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**Graduate Course**

**B.A. (Programme) I Year English B**

SCHOOL OF OPEN LEARNING
UNIVERSITY OF DELHI
5, Cavalry Lane, Delhi-110007
Dear Students,

As you are aware the Compulsory Language component of the B.A. Programme gives you the option of studying English as a compulsory language. There are three Streams of this course which are allotted depending on your eligibility.

- Stream B is for those students who have passed English in their Class XII

The duration of the Compulsory Language course is two years. Paper I will be in the First Year of the Programme. You have the option of appearing for English Paper II either in Second Year or in Third Year. For example, a student has offered English B and Hindi A in First Year. He/she can offer either English B or Hindi A in Second Year. Suppose he/she has offered English B in Second Year, then he/she shall have to offer Hindi A in Third Year or vice versa.

The Course aims at developing your Reading, Writing, Speaking and Listening Skills as well as enhancing your Vocabulary and Grammar and has a prescribed text book as well as a prescribed grammar book. The course for English Stream B Paper 1 is as mentioned below:

- Grammar book: *Intermediate English Grammar* by Raymond Murphy, Units 1-67

As far as the Grammar component of the course is concerned you shall have to procure a copy of the prescribed grammar book mentioned above. Since it is a practice book and already contains a key to solutions to various exercises you will not be given any Study material on the above mentioned book.

The Study Material in hand is on *English at the Workplace: Part I* where all the Units of the prescribed text book have been analyzed and explained with some solved exercises from the text as well as some unsolved exercises for additional practice. A Question paper at the end will give you some idea of the pattern of the examination.

We hope you enjoy studying the course.

Best Wishes

Department of English
1. Introduction

Language Learning, as we know, is a lifelong process. Beginning with our mother tongues at home, we proceed to learn languages at school, workplace, from friends...etc. Yet we hardly ever give a thought to the complexities involved in language learning. We all have our own distinct ways of learning a language. Some of our methods may be good and some not so good. So it is important that we pay attention to our learning styles so that we can become good learners, by adopting good methods and discarding the not so good ones. A good language learner must pay attention to the four basic skill sets necessarily to learn a language well and use it intelligently. They are; a) Reading b) Writing, c) Speaking and d) Listening. This Unit “What Does a Good Language Learner Do,” will draw your attention to the importance of adopting good language learning methods.

It is, however, desirable that you try to get your friends to join you in the activities suggested in the book. To begin with try to identify your own learning style by discussing with your friends all the four points raised in (1) of your text book. [This lesson will only help you with the reading exercise (3) of the text as well as provide you with a key to the exercises given in your textbook on p. 2.] Remember that this lesson is only meant to help you with some of the portions of the text and, under no circumstances be treated as a substitute for the text.

2. Reading

a) This paragraph explains why children and women find it easier to learn a language. In other words, they are generally speaking, better learners of language.

We often come across students in the class who are shy. They prefer to listen and maintain silence in the Class. The reason, I am sure, is familiar to all of you. They are afraid to speak because they are afraid of making mistakes. On the other hand children are never afraid of making mistakes. So they express themselves freely. The point to note here is that if you are afraid of making mistakes then you will not become a good language learner. Children are the best language learners because they are spontaneous. Even women are better language learners because they are less self-conscious than adolescents and adult males.

b) The second paragraph tells us that a good language learner must have lots of patience. There is no easy method of learning a language. I am sure, you will be able to appreciate that to be good in any activity one needs years and years of practice and hard work. For instance if
you play cricket and you want to be a good batsman what would you do? a) Read coaching books? b) Go to a club and start learning the basics followed by hours and hours of practice? I am sure your answer will be (b) Similarly if you want to learn a language you cannot do it by memorising all the rules given in the grammar books. You need to practice using the language. And for that you need patience (you don’t learn it in a day) and discipline. You need to set aside a time for language learning activity like reading, listening to radio and television and speaking with friends, family members or anyone you are comfortable with.

c) The third paragraph tells us about the importance of errors or mistakes. As you all know when you learn something you are bound to make mistakes. A child learns to walk by trying harder after every fall. You can’t play a perfect cover drive without playing many imperfect ones. So it is important that you keep using the language even if you make mistakes. In fact mistakes are an integral part of learning.

3. Glossary

Ridicule : To ridicule is to make fun of some one and to be unkind.
Inhibitions : It is a feeling of fear or embarrassment which prevents one from behaving naturally.
Enthusiastic : Being very interested or enjoying doing something.
Spontaneous : Being very natural. Being spontaneous is behaving in a natural way because of what you feel within you. For instance when it rains children rush out and get drenched spontaneously.
Adolescents : People who are no longer children but are not adults as yet.

3. Key to the exercises on page no. 2 of your textbook.

i - True
ii - False
iii - False
iv - False
v - True

4. Key to the exercise p. 2 of your textbook.

i - X
ii - C
iii - B
iv - X
v - A
1. Introduction

We use language to communicate. This is easy to understand. We communicate with our family, friends, neighbours, strangers...etc. in a language we share with them. For instance if you speak to an Italian in Hindi and he does not know Hindi it will not be possible for you to communicate with him. So we need to share a language before we can begin communicating. It is a code like khul ja sim sim. If you say khul ja sim sim the stone will automatically move and allow you to go inside the cave. Once inside the cave you meet the other thieves and interact with them.

But knowing the code is not easy. Language is also a part of our social and cultural identity. The way we interact with each other is reflected in the language. For instance people have different ways of greeting each other. These days in cities and big towns you see young people greeting each other with a ‘Hi’. But in rural areas they don’t do so. Your language reflects your social background as well. Thus it is important to understand that culture affects, to a very large extent, your language. Some examples of how cultures affect a language is given in section (i) of this essay. Examine all these along with your friends and note down the differences. You can also try and find your own example of the same and share it with your friends.

2. Reading

a) This paragraph tells us that knowing a language is not just about learning to use it in grammatically correct way. We can say that we have learnt a language when we are able to use it appropriately in real life situations. When we use our mother tongue we don’t have to think about our manner of speaking because it is ingrained in us. For instance when we meet our elders it is normal for us to spontaneously say ‘Pranam’, ‘Namaste’ or ‘Namaskar’ and fold our hands. But for a tourist who has come from America and has learnt a little bit of Hindi it is not easy to do so. It is like wearing a borrowed shirt. You are never comfortable in it until you have worn it for some time. Thus when we learn a foreign language we have to pay attention to the cultural aspect of the language, so that we can use the language appropriately in real life situations.

b) This paragraph discusses code-mixing or switching by bilingual and multilingual people. People who use two languages in their day to day lives are called bilingual and those who use more than three languages are called multilingual. Earlier we had observed that language is like a code. Example of code-mixing and code switching are given in this paragraph. I am sure most of us are familiar with these practices. It is common to find code-mixing in young people and some of you must be doing it in your day-to-day interactions. You can observe code switching, where
one sentence in Hindi, let’s say is followed by a sentence in English, in news channels like Aaj Tak. It is however important to note that it is not a bad thing. It is a necessary learning stage. But at the same time some experts disapprove of it.

c) The third paragraph makes a distinction between ‘Indianism’ and bad English. The former is not easy to define. Earlier, it was pointed out that language is a social activity. We must be able to communicate well in a language. But a language is also determined by its socio-cultural context. Hence a foreign language, often, is unable to cope up with the local cultural context. Thus we have a problem on hand. This is where Indianism comes in. For instance when we speak in English we use Hindi words to express certain things. ‘Chal Yaar’ has no English equivalent, hence it is used to express an emotion which cannot be expressed in English. This is an example of Indianism. You can discuss with your friends and list many more such words that you find in your daily life like “Chodd Yaar”.

3. Key to exercises: p.p. no. 6-7 in your text.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>i</td>
<td>False</td>
</tr>
<tr>
<td>ii</td>
<td>True</td>
</tr>
<tr>
<td>iii</td>
<td>False</td>
</tr>
<tr>
<td>iv</td>
<td>False</td>
</tr>
<tr>
<td>v</td>
<td>False</td>
</tr>
</tbody>
</table>

**Key to exercises**

(4) p. 7

**Mother tongue**: It is the first language used at home.

**Second language**: It is the language which we learn after our mother tongue. It is a foreign language.

**Code mixing**: When one part, or a word in one language in joined by another part or another word of a word in another language it is called code mixing. For example Hindi + English = Hinglish mujhe sorry Bolna Hai.

**Code Switching**: When we alternate between two languages it is called code switching. For example Hum Kal Jammu Jayenge. And then we will proceed to Srinagar.

**Indianisms**: When we use local words in our English conversation or writing to express something which otherwise is difficult to express in English it is an instance of Indianism. For example ‘Chal Yaar’. When we use English in a typical Indian way then it is called Indianism. For example ‘Time-Pass’.

**Bilingual**: A person is bilingual if he/she uses two languages in his day-to-day life.

(5) p. 7.

i. **Code-switching**…..**poverty**…..**popularly**

**Passage B**

ii. **Grammar**…..**Language**…..**real life**…..**naturally**…..**attention**…..

**Passage A**
iii. Original……Indianisms……modifying……distinguish……

Passage C

(7)

i. Vijaya what is Cheese?

ii. Neha is a proud girl.

iii. I was compelled.

iv. You can’t talk back to your senior.

v. I won’t do anything that will dishonour my father’s reputation.

vi. Mr. Sharma is my neighbour.

vii. He is often late.

viii. Don’t climb so fast.

ix. Meet me after the period when I am free.

(10)

a. B - Its very kind of you

b. A - Thanks

c. A - Excuse me

d. B - Sorry

e. A - I’m awfully sorry

e. B - Thanks a lot

f. B - That’s all right

Glossary

Vacuum : Empty space.

Unconsciously : Without being aware of

Gestures : When we move a part of our body to express an emotion or feeling.

Bilingual : People who use two languages in their daily lives.

Multilingual : People who use more than two languages in their daily lives.

Code-mix : When we combine a part of words from two languages or words from different languages in one sentence it is called code-mixing.

Code-switching : When we use two or more languages alternatively its called code-switching.

Jingle : Short simple songs set to line used in advertising products or services. “Life buoy hai jahan, Tandoroosti Hai Wahan”.

Purists : People who believe that everything must be absolutely correct according to rules.

Indianism : We modify English and create new words or expression to suit our real life situation. This is called Indianism.

Void : A blank space.
NOTE: Keep your textbook before you as you study. Your textbook is self-explanatory. So we shall attempt the exercises straightaway.

Look at Item No. 1 which bears the heading **Tell us what you think.**

You are given a list of ten sentences.

About each sentence you have to say
i) Whether it is more suited to spoken English or a written communication.
ii) Is the situation formal, informal or neutral?
iii) Is it polite/impolite/appropriate for the situation?

a. What does old man Nathu want?
   i) This is a spoken communication.
   ii) The phrase “old man” which precedes “Nathu” indicates informality. The formal way to describe an old man would probably be “senior citizen”.
   iii) It is certainly not a polite sentence.

b. Dinner is served. Could you come this way please?
   i) This is a spoken communication.
   ii) It is formal.
   iii) It is polite and appropriate.

c. What a beautiful dress!
   i) This is a spoken communication.
   ii) It is a neutral situation.
   iii) It is polite and appropriate for the situation.

d. Rohan! Stop picking your nose!
   i) This is a spoken communication.
   ii) It is an informal situation.
   iii) It is appropriate for the situation where a young boy needs to be told that nose-picking is certainly not to be done in the presence of others.
e. I don’t think I like your boyfriend.
   i) This is a spoken communication.
   ii) It is informal.
   iii) It is not polite but it seems to express an opinion which the speaker wishes to express.

f. Our latest catalogue is enclosed.
   i) This is a written communication.
   ii) It is formal.
   iii) It is polite and very appropriate for the situation.

g. Sorry to bother you but would you mind changing seats with my friend?
   i) This is a spoken communication.
   ii) It is formal.
   iii) It is a polite request with appropriate language used.

h. Oh! Forget it, you don’t have to give anything. This didn’t cost much.
   i) This is a spoken communication.
   ii) The situation is informal.
   iii) The language is polite and appropriate in its informality.

i. A discount of 10 per cent will be allowed on all orders.
   i) This is a written communication.
   ii) The situation is neutral.
   iii) The language is appropriate for the situation.

j. Here, hold this! And be careful. It’s made of glass.
   i) This is spoken communication.
   ii) It is a neutral situation.
   iii) The language used is appropriate for the situation.

Let us look at the next item which bears the heading **Reading**.

3. We shall read the three passages A, B and C on how languages work.

**A**

Choice of words is very important to the meaning of what we say. Even words with similar meanings have subtle differences of context, intensity, appropriateness, when actually used.

(i) He died. (ii) He passed away. (iii) He breathed his last.

All three sentences refer to the same event—death, but the manner of communicating the news is different in all three.

Your textbook, English at the workplace gives a very accurate account of the labels used by Dictionaries to explain listed words. See page 11 of the textbook.
This passage deals with the idea of politeness. Language is an important medium for the expression of politeness, of attitude towards elders and social superiors. Ways other than language, of showing polite behavior, or gestures like standing up or opening a door for a lady or a superior to pass. Standing aside to let someone pass is known as giving right of way.

The notion of deference or respect is discussed at length on page 11 of your textbook.

This passage tells you that language is only a very small component of communication. A wave of a hand or a facial expression can convey more than a large number of words in a face to face encounter. But written communication relies only on words.

Now reread the passages to decide whether the following statements are True/False/Not given.

i) In sentences and utterances you can easily replace one word with another.
   False.
   The answer is located in Para 1 of Passage A.

ii) Word entries in dictionaries often carry labels indicating the geographical areas in which they are used.
   True.
   The answer can be found in Para 2 of Passage A.

iii) Some dictionaries indicate the origin of words.
    Not given.

iv) Informal and slang words can be freely used in formal situations.
   False.
   See box on page 11.

v) There is little or no difference between being respectful and being polite.
   False.
   Para 2 of Passage B tells us, that deference (respect) is distinctly different from politeness.

vi) Hon’ble Professor, Madam are terms that show respect.
    True.
    See para 4 of passage B.

vii) All languages are polite and have similar systems to mark politeness.
    False.
    See last paragraph of Passage B.

viii) Deference is built into the grammar of the English language.
    False.
    See last paragraph of Passage B.
ix. The English language is a very polite language. It is difficult to be rude in English.
    Not given.

x. People from the West speak in softer tones than people from the East.
    True.
    The answer is given in Para 3 of Passage C.

xi. It is necessary to be aware of modes of communication other than verbal while learning a foreign or second language.
    True.
    See Para 4 of Passage C.

xii. Body language, tone and posture convey more than words.
    True.
    Read Passage C.

Exercise: Summary

Completed below are summaries of the reading passages.

i. Summary of Passage B.
   Languages differ in the manner and extent to which they show respect, politeness or familiarity. Words like luv, honey, dear, sweetheart mark familiarity while words showing respect are Sir, Madam, Professor and Excellency. Unlike many other languages, English does not show respect explicitly.

ii. Summary of Passage C
   There are many modes of communication and language is one of them. However, meaning is conveyed more through para-linguistic systems like tone, stress and body language than by words alone. They are difficult to learn because they vary from culture to culture. Learners with greater exposure, need and motivation will pick them up quickly.

iii. Summary of Passage A
   Language learners need to refer to dictionaries not only for word meanings but for labels. These guide us in using the right words in the right place. For instance, informal expressions can be used in close intimate circles while formal expressions are appropriate for serious situations.

Vocabulary

You are required to match outdated expressions in Column A with currently used expressions in Column B.

i. The outdated expression “We respectfully inform you” has currently been replaced by “This is to inform you…”
ii. The outdated “We are in receipt of your letter” has currently been replaced by “Thank you for your letter of…”

iii. The outdated “We beg to acknowledge the confirmation of our meeting” has currently been replaced by “I am pleased to confirm our meeting.”

iv. “Thanking you for past favours I remain…” is currently written as “Thank you for making the visit a success.”

v. The outdated “Thanking you in anticipation” has been replaced by “Please let me know if I can be of any help.”

vi. “The favour of an early reply will oblige us greatly” is currently written as “Looking forward to hearing from you soon.”

* * *

Completing a Letter from Anita Mahajan

A sketch of a letter with blank spaces is given on page 13 of your book. On page 14 is a list of words, each with four alternatives. Out of every set of four, you have to choose one to fill in the blank space. You have to choose the most appropriate word.

Dear Mr. Sharma

I have pleasure in confirming our ability to (i) C meet your requirement. Please place your (ii) B order for the agreed equipment as soon as possible.

All orders must be accompanied by a (iii) A deposit of 25 per cent of the total amount shown on the attached (iv) B invoice. Please note that (v) A transportation charges have not been included. A separate invoice covering these charges will be (vi) C issued at the time of delivery.

We have full (vii) D confidence in our ability to solve any minor difficulties through our (viii) D dependable customer service team.

Hoping to hear from you (ix) C soon.

Best wishes.

Yours (X) A truly.

Anita Mahajan

Exercise: Filling in the blanks

Complete the following sentences using the most appropriate word from the bracket:

i. Merry Christmas and a happy New Year, Jim. Where’s Susie? (gay/merry/happy)

ii. “Well, I’m taking my kids for boating at the Purana Qila this weekend. Why don’t you bring yours along?” (Children/offspring/kids)

iii. “No, no, he wasn’t ill. He passed away in his sleep.” (demise/passed away/expired)

iv. “My contract with this company will finish at the end of this month.” (finish/expire/end)
v. “Don’t mix business with pleasure. It doesn’t work.” (blend/mingle/mix)

The last two exercises on pages 14 and 15 are classroom exercises which cannot be written out in the form of study material.
WAYS OF READING

— Ms Usha Anand

Note: Keep your textbook ready for reference.

Tell us what you think

We all know that there are different ways of reading different pieces of writing. For instance, a newspaper cannot be read in the same way as a textbook for an examination.

The table in your book (page 16) tells you about various kinds of reading possible. You have to match Column A with Column B and C. The first one has been done for you in the book itself. Let us solve the others.

1. Skimming → read quickly in order to get the gist or an idea of tone, content, etc., → newspaper headlines; telegrams; magazine articles.
2. Scanning → go through rapidly to locate some specific information → map; directory; timetable; notices.
3. Intensive reading → study with care and in depth to remember or memorise content → short stories; biography; autobiography; diary; editorial page.
4. Extensive reading → read widely from a variety of different text types.
5. Reading between the lines → guess something that is not expressed directly → forms.

Reading

Matching public notices:

1. **School Ahead** is likely to be a sign on a **street**.
2. **No Admission Without Ticket** is likely to be at the entrance of a **hall or theatre**.
3. **Keep off the Grass**, is likely to be a board on the **lawn or garden**.
4. **Low Ceiling. Please mind your head** is likely to be a warning on a **bus or a train**.
5. A **No Parking** sign is likely to be on the **street**.
6. **End of season sale. Upto 50% off** is a board outside a **shop**.
7. **Please Do Not Touch**: All breakages must be paid for is a notice in a **shop**.
8. Please **don’t feed the animals** indicates a message for visitors to a **zoo** or outside a **cage**.
9. **Open from 9.00 a.m. every day** indicates opening time for a shop or restaurant.

10. **Good Things** is likely to be in a shop.

11. A **members only** board is most likely outside a club. Out of the given list, it might be at the **gate** of a place where people gather.

12. The **exit only** sign is likely to be at the **out gate**.

13. **No Thorough fare** indicates that no one should drive or walk through a section of reserved space—the **lawn or garden**.

14. **Trespassers will be Prosecuted** is a sign suitable for a **lawn or a garden**.

15. **Warning: Staff only beyond this point** is a board at the **gate** to a restricted area.

**What is Child Abuse? (p. 19)**

This is Passage B of Unit 4 in the textbook English at the workplace. Read the given passage and then look at the solved exercises below.

i) **Filling in the blanks.**


   Articles dealing with child abuse are Articles 19 and 34.

   The WHO report on estimated victims was published in 1999.

   World Day for Prevention of Child Abuse: 19 November.

   International Day for the Rights of the Child: 20 November.

ii) **Summary.**

   What is Child Abuse?

**Definition**

Child abuse has been defined as all forms of physical and/or emotional treatment or commercial or other exploitation, resulting in actual or potential harm to the child’s right to health survival, development or dignity in the context of a relationship of responsibility, trust or power.

**Causes of Child Abuse:**

i) Inability of children to look after themselves or fight for their rights.

ii) Dependency on adults.

**Causes of Concern**

i) Over 40 million children affected.

ii) Under-reported due to social structures.

iii) Greater tolerance towards elders in the form of unquestioning respect.

**Rights of Every Child**

i) Dignity.

ii) Freedom.
Possible Solutions

i) Promote Awareness.
ii) Remove Silence & Denial.
iii) Change patriarchal social system.
iv) Change attitude of unqualified surrender and obedience to wishes of elders.

Vocabulary

Complete the given table with five examples in each column.

<table>
<thead>
<tr>
<th>Information</th>
<th>Prohibition</th>
<th>Warning</th>
<th>Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Wet Paint</td>
<td>No Parking</td>
<td>Dangerous machinery</td>
<td>Insert one rupee coin to operate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>keep this gate closed</td>
<td></td>
</tr>
<tr>
<td>2. School Ahead</td>
<td>No Smoking</td>
<td>Beware of Dog</td>
<td>Press to Open</td>
</tr>
<tr>
<td>3. Left Turn Free</td>
<td>No Horn Hospital Area</td>
<td>Danger 440 Volts</td>
<td>Pull to Open Door</td>
</tr>
<tr>
<td>4. Monday Closed</td>
<td>Children below 5 years Not Allowed</td>
<td>Drive Carefully Deep pit ahead</td>
<td>Twist to break seal</td>
</tr>
<tr>
<td>5. Open on all Days</td>
<td>Silence! Reading Room/ Examination in Progress</td>
<td>Sharp turn ahead. Hairpin bend</td>
<td>To reach Hospital Use Over bridge</td>
</tr>
</tbody>
</table>
Objectives

The textbook English at the workplace is prescribed for the first year students of the BA Programme, Stream B course in English language. The textbook has been designed for interactive, classroom teaching where students, under the supervision of the teacher, work in pairs or groups to practice the skills of reading, writing, speaking and listening. Students doing this course through the distance mode will, no doubt, have to study in isolation and find it difficult to go through the sections on pronunciation. But it is not impossible and you can always consult your teachers. This section of the study material will,

- guide you through a careful reading of the prescribed text; and
- provide practice in the relevant skills.

In addition there is a key to the questions in your textbook. These will help you check your performance.

Reading

As you have learnt in the last chapter there are a variety of text-types that you come across in daily life; ranging from newspaper headlines and advertisements to sms texts on your mobile phone and online forms. The following tasks will provide you practice in certain strategies/skills used to understand texts.

Task A

You have a few minutes to skim through a book called Indian Writings in English by K. Srinivas Iyengar and you first read the few lines written on the back cover of the book, the table of contents and the beginning of the preface. What can you tell about the book after reading them? Can you answer the questions that follow?

Professor K.R.S. Iyengar is the chief living authority on Indo-Anglian literature. Now he has added to his many services to literary scholarship by publishing a comprehensive and masterly survey of

Preface to the Second Edition

Since the first edition of this book was published early in 1962, the subject has been gaining increasing recognition as well as importance, not only in Indian universities but in many foreign universities as well.

I hope that this edition is a fuller and more balanced survey of Indian writing in English than its predecessor a decade ago...Mine is a
the whole body of writing in the English language by
Indian writers.

*Modern Language Review*

The book is almost encyclopaedic in scope and reflects Dr. Iyengar’s erudite scholarship in this
special field and his penchant for objective evaluation
and of expression.

*The Education Quaterly*

“…the most comprehensive and up-to-date
survey of the by no means barren field of Indo-Anglian
literature.

*The Amrita Bazar Patrika*

“…here is a book for the literary person, for
the student of English and of Indian writing in English.

*Commonwealth Today*

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VIII. Savitri
IX. Sarojini Naidu
X. Mahatma Gandhi
XI. Jawaharlal Nehru

1. For what kind of public was the book written?
   - Teachers
   - Students
   - Writers

2. The book is about
   - Reading
   - Novelists

modest exercise in literary history and not a
demonstration of the new criticism. My aim is
to convey information, cover as much ground
as possible and generally to stimulate intelligent
interest in the subject.

XII. The Novel: Themes, Backgrounds, Type

XIII. Mulk Raj Anand
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*Bibliography*

*Index*
3. The different chapters are arranged
   — Chronologically
   — Thematically
   — Both
4. Does the book have a glossary?
5. Does the book have an index?
6. What is the significance of the literature discussed in the book?
7. The writers’ aim in the book is to
give a historical survey of English writing in India.
discuss some major Indian novelists.

Task A

Writer’s Intention

To be able to evaluate a text you should understand the writer’s attitude and intention. It is not simply enough to understand individual sentences. In addition to detailed comprehension it is essential to grasp the aspects like tone, opinion and view of the writer. Read this passage and answer the questions.

People may be divided, according to their attitude towards money, into two classes: one wants to have money; the other wants to spend it. One wants security, the other pleasure. Of these two extremes—misers and spendthrifts—the misers are the more logical, because security may give you pleasure, but pleasure cannot give you security.

To save money for your children’s education and buy a life insurance is right—indeed, it is your duty. Looking into the future is altogether very laudable, but I look into the near future only. As it is always necessary for me to think of next Saturday or the first of next month, I am rarely preoccupied with my well-being in forty years time. I am not prepared to give up my enjoyment at an age when I can enjoy books, travel and society in order to save up everything for my old age. I am absolutely sure that I have actually reached my present age; I am not at all convinced that I shall be alive at the age of seventy-two or even forty. I have no desire to save up for my tomb. I have been badly dressed throughout my life and cared so little about it that I do not wish to wear an elegant sepulchral monument after my death. No, I am not going to save up for a mausoleum.

The miser is that exceptional person who really has the money he does not spend on one thing or another. He is the person who walks two miles to save three halfpennies, which he puts in a sock or in the bank, and when he dies leaves $123,000 to the N.S.P.C.S. (National Society for the Prevention of Cruelty to
Sardines). The real miser, generally speaking, love settling things after his death. He thinks of his old age with profound joy. It will be simply lovely. He will be slightly senile, will have the gout, will not be allowed to drink alcohol or eat anything but mashed potatoes and will be prohibited from saying.

“How do you do” to women. Those will be the days! The only hitch is that I have never seen a miser who in old age did spend the money he saved in his youth. It is always the sardines who inherit it. (He is usually unmarried as he refuses to keep a strange man’s daughter)

(From George Mikes: *How to be a Miser* (Penguin 1950))

1. After reading the passage, can you tell whether it is
   - □ a passage from a novel
   - □ a letter to the editor of a newspaper
   - □ a satire on misers
   - □ a passage from a textbook on sociology

2. In this passage you can feel that the author’s attitude towards the miser he describes is
   - □ indifferent
   - □ sympathetic
   - □ critical
   - □ admiring

3. What is the author’s intention in this passage?
   - □ to shock the reader
   - □ to amuse the reader
   - □ to teach us
   - □ to criticize society

4. What do you think the tone of the passage is?
   - □ Serious
   - □ Matter of fact
   - □ Humorous

**Task B**

In addition to contents (e.g. an item of news over a period of time) passages may differ in their point of view (e.g. several articles on the same subject taken from different newspapers)

The two texts that follow relate to the same idea. Read them carefully and fill in the comparison table.
Text A

Laura Miller grew up in the country in Oklahoma, has a PhD in zoology and used to be a lecturer in biology. She has published many papers on vocal communication in mammals and on their social behaviours. She and her husband, Bob, spend about four months a year in Jersey at the headquarters of the Wildlife Preservation Trust which Bob helped to found. The rest of the year is spent travelling, writing, studying, and promoting the cause of conservation. She says:

“One species of plant or animal is becoming extinct every fifteen minutes. That means there will be a million species less on earth by the year two thousand unless action is taken now. Not all the animals at risk can be kept in zoos—the problem is far too vast. However, zoos can offer temporary protection until people wake up to the act that wild places with their wild plants and animals provide clear air and water, new foods, medicines, fuels, and textiles, and begin to treat the more wisely.

Although conservation is the main priority of modern zoos, they also make a considerable contribution to science. I do not approve of the appalling experiments carried out on animals that are quite rightly condemned by animal rights campaigners. However, it must be pointed out that advances in the treatment of such diseases as leprosy, malaria and polio, are due to research on typical zoo animals—the owl monkey and the rhesus monkey.

Research which reveals that keeping herds of eland and other wild deer is preferable to keeping domestic livestock which over-graze and trample good pasture into nothing but dust, is a godsend to people from poorer regions in the world, and could only have been carried out in zoos. To continue this type of research we must keep animals, whose numbers are declining, in zoos so that their scientific secrets are not lost for ever.

The role of zoos in education is not always taken seriously. However, in the last resort it is by making today’s children aware of the infinite variety and value of the animal kingdom that we can be sure that tomorrow’s adults will speak out for conservation and help to make the world a better place.

Television brings pictures of animals in the wild, which are no more real than westerns or science fiction. It is only in a zero that children can come face to face with the reality of the animal kingdom”.
Text B

Actress Elizabeth Mackay first shot into the limelight as the star of the all-time favourite animal film *In the wild*. She is a founder member of Zoo Check, an organisation which works towards the improvement of the conditions in which animals are kept. She says:

“More and more people are trying to justify zoos by saying that at least the animals are safe in cages. However safe they are, they are really just there for our entertainment. The first zoological collection was put on display a hundred and fifty years ago simply to provide something exotic for people to look at and to demonstrate how clever man was at taming the wild.

Whenever I go to a zoo, most of the children seem to be on the slides or roundabouts or in the ice-cream parlours. They know all about animals from television anyway. They come to the zoos for a day out and the animals are just the side-shows. They learn little about the animals. What can they learn from watching an alligator in a glass cage so small that it cannot even turn round? or from a camel in a concrete enclosure and without those desert sandhills which show its stamina and resistance.

If the safety of threatened species was the chief concern of people involved in running zoos, a lot more effort would be put into keeping animals in their own protected natural habitat, rather than in keeping them in small cages in alien conditions. It is now known that animal reproduction is severely reduced in cramped unnatural conditions, so breeding in zoos is hardly the way to fill the wild again with those species which are almost extinct. African elephants, polar bears, tigers and other animals which cover huge distances in their normal habitat should never be kept in zoos.

Finally, it is degrading both for animals to live in captivity and for people who accept such a phenomenon. How can we teach our children about freedom when we keep animals locked up in cages? How can we teach them dignity when we take them to see a bear within stone walls. How can we show children how animals care for and protect their young when they no longer live in family groups? We can learn a lot about the world from animals, but first we must learn to respect their freedom and share the world with them.

<table>
<thead>
<tr>
<th>Point of Comparison</th>
<th>Text A</th>
<th>Text B</th>
</tr>
</thead>
<tbody>
<tr>
<td>The writer’s profession?</td>
<td></td>
<td>Actress</td>
</tr>
<tr>
<td>Any other interests?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Should animals be kept in zoos?</td>
<td></td>
<td>yes</td>
</tr>
<tr>
<td>Why?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What are the advantages of having Zoos?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>— the disadvantages?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is the role of zoos in conservation?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scientific Research?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Key
The symbols in the chart are from a variety of sources. For instance the first three symbols in the first row are all traffic signals. A combination of pictographs and ideographs are used to create these symbols. The first one indicates that a right turn is not allowed, as the diagnol line across the pictograph symbolizes prohibition. Try to find the meaning of the other symbols. These are available in charts sold at transport authority offices.

The fourth symbol in the first row, with the picture of an iron and a diagnol line across it would most likely be found on the label of a synthetic garment as heat would damage the garment. The fourth row, as you will observe has the drawing of a child and some easy to recognize mathematical symbols:

(X) multiplication, (÷) division and a (✓) tick mark. The last symbol on the second row in the chart is an accident hunting scene sketched on a cave wall. There are some biological symbols also, where ♀ sign symbolizes the female gender ♂ symbolizes the male gender.

2. The symbol (X) can either represent a multiplication sign or a cross mark to indicate an error in a homework copy or exam paper.

3. (i) False (ii) False (iii) True
   (iv) False (v) True (vi) True
   (vii) True (viii) False (ix) True

4. Writing | Speech
   Permanent | Transient
   Space-bound | Time-bound
   Static | Dynamic
   Producer absent | Producer present
   Complex pre-planning possible | Allow little pre-planning
   Accuracy in language | Loose construction
   Clear organization | Abundant use of fillers.

5. Passage A : (iii) The History of Writing

6. Passage B : (ii) Written and Spoken Language

<table>
<thead>
<tr>
<th>Meaning</th>
<th>Added to</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>un-</strong> the opposite of;</td>
<td>adjectives</td>
<td>unfair, unclean, unarmed, unripe</td>
</tr>
<tr>
<td>not</td>
<td>participles</td>
<td>unexpected, undecided, uncovered, unreserved</td>
</tr>
<tr>
<td><strong>non-</strong> not</td>
<td>various</td>
<td>non-smoker, non-stop, non-aligned</td>
</tr>
<tr>
<td>not</td>
<td>class</td>
<td>non-A/C room, non-stick vessel, non-resident</td>
</tr>
<tr>
<td><strong>in/il/im/ir-</strong> not</td>
<td>adjectives</td>
<td>insane, irregular, illegible, immortal, inhuman</td>
</tr>
</tbody>
</table>
Dis- not adjectives disloyal, disorganized, dishonest, disorderly
   verbs dislike, disinfects, disembark, disable
   abstract nouns disfavour, disadvantage, disbelief, discomfort

A- lacking in; without adjectives atypical, amoral, asleep, apolitical
   nouns asymmetry, ashore

### Prefixes of time and order

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Added to</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>fore-</td>
<td>before</td>
<td>mainly verbs</td>
<td>foretell, forecast, forewarn</td>
</tr>
<tr>
<td></td>
<td></td>
<td>abstract nouns</td>
<td>foreknowledge, forethought, forewarning</td>
</tr>
<tr>
<td>pre-</td>
<td>before</td>
<td>nouns</td>
<td>pre-test, preview, pre-destination</td>
</tr>
<tr>
<td></td>
<td></td>
<td>adjectives</td>
<td>pre-marital, pre-mature, pre-school</td>
</tr>
<tr>
<td>post-</td>
<td>after</td>
<td>nouns</td>
<td>post-war, post-graduate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>adjectives</td>
<td>post-mortem, post-dated, post-war</td>
</tr>
<tr>
<td>ex-</td>
<td>former</td>
<td>human noun</td>
<td>ex-husband, ex-wife, ex-student</td>
</tr>
<tr>
<td>re-</td>
<td>again; back</td>
<td>verbs</td>
<td>rebuild, re-evaluate, re-appear, re-align</td>
</tr>
<tr>
<td></td>
<td></td>
<td>abstract nouns</td>
<td>rehabilitation</td>
</tr>
</tbody>
</table>

### Number prefixes

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>uni-</td>
<td>having or consisting of one</td>
<td>unilateral, unisex, universe</td>
</tr>
<tr>
<td>mono-</td>
<td>one, alone, single</td>
<td>monochromatic, monologue, monogamy</td>
</tr>
<tr>
<td>bi</td>
<td>having two;</td>
<td>bicycle, bifocals, bigamy, binary</td>
</tr>
<tr>
<td>di</td>
<td>twice, two double</td>
<td>dialogue, dioxide, diurnal</td>
</tr>
<tr>
<td>tri</td>
<td>three or three times</td>
<td>tricolour, tripartite, triangle, triplets</td>
</tr>
<tr>
<td>multi</td>
<td>many, more than one</td>
<td>multinational, multicoloured, multipurpose, multiplex</td>
</tr>
<tr>
<td>poly</td>
<td>much or many</td>
<td>polytechnic, polyclinic, polyglot</td>
</tr>
</tbody>
</table>

### Prefixes of degree or size

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Super-</td>
<td>to a great degree; extra large or good of its kind</td>
<td>superhuman, supernatural, superpower, super computer superman</td>
</tr>
<tr>
<td>out-</td>
<td>to surpass or exceed</td>
<td>outgrow, outnumber, outshine, outmoded</td>
</tr>
<tr>
<td>sub-</td>
<td>at or from a lower position</td>
<td>sub-editor, subnormal, subtitle, subsoil, subcategory</td>
</tr>
<tr>
<td>over-</td>
<td>movement, position a state, over or beyond</td>
<td>over-age, over-anxious, over rated, over-crowded, overdue</td>
</tr>
</tbody>
</table>
Objectives

As discussed in the last chapters there are a vanity of text-types that you will be exposed to in everyday situations. This chapter includes a range of such texts. There is a transcript of a conservation where three friends discuss the kind of text books they would like to read. When you read the newspaper you must have noticed that it always has some cartoon strips. Have you noticed the section in which they are included? It is usually in the ‘Lersine’ section. Cartoons are meant to make you smile and see the lighter side of situations. Asking for or giving directions to a particular location is something that you will have to do quite frequently. The map will familiarize you with the conversational style you need to use in such situations.

In the future you may be required to take decisions based on available information, such as deciding what mode of transport to use when travelling or how to interpret and understand statistical data. Some of the exercises will introduce you to terms commonly used in the business section of newspapers.

Task A

Four PSU banks
Hike lending rates

Crude import bill jumps 24 pc

Manufacturing on high, exports dip

Import duty slashed to 2% for nickel

SHARE PRICES TUMBLE

Dollar on 10 year low, may fall more

Duties on iron ore,
Cement eased

Café Coffee Day in expansion mode
In addition to everyday situations where you need to understand texts many of you would be reading books/journals either to increase your knowledge or for pleasure. The ability to evaluate the text and the information in it is an indispensable skill. This part of the study material will provide practice in the skills/strategies mentioned.

Here are some newspaper headlines. Are they good news or bad? Underline verbs that indicate a movement. Is it upwards or downwards?

Key

(1) & (2) Yash and Sofia are dissatisfied with their text books in college as they don’t have pictures, diagrams, graphs or tables. They feel that books which use pictures or diagrams are not only more interesting but the subject also becomes easier to understand. Diya however feels that it is not possible for all types of books to have illustrations; such as novels or essays.

(3) i. The characters in the strip are an old couple. The old man seems to be lazy and does not like to help his wife with the housework.

ii. The cartoon is funny because the picture of the old man lying on the sofa and trying to sleep is something that cannot be expressed in words.

iii. There is an old gentleman lying on the sofa and trying to sleep. Something seems to be bothering him and he cannot relax. He gets up and asks his wife if there is any work that needs to be done around the house. His wife tells him what needs to be done but the old fellow goes back and lies down on the sofa. He is relaxed and feels that he can take a map new that he knows what it is he is supposed to do.

(4) You : Hello Asha. Where are you?

Asha : Sorry, the class just got over. I’m just leaving now. Tell me which route to take.

You : Well, get into an autorickshaw and come towards Khan Market. At Khan Market turn right into Subramaniam Bharti Marg. Then take a left turn towards Pandara Road.

Asha : Shouldn’t I? Keep going towards Zakir Hussain Road.

You : No, no. It’s easier to take the Pandara Road about 50 meters after the first traffic signal. It’ll bring you straight to the India Gate circle.

Asha : India Gate is very confusing. There are so many roads going off in all directions. Which one do I take?

You : Well, it’s one-way traffic around the circle. Keep to the circle and start counting. You’ll cross eight roads before taking a right turn. You’ve got to enter the venue opposite National Stadium. After the turning for the Purana Qila Road, take the first turning right. You can’t miss it.

Asha : Thanks. I’ve found an auto. I won’t be long now. Bye.

(5) When travelling between New Delhi and Mumbai it is best to travel by Al-II as one can save Rs 1,515 by spending a few hours on an overnight journey. If one is travelling from Delhi to Kolkota or Chennai it is better to travel by air. The air-ticket to Kolkota is only Rs 270/- more than the AC-II fare whereas the air-fare to Chennai is actually cheaper by Rs 43.
While travelling from Mumbai it is wiser to travel by AC-II, whether going to Chennai, Bangalore or Kolkata. The air fare is going to cost more by Rs 1,089; Rs 1,320 & Rs 1,131 respectively.

India had the maximum trade with the USA where exports stood at $5256.44 million and the imports stood at almost half the amount at $2179.51 million. Along with USA, the UAE is the only other country whose imports are less than its exports to India. In terms of total trade with India, they occupy the first two positions with $7,435.95 and $3916.62 respectively.

China occupies the third position with a total trade of $3646.22 though its exports are a little less than half its imports. The UK is in the fifth position ($2656.85) after Belgium which is at the fourth with a total trade of $2722.02.

India’s balance of trade is the best with the UK where imports ($1,214.89 m) are almost equal to the exports ($1447.26). It is worst with the Republic of Korea where exports are one-third ($367.44) of its imports $1,147.53.

From the bar graph we can conclude that the Indian economy is growing at a healthy rate because its exports exceed its imports by $2,616.21 million.

<table>
<thead>
<tr>
<th>(7) Upward</th>
<th>Downward</th>
<th>Steady</th>
<th>Extreme</th>
</tr>
</thead>
<tbody>
<tr>
<td>rise</td>
<td>fall</td>
<td>to level out</td>
<td>to reach a peak</td>
</tr>
<tr>
<td>climb</td>
<td>downturn</td>
<td>to stabilize</td>
<td>to hit rock bottom</td>
</tr>
<tr>
<td>an improvement</td>
<td>to deteriorate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a recovery</td>
<td>a trough</td>
<td>a levelling out</td>
<td></td>
</tr>
</tbody>
</table>

(8) The following text has been chosen from the business supplement of a newspaper. Select two more on your own.

**India to be 5th largest consumer by 2025:**

![Average Household Disposable Income Graph](image_url)
India’s middle-class will soon embark on a consuming spree that is set to make the country the fifth-largest consuming economy behind the US, Japan, China and the UK by 2025. According to a report by McKinsey Global Institute, India is set for a consumption boom with aggregate consumption increasing more than four times to Rs 70,00,000 crore (app. $1.5 trillion).

Further, the middle-class, which has been broadly defined as households earning between Rs 2 Lakh to Rs 10 lakh per annum, will grow from 50 million today to 583 million. The average household income will rise from Rs 113,744 in 2005 to Rs 318,896 in 2025. This will lead to a growth in disposable incomes and an increase in consumer spending.

(The Economic Times, 4 May 2007)

(9) i. The sales of cars have risen steadily from 40,000 cars per annum in 1980 to 90,000 cars in 2005. Sales fluctuated between 1980 to 1990. Between 1990 and 1995 they use sharply from 28 to 78 thousand per annum.

ii. The sale of gold has usin steadily, except for a brief slump.

iii. Car sales reached a peak, followed by a sharp drop.

iv. Consumption of fruits has shown a gradual increase.

v. Land prices registered a sharp drop.

vi. Rental rates reached a plateau after a slight increase.

(10) **Passage A**

- Brief history of the Qutb Minar in Delhi.
- Third person narrator
- Historical text.
- Writer provides us with facts and information about the monument.

**Passage B**

- Potrait of King Akbar.
- First person narrative by Persian merchant, Rafi-ud-din Shiazi.
- Winter shares his impressions of the King.

(11) i. In a narrative piece the narrator is as important as the tale he tells. (Passage B)

ii. In a narrative we see everything through the eyes of the narrator. (Passage B)

iii. A descriptive piece tends to focus on the action/object, not the person who does the describing. (Passage A)

iv. The first person narrator speaks as ‘I’. (Passage B)

v. Sometimes the storyteller can be an unseen narrator in the story. He is then called the all-knowing narrator. (Passage A)

vi. The language of the third person narrator is always more formal and correct. (Passage A)

vii. The all-knowing narrator is an unseen voice that knows all. (Passage A)
viii. The first person narrator can only make assumptions about other characters’ thoughts and feelings. He can therefore be wrong sometimes. (Passage B)

i. A poster would be most appropriate for an advertisement for a Pulse Polio programme.

ii. A bar chart showing the annual rainfall in millimeters would best illustrate the pattern of rain in Delhi over the last ten years. It could also be broken up into month-wise rainfall.

iii. A formal speech which includes a brief mention of the deceased person’s qualities would be appropriate.

iv. Draw a sketch with detailed instructions relating to direction, number of red lights and appropriate distance would be helpful.

v. Travel brochures usually have photographs. A travel brochure for Humayun’s Tomb in Delhi should have photographs of the monument taken at different times of the day. It should also include these bits of information

- Timings.
- Entry fee.
- Name of publishing authority.
- Logos.
- A brief history of the monument.

vi. Children love funny faces. To amuse a child you could draw a clown or a monkey or best give the pencil and paper to the child: she will love to draw herself.

- Logos.
- A brief history of the monument.

vi. Children love funny faces. To amuse a child you could draw a clown or a monkey or best give the pencil and paper to the child: she will love to draw herself.
(1) Introduction

Almost all writing has a purpose. A list of various kinds of essays is given in 7.3. You can add to the list by finding out various other kinds of writing and discuss with your friends. However, good writing requires a lot of preparation especially so when you are writing essays. It is not enough to master the grammatical structures of the language to be a good writer. You convey ideas through an essay. Hence you need clarity of thought or in other words you should think about your subject deeply and read extensively about it. Then it is important that you should choose a form which is suitable for the topic and the audience for whom you are writing it. For instance the form which you adopt for addressing children will not be suitable for adults. Once you have decided on the form you need to prepare a draft. The first draft is basically a rough draft which you need to revise and rewrite after consulting friends or colleagues. Then finally you need to edit the essay yourself or take help from your friends or teachers. So you see writing, an essay, in this case, is a complex process and you need to prepare yourself.

(2) Thus the stages in preparing and writing an essay would be:

1. Deep thinking/mulling over an idea.
2. Brain storming/extensive reading.
3. Choosing a forum suitable for the topic/audience for whom it is being written.
4. Preparing a draft.
5. Rewriting/revising the draft.

(3) In the begining of this section you are given four distinct types of essays. Each one of them needs a different style and manner of presentation. We can observe and study one of them here. You could on your own, or with help from your teacher read other kinds of essays and observe its distinctive features.

This essay tries to persuade its readers to come forward and help in the process of nation building. The writer argues that the benefits of socialism have actually flown towards the rich rather than the poor. So to prove this point she begins with a quotation from P. Tandava Krishna’s article published in open page.

The quotation helps in opening the argument by making a general statement and that is, the rich in this country have benefited more from socialism than the poor. This is a paradoxical statement because in socialism it is the poor who are supposed to benefit more. A general
statement like this needs an explanation. Any good writing which tries to persuade its reader must provide the readers with persuasive arguments. The author does it here by drawing upon her own experience of teaching in a women’s college in Delhi University. She points out that most students that she met were educated in public schools where they paid a huge amount as tuition fees for thirteen long years. And yet when they take admission in the University they pay as little as Rs. 18 as tuition fee and an equal amount for the bus pass. Thus they enjoy the benefit of heavily subsidised education system. This contribution becomes more glaring when placed a long the fact that most of them get pocket money of Rs. 500-1000 a month. This paragraph ends with a question which strengthens the argument against subsiding education for students who are financially well off. The author argues that a heavily subsidised University system is necessary but not for people who have paid much higher fees for their schooling.

Hypocrisy:

In the second paragraph the author tries to focus on the root cause of the problem. And that is the dual schooling policy that exists now. We have private/public schools with excellent infrastructure and resources and government schools which are mostly under staffed with inadequate infrastructure. The problem of lack of good teachers is especially acute in these schools. Consequently the students from poorer sections of our society who go to these schools often drop out or even if they finish their schooling are unable to compete with the students of public schools. Thus when there is such inequality at the school level itself, to talk of social justice at the University level in nothing but hypocrisy.

Do you notice how the argument is building up? The author now draws your attention to the off shoot of this inequality at the school level. The government schools have failed to provide good education and as a result only the poorest send their children to these schools. Thus the children of the poor often drop out or even if they complete their schooling are unable to compete with the students of private school. They never reach the University and are unable to benefit from the subsidies and reservations which are cornered by the better off students.

Another disturbing development of the dual schooling system is that lots of teaching shops or commercial ventures have come up to meet the aspiration of the people. But these are no better than the government schools. These teaching shops cheat the poor people by misleading them about the quality of education they provide.

Having made these arguments, the author turns her attention to a very important question. What can be done by the educated middle class to improve their situation. The answer is provided in the third section.

Donate spare time

In this part the author argues that the educated middle class can contribute by donating their spare time. She points out that in developed countries like U.S. retired people and volunteers help run public libraries and community school. In India we have a lot of upper middle class people who have time to spare. The government can create a system of partnership with the people so that they can contribute their time in the schools. She also suggests that all of us can contribute by helping neighborhood children by coaching them in our houses.
The essay ends with an appeal to the readers to come forward and volunteer their help to build the nation and not leave it only for the government or paid professionals.

**Key to the questions**

(4) p. 40

a) iii
b) ii
c) iv
d) iv

(5) p. 41

i) GC
ii) SE
iii) SE
iv) GC
v) GC
vi) SE
vii) GC
viii) SE

(8) p. 42

i) False (For us Goans)
ii) (Coastal people…nourishment from the sea. “…Used the plains for growing rice…”.)
iii) False (Hindu-Christian relationship)
iv) False (short religious history)
v) False
vi) True

(10) (b) p. 43

a - v
b - iii
c - i
d - iv

**Glossary**

- **Vagaries**: Unexpected and unpredictable changes.
- **Pittance**: A very small amount of money.
- **Strove**: To work very hard for something.
- **Subsidies**: The money paid by government for a public cause.
- **Abysmal**: Of very bad or poor quality.
- **Privileged**: Having a special right or advantage.
- **Acquaint**: To tell something to someone so that he/she comes to know about it.
- **Expertise**: Special skill or knowledge acquired through study or training.
Paucity : scarcity of something.
Massive : Exceptionally large, powerful, severe.
Effectively : something which works well and produces the desired results.
Initiative : to be the first to act in a situation and thus controlling it.
Interface : the area in which two subjects or systems affect each other or have links with each other.
Altruism : unselfishly concerned about the welfare of others.
Professional : A person who is highly skilled at doing something.
Ecology : is the relationship between and the balance between man and his environment.
Nourishment : Food and other substances necessary for life & growth.
Intact : something which is complete and has not been damaged.
Ritual : ceremony that involves a series of actions performed in a set order.
Ruins : a building or structure that has been badly damaged.
Venerate : respect someone highly.
Legend : a traditional story from long ago which is not definitely true.
Apparently : something that you have heard but are not sure of.
UNIT 8
UNDERSTANDING VARIATIONS IN LANGUAGE
— P.K. Satapathy

(1) Introduction:

Differences is speech patterns of people who speak one language but come from different places is easy to observe in a city like Delhi. You meet people from various Hindi speaking parts of the country (Bihar, UP, Haryana…etc), who speak the language in their own different ways. You must have observed that Mr. Lalu Prasad Yadav and Mr. Mulayam Singh Yadav speak Hindi but in their own distinct styles. This is so because, as we have learnt earlier, language is affected and shaped by culture. Thus people modify and adapt a language to the needs of their social existence.

Languages, all over the world, are constantly changing. The latest variations can be seen (talking of English only) in SMS text messages and chat messages. But the main variations that can be observed are in the area of speech or spoken language. They vary across time and space. Regional variations within a language are called dialects (Bhojpuri, maithili, magahi, Khari Boli). In this lesson you are given two examples of differences within a language. You must try to understand how these differences affect us socially. But you must remember that most of these differences are found in pronounciation and speech patterns.

(2) In these two passages you see that differences in language do matter. In the first passage (A) you see that Peter Potter gets into trouble and is about to lose his job. Though he is an intelligent, sincere and hardworking employee, the customers are unhappy with him because he speaks a language which is slightly different from the language of the customer.

In the second passage, the extract from Bernard Shaw’s Pygmalion, you see that a dialect not only places you within a particular region, it also reveals your social class. In this case, professor Higgins is not only able to identify the region an individual comes from by hearing his/her speech but is also able to place the individual in his/her social class. In Britain the hierarchy of speech was quite acute. The Queen’s English is considered to be the language of the aristocrats and is considered by Prof. Higgins as superior to all other speech patterns. He shows his disgust for the language spoken by the flower girl.

However, it is interesting to note that he can change the spoken English of the girl in a matter of three months and pass her off as a Duchess. Thus the differences is language need not be seen in a superior inferior light as anyone can learn it given the right kind of training.

(3) pp. 47-48 Key to the exercises

i) True

ii) American English and Indian English are the regional dialects of English.
iii) Sociolects refers to variations within social dialects.
iv) There are a lot of differences between different national varieties of English.
v) There are a lot of differences in language used across classes both in England and the USA.

(4) iii p. 48

<table>
<thead>
<tr>
<th>Words used in England</th>
<th>Words used in America</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trousers</td>
<td>Pants</td>
</tr>
<tr>
<td>Biscuits</td>
<td>Cookies</td>
</tr>
<tr>
<td>Flat</td>
<td>Apartment</td>
</tr>
<tr>
<td>Petrol</td>
<td>Gas</td>
</tr>
<tr>
<td>Post</td>
<td>Mail</td>
</tr>
<tr>
<td>Lorry</td>
<td>Truck</td>
</tr>
</tbody>
</table>

(5) iii p. no. 48
1. Higgins
2. Tell
3. Two miles
4. Hobby
5. Hide-overcome
6. Duchess
7. Three months
8. Kerb-stone
9. Poor
10. Pickering
11. Sanskrit
12. Higgins

(7) p. 49
i. tell
ii. speaks, said
iii. speak
iv. talks, tell
v. says, speak
vi. talk, said
vii. spoke

(8) p. 49
<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I think she’s from Patiala</td>
<td>She has a strong Punjabi accent.</td>
</tr>
<tr>
<td>2. On returning from New York</td>
<td>Hari put on a faint American accent.</td>
</tr>
<tr>
<td>3. British English distinguishes between ‘hire’ and ‘rent’</td>
<td>While American English doesn’t.</td>
</tr>
<tr>
<td>4. The flower girl dropped her aitches (h’s)</td>
<td>Which is a typical feature of cockney accent.</td>
</tr>
<tr>
<td>5. The only difference between ‘heat’ and ‘hit’</td>
<td>is the length of the vowel.</td>
</tr>
<tr>
<td>6. The BPO’s train Indians</td>
<td>to acquire an American accent.</td>
</tr>
</tbody>
</table>
ENGLISH AT THE WORKPLACE

TALKING ON THE TELEPHONE

— Neeta Gupta

Introduction:

As is obvious from the title itself Unit 9 deals with various aspects of talking on the telephone—something that most of us do on a daily basis in our lives. On going through this UNIT you will find that talking on the telephone is not as easy as it may seem to be. One has to be careful about how one begins a conversation, how one carries it forward and then how one ends it. Even while talking on the phone good manners can make all the difference; for example one should never bang the phone down but rather put it down gently after having finished talking.

Now read the Unit carefully and make short notes on all that you need to keep in mind while talking on the telephone. This lesson on Unit 9 will help you solve most of the questions that have been asked in the Unit.

1. Tell us what you think

Q. 1. What is the difference between chatting with friends on the phone and making a business or official call.

Ans. 1 The main difference between chatting with friends and making a business or official call is that one is informal while the other is formal. While talking to friends one can be very casual and informal whereas while making a business call one has to be careful about identifying oneself, one’s company, one’s position in the company and then be very precise, straightforward and clear about the reason why you are calling so that you can be put in touch with the relevant person and waste no time. It is always best to make short notes and keep relevant papers in front of you so that you do not forget anything you need to ask or convey.

Q. 2. What according to you, are the important things to be kept in mind when making an official or business call? List at least five things you should keep in mind.

Ans. 2. The following things are the most important to be kept in mind when making an official or business call:

(1) Identify yourself, your company and your position in the company.
(2) Speak slowly and clearly.
(3) State the reason why you are calling and ask for the person you would like to speak to.
(4) Make notes before you call and make notes during the call.
(5) Give concise, to-the-point answers.

Q. 3. What is the worst mistake you have made over the phone? What did you do to not repeat that mistake?
Ans 3. One very common mistake that many of us make over the phone is to begin talking to the wrong person and notice it only too late. One easy way to overcome this is to ask for the person you want to speak to and only begin the conversation when that person comes on line.

Q. 4. What is it in other people that you dislike most when they ring up? Do you think that phone manners are important.
Ans. 4. One of the things that sounds quite impolite over the phone is when the person calling does not identify himself or herself but straightaway asks ‘who’s speaking?’ It is bad manners to do so. Phone manners are important and people should take care to first identify themselves when they call.

Reading

The passage given in your textbook is all about how one can learn the art of talking on the telephone and takes you through many of the things one should keep in mind while making a phone call. Read the passage carefully and then try to think of the answers to the questions that have been asked at the end of the passage. You can even take the help of the answers that have been provided below.

Q. 1. How is face-to-face communication different from talking on the phone?
Ans. 1. When we talk face to face we not only hear what the person is saying and the tone in which she/he is saying it but we are also able to see him/her and thus see his/her body language. While talking on the phone we can hear the words and the tone in which they are spoken but there is no way of seeing the person or read the person’s body language. This is the most important difference between face-to-face communication and talking on the phone.

Q. 2. What important facts about listening should we keep in mind while talking on the phone? How should we deal with this fact?
Ans. 2. A very important fact about listening is that on an average a person is able to listen and comprehend for very short duration that lasts 30 to 45 seconds at a time. The best way to deal with this fact is to speak clearly and pause while speaking so that the other person gets time to understand better what you are saying.

Q. 3. How should we prepare for an important call?
Ans. 3. It is a good idea to prepare beforehand if one has to make an important call. One should make notes before calling and even mentally rehearse one’s talk. It is also a good idea to have all the relevant papers at hand if needed so that one does not have to look for them while the person at the other end waits. A notepad and pen should also be handy so that one can make notes while talking in order to accurately recollect the information later.
Q. 4. List three things we must *not* do when talking on the phone.
Ans. 4. The three things we must not do while talking on the phone are:
   (1) Do not talk to anyone else while you are talking on the phone. If for some reason
       you have to then put the other person on hold.
   (2) Do not eat while talking.
   (3) Do not pretend that you have all the answers if you don’t. Say that you will ring
       the person back as soon as you have the correct information and do call back.

Q. 5. List three things one *should* do while talking on the phone.
Ans. 5. The three things you should do while talking on the phone are:
   (1) First of all you should identify yourself.
   (2) Speak slowly and clearly and come straight to the reason why you are calling.
   (3) Greet the listener properly at the beginning of the call and bid them farewell when
       you are about to end the call.

Q. 6. Why is it important to smile while talking on the phone, specially when it cannot be
seen?
Ans. 6. It is important to smile while talking because it helps to keep our voice cheerful and
enthusiastic rather than sad and boring. It is important especially because the other
person on the phone cannot see you and has to understand your body language through
your voice only.

Q. 7. What are some of the other ways in which you can create a good impression about
yourself on the phone?
Ans. 7. One can create a good impression about oneself on the phone by taking care of a few
things such as greeting the person, being brief but clear, not wasting time in social chit-
chat, addressing the person by name which helps in building rapport, letting the person
know that the call was important to you and it was a pleasure talking, bidding farewell
and putting the phone down gently. If the above minor details are followed, talking on
the phone can become a pleasurable activity.

**Vocabulary**

3. We use a lot of standard phrases while talking on the phone. Say which of the following
are:
   i. Polite enquiries.
   ii. Saying why you are calling.
   iii. Indicating you are ready to finish.
   iv. Saying that the line is bad or busy.
   v. Asking the person to wait.
   vi. Asking to speak to someone.

   a. Nice to hear from you: indicates a polite enquiry.
   b. Thank you for calling: indicates you are ready to finish.
   c. How are you? : is a polite enquiry.
   d. Right then:… : indicates you are ready to finish.
   e. The reason I am phoning is : saying why you are calling.
f. Can you hold on please? : Asking the person to wait.
g. I’m sorry I can’t hear you clearly : saying the line is bad or busy.
h. Could you just hold the line please : Asking the person to wait.
i. Could I speak to Mr. … : Asking to speak to someone.
j. I’d like to speak to Mrs. … : Asking to speak to someone.
k. Is Mr. Mehta available please? : Asking to speak to someone.
l. It was very nice talking to you : Indicating you are ready to finish.
m. Could you repeat that please : saying the line is bad.
n. Could you say that again please? : saying the line is bad.

Writing

4. Look at this message taken by Mr. Singh’s daughter yesterday.
Daddy, a Mrs. Bains or Sains called. She needs to get in touch with you immediately so please call her back fast.

Sonu

Q. What is wrong with this message? What details should have been given by Sonu?
A. The main thing wrong with this message is that it is incomplete and therefore not clear. Sonu should have noted down the name of the caller correctly.

Q. What other details would have been necessary if it was an official message and had been taken by Mr. Singh’s secretary?
A. In addition to the caller’s name the other details necessary would have been the date and time of the call, reason for the call and also the caller’s telephone number. These details would have been noted by Mr. Singh’s secretary had it been an official message.

5. Write out the messages for the 3 transcripts provided in your textbook.
1. Message for Dr. Pandit.
Mr. Chetan Bhatia, debating secretary of Modern School called, wanting to invite you to be the judge at the School’s Annual Debate. The Debate is scheduled for Monday the fourteenth and you are expected to be there from 9.30 to in the morning till about 1 o’clock Mr. Bhatia will call again in an hour to find out if you will accept their invitation.

XYZ

2. Dear Murali, your friend Kartik called from Chandigarh. He is not coming to Delhi tomorrow as his interview has been postponed and has asked you to cancel his hotel reservation. He said he would get in touch with you as soon as new dates are formalized.

Malati

3. Message for Mr. Kapoor.
Mr. Ranjan Ray called from Eastern Enterprises in Kolkata. He expressed regret that he would not be able to attend the meeting scheduled with you for Friday afternoon as he
has to attend to an emergency in his Baroda factory. He shall be back by Monday and
has requested you to reschedule the meeting for next week. You can contact him at
9186472528.

Speaking

To attempt the exercises in this section you first need to read the transcripts of telephone
conversation given in the previous section 5. The exercises in this section are for class practice.
You can even practice them at home and involve your brothers, sisters or friends or even your
parents.

Pronunciation

This section brings you a few more important details to be kept in mind while talking about
numbers on the phone. It is easy to understand numbers when one sees them on paper. On the
telephone of course these numbers are not visible. They have to be spoken and therefore we need
to be very careful while we speak them so that the person who is listening understands us
carefully. Read this section carefully and remember the details.
FORMAL AND INFORMAL LETTERS

Introduction:

In our lives we need to communicate with people on a daily basis. The easiest way is to talk to them face to face or over the telephone. Even while speaking we need to be careful who we are talking to and keeps our conversation either formal or informal, accordingly. Writing letters is another way of communicating but even while writing letters one is governed by a few principles of letter writing.

Letter writing can be broadly classified under two headings

(i) Informal or Friendly Letters.
(ii) Formal or Business Letters.

Under this broad framework may fall further subdivisions. Certain rules have to be followed in writing both friendly as well as business Letters. We shall first provide a simple format for an informal letter and also a brief description of the rules that should be kept in mind while writing one.

(i) Informal or Friendly Letter

Informal, friendly or social letters can be written to friends and relations. The tone of such letters is friendly/intimate and the style is casual and conversational. It may read almost as though you are talking to the person you are writing to. Such letters can touch on a variety of subjects, but you should always be careful about your spellings, punctuation and grammar. Remember also that letters should be written out neatly on a clean sheet of paper.

Given below are the basic rules for writing an informal letter.

(i) Your address: This is your address to which a reply to your letter can be sent. This is written on the right hand side of the page. Write only your street address in the first line and then the city, state and code in the second line. As mentioned above, the most popular format of writing informal letters begins on the right hand side of the page and then moves towards the left.

(ii) Date: After writing your address, write the date on which the letter was written. You may follow the format of writing the month first followed by the date and then the year eg: January, 15, 2007.

(iii) Salutation: Between the date and the salutation you need to leave a line blank. Then begin your salutation or greeting by addressing the person you are writing to. Address the person as Dear (the name of the person), My dear……. Put a comma after the salutation eg Dear Nimmi, If you have begun your letter by writing your address in the right hand corner then salutation should be written towards the left side of the page and rest of the letter will also keep towards the left margin.
(iv) **Main text:** This is the main body of the letter and begins in the next line just after the salutation. The main text should be divided into short paragraphs with a blank line between each paragraph.

(v) **Closing:** This indicates that the letter has ended. It comes in the line just after the main text is over and usually ends with Sincerely, Sincerely yours, Affectionately yours, Thank you etc. Only the first letter of the closing begins with a capital letter.

(vi) **Signature:** Your signature will come in the next line right after ‘Sincerely yours.’ After having written out the letter, the format for it would look somewhat like the samples provided below. In the first sample we have followed the block format in which all of the writing is towards the left margin. In sample 2 we have followed the second format in which we begin the letter on the right hand side then move left and then write the closing again towards the right.

**Sample 1:** Block format (all the writing towards the left margin)

<table>
<thead>
<tr>
<th>Your Address (Line 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your Address (Line 2)</td>
</tr>
<tr>
<td>Date.</td>
</tr>
<tr>
<td>Dear _______.</td>
</tr>
<tr>
<td>Main Text Paragraph 1</td>
</tr>
<tr>
<td>……………………………………</td>
</tr>
<tr>
<td>……………………………………</td>
</tr>
<tr>
<td>……………………………………</td>
</tr>
<tr>
<td>Main text paragraph 2</td>
</tr>
<tr>
<td>……………………………………</td>
</tr>
<tr>
<td>……………………………………</td>
</tr>
<tr>
<td>……………………………………</td>
</tr>
<tr>
<td>Main text paragraph 3</td>
</tr>
<tr>
<td>……………………………………</td>
</tr>
<tr>
<td>……………………………………</td>
</tr>
<tr>
<td>……………………………………</td>
</tr>
<tr>
<td>Closing (Sincerely),</td>
</tr>
<tr>
<td>Signature.</td>
</tr>
</tbody>
</table>
**Sample 2**: Begins on the right hand side then moves left and then closes on the right.

<table>
<thead>
<tr>
<th>Your Address (Line 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your Address (Line 2)</td>
</tr>
<tr>
<td>Date.</td>
</tr>
</tbody>
</table>

Dear __________,_

Main text paragraph 1 ……………………………..................…………………
…………………………………………………………....…………………………
……………………………………………………....…………………………
Main text paragraph 2 …………………………..................……………………
………………………………………………………....…………………………
………………………………………………....………………………………
Main text paragraph 3 …………………………….................……………………
………………………………………………....………………………………
……………………………………………………....…………………………

Closing (Sincerely),
Signature.

In friendly or informal letters the format shown in sample 2 is followed more often than usual. You may however, use any of the two formats shown above.

**II. Formal or Business Letters**

In a formal or business letter too it goes without saying that you have to be careful about spellings, grammar and punctuation as well as write clearly, be precise, keep the paragraphs short and use good quality paper. In addition to all this there are certain rules to be followed while writing a formal letter and the same are briefly described below. Formal letters follow the block format in which all of the writing is kept to the left hand side of the page close to the left margin. There are other formats available but this is the one most usually followed.

1. **Your Address**: This is the return address of the person writing the letter so that if the person receiving it wants to reply he/she can easily find out where to send that reply. In case you are writing on a company letter-head then this is not needed. After writing your address you leave a line blank.

2. **Date**: Write the date on which the letter was written. The most popular format is that of Month, Day, Year eg: January 15, 2007. Now once again leave a line blank.

3. **Inside Address**: This is the address of the person you are writing to along with the name of the person receiving it along with their title and company name. eg:
43

Director……………………

or

Manager……………………

Leave a blank line between the inside address and the salutation.

4. **Salutation:** Address the person as Dear Mr./Mrs./Ms.; Dear Director………………… or To Whom It May Concern if the recipient is unknown.

   Note that there is a comma after the salutation. eg.

   Dear Mr. Raghav;

   Leave a blank line between the salutation and the subject line (if there is one) or the main text or body of the letter.

5. **Subject Line (Optional):** The subject line is optional but if included it should clearly specify the subject of the letter in one or two lines only.

   After the subject line you once again leave a blank line between the subject line and the main text.

6. **Main text:** This is the main body of the letter which carries the subject matter. Write it neatly and skip a line between each paragraph. Be careful about spellings, grammar, punctuation etc. keep it short but clear.

   Once you are through with the matter you leave a blank line again before you write the formal closing.

7. **The formal closing:** This usually ends with Yours sincerely/Sincerely yours/Thank you and so on. If you have begun your letter with Dear Sir/Madam then you will end it with Yours faithfully/Yours truly/Truly yours. Put a comma after the end of the closing. Remember that only the first letter of the closing is written with a capital letter.

8. **The Signature Line:** Now skip two or three lines and then write clearly the name to be signed. Women may indicate how they wish to be addressed by placing Miss/ Mrs./Ms. or similar title within parenthesis before their name. eg (Mrs.) Mehta. The signature line may include a second line for a title if appropriate.

   eg: (Mrs) D. Kapoor

   Director Marketing.

9. **Signature:** The signature has to be placed in the space between the formal closing and the signature line. The signature should start directly above the first letter of the signature line.

10. **Enclosures:** If the letter contains any other documents then write Encl. or Enclosures and then put the number of the documents included apart from the letter.

**Sample:** The sample format provided here is the one that is usually followed in business letters and is known as the block format. The advantage with this style is that there is no indenting
to be followed in the whole letter because everything is pushed to the left hand margin. There are many other styles followed but this is by far the most popular and the easiest to remember.

### Business Letter: Block Format

<table>
<thead>
<tr>
<th>Return Address (Line 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Return Address (Line 2)</td>
</tr>
<tr>
<td>Date: (Month/Day/Year).</td>
</tr>
<tr>
<td>Mr./Mrs./Ms./Dr. (Full name of the recipient)</td>
</tr>
<tr>
<td>Title/Position of the Recipient.</td>
</tr>
<tr>
<td>Company Name</td>
</tr>
<tr>
<td>Address (Line 1).</td>
</tr>
<tr>
<td>Address (Line 2).</td>
</tr>
<tr>
<td>Dear Ms./Mr./Mrs. (Last Name);</td>
</tr>
<tr>
<td>Subject:</td>
</tr>
<tr>
<td>Main Text (Paragraph 1) .................................................................</td>
</tr>
<tr>
<td>.................................................................</td>
</tr>
<tr>
<td>.................................................................</td>
</tr>
<tr>
<td>Main Text (Paragraph 2).................................................................</td>
</tr>
<tr>
<td>.................................................................</td>
</tr>
<tr>
<td>.................................................................</td>
</tr>
<tr>
<td>Closing (Yours sincerely),</td>
</tr>
<tr>
<td>Signature</td>
</tr>
<tr>
<td>Your Name</td>
</tr>
<tr>
<td>Your Title</td>
</tr>
<tr>
<td>Encl:</td>
</tr>
</tbody>
</table>

Having gone through the rules and the formats provided above you would now have a better idea about writing formal or informal letters. These days however the written form of communication can be sent across not just as a simple letter on paper but as telefax or even as an e-mail. Unit 10 begins by giving you a few examples of different types of letters that can be written and then follow a set of exercises to help you understand the art of writing good letters. Read the sample letters that have been provided and then go through the exercises, most of which have been solved for you in this study material.
### Solved Exercises

#### Reading

Q. 1. Which of the four letters given earlier is
   a. a note?
   b. an email?
   c. a covering letter for an application?
   d. a covering letter for a fax?

**Ans. 1.** Letter B is a note while C is an email, D is a covering letter for an application while A is a covering letter for a fax.

Q. 2. Which of these is formal and which informal?

**Ans. 2.** Letters A and D are formal while B and C are informal.

Q. 3. Complete the blanks (a to c) in the letters with an appropriate expression from the box below. Read the rule about salutation before you fill in the blanks.

**Ans. 3.**
   a. Dear Mr. Ranjit Malik,
   b. Yours sincerely,
   c. Let’s meet.
   d. Hope to see you soon.
   e. Yours faithfully.

Q. 4. The letters given in your textbook use a lot of abbreviation. Write the abbreviations for the following:
   a. Regarding : Re
   b. For the attention of : FAO
   c. As soon as possible : asap
   d. Enclosure : encl
   e. Telephone : Tel
   f. Dated : dt.

(2) Read the different letters in section (1) Imagine that you have received these letters/faxes. Decide how you will respond to each. Some suggestions are given below.

Decide which response would be suitable for which letter (A, B, C and D).

(i) I would ring up and talk to the person mentioned in this letter: This response would be suitable for letter C.

(ii) I would wait for 6-8 days and then decide on my next course of action: This response would be suitable for letter A.

(iii) I would say ‘Thank you’ to the person when I see him/her next: This response would be suitable for letter B.

(iv) I may take months before sending a formal reply about what to do next: This response would be suitable for letter D.
(3) Following are the replies to two of the letters you have read earlier. Complete them by filling in the blanks with words/phrases given in the box.

A. Date: Mon, 17 July 2005 14:15:19
   From: Ranjit Malik rmalik@macmillan.org
   Subject: Order No. JBD/2527 – Urgent Query
   X Sender: Ranjit Malik <rmalik@macmillan.org
   To: Kartik Jairajan kjairajan@yahoo.com

   Dear Mr. Kartik Jairajan

   We have some problem proceeding with your order unless we have your firm answer to our queries.

   i. Paperback editions of *Forensic Medicine* and *Gyn. & Obst* by Hyde are *out of stock*. The order is not large enough to ask for a reprint. The hand bound ed. will increase cost by Rs. 1050/- per copy. Is that OK?

   ii. The title *Bridges and Dams* will be *available* only around mid-December. Do you want it then?

   Regards

   *Looking forward to hearing from you*

   Ranjit Malik.

B. Mr. Tarun Raina
   12/2/1 Vivek Vihar
   Delhi-110075

   Subject: Interview for the post of Lecturer in History.

   Dear Mr. Tarun Raina,

   In response to your application for the post of Lecturer in History, this is to inform you that interviews for the above post will be held on 10 July 2005 starting at 10.00 a.m. You are requested to *present* yourself before the Selection Committee on 10 July 2005 along with all original degrees/certificates/testimonials.

   Yours sincerely,

   Dr. M.S. Chaudhery
   Principal

(4) Read the two letters given in your textbook in this section (i.e. section 4) and then decide in what ways they an similar/different.

Ans. The only similarity between letters A & B is that both carry a date, a salutation and a farewell. In all other ways the two letters are very different from one another. **Letter A** is a formal letter written by a student to the College Principal and begins with a
formal salutation of ‘Dear Madam’ It is precise and comes straight to the point and describes the problem clearly and places a request for the Principal to look into the matter. The letter ends formally with not just the name of the student but also the Roll. Number that will help identify the student correctly.

**Letter B** on the other hand is an informal letter and thus begins with an informal greeting of ‘My dear Nimmi’ and also ends informally with just a name. This shows that the writer and the recipient know each other well. The main body of the letter shows that the writer has not been in touch with the recipient for a long time and needs to exchange information about personal well-being. The letter is therefore full of queries as well as information which is of an informal and friendly nature. It reads almost as though the writer is speaking to the recipient. The tone is casual as well as conveys a sense of closeness between the two. The letter ends informally with ‘Affectionately yours.’

(5) **Vocabulary**

Read the letters given in this section and carefully note the openings and endings of the same. Because these are personal letters you will notice that the style followed is casual and there is a sense of intimacy and closeness in them. Now you have to make a list of the beginnings and endings provided in these letters and fill the table given in this section. Given below is a list of these beginnings and endings:

**Vocabulary**

<table>
<thead>
<tr>
<th>Beginnings</th>
<th>Endings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thanks a lot for…</td>
<td>I look forward to</td>
</tr>
<tr>
<td>Thank you so much</td>
<td>we must meet up</td>
</tr>
<tr>
<td>Thank you so much for writing….</td>
<td>Please write again soon</td>
</tr>
<tr>
<td>Sorry for….</td>
<td>Looking forward to hearing from you</td>
</tr>
<tr>
<td>It seems ages since I last wrote to you</td>
<td>Do take care and write again</td>
</tr>
<tr>
<td>It was good to hear from you</td>
<td>Give my regards to….</td>
</tr>
<tr>
<td>It was wonderful to hear from you</td>
<td><strong>Signing off</strong></td>
</tr>
<tr>
<td>How can you?</td>
<td>Love</td>
</tr>
<tr>
<td>I hope you are all OK</td>
<td>Take care and God bless</td>
</tr>
<tr>
<td>and that things are going</td>
<td>Love and best wishes</td>
</tr>
<tr>
<td>well for you.</td>
<td>Lots of Love</td>
</tr>
</tbody>
</table>

**Signalling: ‘The end is near.’**

That’s all the news I have for you. Anyway, I shall finish now as I am running out of space. Well, Jaya, that’s all I have to tell you for the moment.
From the given letters A, B and C, letter A is an informal letter while letter B is a formal letter. Letter C however is written in an informal format from one friend to the other but carries within it one friend’s condolences for the death of the other friend’s father. Though a personal letter the tone is therefore not casual or light-hearted. It does, however, convey a sense of closeness between the two friends. Out of the three given letters, letter C is by far the most difficult to write.

Write short letters on any of the following two topics:

i. Thank an aunt for a birthday present.

Guidelines: This letter shall be written in an informal style and with a tone that conveys closeness as well as respect. You can begin with ‘My dear Aunty_______’ and end with “with much love________” or “Affectionately yours________”. In the main text you can express your happiness at receiving a lovely birthday present from her. You may even add that you had always wanted such a thing.

(ii) Congratulate a cousin who has got a job.

Guidelines: This letter shall be written in an informal format. You may begin with an informal address such as ‘My dear_______’ or ‘Dear_______’ and end with ‘Love and best wishes________’ or ‘With love_______’ or ‘with good wishes_______’. In the main text of the letter you may express your happiness at the good news and convey your best wishes for the future.

(iii) Thank a teacher who specially helped you prepare for an examination.

Guidelines: This letter will be a formal letter from a student to his/her teacher. It can however carry a sense of closeness between the two because the teacher has been especially helpful to the student. You can begin with ‘Dear Mrs/Mr.________’ or ‘Dear (name of the teacher) Ma’am/Sir’ and end with ‘With warm regards’ or ‘with best regards.’

In the main text of the letter you have to express your thankfulness/gratitude for the teacher’s help. You may mention any books or notes that the teacher might have made available to you. You can write about the teacher’s personal interest and the time he/she spent with you helping you prepare for the examination.
Writing

8. The reply to Rajni’s e-mail to Anjana will be in the form of an e-mail only and not a fax or a letter. It will be informal because the correspondence is between two friends.

Date: Tue, 14 Jun 2005 14:30
From: Anjana Sharma <anjanasharma99@hotmail.com>

Subject: Reply

X – Originating – IP [204.133.15.144]
X – Sender: rajnibadlani@yahoo.com
To – Rajni Badlani <rajnibadlani@yahoo.com>

Dear Rajni

Good to hear from you. Tried calling you at your new mobile no. but network was busy. Yes, let’s have dinner on Sat night at our old place. Plan and come over to my place a little early so you can meet everyone. Looking forward to hearing for a confirmation from you.

Call or reply soon.

Anjana.
GETTING READY FOR A JOB

— Dr. Anil Aneja

Even when you are studying, some of you may be doing a job and some others may be trying to get a job. Many of you may be hopeful of getting a job after your studies. Now the question is, what does getting a job involve? Or, in other words what are the various stages and processes which one has to go through or follow in an attempt to get a job?

Unit 11 of your book ENGLISH AT THE WORKPLACE makes you familiar with some of these procedures.

How To Look For A Job:

Normally, one comes to know of the availability of a vacancy in an institution or in a company through newspaper advertisements. These advertisements contain various kinds of information relating to the nature of the available job, qualifications required in order to apply for a particular job, salary and other requirements. In some advertisements those seeking jobs are asked to send their CV (Bio-data) to a particular address, while in some other advertisements the candidates are asked to simply walk in for an interview on the specified date and time.

On page 67 of your book under Section 1, four samples of different kinds of advertisements are given. It is important to know that in the newspapers, advertisements relating to different jobs may appear under different headings. The four different headings mentioned in your book are: ‘Vacancies’, ‘Walk-in’, ‘Computer/information technology’ and ‘Situation vacant’. The specific headings make it easier for job seekers to identify jobs of their choice. For instance, if you are in the process of finding a job in the area of computer/Information Technology, then you need not waste your time looking under other headings if there is a separate heading in the newspaper containing information regarding computer related jobs. Similarly, if you do not wish to waste your time sending your bio-data and waiting for a response, then you can simply refer to the section which lists walk-in interview jobs.

When you are looking for a job, you must go through the advertisements carefully and should be able to understand the advertisement clearly. Only then you would know whether the jobs which are advertised are of your interest or not. It follows then that before you start reading the job advertisements you should be very clear in your mind as to the kind of job you are looking for, the working conditions and also the kind of salary that you expect. This will help you save a lot of precious time and you won’t have to waste your time pursuing jobs which are not to your interest. For instance, the second advertisement on page 67 mentions that the company requires Marketing Executives. Now, if you do not want a career in marketing, then you can easily skip
this advertisement. But if on the other hand you are not sure about your career preferences, then you will waste time reading and following up many irrelevant advertisements.

**Understanding an Advertisement:**

It is important to carefully go through an advertisement in order to understand what your employer is looking for. Only when you know the precise job requirements that you can decide whether you should apply for that particular job. Some institutions/companies advertise a number of different kinds of vacancies in one advertisement. For instance, read carefully the advertisement given under the heading “vacancies” on page 67 of your book. Here we see that Angels’ College has advertised for two Lecturers in Computer Science, one Lecturer in Social Work, Hotel Management and Catering Science two Lecturers, one Lecturer for French and one Computer Lab Administrator. In this advertisement you can see that the required qualifications for each of the posts are mentioned, but no Salary is specified. In contrast the advertisement sample under “Situation vacant” on page 67 of your textbook advertises only one kind of post: Chartered Accountant/ICWA. The more careful you are in reading and understanding an advertisement, the easier it will be for you to apply for the right kind of job.

On page 67 after the advertisement samples some questions are given to ascertain whether you have understood the advertisements or not. In the process of answering these questions you should refer to the advertisement samples again and again so that you don’t make any mistakes.

**Preparing a Bio-Data:**

Once you have decided which job to apply for, you need to prepare a Bio-Data to introduce yourself to the prospective employer. Preparing a Bio-Data or Curriculum Vitae is an art in itself. Bio-Data is an important document which is meant to tell the employer the important facts about you in brief. So it is important for your Bio-Data to be precise, clear and not very long. At the same time you should not leave out any important detail pertaining to you. Job-seekers often make various kinds of mistakes while preparing their Bio-Data or CV. In order to demonstrate the kinds of mistakes which are often made by job seekers two samples of Bio-Data are given in your book from page 69-72.

**Points to Remember While Preparing CV:**

You are expected to list your personal, educational and professional details in a precise and neat manner in a CV. But that does not mean that you should write occupations of your family members as shown in the first sample. Nor should you write an essay on yourself in a CV as has been done in the second sample. Preferably you should write the bio-Data in the column form so that it is easy to read and the information does not get jumbled up. Please note that CV writing styles keep changing rapidly, so you should constantly update yourself. But broadly speaking, your CV should contain the following:

1. Your Name;
2. Father’s/Mother’s Name;
3. Your Date of Birth;
4. Your Nationality;
5. Your Gender (some jobs have specific gender requirements: male only or female only);
6. Your Permanent Address;
7. Your Address for Communication;
8. Your Phone Number;
9. Your email id;

Under educational details you should mention each qualification in a separate line. The following details should be included: Name of Examination: e.g. AISSC or B.A., year of Passing; Name of Institution or University; Result.

You should also mention if you have won any important awards or took part in important sporting events. Your professional details should include the name of the Company where you have worked or are working years of employment designation and salary. Also, include a brief job profile. If you are not working, then you could include your interests and what kind of job you would like to have and why.

Most Bio-Datas end with the names and addresses of two persons who know you well and who can be contacted by the prospective employer to get information about you.

Now in the light of above points study the Bio-Datas which are given in your book and note the mistakes.

**Preparing for the Interview:**

If your Bio-Data has been accepted by your prospective employer, the next step in your job search is the interview. Therefore, on pages 72-74 of your textbook, in sections 3 and 5, there are detailed guidelines about pre-interview preparations as well as about your conduct and manners during the interview. An interview is the most important part of securing a job, because in a short period you have to convince your employer that you are the best person for that particular job. Therefore everything that you say and every gesture that you make is important. One reveals one’s qualities not just through words, but often more significantly, through expressions, gestures and even dress. The guidelines given in your textbook are simple and easy to understand. Therefore, these are not repeated here. It is important to conduct mock- interviews with the help of your friends. This exercise will give you confidence as well as help you correct your mistakes.
WHAT HAVE I LEARNT

— Dr. Anil Aneja

This Unit is self-explanatory. In the earlier Units of your English course-book you have been introduced to certain linguistic concepts, terms and techniques in the areas of listening, speaking, reading and writing. An attempt has been made to teach you how to work with language in the above specified areas. In this Unit “What Have I Learnt” some exercises are given to test what you have so far learnt. In the process of solving these exercises, if you face any difficulty, you should go back to the earlier units. These exercises will help you identify your weak areas which you could improve upon by revising the relevant earlier Unit.
Answer All questions

1. (a) From your study of the various units in the English B course book, write whether the following statements are True (T) or False (F) :

(i) It is not possible to combine body language and verbal language while speaking in any language.
(ii) One cannot learn to speak in a language without making mistakes while speaking in that language.
(iii) Young children learn a language more quickly than adults do.
(iv) Anyone who knows the grammer of a language can be said to know that language.
(v) The English language is a very polite language. It is very difficult to be rude in English.
(vi) Ideographs are a letter development of pictographs and have abstract meanings.
(vii) English language has regional as well as national varieties.
(viii) It is important to smile while talking on the telephone.
(ix) Knowing the grammer of a language means knowing the language fully.
(x) Code mixing and code switching is not allowed in spoken language.

(b) Answer any five of the following questions briefly.

Give examples/reasons wherever necessary.

(i) Mention some of the important items of information that needs to be included in a Curriculum Vitae.
(ii) Mention the important elements of a proper message.
(iii) How would you differentiate code-mixing from code-switching ?
(iv) Mention the important points to remember before writing an effective essay.
(v) Name of four categories of essays on the basis of their content.
(vi) Mention some of the ways of reading written material.
(vii) Write in words the following figures :
2. Read the passage given below and answer the questions that follow thereafter:

It is heartening to note that we in India have educated ladies, who are keen in taking up administrative work. We are amazed to see what wonderful work women are doing in offices as typists, clerks, receptionists and officers. It has been noticed that they are quick to understand and very efficient in work and they have won the applause from the bureaucracy. Moreover, they cheer up others with a sweet smile and they can win over others to their point of view. All important services have been thrown open to them. They are competing for the IAS and Allied Services. We have women as magistrates, judges and revenue officers. They are cool-headed, dispassionate, objective and impartial.

(a) Based on your understanding of the passage, fill in the blanks using the appropriate word from among the words given in the brackets:

The passage is about educated Indian women who are..................(eager/happy) to take up administrative work. Women are very........................(interested/capable) in office work. They have been..................(criticized/praised) by .........................(people/officials) for their work. They are able to make their colleagues..................(anxious/happy) and...................(guide/convince) them to their way of..................(liking/thinking). They are ..................(given/offered) all administrative jobs as they are..................(reasonable/pretty) and..................(important/fair).

(b) Find words in the passage that are similar in meaning to the following words: (attempt any five only):

(i) surprised;
(ii) good and skillful;
(iii) eager;
(iv) praises;
(v) fair;
(vi) encouraging;
(vii) body of officials.

3. (a) Fill in the blanks with the correct word from those given in brackets. Please note that the form of the chosen word may have to be changed where necessary.

(i) Several dead bodies of animals were found..................(swim/float) in the flood waters.
(ii) The moneylender …………………… (refuse/deny) that he had received any repayment of his loan.

(iii) Please don’t feel …………………… (shame/shy) of asking for some more ice-cream.

(iv) I would like you to …………………… (remember/remind) him to return my books by next week.

(v) Even though all the invitation letters were sent a week …………………… (ago/before), only a few people attended the function.

(b) Complete the short dialogues below. Use appropriate words/expressions/sentences to make the dialogues sound natural:

(i) A : Bye, Pooja, I’m leaving for the Fresher’s Party.
B : ………………………………………………………………

(ii) A : Can’t you please hurry up ? I’m getting very late !
B : ………………………………………………………………

(iii) A : I don’t know how I’ll manage — there is still so much cooking to do !
B : ………………………………………………………………

(iv) A : ………………………………………………………………
B : I’m sorry, I don’t have enough money with me.

(v) A : ………………………………………………………………
B : I’m afraid, you will have to wait for some time, he is busy in a meeting.

4. (a) Fill in the blanks of the following sentences by using the correct form of the verb chosen from the given box:

| reach, go, send, meet | rain, sun, take, come, cancel, make |

(i) He ……………………………… many complaints about him to the Manager, but no action was …………………… .

(ii) My mother ……………………………… to the market to buy vegetables before I …………………… home.

(iii) By this time tomorrow, I ……………………………… Chennai.

(iv) If she had ……………………………… in time, I ……………………………… her.

(v) If it ……………………………… tomorrow, we ……………………………… the programme.

(vi) The thief ……………………………… away after snatching her bag.
(b) Do as directed:

(i) You………………………to visit him because he is really very depressed. (Use any one correct word from need/ought/could/used)

(ii) He did not marry her. (Ask a question to get this answer)

(iii) The teacher said to him, “I want you to participate in the quiz competition tomorrow.”

(iv) All the suspected terrorists have been arrested by the CBI. (Change the Voice)

(v) He worked hard. He failed in the examination. (Combine into one sentence using ‘though’)

(vi) Our college won the champion’s trophy. (Change the Voice)

(vii) He has broken all records……………………? (Add a question tag)

(viii) He has never attended a single class……………………? (Add a question tag)

(ix) The Coach said to him, “Remove your shoes before stepping on the weighing machine.”

(x) We must take care of physically challenged people. (Change the Voice)

5. Imagine you are applying for the post of Marketing Executive. Write your C.V. using the name ‘XYZ’ with ‘ABC Colony’ as your address. 10

6. Write down at least ten important points in proper order as a plan for an essay on ‘Controlling Crime in a Metropolitan City’. Please don’t write the essay. 10

7. Imagine you have a friend who has met with a road accident in Chennai. Write a letter to that friend in about 100 words enquiring about his health. 10

Or

Write an appropriate letter in about 100 words to a friend congratulating him on his recent appointment as Assistant Sales Manager in a multinational company.