



SHIVAJI UNIVERSITY, KOLHAPUR

CENTRE FOR DISTANCE EDUCATION

**Ability Enhancement
Compulsory Course (CBCS)**

(Compulsory English)

English for Communication

(Academic Year 2020-21 onwards)

For

B. A. Part II

(Semester III and IV)

Copyright © Registrar,
Shivaji University,
Kolhapur. (Maharashtra)
First Edition 2020

Prescribed for **B. A. Part II**

All rights reserved. No part of this work may be reproduced in any form by mimeography or any other means without permission in writing from the Shivaji University, Kolhapur (MS)

Copies : 2,500

Published by:

Dr. V. D. Nandavadekar
Registrar,
Shivaji University,
Kolhapur-416 004.

Printed by :

Shri. B. P. Patil
Superintendent,
Shivaji University Press,
Kolhapur-416 004

ISBN- 978-81-8486-698-8

★ Further information about the Centre for Distance Education & Shivaji University may be obtained from the University Office at Vidyanagar, Kolhapur-416 004, India.

**Centre for Distance Education
Shivaji University, Kolhapur**

■ **ADVISORY COMMITTEE** ■

Prof. (Dr.) D. T. Shirke

Vice-Chancellor,
Shivaji University, Kolhapur

Prof. (Dr.) M. M. Salunkhe

Former Hon'ble Vice-Chancellor,
Yashwantrao Chavan Maharashtra Open
University, Nashik.

Prof. (Dr.) K. S. Rangappa

Former Hon'ble Vice-Chancellor,
University of Mysore

Prof. P. Prakash

Additional Secretary,
Distance Education Bureau,
University Grants Commission, New-Delhi.

Prof. (Dr.) Cima Yeole

Git Govind, Flat No. 2,
1139 Sykes Extension,
Kolhapur-416001

Prin. (Dr.) P. R. Shewale

I/c. Dean, Faculty of Humanities,
Shivaji University, Kolhapur

Prof. (Dr.) R. K. Kamat

I/c. Dean, Faculty of Science and
Technology, Shivaji University, Kolhapur

Prof. (Dr.) S. S. Mahajan

I/c. Dean, Faculty of Commerce and
Management, Shivaji University, Kolhapur

Prin. (Dr.) Smt. M. V. Gulavani

I/c. Dean, Faculty of Inter-disciplinary
Studies, Shivaji University, Kolhapur

Dr. V. D. Nandavadekar

Registrar,
Shivaji University, Kolhapur

Shri. G. R. Palase

I/c. Director, Board of Examinations and
Evaluation, Shivaji University, Kolhapur

Shri. V. T. Patil

Finance and Accounts Officer,
Shivaji University, Kolhapur

Prof. (Dr.) M. A. Anuse

(Member Secretary) Director,
Centre for Distance Education,
Shivaji University, Kolhapur.

■ B. O. S. MEMBERS OF ENGLISH AND LINGUISTICS ■

Chairman- **Dr. S. B. Bhambar**
Tukaram Krishnaji Kolekar Arts and Commerce College,
Nesari, Tal. Gadhinglaj, Dist. Kolhapur

- **Dr. Akshay Sarvade,**
Department of English,
Shivaji University, Kolhapur
- **Dr. M. R. Patil**
Dr. Ghali College, Gadhinglaj,
Dist, Kolhapur
- **Dr. Smt. Prabhavati Arvind Patil**
Vivekanand College, Kolhapur
- **Dr. Sunil Patil**
Arts & Commerce College, Kasegaon,
Tal. Walwa, Dist. Sangli
- **Dr. Prashant Kamble**
Rajarshi Shahu Arts & Commerce College,
Rukadi, Tal. Hatkanangale, Dist. Kolhapur
- **Dr. Namdev Pandurang Khavare**
Hon. Shri. Annasaheb Dange Arts,
Commerce & Science College,
Hatkanangale, Dist. Kolhapur
- **Dr. Rajendra Satyasheel Ponde**
Willingdon College, Vishrambag, Sangli
- **Prof. (Dr.) Bhagvan S. Jadhav**
Swami Ramanand Teerth Marathwada
University, Nanded
- **Prof. (Dr.) Jayprakash A. Shinde**
Professor Former Head,
Department of English,
Shivaji University, Kolhapur
- **Shri. Sadashiv Pandu Chougule**
S. B. Khade Mahavidyalaya, Koparde,
Tal. Karveer, Dist. Kolhapur
- **Dr. Sudhir Nikam**
B. N. N. College, Bhiwandi,
Thane-421305.

INTRODUCTION

Dear Students,

You are doing this course of Ability Enhancement Compulsory English as distance learners. You are studying the same text book which is prescribed for the regular students. But your course book is organised differently to help you study it on your own.

In all, there are 8 modules. They are divided into two parts for two semesters. In Semester III, students are required to study three units on Communication Skills and six units on Reading Comprehension. In the same way you have to study three units on Communication Skills and six units on Reading Comprehension for Semester-IV.

Units on Communication Skills will help you enhance your linguistic competence. You will be able to use oral skills fluently in PPT Presentation, compering and interviewing famous personalities. You will also be able to use conversation skills. Further you will learn to develop writing skills like report writing, journalistic report writing, paragraph writing and writing reviews. Also you will be able to learn E-communication. Unit on Information Transfer and Interpretation of Data will provide you the practical training of how to transfer information. Also you will be able to learn the use of English in the banking and industry sectors. Units on Reading Comprehension will add to your literary competence. You will study short stories, essays, poems, literary articles based on the experiences of writers of memoirs, one act play etc.

For the purpose of study, the units are developed on the points like Objectives, Introduction, Content, Vocabulary or Terms to Remember, Check your progress, Key to check your progress, Exercises, Summary, List of books for further study, etc.

If you read the Self-Instructional Material given here carefully with great interest, you will be able to develop your own English language and will also get good marks in the examination.

So, we wish you great success and hope that you will enjoy studying this course.

Editors

Writing Team

Author's Name	Unit No
Semester-III	
Dr. Smt. G. D. Ingale Devchand College, Arjunnagar	1
Shri. Vinodkumar Ashok Pradhan Sadashivrao Mandlik College, Murgud	2
Dr. Vishwanath Bite Rajaram College, Kolhapur	3
Dr. S. B. Bhambar Tukaram Krishnaji Kolekar Arts and Commerce College, Nesari, Tal. Gadhinglaj, Dist. Kolhapur	4
Dr. Suresh Patil Shri Vijaysinh Yadav Arts & Science College, Pethvadgaon	4
Semester-IV	
Dr. Vaijayanta Vijay Patil Jaywant Mahavidyalaya, Ichalkaranji	5
Dr. S. P. Patil Shri V. Y. College Pethvadgaon	6
Dr. S. B. Bhambar Tukaram Krishnaji Kolekar Arts and Commerce College, Nesari, Tal. Gadhinglaj, Dist. Kolhapur	6
Dr. Sunanda Shelake Jaysingpur College, Jaysingpur	7
Dr. C. Y. Jadhav Doodhsakhar Mahavidyalaya, Bidri	8

■ **Editors** ■

Dr. Vijayanta Vijay Patil
Jaywant Mahavidyalaya,
Ichalkaranji

Dr. S. B. Bhambar
Tukaram Krishnaji Kolekar Arts and
Commerce College, Nesari, Tal. Gadhinglaj,
Dist. Kolhapur

CONTENTS

English For Communication

Semester III

Module 1	A) Oral Skills	1
	B) A Real Good Smile - Bill Naughton	29
	C) Mending Wall - Robert Frost	38
Module 2	A) Conversation Skills	48
	B) The Highway - Ray Bradbury	62
Module 3	A) Developing Writing Skills	71
	B) Whitewashing the Fence - Mark Twain	101
Module 4	A) Father Returning Home - Dilip Chitre	112
	B) There is a Garden in Her Face - Thomas Campion	119

Semester IV

Module 5	A) E-Communication	127
	B) Preparation for England - M. K. Gandhi	143
Module 6	A) Information Transfer and Interpretation of Data	154
	B) The Selfish Giant - Oscar Wilde	173
	C) Auto Wreck - Karl Shapiro	184
Module 7	A) English for Banking and Industries	193
	B) The Journey - Mary Oliver	218
Module 8	A) An Old Man's Ageless Wisdom - Sudha Murty	225
	B) My Soul has a Hat - Mario de Andrade	235

Each Unit begins with the section Objectives -

Objectives are directive and indicative of :

1. What has been presented in the Unit and
2. What is expected from you
3. What you are expected to know pertaining to the specific Unit once you have completed working on the Unit.

The self-check exercises with possible answers will help you to understand the Unit in the right perspective. Go through the possible answer only after you write your answers. These exercises are not to be submitted to us for evaluation. They have been provided to you as Study Tools to help keep you in the right track as you study the Unit.

Module I

A) Oral Skills

Contents

- 1A.0 Objectives
- 1A.1 Introduction
- 1A.2 Presentation of Subject Matter
 - Section I
 - Check Your Progress
 - Section II
 - Check Your Progress
 - Section III
 - Check Your Progress
 - Section IV
 - Check Your Progress
- 1A.3 Summary
- 1A.4 Terms to Remember
- 1A.5 Answers to Check Your Progress
- 1A.6 Exercises

1A.0 Objectives

After studying this unit you will be able to

1. Understand the significance of oral skills
2. Explain the concepts related with English communication
3. Find the relationship between language and speech events

1A.1 Introduction:

All of us know that English is the global language. In today's world learning English language is necessary for our survival as well as success. Not long ago, only the elite class used to learn English. Nowadays, it has become an integral part of mass education. English communication skills are the key to get good jobs both in India and abroad.

Basically there are four language skills: listening, speaking, reading and writing. Listening and speaking are primary skills. Reading and writing are secondary skills. However, listening and reading are passive skills. We just receive messages from other sources while listening and reading. Speaking and writing are active or productive skills. We produce meaning or messages and communicate them through speech and writing.

There are a number of spoken and written skills. In this unit, we will first study the difference between oral and written English. Later we will focus on three oral skills: PPT presentation, compering and interviewing famous personalities.

1A.2 Presentation of Subject Matter :

Section I

Oral and Written English

Language is used in two modes- speech and writing. For us it is very important to learn, to speak and write English correctly. For a good career, it is necessary to learn how to make oral presentation, face interviews, write applications and prepare reports, etc. We communicate in two types of situations- formal and informal. In a formal situation, we communicate with seniors, elders and strangers. Formal communication takes place for official and public purposes. In informal situations, we communicate with friends, relatives and acquaintances. Informal communication takes place largely for private purposes. Use of language differs considerably depending on whether the communicative situation is formal or informal.

We generally believe that speech and writing are one and the same. But there are differences between them. We do not write exactly as we speak and we do not speak exactly as we write. Some of the differences between speech and writing are given below.

Speech	Writing
Speech is the primary medium of language.	Writing is the secondary medium of language.
Speech is more spontaneous and uncensored.	Writing is censored. It is possible to change whatever is written.
Spoken language is considered dynamic. It changes rapidly.	Written language is relatively static as there is a tendency to follow rules.
Slight changes take place in grammar when we use language in spoken mode. Ex. <i>'You are going to college?'</i> –A declarative sentence is used as a question.	The grammar is generally based on formal written language. Ex. <i>'Are you going to college?'</i> –An interrogative sentence.
Incomplete sentences are also permitted, if used meaningfully. Ex. <i>'If this is the case....'</i> <i>'...suspicious about his behaviour.'</i> <i>'Really...?'</i>	Complete sentences are considered more appropriate. Ex. <i>'If this is the case, I will file a case in the court of law.'</i> <i>'I am suspicious about his behaviour.'</i> <i>'Is he really a short-tempered person?'</i>
Contracted forms of verbs are used. Ex. <i>'It isn't hot today.'</i> , <i>'I don't know him'</i> .	Full forms of the verbs are the norm. Ex. <i>'It is not hot today.'</i> , <i>'I do not know him'</i> .
Tag questions are more common in speech. Ex. <i>'This dress is beautiful, isn't it?'</i> , <i>'We should not smoke, should we?'</i>	Tag questions are rare in writing.
Short sentences and simple sentence structures are preferred. Ex. <i>'Please come home early. I will get bored.'</i>	Long sentences with clauses (compound/complex) are common. Ex. <i>'If you do not come home early, I will get bored.'</i>
Shorter words are preferred. Ex. <i>'phone'</i> , <i>'photo'</i> , <i>'fridge'</i>	Full words are used. Ex. <i>'telephone'</i> , <i>'photograph'</i> , <i>'refrigerator'</i>

Phrasal verbs rather than polysyllabic words are preferred. Ex. <i>'put out', 'look forward to'</i>	Long verbs with multiple syllables are used. Ex. <i>'extinguish', 'anticipate'</i>
Accent, intonation, emphasis, speed, pauses and changes in loudness are expressive features in spoken English.	Punctuation, underlining, italicizing and paragraphs are important.
Phatic expressions are regular part of our speech. Ex. <i>'Good morning', 'Hello', 'Hi', 'How are you?', 'Thanks', 'My pleasure', 'sorry', etc.</i>	Phatic expressions are not necessarily used.
It is characterized by false starts and fillers like <i>'You know', 'umm', 'like', 'remember', 'ok' and 'I mean to say...'</i>	Such expressions are not needed.
It involves inter-personal skills and body language. We need to learn certain speech conventions like greeting, thanking and apologizing appropriately.	The question of body language does not arise.

Let us study the following texts which will illustrate some of the qualities of spoken English outlined above.

1. My Best Friend

My best friend is Aakash. **He's** studying in B.A.II class. **Very close to me....hmm.** **He's** very intelligent also. He learns everything very quickly. **Very amazing. I mean** he is brilliant. Always he gets first rank. **I can't** be like him. **Truly...** His English is very good. He speaks like our English teacher. They always talk in English. He encourages me to talk in English. But **I can't.** He explains difficult concepts; shares class notes and motivates me when **I'm down.** **He's** a sincere **guy.** **I'm** sure he has a bright future. I feel lucky to have Aakash as my friend.

Look at the use of simple sentences, short words (*down, guy, etc.*), incomplete sentences (*Very amazing, Truly...*), fillers (*I mean, hmm*), contracted forms (*He's, can't, I'm*), repetition (*I mean he is brilliant*) and ellipsis (*But I can't*).

2. A Memorable Experience

Well, the unforgettable moment in my life is when I nursed a wounded dog in my childhood. I was just eight. I was studying in a primary school. One day I was coming home from school. In a gully I saw a tiny dog wailing in pain. There were tears in its eyes. **Oh God! This is horrible!** I felt pity for it. I checked its whole body. There was an old wound on one of its hind legs. Fleas were hovering over the wound. Immediately I ran home, threw my schoolbag and came back with bandage kit. I cleaned the wound, applied ointment and bandaged it. Next day while I was returning home, the dog came running to me. I found the wound healed. The dog started rubbing its body lovingly against me. How can I forget its love and gratitude?

You might notice the personal and intimate style in the passage. Notice expressions like 'well' and 'Oh God!'.

Check Your Progress

A. Identify the spoken and written forms of the sentences given below.

- 1) Awfully nice to see you.
- 2) The quotations for the tender are submitted through the proper channel.
- 3) You shouldn't have signed on the dotted line.
- 4) The organization has taken note of the incident and we would respond to the same at an appropriate time.
- 5) Girish has prepared well for PPT presentation, hasn't he?
- 6) I promise that you'll never find another like me.
- 7) Under no circumstances one is bound to encounter someone identical to me.
- 8) We don't talk anymore.

- 9) You and I no longer engage in verbal confabulation.
- 10) It's a hard job.

Section II

PPT PRESENTATION SKILLS

PPT is the power point presentation with the help of a slide show projected on LCD screen. The PPT presenter, with the help of a computer, shows slides and discusses the points mentioned on them. The main points of the topic are written on the slides and the presenter presents his/her speech with reference to those points.

PPT presentation is a kind of formal speech given in front of a target audience. It is both a visual and aural medium. The discussion points are displayed on the screen which the audience can see while the presenter explains those points at length. In this sense, it is different from an ordinary speech on a topic.

A PPT presentation requires two sets of language skills.

1. Writing skills for writing key points on the slides
2. Spoken skills for explanation of those points

1. Writing Skills for PPT

Before we make our presentation, we have to prepare PPT slides on the chosen topic. We have already read a lot on the topic. But we should not write everything on the slides that we want to discuss during our presentation. We have to select the most important information or ideas as *key points*. The key points are discussion points. In the oral presentation, we explain these key points at length. Then, we have to organize them in the *logical order* so that the discussion of one point leads to the other point convincingly.

The writing skills for PPT are different. Generally, the key points are written in the form of single words, phrases and elliptical clauses. We do not write full sentences. Only definitions and quotations are written in full sentences. We use numbers or bullets as markers for each point. Study the following key points on the topic 'Mahatma Gandhi':

MAHATMA GANDHI

- Birth in 1869 at Porbandar, Gujarat
 - Education: Matriculation from University of Bombay
 - Qualified as a barrister at Inner Temple, University College, London
 - Career: Lawyer in South Africa in 1893
 - Civil Rights Movement in South Africa: 1893-1915
-
- Freedom Struggle Movement : 1921-1947
 - *Swaraj*
 - *Satyagraha*
 - Death: 30 January, 1948
 - Gandhi as *Mahatma*

The number of slides depends on the time we get for presentation as well as the time we require for discussion of each point. In the example, each slide contains five discussion points. We should note that full sentences are not used. Most of the key points are noun phrases and single words (*Swaraj*, *Satyagraha*). You can find an elliptical clause ('Qualified as...'). Also note the logical or meaningful organization of the key points.

Visuals such as graphs, diagrams and tables can also be used for presenting statistical data. These are explained verbally at the time of presentation. Since PPT is a visual presentation, presenters also prefer to use pictures, animations or videos to enhance the visual effect of the content.

Some Dos and Don'ts:

- i) Do not write too much on one slide. Write 4-5 bullet points per slide.
- ii) Use a fairly big font for better visibility.

2. Oral Skills for PPT

PPT presentation is primarily an oral presentation. The contents of the slides are merely reference points for both the presenter and the audience in order to keep the presentation on the intended path. Some presenters write their speech on the slides and just read out from the slides. This is a wrong use of PPT. We should remember that PPT is an aid. It is not a substitute for effective oral presentation.

You can vary the style of oral presentation from formal to interactive within a presentation. The style can also become personal and intimate when we establish good rapport with the audience. Appropriate jokes, anecdotes, personal experiences and examples also make the presentation lively.

We should plan oral presentation systematically. It should be logically ordered. It should be around the key points of the PPT slides. We must plan 'what to say when and how much'. However, explanation should be adequate. If a new term or concept is introduced, we should explain it properly. Keeping in view the time available, we need to plan the pace and content of oral presentation.

PPT presentation is a public speech. Hence, we should take care of our body language. We should dress well. We should stand in front of audience with our body upright. Our facial expressions and hand movements should be appropriate. We need to maintain eye contact with the audience.

Steps in Oral Presentation: There are three steps in oral presentation.

i) Introducing the Topic: We begin our presentation with a greeting and a brief self-introduction. Then we announce the topic of our presentation.

Ex. *Good morning to all. I'm Ravindra Patil. I'm studying in B.A.II. Now I'm going to make a presentation on the topic- 'Mahatma Gandhi'.*

There are many ways of announcing the topic by using a variety of sentence structures. A few examples are: *I'm going to make a presentation on...; My presentation is on...; I would like to talk on...; I will/shall make a presentation on...; My topic of discussion is...; The topic given to me is...; Today I'm going to talk about, etc.*

Note the use of simple present tense, present continuous tense and use of modal verbs- 'will/shall'.

Introducing the topic can be made interesting by using rhetorical style or by providing an elaborate context. Ex. *'Who does not know the Mahatma of our nation? Albert Einstein once described him as a man whom the future generations will not believe that such a man ever existed on this earth. He is none other than Mohandas Karamchand Gandhi'.*

ii) Discussion Points: We have two PPT slides on the topic above. Depending on the duration of our presentation, we have to discuss each one of these key points. Sample discussion is given here.

Slide Content	Oral Presentation
<ul style="list-style-type: none"> • Civil Rights Movement in South Africa 	<p>...Let's discuss the next point. We saw how Gandhiji started his career as a lawyer in South Africa. Racism was practiced there. Let me narrate an incident which made him a revolutionary. Once he was travelling by train. He was sitting in the first class compartment reserved for white people. The white guards threw him out of the train at Pretoria as he was a non-white. Gandhiji felt insulted. Then he studied the condition of non-whites in South Africa. He decided to fight against injustice towards Indian and African labourers. He organized all the labourers and started the <i>Satyagraha</i>. He formed the Natal Indian Congress in 1894 and led non-violent protests against the oppressive government. He set up Phoenix Farm and later Tolstoy Farm which became places of his experiments in civil disobedience movement. He was sentenced to imprisonment several times. He succeeded in giving civic rights to non-white oppressed people. He returned to India in 1915. Now, the next point ...</p>

Look at the language used. It has simple sentences and easy to understand words. However, we need to understand that PPT presentation is a formal speech and there are no specific sentence structures associated with the discussion of key points. Language flows smoothly. Our explanation should be apt and to the point. However, compare the content in the written form and also in oral presentation. In oral presentation additional information is provided.

iii. Summing Up: Before ending our presentation, we need to summarize our presentation in a few sentences and say 'Thank you' to the audience.

Ex. To conclude, we can say that Mahatma Gandhi sacrificed his life for the sake of our country. He shook the foundation of British Empire not by using force but on

moral values. These are codified in his Satyagraha mantra. Therefore, he is called Mahatma. Thank you very much for your patient listening.

Other expressions of summing up are: *'To sum up ...'/In conclusion, I would say.../Let me sum up .../I would like to conclude by saying..../To end our discussion, ..., etc.*

Some Dos and Don'ts:

1. Don't read from a paper.
2. Pause occasionally to give audience time to digest ideas and information.
3. Don't be very formal and rigid at the time of the presentation.

Study the following two examples in which four key points of a PPT slide and explanation of those points in 3-4 sentences is given. Two topics are: Educational Uses of Smart Phones and Advantages of Skill-based education

1. Educational Uses of Smart Phones

Slide Content	Oral Presentation
<ul style="list-style-type: none"> • To get more information 	<p>Good morning to all. I'm Geeta Kamble. My presentation is on 'Educational Uses of Smart Phones'. Nowadays we all use smart phones. Why don't we make good use of them for our studies? First of all, all kinds of information are available on Google. Just type the topic and we get a number of websites on any given topic. Click on them and read on. Nowadays mobile phone has become encyclopaedia. Isn't it interesting?</p>
<ul style="list-style-type: none"> • To make learning more effective and lively 	<p>Secondly, after our classroom discussion on a topic, we can go to You Tube and watch video lessons of experts. We find information in graphs and diagrams. There are audio lessons also. These make our learning lively and interesting. We remember our lessons for a long time. Our teachers to make use of web 2.0 tools.</p>
<ul style="list-style-type: none"> • e-Notes 	<p>We can get notes also on our study topics. There are many sites on Google like eNotes.com. These study</p>

	guides help us prepare good notes for examinations. Earlier, students had to prepare notes and they used super guides. Now with smart phones, we get notes for free.
<ul style="list-style-type: none"> • Online Evaluation 	Lastly, now it is easy for our teachers to test our understanding of the topics online. They use platforms like Google Forms and programmes like Plickers for testing. We can just click on the link given by them and answer the questions. They give us instant feedback. We can write answers at our convenient time and place.

2. Advantages of Skill-based education

Slide Content	Oral Presentation
<ul style="list-style-type: none"> • Practical learning 	Good morning to all. I'm Amol Jawre. My topic is 'Advantages of Skill-based Education'. We are living in 21 st century globalized world. Nowadays our education emphasizes practical skills rather than theoretical education. It builds skills of students in various subjects through actual involvement in teaching-learning process. Skill-based methods are of various types ranging from classroom activity to field work.
<ul style="list-style-type: none"> • Develops creative and critical thinking 	Skill-based education helps us learn things independently. We start thinking creatively and try to find new solutions to problems. We also develop our critical thinking. We ask questions, analyse the issue logically and try to find out solutions based on facts. In 21 st century these skills are very important.
<ul style="list-style-type: none"> • Employment/entreneurial skills 	Skill-based education imparts employment-oriented education. It focuses on skills useful at workplaces or for self-employment. These skills

	are imparted as part of curriculum or in the form of separate courses. For instance, a course in Journalism or Banking and Finances is useful for us to make careers.
<ul style="list-style-type: none"> • Collaborative learning 	Skill-based education encourages group learning. We can solve problems in a group. This gives us confidence. We learn the value of team work. We understand our strengths and weaknesses in the process of group learning.

Check Your Progress

B. Write four key points you would like to include on your PPT slide on the following topics. Use phrases, single words or elliptical clauses.

1. Causes of Climate Change
2. Protection of Environment
3. Unemployment Problem
4. Disadvantages of Social Media
5. India of My Dreams
6. Harmful Effects of Junk Food

Section III

III. COMPERING

A compere is the person who conducts events by making announcements as to who will speak or perform next in a public function. Compering is commonly used in events like welcome function, send-off function or felicitation function in the college. It is common also in public functions, musical events, radio and TV shows. The person who does this is called a 'compere' or 'Master of the Ceremony' or 'host' or 'presenter'. A compere conducts events systematically by making announcements as per the schedule fixed earlier.

The mood and tempo of the event depends on how effectively the compere conducts the programme. The compere generally follows the following schedule:

- i) Begins the event by greeting and extending a warm welcome to the audience.
- ii) Introduces the theme of the event.
- iii) Makes announcements as to who will speak/perform next as per the schedule.
- iv) Thanks the speaker/performer after each presentation, followed by a brief comment.
- v) Concludes the event.

Thus an event begins and ends with the compere.

An example of compering along with the schedule is given here.

FELICITATION FUNCTION OF A UNIVERSITY TOPPER	
Schedule	Compering
Greeting & Welcome	Good morning one and all. A very warm welcome to all.
Announcement of Theme	On this fine morning we have gathered here to honour and felicitate our friend, Arun Patil, who stood first in B.A.I in Shivaji University.
Lighting the Holy lamp	Let us begin the function by lighting the Holy lamp. May I invite the honourable dignitaries on the dais to light the Holy Lamp? ... Thank you Sirs and Madam.
Introductory speech	May I have the pleasure to invite our Hon'ble Vice Principal Dr. M. K. Naik for his introductory speech? ... Thank you very much Sir for your nice speech.
Felicitation ceremony	Now it's time to honour and felicitate Mr.Arun Patil for his grand achievement. I would like to call upon Hon'ble Chief Guest, Dr. Rajiv Chavan to do the honours. ... Thanks you very much Arun Patil for accepting the felicitation and thanks to Dr. Rajiv Chavan Sir for doing the honours.
Chief Guest's speech	It's indeed a great pleasure to invite Hon'ble Chief Guest,

	<p>Dr. Rajiv Chavan for his valuable guidance.</p> <p>...Thank you very much Sir for your enlightening speech. You have really inspired all to strive hard to achieve our goals.</p>
University Topper's Acceptance speech	<p>Now may I call upon today's celebrity, Arun Patil, for his acceptance speech?</p> <p>...Thank you very much for your wonderful talk. Your achievement and your struggle against all odds is exemplary. I'm sure you are a role model to others.</p>
Chairperson's address	<p>May I have the pleasure now to invite Hon'ble Principal, Dr. Sumedha Kale, President of today's function to deliver presidential address?</p> <p>...Thank you very much Madam for your wonderful and valuable words.</p>
Vote of Thanks	<p>Now it's time for vote of thanks. Let me invite Mr. Santosh Yadav to propose vote of thanks.</p> <p>...Thank you very much Sir.</p>
Conclusion/Signing off	<p>'Achievers are not born. They are made by their hard work, grit and determination'. Now it's time to say good bye to all. With the permission of the Hon'ble Chairperson of today's function, I declare that the felicitation function is over.</p> <p>Have a wonderful day ahead.</p>

You might have noticed that the compere makes announcements several times in an event. The language of announcements should not be repetitive. We can invite people by using the following expressions: '*Now I invite...*', '*May I invite...*', '*I call upon...*', '*May I now call upon...*', '*Now I have the pleasure of inviting...*', '*May I have the honour to invite...*', '*I feel privileged to call upon*', '*I request*', etc.

Thanking after the performance could be done by using expressions like *'Thank you Sir/Madam very much for the enlightening speech'*; *'We are very much grateful to you for your inspiring speech'*; *'I express my sense of gratitude for your wonderful performance'*; *'Indeed we are greatly indebted to you for your valuable guidance'* and *'It was wonderful to listen to your mesmerizing speech'*. Note the use of dignified expressions following thanking.

Compering can be done in both formal and informal manner depending on the nature of the function. The example given above is of a formal compering. Let us note the difference between formal and informal way of compering.

Formal announcement: *'I feel privileged and honoured to invite Mr Raj Talekar to address the gathering'*.

Informal announcement: *'Now we are all happy to have gathered here....Now Raj will speak'*.

We should know that there are two main purposes of compering: i) to conduct the function in an organized manner and ii) to create an appropriate mood for the occasion. The first purpose is served by the sequential announcement of events. The second purpose is served by the creative and resourceful compere. An effective compere lifts up the mood and sets the tone for the entire event.

Compering Skills:

- Mastery over English language is ideally required for effective compering. It is not only faultless English, but polished English and dignified style which are the key to success.
- Comprehension skills are necessary. The compere needs to understand the essence of what the event is trying to convey. Accordingly, he/she should be able to evoke an appropriate mood.
- The skills of brevity and summarizing are equally necessary. His/Her statements should be relevant to the occasion. This requires focus and presence of mind.
- Compering is an art. It requires oratorical skills, not just communicative ability. We can use stories, anecdotes, examples and quotations to enhance the effect.
- Excellent pronunciation skills are necessary.

- Politeness should be the defining attitude. Announcing and thanking people should not be mechanical.

Some Dos and Don'ts:

- Write down the script and practice announcements.
- The comments on the performance should not be evaluative or judgemental.
- Be prepared for unexpected/last minute changes in the programme.

Check Your Progress

C) Answer the following with appropriate expressions.

1. Write a compering script for a welcome function. Imagine the required details.
2. Write a compering script for a send-off function. Imagine the required details.
3. Write a compering script for an Annual Social Gathering event of your college. Imagine the details.

Section IV

IV. INTERVIEWING FAMOUS PERSONALITIES

Generally we know about job interviews. In a job interview, the interviewer occupies a high post and he/she asks questions to test our eligibility for the job. There can be many interviewers in a job interview. The interviewee is a job-seeker. The interviewers ask a lot of questions. However, there is another type of interview where we can interview famous and successful persons. We read interviews of such personalities in newspapers and magazines or watch them on TV. Now we are going to learn how to conduct interviews of famous persons.

In an interview of a successful person, the interviewer is usually an intelligent person, whereas the interviewee is an expert in his/her field and has a lot of achievements to his/her credit. The interview usually tells us and others about their struggle and how they succeeded in their life. It often inspires other people to do their best and achieve their goals. The purpose of such interviews is to make public the stories of their success to inspire the youth.

Interviewing a famous personality is a formal interview. It is important for us to know something about both the interviewee and the field in which he/she has excelled. In other words, we need to do thoughtful homework before we begin the interview. We should also plan in advance what kinds of information we would like to elicit during the interview. At the same time, while conducting the interview, we should listen carefully to the celebrity and also be spontaneous in asking questions. For success, the following interviewing skills are required:

1. The process of interviewing is more important than collecting information about the famous person. We should ask searching questions. Therefore, planning the interview questions and asking them in a logical order is essential. Off-hand questions might create problems for both the interviewer and the interviewee. The questions should be relevant to the purpose of the interview.
2. The interviewer must give enough time to the celebrity to respond to the questions. We should not abruptly cut short the response in the middle and go for next question.
3. Listening skills are necessary. It is important to listen carefully to the response of the celebrity for proper understanding and framing the next question.
4. Polite manners are essential. In the celebrity interview, we should know that the celebrity is in a superior position, and hence, we should never try to dominate.

The following is a specimen of an imaginary interview of a bank manager (Let us call him 'B') conducted by a student of Economics (Let us call him 'A').

A: Good afternoon Sir. At the outset, I would like to thank you for agreeing to give me some time. I am sure this interview will help me and my fellow students.

B: It will be my pleasure to answer to your questions.

A: How long have you been working in this bank?

B: For the last 35 years. I began my career in this bank as an ordinary clerk and I have been the Manager for the last three years.

A: When did you decide to be a banker?

B: When I was a child, there was a bank in front of my house and I thought that people get money in a bank. But as I started growing up, I was curious to know about this process. When I was in standard VII, I decided to make banking my

career.

A: How did you prepare yourself for this career?

B: First I did B.A. and then M.A. with Economics as my special subject. I was good in Economics and I started reading *The Economic Times of India* regularly.

A: How did you get your first job?

B: Once there was an ad for the recruitment of clerks. First I was not selected. The second time I applied for the post and I was selected.

A: What kind of experience did you have at the beginning of your career?

B: I did all kinds of jobs. I was a clerk at the counter, but in emergencies I had to be a cashier. Then I appeared for internal examinations for promotion. In the meantime banks were computerized and I had to strive to make myself computer-savvy.

A: What do you think about the present job?

B: It involves a lot of responsibility and I have to be alert all the time. We had to work for long hours after demonetization. But things are looking normal now.

A: What would you advise young graduates interested in banking as a career?

B: Work hard. Don't just depend on your academic qualifications. Go beyond them and try to take active interest in economic and financial matters. We certainly need very efficient people in this field in the future.

A: Thank you, Sir, for sharing your experiences and guiding young graduates.

B: The pleasure is mine.

This specimen dialogue will give you an idea about how to conduct interviews of famous persons. Notice the formal tone of the interview. Note how the interview begins with a greeting and ends with thanking the celebrity.

Let us think about some sentences and questions that may be useful in conducting an interview.

- I consider it my privilege to ask you a few questions about your achievements as a businessman/your career as an artist.

- I am sure that knowing your story of success will inspire and guide a lot of young people who are struggling.
- I am very curious to know what prompted you to choose this career.
- Could you please tell me about your family background?
- Who were your heroes in your youth?
- What encouraged you to continue in your path even after initial failures?
- What was the most crucial choice that you had to make in your career?
- What is the secret of your inner strength?
- What are your future plans?
- I would like to thank you wholeheartedly for your guidance.
- Would you like to say something to young strugglers?
- Thanks a lot for your time and patience.

These are some of the statements and questions that may be used by the interviewer.

Some Do's and Don'ts

- Make the celebrity feel comfortable.
- Do not ask personal or silly questions.
- Do not assume you know everything about the famous person and do not have superior airs.

Check Your Progress

- D. 1. Write the script of an interview of a film actor. Imagine the details.
2. Write the script of an interview of a cricketer. Imagine the details.

1A.3 Summary :

English is a world language. We need to learn it for our own benefit. We must learn both speaking and writing skills. There are slight differences between the two. While speaking, we use simple sentence structures, short words, contracted forms of verbs, tag questions, fillers and intonation. It also involves interpersonal skills and body language. Fluency and correctness are the qualities of good speech. Spoken

English varies in accordance with formal or informal situation. In writing, the language is mostly formal. We make use of complex sentences, long words and punctuation marks. In this unit, we have focused on PPT presentation, compering and interviewing famous personalities.

PPT presentation is a type of oral presentation with the help of PPT slides. We write key points on the slides and explain them in oral presentation. The language of PPT slides is different. We write key points in the form of phrases, single words and elliptical clauses. In oral presentation, we can use formal or interactive style. Oral presentation consists of three steps: introduction of the topic, discussion of key points and summing up. Our body language should be appropriate.

Compering consists in conducting a programme by making announcements as per the schedule fixed earlier. It can be done in a formal or informal manner depending on the situation. The compere creates an appropriate mood through effective announcements. For this purpose, we need to have mastery over English language and excellent communication skills. A compere needs to be resourceful and adaptive to instant changes in the schedule.

Interviewing famous personalities is different from giving job interviews. We ask questions to a celebrity in order to elicit information from him/her. The purpose of such interviews is to understand their life, struggles and their success despite odds. Hence, our questions should be searching and worded properly. We should avoid personal or silly questions. We should listen carefully to the celebrity's responses. Since the celebrity is superior to us, we should not try to dominate the situation.

1A.4 Terms to Remember:

Communication skills: the ability to communicate in all communicative situations

PPT: the most common use of Information and Communication Technology

LCD screen: A type of projector for displaying images and videos

PPT slide: A single page developed using a presentation programme such as Microsoft PowerPoint

Compering: the act of announcing the events in a programme by a compere

1A.5 Answers to Check Your Progress

Section I

A. Identify the spoken and written forms of the sentences given below.

1. Spoken form
2. Written form
3. Spoken form
4. Written form
5. Spoken form
6. Spoken form
7. Written form
8. Spoken form
9. Written form
10. Spoken form

Section II

B. Write four key points you would like to include on your PPT slide on the following topics.

1. Causes of Climate Change

- Exploitation of natural resources
- Pollution- air, water and land
- Over-population
- Lack of awareness about dangers of climate change

2. Protection of Environment

- Environmental education
- To prevent air, water, sound and land pollution
- To create awareness about the dangers of climate change
- No use of plastic

3. Problem of Unemployment

- Conventional education system
- Lack of skills required at workplaces
- Lack of seriousness among students
- Government's neglect

4. Disadvantages of Social Media

- Wastage of time
- Lack of face-to-face communication
- Decrease in emotional connection
- Harmful effect on students' study habits

5. India of My Dreams

- Strong economy
- Happy and healthy India
- Communal harmony
- Multiculturalism

6. Harmful Effects of Junk Food

- Hampers physical growth
- Causes obesity/fatness
- Causes indigestion
- Causes illness

Section III

C. 1. Compering script for a welcome function

WELCOME FUNCTION OF B.A. I STUDENTS	
Schedule	Compering Script
Greeting and	Good morning. A warm welcome to all the dignitaries,

Welcome	teachers and friends.
Announcement of Theme	Today we have gathered here to welcome B.A.I students of our college.
Lighting the Holy Lamp	On this occasion, I request honourable dignitaries on the dais to light the Holy Lamp. ...Thank you Sirs and Madam.
Introductory Speech	I would like to invite our Hon'ble Vice Principal Dr.N.R.Shinde to deliver introductory speech. ...Thank you very much Sir for your nice speech.
Welcome Speech	I would like to call upon my friend P.R.Patil to welcome our young B.A.I friends by delivering a short speech. ...Thank you very much P.R.Patil for your moving speech.
Chief Guest's speech	Now I request Hon'ble Principal, Dr.S.S.Sawant Sir to give us his valuable guidance. ...Thank you very much Sir for your enlightening speech. Truly you inspired us.
Chairperson's address	I would like to invite Hon'ble President, Dr. Lata Ugare, to deliver presidential address. ...Thank you very much Madam for your wonderful and valuable words.
Vote of Thanks	Now I request my friend Anil Jhundre to propose vote of thanks. ...Thank you very much Anil.
Conclusion/Signing off	Now, with the permission of the Hon'ble Chairperson of today's function, I declare that the welcome function is over. Have a wonderful day ahead.

2. Compering script for a send-off function.

SEND OFF FUNCTION OF B.A. III STUDENTS	
Schedule	Compering Script
Greeting and Welcome	Good morning. A warm welcome to all the dignitaries, teachers and friends.
Announcement of Theme	Today we have gathered here to give send off to our B.A.III friends. It is said that life is a journey. Our senior friends will soon complete graduation and move out of this college. It is an emotional moment for all of us.
Watering the Plant	Let us begin the function by watering the plant. May I request honourable dignitaries on the dais to water the plant? ...Thank you Sirs and Madam.
Introductory Speech	I would like to invite our Hon'ble Vice Principal Dr. R. M. Raut madam to deliver introductory speech. ...Thank you very much madam for your nice speech.
Farewell Speech	Now I request my friend S.V.Somayya, B.A.III, to express his feelings on this occasion. ...Thank you very much Somayya for your emotional speech.
Chief Guest's speech	Now it's time to listen to our Chief Guest Hon'ble Principal, Dr.V.S.Chougule Sir. May I request Sir to give us valuable guidance. ...Thank you very much Sir for your enlightening speech. Truly you inspired us.
Chairperson's address	Now I call upon Hon'ble President of today's function Dr. Neeta Gore to deliver presidential address. ...Thank you very much madam for your wonderful and valuable advice.
Vote of Thanks	Now I request my friend Avinash Jadhav to propose vote of thanks. ...Thank you very much Avinash.
Conclusion/Signing off	Now with the permission of the Hon'ble Chairperson, I declare that the send off function is over. Good day.

3. Compering script for an Annual Social Gathering event of your college

ANNUAL SOCIAL GATHERING	
Schedule	Compering Script
Greeting and Welcome	Good morning and a very warm welcome to all who have gathered here.
Announcement of Theme	Today is the most awaited day of this academic year. Many wonderful programmes are coming up soon.
Lighting the Holy Lamp	Let us begin the function on an auspicious note. I request honourable dignitaries on the dais to light the Holy Lamp. ...Thank you all Sirs and Madams.
Principal's Inaugural Speech	Now I would like to invite our beloved Principal Dr. P. G. Mane Sir to inaugurate the annual social gathering. ...Thank you very much Sir.
Ganesh <i>Vandana</i>	Now I invite my friend D.K Kurane for Ganesh <i>Vandana</i>Thank you very much Kurane for your wonderful rendering of Ganesh <i>Vandana</i> .
Event I	Now it's time for One Act Play. I request my friend Madhavi More and her team to present the play. ...Thank you very much Madhavi and your team for your wonderful presentation.
Event II	Now I call upon my friend Sagar Ingale and his team for a group dance. ...Thank you very much Sagar and team for your wonderful dance.
Vote of Thanks	Now I request my friend Amar Patil to propose vote of thanks. ...Thank you very much Amar.
Conclusion/Signing off	Now with the permission of the Hon'ble Principal, I declare that the annual social gathering is over. Good bye to all.

D. 1. Interview of a film actor

INTERVIEW OF FILM ACTOR: AJAY DEVGAN

(Let us call Ajay Devgan 'B') conducted by a student of B.A.II (Let us call her 'A')

A. Good afternoon Sir. I am very much thankful to you for giving me your precious time.

B. It's my pleasure.

A. Your recent film *Tanhaji* became a hit. What made you produce a film on a historical personality?

B. As a student, I was always fascinated by the heroism of Indian warlords. Now that I am an actor, I thought of making a film on the Maratha warrior Tanhaji.

A. Is the film *Tanhaji* based entirely on real events?

B. It is based mostly on real events. Our team of experts did a lot of research. They consulted a variety of sources.

A. What difficulties did you face while doing the role of the hero Tanhaji?

B. It's not easy to do the role of Tanhaji because he is a warrior. I felt difficulty while doing some stunts.

A. How do you feel about people's response to the film?

B. It is wonderful! I'm really very happy. I thank people for their support.

A. What message would you like to give to students like us?

B. Be patriots like Tanhaji. Love our country. Try to protect our nation from enemies.

A. Thank you very much Sir for sharing your experiences with me. Have a nice day.

B. It's my pleasure. Good luck.

2. Interview of a cricketer

INTERVIEW OF A CRICKETER: VIRAT KOHLI

(Let us call Virat Kohli 'B') and a student of B.A.II (Let us call him 'A')

A. Good afternoon Sir. I am very much thankful to you for giving me an opportunity to interview you.

B. I'm happy to answer your questions.

A. We all know that you are one of the best batsmen in the country. What made you become a cricketer?

B. When I was child, I used to watch cricket matches on TV. I watched Sunil Gavskar, Kapil Dev and Sachin Tendulkar's batting. They inspired me to become a batsman.

A. How did you prepare yourself for the career of a cricketer when you were in college?

B. In college, I used to play a lot of cricket with my friends. I used to practice a lot. I loved to do exercises and yoga. In college days I participated in cricket matches. Later, I was selected in the national team.

A. What is the secret of your success in international cricket?

B. International cricket is very competitive. It requires great confidence and right technique in batting. I worked hard to play at the international level.

A. Your advice for students like me?

B. Follow your passion. Choose sports as your career. It is very rewarding.

A. Thank you very much for sharing your experiences. You are a role model for all of us.

B. You're welcome.

1A.6Exercises:

A. Identify the spoken and written forms of the following sentences.

1. I feel happy to meet you again!
2. The chemical solution is preserved in the cool and dry place.
3. We shouldn't allow malpractices in the exams.
4. State highway traffic police are requested to keep watch over movement of trucks.
5. The doctors wear mask at the time of surgery. Don't they?
6. Oh! In that case, I will clean the fridge.
7. Agriculture is the backbone of our economy.
8. Friends, let's us go and meet our principal sir.
9. Got it right? Don't underestimate. You don't know me.
10. Probably the most advantageous thing about smart phones is that it connects people from any place and at any time.

B. Write four key points which would occur on a PPT slide on the topics given below and explain the points in 3-4 sentences each.

- a) Value of sports in education
- b) Disadvantages of smart phones

C. 1. Write a compering script for a quiz competition event in your college. Imagine the details.

D. Imagine that you are interviewing the following persons. Write two scripts of your interaction with them.

1. A successful businessman
2. A successful teacher

Bj A REAL GOOD SMILE

Bill Naughton

Contents

- 1B.0 Objectives
- 1B.1 Introduction
- 1B.2 Presentation of Subject Matter
 - Section I
 - Check Your Progress
 - Section II
 - Check Your Progress
 - Section III
 - Check Your Progress
- 1B.3 Summary
- 1B.4 Terms to Remember
- 1B.5 Answers to Check Your Progress
- 1B.6 Exercises

1B.0 Objectives

After studying the lesson, you will be able to

- i) Understand the verbal and non-verbal communication skills needed at workplaces
- ii) Explain the meaning of the story
- iii) Find the relationship between education and skills required for jobs

1B.1 Introduction:

‘A Real Good Smile’ is a short story written by Bill Naughton. He was born in Ireland in 1910 in a poor working class family. He attended Saint Peter and Paul's School in Lancashire, England. He left the school and did many odd jobs to support his family. He worked as a weaver, coal-bagger and lorry-driver. Then he started writing about his experiences of life. Soon Naughton became a well-known writer of

plays, novels, short stories and children's books. He wrote mostly about the experiences of working class society. He wrote plays, short stories and novels. During his lifetime, he received many awards. A few of them are: *Screenwriters Guide Award (1967)*, *Italia Prize for Radio Play (1974)*, *Children's Rights Workshop and Other Awards (1978)* and *Portico Literary Prize (1987)*. Naughton died in 1992, aged 81, in Ballasalla on the Isle of Man.

‘A Real Good Smile’ is the story of a fourteen year old boy and his attempts to get a job in a locomotive shed. The story tells about the skills required in workplaces and how the job seekers should learn the skills to get good jobs. In addition, the story reveals how certain personality traits such as honesty and integrity are necessary in jobs.

1B.2 Presentation of Subject Matter :

Section I

Analysis of the Story- Part I

The story is of a fourteen year old boy called Billy. Billy narrates the story. At fourteen, he completed his education. He was unhappy to leave his school, friends and teachers. On the last day, he felt very unhappy to leave his teachers and classmates. With tearful eyes, he shook hands with his teacher and said goodbye to his friends. He walked across the playground and came out of the school gates. He reached home with a heavy heart.

In those days as soon as boys finish their education, they should get jobs. The society looked down upon young men who had no jobs. Billy thought that he was in disgrace. He was ashamed to show his face in the streets. He needed a job immediately. Hundreds of petty jobs were available. At that time the spinning mills were short of hundreds of ‘little piercers’. But his father and mother wanted him to get a special job. They wanted him to work as an apprentice in the locomotive shed.

His parents considered that a job in the locomotive shed had a great future. There were five stages of growth in the locomotive shed. They were: 1. He would begin his job as a dirt-wiper. 2. He would become a greaser. 3. He would become an oiler-and-greaser after many years. 4. He would be promoted to a job on the footplate of an engine and learn to be a fireman and stoke up the engine of the train. 5. If he had luck, he might become an engine-driver at the age of fifty. In those days, anyone

having a job in the locomotive was considered as being a royalty. It was difficult to get such jobs. It needed a lot of influence to get a job in the locomotive shed.

Billy's parents had no influence in the locomotive shed. There was a next-door neighbour called Alf Agar who was working as a common plate layer in the locomotive. He knew an oiler-and-greaser called Tom Petty. Tom Petty knew the boss of the locomotive shed. Mr. Bidwell was the boss. If Billy was lucky, Alf Agar would persuade Tom Petty to talk to Mr. Bidwell about a job for him. Mr. Bidwell was like a headmaster. He was a disciplined man. One Friday evening, Alf Agar came to Billy's house and informed that influence does not work with Mr. Bidwell and Billy had to impress the boss with his performance. He decided to teach Billy the skills to get a job in the locomotive.

Check Your Progress: I

A. Answer the following questions in one word/phrase/clause.

1. Who is the narrator of the story?
2. At which age Billy left the school and started to find a job?
3. Where did Billy's parents want a job for Billy?
4. How was a job in the locomotive shed perceived in those days?
5. Who was the boss of the locomotive shed?
6. Who was the next-door neighbour who would help Billy to get a job in the locomotive shed?

Section II

Analysis of the Story- Part II

Alf Agar taught Billy how to act in front of Mr. Bidwell at the time of interview. He told Billy about Mr. Bidwell's likes and dislikes. Alf taught Billy how to behave, what to say and how to say, etc. In other words, he taught Billy soft skills. Alf said the following things:

1. Do not walk with hands in pockets.
2. Walk straight with shoulders back and chin in.
3. Do not stammer- 'mumblin and meemawin' - like 'D-do y-you w-want...'

4. Speak in a loud, clear voice.
5. Most importantly, keep a real good smile on the face. Alf told Billy that Mr. Bidwell did not like the miserable looking boy. He wanted workers to be happy with the job.

Billy promised that he would try to follow all the instructions. These instructions were useful to Billy because he had the habit of walking with hands in his pockets and shoulders drooped. When he talked, he stammered in front of people. Alf asked Billy to do rehearsal of his performance so that he would impress Mr. Bidwell. In the first rehearsal, there were many faults. Alf told him that his whole future depended on the real good smile. He asked Billy to rehearse throughout the week end. Billy obeyed Alf's instructions. He practiced the smile throughout the week end. His cheeks hurt him.

On Monday morning, Billy set out from home to meet Mr. Bidwell and give interview. As he had practiced he walked with his shoulders back, head and back straight. He kept a smile on his face. He remembered his happy school days and felt afraid of the hard, uncertain future. On the way, he stopped at a brick building. It was a mental home. Just ahead of him was a tree stump. Billy decided to have his last rehearsal in that lonely place. While he was rehearsing, a gardener of the mental home watched him and offered a job to Billy. Billy ran away towards the locomotive shed as quickly as possible.

Check Your Progress

B. Answer the following questions by choosing the correct answer from those given below each.

1. taught Billy the ways of talking to Mr. Bidwell.
 - i. Alf Agar
 - ii. Billy's father
 - iii. Tom Petty
 - iv. an employer
2. did not like walking with hands inside the pockets.
 - i. Billy
 - ii. Billy's father
 - iii. Alf Agar
 - iv. Mr. Bidwell
3. Mr. Bidwell liked most
 - i. mumbling
 - ii. a real good smile
 - iii. Billy
 - iv. walking straight

4. Billy did his last rehearsal at
 - i. a garden
 - ii. Billy's house
 - iii. A brick building
 - iv. locomotive shed
5. Billy remembered his school days and felt
 - i. happy
 - ii. afraid of uncertain future
 - iii. worried
 - iv. anxious about future

Section III

Analysis of the Story- Part III

Billy reached the locomotive shed. He met Tom Petty who took him to Mr. Bidwell's room. He walked with his head and back straight. He did not put his hands in his pockets. He put on a special smile. Mr. Bidwell's room looked like a workshop. A person was standing beside the desk. Billy thought he was Mr. Bidwell. He was an elderly man and was smiling at Billy. Billy spoke impressively and said that he had come for a job. However, the person said that he was a sweeper and not the boss. Billy felt disappointed. His well-rehearsed performance was of no use. All his energy disappeared.

Just then Mr. Bidwell entered. He had an enormous square jaw, narrow eyes and black eyebrows. When he saw Billy, he shouted at him and asked why he had come there. Billy forgot all the things he had learned with Alf Agar. But he was not afraid to face Mr. Bidwell. He mumbled- 'd-do-y-you-w-want any lads, mister?' Mr. Bidwell could not understand his words. He roared again. Billy did not take out his hands from pockets. He did not straighten up. He talked to Mr. Bidwell naturally. Mr. Bidwell shouted at him in anger and said that he did not take lads like Billy. Billy also boldly said- 'I wouldn't jolly well take you on at any cost'. Billy felt relieved after speaking his mind. He left the locomotive shed.

Billy joined a Spinning Mill and started his job that very day. That evening Alf Agar came to his house and brought good news from Mr. Bidwell. Bidwell liked Billy because he was an honest boy and he had spoken truth. At the end, Billy chose to work with Mr. Bidwell at the locomotive shed.

The story teaches us to be an honest person. Being an honest person is more important than anything else.

Check Your Progress

C. Answer the following questions in one word/phrase/clause.

1. Whom did Billy meet in Mr. Bidwell's room?
2. Who answered Mr. Bidwell boldly?
3. Where did Billy start working initially?
4. Who brought good news from locomotive shed?
5. Which job did Billy ultimately choose?

1B.3 Summary :

'A Real Good Smile' is the story of a boy named Billy. He was fourteen years old when he completed his school education. He wanted a job immediately. Otherwise he would suffer disgrace in the society. There were many jobs of little piercers in spinning mills. But his parents wanted a job for him in the locomotive shed. In this job, there was a great future. A person could begin as dirt wiper, then a greaser, then an oiler-greaser, then a job on foot-plate of an engine, and at the age of 50, he may become an engine driver.

Billy's neighbour, Alf Agar, decided to help him to get a job in the locomotive shed. Alf knew Tom Petty, an oiler-greaser in the locomotive shed. But Mr. Bidwell, the boss, did not take boys who come with recommendations. So Alf Agar taught Billy how to behave in front of Mr. Bidwell: 1. Do not walk with hands in pockets. 2. Walk with straight back and chin in. 3. Do not mumble 4. Speak in clear, good voice 5. Keep a real good smile.

Billy practiced these things at the week end. On Monday, he went to the locomotive shed. On the way, near the mental home, he rehearsed for the last time. When he reached there, Tom Petty came and took him to Mr. Bidwell's room. There was a sweeper in the room. Billy misunderstood him for Mr. Bidwell and spoke out whatever he had practiced with his straight back and clear cut voice. He put on a special smile. But soon Mr. Bidwell entered and asked why he had come there. Billy forgot everything he had practiced. He mumbled something which Mr. Bidwell did not understand. Mr. Bidwell angrily said that he did not take lads like Billy. Billy retorted by saying that he too did not like Mr. Bidwell. Billy went away and joined a spinning mill that day only.

In the evening, Alf Agar came and gave the good news that Mr. Bidwell asked Billy to join the locomotive shed. Now, Billy had two jobs. He chose to work in the locomotive shed. His honesty was rewarded.

1B.4 Terms to Remember:

piercer (n) - the one who makes tiny holes

apprentice (n) - a learner of a trade

locomotive (n)- self-propelled engine for use in railways

royalty (n)- treatment like a royal person

mumbling (v) - speak indistinctly

meemawing (v)- an onomatopoeic expression imitating a cat

what the dickens- A slang expression indicating surprise

snuffy (adj)- dusty work in which scissors with a kind of bow are used to catch the burnt wick of candles

slough (n)- cast-off skin of a snake

trudge (v) - walk heavily

deserted (v)- left

crafty (adj)- cunning, smart

ogre (n)- a mythical man-eating giant

snooty (adj) - snobbish, superior

rant (v)- boast, speak noisily

prospects (n) - hopes, better future

1B.5 Answers to Check Your Progress :

Section I

A. Answers in one word/phrase/clause.

1. Billy is the narrator of the story.
2. At fourteen Billy left the school and started to find a job.

3. In the locomotive shed
4. Like a royalty
5. Mr. Bidwell
6. Alf Agar

Section II

B. Answer the following questions by choosing the correct answer from those given below each.

1. i) Alf Agar
2. iv) Mr. Bidwell
3. ii) a real good smile
4. i) a garden
5. ii) afraid of uncertain future

Section III

C. Answers in one word/phrase/clause.

1. The sweeper
2. Billy answered Mr. Bidwell's question boldly.
3. Billy joined a Spinning Mill initially.
4. Alf Agar brought good news from the locomotive shed.
5. Billy chooses to work with Mr. Bidwell in the locomotive shed.

1B.6 Exercises :

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

1. How does Billy take leave of his teachers and friends on the school-leaving day?
2. Why does Billy blame his parents?
3. Why does Agar emphasize that Billy should give a real good smile?
4. How does Billy practise in order to get the job in the locomotive shed?

5. How does Billy present himself before the sweeper-up mistaking him for Mr. Bidwell?

B. Write short notes on the following in 8-10 sentences each.

1. The five stages of career growth in the locomotive shed
2. Alf Agar's instructions to Billy for getting a job in the locomotive shed
3. Billy's behaviour in front of Mr. Bidwell

CJ MENDING WALL

Robert Frost

Contents

- 1C.0 Objectives
- 1C.1 Introduction
- 1C.2 Presentation of Subject Matter
 - Section I
 - Check Your Progress
 - Section II
 - Check Your Progress
 - Section III
 - Check Your Progress
- 1C.3 Summary
- 1C.4 Terms to Remember
- 1C.5 Answers to Check Your Progress
- 1C.6 Exercises

1C.0 Objectives

After studying this poem you will be able to

1. Understand the poem and its central theme
2. Explain symbolism used in the poem
3. Find the relationship between Nature and Man

1C.1 Introduction :

The poem “Mending Wall” is written by Robert Frost, an American poet of 20th century. He wrote the poem in 1914 and published it in his anthology *North of Boston*. Robert Frost was born in 1874 in San Francisco, California. His father died when he was ten years old. He went to Lawrence High school and later to Darmouth

College in 1892. In 1897, he entered Harvard University as a special student. He left the university midway and started farming. In 1912, he went to England and settled in Gloucestershire. His first book of poems, *A Boy's Will* was published in 1913. He published a number of collections of his poetry. He went back to America and settled permanently there. He died in Boston in 1963.

“Mending Wall” is one of the most popular poems written by Frost. It is based on his real experience of life. The poem is known for its realism and meditative quality. The poet reveals profound truths of life in the poem. The poem refers to an annual ritual of New England farmers when they mend stone walls in their farms in spring season. The poem has symbolic value.

1C.2 Presentation of Subject Matter :

Section I

Something there is that doesn't love a wall,
That sends the frozen-ground-swell under it,
And spills the upper boulders in the sun;
And makes gaps even two can pass abreast.
The work of hunters is another thing:
I have come after them and made repair
Where they have left not one stone on a stone,
But they would have the rabbit out of hiding,
To please the yelping dogs. The gaps I mean,
No one has seen them made or heard them made,
But at spring mending-time we find them there.
I let my neighbour know beyond the hill;
And on a day we meet to walk the line
And set the wall between us once again.
We keep the wall between us as we go.
To each the boulders that have fallen to each.
And some are loaves and some so nearly balls
We have to use a spell to make them balance:

"Stay where you are until our backs are turned!"
We wear our fingers rough with handling them.
Oh, just another kind of out-door game,
One on a side. It comes to little more:
There where it is we do not need the wall:
He is all pine and I am apple orchard.
My apple trees will never get across
And eat the cones under his pines, I tell him.
He only says, "Good fences make good neighbours."
Spring is the mischief in me, and I wonder
If I could put a notion in his head:
"Why do they make good neighbours? Isn't it
Where there are cows? But here there are no cows.
Before I built a wall I'd ask to know
What I was walling in or walling out,
And to whom I was like to give offence.
Something there is that doesn't love a wall,
That wants it down." I could say "Elves" to him,
But it's not elves exactly, and I'd rather
He said it for himself. I see him there
Bringing a stone grasped firmly by the top
In each hand, like an old-stone savage armed.
He moves in darkness as it seems to me,
Not of woods only and the shade of trees.
He will not go behind his father's saying,
And he likes having thought of it so well
He says again, "Good fences make good neighbours."

The poem describes a situation involving two neighbouring farmers. One of them is the speaker/poet who is a farmer and the other person is his neighbour. There

is a stone wall between their farms. Every year during spring season the stone wall needs mending. Every spring, the ritual of mending the wall takes place.

The speaker does not like the wall that divides the farms. However, the stone wall is there and every year he has to mend it. Now it is spring time. As usual, the stone wall is in disorder. The stones of the wall have fallen down. This happens because of two reasons. First, after the freezing winter, the earth swells and causes the upper stones of the wall to fall down. It creates gaps in the wall big enough to allow two persons to pass. Second, the hunters hunt for rabbits and make holes in the wall while searching for rabbits. The hunting dogs are happy for this.

Seeing the disordered condition of the wall, the speaker meets his neighbour who lives beyond the hill and reminds him of mending the wall. On a certain day, both walk together along the wall each on his side of the farm. While walking, they keep stones one upon another which had fallen on their side and repair the wall. But it is not an easy task. Some are small stones and some are huge boulders. Balancing them is difficult. The speaker feels that they need a spell or magic to do their job. Their hands become rough by handling the stones. At last, the speaker comforts himself by saying that it is just an outdoor game.

The speaker thinks seriously about the necessity of the wall. He asks why two good neighbours need the wall after all. The speaker does not like the wall. In his farm he grows apple trees and his neighbour grows pine. The trees themselves do not move across to his neighbour's farm or vice versa. So there is no need of the wall. The speaker tells his neighbour about his dislike of the wall. But the neighbour wants the wall. He responds by saying "Good fences make good neighbours." The poet tries to convince his neighbour that they do not need it as there are no cows that can cross the boundaries. The neighbour does not agree.

The speaker becomes serious and thinks about what are the things that he is 'walling in' and 'walling out'. He does not know what he is trying to protect and what he is trying to keep outside and why. He says that human heart that also does not love the wall. It wants the stone wall down. Human nature wants farms existing without boundaries. The speaker tells the neighbour that 'elves' do not like it. However, the neighbour is insistent. He is bringing a huge boulder to repair the wall. To the speaker, he looks like a savage. The neighbour lives in darkness. He is

ignorant. Even then, the neighbour repeats the same thing “Good fences make good neighbours.”

The poem, thus, deals with how human beings have created artificial divisions in the society. However, the attitude of the poet towards the wall remains vague.

Check Your Progress

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

1. Which season is the mending season?
2. Name the two reasons that cause disorder in the wall?
3. How many people pass through the gap in the wall caused by swollen ground?
4. Who thinks- ‘We do not need the wall’?
5. What does the neighbour say about the fences?

B. Choose the appropriate answer and complete the following sentences.

1. The speaker in the poem speaks to his....
i) friend ii) relative iii) neighbour iv) worker
2. The wall is damaged during
i) summer ii) spring iii) autumn iv) winter
3. The hands of the two neighbours who are mending the wall are made rough by handling
i) boulders ii) implements iii) tree trunks iv) hounds
4. The neighbour grows ... trees.
i) apple ii) pine iii) teakwood iv) sandalwood
5. The ...is symbolic of divisions in human mind in the poem.
i) winter ii) pine trees iii) apple orchard iv) wall

Section II

Theme of *Mending Wall*

The main theme of the poem is unity and solidarity among human beings. By nature we are all one. But the society has created artificial walls among human beings. In the poem, the wall divides the two neighbours. The speaker says that there is 'something' in human nature that does not love the wall. Nature too does not like the wall. Therefore, during spring season, the earth swells and the wall collapses. But human culture has established the tradition of repairing the wall. During spring season, the two neighbours set out to repair the wall. Both try their best to keep the stones in their places. But they fail. It is difficult to divide human beings. Human race is one single entity. There should not be any divisions among mankind.

The speaker does not want the wall between good neighbours. He grows apple trees and his neighbour pine trees. There are no cows to cross the boundaries of the two farms. So he says 'we do not need the wall'. He dislikes his neighbour who is bringing a huge stone to repair the wall. The neighbour looks like a savage. He lives in moral darkness. However, the speaker's attitude towards the wall is ambiguous because he himself reminds the neighbour about mending the wall in spring season. The neighbour just responds to his call.

The neighbour believes in building the wall. In this, he follows the good old tradition. He repeats the old proverb twice: "Good fences make good neighbours." For him the wall is the basis of human society and civilization. It protects privacy and freedom of the individual. It puts limits to human interaction. It teaches discipline by drawing boundaries between people. If there are no walls then there will be chaos.

Thus, there is opposition between the two approaches- one does not want the wall and the other wants it. This contradiction remains unresolved. This makes it a complex poem.

Check Your Progress

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

1. What is the main theme of the poem?
2. What divides the neighbours?

3. Who opposes the wall?
4. Who is in favour of the wall?
5. Whose attitude is ambiguous?

Section III

Form and Symbolism in *Mending Wall*

The poem is a monologue written in conversational style. It is written in blank verse. It is written continuously without any stanza breaks. The poet makes use of New England dialect in the poem where he was living.

The major symbol in the poem is the wall or fence. It stands for division created artificially by the people. Division separates persons from one another. It emphasizes differences rather than similarities among people. The poet presents two attitudes towards the wall- one against the wall and the other in favour of it. The speaker resents the wall because there is no need of it between the farms where two different types of trees are grown. If we can identify the farms by means of apple trees and pine trees grown on the farms, we do not need the wall at all. But the wall stands there as the societal norm. His neighbour repeats it twice: "Good fences make good neighbours." He finds it necessary to demarcate the official line between what belongs to 'me' and what belongs to 'you'. The wall, thus, symbolizes the artificial barrier constructed among individuals in the society. The speaker is left wondering what are the things that we can 'wall in' and what are the things that we can 'wall out'.

Check Your Progress

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

1. In which form the poem is written?
2. Which metre is used in the poem?
3. Which is the main symbol of the poem?
4. What does the main symbol stand for?
5. Between the two opposing attitudes towards the wall, which attitude appeals to you most?

1C.3 Summary:

“Mending Wall” is written by Robert Frost, a 20th century American poet. It is written in the form of a monologue and in blank verse. The poem is based on the poet’s personal experience. It is a reflective poem. The personal experience leads to a profound philosophy of life- unity in diversity.

The poem begins with the idea that ‘something’ in human nature does not like the wall. But the wall is already there between his farm and his neighbour’s. Every spring season, he finds breaks in the wall caused by the swelling of the ground after winter and by hunters. He informs his neighbour about it and fixes a date for mending the wall. This has been an annual ritual. Each walks on his side of the wall and tries to keep the fallen stones one upon another. Despite their best efforts, the stones refuse to remain in place. Their hands become rough by handling the stones.

The speaker/poet thinks about why the two good neighbours need the wall. Since he grows apple trees and his neighbour grows pine, there is no need of the wall at all. There are no cows that can cross boundaries. He says the same to his neighbour. But the neighbour wants the wall because the society has created divisions: “Good fences make good neighbours”. The neighbour brings a huge stone to place it on the wall. The speaker thinks that his neighbour looks like a savage. He is ignorant of what he is doing. The poet wonders what they are ‘walling in’ and ‘walling out’. He feels helpless against the insistent neighbour.

The central theme of the poem is unity and destruction of artificial barriers amongst human beings. The main symbol of the poem is the wall which stands for artificial divisions created by human beings. We need to think whether such divisions are necessary.

1C.4 Terms to Remember:

mend(V)- to repair a hole in something

boulders(N)- huge stones

abreast(Adj.)-walk straight

fence(N)- a structure which separates a piece of land

walling in (phrasal verb)-to surround something with a wall

walling out (phrasal verb) - to keep something outside the wall

offence(N)- the feeling of being angry, upset or insult caused by someone

elves(N)- a small imaginary person with magical powers

savage(N)- uncivilized person

monologue(N) - speech of one person

1C.5 Answers to Check Your Progress :

Section I

A. Answers in one word/phrase/sentence:

1. Spring season is the mending season.
2. Swelling of the ground after winter and hunters are the two reasons who cause fall of the wall.
3. Two people pass through the gap in the wall caused by swollen ground.
4. The speaker/poet thinks 'we do not need the wall'.
5. The neighbour says, "Good fences make good neighbours."

B. Answers to multiple choice questions:

1. iii) neighbour
2. ii) spring
3. i) boulders
4. ii) pine
5. iv) wall

Section II

C. Answers in one word/phrase/sentence each.

1. The theme of the poem is unity among human beings.
2. The wall has divided the neighbours.
3. The speaker/poet opposes the wall.
4. The neighbor favours mending the wall.
5. The speaker/poet's attitude is ambiguous.

Section III

D. Answers in one word/phrase/sentence each.

1. Monologue
2. Blank verse
3. Wall or fences
4. Barrier or division among human beings
5. Unity of human beings (It can be division among human beings.)

1C.6 Exercises :

A. Answer the following questions in 3/4 sentences each.

1. What do the speaker and his neighbour decide to do to mend the wall?
2. How difficult is it to mend the wall for the speaker?
3. Why does the speaker not want the wall?
4. How does the neighbour bring the stones?
5. Explain the meaning of “Good fences make good neighbours.”

B. Write short notes on the following in 8-10 sentences each.

1. The speaker’s views about mending the wall
2. The neighbour’s views about the wall
3. Symbolism in ‘Mending Wall’

Module II

A) Conversation Skills

Contents

- 2A.0 Objectives
- 2A.1 Introduction
- 2A.2 Presentation of Subject Matter
 - 2A.2.1 Sub-Content I
Section - I
 - 2A.2.2 Sub Content II
Section - II
 - 2A.2.3 Sub Content III
Section - III
 - 2A.2.4 Sub Content IV
Section - IV
- 2A.3 Key to Self-Check Exercises
- 2A.4 Exercises

2A.0 Objectives

After studying and working with this unit, you will be able to...

- Make inquiries and respond efficiently
- Express agreement and disagreement independently
- Understand when and why to interrupt
- State and ask opinion confidently
- Get master in settling any argument
- Know how to request and respond to it
- Understand persuasion, tackling with complaints, handling offers, learn acceptance, offering help and express apology

2A.1 Introduction

Friends we are living in a modern competitive world. We need to prepare ourselves for the competition. We learn language since we take birth. But to express it is a skill. Listening, Speaking, Reading, and Writing are the basic pillars of learning any language. But to communicate with others is an essential skill nowadays. We have already learnt in B.A. Part-I, Semester- I, how to introduce yourself and to one another in Module III A) English for General Purposes. We need to communicate with others to get friends through self-introduction and ask for the same; to express our wishes and opinion; to express our likes and dislikes; to ensure right and wrongs, to give and ask information; to give and take help; to accept and reject any favourable and unfavourable things; to welcome and see off the guests and so on. There are certain etiquettes we have to follow as a good English speaker. It needs proper training and practice. Now let's learn further skills in English for effective communication.

2A.2 Presentation of Subject Matter

2A.2.1 Section I. Asking for permission:

Sometimes we need something that does not belong to us, if we are busy in a work together and want to take a break for casual things and to interrupt somebody for our own cause. Permission even for casual things is a good manner of politeness. Study the following ways:

Asking for permission

- *Can I have a glass of water?*
- *Is it OK if I make a phone call?*
- *Could you say that again, please?*
- *Can I speak to you for a moment?*
- *Do you mind if I look at your CDs?*
- *Is it OK if I miss the English lesson tomorrow?*
- *Could you move over, please?*
- *May I come in, Sir?*

Possible responses

- Yes, you can.*
- It's my pleasure.*
- Sure!*
- Why not?/ Of course!*
- I don't mind*
- No, you must attend.*
- Ok/ why not/ yes.*
- Yes, you may/ Wait for a moment.*

Note the expressions like '*Can I have...*', '*Is it Ok if...*', '*Could you...please*' and '*Do you mind if...*' in the above sentences. For asking permission modal verbs like *can*, *could* and *may* are mostly used.

Could is the past tense of *can*. However, when asking for permission, *could* does not have a past tense meaning. *Could* has the same meaning as *may* when making requests. It is equally polite to say,

“Could I leave early?” or “May I leave early?”

Could is used with any subject to ask for permission. For example “Could I open the window?” or “Could you open the window?” are both grammatical.

When making a request using *may*, only *I* can be the subject. If you are making a formal request to dance with someone, you would say, “May I dance with you?” not “May you dance with me?” *May* followed by *you* does not express a request; it expresses a wish, as in “May you live long.”

Check Your Progress - I

A) Complete the following sentences by filling them with correct words:

- i. _____ I use your pen for a moment?
- ii. _____ if I drive your motorbike?
- iii. _____ if I leave the office earlier tomorrow?
- iv. _____ explain your problem, _____?
- v. _____ if I switch the fan off?

B) Write a conversational chunk of asking and giving permission.

2A.2.2 Section – II

II. Expressing Agreement and Disagreement

Friends, it is very easy to express our agreement and disagreement in mother tongue. But in second language, we need ample practice. We must be sure of our opinion. We should take care that our words should not hurt others' feelings. Saying YES and NO is easy when we are sure of our strong opinion about something. It is

necessary in debates and discussions. Following are the ways to express agreement and disagreement:

Expressing Agreement:

- I agree with you 100 percent.
- That's so true.
- **(slang)** Tell me about it!
- Absolutely!
- Exactly!
- I have to side with Dad on this one.
- **(agree with negative statement)**
Me either too.
- You have a point there.
- I couldn't agree with you more. **(partial agreement)**
- That's for sure!
- You're absolutely right.
- That's exactly how I feel.
- I'm afraid I agree with James.
- No doubt about it.
- **(weak)** I suppose so. /I guess so.
- I was just going to say that.

Expressing Disagreement:

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

Interruption:

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

Stating an opinion:

At the time of negotiation, in any discussion, we have to express our opinions. We have to listen to others' too. We have to respect their opinions. We should try to convince them our opinion after properly listening and understanding others. If they agree with our ideas, they suggest us additions into them and the conversation becomes successful. Following are the ways of expressing our opinion/s and also asking others for their opinion/s:

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

Asking for an opinion:

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

Settling an Argument:

Sometimes arguments can reach to such a height that the topic of discussion may be discarded without any solution. Hence, it needs skillful handling of such arguments. One should initiate for its settlement. Following are few ways of settling:

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

Now study the following conversational chunk and note the underlined expressions used in it:

Example: Participation in Youth Festival

Raju: Hi Sanjay! Did you hear, we are going to participate in youth festival this year!

Sanju: You are absolutely right, Raju. (*strong agreement*)

Raju: Hey Shyam, are you going to participate with us? (*asking for opinion*)

Shyam: Actually, I'm not sure about that. (*partial agreement*)

Shivani: But why? You are good dancer!

Shyam: You have a point there, but I couldn't concentrate on my studies.
(*agreement*)

Raju: I have to side with Shyam on this one. (*agreement with support*)

Sanju: Can I add something here? If Shivani helps us to provide class-notes, Shyam can participate. (*interruption*)

Raju: Absolutely! (*strong agreement*)

Shyam: I 100 percent agree with you. Let's go to register our names for folkdance.
(*strong agreement*)

Check Your Progress – II

A) Use proper expressions of agreement/disagreement and complete the following conversational chunk:

1. Rani: Hello everybody, shall we go to watch a movie?

Harshita: Wow ----- idea! Thanks to raise the topic!

Rucha: But ----- exams from next week!

Dipali: ----- right!

Harshita: But I ----- with you, as we have ample time to study.

Rani: You -----there, Harshita.

Harshita: Ok, after this movie, we'll go for another only after the exam.

Dipali: I ----- that.

Rani: Then shall we go for the first show today?

Rucha: I ----- with you now.

B) Write a piece of conversation expressing agreement/disagreement on the following topics:

1) Buying a new TV for the family

2) Buying a new house

3) Going to watch a cinema in the theatre

2A.2.3 SECTION – III

III. Making Request

There are number of ways of asking for something. We usually ask for something in a polite and indirect way using *can*, *could*, *would you mind* and so on for example:

Requests	Possible Responses
• <i>I wonder if you could</i> allow me to drive your bike.	• Sure! Here you are (<i>giving key</i>).
• <i>I'd be grateful if you could</i> give me English classroom notes.	• My pleasure, but you must return by tomorrow.
• <i>Could you possibly</i> come to my home for study today?	• Why not, at what time should I come?
• <i>Do you think you could</i> complete your homework within an hour?	• Of course, I could.
• <i>Is there any chance you could</i> give me Rs. 500/- to submit my exam fee today?	• Yes, I have./ No, I don't have that much.
• <i>Would you mind</i> giving me your mobile phone for moment?	• Yes, have this./ sorry I can't.
• <i>Would it be possible</i> for you to bring your camera for our tour?	• Yes, sure./ Don't worry, I would/ No, I can't.
• <i>Do you mind</i> switching the fan off?	• No problem./ Yes I'll switch it on.

Give special attention to the expressions used in the above sentences for making requests. They are very polite. Use of modal verbs like *could* and *would* in *Could you possibly...*; *Would you mind V+ing...*; *Would it be possible...*

Note the expressions like *I wonder if you could...*; *I'd be grateful if you could...*

For the *yes* and *no* type response to a request verbs like *is* and *do* are used as in *Is there any chance you could...*; *Do you think you could...* and *Do you mind V+ing* are used for requests.

Check Your Progress: III

A) Use proper expressions from the above and complete following requests:

1. ----- give me the pencil?
2. ----- take off your shoes?
3. ----- take me to the librarian?
4. ----- the door for me, please?
5. ----- repair my mobile phone?
6. ----- take me to the mall?
7. ----- take me college?
8. ----- tell me what happened with your motorbike?
9. ----- come to my brother's birthday party?
10. ----- come to my home for the demonstration of your product?

B) Use proper expressions from the above and write a piece of conversation of requests and responses:

2A.2.4 SECTION – IV

IV. Persuasion, Complaint, Offering Help, Acceptance and Apology:

Complaining:

When we are about to complain, we have to remain focused on what we want to achieve and state it clearly. We have to make sure that we keep a full record of the conversation, including the name of the person to whom we speak. We have to be sure of the person, situation and the issue we deal with. While complaining, though we are upset or in angry mood, we have to be polite as we are going to do communication with them. Following are the ways to complain in polite manner:

- *I'm annoyed with you for* treating your friends in such a manner.
- *It upsets me that you* don't keep your promise.
- *It bothers me that you* always find faults with others.
- *To be honest with you,* I really feel sorry as you are not doing your job well.

- ***To tell you the truth*** I don't believe on what you say.
- ***How can we fix this?***

Offering help:

In our day to day life and communication too we have to keep our presence of mind alert all the time. To maintain our goodwill with everyone in our contact, we have to offer help for any petty things. These tiny helps make great positive difference in the progress of our communication as well as in relationship. Study the following expressions...

- **Would you like** me to hold your bag?
- **I'd be happy to** give you lift towards your office, if you like.
- **Allow me to** present this demo.
- **Do you want me to** help you to solve this problem?
- **Let me help you** to find out the address you need.
- **Can I help you with** learning English speaking?

Accepting a Proposal:

The way we deal with the offers by others also keeps great importance in public relationships. We can express our gratitude in positive simple words. Our acceptance of any communication regarding proposals keeps our relations healthy. Following are the simple ways of accepting proposals...

- Sure!
- That **would be fine** with me.
- That **would be great**.
- I don't mind.
- I guess that **would be okay**.
- It **would be my pleasure**.

Apologizing:

Apology is the best way to keep our communication and personal relations very healthy. They must be expressed at the right time. Apology is the key of the listener's heart. Only 'I am sorry' will not do much. It needs some amicable feeling too. See the following ways of apologizing:

- ***I am so sorry that*** I couldn't complete my homework.
- ***I didn't mean to*** hurt you.
- ***I'm really sorry*** I forgot to call you yesterday.
- ***I'm extremely sorry that*** I failed to

- *I express my deep sorry* because my child broke glass of your window.
- *Please forgive me as* I can't make it to come with you for the tour.

attend your wedding ceremony.

Persuading someone to accept an offer:

Persuasion is an art. In communication this art is essential. Many times we have to convince the listeners that we are on their side for their well-being. The communication we are performing with them is a trustworthy and beneficial. Politeness is a must at such occasions. See a few expressions given below to persuade somebody:

- *I insist.*
- *I don't mind* to have a cup of tea.
- *Would you mind* giving me some money, *if I* promise you to return in time?
- *I could* purchase a new bike for you, *if you would* bring good number in this exam.
- *It's no problem.*
- *You shouldn't have to* bother using my phone to call.
- *Could I possibly* talk you about this matter, *if I* am allowed?

Now study the following conversation between friends while purchasing a mobile phone and note the expression used in it:

Suresh : Hello, everyone! I want to purchase a mobile phone.

Dinesh : That's great! Which model are you interested in?

Suresh : How is the result of Motorola?

Sanjay : Ok, let me help you to choose a latest model of Motorola.

Suresh : Thank you so much.

Dinesh : Why do you stick only to Motorola? There are other better choices in the market now?

Sanjay : Dinesh, but Suresh only wants Motorola.

Pradip : Could I possibly talk you into this matter, if I am allowed?

Suresh : Why not? Sure! What is your opinion?

Pradip : Suresh, if you wait for Diwali offers, you will have better options to purchase online.

Dinesh : That would be fine with you Suresh.

Suresh : I don't mind. Let's wait for the offers then. Thank you for your opinions.

Check Your Progress: IV

A) Use proper expressions and complete the following sentences:

- i..... with you, I can't help you in this matter.
- ii..... help you in your project, if you'd like.
- iii.If I would be able to sponsor your programme, it
- iv..... that I couldn't attend your wedding ceremony.
- v..... complete my task, help me.

B) Write a piece of conversation among friends about the purchase of a new LED TV, using the expressions that you have learnt in the classroom.

2A.3Key to Self-Check Exercises

Check Your Progress – I

A)

- i.*Can*
- ii.*Would you mind*
- iii.*Is it ok*
- iv.*Could you..., please?*
- v. *Do you mind* if I switch the fan off?

Check Your Progress – II

- A) 1. *what an, there are, absolutely, am not fully agree, have a point, was just going to, fully agree***

Check Your Progress: III

A)

1. *Could you*
2. *Would you mind taking*
3. *I'd be grateful if you could*
4. *Do you mind opening*
5. *Do you think you could*
6. *I would be grateful if you*
7. *Would it be possible for you to*
8. *I would be grateful if you*
9. *Is there any chance you could*
10. *Could you possibly*

Check Your Progress: IV

A)

- i. *To be honest*
- ii. *I would like*
- iii. *would be my pleasure.*
- iv. *I am so sorry*
- v. *I could... if you*

2A.4 :EXERCISES:

Q. 1 A) Write a conversation for asking and giving permission in your own words. Use as many expressions as you can beginning with *can, could, may* etc.

B) Complete the following permissions by filling them with correct words:

- i. _____ if I use your computer?

- ii. _____ if I try your mobile camera?
- iii. _____ if I keep your bag in that corner?
- iv. _____ spell your name again, please?

Q. 2: A) Use proper expressions of agreement/disagreement and complete the following conversational chunk:

1. Yogesh: Good Morning, Friends! Let's go to attend the lecture.

Pradnya: Yes, _____ that.

Rutuja: No, way I am not in mood to attend it today.

Pradnya: You always do so yaar.

Rutuja: _____ the case. _____ think, I purposefully bunk lectures?

Yogesh: Hey guys, _____, I would suggest to take permission for not attending lecture.

Pradnya: _____, shall we?

Rutuja: Ok, fine let's go now

B) Write a piece of conversation containing expressions of agreement and disagreement in your own words. Use expressions that you have learnt.

Q. 3:A) Use proper expressions and complete following requests:

- i.----- give me your scooty?
- ii.----- switch off your mobile phone?
- iii.----- show me the way towards bus stand?
- iv.----- book a ticket to Hyderabad for me, please?
- v.-----share our car?

B) Write a piece of conversation expressing agreement/disagreement on the following topics:

- 1) Buying a new shirt
- 2) Taking part in Dance Competition

3) Buying a new Motorcycle

Q. 4: A) Use proper expressions and complete the following sentences:

- i. _____ if I use your computer?
- ii. _____ if I try your mobile camera?
- iii. _____ if I keep your bag in that corner?
- iv. _____ spell your name again, please?

B) Prepare a friendly conversation on Purchase of a gift for a friend who has invited you on his birthday party using the expressions that you have learnt in the classroom.

Further readings:

- *Communicating Effectively in English*, Aditya Nandwani, Swastik Prakashan, Panchkula (Haryana), First Edition, 2008
- *Communication Skills and Functional English*, Dhawan J.K., Prism Books Jaipur, First Edition, 2011
- *Communication Skills*, Raman Meenakshi and Sangeeta Sharma, Oxford University Press, second impression 2009
- *Oxford Guide to Effective Writing and Speaking*, Seely John, Oxford University Press, Seventh impression 2010

B) THE HIGHWAY

- Ray Bradbury

Contents:

- 2B.0 Objectives
- 2B.1 Introduction
- 2B.2 Text – I
 - 2B.2.1: Section – I
 - Check Your Progress – I
 - 2B.2.2: Section – II
 - Check Your Progress – II
- 2B.3 Summary
- 2B.4 Glossary
- 2B.5 Answers to check your progress
- 2B.6 Exercises
- 2B.7 Writing Activity
- 2B.8 Further Reading

2B.0 Objectives:

After studying this unity you will be able to...

- Understand the world around
- Understand Ray Bradbury's skill as a Short Story writer
- Know the effect of war on people
- Understand the difference between urban and rural life

2B.1 Introduction:

Ray Bradbury (b. 22nd August, 1920 – d. 5th June, 2012) was born in Illinois, USA. He has written stories, novels, plays etc. and is particularly well known for his science fiction. He lives in Los Angeles., California. The present story has a background which goes back to the dropping of the two atom bombs on Hiroshima and Nagasaki in Japan, which brought unthinkable devastation and ended the Second World War (1939-1945). Since then countries of the world like USA, USSR and Britain have produced bombs one thousand times more powerful than that dropped on Japan. And people all over the world, particularly in America, Europe and the Soviet Union, have lived in constant fear of an atomic war which would be the end of mankind. This sense of fear forms the background of the story when people in thousands are fleeing from the towns in search of a safe place because the atomic war has started. On the other hand, people who live in the agricultural parts of the underdeveloped countries are not much concerned and are less aware of this danger. The story shows this contrast in attitude. At the same time it goes beyond this to point a way out of the fear and towards hope.

2B.2 Text

2B.2.1 Section - I

The cooling afternoon rain had come over the valley, touching the corn in the tilled mountain fields, tapping on the dry grass roof of the hut. In the rainy darkness the woman ground corn between cakes of lava rock, working steadily. In the wet lightlessness, somewhere, a baby cried.

Hernando stood waiting for the rain to cease so he might take the wooden plow into the field again. Below, the river boiled brown and thickened in its course. The concrete highway, another river, did not flow at all; it lay shining, empty. A car had not come along it in an hour. This was, in itself, of unusual interest. Over the years there had not been an hour when a car had not pulled up, someone shouting, “Hey there, can we take your picture?” Someone with a box that clicked, and a coin in his hand. If he walked slowly across the field without his hat, sometimes they called, “Oh, we want you with your hat on!” And they waved their hands, rich with gold things that told time, or identified them, or did nothing at all but winked like spider’s eyes in the sun. So he would turn and go back to get his hat.

His wife spoke. "Something is wrong, Hernando?"

"*Si*. The road. Something big has happened. Something big to make the road so empty this way."

He walked from the hut slowly and easily, the rain washing over the twined shoes of grass and thick tire rubber he wore. He remembered very well the incident of this pair of shoes. The tire had come into the hut with violence one night, exploding the chickens and the pots apart! It had come alone, rolling swiftly. The car, off which it had come, had rushed on, as far as the curve, and hung a moment, headlights reflected, before plunging into the river. The car was still there. One might see it on a good day, when the river ran slow and the mud cleared. Deep under, shining its metal, long and low and very rich, lay the car. But then the mud came in again and you saw nothing.

The following day he had carved the shoe soles from the tire rubber.

He reached the highway now, and stood upon it, listening to the small sounds it made in the rain.

Then, suddenly, as if at a signal, the cars came. Hundreds of them, miles of them, rushing and rushing as he stood, by and by him. The big long black cars heading north toward the United States, roaring, taking the curves at too great a speed. With a ceaseless blowing and honking. And there was something about the faces of the people packed into the cars, something which dropped him into a deep silence. He stood back to let the cars roar on. He counted them until he tired. Five hundred, a thousand cars passed, and there was something in the faces of all of them. But they moved too swiftly for him to tell what this thing was.

Finally the silence and emptiness returned. The swift long low convertible cars were gone. He heard the last horn fade.

The road was empty again.

It had been like a funeral cortege. But a wild one, racing, hair out, screaming to some ceremony ever northward. Why? He could only shake his head and rub his fingers softly, at his sides.

Now, all alone, a final car. There was something very, very final about it. Down the mountain road in the thin cool rain, fuming up great clouds of steam, came an old Ford. It was traveling as swiftly as it might. He expected it to break apart any instant.

When this ancient Ford saw Hernando it pulled up, caked with mud and rusted, the radiator bubbling angrily.

“May we have some water, please, señor!”

Check Your Progress – I

Complete the following sentences by choosing the correct alternative from the ones given below:

1. The cooling rain had come over the valley.
a) *evening* b) *morning* c) *afternoon* d) *night*
2. The woman was growing crop in the tilled mountain fields.
a) *corn* b) *jawar* c) *barley* d) *wheat*
3. stood waiting for the rain to cease so he might take the wooden plow into the field again
a) *twenty* b) *Hernando* c) *two* d) *three*
4. Hernando wore shoes of and thick tire rubber.
a) *sponge* b) *grass* c) *clothe* d) *cotton*
5. The big black cars were heading north towards the
a) *Japan* b) *Russia* c) *United Kingdom* d) *United States*

2B.2.2: Text

A young man, perhaps twenty-one, was driving. He wore a yellow sweater, an open-collared white shirt and gray pants. In the topless car the rain fell upon him and five young women packed so they could not move in the interior. They were all very pretty and they were keeping the rain from themselves and the driver with old newspapers. But the rain got through to them, soaking their bright dresses, soaking the young man. His hair was plastered with rain. But they did not seem to care. None complained, and this was unusual. Always before they complained; of rain, of heat, of time, of cold, of distance.

Hernando nodded. “I’ll bring you water.”

“Oh, please hurry!” one of the girls cried. She sounded very high and afraid. There was no impatience in her, only an asking out of fear. For the first time

Hernando ran when a tourist asked; always before he had walked slower at such requests.

He returned with a hub lid full of water. This, too, had been a gift from the highway. One afternoon it had sailed like a flung coin into his field, round and glittering. The car to which it belonged had slid on, oblivious to the fact that it had lost a silver eye. Until now, he and his wife had used it for washing and cooking; it made a fine bowl.

As he poured the water into the boiling radiator, Hernando looked up at their stricken faces. "Oh, thank you, thank you," said one of the girls. "You don't know what this means."

Hernando smiled. "So much traffic in this hour. It all goes one way. North."

He did not mean to say anything to hurt them. But when he looked up again there all of them sat, in the rain, and they were crying. They were crying very hard. And the young man was trying to stop them by laying his hands on their shoulders and shaking them gently, one at a time, but they held their papers over their heads and their mouths moved and their eyes were shut and their faces changed color and they cried, some loud, some soft.

Hernando stood with the half-empty lid in his fingers. "I did not mean to say anything, señor," he apologized.

"That's all right," said the driver.

"What is wrong, señor?"

"Haven't you heard?" replied the young man, turning, holding tightly to the wheel with one hand, leaning forward. "It's happened."

This was bad. The others, at this, cried still harder, holding onto each other, forgetting the newspapers, letting the rain fall and mingle with their tears.

Hernando stiffened. He put the rest of the water into the radiator. He looked at the sky, which was black with storm. He looked at the river rushing. He felt the asphalt under his shoes.

He came to the side of the car. The young man took his hand and gave him a peso. "No." Hernando gave it back. "It is my pleasure."

“Thank you, you’re so kind,” said one of the girls, still sobbing. “Oh, Mama, Papa. Oh, I want to be home, I want to be home. Oh, Mama, Dad.” And others held her.

“I did not hear, señor,” said Hernando quietly.

“The war!” shouted the young man as if no one could hear. “It’s come, the atom war, the end of the world!”

“Señor, señor,” said Hernando.

“Thank you, thank you for your help. Good-by,” said the young man.

“Good-by,” they all said in the rain, not seeing him.

He stood while the car engaged its gears and rattled off down, fading away, through the valley. Finally it was gone, with the young women in it, the last car, the newspapers held and fluttered over their heads.

Hernando did not move for a long time. The rain ran very cold down his cheeks and along his fingers and into the woven garment on his legs. He held his breath, waiting, tight and tensed.

He watched the highway, but it did not move again. He doubted that it would move much for a very long time.

The rain stopped. The sky broke through the clouds. In ten minutes the storm was gone, like a bad breath. A sweet wind blew the smell of the jungle up to him. He could hear the river moving gently and easily on its way. The jungle was very green; everything was fresh. He walked down through the field to his house and picked up his plow. With his hands on it he looked at the sky beginning to burn hot with the sun.

His wife called out from her work. “What happened, Hernando?”

“It is nothing,” he replied.

He set the plow in the furrow, he called sharply to his burro, “Burrrrrrr-o!” And they walked together through the rich field, under the clearing sky, on their tilled land by the deep river.

“What do they mean, ‘the world’?” he said.

Check Your Progress – II

Complete the following sentences by choosing the correct alternative from the ones given below:

- 1) A young man, perhaps, was driving the car.
a) *twenty-one* b) *twenty-two* c) *twenty-three* d) *twenty-four*
- 2) In the topless car, there were pretty women packed.
a) *three* b) *four* c) *five* d) *six*
- 3) Hernando returned withfull of water.
a) *a bowl* b) *a pot* c) *a pound* d) *a hub lid*
- 4) The young man took his hand and gave Hernando
a) *a peso* b) *a dollar* c) *a pound* d) *a dinar*
- 5) Hernando could hear moving gently and easily on its way..
a) *a snake* b) *the river* c) *a bird* d) *a fish*

2B.3 Summary:

Hernando lives with his wife in the agricultural part along a highway and on a bank of a river, in an underdeveloped country. People generally passing from his field used to stop and take his photos. Sometimes speedy cars meet with accident and fell in the river. Their spare parts Hernando brings home to use e.g. a hub lid as a bowl. On a rainy day, thousands of cars pass from the road. One of the cars with a young man and five womens tops by him for the water to fill into the boiling radiator. He offers money to Hernando but being an honest and selfless he denies. The women are crying with fear. Hernando asks the reason behind it. The young man says whether he doesn't know about the War. He says it has come, the atom war and there will be the end of the world! But Hernando is not so much concerned and less aware of the city life that he doesn't know about this all! This basic difference of harsh and heartless urban life and kind and honest rural life Ray Bradbury wants to focus through this story.

2B.4 Glossary

tilled ((v)	:	Cultivated
lightlessness(n)	:	Darkness
twined (v)	:	tied or wrapped with a thin rope
funeral cortege(Ph.)	:	procession of people accompanying and following a coffin from the place where a person has died to the burial ground
Senor (n)	:	Spanish word for a man as Sir or Mr.
Si	:	Spanish word for Yes
hub lid (n)	:	a part of car, a kind of disc, that covers nut bolts of its wheel
oblivious (adj.)	:	forgetful, absent minded, unthinking, incognizant
stricken face (n)	:	a face that is seriously affected by an unpleasant feeling or disease or by a difficult situation
stiffen (v)	:	to suddenly stop moving and hold your body very straight, usually because you are afraid of or angry
asphalt (n)	:	a thick black substance that is used to making the surface of roads, Tar
Peso (n)	:	coin of low value used in Mexico
burro (n)	:	Spanish word for donkey

2B.5 Answers to check your progress:

Check Your Progress – I

1. *afternoon*
2. *corn*
3. *Hernando*
4. *grass*
5. *United States*

Check Your Progress – II

1. *twenty-one*
2. *five*
3. *a hub lid*
4. *a peso*
5. *the river*

2B.6 Exercises:

A) Answer the following questions in 100 to 120 words each:

- 1) Give description of the valley in your own words.
- 2) From what did Hernando carve his shoes?
- 3) Describe the occupants of the Ford car.
- 4) Where did Hernando find the hub lid in which he carried the water?
- 5) ‘For the first time Hernando ran when a tourist asked.’ Give reasons for Hernando’s behaviour.

B) Write short-notes on the followings in 100 to 120 words each:

- 1) The title – ‘The Highway’
- 2) The story behind Hernando’s shoes
- 3) The end of the story

2B.7 Writing Activity:

Purchase *The Sunday Times* of India newspaper and copy a story you like from its supplement entitled, ‘The Speaking Tree’

2B.8 Further Activity:

Read the short-story - ‘The Gift of the Magi’ by O. Henry.



Module III

A) Developing Writing Skills

Contents

- 3.A.0 Objectives
- 3.A.1 Introduction
- 3.A.2 Presentation of Subject matter
 - 3.A.2.1 Section – I
 - Check your progress
 - 3.A.2.2 Section –II
 - Check your progress
 - 3.A.2.3 Section –III
 - Check your progress
 - 3.A.2.4 Section –IV
 - Check your progress
- 3.A.3 Answers to Check your progress
- 3.A.4 Exercises

3.A.0 Objectives:

After studying this Module you are going to learn:

- How to write a formal and informal report.
- How to write a news report with the proper use of tenses.
- How to organize a paragraph/ a series of events coherently.
- How to write a book review and a film review.

3.A.1 Introduction:

If we learn how to write precisely, countless possibilities open for us in the digital world. Good writing skills enable you to communicate with a large audience effectively. Since Writing is one of the skills, the good news is that the writing skill can be learnt and perfected. As Albert Einstein said, “If you can’t explain it to a six-year-old, you don’t understand it yourself.” Understanding the subject matter before we write about it is the key to enhancing and improving your writing skills. There are many writing skills that we can learn; but, for now, let us focus on some of the most used in corporate world.

3.A.2 Presentation of Subject matter :

3.A.2.1: Section I

Writing Reports

Introduction:

The purpose of this unit is to introduce you to some general aspects of Report Writing. As your understanding of the general function and structure of reports increases, it is hoped that you will be better able to adapt your report writing knowledge to the various contexts and audiences.

What is a Report?

First, let’s look at the definition of report. According to the Oxford English Dictionary Report is *a statement of the results of an investigation or of any matter on which definite information is required.* and, importantly, it is designed to help others.

Every report should be written in a professional and formal language and must be informative. In the descriptive report, all the following questions should be answered:

What?– Describe the event or incident that is being reported.

Where? – Mention exactly where it took place. Try to mention the precise location, if possible.

When? – Specify the exact date, time, duration and other details regarding its occurrence.

How? – Include every detail and relevant information regarding the sequence of incidents. As it is descriptive, you may mention every single important detail.

Why? – It is important to mention the purpose of the event.

How to Structure a Report Professionally?

In order to write a good report, you must have an idea of how to structure it.

Title page

The title page needs to be brief and informative, concisely stating the topic of the report, by whom it is submitted and the date on which it was submitted.

Form of the Report

The report should start with a statement in one sentence, introducing the purpose or objective of the report.

Body of the Report

After introducing the subject of the report, you should give the data that you have collected which is most of the times presented in the form of: observation, experimentation, books, questionnaire, interview, workshop and accounting record. You may present the collected data under various subtitles.

- i) Introduction:** This part includes a brief background of the subject - a scope, methodology and definition of the problem. Some reports are also expected to include a section called 'Terms of References, where you identify who asked for the report, what it covers, and what its limitations are.
- ii) Findings:** It forms the essence of the report. Findings should be presented in logical sequence which includes the use of tables, graphs, or figures to describe the most important results and trends.
- iii) Conclusion or Recommendations:** Your conclusion should summarise the outcomes of your report and make suggestions for further research or action to be taken. You may also need to include a list of specific recommendations as a result of your study.
- iv) Signature:** You should sign the report, before you submit it. If the report is prepared by the committee, then the chairperson of the committee should sign it, supported by the signatures of all the members of the committee.

- v) **References:** The references are a list of sources you have used in your report. Your report should use the standard referencing style.
- vi) **Appendices:** You should use appendices to expand on points referred to in the main body of the report. If you only have one item, it is an appendix; if you have more than one they are called appendices. You can use appendices to provide backup information, usually data or statistics; but it is important that the information contained is directly relevant to the content of the report.

Appendices can be given in alphabetical or numerical headings. For example : Appendix A, or Appendix 1. The order they appear at the back of your report is determined by the order that they are mentioned in the body of your report. You should refer to your appendices within the text of your report, for example ‘see Appendix B for a breakdown of the questionnaire results’. Don’t forget to list the appendices in your content page.

- vii) **Presentation and Layout:** Reports are written in several sections and may also include visual data such as figures and tables. The layout and presentation is, therefore, very important.

What Makes a Good Report?

While writing a report you should always keep in mind that the good report always is clear, concise and well structured. You should consider the following points while writing your report:

- On Time!
- Sound Logic
- Appropriateness
- Criticality
- Directness
- Accuracy
- Objectivity

A Checklist for Successful Report:

You should ask yourself the following questions while writing a report, if you want to write a good report. It is very important –

- Have you read the proof before submitting the report?
- Is the report jargon free?
- Does all content relate to the stated objectives?
- Are all graphs and tables explained properly?
- Is everything correctly and clearly labelled?
- Is the material presented in relevant and logical sections?
- Does the report answer the needs of the reader?
- Is it original and brief?

How to Plan Your Report?

Here are some points to consider in order to plan a good report. Make sure to write your report in time so that you can submit it on time. It is always easy, if you already have a checklist for writing a good report. Make use of the following checklist in order to write a good report:

- Submitting the report
- Using the checklist to appraise and edit the report
- Writing the report
- Arriving at a conclusion, with a call to action
- Analyzing the data and information
- Obtaining or producing the data
- Creating the structure of the report
- Visualizing who the reader will be
- Fully understanding the brief

Informal Report

Introduction:

An informal report is usually in the form of a person to person communication. It does not follow the rules and procedures directed by an organization. Informal report can be prepared in one page or if required it can be prepared in several pages too.

Informal Reports are typically internal reports, and can go to other members of the department and department heads. They are also used for reports that will circulate throughout the company. They use personal pronouns and contractions. Though the informal report may be several sections long, it is typically much shorter than a formal report. No contents page is included. Informal reports can even be formatted like a memo.

Informal Structure

Your introduction and conclusion are included in the body of the report, and there is no abstract. Include very short headings, if necessary. In the introduction, briefly state the problem, what you have done and your final conclusion. You have a target audience, so speak directly to them in your discussion. State the facts and do not embellish the details, but make sure the report is understandable. Remind the reader what your conclusions were. Your report will be right-justified with a 10- to 12-point font. Include your recommendations and the progress you have made toward solving the problem. Be positive about the expectations and recommendations.

Example:

The chief accountant, Mr. Shahaji Patil receives a complaint from a customer, Chavan-Patil Transports that a cheque of Rs. 10,000/- was sent by him towards the settlement of the bill No. 808 dated 05/12/2018. However, this bill is shown against his name as outstanding, and he has not even received the acknowledgment of the said cheque. The chief accountant, Mr. Shahaji Patil, asks the senior accountant Mr. Nitin Desai, to look into the matter and submit a detailed report. Let's study the report submitted by him:

25/12/2018

To,

Mr. Shahaji Patil

Chief Accountant

Sub: Report on customers' complaint: Chavan-Patil Transports.

- 1) **Background:** I have thoroughly investigated the above mentioned complaint as I have been asked to do in your memo dated 16/12/2018. All relevant ledgers were checked and also accounts of companies with the similar names were gone through.
- 2) **Findings:** A cheque of Rs. 10,000/- was received on 25/11/2018 from Chavan-Patil Transports. However, on that day it was wrongly credited to the account of Ghatage Stores and even a receipt was sent to them. It happened because the accounts clerk was on leave and a new person was handling the matter.
- 3) **Action Taken:**
 - a) I have amended the accounts of the two clients concerned and written a letter of apology to Chavan-Patil Transports. (Copy is attached)
 - b) Ghatage Stores have been notified that the receipt sent to them should be treated as cancelled.
 - c) All Accounts Clerks are informed of this mistake and are asked to be careful in future.

Senior Accounts Clerk

Glossary:

Thoroughly: completely.

Investigate: to carry out inquiry.

Relevant: appropriate.

Amend: change or correcting the error.

Apology: a regretful acknowledgement of an offence or failure.

Note the Use of Structures:

The paragraph uses **simple past tense**, explaining what ‘I did’- investigated, checked, talked, etc.

It mostly uses **passive constructions**, because the Business Reports are impersonal.

..... ledgers were checked.

..... accounts were gone through.

..... a cheque was received.

..... was wrongly credited.

..... a receipt was sent.

Formal Report

If you are writing a report for upper management or for another organization, you will need a Formal Report. Formal reports are also used for research papers in higher education. Formal reports are longer and well researched. Formal Reports are impersonal, rarely using personal pronouns and contractions. Summaries are located on separate pages and usually have more than one heading. Formal Reports may also be preceded by a proposal. Include a contents page if your report is more than five pages long. A covering letter or memo may be required.

Formal Structure

Formal reports include a cover page that resembles a book cover. The abstract briefly summarizes the problem, the process of research and final conclusions in one page or less. Your title page will cover the title of the report, the person who compiled the report, the publisher and submittal date. Summarize your initial thesis or the purpose of the study, and include all the details that are necessary for your audience to understand completely the question. Include a table of contents and a list of tables and figures. The body of your report will include an introduction, overview of the research and final conclusions and recommendations. End your Report with acknowledgements, a list of references where you located your research and any appendices.

Example:

Report on proposed new office, giving details of the most suitable building available and the structural alterations that will be necessary:

**Johnson & Co. Ltd.,
Dasara Chowk, Kolhapur.**

4th December, 2018

To,
The Directors,
Gentlemen,

In accordance with your instructions of 20th November, I have inspected a number of buildings and recommend as the most suitable for our purpose a building near Shahu Mill.

The building consists of two storey and has fourteen rooms in all, apart from the basement. It is situated near the business centre of the city, and within a distance of five minutes' walk from the company.

The rooms are well-lighted, airy and spacious. It's a recently built structure, and well-maintained, with a small garden around it.

Some structural alterations will have to be made to suit our purposes. Two dividing walls will have to be removed, so as to make four of the rooms on the ground floor into two large offices for the general staff. I suggest that the three rooms on the first floor be made into the one hall to be used for Board and General Meetings. Wherever walls will be removed, supporting bars will have to be inserted.

Yours faithfully,
Nilesh Gavade,
Secretary.

Task1:

- 1) Write a report to the Chairman about damage done by fire explosion, and the means of carrying on business during rebuilding.

- 2) The Chairman of the Utkarsha Commercial Bank Ltd. has asked the manager of the bank to look into the demand of the customers to change the working hours of the bank three hours in the morning, from 10 a.m. to 1 p.m. and then 4 p.m. to 6 p.m. for the convenience of the customers. Prepare the manager's report in this regard suggesting the new timings.

3.A.2.2:Section –II

Journalistic Report Writing

Journalistic writing is the style of writing used to report news stories in newspapers, television broadcasts, on radio and on the Internet. Unlike other styles of writing, which can be flexible and casual, the characteristics of journalistic writing are pretty easy to spot. For instance, if you open a book to a chapter and set it next to a newspaper article, you'd probably notice that, unlike the book, the newspaper article is written in short sentences and paragraphs and quickly gets to the point.

In addition to their brevity, the news stories have a particular structure that is easily recognizable. The big, bold headline, for example, is intended to grab readers' attention, while the first sentence or paragraph lays out the story so the reader knows what to expect. These are the most common elements of journalistic writing and, as you'll see, they have a lot to do with the function of journalism in society.

Readers need to know the facts and who or what may be affected by them. Related stories and background information make up the context and the emotional parts of the story and show the human side of it.

Tips to write good News report.

- **Facts:** The facts will answer: who, what, when, where, why, and how of the news event. A writer has a responsibility to make sure his facts are accurate. If you have to write a report before you get all the facts, then say that in the report.
- **Style:** When writing a news report, use the active voice. The active voice is more understandable and has more impact. Make short, concise sentences with action verbs. Your language needs to be simple and not have extra words that don't really contribute to the focus of the story. For example, the weather or how someone is dressed doesn't need to be included unless it has a bearing on the overall story. While you are writing, try to anticipate any questions a reader might have while reading your story.

- Words should not be too long or complicated. A news story is not the place to try and impress people with your intelligence or your command of the English language. Pick your words carefully so they are concise and you will use fewer words overall.
- Make sure your report contains only one idea.
- Use a simple subject-verb-object form.
- Don't use too many commas.
- Paragraphs need to say something new and, like sentences, be short and to the point.
- Never put more than three prepositional phrases into one sentence.
- Never put more than three numbers in one sentence.

Let's read this news and find out its features.

Police beef up security in Pathankot

(Special Correspondent/The Hindu)

Chandigarh: The Punjab police have launched a search at Shadipur village in Pathankot after a local farmer said he had seen five or six suspicious-looking men carrying backpacks.

The police said the search was carried out on Friday night. Senior Superintendent of police, Pathankot, Vivek Soni, told presspersons that after the farmer informed the police that he saw the men, the search was carried out.

Mr. Soni said that nothing was being left to chance, and security had been beefed up in Pathankot and neighbouring areas to trace suspects.

Contents of the News – item:

1. Headline is printed in bold letters. It is a statement in simple present tense.
2. Sources of information are *The Hindu* through their Special Correspondent and the police.
3. The place from where the news came: Chandigarh [written in bold letters].

4. The Date: The news-papers in English (like *The Times of India* and *The Indian Express*) don't mention the date of the news nowadays. But, the newspapers in Marathi normally mention the date of the news.
5. Details:
 - The Punjab police have launched a search of five or six suspicious-looking men carrying backpacks.
 - Location: Shadipur village in Pathankot.
 - Cause of search: a local farmer informed about 5-6 suspicious men to the police.
 - Other particulars: five or six suspicious-looking men carrying backpacks, farmer informed about it to the police.
 - Day: Friday.
6. Language:
 - The headline is in **simple present tense**.
 - The news story is in the **simple past tense**.

Here is another news story. Note how it is organised.

Traffic blocked on E-way to remove loose rocks

(Umesh Parida/ TNN)

Navi Mumbai: The Pune-bound carriageway was blocked at five different stretches for 15 minutes each near Khandala ghat as loose rock scaling work began on the Mumbai-Pune Expressway on Tuesday. By afternoon, the entire stretch was jammed and motorists spent several hours clearing the distance. Work will be on till March 20.

State highway traffic patrol (Borghat unit) constable Vijay Gurav said, "The traffic movement was shut at intervals on the carriageway. Motorists were stopped meters away from the Khandala tunnel where work in underway. However, by afternoon, the traffic jam reached over one-and-a-half-km stretch."

The blocks have been scheduled between 10am to 10.15am, 11am to 11.15am, 12am to 12.15am, 2pm to 2.15pm, 3pm to 3.15pm. However, on March 15 from 3.15pm onwards to March 18 noon there will be no traffic block.

State highway traffic (Lonavala) assistant inspector Prashant Mandale said, “Both Mumbai and Pune-bound carriageways were shut for 15 minutes each.”

He added, “Vehicles were stopped around 700-m away from where the work was on. But no diversion was made. We made motorists keep safe distance from where the work was on in order to ensure that the boulders fall safely and don’t roll over, causing damage.”

Adequate warning signs were put up on the Expressway, cautioning motorists about the block timings in advance.

Note how the above news item is organised:

1. The headline is in the simple present tense.
2. Source of Information: TNN.
3. Place: Mumbai-Pune Expressway.
4. Date: Not mentioned as it appears at the top of that page.
5. Details:
 - Traffic blocked on E-way.
 - The Pune-bound carriageway was blocked at five different stretches for 15 minutes each near Khandala ghat.
 - loose rock scaling work began on the Mumbai-Pune Expressway.
 - the entire stretch was jammed and motorists spent several hours clearing the distance.
 - work will be on till March 20.
 - vehicles were stopped around 700-m away from where the work was on.

Task 2:

Write news stories based on the given facts. Supply suitable headlines also.

1. Place: Hubli

Time: December, 20

News Agency: TNN

Other Details: Felicitation Programme: organised by the Hubli Bar Association; felicitation to C.R.Patil, Senior Advocate, who was elected as Vice-President of the Karnataka Bar Association; in reply, C.R.Patil called on advocates to make efforts to provide justice to poor litigants.

2. Place: Kolhapur

Time: November, 25.

News Agency: Exp. Service

Other Details: Death of a 14-yr-old girl, Neha; found hanging from a tree in Nagala Park on Bavada Road, Saturday night; a passerby reported about the incident; the police suspect it to be a case of murder; the victim was residing with her relative Rajesh Desai, a railway employee, for the last few months.

3.A.2.3 Section –III

Paragraph Writing

Introduction:

A paragraph is a series of sentences that are organized and coherent, and are all related to a single topic. Almost every piece of writing you do that is longer than a few sentences should be organized into paragraphs. This is because paragraphs show a reader where the subdivisions of an essay begin and end, and thus help the reader see the organization of the essay and grasp its main points.

Paragraphs can contain many different kinds of information. A paragraph could contain a series of brief examples or a single long illustration of a general point. It might describe a place, character, or process; narrate a series of events; compare or contrast two or more things; classify items into categories; or describe causes and effects. Regardless of the kind of information they contain, all paragraphs share certain characteristics. One of the most important of these is Topic Sentence.

Characteristics of a good Paragraph:

- Topic Sentence, which includes the topic and a controlling idea.
- Supporting ideas (usually 3 - 6), which support the Topic Sentence.
- RENNS (reasons, examples, names, numbers, senses), which develop the supporting ideas by giving details and explanation.
- Optional concluding sentence, which expresses the importance of the information in the paragraph, *may* summarize the supporting ideas if the paragraph is long, or provides a transition to the next paragraph of the essay.
- Unity, which means that all sentences in the paragraph directly support the topic sentence.
- Coherence, which means that all the information of the paragraph is well-organized, logically ordered and easy to follow. This is accomplished by:
 - Repetition of key words and phrases (often from the Topic Sentence)
 - Parallel grammatical structure
 - Transition words and phrases.

Process of Writing a Paragraph:

1. Compose your Topic Sentence. Think of a topic and a controlling idea that will narrow the topic enough to support it well in one paragraph.
2. Brainstorm supporting ideas. Choose 2 - 6 supporting ideas that do a good job supporting your topic sentence.
3. Write your paragraph in topic outline form as follows. Don't actually write sentences in the outline, except for the Topic Sentence.
 - Topic sentence:
 - 3.A. Supporting idea 1.
 - 1.
 - 2.
 - 3.B. Supporting idea 2.
 - 1.

- 2.
 - 3.C. Supporting idea 3.
 - 1.
 - 2.
4. Concluding sentence: Put your supporting ideas in a logical order.
 5. For each supporting idea, think of RENNS that further explain the idea. For balance, each supporting idea should have about the same number of RENNS.
 6. Think of a concluding sentence.
 7. Write your Paragraph using sentences. Use the coherence strategies to make your paragraph easy to follow.

Here are some ideas:

- Why I enjoy my hobby so much?
- My favorite winter activity
- My opinion on _____ (Choose anything you like)
- Why I hope to become a _____?
- I think the most important thing about a person is _____
- Why I admire my best friend?
- My favorite season is _____
- My most embarrassing moment was when _____
- The thing I'm most scared of
- What I dreamt last night ?

Look at the following example of a well-organized Paragraph:

Changes in the Family

Changes in our society in recent years have weakened family life. First of all, today's mother spends much less time with their children. In the past, father used to earn and mother used to look after household duties. Now many mothers work, and their children attend an after school program, stay with a neighbour, or go home to an

empty house. Another change is that families no longer eat together. In the past mother used to cook at home. Dinner today is more likely to be takeout food or TV dinners eaten at home, or fast food eaten out, with different members of the family eating at different times. Finally, the television has taken the place of family conversation and togetherness. Back when there were meals together, family members would have a chance to eat together, talk with each other, and share events of the day in a leisurely manner. But now families are more likely to be looking at the TV set than talking to one another. Many homes even have several TV sets, which people watch in separate rooms. Clearly, modern life is a challenge to family life.

Sequence of sentences in a paragraph is sometimes very clearly marked by certain expressions. Look at the following example:

One way of looking at poverty is to measure it in terms of money. Another way is to see how people provide their own needs keeping themselves free of market economy. The market offers instruction in being poor in two ways. Firstly, it removes from individuals and groups of people the capacity to provide for their own needs and the needs of others, and it creates dependency. Secondly, the market teaches us about what we do not have. Through self-reliance we learn what we need, and that is surprisingly little; through the market we learn what we might get.

The sentence with ‘one way’ must occur first and it can be followed by the sentence with ‘another way’. The third sentence talks about ‘two ways’, which must be followed by the fourth with ‘firstly’ and the fifth with ‘secondly’ explaining these two ways. Similarly, there are a number of time-expressions which enable you to decide the order of sentences in a passage.

Task 3:

A) Write a well- organized Paragraph on the following topics:

- i) **Noise Pollution in the City**
- ii) **Facebook Friendship**

B) Try to rearrange the following sentences into a coherent passage:

- i) If he allows this opportunity to slip, he will have to wait a whole year for drying the hay.

- ii) A wise farmer, therefore, makes the most of his opportunities.
- iii) Likewise, every man must seize the opportunity to achieve his goal.
- iv) For example, hay-making requires bright sunshine, so he uses everyday of the summer to dry the hay.
- v) Farmers are almost totally dependent on the weather.

C) Write a well-organized Paragraph on the topic with the help of the points given:

Corruption:

Corruption deeply rooted – corruption in high places – politicians and big bureaucrats – corruption in public undertaking – housing scheme, dams and other projects – fake medicines and hospitals – dangerous to public life – impact on Indian economy – increasing gap between the poor and the rich – corruption even in educational field.

3.A.2.4 Section –IV

Writing Reviews

A review is a short critical appraisal of something, such as a book, film, play, or restaurant that is written for a particular audience. You can typically find reviews published in newspapers and magazines, as well as on dedicated review websites.

Introduction

Once you have made your observations and assessments of the work under review, carefully survey your notes and attempt to unify your impressions into a statement that will describe the purpose or thesis of your Review.

Your arguments should develop the thesis in a logical manner. That logic, unlike more standard academic writing, may initially emphasize the author’s argument while you develop your own in the course of the review. The relative emphasis depends on the nature of the review: if readers may be more interested in the work itself, you may want to make the work and the author more prominent; if you want the review to be about your perspective and opinions, then you may structure the review to privilege your observations over (but never separate from) those of the work under review. What follows is just one of many ways to organize a Review.

Let us first look at some examples of book reviews:

Swaraj: A non-fiction by Arvind Kejriwal, Harper Collins, Noida, Price Rs. 150.

(<http://www.the-criterion.com/V4/n3/Itika.pdf>)

Teaching English with R. K. Laxman's Cartoons: A book by Dr. Jagdish S. Patil, Ave Maria Publications, Pune, Pages: 280, Price: Rs. 350

(<http://www.the-criterion.com/V8/n1/Dhiraj.pdf>)

Since most reviews are brief, many writers begin with a catchy quip or anecdote that succinctly delivers their argument. But you can introduce your review differently depending on the argument and audience. In general, you should include:

- *The name of the author and title of the book and the main theme.*
- *Relevant details about who the author is and where he/she stands in the genre or field of inquiry. You could also link the title to the subject to show how the title explains the subject matter.*
- *The context of the book of your Review. Placing your review in a framework that makes sense to your audience alerts readers to your “take” on the book. Your choice of context informs your argument.*
- *The central idea or theme of the book. If you are reviewing fiction, this may be difficult since novels, plays, and short stories rarely have explicit arguments. But identifying the book's particular novelty, angle, or originality allows you to show what specific contribution the piece is trying to make.*

Example

See the Review of the novel *The White Tiger* by Aravind Adiga.

The White Tiger. Aravind Adiga. Free Press. 2008. 294 pp.

Introducing a major literary talent, *The White Tiger* offers a story of coruscating wit, blistering suspense, and questionable morality, told by the most volatile, captivating, and utterly inimitable narrator that this millennium has yet seen.

Balam Halwai is a complicated man. Servant. Philosopher. Entrepreneur. Murderer. Over the course of seven nights, by the scattered light of a preposterous chandelier, Balam tells us the terrible and transfixing story of how he came to be a success in life—having nothing but his own wits to help him along.

Born in the dark heart of India, Balram gets a break when he is hired as a driver for his village's wealthiest man, two house Pomeranians (Puddles and Cuddles), and the rich man's (very unlucky) son. From behind the wheel of their Honda City car, Balram's new world is a revelation. While his peers flip through the pages of Murder Weekly ("Love -- Rape -- Revenge!"), barter for girls, drink liquor (Thunderbolt), and perpetuate the Great Rooster Coop of Indian society, Balram watches his employers bribe foreign ministers for tax breaks, barter for girls, drink liquor (single-malt whiskey), and play their own role in the Rooster Coop. Balram learns how to siphon gas, deal with corrupt mechanics, and refill and resell Johnnie Walker Black Label bottles (all but one). He also finds a way out of the Coop that no one else inside it can perceive.

Balram's eyes penetrate India as few outsiders can: the cockroaches and the call centers; the prostitutes and the worshippers; the ancient and Internet cultures; the water buffalo and, trapped in so many kinds of cages that escape is (almost) impossible, the white tiger. And with a charisma as undeniable as it is unexpected, Balram teaches us that religion doesn't create virtue, and money doesn't solve every problem -- but decency can still be found in a corrupt world, and you can get what you want out of life if you eavesdrop on the right conversations.

The White Tiger recalls *The Death of Vishnu* and *Bangkok 8* in ambition, scope, and narrative genius, with a mischief and personality all its own. Amoral, irreverent, deeply endearing, and utterly contemporary, this novel is an international publishing sensation —and a startling, provocative debut.

Here is another example of a book Review of *The Jungle Book* by Rudyard Kipling.

The Jungle Book. Rudyard Kipling. Paperback. 1992. 277 pp.

This is the story of a wolf pack who adopts a human child, when the tiger, Shere Khan, hunts outside of his territory against the law of the jungle. Mowgli, the boy, grows up with the animals. He learns the law of the jungle from Baloo the bear and Bagheera the panther is his protector. But Shere Khan, the strongest of the hunters, as well as the most alone, is biding his time until he can get the prey that he thinks is rightfully his. Most people have seen the movie, but Rudyard Kipling's *The Jungle Book* is a very special story with much more in it than the film, as well as being a magically told tale.

In Film Reviews you can see the block form in which the reviewers give the essential details of the film being reviewed. For example,

House of Wax: (Horror) *

Cast: Elisa Cuthbert, Chad Michael, Paris Hilton.

Direction: Jaume Collet-serra.

Note the points given in this title of the Review:

There is the name of the movie. It is followed by the kind of movie it is, given in the bracket, whether it is action movie, a horror movie or a family drama, etc. The stars indicate how good the movie is. One star indicates that the movie is rather poor. Two stars show it is an average movie. Three stars show it is between average and good. Four stars make it good and five stars classify it as a very good movie. For example:

Dangal: (Biography, Drama, Sport) *****

Cast: Aamir Khan, Sakshi Tanwar, Sanya Malhotra, Fatima Sana Sheikh.

Direction: Nitesh Tiwari.

Duration: 2 hours 45 Minutes

Language: Hindi

It is a biographical film produced by Nitesh Tiwari about Mahavir Singh Phogat (Aamir), a wrestler from Haryana who loses hope of having a son, he trains his daughters Geeta (Fatima) and Babita (Sanya) to make wrestling history, thus breaking the taboo of Indian women participating in a sport thus far dominated by men.

Dangal offers few surprises because Geeta and Babita's historic wins at the Commonwealth Games and following championships are common knowledge. However, this screen adaptation serves as a recap of their arduous journey and it vigorously recaptures their stubborn father's resolve to make them professional wrestlers against the odds. Since it encapsulates the historic wins of the Phogats, who brought India glory, the film is also bound to inspire more women to seriously consider *kushti* as a sport.

What works wonderfully here is the writing. Director Nitesh Tiwari, along with Piyush Gupta, Shreyas Jain and Nikhil Mehrotra should be complimented for their tongue-in-cheek quality, peppered with humour and several poignant father-daughter emotions all through. Of course, a little bit is lost in translation because of the Haryanvi twang. But, messages on our obsession with the male child (prevalent since the dark ages), prejudiced stand on bringing up our daughters and the administration's pathetic disposition towards sports, are loud and clear.

It is to the film's credit that though Geeta and Babita's wins are documented, it still manages to engage the viewer with the wrestling tournaments and bring patriotic emotions to the fore. Most importantly, Dangal scores with its first-rate performances. An ungainly Aamir (22 kilos heavier) with grey hair is pitch-perfect as the ziddi yet sensitive parent. The 51-year-old actor should be complimented for experimenting with his roles, unlike his contemporaries who prefer to play safe. Sakshi as his wife, is restrained, yet effective. And, the debutants Fatima and Sanya are easily this year's best finds.

Another example of film review is given below:

Three Idiots: (Comedy, Drama, Romance)*****

Cast: Aamir Khan, Sharman Joshi, Kareena Kapoor, R. Madhavan, Boman Irani, Omi Vaidya.

Direction: Rajkumar Hirani.

Duration: 2 hours 35 Minutes

Language: Hindi

Released in 2009, 3 Idiots is an Indian comedy-drama surrounding the lives of three College friends, Farhan (R. Madhavan), Raju (Sharman Joshi) and Rancho (Aamir Khan). It is loosely adapted from the novel *Five Point Someone* by Chetan Bhagat.

The film then follows the three friends from when they first met at the residences of the Imperial College of Engineering. In between, they get up to the usual mischief. The film explains that each of the trio is studying engineering for different reasons. Farhan is studying engineering to fulfil his family's wishes; Raju

comes from a poor family and being an engineer will pull his family from poverty; and Rancho is studying because he is passionate about engineering. This sets the stage for the plot later on.

At College, they cross paths with various characters. The Dean of the College, Professor Viru "Virus" Sahastrabuddhe (Boman Irani) is an overachiever, having taught himself to write with both hands to save time, among other skills. He has his own idea of the perfect student and routinely patronizes students who do not meet his criteria. This comes down to most of the students at the College. Fellow student, Chatur "Silencer" Ramalingam (Omi Vaidya), provides the comedic element of the film. Chatur is ambitious and believes that textbook memorization of engineering concepts is the way to success. He considers himself superior to others at the university, taking shortcuts to impress the Dean. His efforts often make him the butt of jokes and pranks among the trio, one of which earns him the nickname "Silencer". Of course, no film is complete without romance, and this is provided by the appearance of Pia (Kareena Kapoor), Professor Viru's beautiful and intelligent daughter, with whom Rancho falls in love.

The trio live, laugh and love with each other while discovering more about themselves. As usual, there is dancing, music, drama, a catchy phrase: *All is well* and soaring breath-taking scenery. The film ends with several twists and leaves you inspired to take a closer look at your life.

Summary of content

From the above examples you understand that any review should be brief, as analysis takes priority. In the course of making your assessment, you'll hopefully be backing up your assertions with concrete evidence from the book, so some summary will be dispersed throughout other parts of the review.

The necessary account of summary also depends on your audience. Graduate students, beware! If you are writing book reviews for colleagues—to prepare for comprehensive exams, for example—you may want to devote more attention to summarizing the book's contents. If, on the other hand, your audience has already read the book—such as a class assignment on the same work—you may have more liberty to explore more subtle points and to emphasize your own argument.

Analysis and evaluation of the book

Your analysis and evaluation should be organized into paragraphs that deal with single aspects of your argument. This arrangement can be challenging when your purpose is to consider the book as a whole, but it can help you differentiate elements of your criticism and pair assertions with evidence more clearly. You do not necessarily need to work chronologically through the book as you discuss it. Given the argument you want to make, you can organize your paragraphs more usefully by themes, methods, or other elements of the book. If you find it useful to include comparisons to other books, keep them brief so that the book under review remains in the spotlight. Avoid excessive quotation and give a specific page reference in parentheses when you do quote. Remember that you can state many of the author's points in your own words.

Conclusion

Sum up or restate your idea or make the final judgment regarding the book. You should not introduce new evidence for your argument in the conclusion. You can, however, introduce new ideas that go beyond the book if they extend the logic of your own thesis. This paragraph needs to balance the book's strengths and weaknesses in order to unify your evaluation. Did the body of your Review have three negative paragraphs and one favorable one? What do they all add up

Task 4:

- A) Write a Review of a Marathi/ Hindi/ English novel read by you, giving all the necessary details .
- B) Write a Review of any Marathi, Hindi or English film seen by you recently.

3.A.3 Answers to Check your progress:

Task 1:

1)

Rainbow Textiles Ltd.
Udyamnagar, Kolhapur.

24th March, 2018.

To

The Chairman,

Subject: Report about damage done by fire explosion, and the means of carrying on business during rebuilding.

Respected Sir,

I have thoroughly studied about the fire explosion in our textile industry. Around 60% of the manufactured textiles are damaged. The storage area of raw materials is safe as the fire explosion took place in the main building. Many computers and furniture are damaged. The loss incurred of manufactured items of textile is around 4 lacs. And the loss of computers, furniture and other essentials is around 10 lacs. Total 14 lacs loss.

Fortunately, the raw materials and the textile machineries are safe. Until this building is rebuilt, we can shift our machineries and other essentials to another building.

In accordance with the incident, I have inspected a number of buildings and I would recommend the most suitable building for carrying out our business until the old building is rebuilt. It's near Shahu Mill. The building is spacious and large. The building is two storied and has 12 rooms. The building is within 10 minutes walking distance from the old building. The rooms of the new building are spacious and airy. It has a well-maintained structure.

Some structural alterations will have to be made to suit our purposes. We can surely carry our business over here until our building is rebuilt.

Yours faithfully,
Soham Patil,
Secretary.

2)

Utkarsha Commercial Bank Ltd.

Satara,

19th August, 2018.

To

The Chairman,

In accordance with the demands and suggestions of the customers, I have come to a conclusion that the working hours of our reputed bank should be changed. I have studied the suggestions that came from the customers.

Accordingly, the working hours of our bank should be changed and made into two shifts. Three hours in the morning and two hours in the evening i.e. 8.00 am to 11.00 am and 5.00 pm to 7.00 pm.

As we had asked our customers to fill up the suggestions form, many of them are of the same view and many of the customers have demanded time change. Old customers find it easy if the bank working hours are early in the morning as there is much good environment in the morning. Also, the traffic is less. The working population of our customers find it convenient if the timing is changed from 5.00pm to 7.00pm as while returning home from office they can easily have access to bank facility.

I suggest that the working hours of our bank should be changed from 8.00am to 11.00am and from 5.00pm to 7.00pm.

Yours Sincerely,

Prafull Chavan

Manager.

Task 2:

1)

Felicitatation of Mr. C. R. Patil, Vice-President of the Karnataka Bar Association

(Arun Kulkarni/ TNN)

Hubli: The Hubli Bar Association had organized a felicitation programme. Senior Advocate Mr. C. R. Patil was felicitated. Mr. C. R. Patil was also elected as the Vice-President of the Karnataka Bar Association. Many advocates and judges were present in this programme. Introductory speech was presented by Mr. V. N. Singh. While addressing in return of felicitation, Mr. C. R. Patil said that, “Being an Advocate means to be generous and kind with the clients specially the poor litigants”, he also gave a call to all the advocates present to make effort to provide justice to the poor.

2)

Death of Minor in Nagala Park

(Kiran Kapse/ Exp. Service)

Kolhapur: A young girl aged 14 years was found hanging from a tree in Nagala Park at Bawda Road. Her name is Neha Koli. A passerby Mohan Joshi found this girl hanging and reported about this incident to the Shahupuri police. The police suspect this to be the case of murder. The victim Neha used to live with her relative, Rajesh Desai who is a railway employee for last few months. Rajesh is found to be missing since the death of Neha.

Task 3:

A-i)

Noise pollution is caused due to the excess of noise such as the sounds of the horns, vehicles, machines, Dolby systems etc. Day by day it becomes increasing in the cities as well as in the villages. Increasing traffic congestions, the sheer number of vehicles on the roads, the noise from unnecessary honking, etc are all major contributing factors to noise pollution. Factories, printing presses, mills, metal works, etc. are all contributing to the noise pollution of the area. Hence it is ideal to keep industrial areas and residential areas separate, but this is not always possible. The effects of noise pollution are both physical and psychological or behavioral in nature. One of the obvious physical effects of noise pollution can have on the hearing of a person. Hearing loss or some form of hearing impairment due to excessive noise is becoming increasingly common. Another common effect is the lack of sleep due to noise pollution. This, in turn, causes various other symptoms such as irritability, hypertension, ulcers and even cardiovascular diseases. Fatigue, mental strain, stress and even depression in some capacity can be the effects of sound pollution.

A-ii)

Facebook has changed the world. Through Facebook it's easy to interact with anyone, no matter where they are. Facebook friendship is quite common now-a-days. Many friends who had not met each other after school or college can easily keep in touch with each other through Facebook. Facebook friendships have become a new trend. But it should also be remembered that some of the people create fake accounts on Facebook. One should stay away from such people. As it is considered as modern age, it is not possible to meet many people face to face. So millions of people regularly use Facebook to meet their friends online. Facebook friendships has its own benefits as well as flaws.

B)

Farmers are almost totally dependent on the weather. A wise farmer, therefore, makes the most of his opportunities. For example, hay-making requires bright sunshine, so he uses everyday of the summer to dry the hay. If he allows this opportunity to slip, he will have to wait a whole year for drying the hay. Likewise, every man must seize the opportunity to achieve his goal.

C-i)

Corruption

Corruption is deeply rooted in each and every field. Be it politics, health or education. Corruption is everywhere. Leaders, officers, chairmen in high places have all become corrupt. Today, we find many politicians and big bureaucrats are involved in corruption. Also, they demanded bribe from the common people. Corruption is found in public undertakings, housing schemes, dams and other projects too. Even health field is also involved in the dirty game of politics and corruption. In this field, fake medicines have been prescribed which are proved to be dangerous to people's health. Corruption is also one of the major obstacles in the development of our country. It also affects Indian economy and social life. It also enlarges the gap between the poor and rich. Corruption makes the poor becomes poorer and the rich becomes richer. We also found corruption in the field of education. Many times big amount of donations are demanded for admitting in the recognized institution in which money is more important than talent. Corruption is the worst enemy of India.

Task 4:

A)

The Inheritance of Loss by Kiran Desai, 324 pages, Atlantic Monthly Press, 2006, 379/-

The Inheritance of Loss is the second novel by Indian author Kiran Desai. It was first published in 2006. It won a number of awards, including the Man Booker Prize for that year, the National Book Critics Circle Fiction Award in 2007, and the 2006 Vodafone Crossword Book Award.

Kiran Desai was born in New Delhi in 3rd January 1971. At 14 years of age, she and her mother moved to England. In one year, they moved to USA. Desai is woman. It is generally expected that any female writer can portray only the female psyche and characters, as protagonists. Desai proves it as narrow prediction. In this novel, she is cleverly able to portray male psyche. She is a daughter of prominent writer Anita Desai, who was thrice shortlisted for Booker Prize. Her daughter won it for *The Inheritance of Loss*.

The protagonists of the story are the retired judge, his grand-daughter Sai, their cook, and Biju, the son of the cook. The characters stand against their personal spheres with larger issues of political turmoil, racialism, immigrant experiences, and regionalism. Kiran Desai clams all these experiences of the characters in one story. They are in their own journeys. The personal identity of each character is revealed. Yet these are related to global issues. Almost all the characters have encounters with the West.

B)

Naal: (Marathi drama) *****

Cast: Shrinivas Pokale, Nagraj Manjule, Devika Daftardar, Om Bhutkar.

Direction: Sudhakar Reddy

There is a sense of longing that prevails through most of the film. A longing to know more; a longing for answers. It is this longing that Naal's central character, Chaitanya (Shrinivas Pokale), experiences when he learns about a hidden truth about his life. The revelation by Chaitya's maternal uncle (Om Bhutkar) sends the kid's life

haywire and creates a distance between him and his mother (DevikaDaftardar), who is unable to understand the reason behind Chaitya's changing behaviour.

Frankly, the trailer of Naal didn't seem gripping despite a glimpse of the beautiful camerawork by Sudhakar Reddy Yakkanti (also the film's director). However, the film is a beautiful piece of work, mostly because of an emotional story and performances. Also, speaking of performances, there hasn't been a more genuine portrayal by a kid in a lead role as that of Shrinivas'. The innocence that he brings to the film is something one can't learn with any amount of practice; it's innate. Nagraj Manjule and Devika Daftardar in the roles of the kid's parents are brilliant as well. While Nagraj, who has also penned the dialogues of the film, has a limited role, he brings out the best of it. His reserved performance is in stark contrast to his last acting outing in The Silence. As for Devika, there is no flaw in her outstanding portrayal of a caring mother. She gets every expression right. You smile with her and feel her angst when she is concerned about her son.

Sudhakar's debut as a director is a well-executed film that connects with the viewer on an emotional level. There are multiple scenes that stand out but the one involving the buffalo and her calf remains with you because of the way it relates to the human aspect of the story.

Naal's graph goes up and down with Chaitya's state of mind and has the desired effect. On the flipside, the film takes its time to progress, thereby making the relatively short running time look stretched. Barring this there's hardly anything else that can keep you away from watching this one.

3.A.4 : Exercises:

1. Write a Report to the Manager about the damage done by the earthquake to manufacturing plant, and shifting automation machineries to the new place.
2. Write a news report about the water shortage in your residential area, imagine details.
3. Write a well organized paragraph on Disadvantages of using smartphone.
4. Write a Review of your Favourite Book.
5. Write a Review about the Film you recently watched.

B) Whitewashing the Fence

Mark Twain

INDEX

- 3.B.0 Objectives
- 3.B.1 Introduction
- 3.B.2 Presentation of Subject matter
 - Check your progress
- 3.B.3 Summary
- 3.B.4 Terms to Remember
- 3.B.5 Answers to Check Your Progress
- 3.B.6 Exercises

3.B.0 Objectives :

After studying this Unit, you will be able to:

- Understand the teamwork skill that one needs at workplaces.
- Explain the meaning of the story.
- Understand how a dreary and lonely task can be turned enjoyable.

3.B.1 Introduction :

Samuel Langhorne Clemens, born on November 30, 1835, in Florida, Missouri, was known by his pen name **Mark Twain**. He was an American writer, humorist, entrepreneur, publisher, and lecturer. His novels include *The Adventures of Tom Sawyer* (1876) and its sequel, *The Adventures of Huckleberry Finn* (1884), the latter often called "The Great American Novel". When he was four, Twain's family moved to Hannibal, Missouri, a port town on the Mississippi river that inspired the fictional town of St. Petersburg in *The Adventures of Tom Sawyer* and *The Adventures of Huckleberry Finn*. Slavery was legal in Missouri at the time, and it became a theme in these writings.

Even though some of his letters and accounts of traveling had been published, Twain actually launched his literary career with the short story "The Celebrated Jumping Frog of Calaveras County," published in 1865. This story brought him national attention. In addition to *The Adventures of Tom Sawyer*, some of Twain's most popular and widely read works include novels such as *The Prince and the Pauper* (1881), *Life on the Mississippi* (1883), *A Connecticut Yankee in King Arthur's Court* (1889), and *Pudd'nhead Wilson* (1894), as well as collections of short stories and essays

In this famous selection from *The Adventures of Tom Sawyer* (1876), Tom is punished by his Aunt for disobeying her and is asked to whitewash the fence. He comes up with an ingenious way to get out of his work: He convinces his friends that it's not tedious work but an enjoyable privilege and, indeed, an honour. At the end of the story, the narrator offers two general truths: one, a law of human action about how to make something desirable, and the other, the difference between work and play.

Looking closely at the conversation between them, identify the several appeals by which Tom gets Ben Rogers to want to paint the fence. What do you think of the way that Tom enriches himself? Does he cheat the other boys, or do they in fact gain something valuable in return? Is Twain right in asserting that human beings will covet what is difficult to attain? Is he right in suggesting that work and play are distinguished not by the deed itself, but only by whether one is obliged to do it or not?

3.B.2 Presentation of Subject matter :

Saturday morning was come, and all the summer world was bright and fresh, and brimming with life. There was a song in every heart; and if the heart was young the music issued at the lips. There was cheer in every face and a spring in every step. The locust-trees were in bloom and the fragrance of the blossoms filled the air. Cardiff Hill, beyond the village and above it, was green with vegetation and it lay just far enough away to seem a Delectable Land, dreamy, reposeful, and inviting.

Tom appeared on the sidewalk with a bucket of whitewash and a long-handled brush. He surveyed the fence, and all gladness left him and a deep melancholy settled down upon his spirit. Thirty yards of board fence nine feet high. Life to him seemed hollow, and existence but a burden. Sighing, he dipped his brush and passed it along

the topmost plank; repeated the operation; did it again; compared the insignificant whitewashed streak with the far-reaching continent of un white washed fence, and sat down on a tree-box discouraged. Jim came skipping out at the gate with a tin pail, and singing Buffalo Gals. Bringing water from the town pump had always been hateful work in Tom's eyes, before, but now it did not strike him so. He remembered that there was company at the pump. White, mulatto, and negro boys and girls were always there waiting their turns, resting, trading playthings, quarrelling, fighting, skylarking. And he remembered that although the pump was only a hundred and fifty yards off, Jim never got back with a bucket of water under an hour—and even then somebody generally had to go after him. Tom said:

‘Say, Jim, I’ll fetch the water if you’ll whitewash some.’

Jim shook his head and said:

‘Can’t, Mars Tom. Ole missis, she tole me I got to go an’ git dis water an’ not stop foolin’ roun’ wid anybody. She say she spec’ Mars Tom gwine to ax me to whitewash, an’ so she tole me go ’long an’ ’tend to my own business—she ’lowed she’d ’tend to de whitewashin’.’

‘Oh, never you mind what she said, Jim. That’s the way she always talks. Gimme the bucket—I won’t be gone only a minute. SHE won’t ever know.’

‘Oh, I dasn’t, Mars Tom. Ole missis she’d take an’ tar de head off’n me. ’Deed she would.’

‘*She!* She never licks anybody—whacks ’em over the head with her thimble—and who cares for that, I’d like to know. She talks awful, but talk don’t hurt—anyways it don’t if she don’t cry. Jim, I’ll give you a marvel. I’ll give you a white alley!’

Jim began to waver.

‘White alley, Jim! And it’s a bully taw.’

‘My! Dat’s a mighty gay marvel, I tell you! But Mars Tom I’s powerful ’fraid ole missis-’

‘And besides, if you will I’ll show you my sore toe.’

Jim was only human—this attraction was too much for him. He put down his pail, took the white alley, and bent over the toe with absorbing interest while the

bandage was being unwound. In another moment he was flying down the street with his pail and a tingling rear, Tom was whitewashing with vigor, and Aunt Polly was retiring from the field with a slipper in her hand and triumph in her eye. But Tom's energy did not last. He began to think of the fun he had planned for this day, and his sorrows multiplied. Soon the free boys would come tripping along on all sorts of delicious expeditions, and they would make a world of fun of him for having to work—the very thought of it burnt him like fire. He got out his worldly wealth and examined it—bits of toys, marbles, and trash; enough to buy an exchange of WORK, maybe, but not half enough to buy so much as half an hour of pure freedom. So, he returned his straitened means to his pocket, and gave up the idea of trying to buy the boys. At this dark and hopeless moment an inspiration burst upon him! Nothing less than a great, magnificent inspiration.

He took up his brush and went tranquilly to work. Ben Rogers hove in sight presently—the very boy, of all boys, whose ridicule he had been dreading. Ben's gait was the hop-skip-and-jump—proof enough that his heart was light and his anticipations high. He was eating an apple, and giving a long, melodious whoop, at intervals, followed by a deep-toned ding-dong-dong, ding-dong-dong, for he was personating a steamboat. As he drew near, he slackened speed, took the middle of the street, leaned far over to star-board and rounded to ponderously and with laborious pomp and circumstance—for he was personating the Big Missouri, and considered himself to be drawing nine feet of water. He was boat and captain and engine-bells combined, so he had to imagine himself standing on his own hurricane-deck giving the orders and executing them:

‘Stop her, sir! Ting-a-ling-ling!’ The headway ran almost out, and he drew up slowly toward the sidewalk.

‘Ship up to back! Ting-a-ling-ling!’ His arms straightened and stiffened down his sides.

‘Set her back on the stabboard! Ting-a-ling-ling! Chow! ch-chow-wow! Chow!’ His right hand, meantime, describing stately circles—for it was representing a forty-foot wheel.

‘Let her go back on the labboard! Ting-a-ling-ling! Chow-ch-chow-chow!’ The left hand began to describe circles.

‘Stop the stabboard! Ting-a-ling-ling! Stop the labboard! Come ahead on the stabboard! Stop her! Let your outside turn over slow! Ting-a-ling-ling! Chow-ow-ow! Get out that head-line! Lively now! Come—out with your spring-line—what’re you about there! Take a turn round that stump with the bight of it! Stand by that stage, now—let her go! Done with the engines, sir! Ting-a-ling-ling!’

‘Sh’t! s’h’t! sh’t!’ (trying the gauge-cocks).

Tom went on whitewashing—paid no attention to the steamboat. Ben stared a moment and then said: ‘Hi- yi ! You’re up a stump, ain’t you!’

No answer. Tom surveyed his last touch with the eye of an artist, then he gave his brush another gentle sweep and surveyed the result, as before. Ben ranged up alongside of him. Tom’s mouth watered for the apple, but he stuck to his work. Ben said:

‘Hello, old chap, you got to work, hey?’

Tom wheeled suddenly and said:

‘Why, it’s you, Ben! I warn’t noticing.’

‘Say—I’m going in a-swimming, I am. Don’t you wish you could? But of course, you’d druther work—wouldn’t you? Course you would!’

Tom contemplated the boy a bit, and said:

‘What do you call work?’

‘Why, ain’t that work?’

Tom resumed his whitewashing, and answered carelessly:

‘Well, maybe it is, and maybe it ain’t. All I know, is, it suits Tom Sawyer.’

‘Oh come, now, you don’t mean to let on that you like it?’

The brush continued to move.

‘Like it? Well, I don’t see why I oughtn’t to like it. Does a boy get a chance to whitewash a fence every day?’

That put the thing in a new light. Ben stopped nibbling his apple. Tom swept his brush daintily back and forth—stepped back to note the effect—added a touch here

and there—criticised the effect again—Ben watching every move and getting more and more interested, more and more absorbed. Presently he said:

‘Say, Tom, let me whitewash a little.’

Tom considered, was about to consent; but he altered his mind:

‘No—no—I reckon it wouldn’t hardly do, Ben. You see, Aunt Polly’s awful particular about this fence—right here on the street, you know—but if it was the back fence I wouldn’t mind and she wouldn’t. Yes, she’s awful particular about this fence; it’s got to be done very careful; I reckon there ain’t one boy in a thousand, maybe two thousand, that can do it the way it’s got to be done.’

‘No—is that so? Oh come, now—lemme, just try. Only just a little—I’d let you, if you was me, Tom.’

‘Ben, I’d like to, honest injun; but Aunt Polly—well, Jim wanted to do it, but she wouldn’t let him; Sid wanted to do it, and she wouldn’t let Sid. Now don’t you see how I’m fixed? If you was to tackle this fence and anything was to happen to it—’

‘Oh, shucks, I’ll be just as careful. Now lemme try. Say—I’ll give you the core of my apple.’

‘Well, here—No, Ben, now don’t. I’m afeard—’

‘I’ll give you all of it!’

Tom gave up the brush with reluctance in his face, but alacrity in his heart. And while the late steamer Big Missouri worked and sweated in the sun, the retired artist sat on a barrel in the shade close by, dangled his legs, munched his apple, and planned the slaughter of more innocents. There was no lack of material; boys happened along every little while; they came to jeer, but remained to whitewash. By the time Ben was fagged out, Tom had traded the next chance to Billy Fisher for a kite, in good repair; and when he played out, Johnny Miller bought in for a dead rat and a string to swing it with—and so on, and so on, hour after hour. And when the middle of the afternoon came, from being a poor poverty-stricken boy in the morning, Tom was literally rolling in wealth. He had besides the things before mentioned, twelve marbles, part of a jews-harp, a piece of blue bottle-glass to look through, a spool cannon, a key that wouldn’t unlock anything, a fragment of chalk, a glass stopper of a decanter, a tin soldier, a couple of tadpoles, six fire-crackers, a

kitten with only one eye, a brass door-knob, a dog-collar—but no dog— the handle of a knife, four pieces of orange-peel, and a dilapidated old window sash.

He had had a nice, good, idle time all the while—plenty of company—and the fence had three coats of whitewash on it! If he hadn't run out of whitewash he would have bankrupted every boy in the village.

Tom said to himself that it was not such a hollow world, after all. He had discovered a great law of human action, without knowing it—namely, that in order to make a man or a boy covet a thing, it is only necessary to make the thing difficult to attain. If he had been a great and wise philosopher, like the writer of this book, he would now have comprehended that Work consists of whatever a body is obliged to do, and that Play consists of whatever a body is not obliged to do. And this would help him to understand why constructing artificial flowers or performing on a treadmill is work, while rolling ten-pins or climbing Mont Blanc is only amusement. There are wealthy gentlemen in England who drive four-horse passenger-coaches twenty or thirty miles on a daily line, in the summer, because the privilege costs them considerable money; but if they were offered wages for the service, that would turn it into work and then they would resign.

The boy mused awhile over the substantial change which had taken place in his worldly circumstances, and then wended toward headquarters to report.

Check your progress :

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

1. What work was assigned to Tom?
2. With what did Tom want to buy an exchange of work?
3. Who was the first boy to help Tom?
4. How does Tom turn the dreary work into enjoyable one?
5. What was hateful work in Tom's eyes?

B. Choose the appropriate answer and complete the following sentences.

1. ----- gives a kite to Tom.
a) Jim b) Ben c) Billy Fisher d) Johnny Miller
2. -----is the name of Tom Sawyer's aunt.

under the shade of a tree and plots to trap more of his friends. The boys troop in one after another to make fun of Tom and end up parting with their treasure and whitewashing the fence. Tom has a wonderful, idle time while the fence gets three coats of paint.

3.B.4 Terms to Remember:

vigor(n): Strength

triumph(n): Victory

brimming (adj): fill or be full to the point of overflowing.

streak (n): a long, thin line or mark of a different substance or color from its surroundings.

expeditions (n): a journey or voyage undertaken by a group of people with a particular purpose.

anticipations (n): expectation or prediction.

hurricane-deck (Compound Word n+n): a covered deck at or near the top of a ship's superstructure.

reckon (v): rely on or be sure of doing, having, or dealing with.

alacrity (n): brisk and cheerful readiness.

dangled(v): hang or swing loosely.

fagged (adj): extremely tired.

dilapidated (adj): in a state of disrepair or ruin as a result of age or neglect.

wend(v): go in a specified direction.

3.B.5 Answers to Check Your Progress :

A)

1. To whitewash the fence.
2. With bits of toys, marbles, and trash
3. Ben Rogers
4. Tom creates a team of boys to whitewash the fence for him.
5. Bringing water from the town pump.

B)

1. Billy Fisher

2. Aunt Polly
3. the core of his apple
4. boys
5. three

3.B.6 Exercises:

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

1. How does Tom succeed in getting Ben to whitewash the fence?
2. How does Tom manage to whitewash the fence in one day?
3. How did Tom manage to become wealthy by the afternoon?
4. How does the author differentiate between work and play?
5. What 'great law of human action' did Tom discover?

II. Write Short Notes on the following in 7 - 8 Sentences each:

1. Tom Sawyer
2. Whitewashing the fence: Punishment or enjoyment for Tom

III. Vocabulary Exercises:

A. Form adjectives by adding suitable suffixes to the words below and complete the table.

Sr. No.	Words	Suffixes	Adjectives
1.	Silence	-al	
2.	Technique	-ous	
3.	Nature	-ic	
4.	Triumph	-ive	
5.	Hero	-t	
6.	Attraction	-ly	
7.	Vigour	-y	
8.	Horror	-ical	
9.	Anger	-less	
10.	Afford	-ent/-ant	
11.	Purpose	-able/-ible	
12.	Life	-ful	

B. Choose the correct alternative.

1. (Germany/Dutch/France) is not a country.
2. Europe, Asia and Africa are all (continents/countries/capitals).
3. The (region/ population/border) of the UK is around 60 million.
4. A (forest/desert/bay) is a very dry place.
5. How long is the (coastline/mountain/sea)?
6. The country has an unpredictable monsoon (climate/weather/time).
7. Japan's cities are mostly crowded onto the flat (earth/ground/land) around the coast.
8. Italy has a (limit/perimeter/border) with France.
9. Because of the lack of (area/space/ region) Japan's cities are extremely crowded.
10. Italy is famous for its beautiful lakes and mountain (scene/scenery/sights)

IV. Writing Activity:

1. Write a paragraph on your idea of happiness.
2. Narrate an incident in your life which changed your perspective about life.

V. Further Reading:

1. *The Adventures of Tom Sawyer* by Mark Twain
2. *Adventures of Huckleberry Finn* by Mark Twain



Module IV

A) Father Returning Home

Dilip Chitre

Index:

- 4 A.0 Objectives
- 4 A.1 Introduction
- 4 A.2 Content
 - 4 A.2.1 Check Your Progress
- 4 A.3 Summary
- 4 A.4 Terms to Remember
- 4 A.5 Answers to Check Your Progress
- 4 A.6 Exercises

4 A.0 Objectives:

After studying this Unit you will be able to:

- Understand the thematic concerns of the poem.
- Explain the condition of modern man in the big cities.
- Find relationship between old and young generation.

4 A.1 Introduction:

Dilip Purushottam Chitre (17 September, 1938 – 10 December 2009) was the foremost Indian poet, critic, painter and filmmaker of the modern era. He wrote poems both in English and Marathi. His *Says Tuka* is the most famous translation of the 17th century Marathi Bhakti poet Tukaram. He has also translated Dnyaneshwar's *Anubhavamrut* into English. He was an honorary editor of the quarterly, *New Quest*.

His 'Father Returning Home' explores man's estrangement from a man-made world. It is a very heart-touching poem as it narrates the loneliness and helplessness of the father. The poem is full of gloomy and pessimistic atmosphere.

4 A.2 Content:

A) FATHER RETURNING HOME

Dilip Chitre

My father travels on the late evening train
Standing amongst silent commuters in the yellow light
Suburbs slide past his unseeing eyes
His shirt and pants are soggy and his black raincoat
Stained with mud and his bag stuffed with books
Is falling apart. His eyes dimmed by age
Fade homeward through the humid monsoon night.
Now I can see him getting off the train
Like a word dropped from a long sentence.
He hurries across the length of the grey platform,
Crosses the railway line, enters the lane,
His chappals are sticky with mud, but he hurries onward.

Home again, I see him drinking weak tea,
Eating a stale chapati, reading a book,
He goes into the toilet to contemplate
Man's estrangement from a man-made world
Coming out he trembles at the sink,
The cold water running over his brown hands,
A few droplets cling to the greying hairs on his wrists.
His sullen children have always refused to share
Jokes and secrets with him. He will now go to sleep
Listening to static on the radio, dreaming
Of his ancestors and grandchildren, thinking
Of nomads entering a subcontinent through a narrow pass.

4 A.3 Summary:

'Father Returning Home' is a very touching poem by Dilip Chitre. The poem begins with the description of the poet's father's travelling home. He travels on the late evening train after finishing his work for the day. He is standing among the silent passengers. There is the yellow light inside the train compartment. The words like 'late evening', 'silent commuters', and 'yellow light' set the tone of the poem. The suburbs slide past the moving train. But the poet's father has no wish to look at those. His journey is monotonous. It is a rainy day. His shirt and pants are all wet with the rain water. His black raincoat is stained with mud. His bag is stuffed with books and he has to struggle to handle it. His eyesight is dimmed by his old age. The father looks homeward with his low vision. It is a humid monsoon night. All these things create gloomy atmosphere in the poem. They also indicate that the father's life is no more cheerful and joyous. The words 'black' and 'dim' indicate the dullness of his life. Now the father gets down from the train. Here the poet has used a fine simile. He compares his father to an unimportant word in a long sentence. The poet indicates how unimportant his father is to the crowd in the train. His presence is not relevant to the rest of the world. After getting off the train, the father hurries towards his home. He crosses the grey platform and the railway line and enters the lane. His chappals are sticky with mud. He 'hurries' because he wants to escape from the dull humid atmosphere. The words 'grey' and 'mud' add to the gloomy atmosphere.

In the second stanza the reader sees the worst condition of the father. Even at home the father faces great isolation. Nobody cares for or welcomes him at the house. At home he drinks weak tea and eats a stale chapati. He doesn't complain about his weak tea or stale chapati, because it is his routine matter. The father reads a book while having his tea. He, then, goes into the toilet and ponders over man's estrangement from a man-made world. His family members are totally indifferent and unfriendly towards him. He ponders over his loneliness in the world. He comes from the toilet and goes to wash his hands at the basin. He trembles at the sink when cold water runs down his hands. A few drops of water cling to the grey hairs on his wrist. His children refuse to share jokes and secrets with him. They don't have close and intimate relationship with their father. Now the father goes to sleep listening to the radio and thinking of his ancestors, his grandchildren and the people entering through a narrow pass.

4 A.4 Terms to Remember

Glossary and Notes:

Commuters(n): someone who travels regularly from home in a suburb to work in a city

soggy(Adj.): (of soil) soft and watery

contemplate (v) : think intently and at length

estrangement(n) : the feeling of being alienated from other people

sullen(Adj.) : showing a brooding ill humour

nomad(n): people who have no permanent home and move about according to the seasons

4 A.5 Answers to Check Your Progress

4 A.2.1

- A.**
1. The Poet's father
 2. Silent commuters
 3. Like a word dropped from a long sentence.
 4. The late evening
 5. Man's estrangement from a man-made world
 6. His sullen children
- B.**
1. c) books
 2. b) rainy
 3. a) gloomy and pessimistic
 4. b) hopelessness
 5. d) a word

4 A.6 Exercises

I. Comprehension Questions:

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

1. How does the speaker's father spend his time at home?

Ans: The father's life at home is too monotonous. He experiences the sense of detachment and alienation at his own home. He is served weak tea and stale chapati. He reads a book while having his tea, perhaps to overcome his sense of detachment. He thinks of man's estrangement from man-made life. His children do not share their joys or sorrows with him. He then goes to sleep listening to the radio. It is really a very pathetic picture of the father.

2. How does the poet show people in the old age withdraw into an isolated lifestyle?

Ans: The poet wants to show us that people in the old age withdraw into an isolated lifestyle. The father in the poem is silent man. He speaks to none: neither to the fellow passengers nor to his family members. At home he prefers to read a book instead of speaking to his children. He goes into his room and ponders over man's estrangement and isolation in the modern world. He listens to the radio and then goes to sleep. He leads a very isolated life.

3. How do his children react to him at home?

Ans: The children in the poem are too indifferent towards their father. They do not care for their father- perhaps the only earner of the family. They refuse to share their joys or sorrows with their father. They do not show any kind of love or respect for their father. Due to their indifferent behavior the father experiences the feeling of strangeness in his own house.

4. Comment on the portrayal of the speaker's father.

Ans: The poet has portrayed a very pathetic picture of the father. He is silent throughout the poem. He works for the whole day, travels on a late evening train. He receives no warm welcome at his home; instead he is neglected by his family members. He leads a meaningless, isolated, detached, rootless, alienated and strange life.

II. Vocabulary Exercises:

1. Give synonyms of the following words.

Soggy: **muddy, mucky, waterlogged**

Contemplate: **consider, think about**

Sullen: **dark, glum, morose**

Tremble: **shake, shiver**

2. Give antonyms of the following words.

Refuse: **accept**

Dim: **bright**

III. Writing Activity

1. Life in modern city
2. Technology and its effects on man

IV. Suggestions for further reading

Read the Marathi and English poems of Dilip Chitre.

B) There is a Garden in Her Face

Thomas Campion

Contents

- 4 B.1 Objectives
- 4 B.2 Introduction
- 4 B.3 The Text
- 4 B.4 Explanation
- 4 B.5 Self-Assessment Questions
- 4 B.6 Summary
- 4 B.7 Glossary
- 4 B.8 Key to Check Your Progress
- 4 B.9 Exercises
- 4 B.10 Activities
- 4 B.11 Further Reading

4 B.1 Objectives

After studying this unit you will be able to:

1. Comprehend the poem as a love lyric laden with different images of beauty and love.
2. Understand the distinguishing features of a poem.
3. Identify the perspective of the speaker pertaining to the concept of beauty.
4. Differentiate between different forms of the lyric.

4 B.2 Introduction:

Thomas Campion (1567-1620) was born in London on 12th February, 1567. He was the second child of John and Lucy Campion. As a poet of the Renaissance period, he wrote 453 epigrams based on the Roman models and earlier poets of his era. His lyrics contain precise descriptions of things and events and memorable

portraits of people. His first poetry appeared in Philip Rosseter's 'Book of Ayres' (1601). It consists some of Campion's best lyrics that illustrate celebration of intellectual beauty. His poetry portrays the people dealing with the conflicts of love and sexuality.

Campion was a great master of rhythm and melody. He was a poet, composer, and physician of his time. He is known for his treatment of the conventional Elizabethan themes. His description of the natural world is best reflected in terms of sound, music, movement, or change rather than visual images.

The present poem is a best illustration of his interest in the human nature trapped in the conflicts of love and sexual urges. The poem is a praise of a fair-looking lady, a model of both beauty and purity.

4 B.3 The Text:

There is a Garden in Her Face

There is a garden in her face
Where roses and white lilies grow;
A heavenly paradise is that place
Wherein all pleasant fruits do flow.
There cherries grow which none may buy,
Till "Cherry ripe" themselves do cry.

Those cherries fairly do enclose
Of orient pearl a double row,
Which when her lovely laughter shows,
They look like rose-buds fill'd with snow;
Yet them nor peer nor prince can buy,
Till "Cherry ripe" themselves do cry.

Her eyes like angels watch them still,
Her brows like bended bows do stand,
Threatening with piercing frowns to kill

All that attempt with eye or hand
Those sacred cherries to come nigh,
Till "Cherry ripe" themselves do cry.

4 B.4 Explanation:

The poem "There is a Garden in Her Face" consisting of three stanzas each explores the beauty of a lady. The speaker praises the beautiful lady as her face appears like a garden full with lovely roses and cherries. It symbolizes physical aspects of her beauty. Her face looks like a 'heavenly paradise' protected from impurity of human impulses and passions. She is fair and beautiful as roses and pure like white lilies. It is her growing age of youth and she is conscious about her. Therefore she guards her 'garden' of beauty with utmost care and precaution. The speaker appreciates her beauty which is unapproachable for others.

The poem continues the speaker's appreciation of her beauty in the second stanza. It describes her pearl-like white teeth enclosed in her red lips. Through her lovely laughter, she exposes the rows of her teeth. They are compared with rose-buds filled with snow. Her beauty remains forbidden from any materialistic or financial approach as she will not easily give up herself to any prince or person of her age group.

She constantly keeps watch on herself through her eyes. She does not allow anyone to touch her with their hands or eyes. Her eyes are like guardian angels of heavenly paradise. The lady frowns if anyone looks at her with loving intention. She seems to be quite determined to protect her beauty and passions of love until she find the right person of her choice. She will not surrender to the passions of love and sexuality until she is mentally and physically prepared. She will guard her virginity till she reaches to the age of maturity.

Thus, the poem is a commentary on a beautiful woman whose priorities are fixed. She is quite determined about her future. Her beauty will attract some suitors towards her but she will not easily give up to them. The speaker describes her beauty with rich variety of symbols such as cherries, roses. Lilies, pearls etc. However, the woman remains unresponsive to men's appeals, at least for the time being.

4 B.5 Self-Assessment Questions:

Answer the following questions in one sentence each:

1. Where does the speaker find a garden?
2. What does the peer or prince can't buy?
3. What does the poet mean by the 'sacred cherries'?

4B.5.1 Heavenly Paradise

There is a garden in her face
Where roses and white lilies grow;
A heavenly paradise is that place
Wherein all pleasant fruits do flow.
There cherries grow which none may buy,
Till "Cherry ripe" themselves do cry.

4 B.5.2 Self-Assessment Questions:

Complete the following expressions choosing the correct alternative.

1. The poet thinks her face as a -----.
a) mirror b) garden c) book
2. According to the poet, her face is like a heavenly -----.
a) cave b) tree c) paradise
3. Among all present fruits, no one can buy -----.
a) apple b) cherries c) berries

4 B.5.3 Beautiful Aspects of Woman

Those cherries fairly do enclose
Of orient pearl a double row,
Which when her lovely laughter shows,
They look like rose-buds fill'd with snow;
Yet them nor peer nor prince can buy,
Till "Cherry ripe" themselves do cry.

4 B.5.4 Self-Assessment Questions:

Answer the following questions in one sentence each:

1. What remain enclosed in a double row?
2. What makes her to show her teeth?
3. What does the poet mean by 'rose-buds'?

4 B.5.5 Stubbornness of a High Rank Woman

Her eyes like angels watch them still,
Her brows like bended bows do stand,
Threatening with piercing frowns to kill
All that attempt with eye or hand
Those sacred cherries to come nigh,
Till "Cherry ripe" themselves do cry.

4 B.5.6 Self-Assessment Questions:

Answer the following questions in one sentence each:

1. Who does keep watch on her beauty?
2. How does she defend herself from other's attempt?
3. When will she accept their responses?

4 B.6 Summary

The speaker in the poem is an admirer of a beautiful woman. For him, her face appears as a heavenly paradise. Her face combines both physical and spiritual aspects. It comprises worldly pleasures as well as purity of her heart. She looks fair and beautiful but unresponsive for sensuous passions.

In the second stanza, the speaker describes her enchanting beauty. Her white teeth are like orient pearls. Her lovely laughter shows her teeth as if they are enclosed in buds of roses filled with snow. He knows that her beauty is priceless as no prince nor peer can buy it.

The third stanza presents her as a divine figure whose angelic eyes constantly keep watch on her beauty. She is quite capable to defend herself from improper ways with her frowning eyebrows. They will work like bows to stop undue advantages. The speaker is aware of her decision as she will only follow her conscience and will remain unresponsive.

4 B.7 Glossary:

lilies (N.plural), lily: a small sweet-smelling white flower shaped like a bell

cherries (N.Plural), cherry : a small soft round fruit

enclose (V) : to surround

orient(N): the countries of the east

peer (N): a member of the nobility

frown (N) : a serious, angry or worried look causing lines on the forehead

nigh (Av): almost

Cherry ripe: It refers mentally and physically preparedness for a relationship

4 B.8 : Key to check your progress

4 B.5 : Self-Assessment Questions:

Answer the following questions in one sentence each:

1. The speaker finds a garden in the face of a beautiful woman.
2. The peer or prince can't buy her beauty.
3. The poet means the virginity and purity of a lady by the 'sacred cherries'.

4 B.5.2 :Self-Assessment Questions:

Complete the following expressions choosing the correct alternative.

1. garden 2. paradise 3. cherries

4 B.5.4 :Self-Assessment Questions:

Answer the following questions in one sentence each:

1. Her pearl like teeth remain enclose in a double row.
2. Her lovely laughter shows her teeth.

3. The poet means that her lips as 'rose-buds'.

4 b.5.6 : Self-Assessment Questions:

Answer the following questions in one sentence each:

1. Her angelic eyes keep watch on her beauty.
2. Her frowning eyes defend herself from other's attempt.
3. She will accept their responses after she gets maturity.

4 B.9 : Exercises:

A. Answer the following questions in two to three sentences each.

1. How does the speaker describe a beautiful woman?
2. How does a fair lady remain unapproachable?
3. Comment on the poem as a love lyric.

B. Write short notes on the following:

1. Concept of Beauty in the poem
2. Use of symbols in the poem

4.10 Activities:

1. Find out Elizabethan or Petrarchan conventions of love poems.
2. Study popular love lyrics of English literature.

4.11 Further Reading:

1. Simic, Charles (1988) The Essential Campion, Eco Press.
2. The website featuring the poet:

https://m.poemhunter.com/thomas_campion



Module V

A) E-Communication

Index:

- 5 A.0 Objectives
- 5 A.1 Introduction
 - Presentation of Subject Matter
- 5A.2 Section 1: Electronic Mail or Email
 - 5A.2.1 : Format of Email
 - 5A.2.2 : Informal and Formal Email Writing
 - 5A.2.3 : Check Your Progress- I
- 5A.3 Section 2 : E- mail Discussion Groups
 - 5A.3.1: Concept of E- mail Discussion Groups
 - 5A.3.2 : Check Your Progress- II
- 5A.4 Section 3 :Email Pals
 - 5A.4.1 : Concept of Email Pals
 - 5A.4.2 : Check Your Progress- III
- 5A.5 Section 4: Blogs
 - 5A.5.1: Introduction and Concept of Blogs
 - 5A.5.2 : Personal Blogs
 - 5A.5.3 : Professional Blogs
 - 5A.5.4 : Check Your Progress- IV
- 5A.6 Answers to Check Your Progress
- 5A.7 Exercises

5A.0 Objectives :

After studying this unit you will be able to :

1. acquaint with the concept and some means of E-communication.
2. learn structure of Formal and Informal E-mails
3. understand the concept of E- mail Discussion Groups
4. learn how to write Email Pals
5. learn how to write Personal and Professional Blogs

5A.1 Introduction :

Dear students, do you know the title of the text you study for English compulsory? It is “English for Communication”. You are familiar with the term ‘communication’. Communication is a process of transferring information, ideas, suggestions, orders, requests, feelings, plans, messages, grievances etc. from one person to another or many or from one group to another. There are different modes of communication. In ancient time communication used to be done through messengers. Post offices are important centers for correspondence. However, with the advancement in science and technology and the spread of internet all over the world, there emerged a new type of communication which is known as E-Communication. Electronic Communication or e-communication is a term which is used for communication by means of electronic media. E-Communication uses advanced techniques such as computer modems, facsimile machines, voice mail, electronic mail, teleconferencing, video cassettes or private television networks. With the introduction of various interactive elements on the web, it became easier and faster to communicate with a person or group. There are various advantages of E-Communication like speedy transfer of messages, wide coverage, managing global access, exchange of feedback, reasonable cost etc. In this unit let us study some of the means and ways of E-Communication and their uses.

5A.2. Section I: Electronic Mail or Email :

Dear students have you heard about e-mail.? Have you received any mail? Electronic Mail or in short ‘email’ or ‘e-mail’ is one of the most popular and useful ways of communication using internet. It is delivered through electronic means and being transmitted electronically. Through e-mail one can send written messages both

textual and non-textual, information, pictures and files. Messages are sent through emails all over the world within short time. Another benefit of email is you can send the same message to number of persons at the same time. The messages sent and received by email can be stored and organized according to our needs. It is eco-friendly, as it reduces the use of papers.

5A.2.1 : Format of E-mail:

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

The structure or format of email contains the slots like *From*, *To*, *Subject* and *Compose mail*. Sender's email address is given at the top using the caption 'From'. Caption 'To' is used for receiver's address. 'Cc' denotes the email address of the persons when you are to send the same mail to more than one person. 'Cc' means add Carbon Copy. By using this option you can send the same mail to many persons (Carbon Copy) you would like to send. There is another option 'Bcc' which means add 'Blind Carbon Copy' that is send these people the same letter but don't let them see any of the other addresses when you don't want all to see each other's email address.

Subject Line:-

The Subject Line of the email is as important as the actual message. It should be appropriate, short, concise, specific and clear. It gives a kind of hint or sign for your message. When people receive a number of messages, a catchy and meaningful Subject Line will attract and enable the receiver to see the mail. Generally Subject Line includes the key words of the message. Don't write Subject Line using all the capital letters. Here are some examples of drafting proper Subject Line:

- Request for Information about Submission of Examination Forms.
- Enquiring about Value Added Courses started by the University.
- Schedule for Mar. /April Examination.
- Invitation for Birthday Party
- Tour Programme to South India

Beginning and Ending emails:

While writing an email always begin with a proper salutation or greeting. The salutation should be written taking into consideration whether the email is formal or informal.

	Formal email	Informal email
Beginning email	1. Respected Sir/Madam, 2. Dear Mr. Vikase 3. Hello Sir/Madam, 4. To whom It May Concern	1. Hi, Tejswini, 2. Hi, Dear sweet sis. 3. Hello Baba,
Ending email	1. Yours Faithfully 2. Yours Sincerely 3. Yours Truly	1. Regards. 2. Cheers 3. See you again 4. Bye Bye 5. Yours lovely

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

5A.2.2: Informal and Formal Email Writing:

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

A. Informal E-mails:

The emails written to friends, relatives, colleagues and dealing with informal subject matters can be considered as informal emails. Such emails typically have personal conversations with friends or family members or acquaintances. You can write informal emails for number of purposes like invitation for birthday, wedding ceremony, thanking someone for some favour done, accepting or refusing invitation, greeting, apologizing etc... And so on.

See the following email about inviting a friend to the Birthday party:

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

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

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

You can also send an informal email for thanking someone, congratulating someone, enquiring about health, sending greetings, etc. See the language used in the emails above. In informal emails, people often make use of abbreviations such as:

b.d. – birthday

C u - see you

BTW – By the Way

WBW - with best wishes

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

B. Formal E-mails:-

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

1. Request for Something:

You can send email for requesting something like asking for particular information, booking hotel rooms, booking tickets for movies or plays, booking orders for books etc.. See the following example:

From: anaysagar@gmail.com

To: msrtc@gmail.com

Subject: Reserving two seats from Kolhapur to Hyderabad

Respected Sir,

I wish to reserve two tickets for the bus journey from Kolhapur to Hyderabad on 20th of this month. I wish to do online booking. I would like to pay the charges by my Debit card with SBI. Could you please reserve two seats and intimate me about the amount to be paid?

Thanking You!

Anay Sagar

Kolhapur.

2. Complaint Emails:

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

From:suoberoi10@gmail.com

To:internationalbooks@gmail.com

Cc :

Subject: Supply of Books

Dear Sir,

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

Yours faithfully,

S.U.Oberoi

Pune.

5A.2.3 : Check Your Progress- I

A) Choose the appropriate answer and complete the following sentences:

- The most essential thing in email is
 - email address
 - greetings
 - end notes
 - reference
- By using the option from the slot you can send the same mail to many persons at a time.

- a) salutation b) Cc or BCC c) From d) Subject line
3. In an email Subject Line gives a kind of
 - a) Email id b) hint or sign c) detailed information d) salutation
 4. Formal emails should be ended with the mention of
 - a) sender's name b) sender's address
 - c) both option 'a' and 'b' d) none of the above
 5. The emails written to friends, colleagues, relatives and dealing with informal subject matters can be considered as
 - a) Formal emails b) Informal emails
 - c) Official mails d) Correspondence mails

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

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

5 A.3: Section 2: E- mail Discussion Groups :

5 A.3.1: Concept of E- mail Discussion Groups :

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

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

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

5A.3.2 : Check Your Progress- II

A) Choose the appropriate answer and complete the following sentences:

1. E-mail Discussion Group is a type of group that avails for providing, sharing, exchanging, commenting, discussing on a certain topic within the group by using email.
 - a) online environment
 - b) letters
 - c) meeting
 - d) conference
2. One can use to create an Online email Discussion Group.
 - a) Google Groups
 - b) WhattsApp
 - c) meeting
 - d) telephone
3. Email Discussion Groups can be effectively used for
 - a) project work
 - b) online tests
 - c) teaching learning process
 - d) all of the above

B. Answer the following questions in short.

1. What is an E- mail Discussion Group?

2. What are the uses of E- mail Discussion Groups?

5A.4 Section 3 : Email Pals:

5A.4 .1:Concept of Email Pals:

You might be familiar with the concept of pen friends. Pen friend is a kind of friendship developed by exchanging letters with other person/s especially someone in a foreign country whom one has never met. In the same way, E-mail pals or e-pals is a modern variation to pen friends where one can develop friendship with a person, especially living abroad and whom you have never seen, by exchanging emails. E-pals can be dealt with friends staying at local level or from very far away. The main goal of E-pals is to share ones' culture, tradition, nature, habits, feelings, information etc. E-mail pals are a kind of friendship built and maintained through email. Email pals can include persons of all ages, any nationality or culture. E-mail pals can be used as an effective medium to develop language competency.

Here is an example of 'email pal':

Dear Martin,

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

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

Hope to hear from you soon!

Rahul.

5A.4.2 : Check Your Progress- III

A) Choose the appropriate answer and complete the following sentences:

1. E-mail pals or e-pals is a modern variation to
- a) meeting b) pen friends c) seminar d) gathering

2. One can develop friendship with a person, especially living abroad and whom you have never seen, with the help of Epals by exchanging
 - a)interviews b) web series c) e-mails d) Television Shows
3. E-mail pals can be used as an effective medium to develop
 - a) oral skills b) spoken skills c) competition d) language competency

- B)** Write an email to your friend living abroad regarding developing email pal.
- C)** Write an email pal describing the various activities organized in your college.

5 A.5.Blogs:

5A.5.1: Introduction and Concept of Blogs :

Blog is a ‘blend’ of the original word weblog. A Blog is a website, usually maintained by an individual or group with regular entries publishing various contents like text, images, music, videos, description of events or other events. It is a form of online publishing communication and expression that has gained significant popularity since its emergence in the last decade of 20th century. The entries on a Blog are commonly displayed in reverse chronological order i.e. the latest Blogs are displayed first. Blogs can be called an online diary which is useful for keeping records. The general format of blog is as follows

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

There are many free and payable Blog sites such as Word Press, Blogger and Type pad which are available online. You can create your Blog with the help of

Google app ‘Blogger’. Once you register user name and password on the admin page in the software you will come across forms where you can add content for your blog. There is also provision of style templates to decorate your blog. Generally blog posts include Title Text, Tags/Categories, Author, Time of publication and URL.

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

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

5A.5.2. Personal Blogs:-

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

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

Here is an example of heart touching Blog Post written, by Amitabh Bachhan on his wife Jaya Bacchan’s birthday.

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

Feelings and love delivered... writings of occasion hand written on card... the

gratitude of the special day and spending the time with all about.

Reminiscing...

Let's study another example of Personal Blog.

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

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

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

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

5A.5.3. Professional Blogs:-

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

The Professional Blogs unlike Personal Blogs are content oriented. The content to be shared is informative; data based creating a kind of connection with the readers. Professional Blog Posts include headline, categories, publication on blogging etc. The subject matter varies from advertisements to reviews, including recommendations, opinion etc. The personal pronouns like you, we ... are used for the company.

Here is an example of Professional Blog.

Inquiry- Based learning for college students

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

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

*Advantages of Inquiry-Based Learning:-

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

* Disadvantages of Inquiry-Based Learning:-

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

Let's study another example of professional blog post:

9 Habits of successful students

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

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

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

5A.5.4 : Check Your Progress- IV :

A) Choose the appropriate answer and complete the following sentences:

1. Blog is a 'blend' of the original word.....
 - a) web news
 - b) web series
 - c) weblog
 - d) web film
2. is a person who writes and controls Blogs.
 - a) A Blogger
 - b) Blogging
 - c) Visitor
 - d) Audience
3. The entries on a Blog are commonly displayed in reverse order.
 - a) according to data
 - b) alphabetical
 - c) name wise
 - d) chronological
4. Personal Blogs can be considered as or commentary or expression written by an individual instead of a group.
 - a) diary
 - b) online diary
 - c) intention
 - d) memorandum
5. Professional Blog creates an interaction between bloggers and readers, creating
 - a) Personal relations
 - b) Domestic relations
 - c) individual relations
 - d) social relations

B) Suppose you won a state level Essay Competition .Write a Personal Blog about it. Imagine necessary details.

C) Suppose you participated in a N.S.S residential camp for 10 days. Write a Personal Blog describing your experience there.

D.1.As a librarian of the college library, write a Professional Blog explaining the students the importance of college library. Imagine necessary details.

5A.6Answers to Check Your Progress :

5A.2.3 : Check Your Progress –I:

A) 1) - a, 2) – b, 3) –b, 4) – c, 5) – b.

5A.3.2: Check Your Progress –II:

A) 1) – a, 2) –a, 3) – d.

5A.4.2: Check Your Progress –III:

A) 1) – b, 2) – c, 3) –d.

5A.5.4: Check Your Progress –IV:

A) 1) – c, 2) –a, 3) – d, 4) – b, 5) – d.

5A.7Exercises:

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

B) PREPARATION FOR ENGLAND

- M.K.Gandhi

Contents:

- 5B.0 Objectives
- 5B.1 Introduction
- 5B.2 Presentation of Subject matter
 - 5B.2.1 Section – I
 - Check Your Progress -I
 - 5B.2.2 Section-II
 - Check Your Progress-II
- 5B.3 Summary
- 5B.4 Terms to Remember
- 5B.5 Answers to Check Your Progress
- 5B.6 Exercises
- 5B.7 Writing Activity
- 5B.8 Reference for further study

5B.0 Objectives:

After studying this unit you will be able to:

- know the incidents in the life of Mahatma Gandhi
- study the details regarding M.K.Gandhi's plan to go abroad for education.
- study the situation after Gandhi's decision to study further after matriculation.
- study the vocabulary used in the prose.

5B.1 Introduction:

Mohandas Karamchand Gandhi (1869-1948), popularly known as Mahatma Gandhi, was the leader in the struggle for India's independence who insisted to adopt civilized methods of non-violence, civil disobedience, sufferings and non-

cooperation to achieve the freedom. He is universally known for his philosophy as well as principles like non-violence. He is known as ‘Father of the Nation’.

His autobiography *My Experiments with Truth* is marked with humility and truthfulness. In it he narrates his experiences of childhood days, school days, marriage, journey to England and South Africa. etc. .At the same time it is a story of his journey from a shy, diffident young boy to a mighty leader. In this autobiography he tells the story of his experiments with truth which is the supreme principle. The present extract ‘Preparation for England’ taken from his autobiography, details an account of his preparation, circumstances and decision to go to England to study law.

5B.2 Presentation of Subject matter:

5B.2.1 Section – I

I passed the matriculation examination in 1887. It then used to be held at two centers, Ahmedabad and Bombay. The general poverty of the country naturally led Kathiawad students to prefer the nearer and the cheaper centre. The poverty of my family likewise dictated to me the same choice. This was my first journey from Rajkot to Ahmedabad and that too without a companion. My elders wanted me to pursue my studies at college after the matriculation. There was a college in Bhavnagar as well as in Bombay, and as the former was cheaper, I decided to go there and join the Samaldas College. I went, but found myself entirely at sea. Everything was difficult. I could not follow, let alone taking interest in, the professors’ lectures. It was no fault of theirs. The professors in that college were regarded as first-rate. But I was so raw. At the end of the first term, I returned home.

We had in Mavji Dave, who was a shrewd and learned Brahman, an old friend and advisor of the family. He had kept up his connection with the family even after my father’s death. He happened to visit us during my vacation. In conversation with my mother and elder brother, he inquired about my studies. Learning that I was at Samaldas College, he said: ‘The times are changed. And none of you can expect to succeed to your father’s *gadi* without having had a proper education. Now as this boy is still pursuing his studies, you should all look to him to keep the *gadi*. It will take him four or five years to get his B.A. degree, which will at best qualify him for a sixty rupees’ post, not for a Diwanship. If like my son he went in for law, it would take him still longer, by which time there would be a host of lawyers aspiring for a Diwan’s post. I would far rather that you sent him to England. My son Kevalram

says it is very easy to become a barrister. In three years' time he will return. Also expenses will not exceed four to five thousand rupees. Think of that barrister who has just come back from England. How stylishly he lives! He could get the Diwanship for the asking. I would strongly advise you to send Mohandas to England this very year. Kevalram has numerous friends in England. He will give notes of introduction to them, and Mohandas will have an easy time of it there.'

Joshiji--that is how we used to call old Mavji Dave--turned to me with complete assurance and asked: 'Would you not rather go to England than study here?' Nothing could have been more welcome to me. I was fighting shy of my difficult studies. So I jumped at the proposal and said that the sooner I was sent the better. It was no easy business to pass examinations quickly. Could I not be sent to qualify for the medical profession?

My brother interrupted me: 'Father never liked it. He had you in mind when he said that we *Vaishnavas* should have nothing to do with dissection of dead bodies. Father intended you for the bar.'

Joshiji chimed in: 'I am not opposed to the medical profession as was Gandhiji. Our *Shashtra* are not against it. But, a medical degree will not make Diwan of you, and I want you to be Diwan, or if possible something better. Only in that way could you take under your protecting care your large family. The times are fast changing and getting harder every day. It is the wisest thing therefore to become a barrister'. Turning to my mother he said: 'Now, I must leave. Pray ponder over what I have said. When I come here next I shall expect to hear of preparations for England. Be sure to let me know if I can assist in any way.'

Joshiji went away, and I began building castles in the air.

My mother was sorely perplexed. She did not like the idea of parting with me.

My brother had another idea. He said to me: 'We have a certain claim on the Porbandar State. Mr. Lely is the Administrator. He thinks highly of our family and uncle is in his good books. It is just possible that he might recommend you for some State help for your education in England.'

I liked all this and got ready to start off for Porbandar.

Check Your Progress –I:

Q.1 A) Complete the following statements by choosing the correct alternative:

1. Gandhiji passed the matriculation examination in
a) 1887 b) 1888 c) 1787 d) 1788
2. Gandhiji's first journey without a companion was from
a) Ahmedabad to Rajkot b) Rajkot to Ahmedabad
c) Kathiawad to Porbandar d) Porbandar to Kathiawad
3. Gandhiji attended in Bhavnagar after matriculation.
a) University College b) Samaldas College
c) Trinity College c) London College
4. was an old friend and adviser of Gandhi family.
a) Mr. Lely b) Kevalram
c) Mavji Dave d) Karamchand
5. Gandhiji expressed his will if he could be sent to qualify for the
a) barrister b) business management
c) engineering d) medical profession
6. was the Administrator of Porbandar State.
a) Mavji Dave b) Becharji Swami
c) Mr. Lely d) Kevalram

B) Answer the following questions in one word or phrase or sentence each :

1. Which centre did Gandhiji appear for his matriculation examination?
2. Why did Kathiawad students prefer the nearer and cheaper centre?
3. Who was Mavji Dave ?
4. According to Joshiji what is the wisest thing for M.K. Gandhi ?

5 B.2.2 Section-II

I arrived at last, did obeisance to my uncle, and told him everything. He thought it over and said: 'I am not sure whether it is possible for one to stay in England without prejudice to one's own religion. From all I have heard, I have my doubts. When I meet these big barristers, I see no difference between their life and that of Europeans. They know no scruples regarding food. Cigars are never out of their mouths. They dress as shamelessly as Englishmen. All that would not be in keeping with our family tradition. I am shortly going on a pilgrimage and have not many years to live. At the threshold of death, how dare I give you permission to go to England, to cross the seas? But I will not stand your way. It is your mother's permission which really matters. If she permits you, then Godspeed! Tell her I will not interfere. You will go with my blessing.'

'I could expect nothing more from you,' said I. 'I shall now try to win mother over. But would you not recommend me to Mr. Lely?'

'How can I do that?' said he. 'But he is a good man. You ask for an appointment, telling him how you are connected. He will certainly give you one and may even help you.'

I can not say why my uncle did not give me a note of recommendation. I have a faint idea that he hesitated to cooperate directly in my going to England, which was in his opinion an irreligious act.

I wrote to Mr. Lely, who asked me to see him at his residence. He saw me as he was ascending the staircase; and saying curtly 'Pass your B.A. first and then see me. No help can be given you now,' he hurried upstairs. I had made elaborate preparations to meet him. I had carefully learnt up a few sentences and had bowed low and saluted him with both hands. But all to no purpose!

I thought of my wife's ornaments. I thought of my elder brother, in whom I had the utmost faith. He was generous to a fault, and he loved me as his own son.

I returned to Rajkot from Porbandar and reported all that had happened. I consulted Joshiji, who of course advised even incurring a debt if necessary. I suggested the disposal of my wife's ornaments, which could fetch about two to three thousand rupees. My brother promised to find the money somehow.

My mother, however, was still unwilling. She had begun making minute inquiries. Someone had told her that young men got lost in England. Someone else had said that they took to meat; and yet another that they could not live there without liquor. 'How about all this?' she asked me, I said: 'Will you not trust me? I shall not lie to you. I swear that I shall not touch any of those things. If there were any such danger, would Joshiji let me go?'

'I can trust you,' she said. 'But how can I trust you in a distant land? I am dazed and know not what to do. I will ask Becharji Swami.'

Becharji Swami was originally a Modh Bania, but had now become a Jain monk. He too was a family adviser like Joshiji. He came to my help, and said: 'I shall get the boy solemnly to take the three vows, and then he can be allowed to go.' He administered the oath and I vowed not to touch wine, woman and meat. This done, my mother gave her permission.

The high school had a send-off in my honour. It was an uncommon thing for a young man of Rajkot to go to England. I had written out a few words of thanks. But I could scarcely stammer them out. I remember how my head reeled and how my whole frame shook as I stood up to read them.

With the blessing of my elders, I started for Bombay. This was my first journey from Rajkot to Bombay. My brother accompanied me. But there is many a slip, 'twixt the cup and the lip. There were difficulties to be faced in Bombay.

Check Your Progress-II :

Q.1 A) Complete the following statements by choosing the correct alternative:

1. When Gandhiji told his uncle about his intention to go to England, at first uncle's expression was -----.
a) doubtful with prejudice b) satisfactory
c) encouraging d) helpful
2. Gandhiji thought of his wife's ----- to make money for his study in England.
a) consent b) ornaments c) accompanying d) behaviour
3. ----- administered the oath to Gandhiji before his departure to England.

- a) Mr. Lely b) Mavji Dave c) Kevalram d) Becharji Swami
4. According to Gandhiji ,it was an uncommon thing for a young man of -----
---- to go to England.
- A) Samaldas b) Bombay c) Rajkot d) Ahmedabad
5. With the blessings of elders, Gandhiji started for ----- .
- a) Kathiawad b) Bombay c) Ahmedabad d) Rajkot

B) Answer the following questions in one word or phrase or sentence each :

1. What advice did Mr. Lely give to Gandhiji ?
2. What did Gandhiji suggest for raising funds for studies in England ?
3. Which three vows did Gandhiji take ?
4. Who had organized a send-off in Gandhiji's honour ?
5. Who did accompany Gandhiji in his first journey from Rajkot to Bombay?

5B.3 Summary :

“Preparation for England”, an extract taken from M.K. Gandhi's autobiography *My Experiments with Truth*, deals with an account of M.K.Gandhi's decision to go to England to study law and the situation aroused at that time. It also narrates his preparation to go to England.

M.K.Gandhi passed matriculation examination in 1887. At that time the matriculation examination used to be held at two centres, Ahmedabad and Bombay. Due to the general poverty of the country, Kathiawad students used to prefer Ahmedabad centre. Likewise M.K.Gandhi also selected Ahmedabad centre. Thus, Rajkot to Ahmedabad was his first journey without a companion.

After matriculation M.K.Gandhi joined the Samaldas College at Bhavnagar. But he found there everything difficult. He considered himself so raw. He returned home at the end of first term for vacation.

During the vacation, Mavji Dave, a shrewd and learned Brahman, an old friend and advisor of Gandhi's family suggested that Mohandas should go to England to study law. He gave the reference of his son who was in England to study law. He also promised that his son Kevalram will help him in England. When Mavje Dave

asked M.K.Gandhi about his will, he quickly accepted the proposal as he already was fighting shy of his difficult studies at Samaldas College . As M.K.Gandhi expressed his likeness for medical profession Mavji Dave as well as M.K. Gandhi's brother told him that it is the wisest thing to become a barrister.

When M.K. Gandhi's mother heard about his decision to go to England, she was sorely perplexed. She did not like the idea of sending her son to England and parting with him.

There was also the problem of money. M.K Gandhi's brother suggested him to meet Mr. Lely who was an Administrator of Porbandar State. He was well known with the family and M.K Gandhi's uncle. So M.K. Gandhi arrived at his uncle and told his decision to go to England. However, his uncle had a prejudice and was doubtful to give him permission to go to England. He referred to the examples of the misbehaviour of other big barristers who are addicted to various bad habits. At the end he left the decision to M. K Gandhi's mother. He said, "If she permits you, then Godspeed! Tell her I will not interfere. You will go with my blessing." When M.K.Gandhi asked his uncle to recommend him to Mr. Lely, he asked him to take appointment of Mr. Lely at his own level.

M.K.Gandhi wrote to Mr. Lely who asked him to meet at his residence. In a short meeting while ascending the staircase Mr. Lely just curtly said, "Pass your B.A. first and then see me. No help can be given you now."

Now the question in front of M.K. Gandhi was how to raise money. He thought of various ways to raise money. First of all he thought of his wife's ornaments. Later he also thought of his elder brother who was very generous and loved him as his own son.

But the major problem in his decision was M.K.Gandhi's mother who was still unwilling to send him to England. She continuously started inquiring. She had doubts in her mind because she had heard many bad things about young men who once go to England get habituated to bad addictions like eating meat, drinking liquor etc. She feared about her son and asked, "How about all this?" M.K. Gandhi convinced his mother and promised that he will not do all those bad things. But still his mother was doubtful. She said, "But how can I trust you in a distant land? I am dazed and know not what to do." She asked for the guidance in this matter to Becharji Swami who was a family adviser. He came to M.K. Gandhi's help. He suggested M.K. Gandhi's

mother to send him to England without any doubt. He said, "I shall get the boy solemnly to take the three vows and then he can be allowed to go." He administered the oath and M.K. Gandhi vowed that he will not touch wine, woman and meat. After that his mother gave permission.

The high school where M.K. Gandhi completed his schooling organized a send – off in his honour. With the blessing of elders, Mohandas started for Bombay. His brother accompanied him. He was aware that there were difficulties to be faced in Bombay.

5 B.4 Terms to Remember :

to dictate (V): State or order authoritatively,

to pursue (V): seek to attain or accomplish (a goal) over a long period.

shrewd (Aj.) : having or showing sharp powers of judgement.

to aspire for(ph) : direct one's hopes/ ambitions towards

Barrister (N): advocate, a lawyer representing clients in court

to fight shy of (ph): slow or reluctant to do

dissection (N) : an action of cutting body or part to study its internal parts

to build castles in the air (ph): day dreams, visionary unattainable schemes.

perplex (V): make feel completely baffled or puzzled

obeisance (N): deferential respect, a gesture expressing respect

prejudice (N): preconceived opinion

incur (V): become subject to as a result of one's behaviour

disposal (N): the action or process of getting rid of something

daze (V) : make unable to think

stammer (V) : speak with sudden involuntary

5 B.5: Answers to Check Your Progress :

Check Your Progress –I:

Q.1A) 1) – a ,2) – b , 3) – b, 4) – c, 5) – d, 6) –c,

- B) 1. Ahmedabad.
2. Due to the general poverty of the country.
3. a shrewd and learned Brahman and an old friend and advisor of M.K.Gandhi's the family.
4. to become a barrister.

Check Your Progress –II:

Q.1A) 1) – a, 2) – b , 3) – d ,4) –c , 5) – b

- B) 1. Mr. Lely advised Gandhiji to pass B.A. first and then see him.
2. Gandhiji suggested for disposal of his wife's ornaments.
3. Not to touch wine, woman and meat
4. The high-school in Rajkot.
5. M.K. Gandhi's brother.

5 B.6 Exercises :

A. Answer the following questions in three to four sentences each.

1. How did Mavji Dave convince Gandhi's mother and elder brother regarding Gandhiji's going to England to study law ?
2. What was the opinion of Gandhiji's uncle regarding Gandhiji's going to England ?
3. Describe Gandhiji's meeting with Mr. Lely .
4. What was Gandhiji's mother's prejudice regarding his proposal to go to England ?
5. How did Becharji Swami satisfy Gandhiji's mother's concerns ?

B. Write short notes on the following in 8 to10 sentences each:

1. Gandhiji's experiences in Samaldas College
2. Mavji Dave
3. Gandhiji's mother

C. Vocabulary Exercises:

I. Complete the following table :

Noun	Verb	Adjective	Adverb
Examination			
			really
	Decide		
		Sure	
	Hesitate		

II. Give Synonyms and antonyms of the following words:

Word	Synonym	Word	Antonym
Quickly	friend
Residence	original
Vow	permission
Difficult	honour
Elaborate	remember

5 B.7 Writing Activity

1. Write a paragraph on Gandhiji's thoughts on non-violence.

5 B.8 Reference for further study:

My Experiments with Truth by M.K. Gandhi.



Module VI

A) Information Transfer and Interpretation of Data

Index:

- 6.A.0 Objectives
- 6.A.1 Introduction
- 6.A.2 Presentation of Subject matter
 - 6.A.2.1 Section- I
 - Check your progress
 - 6.A.2.2 Section- II
 - Check your progress
 - 6.A.2.3 Section- III
 - Check your progress
 - 6.A.2.4 Section- IV
 - Check your progress
- 6.A.3 Answers to Check your progress
- 6.A.4 Exercises
- 6.A.5 Answers to Exercises

6.A.0 Objectives:

After studying the Module you are going to learn:

- How to transfer information from non-verbal to verbal.
- How to interpret the given data in verbal form.
- Different ways of transferring prose to graphical representation.
- How to compare or contrast, generalize and predict about the given information.
- How to describe the process.

6.A.1 Introduction:

In this Module you will find that the communication is the key of human society. In the communication process, information is transferred either between two individuals, group or large number of people. This information is exchanged in the oral, written or visual forms. There are different diagrammatic forms such as table diagram, tree diagram, pie diagram, bar diagram, flow chart, line graph etc. through which information is represented.

It is also essential to interpret the data or information represented into different forms to verbal form. This process requires making general statements, comparing and contrasting, or even to predict about the future condition by studying the data.

6.A.2 Presentation of Subject matter:

6.A.2.1 Section- I

I] Information Transfer

Information transfer is a process of shifting the collected information from its verbal form to a visual, non-verbal or vice versa without changing the content. It is an interchange of information from prose to graphical representation. For transferring the collected data from verbal to visual, you need variety of graphs, diagrams, tables, charts, pictures, maps, symbols etc.

Information transfer is used for the following processes:

1. *To narrate a process, event or a theory.*
2. *To enumerate and classify the information.*
3. *To compare and contrast the collected information.*
4. *To generalize from the numerical data.*
5. *To describe the process.*
6. *To show cause and effect relationship of the given information.*

There are different types of graphic representation in which the collected information is transferred from prose narrative. They are table diagram, tree diagram, flow chart, pie diagram, bar diagram, and line graph. Information represented in graphic forms is visually appealing. It simplifies the complex information. It makes you possible to quickly make comparisons and identify trends.

1. Table Diagram:

Table diagram is one of the simplest forms of graphic representation of data, in which information is given in the horizontal rows and vertical columns that carry labels to identify what they represent.

See for example the following narrative and tabular representation of the same information.

The survey was conducted regarding the distribution of world population in the year 2010. According to this survey, China has the highest population with 1341 million people and India remains the second highest countries in the World with 1210.02 million. Other countries with higher population are U.S.A. (308.07), Indonesia (237.06), Brazil (190.07), Pakistan (184.08), Bangladesh (164.04), Nigeria (158.03), Russian Federation (140.04), and Japan (128.01) million. After every decade, there is a change in the world population. According to this survey the decadal change registered in the growth of population is China (5.43), India (17.64), U.S.A. (7.26), Indonesia (15.05), Brazil (9.39), Pakistan (24.78), Bangladesh (16.76), Nigeria (26.84), Russian Federation (4.29), and Japan (1.01) percentage.

Country	Population (in Million)	Decadal change (in Percentage)
China	1341	5.43
India	1210.02	17.64
USA	308.07	7.26
Indonesia	237.06	15.05
Brazil	190.07	9.39
Pakistan	184.08	24.78
Bangladesh	164.04	16.76
Nigeria	158.03	26.84
Russian Federation	140.04	4.29
Japan	128.01	1.01

When you compare two types of representation i.e. narrative and tabular, you will find the tabular representation of data is easier to grasp at a quick glance.

II. Interpretation of Data

If you want to interpret the above tabular form of information, then you are expected to do the following things:

1) Generalization:

It means that you are able to make the general statements about the data. See, for example:

- a) From the table it appears that, there is a tremendous growth in the world population.
- b) According to this table, the population rate of developing countries is increasing and the rate of developed countries is decreasing.

2) Comparison and Contrast :

From the table, you are able to compare the data with each other with the statements of comparison. We compare to analyze things to see similarities and differences. A contrast shows the difference between two sets of information.

For example:

- a) The table shows that China has the higher population than India.
- b) The population of Bangladesh is lower than Pakistan.

3) Prediction:

In the interpretation of data, you are able to form sentences about the future condition. This is called the prediction. It shows the trend to predict what may happen or develop in the future.

For example:

- a) The table indicates that India will become the largest country in population.
- b) From the table, it appears that China will be able to check its population growth in the future.

In this way, interpretation of data means you are able to form statements of generalizations, comparison, contrast, summary, analysis, prediction etc. with the help of data represented in different graphical presentations.

While making the statements of generalization, we have to use the **simple present tense**. For example: The above table shows that....

It appears from the table that.....

Similarly, in order to show comparison, the **inflected forms** ('-er' and '-est'), the **equivalent** (more, most), and the forms of **equational** (as, less, least) are used. **Logical connectors** such as, on the contrary, on the other hand, by contrast, instead, etc. are used to show contrast. For showing prediction the **modal auxiliaries** (may, might, will, would, should, could etc.) are used.

Check your progress

6.A.2.1 Section- I TASK I

A. Write a descriptive paragraph with the help of the data given in the following table diagram:

Change in Prices of Essential Commodities in % (Year 2009)

Items	Delhi	Mumbai	Kolkata	Chennai
Rice	5	13	14	27
Atta	7	7	7	9
Tur	46	59	24	41
Sugar	59	49	47	56
Tea(loose)	25	3	10	19
Potato	33	56	66	20
Onion	33	57	71	25

B. Transfer the following information into a table diagram:

Agriculture has always been the backbone of Indian economy. We have started cultivating various types of crops since the Green Revolution. There are three major

types of crops that are grown by our farmers. Kharif or monsoon crops are the first variety of Indian crops. The Kharif season generally starts from June to September. Rice, maize, bajra, soyabean, groundnut, cotton etc. are all the types of the Kharif crops. The Rabi crops is the another way of cultivating crops popular in India. For the cultivation of this type of crop the irrigation facility is very essential. The main variety of the Rabi crops are wheat, barley, mustard, green peas etc.

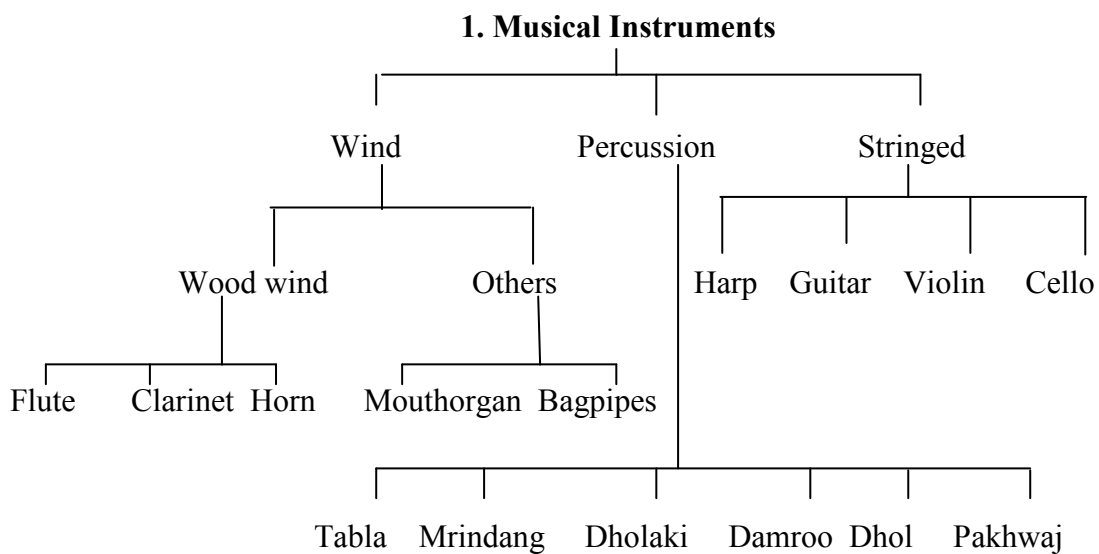
Third variety of Indian crop is Zaid crops that grow in a short time between Kharif and Rabi season in the months of March to July. They are pumpkin, bitter gourd, and cucumber.

6. A.2.2 Section- II

Tree Diagram

Tree diagram is a chart that develops in the form of a tree. It is similar to the upside down tree with its roots at the top and the branches grow at the bottom. It is very useful to show the hierarchical nature of a structure.

See for example:

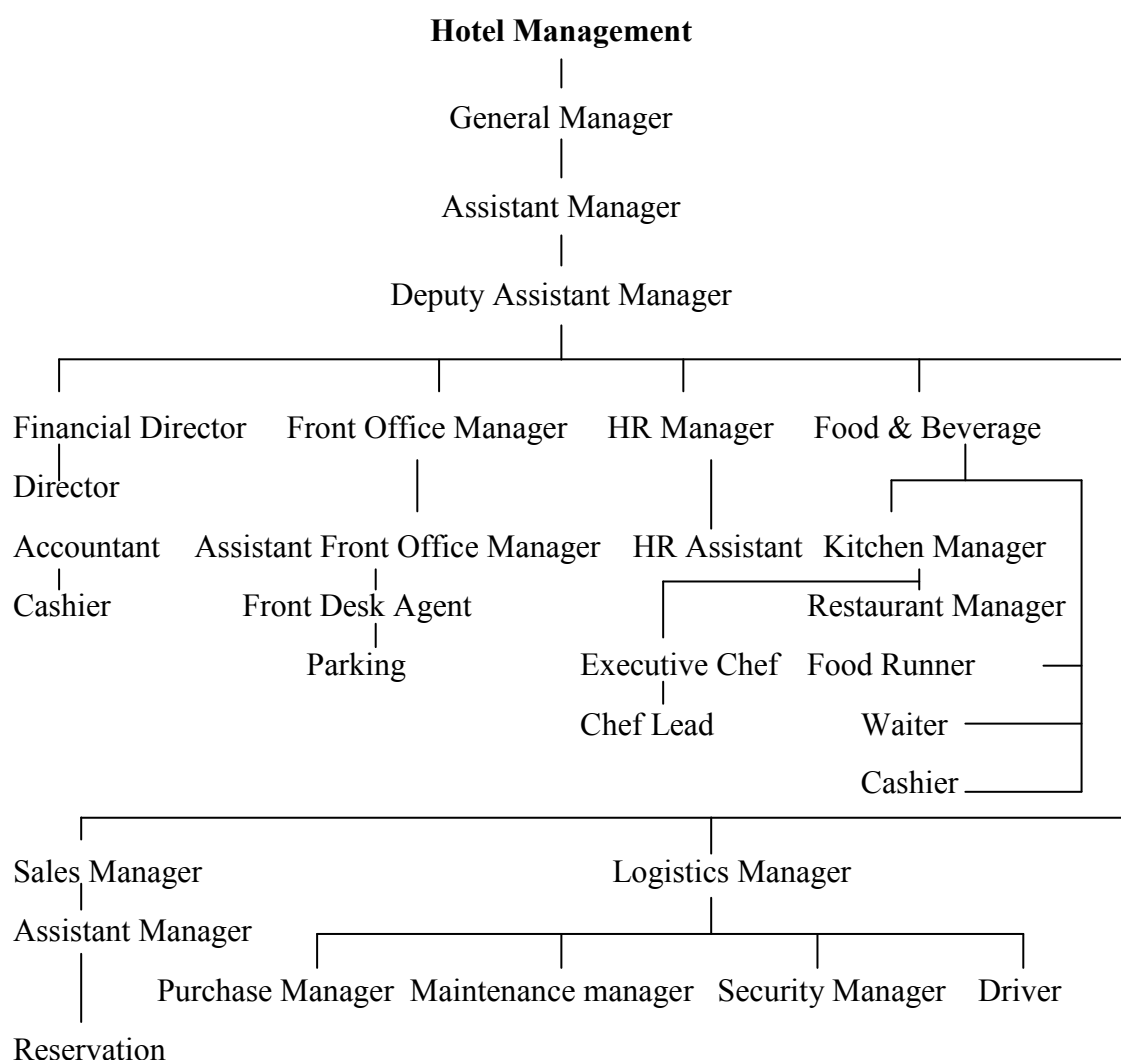


The information given in the above tree diagram can be transferred into a descriptive paragraph. See for example:

There are three main categories of musical instruments. They are wind, percussion and stringed. The wind musical instruments are further divided into two

categories i.e. woodwind and other types of wind instruments. The woodwind musical instruments are flute, clarinet and horn. Other wind musical instruments are mouthorgan and bagpipes. Percussion musical instruments are tabla, mridang, dholaki, dhol, pakhwaj and damroo. The stringed musical instruments are harp, guitar, violin and cello.

Tree diagrams are of two types: the organization tree and, the family or genealogical tree. The family tree diagram is useful to show the structure of a major group or relationships within a large family. The organization tree diagram is useful in showing the structure and lines of responsibilities within a company or an institution. Let us study the organizational structure of a hotel through a tree diagram:



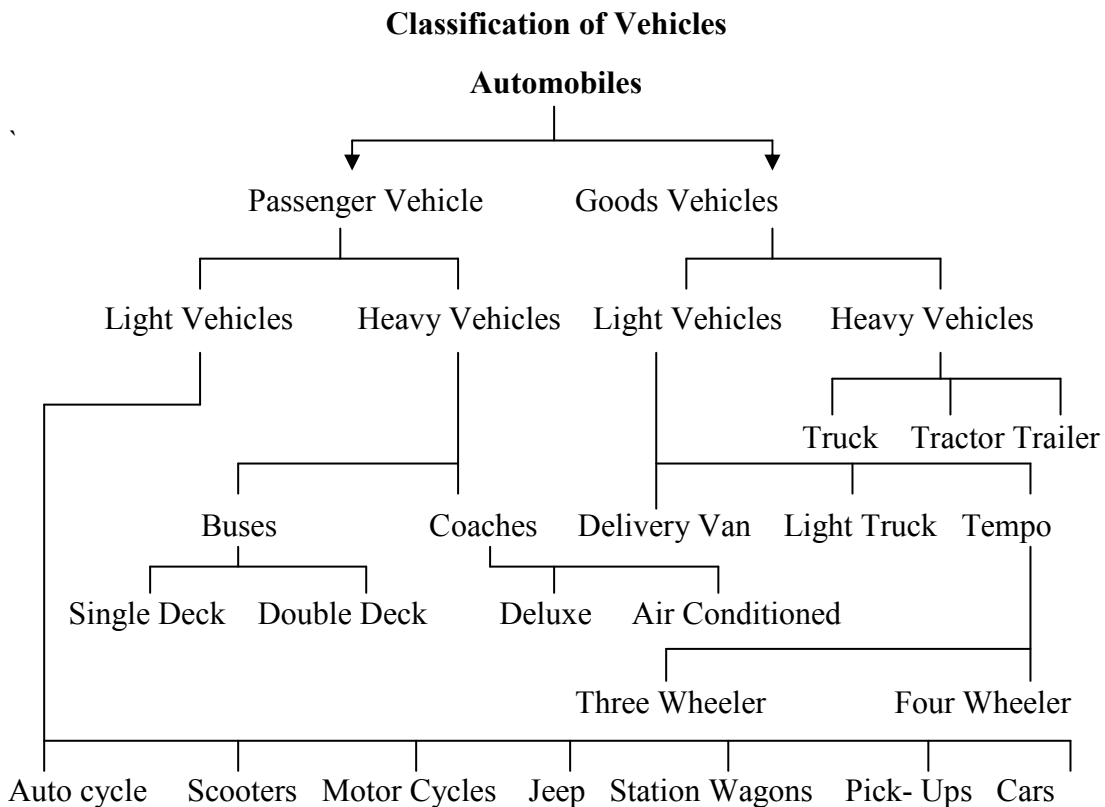
Check your progress

6.A.2.2 Section- II TASK II

A. Transfer the information from the passage given below into a tree diagram.

Minerals are found mainly in three forms. They are metallic, non-metallic, and energy. The metallic minerals are further classified into ferrous (containing iron), non-ferrous, and precious. The ferrous metallic minerals are found in the forms such as iron ore, Manganese, Nickel, Cobalt etc. Copper, Lead, Tin, and Bauxite are the non-ferrous forms of metallic minerals. The non-metallic minerals are mica, salt, potash, sulphur, granite, marble and sandstone. Coal, Petroleum and Natural gas are the forms of energy minerals.

B. Write a descriptive paragraph on the following tree diagram of classification of vehicles.

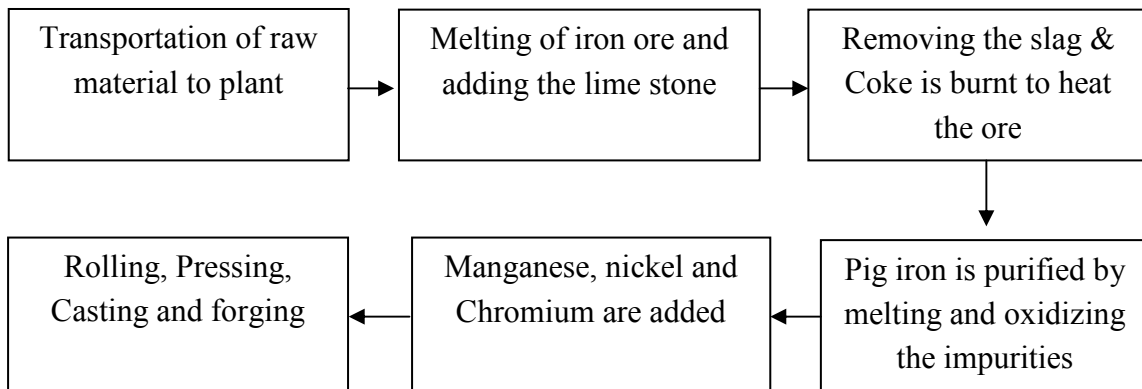


6.A.2.3 Section- III

Flow Chart:

Flow chart is used to represent a schematic process and procedure that takes place in successive stages as in a production process from a raw material to finished product. See the following flow chart of steel making process:

Process of Manufacturing of Steel



The above information given in flow charts can be described in a narrative paragraph as follows:

Through the means of transport, firstly the raw material is taken to the steel plant. The raw material exists in the form of iron ore. Then the process of iron melting takes place. Limestone is added into the iron ore. Then the slag is removed and coke is burnt to heat the mixture. After that, molten material of ore is poured into moulds called pigs. Later, pig iron is purified through melting and oxidizing the impurities. Then the manganese, nickel, and chromium are added into the purified mixture of pig iron. Finally, the mixture is taken for rolling, casting and forging process.

To describe the flow chart, you need to use **time relaters** (adverbs) such as afterwards, first, later, next, then, finally, formerly, previously, before, earlier, again, since, after that etc. to show temporal sequence. You have to use **enumerators** such as first, foremost, firstly, thirdly to show descending order. You can also start with the **phrases** such as to begin with, to start with, for a start, and to describe medial, next, then, and to show final order such as finally, lastly, to conclude etc.

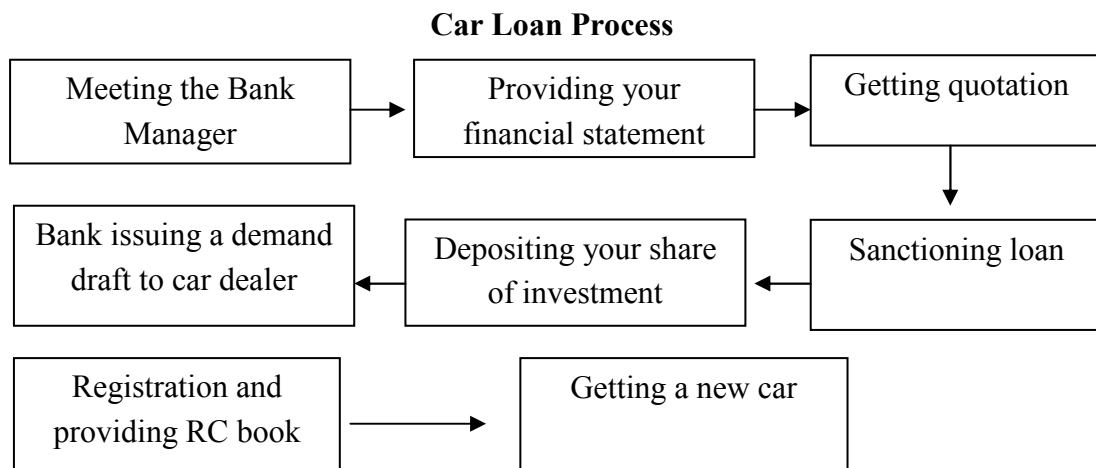
Check your progress

6.A.2.3 Section- III TASK III

A. Prepare a flow chart based on the information given below:

In the communication process, the sender firstly thinks about the message he/she wants to deliver to the receiver. This is known as encoding. In encoding, the sender delivers the message clearly and simply by eliminating all sources of confusion. To convey the message, the sender chooses the right medium. When the message is delivered, the receiver starts the process of decoding the message. The receiver receives the message and interprets it. At the end, the receiver gives his/her feedback to the sender.

B. Write a paragraph describing the process of getting a car loan from a bank with the help of information provided in the following flow chart. Make use of time markers wherever necessary.



6.A.2.4 Section- IV

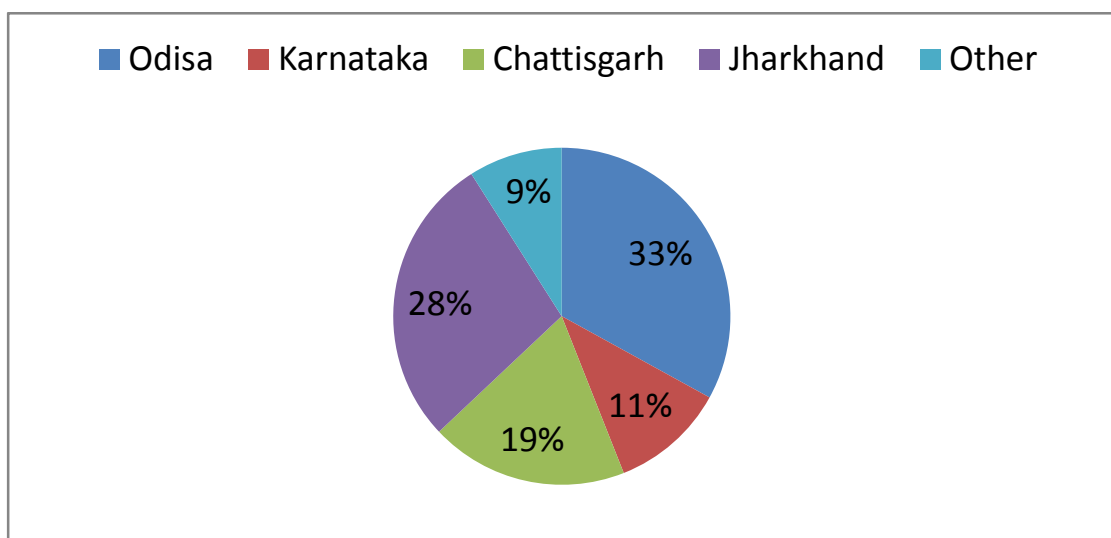
Pie Diagram:

Pie diagram consists of a circle divided into fractions that resembles the pieces of pies or sections. Each of them shows the size of some related piece of information. Generally, it displays the sizes of parts that form a whole. The whole circle represents 100%. The sizes of parts in a circle create visual information of the percentage occupied by the specific item. Thus, it becomes easier for us to compare

and contrast the data projected in a pie diagram at a quick glance. The pie diagram is used to represent the share of different components from a total 100%. It is useful to show the amount of a much larger category that is taken up by smaller sub-categories.

Here is a pie diagram showing state-wise percentage of production of iron ore in India during the year 2009-10.

Production of Iron Ore (2009-10)



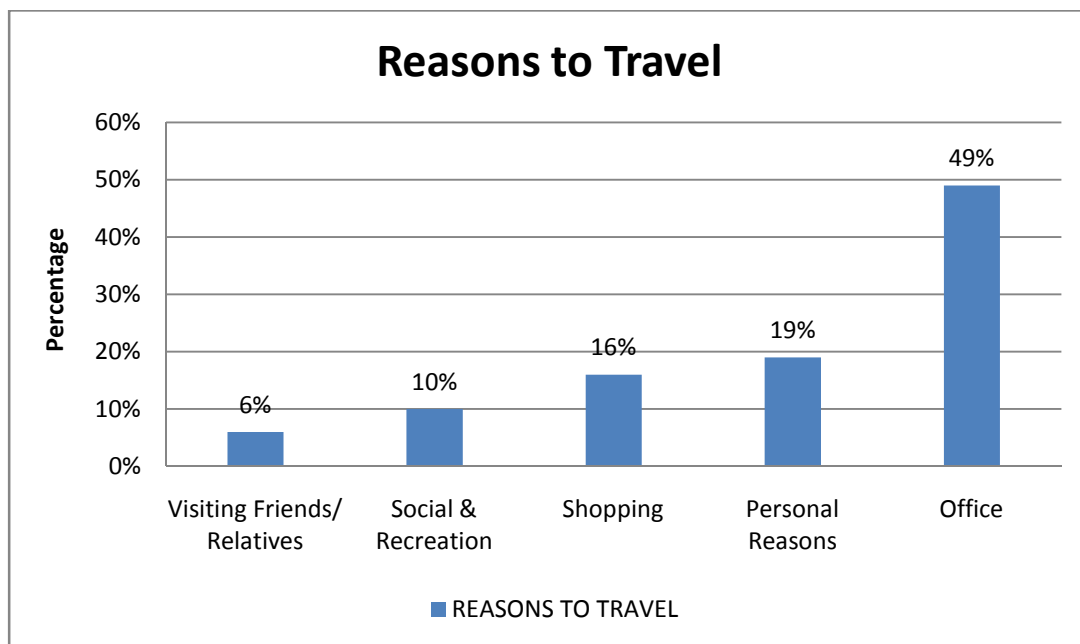
The above pie diagram shows the state-wise percentage of production of iron ore in India during the year 2009-10. Odisa is the largest state for the production of iron ore with 33%. There are other states such as Jharkhand, Chhattisgarh, and Karnataka that produce the iron ore. The share of these states in the production of iron ore in percentage is Jharkhand (28%), Chhattisgarh (19%), Karnataka (11%), and other states contribute with 9% of total iron ore production.

Bar Diagram:

Bar diagrams are useful sources for presenting information, to show levels of qualitative and independent variables using the individual bars. It is a chart that consists an axis and a series of labeled horizontal or vertical bars with different values. The numbers shown along one side of the bar graph is the scale. It is useful to quickly compare one item with another. It is very easy to see the smallest and biggest

in any category. It is mostly used to show proportions, trends, comparisons and contrasts.

Here is an example of a bar diagram showing the different purposes of travel.



If you want to interpret the above bar diagram, you have to use the words expressing quantity and frequency. Read the underlined words carefully.

The above bar diagram shows that majority of people in the city travel to the office. Some of them travel to participate in a social activity or to entertain themselves. Often they go outside for personal reasons. The chart shows that frequently they are occupied in shopping. From the bar diagram, it appears that, very few of them are interested in meeting their family or friends. Almost they are found living in isolated conditions.

To describe this kind of data, sometimes you need the use of **intensifiers** and **quantifiers** and also the words that express **duration and frequency**. Study the following tables:

Intensifiers

Emphasizers (to highlight or focus something)	Amplifiers (to enlarge)	Down toners (to keep tone down)
actually	absolutely	partly
certainly	completely	slightly
clearly	fully	a little
definitely	entirely	hardly
obviously	thoroughly	scarcely
really	greatly	almost
surely	so much	nearly
of course		to some extent

Time relaters

Duration	Frequency
since, recently, always, permanently	daily, weekly, monthly, annually, again, once, twice, usually, generally, normally, often, regularly, repeatedly, occasionally, rarely, seldom, never, ever

Graph/ Line Graph:

A line graph is a way of depicting graphically how two quantities or two pieces of information are related to each other. It also displays how they are different in relation to one another. This is a set of crosses or dots which are joined together forming a line. It is useful to show the trends or developments for explaining the growth of multiple areas at the same time.

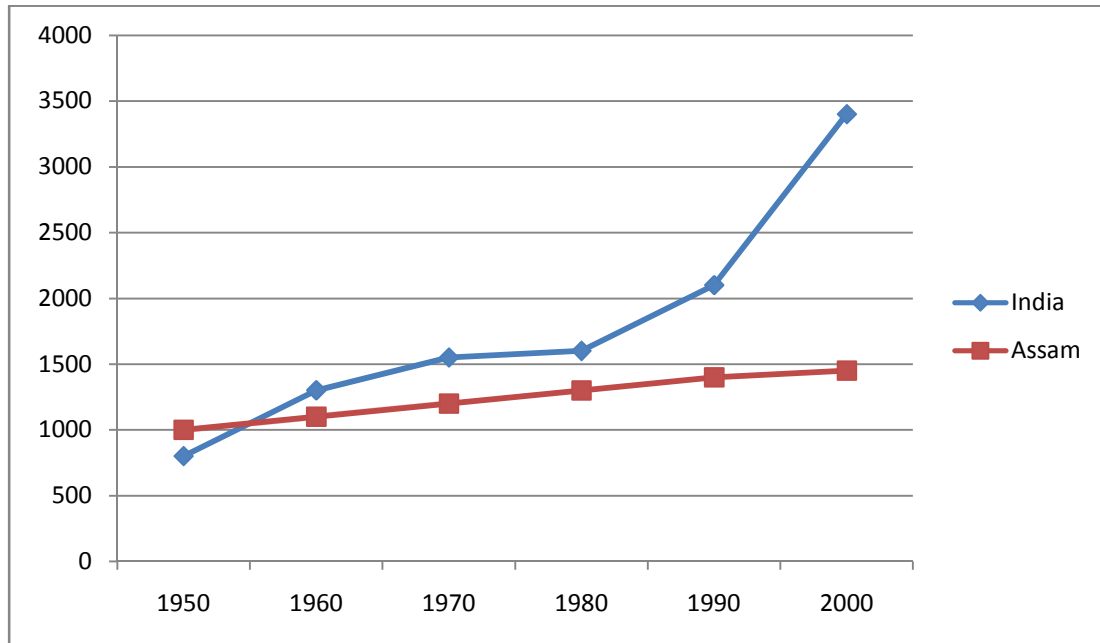
Here is an example of line graph showing the economy of Assam during the decades from 1950 to 2000.

Line graph of economy of Assam

Per capita

Income

(Rs.)



The above graph shows the comparative economy of the state of Assam to average economy of India during the years 1950 to 2000. In the beginning the economy of both Assam and India seems to be steady. However, from the next following decades, the economy of India is increased. On the contrary, the economy of Assam remains dormant and decreasing as we compare it with Indian economy. In the year 2000, the highest growth is seen in both economies. The average economy of India has greatly increased from the year 1980, whereas, the growth of economy of Assam has remained very slow.

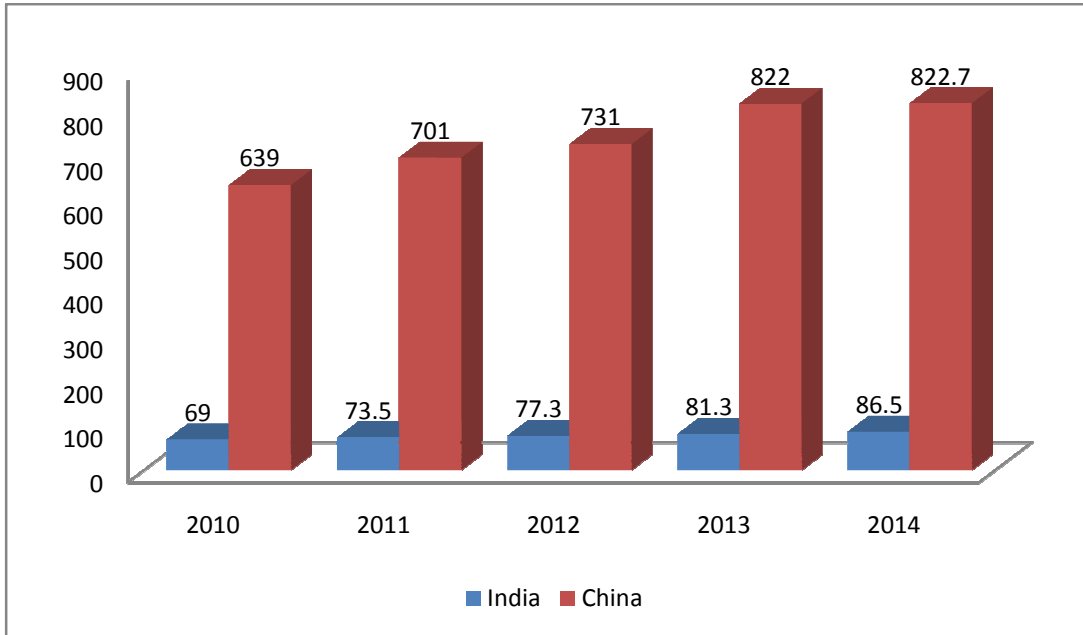
Bubble chart, Doughnut chart and Area diagram are a few other ways of presenting information graphically.

Check your progress

6. A.2.4 Section- IV TASK IV

Write a descriptive paragraph based on the bar diagram given below:

Steel Production in India and China
Production in Million Tons



6.A.3 Answers to Check your progress

6.A.2.1 Section- I TASK I

A. Write a descriptive paragraph about the data given in the following table diagram:

The above table shows different prices of essential commodities such as rice, atta, tur, sugar, tea, potato, and onion into major cities of India such as Delhi, Mumbai, Kolkata, and Chennai during the year 2009. From the table, it appears that there is variability in terms of prices regarding the same commodity in different cities. The item like onion has the highest price in Kolkata, while it is cheaper in Chennai. The table shows that atta is one of the commodities that has least change in the price. It appears from the table that the sugar has the highest price however the rice has the lowest price in Delhi. In Mumbai, tur has the highest price while the price of tea is the lowest. From the table, it appears that there will be little change in prices of atta in various cities.

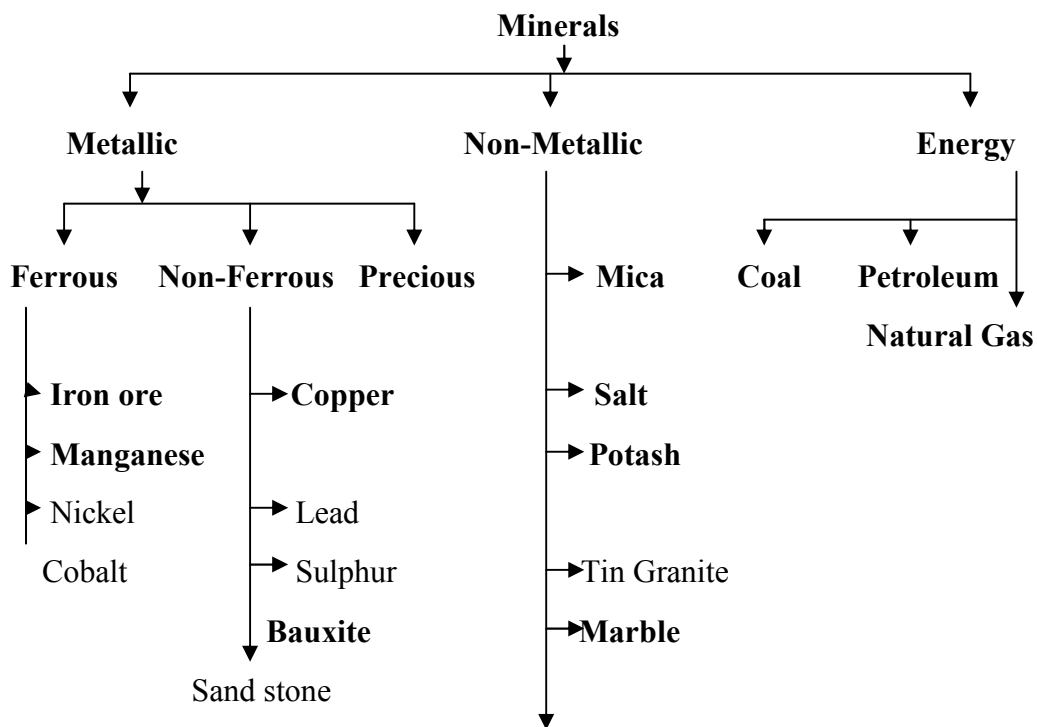
B. Transfer the following information into a table:

Types of Crops

Kharif	Rabi	Zaid
Rice	Wheat	Pumpkin
Maize	Barley	Bitter gourd
Bajra	Mustard	Cucumber
Soyabean	Green Peas	
Ground nut		
Cotton		

6. A.2.2 Section- II TASK II

A. Transfer the information from the passage given below into a tree diagram.



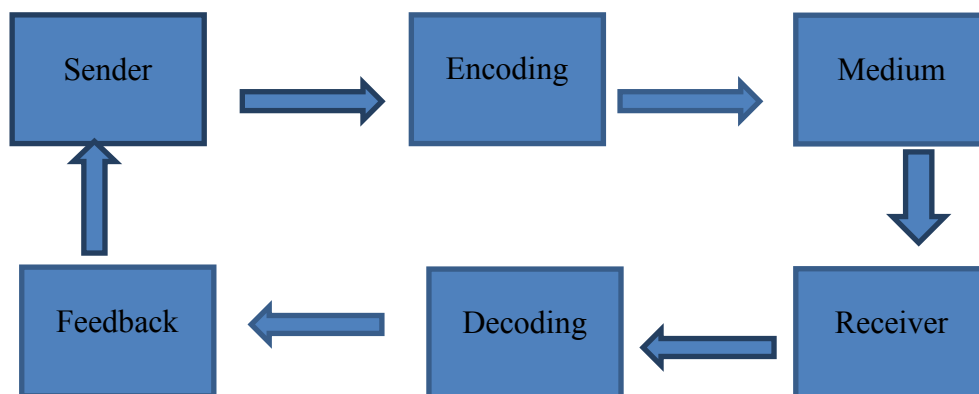
B. Write a descriptive paragraph on the following tree diagram of classification of vehicles.

Automobiles are classified into two categories such as passenger vehicles and goods vehicles. The passenger vehicles are further available into two forms such as light and heavy passenger vehicles. The goods vehicles are also have two types such as light and heavy goods vehicles. The types of the light passenger vehicles are auto cycles, scooters, motor cycles, jeeps, station wagons, pick-ups and cars. Heavy passenger vehicles are of two types such as buses and coaches. Single deck and double deck are the two varieties of buses, while coaches are of two types such as deluxe and air-conditioned.

The light goods vehicles are delivery van, light truck, and tempo. Tempos are of two types such as three wheeler and four wheeler. Heavy goods vehicles are truck and tractor trailer.

6.A.2.3 Section- III TASK III

A. Prepare a flow chart based on the information given below:



B. Write a paragraph describing the process of getting a car loan from a bank with the help of information provided in the following flow chart. Make use of time markers wherever necessary.

In order to get the car loan, firstly you have to select the proper bank that could provide the car loan with lowest interest. Then you have to meet the bank manager to discuss about the car loan process. After that, the manager will need your financial statement. Hereafter you have to collect the quotation of car. Then the manager will sanction car loan after studying the quotation. Next, you have to deposit your amount

as share of investment as per the bank rules. Then the bank issues a demand draft to the car dealer that you have selected. Later your car dealer provides the registration and R.C. book. Finally you get you a new car.

6.A.2.4 Section- IV TASK IV

Write a descriptive paragraph based on the bar diagram given below:

The above bar diagram shows a comparative steel production in India and China between the year 2010-2014. From the bar diagram, it appears that almost China is ahead in the steel production than India. Steel production of China seems to be entirely highest. India's steel production is so much low than China. It is below 100 million tons. Of course, it shows a gradual growth in the steel production. Yet China is absolutely far ahead with 822.7 million tons in the year 2014.

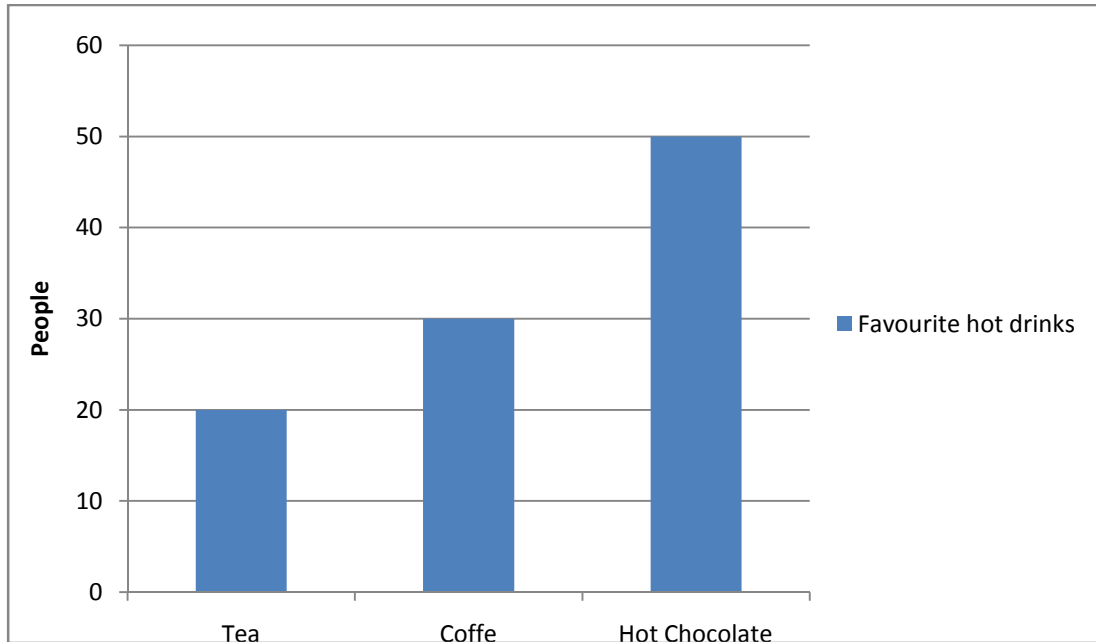
6.A.4 Exercises

Exercises:

1. Prepare a tree diagram with the help of the information given below:

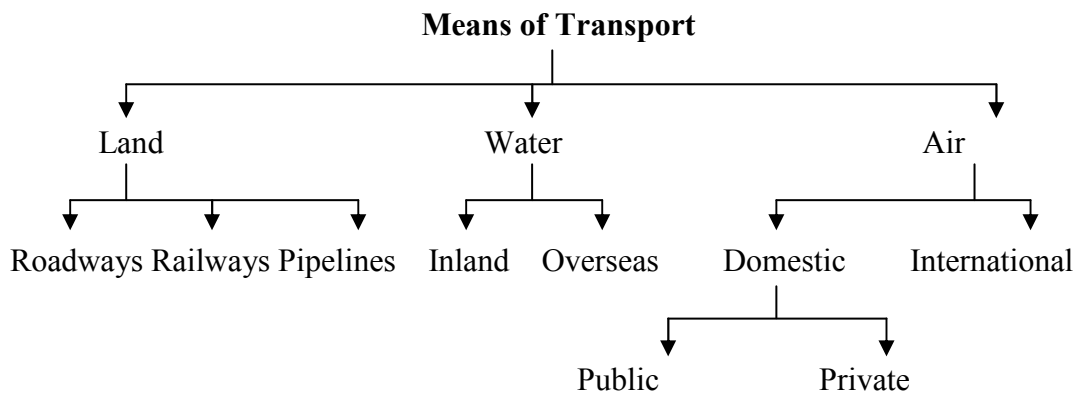
There are three types of means of transport. They are transport on land, water and air. Roadways, railways and pipelines are the means of the land transport. The transport on water is carried through inland and overseas. Domestic airways and the international airways are the two means of air transport. Domestic airways are run by public undertaking and private airlines.

2. Write a paragraph on the following diagram.



6. A.5 Answers to Exercises

1. Prepare a tree diagram with the help of the information given below:



2. Write a paragraph on the following diagram.

The above bar diagram shows about the favourite hot drinks among the people. From the bar diagram, it appears that majority of the people like hot chocolate as a favourite hot drink. The coffee comes next as a favourite hot drink of the people. Very few people drink tea as a favourite hot drink.

Module VI
B) THE SELFISH GIANT

Oscar Wilde

Index:

- 6B.0 Objectives
- 6B.1 Introduction
- 6B.2 Content
 - 6 B.2.1 Part I
 - 6 B.2.1 Check Your Progress
 - 6 B.2.2 Part II
 - 6 B.2.2 Check Your Progress
- 6 B.3 Summary
- 6 B.4 Terms to Remember
- 6 B.5 Answers to Check Your Progress
- 6 B.6 Exercises

6 B.0 Objectives:

After studying this Unit you will be able to:

- Understand the concept of happiness.
- Explain that owing things is human; sharing them is divine.
- Find relationship between true love and selflessness.

6 B.1 Introduction:

Oscar Wilde (1854-1900) was an Irish poet and playwright. Known for his biting wit, he became one of London's most popular playwrights in late-Victorian period. *The importance of Being Earnest*, *The Picture of Dorian Gray* and *The Happy Prince and other Stories* are considered his notable works.

‘The selfish Giant’ is a superb piece of work taken from his *The Happy Prince and other Stories*. It is a story with moral: owing things is human; sharing them is divine. This story is about a Giant, his garden and the children who used to play in his garden. The story has an appeal to all, young and old alike. It teaches that ‘happiness comes only through true love and selflessness’.

6 B. 2 Content:

6 B. 2.1 Part I

Every afternoon, as they were coming from school, the children used to play in the Giant’s garden. It was a large, lovely garden, with soft green grass. Here and there stood beautiful flowers like stars, and there were 12 peach trees which in the springtime burst into delicate blossoms of pink and pearl, and in the autumn bore rich fruit. The birds sat on the trees and sang so sweetly that the children used to stop their games in order to listen to them.

“How happy we are here!” they cried to each other.

One day the Giant came back to his castle. He had been to visit his friend the Cornish ogre, and had stayed for seven years. When he arrived home, he saw the children playing in the garden.

“What are you doing here?” he cried in a gruff voice. “My own garden is my own garden. Anyone can understand that, and I will allow nobody to play in it but myself.”

So he built a high wall all around it and put up a sign: TRESPASSERS WILL BE PROSECUTED. He was a very selfish Giant.

The poor children had nowhere to play now. They tried to play on the road, but it was dusty and full of hard stones, and they did not like it. They used to wander round the high wall when their lessons were over, and talk about the beautiful garden inside. “How happy we were there!” they said to each other.

Then spring came, and all over the country there were little blossoms and little birds. In the garden of the Selfish Giant, though, it was still winter. The birds did not care to sing in it, as there were no children, and the trees forgot to blossom. Once a beautiful flower raised its head from the grass, but when it saw the sign it felt so sorry for the children that it slipped back into the ground again and went off to sleep.

The only people who were pleased were the Snow and the Frost. "Spring has forgotten this garden," they cried, "so we will live here all year round!" The Snow covered up the grass with her great white cloak, and the Frost painted all the trees silver. Then they invited the North Wind to stay with them, and he came. He roared about the garden all day, and blew the chimney pots down. "This is a delightful spot," he said. "We must ask the Hail on a visit." So the Hail came. Every day for three hours he rattled on the roof of the castle until he broke most of the slates. Then he ran round and round the garden as fast as he could, his breath like ice.

"I cannot understand why spring is so late in coming," said the Selfish Giant, as he sat at the window and looked out at his cold, white garden. "I hope there will be a change in the weather."

But spring never came, nor summer. Autumn gave golden fruit to every garden, but to the Giant's garden she gave nothing. "He is too selfish," she said. So it was always winter there.

6 B. 2.1 Check Your Progress

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

1. Where did the children play every afternoon?
2. How many peach trees were there in the garden?
3. How many years did the Giant stay with his friend?
4. What did the selfish Giant do to prevent the children from playing in his garden?
5. Who came into the garden skipping the spring and the summer?
6. Who gave golden fruit to every garden?

B. Choose the appropriate answer and complete the following sentences.

1. Peach trees burst into delicate blossoms in the
a) spring b) winter c) summer d) autumn
2. The Giant put a wall around his castle to prevent the
a) winter b) frost c) children d) autumn

3. were pleased to see that spring had forgotten the garden.
- a) The Snow and the Frost b) Children
c) Trespassers d) People
4. prohibits the children from playing in his garden.
- a) The selfish Giant b) The schoolmaster
c) Cornish Ogre d) Oscar Wilde

6 B. 2.2 Part II

One morning the Giant was lying awake in bed when he heard some lovely music. It sounded so sweet to his ears that he thought it must be the King's musicians passing by. It was really only a little linnet singing outside his window, but so much time had passed since he had heard a bird sing in his garden that the sound seemed to him the most beautiful music in the world. Then the Hail stopped dancing over his head, and the North Wind ceased roaring, and a delicious perfume came to him through the open window.

"I believe spring has come at last," said the Giant, and he jumped out of bed and looked out.

He saw a most wonderful sight. Through a little hole in the wall the children had crept in, and they were sitting in the branches of the trees. In every tree that he could see there was a little child. And the trees were so glad to have the children back again that they had covered themselves with blossoms, and were waving their arms gently above the children's heads. The birds were flying about and twittering with delight, and the flowers were looking up through the green grass and laughing.

It was a lovely scene, but in one corner it was still winter. It was the farthest corner of the garden, and in it stood a little boy. He was so small that he could not reach up to the tree, and he was wandering round it, crying bitterly. The poor tree was still covered with frost and snow, and the North Wind was blowing and roaring above it. "Climb up, little boy," said the Tree, and it bent its branches down as low as it could; but the boy was too tiny.

And the Giant's heart melted as he looked out. "How selfish I have been!" he said. "Now I know why spring would not come here. I will put that poor little boy on

the top of the tree, and then I will knock down the wall, and my garden shall be the children's playground forever and ever." He was very sorry for what he had done.

He crept downstairs and opened the front door quite softly, and went out into the garden. When the children saw him, however, they were so frightened that they all ran away, and the garden became winter again. Only the little boy did not run, for his eyes were so full of tears that he did not see the Giant coming. And the Giant stole up behind him and took him gently in his hand, and put him up into the tree. And the tree broke at once into blossom, and the birds came and sang on it, and the little boy stretched out his two arms and flung them round the Giant's neck and kissed him. And the other children, seeing what was happening, came running back, and with them came the spring.

"It is your garden now, children," said the Giant, and he took a great axe and knocked down the wall. And when people passed by on their way to market, they found the Giant playing with the children in the most beautiful garden they had ever seen.

All day long the children played, and in the evening they bade the Giant good-bye. "But where is your little companion - the boy I put into the tree?" he asked.

"We don't know," answered the children. "He has gone away."

"You must tell him to be sure and come tomorrow," said the Giant. But the children said that they did not know where he lived, and that they had never seen him before. The Giant felt very sad.

Every afternoon, when school was over, the children came and played with the Giant. But the little boy whom the Giant loved was never seen again. The Giant was very kind to all the children, yet he longed for his first little friend. "How I would like to see him!" he used to say.

Years passed, and the Giant grew old and feeble. He could not play about anymore, so he sat in a huge armchair and watched the children at their games and admired his garden. "I have some beautiful flowers," he said, "but the children are the most beautiful flowers of all."

One winter morning he looked out of his window as he was dressing. He did not hate winter now, for he knew that it was merely spring asleep, and that the flowers were resting. Suddenly he rubbed his eyes in wonder and looked. He saw a

marvelous sight. In the farthest corner of the garden was a tree covered with lovely white blossoms. Its branches were golden, and silver fruit hung down from them, and underneath it stood the little boy he had loved.

In joy, the Giant ran out into the garden and approached the child. When he came close, his face grew red with anger. "Who hath dared to wound thee?" he shouted. For on the palms of the child's hands were the prints of two nails, and the prints of two nails were on his feet.

"Who hath dared to wound thee?" cried the Giant again. "Tell me, so I may take my sword and slay him!"

"Nay," answered the child. "These are wounds of Love."

"Who art thou?" said the Giant. Then a strange awe fell on him, and he knelt before the little child. And the child smiled on the Giant, and said to him, "You let me play once in your garden. Today you shall come with me to my garden, which is Paradise."

6 B.2.2 Check Your Progress

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

1. When did the spring come into the garden?
2. Who helped the little boy to get on the tree?
3. Who was standing in the farthest corner of the garden?
4. Who knocks down the wall?

B. Choose the appropriate answer and complete the following sentences.

1. The little child takes the Giant to
a) paradise
b) his home
c) hospital
d) giant's garden
2. The Giant heard some lovely music of-----
a) the King's musicians
b) a little linnet
c) church
d) a bird
3. ----- were glad to have the children back again in the garden.

- a) the trees
 - b)birds
 - c) people
 - d) the King's musicians
4. The little child was nobody else but -----.
- a) Jesus Christ
 - b) a King
 - c) a Duke
 - d) his son

6 B.3 Summary:

It is a story with moral: owing things is human; sharing them is divine. This story is about a Giant, his garden and the children who used to play in his garden. The Giant's garden was beautiful and children loved to play in it. There were flowers everywhere and twelve peach-trees in the garden. The singing birds and children made it more beautiful. The Giant had been to his friend for seven years. One day he comes back and finds the children playing in his garden. Angrily, he drives them out and builds a high wall round his lovely garden and puts a notice-board saying: those who enter his garden without his permission will be punished. Thereafter, children stop coming to his garden. They become sad as they find no place to play. All this affects the Giant's garden differently. Nature sends no Spring to his garden. Spring comes all over the country except the Giant's garden. The Giant waits eagerly to watch his garden bloom with beautiful flowers. He waits and waits, but Spring never comes to his garden. The trees and flowers blossom no more. Snow and frost make the atmosphere in the garden sad and melancholy. The Giant becomes sad over the state of his garden. Then one day he sees a wonderful sight. His garden was full of children. They had entered his garden through a little hole in the wall. The entire sight of the garden had undergone a noticeable change. To celebrate the return of the children the trees had covered themselves with birds and blossoms. The Giant becomes very happy. He experiences a change in his heart. He notices a little unable to climb a tree and he puts the boy up into the tree. The tree at once breaks into blossom; birds come and sing on it. The Giant, now, understands his folly and knocks down the wall. The children play all day long in the garden. The Giant searches for the little boy whom he had put up into the tree and who had kissed the Giant. But the little boy never comes. In the course of time, the Giant grows old and feeble. Then one morning he sees his little friend in his garden. He at once comes to the little boy and finds to his surprise that he was Jesus Christ, who had come to take

the Giant to his Paradise with him. The story teaches the importance of sharing the good things. It also teaches that if you spread happiness, you will get happiness in return. The story reads like a fable.

6 B.4 Terms to Remember

Glossary and Notes:

peach(n) : a round juicy fruit

castle(n) : a building with security against attack

orge(n) : cruel man-eating giant

trespasser(n) : person who goes on to privately owned land without permission

prosecute(v) : start legal proceedings against

roar(v) : make short, sharp sounds

linnet(n) : small song-bird common in Europe

feeble(Adj) : weak, without energy

approach(v) : come near

slay(v) : kill

kneel(v) : sit with body resting on knees

6 B.5 Answers to Check Your Progress

6 B.2.1

- A.**
1. in the Giant's garden
 2. 12 peach trees
 3. for seven years
 4. built a high wall all around the garden
 5. winter
 6. Autumn
- B.**
1. a) spring
 2. c) children

3. a) The Snow and the Frost
4. a) The selfish Giant

6 B.2.2

- A.**
1. When the giant allowed the children into the garden
 2. The selfish Giant
 3. a little boy
 4. The selfish Giant
- B.**
1. a) paradise
 2. b) a little linnet
 3. a) the trees
 4. a) Jesus Christ

6 B.6 Exercises

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

1. Why is the Giant called selfish?

Ans: The Giant is called selfish because he refuses to share the good things with others. The Giant's garden was beautiful and children loved to play in it. He drives all the children out of his garden and builds a high wall round the garden. He prohibits the children from playing into his garden.

2. Why did winter continue in the garden?

Ans: Winter continued in the garden because the trees in the garden had forgotten to blossom. The trees and the flowers were sorry for the children. The Spring didn't come to the Giant's garden. Only the Snow and the Frost were pleased to live in the garden. So winter continued in the garden.

3. When did the giant change his mind? What did he do then?

Ans: One day the Giant sees a wonderful sight. His garden was full of children. They had entered his garden through a little hole in the wall. The entire sight of the garden had undergone a noticeable change. To celebrate the return of the children the trees had covered themselves with birds and blossoms. The Giant becomes very happy. He

experiences a change in his heart. The Giant, now, understands his folly and knocks down the wall.

4. Describe the first meeting of the Giant and the little boy.

Ans: The little boy was standing in the corner of the garden. He was too tiny to climb the tree. Seeing this the Giant takes him gently in his hands and puts him up into the tree. The little boy becomes very happy. He stretches out his arms and puts them around the Giant's neck, and kisses him.

B. Write short notes on the following in 8-10 sentences each.

1. The selfish Giant:

Once there was a Giant. He was very selfish. His garden was beautiful and children loved to play in it. He prohibits the children from playing into his garden saying that, 'my own garden is my own garden and I will not allow anybody to play in it but myself'. He builds a high wall round the garden and also puts up a notice-board saying that whosoever enters his property without his permission will be punished. As the children find no place to play, they become very sad. The trees forget to blossom due to the absence of children in the garden. The Spring also delays. The spring comes in the garden only when the children are allowed to play in the garden. In the end the Giant changes his mind and knocks down the high wall. He understands the importance of sharing and selflessness and becomes happy.

2. The little boy

The little boy comes in the garden through a little hole in the wall. He is so small that he could not reach up to the branches of the tree. He wanders all round, crying bitterly. The Giant's heart melts as he looks at the scene. He understands his selfishness. He decides to put the little boy on the top of the tree. He also decides to knock down the wall and make his garden the children's playground forever. He goes to the little boy, takes him gently in his hands and puts him up into the tree. The little boy becomes so happy that he kisses the Giant. Afterwards, everyday the Giant starts playing with the children. He searches for the little boy but finds him nowhere. Years pass by and one day the Giant sees the boy underneath a tree. He goes near to the little boy and comes to know that the little boy is nobody else but Jesus Christ. The little boy takes the Giant with him to the heaven. It is the little boy who with his heavenly presence changes the heart of the Giant.

II. Vocabulary Exercises:

A. Fill in the gaps in the following table by supplying appropriate forms of the words.

Verb	Noun	Adjective	Adverb
admire	admiration	admirable	Admirably
delight	delight	delightful	Delightfully
marvel	marvel	marvellous	Marvellously
forget	forgetfulness	forgetful	Forgetfully
hope	hope/hopefulness	hopeful	Hopefully

B. Give synonyms of the following words.

- Feeble : lame, faint, weak
Castle : palace, fort
Frighten : scare
Companion : fellow, associate
Ogre : demon, devil, monster, fiend

C. Give antonyms of the following words.

- Selfish : unselfish
Admire : look down on
Awake : asleep, doze off
Ugly : beautiful

III. Writing Activity

Write down the story in your own words.

IV. Suggestions for further reading

Read the book The Happy Prince and other Stories.

Module VI
C) Auto Wreck

Karl Shapiro

Contents:

- 6C.1 Objectives
- 6C.2 Introduction
- 6C.3 The Text
- 6C.4 Explanation
- 6C.5 Self-Assessment Questions
- 6C.6 Summary
- 6C.7 Glossary
- 6C.8 Key to Check Your Progress
- 6C.9 Exercises
- 6C.10 Activities
- 6C.11 Further Reading

6C.1 Objectives:

After studying this module you will be able to:

1. Understand the poet's reflection on death.
2. Identify the poet's perspective on general human life, social problems, war etc.
3. Draw the connotations regarding the post-war experiences.
4. Study the general human psyche and tendency about the mishap.
5. Comprehend different perspectives about war and its devastating effects on the world.

6C.2 Introduction:

Karl Shapiro (10 November, 1913- 14 May 2000) was a well-known American poet. During his early period, he actively participated in the army and fought during the Second World War. He recorded his impressions about this war in his volume *V-Letter and Other Poems* (1945). He was a master craftsman in both formal as well as blank verse poetry. As a poet, he always feels alienated being a Jewish.

Shapiro worked as an editor of 'Poetry' magazine from 1948 to 1950. He had published distinctive volumes of poetry throughout his career. His best autobiographical volumes are 'The Younger Son' and 'Reports of My Death'.

6 C.3: The Text

Its quick soft silver bell beating, beating,
And down the dark one ruby flare
Pulsing out red light like an artery,
The ambulance at top speed floating down
Past beacons and illuminated clocks
Wings in a heavy curve, dips down,
And brakes speed, entering the crowd.
The doors leap open, emptying light;
Stretchers are laid out, the mangled lifted
And stowed into the little hospital.
Then the bell, breaking the hush, tolls once.
And the ambulance with its terrible cargo
Rocking, slightly rocking, moves away,
As the doors, an afterthought, are closed.

We are deranged, walking among the cops
Who sweep glass and are large and composed.
One is still making notes under the light.
One with a bucket douches ponds of blood
Into the street and gutter.
One hangs lanterns on the wrecks that cling,
Empty husks of locusts, to iron poles.
Our throats were tight as tourniquets,
Our feet were bound with splints, but now,

Like convalescents intimate and gauche,
We speak through sickly smiles and warn
With the stubborn saw of common sense,
The grim joke and the banal resolution.
The traffic moves around with care,
But we remain, touching a wound
That opens to our richest horror.
Already old, the question Who shall die?
Becomes unspoken Who is innocent?

For death in war is done by hands;
Suicide has cause and stillbirth, logic;
And cancer, simple as a flower, blooms.
But this invites the occult mind,
Cancels our physics with a sneer,
And spatters all we knew of denouement
Across the expedient and wicked stones.

6 C.4 : Explanation :

‘Auto Wreck’ (1942) is a poem based on deaths of people in a car accident. It also records the public reactions regarding sudden deaths on road and the general fate of human life. The poem is a reflection of the poet over the tragic deaths in accidents.

The poem starts with the observations of the speaker who is present on the spot of car accident. He observes the auto wreck on road that brings the ambulance at spot to lift the dead and injured bodies of people. It arrives with its top speed at place of accident with its “soft silver bell beating, beating”. It looks very similar to the beating of heart. It throws red light just like an artery. The ambulance reaches the spot as if an angel floats from the sky to rescue and heal the unfortunate. For the speaker, the ambulance is like ‘a little hospital’. The unfortunate victims of car accident are taken as if they are not humans but a load of freight. The speaker witnesses a terrible mishap and stark reality of death.

After the departure of the ambulance, the cops are on their duty. The shocked and stunned crowd observe the horrible scene. The cops on duty perform their tasks in a quite normal way. Some of them are busy in sweeping and cleaning the car

glasses as they are stained with blood. Another one is making notes under the light of lantern. One of the cops collects the blood spread on the road and he throws it into the gutters. The speaker observes that many parts of the damaged cars are stuck to the iron poles. They appear as the outer wings of locusts. The crowd seems to be in a great shock as they hardly speak or move from that location.

After sometime the crowd recovers from this terrible mishap. They behave like normal human beings as they move slowly and cautiously on the road. They try to speak but through their ‘sick smiles’. They recover their common sense and pass on comments. They raise questions about the death of innocent people in car accident. According to the poet, the deaths in war are planned, managed, and deliberate. Many people meet their deaths by committing suicide for one or another reason. Even many babies die through premature death. Some people die because of the cancer that blooms into their bodies as the flower blooms in nature. The poet reflects on the deaths of human beings.

6 C.5 Self-Assessment Questions

Answer the following questions in one sentence each:

1. What appears in the form of ‘the little hospital’?
2. How does the damaged car look after the accident?
3. What are the reasons of people’s death?

6 C.5.1 The Ambulance:

Its quick soft silver bell beating, beating,
And down the dark one ruby flare
Pulsing out red light like an artery,
The ambulance at top speed floating down
Past beacons and illuminated clocks
Wings in a heavy curve, dips down,
And brakes speed, entering the crowd.
The doors leap open, emptying light;
Stretchers are laid out, the mangled lifted
And stowed into the little hospital.
Then the bell, breaking the hush, tolls once.
And the ambulance with its terrible cargo

Rocking, slightly rocking, moves away,
As the doors, an afterthought, are closed.

6 C.5.2 Self-Assessment Questions:

Complete the following expressions choosing the correct alternative.

1. ----- floats down at top speed and enters into the crowd.
a) The ambulance b) The police c) The car
2. The ambulance is treated as the little-----.
a) house b) hospital c) angel
3. The ambulance carries the cargo of -----.
a) goods b) broken cars c) injured bodies

6 C.5.3 Reactions of the crowd after the auto wreck:

We are deranged, walking among the cops
Who sweep glass and are large and composed.
One is still making notes under the light.
One with a bucket douches ponds of blood
Into the street and gutter.
One hangs lanterns on the wrecks that cling,
Empty husks of locusts, to iron poles.
Our throats were tight as tourniquets,
Our feet were bound with splints, but now,
Like convalescents intimate and gauche,
We speak through sickly smiles and warn
With the stubborn saw of common sense,
The grim joke and the banal resolution.
The traffic moves around with care,
But we remain, touching a wound
That opens to our richest horror.
Already old, the question Who shall die?
Becomes unspoken Who is innocent?

6 C.5.4 Self-Assessment Questions:

Answer the following questions in one sentence each:

1. What do the cops do after the departure of ambulance?
2. How do the crowd speak?
3. What is the richest horror according to the speaker?

6 C.5.5 Reasons of Death:

For death in war is done by hands;
Suicide has cause and stillbirth, logic;
And cancer, simple as a flower, blooms.
But this invites the occult mind,
Cancels our physics with a sneer,
And spatters all we knew of denouement
Across the expedient and wicked stones.

6 C.5.6 Self-Assessment Questions:

Answer the following questions in one sentence each:

1. What type of death is logical?
2. Which disease bloom like a flower?
3. What kind of death is done by hands?

6 C.6 Summary:

The poem 'Auto Wreck' is related with the fate of people who die in a car accident. The speaker being the part of the crowd registers his impressions regarding these deaths on road. The poet Karl Shapiro uses variety of symbols and images. His surrealistic description of the car accident creates terror in the minds of the reader. He talks about the general fate of humanity who meets their death in quite unpredictable manner.

Being the citizen of modern city, the speaker comes across one horrible car accident on road in which numbers of people are killed on spot. He observes the arrival of an ambulance that rushes on the spot to help those who are injured. The ambulance functions like a 'little hospital'. It arrives like a winged angel and carries

the dead bodies. The poet compares the light of ambulance with the red ruby, the beating of the bell with the heartbeats.

When the ambulance departs, the cops on duty are busy with their work. They sweep and clean the area of accident. They collect blood in buckets and throw it into the gutters. The crowd is shocked and confused. The damaged cars look like locusts clinging to the iron bars. The onlookers are unable to speak and move. They watch it with horror. When their fear subsides, then they move slowly and comment on the accident. They ponder over the questions of death and they agree that only innocent people die in an accident.

In the end of the poem, the poet refers to the death by war, suicide, and incurable diseases.

He thinks that deaths by war are deliberate or man-made. Some people commit suicide or meet their premature death. The diseases like cancer are hidden as they slowly kill the people. The poet thinks we can avoid deaths which are caused by war.

6 C.7 Glossary:

pulse (V) : to beat; to be full of energy

artery (N): a tube carrying blood from the heart to all parts of the body

beacons (N. Plural), beacon: a light fixed on rocks, coast, mountain or tall buildings to warn or guide ships or aircrafts

mangled (Adj): greatly damaged

stow (V) : to pack or store carefully

hush(N) : silence specially following a lot of noise

deranged(Adj) : unable to act and think normally

douches(N.Plural), douche: a current of water or vapour directed upon some part of the body

wreck(N) : badly damaged vehicle (or human body)

husks (N.Plural), husk: the dry outer covering

locusts(N.Plural), locust : a type of African or Asian insect that flies in huge groups destroying all the plants and crops. Here it refers to the crashed cars

tourniquets(N.Plural), tourniquet : a bandage used to stop bleeding
splints(N.Plural), splint : a device to immobilize a body part
convalescents(N.Plural), convalescent : a person recovering from illness
gauche (Adj) : (socially) awkward
banal(Adj) : common
resolution (N) : determination
stillbirth (N) : the delivery of an infant which is dead at birth
occult (Adj) : hidden; undetected
sneer(N) : a display of contempt
spatter(V) : to splash with small droplets ;to sprinkle
denouement(N) : conclusion
expedient(Adj) : governed by self-interest
little hospital : refers here the ambulance
terrible cargo : victims of the car accident are treated as load of freight
richest horror : refers here to death

6 C.8 Key to Check Your Progress:

6 C.5 Self-Assessment Questions

Answer the following questions in one sentence each:

1. The ambulance.
2. The damaged car looks like locust after the accident.
3. The people die due to war, suicide, stillbirth, or diseases like cancer.

6 C.5.2 Self-Assessment Questions:

Complete the following expressions choosing the correct alternative.

1. The ambulance
2. hospital
3. Injured bodies

6 C.5.4 Self-Assessment Questions:

Answer the following questions in one sentence each:

1. The cops clean and sweep the spot of accident.
2. The crowd speak with sick smile.
3. According to the speaker the richest horror is the death.

6 C.5.6 Self-Assessment Questions:

Answer the following questions in one sentence each:

1. The death in stillbirth is logical
2. The cancer blooms like a flower.
3. Death in war is done by hands.

6 C.9 Exercises:

A. Answer the following questions in two to three sentences each.

1. What happens after the arrival of the ambulance?
2. What happens after the departure of the ambulance?
3. How does the crowd react about the car accident?

B. Write short notes on the following:

1. Central theme of the poem.
2. The poet's views on death.
3. Use of symbols.

6 C.10: Activities

1. Write your experience about any accident that you have seen.
2. Write an essay on 'Life in a Metro City'.

6 C.11 : Further Reading

1. Updike, John. Karl Shapiro: Selected Poems, Library of America, 1984.
2. The website featuring the poet:
<https://www.poetryfoundation.org/karlshapiro>



Module VII

A) English for Banking and Industries

Contents

- 7 A.0 Objectives
- 7 A.1 Introduction
- 7 A.2 Content
 - 7 A.2.1 Subject Content I
 - 7 A.2.2 Subject Content II
 - 7 A.2.3 Subject Content III
 - 7 A.2.4 Subject Content IV
- 7 A.3 Summary
- 7 A.4 Key to Self-Check Exercises
- 7 A.5 Exercises

7 A.0 Objectives

After working this unit you will be able to:

- draft the notices for meetings
- write the agenda of meeting
- write the minutes of meeting
- draft an advertisement
- learn the language of drafting notices and advertisement

7 A.1 Introduction:

An official meeting is supported by several written documents for the smooth functioning of a meeting. The supporting documents must be prepared carefully. Usually, they are prepared by the secretary, in consultation with the chairman. The most essential documents are: Notice of the meeting, Agenda and minutes. The

notice of the meeting and the agenda together with the minutes of the previous meeting are sent to members well in advance of the meeting. It is the responsibility of the secretary of a society or an institution to arrange for meeting draft and send notices along with agenda and keep minutes of the meetings in consultation with the chairman or the head of the organization.

7 A.2 Content:

7 A.2.1 Subject Content- I

Notice, Agenda, Minutes:

In this unit we are going to learn the use of English in the banking and industry sectors. The ability to communicate effectively makes a job candidate more efficient and distinguished from the others. Effective writing is more than correct spelling, punctuation and grammar. Being a skilled communicator is essential to be a good manager and team leader. The aim of this unit is to make students aware of writing notices, agenda and minutes of the meeting as well as advertisements.

Notice:

A meeting is called after by giving a prior notice to all the persons who are expected to attend a meeting. The notice of a meeting must be issued by a competent authority. It is required to be given well in advance so that members will be able to attend the meeting. In a bank or industrial field, the annual general meetings are required to be called by giving notices well in advance. It should be written in simple and formal language and is always brief and to the point. A notice is a format designed to convey the same information to a number of different people.

The notice of a meeting is typed or printed on the organization's letterhead. It must always include the following points:

1. *Name of the body/group which is to meet*
2. *Day, date and time of the meeting*
3. *Place of the meeting, i.e. the address and the specific room/hall*
4. *Agenda of the meeting*

5. *The business to be transacted should be mentioned in the notice if the number of items is small; otherwise it should be indicated in a separate sheet and enclosed with the notice as annexure.*

The following examples give these essential details:

- *There will be a meeting of the Executive Committee on Wednesday, 8th April, 2018, at 11.00 a.m. at the Registered Office, in the Conference Room, to discuss ...*
- *A meeting of the Managing Committee will be held on Saturday, 9th November, 2018, at 10. 00 a.m. in the Committee Room at the Registered Office, to discuss the following items:*

A] Specimen Notice (with agenda):

<p style="text-align: center;">43rd Annual General Meeting</p> <p style="text-align: center;">Notice</p> <p style="text-align: center;">(Only For Members)</p> <p>All the members of the Bank are hereby informed that, the Annual General Meeting of the Bank for the year 2017-18 shall be held on Sunday, 29th July, 2018 at 5.00 p. m. at Shrimant N. B. Ghorpade Natyagruha, Ichalkaranji to consider the following subjects.</p> <p>The members are requested to attend the meeting in time.</p> <p style="text-align: center;">MEETING AGENDA</p> <ol style="list-style-type: none">1. To read and confirm the minutes of the previous Annual General Meeting held on 15/07/2017 and Special General Meeting held on 26/02/2018.2. To sanction the expenditures exceeding the budget for 2017-18.3. To approve and sanction the Annual Report, Balance Sheet and Profit and Loss Account for the year ended on 31st March, 2017.4. To approve the distribution of Net Profit for the year 2017-18 as per the recommendations of Board of Directors.5. To approve the statutory audit compliance report for the year 2017-18.6. To accept Statutory Auditor's Report for the year 2017-18.

7. To sanction the expenditure budget recommended by Hon'ble Board of Directors for the year 2017-18.

8.To take note of the loans and advances given to the Board of Directors and their relatives.

9.To accept and sanction the amendments to Bye-Laws as proposed by Hon'ble Board of Directors.

10.To grant leave for absence of the members of the Bank who have not attended this Annual General Meeting.

11.To consider any other subject matter with the permission of Chair.

By order of the Board of Directors

Place: Ichalkaranji

Date: 30th June, 2018

Rajesh M. Kamat

Mahesh N. Awade

Chief Executive Officer

Chairman

Note: The adjourned meeting due to want of quorum will be conducted on the same date and the same place after half an hour and no quorum will be necessary.

B] Notice (without agenda):

Notice

The Fifteenth Meeting of the Board of Directors will be held at 3:00 p.m. on Wednesday 13th August, 2019 in the Registered Office of the company.

Please make it convenient to attend the meeting. Agenda is attached.

To: All the members.

Sd/-

Secretary

Note the use of language and other points in this notice. It uses impersonal passive construction. For example:

- i. Meeting will be held ...
- ii. The agenda is attached ...

The passive construction is used in such notice because these are impersonal notices addressed to all members.

Important points of the notice:

- i. Subject of the meeting
- ii. Name of the committee/organization
- iii. Day, date, time and place of notice
- iv. Formal request at the end of the notice
- v. Signature of secretary
- vi. Enclosure if any

Agenda:

Agenda is a list of items to be discussed at the meeting. It is also called Business. It is usually sent with the notice of the meeting, but it may be sent later if it takes time to prepare it. The items included in the agenda depend on the type of meeting. According to rules of conduct of a meeting, apologies for absence received from members are taken up and recorded before the agenda is taken up.

The agenda begins with the item “Approval of Minutes” because the minutes of the previous meeting must be approved and signed before any matter can be taken up by the present meeting. This item may be written in the agenda as “Minutes” or in greater detail as Approval of Minutes. This may be indicated in the agenda as “Matters arising”; however, it is not necessary to indicate this item in the agenda. The new items are set out after this. Some of the items are routine requirements, like payments to be passed and cheques to be signed, Progress reports, Review of activities, etc.

There are two ways of writing the points in the Agenda:

- i. *Beginning with nouns, for example,*

- Appointment of sub-committee to look into losses...
 - Proposal to open a branch in...
 - Membership drive
 - Fund collection
 - Review of the month's activities
- ii. *With an infinitive verb, for example,*
- To appoint a sub-committee to look into...
 - To consider a proposal to open a branch...
 - To organize a membership drive
 - To collect funds
 - To review activities of the month.

All the items in an Agenda must be written in the same style.

A specimen Agenda is given below:

1. To confirm the minutes of the meeting held on 25th July, 2018 (enclosed)
2. To approve the Revised Budget for 2017-18 and the Budget Estimates for the year 2017-18, with or without modifications (will follow)
3. To consider applications for Life Memberships (list enclosed)
4. To review the working of the Society and its Institutions
5. Any other matter permitted by the Chair

Check Your Progress – I

1. Draft a notice and agenda of the 4th Annual Meeting of Rachana Cooperative Bank Ltd., Sangli to be held at the Bank's Assembly Hall on 10th September, 2019 at 3:00 p.m. Imagine the business to be done.

7A.2.2: Subject Content II

Minutes:

What are minutes?

Minutes are a written official record of what business was transacted at a particular meeting. All companies, statutory bodies, social organizations, associations and committees have to maintain a record of meetings. It is the official record of work done and decisions taken at the meeting of members. Minutes must be precise and clear. They are written in a formal style. At the next meeting the Minutes are read out by the secretary or may be taken as read if a copy was sent to members. The Minutes are then approved and signed by the Chairman and the Secretary as the correct record of the meeting.

Minutes are a legal document and can be produced in a court of law as evidence.

Contents of Minutes:

Minutes of a meeting must contain the following details:

- a. Name of the body and nature of the meeting.
- b. Day, date, time and place of the meeting.
- c. Name of the Chairman of the meeting, names of members present (list is attached if there are many names)
- d. Names of persons “in attendance”, that is any invited officials like the auditor, the solicitor, who are not members of the meeting.
- e. Record of all proposals with the names of proposers and seconders, the result of voting (if any) on the proposal and the name of those who disagreed.
- f. If proposal is passed by majority it should be mentioned as a “resolution”.
- g. Leave of absence to those who are not present.
- h. Signature of the Secretary (who has written the minutes), and the date of writing of minutes on the left hand side at the end of the minutes and blank space on the right hand side for the signature of the Chairman or President.

Note some more details:

- If there is a condolence resolution, it is passed before the confirmation of the Minutes.
- The last item of the Minute is the ending of the meeting with the vote of thanks of the Chair.
- Other items in the Minutes depend on the agenda. Every item on the agenda must have a corresponding item in the Minutes.

Confirmation:

At the next meeting, the Secretary reads out the Minutes. If any member brings forth any objection to the correctness for authentic recording of the proceedings, his/her objection (if found correct) is noted or the Minutes are changed accordingly. Then the Chairman/President puts his/her signature and date and the Minutes are “approved as correct and confirmed”. Then they take the shape of a permanent, authentic and official document of the company, society, association, club or organization.

Language of Minutes:

- i. Minutes are written in **simple past tense**; for example:
 - The Secretary read out ...
 - The Chairman informed ...
 - The meeting ended ...
- ii. Use of **passive voice**; for example:
 - The minutes ... were taken as read and confirmed and signed.
 - The progress report for December was presented ...
 - The Secretary was authorized ...
 - The next meeting was fixed for ...
- iii. **Impersonal passive voice** is used for recording decisions and resolutions. The impersonal passive voice is used only for verbs of mental actions like decide, resolve, suggest, recommend, etc. These are not physical actions; they can be taken by a group collectively. For example:

- It was decided that a committee be appointed ...
 - It was resolved that the meeting be paused/suspended ...
 - It was decided to create a separate fund ...
 - Resolved that a separate fund be created for the purpose.
- iv. The verb is in the subjunctive mood. Subjunctive mood expresses an action or state which is hypothetical or anticipated rather than actual. It describes an action that is proposed or intended or planned or thought of, but not yet completed. For example:
- I move that Mr. Patel be appointed ...
 - I propose that the secretary be authorized ...

When a suggestion is adopted by the meeting, the common decision is recorded as a resolution to take action; for example:

- It was resolved that Mr. Patel be appointed ...

v. Resolution has a heading:

A resolution has a heading indicating what it is about; e. g.

- Appointment of secretary
- Appointment of bankers

A] Specimen of Minutes of the Annual General Meeting:

The 43rd Annual General Meeting of the Bank for the year 2017-18 was held at Shrimant N. B. Ghorpade Natyagruha, Ichalkaranji on 29th July, 2018 at 5.00 p.m. The following members were present:

Mr. Amar D. Shinde

Mr. Uday V. Goswami

Mr. Kumar H. Nikam

Miss. Swapnali T. Koli

Mrs. Swati P. Manjare

- 0.1. Minutes of the Last Meeting: The Minutes of the previous meeting held on 9th August, 2017 were read by the secretary, confirmed and signed by the Chairman.
- 0.2. In the last meeting Mr. A. D. Shinde was asked to prepare and submit the statement of expenditure of the 42th Anniversary Programme organized on 3rd March, 2017. It was submitted by him and it was approved by the committee.
- 0.3. It was resolved that the expenditures exceeding the budget for 2017-18 be sanctioned.
- 0.4. The application by Mr. Uday V. Goswami was considered and Mr. Kumar H. Nikam proposed to approve and sanction the Annual Report, Balance Sheet and Profit and Loss Account for the year ended 31st March, 2017.
- 0.5. It was resolved that the distribution of Net Profit for the year 2017-18 be approved as per the recommendations of Board of Directors.
- 0.6. It was resolved that the statutory audit compliance report for the year 2017-18 be approved and be accepted.
- 0.7. It was resolved that the amendments to Bye-Laws as proposed by Hon. Board of Directors be accepted and sanctioned.
- 0.8. The meeting closed with a vote of thanks to the chairman.

Sd/-

Secretary

Sd/-

Chairman

Place: Kolhapur

Date: 9th July, 2018

B] Let's study another example :

Bharat Ghee Manufacturing Ltd.

Minutes of the 15th Meeting of the Board of Directors

The Minutes of the 15th Meeting of the Board of Directors held at the Registered Office of the Company on 13th August, 2019 at 3:00 p.m. The following directors were present:

1. Mr. S.K. Bhosale
2. Mr. R. B. Rawat
3. Mr. C. V. Rangari
4. Mr. P. S. Shelake
5. Mr. D. K. Shinde

In attendance: Mr. B.C. Shaikh, Secretary.

1.1. Confirmation of the minutes: The minutes of the last Board meeting held on 6th July, 2018, were read, approved as correct and signed by the chairman.

1.2. Cash statement: The secretary presented an abstract of receipts and payments for the month ending 30th July, 2019. The statement showing the balance of Rs. 16,47,595/- in bank and Rs. 7,290/- on hand was found correct and approved.

1.3. Account for payment: The secretary submitted the following accounts for payments:

M/s Mehta & Gupta Ltd.,	Rs. 19,620.00
The New Super Tin Boxes Ltd.,	Rs. 18,060.00

	Rs. 37, 680.00

1.4. It was resolved that the cheques for the above mentioned amounts be drawn, signed and given to the parties concerned.

1.5. The Monthly Return for June, 2019 of sales and wages was read, found correct and approved.

1.6. It was resolved that Mr.D.K.Shinde be appointed as the Chief Accountant on salary of Rs. 22,000/- per month initially for the period of two years commencing from 1st September, 2019.

1.7. The draft agreement with M/s Renu & Sons, Pune appointing them as sole - selling agents of the company was presented by the secretary. After a brief discussion, it was resolved that the agreement be approved, be signed and the Company's seal affixed thereto.

1.8. It was decided to hold the next Board Meeting at the Registered Office of the Company on 8th October, 2019 at 3: 00 p.m.

There being no other business, the meeting ended at 5.00 p.m. with a vote of thanks to the Chairs.

Chairman

Secretary

Place: Kolhapur

Date: 14th August, 2019

Check Your Progress- II

- Write the Minutes of the meeting of the Managing Committee of Dream Furnitures held at Shahu Smarak Bhavan, Kolhapur on 16th August, 2019 at 4.00 p.m. Imagine the business to be done.

7 A.2.3 Subject Content- III

[III]

Writing Advertisements :

Introduction:

We come across hundreds of Advertisements everywhere. They display the product of the company. Naturally, the first and foremost aim of the Advertisement is to attract our attention to the product. For this purpose, they use various tricks of language, pictures and structures for advertisement. It is the aim of the advertisement that we must be encouraged to buy the product, try the product and be its fans. The language of advertisement is aimed to produce all these effects.

Many companies advertise in newspapers, magazines or trade journals so as to reach to a wide and sometimes specific market. Advertisement (ad) is a form of communication intended to promote the sale of a product or service to influence public opinion to advance a particular cause or to elicit some other response desired by the advertiser. It is also indirectly used to enlighten the public at large about new products and services. Here, however, we shall be concerned with commercial advertising designed to create effective communication between the producer and the consumer. Our main focus will be on the use of language in commercial advertising.

Advertising and its Media

Every medium has its own requirements for success in advertising. There are two major types of media.

1. Print Media:

Print media includes newspapers, magazines, journals, leaflets, brochures, pamphlets, etc. Print media is expensive than the electronic media, but it has an easy access to the public at large. It is more intimate way to engage the consumers. Newspaper is a leading medium for reporting events, share information and advertise. Through it, you can cover a wide area and reach millions of people at a comparatively low cost. Preparing an advertisement for a magazine is more or less like that for a newspaper. But here you have an advantage. The paper is of better quality and so you can decide to use colours in your advertisement. The use of colours obviously makes the advertisement stand out distinctly, making it more eye-catching and attention-getting. Moreover, you can display the natural colour of the commodity you are advertising. The pictures and photographs can also be made more realistic.

2. Electronic Media:

Radio in our country has become a powerful medium both for broadcasting news and for advertisements. Usually a slogan, a jingle or a rhymed couplet praising the virtues of the product is used for the broadcast. Through this medium you can have an access to all sections of society right from the elite to the peasants and workers. Advertising on TV is more illustrative than any other medium. It combines the advantages of colour, sound and language.

3. Structure of Advertising:

- a) **Headline-** Headlines usually are in capital letters and the words used in them are simple and easy to understand. They appeal to the self-interest of the audience. The headlines have several functions: they give news, reinforce the brand, attract attention, reach a target market, increase curiosity, arouse emotions, etc.
- b) **Body Copy-** The Body Copy provides support and details about the product or the current offer. The present tense is used in the body copy. Body copy includes: benefits of the product, testimonial from customers, expert opinion, narrative about the product or a customer, etc.
- c) **Tagline-** This is also called the brand slogan.
- d) **Logo-** Brand symbol and/ or words URL of website.

Study the following advertisement:

1.

BOOK YOUR ESCAPE FROM PUNE THIS WEEKEND.

.....

GoAir connects Pune to multiple destinations.

Lowest fare starting at Rs. 1499*

Booking Period Oct 6-7, 2018
Travel Period Up to Mar 31, 2019

Ahmedabad	↘
Bengaluru	↗
Kolkata	→
Delhi	↘
Chennai	↗
Nagpur	↘

Smart savings, when you book on GoAir.in or the App

RuPay	fabHOTELS	JABONE
Flat 10% OFF	ADDITIONAL 25% OFF	UP TO Rs. 600 OFF ON Rs 2000

Become a GoStar member and get convenience fee worth Rs. 225* waived off on your next flight.



To book, visit **GoAir.in** | mobile app

Logo ←

Tagline ←

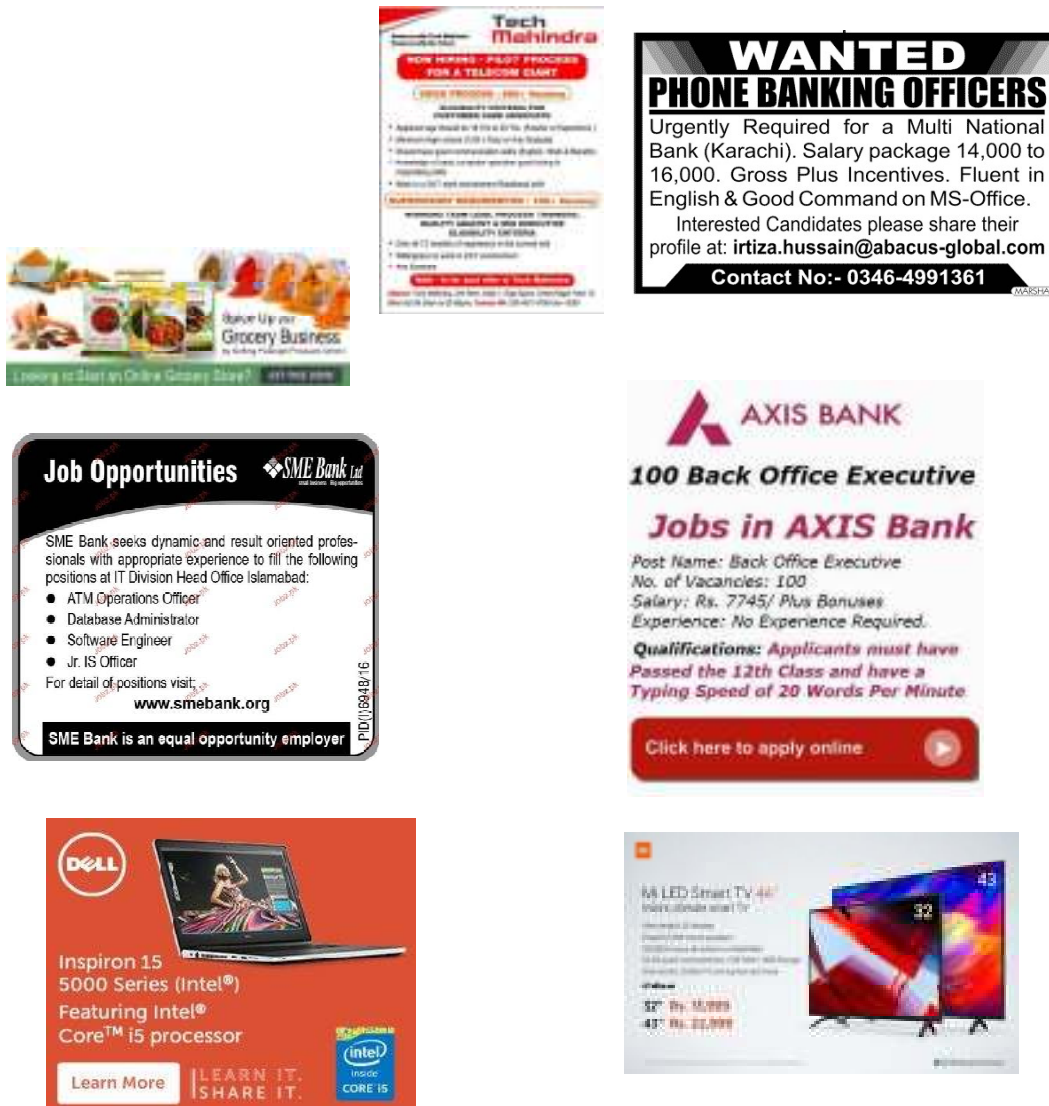
Headline ←

Body Copy ←

In the advertisement given above the 'Logo' has been given along with a 'Tagline'. It attracts the attention of the customers. The 'Headline' is given in bold type with capital letters. It appeals to the mind of the customers. The 'Body Copy' provides various other details. It states the important cities under the flight.

Observe some more examples:



I. Style of writing Advertisements:

When asked to draft an Advertisement you must be able to pick out the main points or features of whatever is being advertised and then put them over in an

interesting, attractive way. It is essential to aim for your advertisement to be ‘seen’ when it stands next to lots of other advertisements.

- You must **attract** the reader’s attention.
- Get the reader’s **interest** by mentioning something that will appeal to them .
- Arouse the reader’s **desire** to buy, to attend a function to find out more or to contact the writer.
- Make the reader do something as a **result** of reading the advertisement.

You will achieve these objectives if you practice the following guidelines:

- Use a company logo, prominently displayed
- Compose a catchy headline and display it prominently
- Use spacing to advantage, giving special items prominence
- Categorize the information using sub-headings, bullet points
- Clearly state the action you want the reader to take
- Make your advertisement eye-catching
- Aim for your advertisement to stand out from all the others around it.

Use of slogans in Advertisements:

I. Slogans:

1. Air-India – *Truly Indian*
2. Britannia – *Eat healthy, think better*
3. Horlicks – *Taller, Stronger, Sharper*
4. Amul – *The taste of India*
5. Lays – *No one can eat just one*
6. Kit Kat – *Have a break, have a Kit-Kat*

Check Your Progress- III

1. Collect advertisements of the following products of different brands and note the headlines used in it.

Cell-phone, Tooth-paste, Washing- machine, Cold-drink, Shoes, Google.

2. Prepare slogans for the following products: Television, Detergent soaps, Refrigerators, Computers, Air-cooler.

7 A.2.4: Subject Content- IV

The Language of Advertising:

The language used in every advertisement should be able to catch the attention of the reader and motivate him/her to take immediate action. Despite the development of sophisticated nonverbal techniques, language continues to remain a powerful customer-catching tool. To evoke the desired responses advertisements use certain *word-triggers*. These are used to bring about a close association of a particular quality or state with a particular product. We are persuaded to believe that we are buying success, health, vitality, instant loveliness and tingling freshness when we buy Vimal, Lifebuoy, Glucon-D, Neighbour's envy, we should buy an Onida! ,or such other products.

The task of creating the language of advertisements is by no means an easy one. You have to stretch your creativity and fantasise your consumer goods. You have an almost unlimited scope for violating the rules and conventions of language to create advertisement literature. You may coin a telling phrase, an epigram or a rhyme to drive your message home. There is a large variety of linguistic devices used in advertising. It would neither be advisable nor possible to give here a sample of each device. However, a few samples of certain often used devices are given below just to give a flavour of variety in the language you can use for advertising.

Characteristics of language used in Advertisements-

- *Loaded with meaning*
- *Aimed at catching attention*
- *Stimulating interest*
- *Arousing desire*
- *Full of imperative structure*

To make use of effective language in advertisements you have to be well acquainted with certain characteristics of language of advertisement. Study the following characteristics of language of advertisement.

I] Coinage of new words

- *Have you goldspotte today?*
- *Utterly butterly delicious (butter)*
- *Limcomaniac. (soft drink)*
- *Juicedly good. (apple juice)*
- *Chocolicious. (drinking chocolate)*
- *Skin-magic. (face cream)*
- *Ambiqueen. (sarees)*
- *Tie Q. (ties)*
- *Trendy prints. (dress material)*
- *Touch-happy textures. (fabric)*
- *No icky-plasticky smell. (water jugs)*

I] Alliteration

- *Fragrant as fresh-peeled lime-fresh as nature itself! Fruity, frothy Lure Lime Shampoo.*
- *Fashion fabric light as air- depends on climate by Doctaire.*
- *Dashing, debonair and distinctive. (suitings)*
- *Dancing designs that dazzle. (dress material)*
- *Puts the crunch into the brunch. (sandwich toastmaker)*
- *The zing thing. (cold drink)*

II] Use of vocabulary in unusual contexts

- *Take years off your feet. (footwear)*
- *Beautiful skin is something you wear twenty-four hours a day (face cream)*
- *Lip service with a difference. (lipstick)*
- *If only your finger had bristles. (toothbrush)*
- *A fragrance as precious as gold. (talcum powder)*

- *For that dream sleep that you never dreamt of! (mattress)*

III] Parallelism

- *Neighbour's envy, owner's pride. (TV)*
- *Satin is the way it feels. Flawless is the way it looks. (foundation cream)*
- *Colours that command attention. Textures that mean business (fabric)*
- *Light as mist, soft as spring. (fabric)*

IV] Rhyme

- *Old Mother Hubbard*
Went to the cupboard
To fetch her poor doggie a bone
Said the pup, I want bread
With that great Amul Spread
To which very faithful I've grown.
- *Breakfast every day with Nescafe*
Any moment of the day, enjoy your
Cup of Nescafe.
- *Do not cry my child*
I know the world seems strange and new
But you are safe and in my arms.
No harm will ever come to you
(Johnson and Johnson Baby Oil, Soap, etc.)
- *Dip,dip,dip*
If you want it stronger
Dip a little longer
Dip, dip, dip. (tea bags)

7 A.3 Summary:

A notice is a written or printed announcement. It is a formal document which states about a meeting to be held and informs the attendees about all the details of the meeting. By notice, we mean the official intimation of the meeting to all the members of the committee. It mentions the place, date and time of meeting. It is to be sent well in advance from five to fifteen days before the actual date of the meeting as per the provision in the laws or constitution. It also contains the Agenda of the meeting.

- By Agenda, we mean details of business to be discussed at meeting. It helps in conducting the meeting in proper order. It limits irrelevant discussion and preserves continuity in the business. It helps the chairperson to control the members from digression.
- Minutes are written after the meeting is over and before another meeting is called. By Minutes we mean summary or records of what is said and decided at a meeting of a particular bank.

People advertise in order to promote the sale of a product or service. Advertisements attempt to influence public opinion. The language of advertisement is quite distinctive. The advertisements play with words and manipulate or distort their everyday meanings. They break the rules and even make up new words. They use unusual or stylish words and short, crisp sentences. Use of brand names, slogans, catch-phrases, word triggers, rhythm and rhyme is very common. The language is informal and colloquial.

7 A.4 Key to Self-Check Exercises:

- **Self-Check I: Answer**

The Fourth Annual General Meeting of the Members of the Rachana Cooperative Bank Ltd. Sangli will be held at 3.00 pm on Saturday, 10th September, 2019, in the Assembly Hall of the Bank.

You are requested to make it convenient to attend the meeting. The agenda of the meeting is enclosed here with.

Place: Sangli

Signature

Date: 2nd Sept. 2019.

Secretary

Note: If there is no quorum, the meeting will be held at 03.30 pm. With no condition of the quorum.

CC: All Members.

Agenda

Agenda of the Fourth Annual Meeting of Rachana Cooperative Bank Lit. Sangli, 10th Sept. 2019.

- 4.01 To confirm the minutes of the previous meeting.
- 4.02 To receive and adopt the Director's report and audited Balance Sheet and profit and Loss Account for the year ended on 31st March, 2019.
- 4.03 To declare dividend on equal shares.
- 4.04 To open a new counter for electricity bill payment
- 4.05 Any other matter with the permission of the Chair.

- **Self-Check II: Answer**

Dream Furnitures Ltd

Minutes of the Meeting of the Managing Committee

The minutes of the meeting of the Managing committee held at Shahu Smarak Bhavan, Kolhapur on 16th August, 2019 at 4.00 pm. The following directors were present:

1. Mr. R.K. Rawat
2. Mr. D.V. Desai
3. Miss. A. L. Jadhav
4. Mrs. D. S. Rajoba
5. Mr. P. V. Kulkarni

In attendance were: Mr. V.G. Patil- Secretary.

- 1.1 Apologies: Mr. G.D. Sathe had intimated inability to attend and was granted leave of absence

- 1.2 Confirmation of the last Minutes: The Minutes of the last Board Meeting, held on 2nd June, 2019 were read approved as correct and signed by the Chairman
- 1.3 The progress report of July was presented by Mr. P. V. Kulkarni.
- 1.4 Cash Statement: The Secretary presented an abstract of receipts and payments for the month ending 30th July, 2019. The statement showing a balance of 18,46,560/- in bank and Rs. 9,350/- on hand was found correct and approved.
- 1.5 There being no other business the meeting ended with a vote of thanks to the chair.

- **Self-Check III: Answers**

1.

Tingling – Fresh ‘Babool’

Tells you it’s doing you good! Babool is actively caring for your teeth and gums. You can feel it tingling on your gums. A fine combination of babool herb and sodium Ricinoleate that protects your whole mouth. So night and morning use the only tooth-paste you can feel doing you good.

Babool: Acts Stronger!

Lasts Longer!

Slogans for Television

- Finest Picture. Shining Future.
- Just Watch it!
- Good Screen... Eyes Evergreen!
- Whatever Age ... Touches Image!

Detergent Soaps

- Tide’s In- Dirt’s Out (Tide)
- Washing Powder Nirma... Sabki Pasand Nirma
- A Clear is your Choice
- A Life full of Whiteness
- Moments of Clean Clothes

- Add Brightness to your Clothes
- Caring your Clothes More
- Fast. Reliable. Affordable
- Loving your Clothes Like You

Refrigerators

- If you are going to eat it later,

Keep it in the Refrigerator

- Everyday Care

Computers

- Your Potential. Our Passion. Microsoft...
- The Power to be your best. Apple. +67...
- Making it all make sense. Microsoft... □Take Toshiba, Take the World.
- Solutions for a small planet.

Air Cooler

- Adding cool Moments.
- Cooling your Future with Technology.
- Your Choice for Living.
- Power of Extreme Cool.
- Keeping you Cool in Every Step.
- Cool Air, Cool Life.
- A new Cooling Experience.

7 A.5 Exercises:

- A] Draft a notice calling a routine meeting of Board of Directors of which you are the secretary.
- B] Write down the preliminary parts of the minutes of the following meetings
1. Annual General Meeting

2. Monthly Meeting of Director Body
- C]
1. Write an advertisement copy for a cell-phone and describe its features with the use of various adjectives.
 2. Draft an advertisement for new electronic gadgets with using various language devices.

Field Work:

From the English newspapers such as the Times of India, Indian Express, etc. collect the advertisements and slogans of the gadgets such as electronic goods, health products, kitchen wares, etc. and study the use of language in them.

B) The Journey

Mary Oliver

7 B.0 Objectives

7 B.1 Introduction

7 B.2 The Text of the Poem

7 B.3 Analysis

Glossary:

7 B.4 Summary

7 B.5 Check Your Progress

7 B.6 Answers to Check Your Progress

7 B.7 Exercises

7 B.8 Writing Activity

7 B.9 Further Reading

7 B.0 Objectives-

After studying this unit you will learn –

- about Mary Oliver as an American poet
- the central idea of the poem
- to understand how to guess the meaning of words through the context
- how to use synonyms and antonyms

7 B.1 Introduction-

Mary Oliver, America's finest poet, was born in 1935 in Maple Heights, Ohio. She attended both Ohio State University and Vassar College, but did not receive a degree from either institution. As a young poet, Oliver was deeply influenced by Edna St. Vincent Millay and briefly lived in Millay's home, helping Norma Millay organize her sister's papers. Oliver is notoriously reticent about her private life, but it was during this period that she met her long-time partner, Molly Malone Cook. The couple moved to Provincetown, Massachusetts, and the surrounding Cape Cod

landscape has had a marked influence on Oliver's work. Known for its clear and poignant observations and evocative use of the natural world, Oliver's poetry is firmly rooted in place and the Romantic nature tradition.

Her book *New and Selected Poems* (1999) won the National Book Award. She celebrates the natural world in later collections including *Winter Hours; Prose Poems and Poems* (1999), *Why I Wake Early* (2004), *New and Selected Poems, Volume II* (2004), and *Swan: Poems and Prose Poems* (2010).

"The journey" is a metaphysical poem about the need to challenge and move on an upwards. It focuses on the need to leave behind what is bad, wrong and harmful and start out on a new path of life. It is a free verse poem with a metaphorical title. Life is a journey where a house becomes the self. The poet uses various symbols like the wind, the night, the road with branches and stones, the stars and clouds.

7 A.2 The Text of the Poem

The Journey

One day you finally knew
what you had to do, and began,
though the voices around you
kept shouting
their bad advice –
though the whole house
began to tremble
and you felt the old tug
at your ankles.
"Mend my life!"
each voice cried.
But you didn't stop.
You knew what you had to do,
though the wind pried

with its stiff fingers
at the very foundations,
though their melancholy
was terrible.

It was already late
enough, and a wild night,
and the road full of fallen
branches and stones.

But little by little,
as you left their voices behind,
the stars began to burn
through the sheets of clouds,
and there was a new voice
which you slowly
recognized as your own,
that kept you company
as you strode deeper and deeper
into the world,
determined to do
the only thing you could do –
determined to save
the only life you could save.

7 B.3 Analysis:

Lines 1 to 11

The opening eleven lines of the poem suggest that here is a person who has waited a long time for this day to arrive. Now at last, the person is about to start on a

journey out of the dark past into a brighter future. The person has finally got the idea of what to do to come out of the critical situation. There are many voices around you which keep shouting their bad advice. These voices of various people are trying to drag you back, giving their 'bad advice' as long as they could. It is difficult to fetch yourself out of the old tug of these people. These voices are powerful because they represent negative energy. You have to break out the old patterns. The 'house' here is the symbol of the self. The first two words 'one day' in the poem suggest that the person in the poem has gone through a kind of hell for a long time. Now the day has come when everything is about to change for the good. There are huge demands made on 'you' but you just have to escape.

Lines – 12 to 22

The opening line 'You know what you had to do' is repeated. It clearly declares the determination of the person. There is no looking back, no stopping, no chance of holding onto that past life. In fact, the wind is still at you trying to destroy and undermine. This is the threshold time. The person has set off in the day but now it is night and still the chaos rules. This is the chaotic energy of the past still attempting to stop the new progress, end this journey. The road is not straight forward and clear. There are sticks and stones that may break the bones. You should not cling to the past. You cannot afford to pass your time there. You have to continue those first few steps and the time will start to heal.

Lines – 23 to 36

The transition of the person is nearly complete and ready for the next phase. Stars are visible in the cloudless sky. In the pleasant atmosphere you hear a new voice which you slowly recognize as your own. It is your inner strong voice of confidence that gives you company.

Glossary:

tremble (v) : quiver

tug (n): a sudden abrupt pull, jerk

mend (v): amend, heal pry (v): be nosey

melancholy (n): a feeling of thoughtful sadness sheet (n): canvas

strode (v): past tense of stride, walked with long steps determine(v): decide

- i) came ii) pried iii) peeped iv) danced
6. The poet determines to _____ the only life.
- i) save ii) visit iii) catch iv) kill

7 B.6 Answers to Check Your Progress

I. Skimming and Scanning Questions:

A.

1. The whole house began to tremble.
2. at your ankles
3. “mend my life”
4. did not stop
5. stiff
6. fallen branches and stones

B

1. metaphor
2. bad
3. House
4. ankle
5. pried
6. save

7 B.7 Exercise:

Comprehension Questions:

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

1. What happened when the poet left behind their voices?
2. What is meant by ‘you strode deeper and deeper’?
3. What does the journey by Mary Oliver mean?

B. Write short note on the following in 8-10 sentences each:

1. Image of 'voices' in the poem.
2. Title of the poem 'The Journey'.

C. Vocabulary Exercises:

A. Fill in the gaps in the following table by supplying appropriate forms of the words:

Noun	Adjective	Adverb
Knowledge	-----	-----
-----	-----	Stiffly
Recognition	-----	-----

B. Give synonyms of the following words.

1. Melancholy
2. Branch
3. Burn
4. Tug
5. Shout
6. Whole

7 B.8 Writing Activity:

Collect some poems which give guidance and strength to you.

7 B.9 Further Reading:

1. 'The Best Mary Olliver Poems' Bookriot.com published by Alex Luppens Dale.
2. New and Selected Poems, Volume- I, Beacon Press, 1992.



Module VIII

A) An Old Man's Ageless Wisdom

Sudha Murty

Index:

- 8.A.0 Objectives
- 8.A.1 Introduction
- 8.A.2 Content
 - Check your progress
- 8.A.3 Summary
- 8.A.4 Terms to Remember
- 8.A.5 Answers to check your progress
- 8.A.6 Exercises
- 8.A.7 Writing activity

8.A.0 Objectives :

After studying the present unit you will be able to understand :

- Sudha Murty as a great short story writer.
- Sudha Murty's attitude of respect and reverence for elders.
- thinking of old age people.
- how the modern society is after futile things.

8.A.1 Introduction :

Sudha Murty was born in 1950 in Shiggaon in Karnataka. She did her M.Tech. in Computer Science and is now a Chairperson of Infosys Foundation, Bangalore, India. Besides her Foundation's work, she is intensely concerned with the poor and underprivileged. As a doer social worker, she has established several orphanages through which she provides required facilities and every possible help to orphanages and schools in rural and tribal areas.

She writes in Kannada and English. She has authored *Dollar Bahu*, *How I Taught My Grandmother to Read and Other Stories*, *Wise and Otherwise: A Salute to Life*, *Old Man and His God*, *The Day I Stopped Drinking Milk*.etc. Her books have been translated into all the major Indian languages and more than 3 lakh copies have been sold around the country. Sudha Murty is a recipient of Padmashri Award in 2006. Also she has been conferred Honourary Doctorate for her invaluable contribution in social work, philanthropy and education.

The present short story has been taken from her collection of stories *Wise and Otherwise: A Salute to Life*. The story ‘An Old Man’s Ageless Wisdom’ is a very poignant and thought-provoking one as it opens the eyes of our so called modern society.

8.A.2 Content: Section I

Orissa is a state with beautiful thick forests and the famous Chilka Lake. It is well known for its great temples. The Puri Jagannath Temple and the Sun Temple of Konark are among the most remarkable architectural achievements of ancient India. There is also a lot of poverty in Orissa, and around 13,500 NGOs work there to help the poorest of the poor. Many tribal people dwell in remote, inaccessible areas deep in the interior of the state's dense forests. I firmly believe that wherever our company opens a development center, the services of our Infosys Foundation should also be made available there. Thus Orissa became an area of activity for the Foundation.

Once I had to travel to Kalahandi. It is neither a town nor a city, and it is not known for anything special. It is just another part of another tribal district like Mayur Bhanj or Koraput. They say that before independence, Kalahandi was ruled by a king. The tribal believed that the king was their caretaker and possessed supreme powers. They are so innocent that, even today, they don't believe that kings no longer exist. If a child is orphaned, it is left at the doorstep of the collector's house. For them the ultimate protector is the raja.

Bhavani Pattanam is the district headquarters of Kalahandi. It is a small town, quite different from other district headquarters that I know, such as Dharwad, which is my hometown. Frankly, I was surprised that Bhavani Pattanam was such a sleepy place. I had gone there to meet the head of an NGO who had been working tirelessly for the welfare of orphans. Each gray hair on his head told the story of his selfless

dedication. In order to serve these children without any distraction, he had chosen to remain unmarried.

While travelling from Bhubaneswar to Kesina, the nearest station, I kept observing the tribal People. They would wait quietly on the platform for their train to arrive. They carried different kinds of fresh produce, such as Pineapples, forest bananas and potatoes. The women wore brightly coloured sarees- leaf green, bright yellow, dark red-and simply knotted their jet-black hair with flowers tucked in.

I was accompanied by a person who knew the local language and had agreed to be my interpreter. Knowledge of the local language is most essential when one wants to work at the grass-roots level. I had a thousand questions to ask about these tribal people-what civilization meant to them, what their lifestyle was, and so on. Tribals normally live in groups, I was told. They are not too rigid in their ways. Most importantly, the concept of individual ownership of property is rarely found among them. I was keen to get to know these people. My mission was to provide assistance to them by some means, without threatening their identity.

8.A. 2.I- Check your progress :

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

1. Which is the famous lake in Orissa?
2. Before independence, whom Kalahandi was ruled by?
3. Which is the headquarter of the District Kalahandi?
4. What is essential to work at grass-root level?

B. Say whether the following sentences are true or false:

1. Once Sudha Murty had to travel to Kalahandi.
2. There are around 13,500NGO's working for the poor in Orissa.
3. Tribals normally don't live in groups, Sudha Murty was told.
4. The concept of individual ownership of property is rarely found among the tribals in Kalahandi

8.A.2 Content: Section II

My interpreter told me that to meet these tribals, I would have to walk two miles, since no car could reach their hamlet. After a long walk, we finally reached a village. I met a woman whose age I could not guess immediately. My interpreter was finding it difficult to translate the lady's words because her dialect was quite different. She was a dark-skinned and dark-haired woman. She must have been around seventy years old but there was no grey in her hair. She obviously could not afford to dye her hair. So what was her secret? The interpreter did not know. But clearly this secret was shared by the entire tribe, because not a single person in that village had a trace of grey hair.

Next I met an old man. I say old, but again it was virtually impossible to guess his age by simply looking at him. During our conversation, he recalled certain events and occasions and from that we concluded that he was about 104 years old.

I got into a lively conversation with this gentleman. I asked him, 'Who is ruling our country?'

For him 'country' clearly meant Kalahandi. He looked at me and smiled at my ignorance. 'Didn't you know?' he said. 'It is company sarcar that is ruling our country.' He meant of course the East India Company. The old man was not aware that India had become independent.

I showed him some Indian currency and the emblem of the Ashoka Chakra.

He was not impressed. He said, 'This is just a piece of paper. How can you look at it and tell who is ruling us? It is goriwali rani who is ruling us.'

Nothing I said could convince him that the goriwali rani, or the 'fair queen' of England, no longer ruled India.

I knew that the barter system was very important to tribal people, so I asked him about that. 'Do you know this small piece of paper can buy firewood, lots of saris, bags of salt, matchsticks, and even a piece of land?'

He looked at me sympathetically and said, 'For this paper, people fight, go away from our ancestral land, leave our forest and go to cities. Have we not led a complete life without that piece of paper? Our ancestors did. We are children of God, settled here happily without this paper. This is God's land. Nobody owns this land. No river

is created by us. No mountain is made by us. The wind does not listen to us. The rain does not ask our permission. These are gifts of God. How we can "sell" or "buy" land, I do not understand. When nothing is yours, then how can you make such transactions? This little paper of yours can turn our lives upside down.'

I could find no words to answer him. Until that moment, I had been convinced that I knew more than he did. We know about currency movement, political parties, about the difference between Bill Gates and Bill Clinton. Here was a man who knew nothing of these, yet he was aware of deeper, more eternal truths. He knew that nobody owned the land, the mountains or the wind.

Who is more civilized-this wise old man in the Kalahandi forest or those of us with our fingers on the pulse of the Internet?

8.A. 2. II- Check your progress :

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

1. Was there any grey in dark-skinned woman's hair?
2. According to Tribals, who is ruling Kalahandi even today?
3. According to the old man who owns the land?
4. Which system was very important to tribal people?

B. Say whether the following sentences are true or false:

1. Sudha Murty needed to walk 10 miles to meet the tribals.
2. A dark-skinned and dark-haired woman must be around seventy years old.
3. An old man was about 110 years old.
4. An old man knew that 'Goriwali rani' owned the land, the mountains or the wind.

8.A.3 Summary

The story 'An Old Man's Ageless Wisdom' has been taken from Sudha Murty's *Wise and Otherwise: A Salute to Life*. It is very interesting story which tells us about the wisdom of simple, straight forward people living in the tribal area. Though they are not educated, not gone to any school or college, and they are not modern, in a real sense they are truly wise.

Once Sudha Murty had to travel to Kalahandi, a tribal area of Orissato meet the head of an NGO who had been working tirelessly for the welfare of orphans. She was accompanied by a person who knew the local language. She was keen to know these people. She had a thousand questions to ask about these tribal people-what civilization meant to them, what their lifestyle was, and so on. Her mission was to provide assistance to them by some means, without threatening their identity.

After a long walk, she finally reached a village. There she met a woman and an old man whose age she could not guess immediately. She had a lively conversation with the old gentleman. The old man was not aware that India had become independent. For him 'country' clearly meant Kalahandi and it was ruled by Goriwali Rani or Company sarcar. He was not impressed with Indian currency and the emblem of the Ashoka Chakra. The barter system was very important to tribal people.

When Sudha Murty told him that this small piece of paper (currency notes) can buy firewood, lots of saris, bags of salt, matchsticks, and even a piece of land. There he answered very wisely that for this paper, people fight, go away from our ancestral land, leave forest and go to cities. They were settled there happily without that paper.

According to the old man, 'This is God's land. Nobody owns this land. No river is created by us. No mountain is made by us. The wind does not listen to us. The rain does not ask our permission. These are gifts of God.' And further he added the true meaning of life saying, 'How we can "sell" or "buy" land, I do not understand. When nothing is yours, then how can you make such transactions? This little paper of yours can turn our lives upside down.'

At this, Sudha Murty could find no words to answer him. Until that moment, she had been convinced that she knew more than the tribals. But the old man taught her new ageless wisdom and very deeper, more eternal truths.

So finally she asks a question, 'Who is more civilized-this wise old man in the Kalahandi forest or those of us with our fingers on the pulse of the Internet?'In this sense, 'An Old Man's Ageless Wisdom' is a very poignant and thought-provoking one as it opens the eyes of our so called modern society.

8.A. 4 Terms to Remember

dwel: reside, stay

orphan: a child whose parents are dead

hamlet: rural community

dialect: vernacular language

obviously: clearly, openly

sarcar: government

goriwali rani: Queen of England

ancestral: inherited

eternal: everlasting, never- ending

emblem: symbol, sign

virtually: close to

8.A.5 Answers to check your progress

8.A. 2. I-

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

1. Chilka
2. A King
3. Bhavani Pattanam
4. Knowledge of the local language

B. Say whether the following sentences are true or false:

1. True
2. True
3. False
4. True

8.A. 2. II –

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

1. No
2. Goriwali rani or the 'fair queen'

3. God. / Nobody owns this land.
4. The barter system

B. Say whether the following sentences are true or false:

1. False .
2. True
3. False
4. False

8.A.6Exercises

I. Skimming and Scanning Questions:

Q.1. A) Answer the following questions in one word/phrase/ sentence:

1. What did the tribal believe about their ruler?
2. What did the tribal women on the railway platform wear?
3. Who accompanied Sudha Murty in Kalahandi?
4. What was the age of the old man in Kalahandi?
5. Who, according to the old man in Kalahandi, was ruling the country?
6. Which are the most remarkable achievements of Ancient India?
7. What did Sudha Marty show to the old man?
8. If a child in Kalahandi is orphaned, where is it left?

B) Complete the following sentences by choosing the correct alternatives:

1. There is a famous _____ in Orissa state.
a) Chilka lake b) Taj Mahal c) Lotus temple d) Red fort
2. There are around _____ NGOs to help the poorest of the poor in Orissa.
a) 13500 b) 5013 c) 11500 d) 7500
3. Once Sudha Murty went to _____, a tribal part in Orissa.
a) Kalahandi b) Mayur Bhunj c) Koraput d) Chila lake
4. _____ is the district headquarter of Kalahandi.

- a) Bhavani Pattanam b) Mayur Bhunj
 c) Koraput d) Kesina
5. On the way to Kalahandi, _____ was the nearest station.
 a) Kesina b) Bhavani Pattanam c) Koraput d) Konark
6. Sudha Murty was told that normally tribals live in _____.
 a) Groups b) Cities c) Villages d) Towns
7. The interpreter told Sudha Murty that they had to travel _____ to meet tribals.
 a) two miles b) ten miles c) seven miles d) five miles
8. First Sudha Murty met a dark skinned, dark haired woman around _____ years.
 a) 70 b) 50 c) 90 d) 60

II. Comprehension Questions:

Q.1 Answer the following questions in three to four sentences each:

1. How is Kalahandi described by Sudha Murty?
2. What does Sudha Murty say about the tribals in Kalahandi?
3. What did the woman carry on the railway platform?
4. What information do you get about the head of an NGO in Kalahandi?
5. What is Sudha Murty's reaction to the old man's thought?

Q.2 Write short notes on the following in 8 to 10 sentences each:

1. The old woman in Kalahandi.
2. The old man's philosophy of life.
3. The false concept of individual ownership of property.

III. Vocabulary Exercises:

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

Verb	Noun	Adjective	Adverb
dwell	-----	-----	-----
-----	achievement	-----	-----
-----	-----	remarkable	-----
-----	-----	-----	sympathetically
-----	-----	-----	clearly
orphaned	-----	-----	-----
-----	Show	-----	-----
-----	-----	threatening	-----
-----	difference	-----	-----

B) Write synonyms of the following words:

1. forest
2. frankly
3. essential
4. entire
5. emblem
6. ancestor

8.A.7 Writing activity

1. Comment on the wisdom of forefathers.
2. Express your honest opinion about the modern man's struggle for money.
3. Describe the picture of the society running after material happiness.

B) My Soul has a Hat

Mário de Andrade

Index

- 8.B.0 Objectives
- 8.B.1 Introduction
- 8.B.2 Content
 - Check your progress
- 8.B.3 Summary
- 8.B.4 Terms to Remember
- 8.B.5 Answer to check you progress
- 8.B.6 Exercises
- 8.B.7 Writing activity

8.B.0 Objectives :

After studying the present unit you will be able:

1. to know Mário de Andrade, a Brazilian poet.
2. to understand his conception of a grim reality in human life.
3. to find how one starts living the real life after realizing true meaning of life.

8.B.1 Introduction

Mário de Andrade (October 9, 1893 – February 25, 1945) was a Brazilian poet, novelist, musician, critic, and photographer. One of the founders of Brazilian modernism, he contributed modern Brazilian poetry with the publication of his *Paulicéia Desvairada* (*Hallucinated City*) in 1922. He had great influence on modern Brazilian literature. Also, his photography and essays on a wide variety of subjects, from history to literature and music, were widely published.

‘My Soul has a Hat’ is a very beautiful poem which tells us the reality of life. The poet focuses on a grim reality that how with growing age; one realizes the true

meaning of life. And really one starts living the real life after realizing true meaning of life.

8.B.2 Content

I counted my years and realized that I have
Less time to live by,
Than I have lived so far.

I feel like a child who won a pack of candies:
at first he ate them with pleasure
But when he realized that there was little left,
he began to taste them intensely.

I have no time for endless meetings
where the statutes, rules, procedures
and internal regulations are discussed,
knowing that nothing will be done.

I no longer have the patience
To stand absurd people who,
despite their chronological age,
have not grown up.

My time is too short:
I want the essence,
my spirit is in a hurry.
I do not have much candy
In the package anymore.

I want to live next to humans,
very realistic people who know
How to laugh at their mistakes,
Who are not inflated by their own triumphs
and who take responsibility for their actions.
In this way, human dignity is defended
and we live in truth and honesty.

It is the essentials that make life useful.
I want to surround myself with people
who know how to touch the hearts
of those whom hard strokes of life
have learned to grow with sweet touches of the soul.

Yes, I'm in a hurry.
I'm in a hurry to live with the intensity
that only maturity can give.
I do not intend to waste any of the remaining desserts.

I am sure they will be exquisite,
much more than those eaten so far.
My goal is to reach the end satisfied
and at peace with my loved ones and my conscience.

We have two lives
and the second begins when you realize it really.

Check your progress :

8.B.2 Check your progress :

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

1. What did the poet realize after counting the years?
2. How did the poet feel like?
3. What is defended, according to the poet?
4. According to the poet, what is the goal?

B. Say whether the following sentences are true or false:

1. When the child realized that there were little candies left, he began to taste them intensely.
2. The poet had ample of patience to stand absurd people who, despite their chronological age, have not grown up.
3. The poet intends to waste any of the remaining desserts.
4. We have two lives and the second begins when you realize it really.

8.B.3 Summary:

‘My Soul has a Hat’ is a very interesting poem which tells us the grim reality of life. Mário de Andrade makes us to introspect at the life gone by. In the poem, he compares himself to a child who has got a pack of candies. At first, he eats them with pleasure and then when he realizes that there are little candies left, he begins to savour its taste slowly. He wants to enjoy it more and more.

Similarly, man also realizes the true value of life, when he has already wasted most of the life in meaningless matters. Now, when realization comes to him, man does not want to waste what is left to him. So, now, the poet wants to live the remaining life more meaningfully, more sensibly. He wants to enjoy the remaining exquisite desserts. He now wishes to live more socially responsible life, spending it with his loved ones in peace and satisfaction. It is a kind of ‘relaxed wakefulness’ that is discovered little late in the life. And a true realization comes to man that ‘We have two lives’ and he starts living the second life with conscience.

8.B.4 Terms to Remember:

candies: chocolates

statutes: legal rules

chronological: sequential, in order

essence: core, real meaning

inflated: overblown

exquisite : beautiful, superb

conscience: sense of right and wrong

8.B.5 Answers to check you progress

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

1. He has less time to live.
2. Child like
3. Human dignity
4. To reach the end satisfied

B. Say whether the following sentences are true or false:

1. True
2. False
3. False
4. True

8.B.6 Exercises:

I. Skimming and Scanning Questions:

Q.1. A)Answer the following questions in one word/phrase/ sentence:

1. At first, how was the child eating candies?
2. Which things are discussed in the endless meetings?
3. What has happened to the human dignity?
4. What makes the life useful?

5. What is the goal of the poet?

B) Complete the following sentences by choosing the correct alternatives:

1. The poet counted his----- and realized that he had less time to live by.
a) months b) days c) years d) hours
2. The poet felt like a ----- who won a pack of candies.
a) child b) winner c) contestant d) lass
3. The poet no longer has the----- for absurd people.
a) patience b) money c) sympathy d) words
4. The poet says, 'My goal is to reach the ----- satisfied'.
a) airport b) station c) end d) town
5. The ----- life begins when you realize it really.
a) first b) second c) last d) married

II. Comprehension Questions:

Q.1 Answer following questions in three to four sentences each:

1. What happened when the poet counted his years?
2. With whom does the poet want to live?
3. With whom does the poet want to surround himself?
4. What does the poet want when his time is too short?

Q.2 Write short notes on the following in 8 to 10 sentences each:

1. The realization that came to the poet after counting the years.
2. The type of people, the poet wants.
3. The theme of the poem

Vocabulary Exercises:

Q. 3. A) Complete the following table filling in the appropriate form of the words given:

Verb	Noun	Adjective	Adverb
realize	-----	-----	-----
-----	regulation	-----	-----
-----	-----	essential	-----
-----	-----	-----	intensely
-----	-----	-----	really
defend	-----	-----	-----
-----	peace	-----	-----
-----	-----	useful	-----

B) Write synonyms of the following words:

1. pleasure
2. exquisite
3. intend
4. realistic
5. triumph

8.B.7 Writing activity

1. Comment on the true meaning of life.
2. Describe the picture of hackneyed life of modern man.

