skills: This includes the competence of a participant in speaking spontaneously with proper pronunciation and appropriate use of body language besides his ability to choose suitable words to express his thoughts clearly and precisely.

Leadership qualities:

- Regulating the discussion, keeping it on the track and leading it towards the required goal.
- Ensuring that each member of the group participates in the discussion
- Being courteous while criticizing the views of others
- Listening to the views of others attentively
- Summarizing the points that emerge during the discussion
- Maintaining a uniform level of zeal throughout the discussion.

13.5 Thinking independently: One of the purposes of education is to develop the intellect of the learner. For this, an ability to think independently is essential. Academic exercises such as oral presentation, writing a term paper, preparing a report, etc., also develop an individual's intellect.

14. USING A DICTIONARY EFFECTIVELY

14.1 How to check the spelling of a word?

To find words in the Dictionary it is important to know the alphabet well. Reader will need to be able to judge quickly whether any word comes before or after another one, this is called alphabetical order. If the first letters of two words are the same, look at the next letters to decide the correct order.

Example: *dare, dart, darn* – in the case of these three words, ‘dare’ comes first, ‘darn’ second, and ‘dart’ last. The first three letters ‘d’, ‘a’, and ‘r’ are the same in all three words so the correct alphabetical order is based on the fourth letter.

14.2 How to find a word in the Dictionary ?

Words are printed in large bold type at the upper top left-hand and right-hand corner of any page to help you quickly find a word in the Dictionary. The first of these two words show you which is the first word on that page, the second shows you which is the last words to be found on that page.

Example: *you are looking for the word ‘signal’.* On the page which has the two words **signac and silage** (Example taken from the *Collins English Dictionary*) printed at the upper top left-hand and right-hand corner.

14.3 Learn the phonetic alphabet: At the beginning of most good English dictionaries, you’ll find the **phonetic table**, which tells you how to pronounce the phonetic symbols given with each word. If you learn these symbols, you’ll find it much easier to pronounce new words.

14.4 Learn how to use the stress marks: English dictionaries show where the stress of a word is by using the mark. This means that the following syllable is stressed.

‘Pho-to-graph
Pho-‘to-gra-pher
Pho-to-‘gra-ptic

14.5 Questions about dictionaries

1) Should I use a normal English dictionary, or a bilingual one?

It’s generally better to use a normal English (monolingual) dictionary. There are three main advantages of these dictionaries.

- They give you practice in understanding English.
- As the definitions and examples are in English, you can see immediately how a word is used.
- Because many English words won’t translate directly into your language, you have to be careful with bilingual dictionaries when you write down the meaning of the word.

2) Why can't I understand the definitions?

Perhaps your dictionary is too complicated. Try using one that's especially designed for learners of English at your level. It's annoying if you can't understand the definition or example sentence of a new word. It's much better to start off with a simpler dictionary, such as **Longman Active Study Dictionary**, then move on to a more complex one later.

3) How many words should there be?

No dictionary contains all the words and expressions in English (currently estimated to be around 1 million). The average person knows at least 60,000 words, so a useful dictionary will have around 80,000 words and expressions.

4) Why can't I find the words in my dictionary?

English is changing – every year there are new words and expressions. Make sure your dictionary is fairly new, as any dictionary older than a few years may be out-of-date. If you're looking for a special or technical word, it might be a good idea to invest in a specialized dictionary.

While you are looking up the word, you have an opportunity to learn a number of related words. The word may have several meanings. The more you learn English, the greater the number of secondary meanings you want to look up. There are usually in order of how commonly the sense is used. The better your English, the more senses you want to become familiar with. This will avoid confusion in the future as you start reading more complex documents. It is also useful to look up synonyms while you are there looking up synonyms is a good way of confirming that you have actually understood the word.

Another great tool for learning is “related terms”. You can look up more general or more specific terms. Looking up more general terms is great for reading; it helps better understand the word but letting look at words that have slightly different meanings and understanding why they are not synonyms. You can look up a similar or related word, or a general word, and by following the links you can find the right word. For instance if you are looking for a word that means to see something quickly, you can look up the word “see” then find more specific terms like “get a look” or its synonym “catch a glimpse”.

Dictionaries can be used to check spelling, to learn new words, to find or double-check the meaning of a word you encounter, or to find the right word to use. How to best use a dictionary depends on what you are doing with words. A thesaurus is a great tool if you are writing any essay.

However, a good dictionary can give you a lot of other information regarding the word, in addition to its meaning.

14.6 Meaning (s) and word class

A word can have many meanings. A good dictionary gives you all the meanings of the word. For example, the word, **'coast'** has at least two meanings – depending on whether it is used as a noun or a verb.

Coast (n) – *The land beside or near to the sea or ocean*

Coast (n) – move down a hill without using any power.

Pronunciation

Pronunciation of the word, both British and American, follows the word.

Coast /koust/ *British English*

Coast /koust/ *American English*

Word Stress

Along with the pronunciation, word stress is also indicated. In the word **record** the stress is different when it is used as a noun and verb.

Record *noun* /'reko:d/

Record *verb* /ri'ko:d/

Usage

The dictionary also shows how the word can be used.

Coast (n) – Machilipatnam is a town on the east coast of Andhra Pradesh

Coast (n) – He took his feet off the pedals and coasted downhill.

Uncountable/countable

In a dictionary, you find these two symbols: C which stands for countable and U for uncountable.

Coast *noun* (C, U)

In this case, **Coast** can be used both as a countable and an uncountable noun.

14.7 Synonyms

Synonyms are words which have already the same meaning. The word, 'coast' has many synonyms such as *seashore, beach, seaside, coastline, shoreline, and sand*. The between two synonyms, they are explained so that we use the right synonym. For example, *seashore* is used to talk about the area by the sea in terms of things such as rocks and waves where people walk for pleasure. However, **beach** is the sandy area next to the sea.

14.8 Antonyms

Antonyms are words with opposite meaning.

Opposites are also given in the dictionary.

Eg: Convex - concave

Shallow - deep

Barren - fertile

14.9 Patterns and collocations

A good dictionary gives all the expressions associated with the word along with the collocation. By collocation what we mean is the combination of words that occur in a language. For example, we can say. 'Resounding success and 'crying shame' but we cannot say 'crying success' and resounding shame'. A good dictionary tells us which words go together. If you have a good dictionary, it is like having a good teacher with you always. At any time if you have any doubt, the dictionary can help you in clearing your doubt.

14.10 Practice

1. Given below is a list of words. Arrange them in the order in which you find them in a dictionary i.e., arrange them in an alphabetical order.

Decorate	expansive	compel	formal	compare
Money	profit	height	dull	learn
Hefty	settle	profuse	parrot	layer
Zoo	flock	cover	modest	stage

2. Write the part (s) of speech of each of the following words with the help of a dictionary.

Fable	install	mercurial	parliamentary	satisfy
Safe	relax	gorgeous	record	sure
Triumph	oath	lexicon	fountain	corridor

3. Given below is a list of words/phrases. Look up the words in a dictionary. Find out how each word is used. Write a sentence of your own using each of the words/phrases.

Avail	agenda	quench	clinch	fictitious	give up
Run out	generous	credential	lay	talk around	sturdy

4. Find out how these words are pronounced (both British and American, if they are different) with the help of a dictionary. Read them aloud.
Gadget rendezvous suggestion player schedule poem.

15. VOCABULARY

Words often Confused

a lot / allot	criteria / criterion
a while / awhile	custom / costume
a / an / and	complement / compliment
accede / exceed	compose / comprise
airs / heirs	concurrent / consecutive
all right / alright	conform / confirm
all together / altogether	congenial / congenital
as / like	connote / denote
ascent / assent	conscience / conscious
ascetic / aesthetic	continual / continuous
ascribe / describe	convince / persuade
ambiguous / ambivalent	corps / corpse
amiable / amicable	correspondence / correspondents
among / between	council / counsel
amused / bemused	capital / capitol
any one / anyone	climatic / climatic
aspersion / dispersion	collaborate / corroborate
assistance / assistants	canvas / canvass
auger / augur	tenant / tenet
baited / bated	torpid / turgid
bazaar / bizarre	tortuous / torturous
belief / believe	vane / vain
beside / besides	venal / venial
between / among	veracity / varacity
biannual / biennial	vicious / viscous
bimonthly / semimonthly	waist / viscous
blithe / lithe	wary / weary
borrow / lend	weather / whether
brake / break	which / w itch

bridal / bridle	dairy / diary
descendant / devise	deduction / induction
kind of / sort of	effect / affect
knew / new	describe / ascribe
latent / patent	desert / dessert
in regard to / as regards	diary / dairy
implicit / explicit	different from / different than
imply / infer	discreet / discrete
hall / hale	disinterested / uninterested
hanged / hung	dispersion / aspersion
herd / heard	liable / libel
heroin / heroine	loathe / loath
historic / historical	manner / manor
hoard / horde	militate / mitigate
foul / fowl	mute / moot
found / founded	quote / quotation
founder / flounder	precede / proceed
figuratively / literally	premise / premises
fiscal / physical	quiet / quite
flammable / inflammable	perspicacious / perspicuous
flare / flair	persuade / convince
flaunt / flout	piquant / pique
fair / fare	plain / plane
ethereal / ephemeral	pasture / pastor
exceed / accede	penultimate / ultimate
elicit / illicit	perspective / prospective
emigrant / immigrant	obedience / obsequious
emigrate / immigrate	obtuse / abstruse
enervate / innervate	one another / each other
entomology / etymology	paeon / peon
each other / one other	pamper / pander
each / every	raise / raze
sale / sail	real / really

sale / sell
sanguine / saturnine
scene / seen
seam / seem
semimonthly / bimonthly
serf / surf
shear / sheer
singly / singularly

reality / reality
retch / wretch
road / rode
sleight-of-hand / slight –of-hand
stationary / stationery
storey / story
supposedly / supposably

HOMPHONES

- | | | | | | |
|-----|--------|---------|-----|-----------|-----------|
| 1. | Peak | Peek | 24. | Waist | Waste |
| 2. | Aloud | Allowed | 25. | Root | Route |
| 3. | Sail | Sale | 26. | Principal | Principle |
| 4. | Bread | Bred | 27. | Ring | Wring |
| 5. | Hole | Whole | 28. | Knot | Not |
| 6. | Heard | Herd | 29. | Gait | Gate |
| 7. | Groan | Grown | 30. | Bouy | Boy |
| 8. | Hall | Haul | 31. | Dear | Deer |
| 9. | Missed | Mist | 32. | All | Awl |
| 10. | Lead | Led | 33. | Pedal | Peddle |
| 11. | Sea | See | 34. | Knead | Need |
| 12. | Him | Hymn | 35. | Weather | Whether |
| 13. | Eye | I | 36. | Hour | Our |
| 14. | Hair | Hare | 37. | Currant | Current |
| 15. | Main | Mane | 38. | Metal | Mettle |
| 16. | Laps | Lapse | 39. | Flaw | Floor |
| 17. | Higher | Hire | 40. | Flew | Flu |
| 18. | Which | Witch | 41. | Flea | Flee |
| 19. | Brake | Break | 42. | Cheater | Cheetah |
| 20. | Die | Dye | 43. | Cache | Cash |
| 21. | Know | No | 44. | Stair | Stare |
| 22. | Berry | Bury | 45. | Check | Cheque |
| 23. | Ewe | Yew | 46. | Tire | Tyre |

47.	Road	Rode	80.	Genes	Jeans
48.	Muscle	Mussel	81.	Key	Quay
49.	Read	Reed	82.	Weal	We'll
50.	Heroin	Heroine	83.	Hew	Hue
51.	Pause	Paws	84.	Board	Bored
52.	Knew	New	85.	Cue	Queue
53.	Be	Bee	86.	Might	Mite
54.	War	Wore	87.	Sauce	Source
55.	Pail	Pale	88.	Seam	Seem
56.	For	Fore	89.	Cell	Sell
57.	Cite	Sight	90.	Shore	Sure
58.	Steal	Steel	91.	In	Inn
59.	Buy	By	92.	Choir	Quire
60.	Fair	Fare	93.	Find	Fined
61.	Ail	Ale	94.	Oar	Or
62.	Flour	Flower	95.	Morning	Mourning
63.	Swat	Swot	96.	Moor	More
64.	Blew	Blue	97.	None	Nun
65.	Berth	Birth	98.	Tea	Tee
66.	Cannon	Canon	99.	Vain	Vain
67.	Rain	Reign	100.	But	Butt
68.	There	Their	101.	Troop	Troupe
69.	Bean	Been	102.	Hoard	Horde
70.	Peace	Piece	103.	Scene	Seen
71.	Dew	Due	104.	Sole	Soul
72.	Ad	Add	105.	Tear	Tier
73.	Plain	Plane	106.	Coarse	Course
74.	Read	Red	107.	Team	Teem
75.	Knows	Nose	108.	Medal	Meddle
76.	Pea	Pee	109.	Hail	Hale
77.	Loan	Lone	110.	Rough	Ruff
78.	Clause	Claws	111.	Gorilla	Guerilla
79.	Clause	Claws	112.	Told	Tolled

113.	One	Won	137.	Shear	Sheer
114.	Meat	Meet	138.	Rye	Wry
115.	Wood	Would	139.	Guise	Guys
116.	Heal	Heel	140.	Role	Roll
117.	Air	Ere	141.	Formally	Formerly
118.	Some	Sum	142.	Gessed	Guest
119.	Earn	Urn	143.	Mind	Mined
120.	Bail	Bale	144.	Aren't	Aunt
121.	Draft	Draught	145.	Balmy	Barmy
122.	Succour	Sucker	146.	Calve	Varve
123.	Right	Write	147.	Farther	Father
124.	Weak	Week	148.	Fort	Fought
125.	Threw	Through	149.	Laud	Lord
126.	Hear	Here	150.	Wait	Weight
127.	Stalk	Stork	151.	Cause	Cores
128.	Bight	Bite	152.	Raise	Raze
129.	Tacked	Tact	153.	Cellar	Seller
130.	Ball	Bawl	154.	Ante	Anti
131.	Doe	Dough	155.	Flair	Flare
132.	Bard	Barred	156.	Ascent	Assent
133.	Mare	Mayor	157.	Aid	Aide
134.	Way	Weigh	158.	Leant	Lent
135.	Idle	Idol	159.	Rung	Wrung
136.	It's	Its			

16. PRONUNCIATION PRACTICE

Good number of words are given hereunder. Students are advised to refer Oxford Advance Learner's Dictionary and practice the pronunciation. Further, students have to write phonetic transcription of each and every word to get familiarized with the vowels, consonants, monophthongs, diphthongs, triphthongs, stress, intonation and accent. The teacher is requested to play the cassettes of EFL University Imparting for adequate practice

Gregarious	Pander
Provisional	Surreptitious
Docile	Criterion
Homogenized	Foible
Travesty	Parsimony
Insinuate	Condescend
Mannerism,	Obtrude
Ethnology	Tutelage
Imbibing	Phi logy
Rote	Ferret
Deist	Sociology
Educe	An entity
Canvass	Ascertain
Assayed	Stoicism
Refuted	An anomaly
Verity	Specious
Dogmatic	Pertinent
Crux	Purport
Cogitation	Gibes
Lampoon	Gripe
Lackluster	Neurotic
Obligation	A good lubricant
Necessary	Infamous
Nauseate	Effervescent

Trenchant	Plumb
Irrelevant	Inferences
Dilate	Incredible
Fidelity	Plaintive
Infinite	Feigned
Credence	Gaunt
Eschew	Lacerated
Laborious	Satellite
Lowly	Marital
Be subsumed	Abated
Bard	Laconic
Loquacious	Indispensable
Mediation	Admonished
Get under your skin	Upbraided
Raillery	Astringent
Chicanery	Choleric
Innocuous	Mundane
Renegade	Rescinded
Squalor	Enervating
Inexorable	Aquiline
Desultory	Sterile
Hiatus	Petulant
Edible	Obsolete
Dearth	Hedonists
Obese	Azure
Blatant	Cursory
Fiscal	Year
Derision	Bankrupt
sumptuous	affluence

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