

Th.1a. COMMUNICATIVE ENGLISH (1st & 2nd sem Common)

Theory: 4 Periods per Week
Total Periods: 60 Periods
Examination: 3 Hours

IA : 20 Marks
Term End Exam : 80 Marks
TOTAL MARKS : 100 Marks

Topic- wise distribution of periods with marks

S.L. No.	Topics	Periods
I	Literature Appreciation	20
II	Vocabulary	05
III	Application of Grammar	08
IV	Formal writing skills	15
V	Elements of communication	12
	• Introduction to communication	
	• Professional communication	
	• Nonverbal communication	
Total		60

OBJECTIVE

- To comprehend the given passage
- To answer correctly the questions on seen and unseen passages
- To increase the vocabulary
- To apply rules of grammar for flawless writing
- To understand and use the basic concepts of communication in an organized set up and social context
- To give a positive feedback in various situation, to use appropriate body language and to avoid barrier for effective communication
- To improve writing skill

Unit-I

LITERATURE APPRECIATION

1. Reading comprehension

Sub-skills of reading comprehension are to be worked out and tested through an unseen passage in about 200-500 words.
A student should get acquainted with sub-skills of reading for the purpose of:

- Skimming the gist
- Scanning for necessary information
- Close reading for inference and evaluation
- Main idea and supporting points
- Guessing the meaning of un-familiar words
- Note- making
- Summarizing
- Supplying a suitable title

2. Text

The following chapter from "Invitation to English", Book-1 for +2 students of CHSE, Odisha, 2016 reprint to be covered in class room:

- Standing Up For Yourself By Yevgeny Yevlushenko

- **The Magic Of Teamwork** By Sam Pitroda
- **Inchcape Rock** By Robert Southey
- **To My True Friend** By Elizabeth Pinard

The student is to answer comprehension questions from these chapters in the end examination.

UNIT- II

VOCABULARY

Use of synonyms, antonyms

- Same word used in different situations in different meaning
- Single word substitute

Unit-III

APPLICATION OF ENGLISH GRAMMAR

- Countable and Uncountable Noun
- Articles and Determiners
- Modal Verbs
- Tenses
- Voice-change
- Subject-verb Agreement

UNIT-IV

FORMAL WRITING SKILLS

1. Paragraph writing
 - Meaning
 - Features of Paragraph Writing (Topic Statement, Supporting Points and Plot Compatibility)
 - Developing Ideas into Paragraphs (Describing Place/ Person/ Object /Situation and any general topic of interest)
2. Notice
3. Agenda
4. Report writing (Format of a Report, Reporting an event / news)
5. Writing personal letter
6. Letter to the Principal, Librarian, Head of the Deptt, and Hostel Superintendent
7. Writing Business letters
 - Layout of a Business Letter
 - Letter of Enquiry, Placing an Order, Execution of an Order, Complaint, Cancellation of an order(Features, Format and example)
8. Job application and C.V.(Features, Format and example)

UNIT-V

ELEMENTS OF COMMUNICATION

A. Introduction to Communication

1. Meaning, Definition and concept of communication
2. Good Communication and Bad Communication
3. Communication model
 - One-way Communication Model and Two-way Communication Model with examples
4. Process of communication and factors responsible for it
 - Sender, Message, Channel, Receiver / Audience, Feedback, Noise, Context

B. Professional Communication

1. Meaning of professional communication
2. Types of professional communication
 - 2.1. Formal or Systematic Communication
 - Upward communication (How it takes place, symbol, merits and demerits)
 - Down-ward communication (How it takes place, symbol, merits and demerits)

- Parallel communication (How it takes place, symbol, merits and demerits)
- 2.2. Informal communication
- Grape vine communication (How it takes place, symbol, merits and demerits)

D. Non- Verbal Communication

1. Meaning of nonverbal Communication
2. Different areas of Non-verbal Communication
 - Kinesics or Body Language (Postures and Gestures, Facial Expression and Eye Contact)
 - Proxemics or Spatial Language (Private Space, Personal Space, Social Space, Public Space)
 - Language of Signs and Symbols (Audio Sign and Visual Sign in everyday life with merits and demerits)

Syllabus Coverage up to I.A

1. Reading Comprehension
2. Standing Up by Yourself
3. Use of Synonyms and Antonyms
4. Notice
5. Agenda

Books Recommended:

Invitation to English, Book-1, (for +2 students), CSHE (2016 reprint), Odisha
 Invitation to English, Book-2, (for +2 students), CSHE (2016 reprint), Odisha
 Invitation to English, Book-3, (for +2 students), CSHE (2016 reprint), Odisha
 Invitation to English, Book-4, (for +2 students), CSHE (2016 reprint), Odisha
 Wren and Martin High School English Grammar, Dr. NDV Prasad Rao, S. Chand Publication
 Communication Skills, Sanjay Kumar and Puspallata, Oxford University Press

SECTION I

Reading Comprehension



Developing Reading Skills

READING SKILLS

Reading is Important

It is a hard fact that most of the readers have only the most basic reading and writing skills and the rest of them not only lack the skills to function successfully in a literate society, but also are not aware of their inadequacies. These facts make it obvious that we have to look for new approaches to prepare students for the millennium, especially in light of current job market trends.

The job market now demands a workforce that is more highly educated than ever. For example, assembly line workers must interpret manuals in addition to operating machinery. These workers must be able to read, write, analyze, interpret, and synthesize information.

In summary, people just aren't reading as much anymore and yet the need for reading, comprehension, and communication skills (verbal and written) has increased. The need is great for strengthening the following skills:

- Your ability to read a variety of materials (e.g. textbooks, novels, newspapers, magazines, instructional manuals).
- Your ability to understand and remember what you read.
- Your ability to effectively communicate what you've learned from your reading.

Motivation is Necessary

Engaged, active readers have deep-seated motivational goals, which include being committed to the subject matter, wanting to learn the content, believing in one's own ability, and wanting to share understandings from learning. However, most people, children and adults, do not spend any significant portion of their free time reading. Without committing time

to reading, no one can gain the reading skills or knowledge they need to succeed in school, at work, or in life in general. The best way to improve your reading efficiency is to read a lot.

What is Reading Comprehension?

According to **Webster's Dictionary**, comprehension is "the capacity for understanding fully; the act or action of grasping with the intellect." Webster also tells us that reading is to receive or take in the sense of (as letters or symbols) by scanning; to understand the meaning of written or printed matter; to learn from what one has seen or found in writing or printing.

Comprehension = understanding !

Identifying words on a page does not make someone a successful reader. When the words are understood and transcend the pages to become thoughts and ideas then you are truly reading. Comprehension therefore is the capacity for understanding those thoughts and ideas. Applying what you have read and understood becomes the successful conclusion.

When you comprehend what you read, it is like taking a trip around the world, staying as long as you like, visiting all the places you wish. Reading can be an escape that takes you outside the bounds of your existence. Reading is your ticket to whatever you choose to do and become. Reading is your future as well as your past. Don't be a reader who reads without thinking or who reads without a purpose.

Comprehension Regulation

You can become an active, effective reader through comprehension regulation. This is a method for consciously controlling the reading process. Comprehension regulation involves the use of preplanned strategies to understand text. It is a plan for getting the most out of reading. It allows you to have an idea of what to expect from the text. Most importantly, it gives you techniques to use when you are experiencing difficulties.

As an active reader, you can get an idea of what the writer is trying to communicate by:

- Setting goals based on your purpose for reading
- Previewing the text to make predictions
- Self-questioning
- Scanning
- Relating new information to old

Determining your Purpose

There are many different purposes for reading. Sometimes you read a text to learn material, sometimes you read for pure pleasure, and sometimes you need to follow a set of directions. As a student, much of your reading will be to learn assigned material. You get information from everything you read and yet you don't read everything for the same reason or in the same way or at the same rate. Each purpose or reason for reading requires a different reading approach. There are different styles of reading for different situations. The technique you choose will depend on the purpose for reading. For example, you might be

reading for enjoyment, information, or to complete a task. If you are exploring or reviewing, you might **skim** a document. If you're searching for information, you might scan for a particular word. To get detailed information, you might use a technique such as SQ4R. You need to adjust your reading speed and technique depending on your purpose.

Many people consider skimming and scanning search techniques rather than reading strategies. However when reading large volumes of information, they may be more practical than reading. For example, you might be searching for specific information, looking for clues, or reviewing information.

Web pages, novels, textbooks, manuals, magazines, newspapers, and mail are just a few of the things that people read every day. Effective and efficient readers learn to use many styles of reading for different purposes. Skimming, scanning, and critical reading are different styles of reading and information processing.

Skills for being an effective reader and for increasing comprehension are:

- Finding main ideas and supporting details/evidence
- Making inferences and drawing conclusions
- Recognizing a text's patterns of organization
- Perceiving conceptual relationships
- Testing your knowledge and understanding of the material through application

When comprehension fails, or your understanding seems limited, you can use a plan that includes:

- Using structural analysis and contextual clues to identify unknown vocabulary words (e.g., look at roots, prefixes, suffixes). If this fails, keep a dictionary close by and look up words you don't understand
- Reading more critically—ask questions while you read
- Summarizing or outlining main points and supporting details
- Rereading the material
- Do a "think aloud" and/or try to explain what you've read to someone else

Although, reading means different things to different people and skills vary with every individual, reading is a skill that can be improved. Students from various backgrounds are in reading courses for a variety of reasons. Weaknesses in vocabulary, comprehension, speed, or a combination of all three may be the result of ineffective reading habits. Active reading is engaged reading and can be achieved through comprehension regulation strategies.

Understanding the Reading Process

Good readers understand the processes involved in reading and consciously control them. This awareness and control of the reading processes is called metacognition, which means "knowing about knowing." Some students don't know when they don't know. They continue to read even though they are not comprehending. Poor readers tolerate such confusion because they either don't realize that it exists or don't know what to do about it. Poor readers focus on facts, whereas good readers try to assimilate details into a larger cognitive pattern.

Improve your reading by being a more "Active Reader"

Method One: SQ3R Method (Cornell Method)

Survey: Look over the chapter and get an idea of what it will cover. This will cognitively ease your way into the reading assignment.

Question: Think about, "what is this chapter about?" and "what examples support the author's point in the chapter?"

Read: Go over the material carefully and if you have any questions with vocabulary or concepts write them down and review them after you finish that particular section. Continue assessing your reading to see if you are understanding the material.

Review: This is an extremely important point. Try to do this a couple of times each week. By reviewing, you will begin to see the larger picture of the main concepts introduced. Think of this as an athlete or a musician who continues to practice and becomes better and better during his/her performances. The more you review the material (i.e., "practice") the better your understanding will be of that topic because you are "exercising" your brain.

Recite: Practice by saying aloud the material you are reviewing. This helps immensely because you are utilizing both hemispheres of your brain.

Strengthening Your reading Comprehension

How to strengthen your reading comprehension

1. Analyze the time and place in which you are reading—If you've been reading or studying for several hours, mental fatigue may be the source of the problem. If you are reading in a place with distractions or interruptions, you may not be able to understand what you're reading.
2. Rephrase each paragraph in your own words—You might need to approach complicated material sentence by sentence, expressing each in your own words.
3. Read aloud sentences or sections that are particularly difficult—Reading out loud sometimes makes complicated material easier to understand.
4. Reread difficult or complicated sections—At times, in fact, several readings are appropriate and necessary.
5. Slow down your reading rate—On occasion, simply reading more slowly and carefully will provide you with the needed boost in comprehension.
6. Turn headings into questions—Refer to these questions frequently and jot down or underline answers.
7. Write a brief outline of major points—This will help you see the overall organization and progression of ideas.
8. Highlight key ideas—After you've read a section, go back and think about and highlight what is important. Highlighting forces you to sort out what is important, and this sorting process builds comprehension and recall.
9. Write notes in the margins—Explain or rephrase difficult or complicated ideas or sections.

10. Determine whether you lack background knowledge—Comprehension is difficult, at times, and it is impossible, if you lack essential information that the writer assumes you have.

Suppose you are reading a section of a political science text in which the author describes implications of the balance of power in the Third World. If you do not understand the concept of balance of power, your comprehension will break down. When you lack background information, take immediate steps to correct the problem:

- Consult other sections of your text, using the glossary and index.
- Obtain more basic text that reviews fundamental principles and concepts.
- Consult reference materials.
- Ask your instructor to recommend additional sources or review texts.

Reading Rate

"Reading well" does not mean reading everything at the same pace and with the same technique. As a college student, much of your reading will be assigned material. You get information from everything you read and yet you don't read everything for the same reason or in the same way. For example, a novel can be read quickly just to get the story, whereas a poem might be read slowly, perhaps several times to determine the meaning. Good readers are flexible readers. Once they determine their purpose for reading, they adjust their rate to fit the type of material they are reading.

Five Categories of Reading Rates

- **Careful**—used to master content including details, evaluate material, outline, summarize, paraphrase, analyze, solve problems, memorize, evaluate literary value or read poetry.
- **Normal**—used to answer a specific question, note details, solve problems, read material of average difficulty, understand relationship of details to main ideas, appreciate beauty or literary style, keep up with current events, or read with the intention of later retelling what you have read.
- **Rapid**—used to review familiar material, get the main idea or central thought, retrieve information for short-term use, read light material for relaxation or pleasure or comprehend the basic plot.
- **Scanning**—the method by which you read the newspaper—used to get an overview of the content or to preview.
- **Skimming**—done a little more quickly. It is what you do when you are searching for something particular in the text—the way you might read a phone book or dictionary. Used to find a specific reference, locate new material, locate the answer to a specific question, get the main idea of a selection, or review.

Knowing how to use all five reading styles is a great advantage to you because it gives you a wide variety of ways to handle your reading. It also gives you choices, and the more choices you have, the more power you have to arrange your life in satisfying ways.

Examples

Imagine this: you come home from school or work to find a stack of mail in the mailbox. As you walk into the house, you flip through it, scanning for anything important or interesting. There are two bills, a letter from a good friend, your monthly subscriptions to India Today and Readers' Digest, and seven pieces of apparent junk mail.

You put aside the bills to be paid at the end of the month. You **skim** quickly through the junk mail to make sure nothing of value is hidden in the stack, find a reimbursement check from your insurance company, and throw away the rest. You set your Newsweek magazine on your desk to read later, then sit down to read the letter from your friend. You read it twice slowly, savoring every word and conjuring up images of your friend as you go. Chuckling over your friend's antics, you change into your jogging clothes. Then before you leave the house, you take a few minutes to scan your Nature Conservancy and then file it away with the rest of your magazines. Scanning the articles in this magazine gives a lot of information to mull over.

While jogging, a possible essay topic for your English class comes to you as a result of having scanned your Readers' Digest magazine and you brainstorm about what you will write tonight for your essay proposal. Isn't this process a vast improvement over throwing all your mail into an unsorted pile on your desk thinking you will get to it later (and never getting around to it)?

You probably already use the first four types of reading—normal, careful, scanning, and skimming. To use the fifth, rapid reading, you need to be able to do the following:

- Move your eyes quickly down a page of text and use peripheral vision
- Turn the pages quickly
- Raise awareness of your bad habits and reduce regression
- Determine what you want from the material before you read it
- Consider the author's intention
- Look at chapter questions and chapter summaries
- Formulate your own question—remember the levels of reading comprehension

This process may seem awkward and difficult at first but if you stick with it, you will soon find your speed and comprehension increasing dramatically.

Skimming and Scanning

A big element of effective speed-reading is only reading those pieces of text that you actually need to read and not reading that which you don't need to read. To help you find the information you actually need to read and to avoid the information you don't need to read it is important to practice skimming and scanning when reading text.

Skimming is getting the essence of material without reading all of it. To skim milk, we take the cream, the richest part of milk, off the top of the bottle. The same strategy applies to reading material also. We extract the most important parts—that is, the main points and the significant details out of the reading text at hand.

Skimming is thus, getting the essence of material without reading all of it. Though as a technique it involves judicious and selective skipping of unimportant and non essential matter.

Skimming is used to quickly identify the main ideas of a text. When you read the newspaper, you're probably not reading it word-by-word, instead you're scanning the text. Skimming is done at a speed three to four times faster than normal reading. People often skim when they have lots of material to read in a limited amount of time.

There are many strategies that can be used when skimming. Some people read the first and last paragraphs using headings, summaries and other organizers as they move down the page or screen. You might read the title, subtitles, subheading, and illustrations. Consider reading the first sentence of each paragraph. This technique is useful when you're seeking specific information rather than reading for comprehension. Skimming works well to find dates, names, and places. It might be used to review graphs, tables, and charts.

An effective and active reader pays little attention to, by practically ignoring, unimportant linking words like the, a, for, with, to, on, it, and, is, was, etc.

Lets put this principle to practice. Read this passage, from which unimportant words have been deleted, still it makes sense to read.

Swami naughty boy. did not care mother's orders. While father away, he enjoyed with friends did not listen to mother. During summer vacation, continued roam in sun with Rajam Mani. second week of May, father's courts closed summer vacation. He started staying home. He stopped Swami going in sun. Swami's mother appeared. She complained his after noon rambles no end. He might die sun stroke if continued like that. complaint added fuel to fire. Swami's father took strict action. He asked him: clean books do a sum of arithmetic. Swami very upset decided to take revenge on his mother. (Words 91)

Now, read the same passage unabridged. All the unimportant words have been restored. And they add 50 more words to the passage. Though, they don't add anything in terms of meaning.

Swami was a very naughty boy. He did not care for his mother's orders. While his father was away, he enjoyed with his friends and did not listen to his mother. During his summer vacation, he continued to roam in sun with Rajam and Mani. In the second week of May, his father's courts closed for summer vacation. He started staying at home. He stopped Swami from going in sun. At this point Swami's mother appeared on the scene. She complained that his after noon rambles had no end. He might die of sun stroke if he continued like that. Her complaint added fuel to the fire. Swami's father took strict action. He at once asked him to clean his books and do a sum of arithmetic. Swami was very upset at it and decided to take revenge on his mother. (Words 142)

So, if you read efficiently and rapidly, you skim at least 20 to 40 percent of all material without thinking further about it.

Skillful skimming does not in any way deprive you of the essential meaning. There are many times when skimming may aid comprehension .

If material is so long drawn out, or so overloaded with minute details that the meaning is being obscured by and hidden in it and you are likely to lose the author's point, then skimming comes to your rescue.

If you have no more than a few minutes to devote to along article, a chapter from your textbook that you need to prepare for a test, or other piece of writing from which you wish

to extract only the central meaning, or the main points, then you should necessarily skim it. You may lose the flavour, the atmosphere, the details or many other things- but these are the things that you don't need or want to read or are willing to sacrifice for the sake of saving time.

Skimming is also a useful tool for reviewing. When you need to review the main points or gist of material that you have already read, skimming can produce an efficient review within minimum possible time with minimum effort and maximum success.

Thus, skimming is a reading technique that can help you to:

- read more quickly
- decide if the text is interesting and whether you should read it in more detail

It is a fast reading technique. Use it to obtain the gist of a piece of text (i.e. to quickly identify the **main ideas** in the text).

How is 'skimming' different to 'scanning'?

Skimming and scanning are actually two very different ways of going through text. Scanning while speed reading is the process of looking for a specific piece of information, like looking up a word in the dictionary for example. You don't read every word; you "scan" through the text to look for what you want and stop once you have found and absorbed the information you are looking for.

Skimming on the other hand involves going through the book page by page just looking at chapter titles and sub titles and categories and pictures and diagrams to get a general feel for the text and its layout to familiarize yourself with its structure. And to also help get an overview of the subject matter the book is on. And to get a general impression of what the text contains.

To help you be more effective and get the most out of both skimming and scanning text it can be useful to know what your purpose is for reading the book. Knowing why you are reading a book and what you are looking for will help to get your brain alert for any information that you are looking for in the text as you read.

The term skimming is often confused with scanning

Remember: Skimming is used to obtain the gist (the overall sense) of a piece of text. E.g. Use skimming to get the gist of a page of a textbook to decide whether it is useful and should therefore be read more slowly and in more detail.

Scanning is used to obtain specific information from a piece of text.

E.g. Use scanning to find a particular number in a telephone directory.

Sometimes you can use both reading methods. After you have skimmed a piece of text to decide whether the text is of interest, you may wish to use scanning techniques to locate specific information.

Scanning is a technique you often use when looking up a word in the telephone book or dictionary. You search for key words or ideas. In most cases, you know what you're looking for, so you're concentrating on finding a particular answer. Scanning involves moving your

eyes quickly down the page seeking specific words and phrases. Scanning is also used when you first find a resource to determine whether it will answer your questions. Once you've scanned the document, you might go back and skim it.

When scanning, look for the author's use of organizers such as numbers, letters, steps, or the words, first, second, or next. Look for words that are bold faced, italics, or in a different font size, style, or color. Sometimes the author will put key ideas in the margin.

How to skim read

Don't read the whole text word-for-word. Use as many clues as possible to give you some background information. There might be pictures or images related to the topic, or an eye-catching title. Let your eyes skim over the surface of the text and, whilst thinking about any clues you have found about the subject, look out for key words.

1. Read the title, subtitles and subheading to find out what the text is about.
2. Look at the illustrations to give you further information about the topic.
3. Read the first and last sentence of each paragraph.
4. Don't read every word or every sentence. Let your eyes skim over the text, taking in key words.
5. Continue to think about the meaning of the text.

TIPS FOR A FASTER READING

1. Read More

You will have to read much, much more than you are now in the habit of reading. If you're a slow reader, you very likely do little more than go through the daily papers and a few light magazines. You read whenever you happen to have a few spare minutes, you read merely to pass time. Or perhaps you hardly ever read at all unless you absolutely have to.

From now on, you must make time for reading.

Speed can be developed into a permanent habit only if you do what naturally fast and skillful readers have always done, from childhood on read a lot. That means at least a full book every week; that means several evenings of concentrated reading every week. Unless you develop the habit of reading for two hours or more at a stretch, several stretches every week, do not expect ever to become an efficient or a rapid reader.

2. Learn to read for main ideas

Stop wasting time and effort on details. When you read an article, push through efficiently for a quick recognition of the main idea that the details support and illustrate; be more interested in the writer's basic thinking than in his minor points.

When you read a volume of nonfiction, be intent on getting the theme, the broad ideas, the framework on which the author has built the book. Don't let an occasionally perplexing paragraph, page, or chapter slow you up. Keep speeding through. As the complete picture is filled in by rapid overall reading, the few puzzling details will either turn out to have been inconsequential or will be cleared up as you move along.

When you read a short story or novel, follow the thread of the plot, consciously look for and find the "conflict," skim whenever you feel impelled to. Don't read word to word and sentence to sentence.

3. Challenge for Comprehension

Fast readers are good readers. They're fast because they have learned to understand print quickly, and they understand quickly because they give themselves constant practice in understanding. To achieve this end, they read challenging material; and you must do the same. Don't keep on reading light material that does not tax your thinking process. If you practice reading tough works, it will definitely help your reading comprehension.

You will never become a better reader by limiting yourself to easy reading-you cannot grow intellectually by pampering yourself.

4. Budget Your time

Set up reading goals and then stick to the targets. Plan your time accordingly and make a specific reading schedule. This way, you'll speed up, because you'll have to. You'll develop tricks of getting ahead, of skimming parts that are less essential, of looking for main ideas, of reading at your top potential rate.

Good readers always have a feeling of going fast, for they have developed fast habits. Indeed, adults and college students who have trained themselves to read rapidly would find their original slow pace uncomfortable and unpleasant.

Such is the adaptability of the human mind under pressure, you will finish it in the specified time. It is amazing what people can do if they really try.

5. Pace Yourself

When you start a new book, read for quick understanding for 15 minutes. Count the number of pages you've finished in that time, multiply by 4, and you have your potential speed for that book in pages per hour. (Of course, some books are slower reading than others-it takes more time to cover 50 pages in a college text than in a light novel. The more solidly packed the ideas are on a page, the more time it will take to cover that page. But throughout a given book, all the material will likely be on the same level.

Keep to the rate you've set for yourself in pages per hour. In this way, you will learn to devise personal tricks that will speed you up and that will, at the same time, sharpen your comprehension skill. But you must practice every day, or nearly every day, if you wish to make high speed natural and automatic, if you wish to become efficient in rapid comprehension.

6. Develop Habits of Immediate Concentration

Nothing makes concentration so easy, so immediate, as the techniques of sweeping through material purposefully looking for main ideas and broad concepts. All people of normal intelligence can concentrate when they read, but slow readers put themselves at a disadvantage. If, through laziness, you read at a slower rate than the rate at which you are able to comprehend, there is great temptation for your mind to wander.

7. Read early in the day

This will allow you to concentrate and retain more information than studying later at night when you may be tired. When tired, your concentration and comprehension will decrease.

8. Read for short bursts

Try to read for 35 to 40 minutes at a time and then take a short break. If you have this as your reading goal it can serve as a motivator in trying to really focus on the material at hand. Try to make these "bursts" quality reading time.

9. Find a quiet location

Try to avoid your residence hall room on campus as well as the lounge. There are too many distractions there that are not conducive for quality reading.

10. Monitor your comprehension

Ask yourself every once in a while, "What have I learned?" If you are having trouble answering this, then re-read the material, ask a classmate, or ask the professor for some clarification.

11. Try skimming the chapter first

Take a look at the title page, preface, subtitles, the introduction and the chapter summary before reading the entire chapter.

MAKING INFERENCES AND DRAWING CONCLUSIONS

Drawing conclusions refers to information that is implied or inferred. This means that the information is never clearly stated.

Writers often tell you more than they say directly. They give you hints or clues that help you "read between the lines." Using these clues to give you a deeper understanding of your reading is called inferring. When you infer, you go beyond the surface details to see other meanings that the details suggest or imply (not stated). When the meanings of words are not stated clearly in the context of the text, they may be implied - that is, suggested or hinted at. When meanings are implied, you may infer them.

Inference is just a big word that means a conclusion or judgement. If you infer that something has happened, you do not see, hear, feel, smell, or taste the actual event. But from what you know, it makes sense to think that it has happened. You make inferences everyday. Most of the time you do so without thinking about it. Suppose you are sitting in your car stopped at a red signal light. You hear screeching tires, then a loud crash and breaking glass. You see nothing, but you infer that there has been a car accident. We all know the sounds of screeching tires and a crash. We know that these sounds almost always mean a car accident. But there could be some other reason, and therefore another explanation, for the sounds. Perhaps it was not an accident involving two moving vehicles. Maybe an angry driver rammed a parked car. Or maybe someone played the sound of a car crash from a recording. Making inferences means choosing the most likely explanation from the facts at hand.

There are several ways to help you draw conclusions from what an author may be implying. The following are descriptions of the various ways to aid you in reaching a conclusion.

General Sense

The meaning of a word may be implied by the general sense of its context, as the meaning of the word *incarcerated* is implied in the following sentence:

Murderers are usually incarcerated for longer periods of time than robbers.

You may infer the meaning of *incarcerated* by answering the question "What usually happens to those found guilty of murder or robbery?"

If you answered that they are locked up in jail, prison, or a penitentiary, you correctly inferred the meaning of *incarcerated*.

Examples

When the meaning of the word is not implied by the general sense of its context, it may be implied by examples. For instance,

Those who enjoy belonging to clubs, going to parties, and inviting friends often to their homes for dinner are gregarious.

You may infer the meaning of *gregarious* by answering the question "What word or words describe people who belong to clubs, go to parties a lot, and often invite friends over to their homes for dinner?" Guess the meaning of the word *gregarious*.

If you wrote *social* or something like: "people who enjoy the company of others", you correctly inferred the meaning of *gregarious*.

Antonyms and Contrasts

When the meaning of a word is not implied by the general sense of its context or by examples, it may be implied by an antonym or by a contrasting thought in a context. Antonyms are words that have opposite meanings, such as *happy* and *sad*. For instance,

Ben is fearless, but his brother is timorous.

You may infer the meaning of *timorous* by answering the question "If Ben is fearless and Jim is very different from Ben with regard to fear, then what word describes Jim?"

If you thought a word such as *timid*, or *afraid*, or *fearful*, you inferred the meaning of *timorous*.

Contrasts

A contrast in the following sentence implies the meaning of *credence*:

Dad gave credence to my story, but Mom's reaction was one of total disbelief.

You may infer the meaning of *credence* by answering the question "If Mom's reaction was disbelief and Dad's reaction was very different from Mom's, what was Dad's reaction?"

If you thought that Dad believed the story, you correctly inferred the meaning of *credence*; it means "belief."

Be Careful of the Meaning You Infer!

When a sentence contains an unfamiliar word, it is sometimes possible to infer the general meaning of the sentence without inferring the exact meaning of the unknown word. For instance,

When we invite the Sharmas for dinner, they never invite us to their home for a meal; however, when we have the Brars to dinner, they always reciprocate.

In reading this sentence some students infer that the Brars are more desirable dinner guests than the Sharmas without inferring the exact meaning of reciprocate. Other students conclude that the Brars differ from the Sharmas in that they do something in return when they are invited for dinner; these students conclude correctly that reciprocate means "to do something in return."

In drawing conclusions (making inferences), you are really getting at the ultimate meaning of things—what is important, why it is important, how one event influences another, how one happening leads to another. Simply getting the facts in reading is not enough—you must think about what those facts mean to you.

Interpreting What You Read**Fact or Opinion**

Because writers don't always say things directly, sometimes it is difficult to figure out what a writer really means or what he or she is really trying to say. You need to learn to "read between the lines"—to take the information the writer gives you and figure things out for yourself.

You will also need to learn to distinguish between fact and opinion. Writers often tell us what they think or how they feel, but they don't always give us the facts. It's important to be able to interpret what the writer is saying so you can form opinions of your own. As you read an author's views, you should ask yourself if the author is presenting you with an established fact or with a personal opinion. Since the two may appear close together, even in the same sentence, you have to be able to distinguish between them.

The key difference between facts and opinions is that facts can be verified, or checked for accuracy, by anyone. In contrast, opinions cannot be checked for accuracy by some outside source. Opinions are what someone personally thinks or how he/she feel about an issue. Opinions by definition are subjective and relative.

Defining A Fact

Facts are objective, concrete bits of information. They can be found in official government and legal records, and in the physical sciences. Facts can be found in reference books, such as encyclopedias and atlases, textbooks, and relevant publications. Objective facts are what researchers seek in laboratories or through controlled studies. Facts are usually expressed by precise numbers or quantities, in weights and measures, and in concrete language. The decisions of Congress, specific technological data, birth records, historical documents, all provide researchers with reliable facts.

Since anyone can look up facts, facts are generally not the subject of disputes. However, not all facts are absolutes. Often the problem is that facts are simply not readily available—

such as battles like the Little/Big Horn where all the witnesses who could give information on what happened died in the disaster.

In 1876, Lieutenant Colonel George Armstrong Custer and his 7th Cavalry engaged in a fight with Sioux Indians along the Little/Big Horn Rivers in Montana. Custer and his entire company were wiped out; no one survived to tell what really happened.

In this instance, we can only read opinions on how this disaster befell Custer.

To sum up, facts

- can be verified in reference books, official records, and so forth.
- are expressed in concrete language or specific numbers.
- once verified, are generally agreed upon by people.

Determining an Opinion

Opinions are based on subjective judgment and personal values rather than on information that can be verified. An opinion is a belief that someone holds without complete proof or positive knowledge that it is correct. Even experts who have studied the same issue carefully often have very different opinions about that issue.

Opinions are often disputed, and many times involve abstract concepts and complex moral issues such as right or wrong, fairness and loyalty. Abstract concepts, because they are not easily understood, can never be defined to everyone's satisfaction. For example, each of us holds a personal opinion about what fairness or loyalty is, about gun control and abortion, and these issues always remain a matter of opinion, not fact.

Although opinions cannot be verified for accuracy, writers should, nevertheless, back their opinions with evidence, facts, and reason—by whatever information supports the opinion and convinces the reader that it is a valid opinion. A valid opinion is one in which the writer's support for his or her opinion is solid and persuasive, and one in which the writer cites other respected authorities who are in agreement. If a writer presents an extreme or unconvincing opinion, the reader should remain wary or unconvinced.

Writers often slip their personal opinions into a piece of writing, even when it is supposed to be a "factual" account; alert readers can identify subjective opinions by studying the writer's language.

- Opinions are often expressed as comparisons (more, strongest, less, most, least efficient, but):

The painter Pablo Picasso was far **more** innovative than any of his contemporaries.

- Opinions are often expressed by adjectives (brilliant, vindictive, fair, trustworthy):
Ronald Reagan was a **convincing** speaker when he read a prepared address but was not **effective** at press conferences.

- Opinions often involve evaluations:

The excellence of her science project was a model for other students.

- Opinions are often introduced by verbs and adverbs that suggest some doubt in the writer's mind:

- It appears she was confused.
- She seems to have the qualifications for the position.
- They probably used dirty tricks to win.

Some opinions obviously deserve more attention than others do. When expert economists, such as P. Chidamabram or Montek Singh, discuss the Indian economy, their opinions are more informed and therefore more reliable than the opinions of people who know very little about economic policy. Similarly, when someone is a specialist on the poet John Keats, that person's opinion of Keat's poems should be given considerable weight.

Become an alert and critical reader. Understand the differences between facts and opinions, and interpret and apply both into your critical thinking.

TACKLING A COMPREHENSION QUESTION IN EXAMINATION

Comprehension tests a student's ability to understand a passage and remember its main points. Questions on the passage are mostly fact based. In some cases, the candidates are asked to draw inferences from what is stated or implied in the passage.

In our syllabus, comprehension passages will be set from the prescribed text book i.e. "English Reader", but in higher classes and almost all competitive exams ranging from NDA to MBA, unseen passages are given for comprehension. So, the present exercise to comprehend the paragraph from the text books that you have read, will prove to be a stepping stone for the future. It will certainly give a student, a reasonable amount of exposure to cope with the unseen passages in future.

I find it opportune here to equip the learners with the techniques to comprehend the unseen passages, though it is not a part of syllabus here.

Comprehension of a passage is generally difficult for most of the candidates because the topics are varied. They can be about medicine, science and technology, religion or philosophy. Some of the subjects asked may not be familiar to you. Here speed as well as understanding of the contents of the given passage is of essence because in every competitive examination several such passages are given and the time provided is very limited. So the students have to develop a reasonable reading speed along with a familiarity to almost all areas of learning. It is really a challenging task and calls for a great deal of effort on a student's part.

Guidelines to develop necessary skills to comprehend an unseen passage

1. Read Newspapers and magazines regularly.
2. Give yourself an environment of English; converse in English with your friends.
3. Read the first lines (Even whole first paragraph) very carefully as this part generally contains the central ideas of the passage.
4. Develop a good speed while reading the passage.
5. Practice at least two typical passages daily under strict test conditions every day. Give yourself five to seven minutes to read a small passage and ten to fifteen minutes in case of a long passage.

6. Read an article in newspapers daily and then try to pen down the information you have gathered from the reading of the article. Then go back to the original article and compare it with your writeup to compare the both and find out whether there are points that you have missed out. You can also do the same with some good books. Take a good book and open it randomly at any page or chapter. Approach it the same way you have done with the newspaper article.
7. Have a clear and logical thought process. Do not clutter your brain with unnecessary and irrelevant thoughts and details.

Some Important steps to Solve the question on Comprehension

1. Do not read the questions first. This may tempt you to look for only some particular information in the passage. With this approach you will not be able to understand the passage as a whole. It is very important to understand the passage first before you start attempting the questions.
2. Read the passage very carefully to get its general idea.
3. Read it again for the second time to understand its contents well and to trace the different ideas contained in the passage. Pay attention to difficult words and their meanings also.
4. While reading it, try to follow the thought process of the author, underline the important points in the passage.
5. Then read the given questions one by one. Find out the answers from the passage.
6. **Be careful not to copy word to word answers from the passage. Most of the students are in a habit to locate answers from the passage and then paste them in their answer sheets as it is. This patch work is to be avoided.**
7. Some times, the question demands the students to use his own brain creatively and mould the contents of the passage in such a way to form the appropriate answer.
8. Write answers in your own language. While writing, use simple words and construct short and simple sentences which are free from grammatical errors.
9. Prefer indirect form of narration while writing answers.
10. Your answers should be brief and to the point. Avoid giving your own ideas which are irrelevant to the answer.
11. Always remember that the examiner's aim is to test your comprehension as well as your command on the language. Therefore be careful and avoid mistakes of spelling, punctuation and grammatical nature.

Steps for Complete Comprehension

1. **Skim** once as rapidly as possible to determine the main idea before you look at the questions. Don't worry about words you don't know at this stage.
2. **Underline the words** that you do not understand the facilitate a complete understanding of the passage. This will enable to your solve the vocabulary questions quicker.
3. **Look through questions** carefully. You are advised to keep to the order in which the questions appear in the test paper. Read intensively the portion relevant to the answers.

4. Concentrate on the vocabulary items and puzzle out the meanings of any words you don't know from the context. Most passages require at least two readings.

- Before writing the answer, check the questions again to be sure you've really understood them.

You must write complete sentences as answers.
Answers must be relevant and to the point. If the question is for one mark give one point. If it is for two marks give at least two points unless specified differently in the paper.

Steps to follow in skimming for the main ideas

1. Read the title of the passage/poem carefully. Determine what clues it gives you as to what the passage/poem is about.

2. Watch for key words like 'causes', 'results', 'effects', etc. Do not overlook signal words such as those suggestions controversy (e.g., 'versus', 'pros and cons'), which indicate that the author is planning to present both sides of an argument.

3. Concentrate on the main ideas and ignore the details.

HOW TO APPROACH COMPREHENSION QUESTIONS

1. The 'Why' question

In the 'why' question you are required to give reasons, provide explanations and give evidence for an answer. It is essential therefore, to look out for words that show cause, effect and purpose in order to arrive at the answer. These words are:

(a) **Cause words.** Cause words signal the cause or reason for an event or an action. These include:

because, due to, as, since, owing to, on account of, in that, resulting from, for that reason, on the grounds that

(b) **Effect words.** Effect words signal the result of an event or an action. These include:

consequently, so, as a result, resulting in, therefore, with the effect of, questions

(c) **Purpose words.** Purpose words indicate the reason for an event or an action. These include:

for, so that, so as to, in order that, for the purpose of, in order to

2. The inference question

In the inference question you are required to make a deduction or draw a conclusion based on the information given in the passage. Since these are not straightforward questions, it is essential therefore, to read between the lines for clues or hidden meanings. This can be

done by understanding certain key words and phrases. At times, you can draw an inference only after reading the entire poem/passage.

3. The rephrasing question

At times you are required to explain a word/phrase in your own words or substitute a word/phrase in the passage without altering its meaning. To do so it is essential to understand the word/phrase in its context. So it is essential to read carefully what comes before and after it.

SOLVED EXERCISE

Read the following passages and answer the questions that follow :

PASSAGE 1

Four years, one lakh tourists, 15,000 rooms. Even as the hype surrounding the Commonwealth Games gains volume, the numbers seem to be coming out all wrong. Alarm bells have started ringing as hotel industry sources claim that Delhi is woefully unprepared to host the guests in 2010. And if preparations don't take off soon, it could well miss the Commonwealth Games bus. According to estimates, Delhi now has only 15,000 rooms, combining both the organised as well as unorganised sectors. To accommodate the one lakh tourists expected during the Games, 15,000-20,000 more rooms need to be added.

According to the tourism ministry, the blueprint for the Games is crystal clear and right on schedule. Says a senior official, "If we go by the experience of the Commonwealth Games in Melbourne, almost 70% of the tourists stayed with friends and relatives. So, even if one lakh tourists come to India, we will still need only 30,000-35,000 hotel rooms. The plans are certainly impressive. For instance, lodging of players and officials is the responsibility of DDA. The agency will be building the Games Village comprising four hotels as well as service apartments, expected to cost around Rs. 650 crore. This will accommodate 7,500 people. The tourism ministry expects the New Delhi airport to provide 1,000 rooms, while the Indian Railways is going to establish seven budget hotel sites. It also plans to launch a "bed & breakfast scheme" for another 25,000 tourists within the next fortnight. Adds a ministry official, "The scheme will go a long way towards absorbing the tourists population by 2010".

Questions

1. How many tourists are expected to visit the C'wealth Games?
2. Do you think that Delhi is prepared to host the guests in 2010?
3. What does a senior official say about his experience about Melbourne C'wealth Games?
4. Who owns the responsibility for lodging of players and officials for the next (2010)?
5. What does the tourism ministry expect New Delhi airport to provide?

Answers

1. One lakh tourists are expected to visit the C'wealth Games.
2. Delhi is not prepared to host the guests in 2010.

3. In Melbourne almost 70% of the tourists stayed with friends and relatives.
4. DDA owns the responsibility for lodging a players and officials' for the next C'wealth Games.
5. They are expecting that New Delhi airport would provide 1,000 rooms.

PASSAGE 2

There was a particular corner of the show which was in great favour. Here for a ticket costing eight annas you stood a chance of acquiring a variety of articles—pincushions, sewing machines, cameras or even a road engine. One evening they drew a ticket number 1005, and I happened to own the other half of the ticket. Glancing down the list of articles they declared that I became the owner of the road engine! Don't ask me how a road engine came to be included among the prizes. It is more than I can tell you.

Now it was not the sort of prize one could carry home at short notice. I asked the showman if he would help me to transport it. The showman merely pointed at a notice which said that all winners should remove their prizes immediately. However, they had to make an exception in this case. They agreed to keep the engine at the Gymkhana grounds till the end of their session. But they made it clear to the talkative man that he would have to make his own arrangements to take it out.

Questions

1. Which part of the show was in great favour? Why?
2. Who was the lucky owner of the lottery ticket?
3. What prize did the ticket no. 1005 fetch?
4. How did the narrator feel on getting this prize? Why?
5. What problem did the narrator face? How far did the showman agree to extend help?

Answers

1. One particular corner of the show was in great favour. One could get a variety of articles here for a ticket of eight annas. These articles included pin cushions, sewing machines, cameras and even a road engine.
2. The narrator was the owner of the lucky ticket.
3. His lucky ticket no. 1005 fetched him the prize of a road engine.
4. He felt surprised as well as happy. He had become the owner of the road engine.
5. The narrator faced the problem of transporting the road engine to his home as the prizes had to be removed immediately. The showmen agreed to keep it at the Gymkhana Grounds till the end of their session.

PASSAGE 3

One of the most widely spread of bad habits is the use of tobacco. Tobacco is now smoked or chewed by men, women and even by children almost all over the world. It was brought to Europe from America by Sir Walter Raleigh, four centuries ago and has spread everywhere. I very much doubt whether there is any good in the habit even when tobacco is not used in excess, and it is extremely difficult to get rid of the habit once it has been formed.

Alcohol is taken in almost all cool and cold climates, and to a very less extent in hot ones. Thus, it is taken by those people who live in the mountains, but not nearly so much by those who live in the plains of India. Alcohol is not necessary in any way to anybody. Millions of people are beginning to do without it entirely. In India it is not required by the people at all; and should be avoided by them altogether. The regular use of alcohol even in small quantities tends to cause harm in many ways to various organs of the body. It affects the liver, it weakens the mental powers, and lessens the general energy of the body.

Questions

1. How is tobacco used? Where? By whom?
2. What do you think is the author's opinion about use of tobacco?
3. Who usually consume alcohol?
4. How is alcohol injurious to health?
5. "Millions of people are beginning to do without it entirely." What fact does the author want to stress?

Answers

1. Tobacco is smoked or chewed by men, women and children. It is used all over the world.
2. The author does not approve of the use of tobacco even in small quantities. He thinks that it is extremely difficult to get rid of the habit once it has been formed.
3. People in almost all cool and cold climates usually consume alcohol. Thus people who live in mountains take it.
4. Alcohol affects the liver, it weakens the mental powers, it lessens the general energy of the body. Thus it causes harm to various organs of the body.
5. The fact is that alcohol is not necessary in anyway to anybody.

PASSAGE 4

Dinosaurs lived on earth from 225 million years to 65 million years ago, long before the first humans appeared. These fascinating groups of reptiles were of different sizes and types. Dinosaur skeletons and lifelike models can help us imagine what these fantastic animals were like. These dinosaurs developed from the reptiles who emerged on to dry land from the swampy waters which covered the earth. There were tiny ones as well as giants, which fed on the lush vegetation. The prowling hunters fed on the plant eaters. There were winged dinosaurs who flew among the treetops.

Dinosaurs hatched out of eggs. Scientists believe that some of them lived in families where the adults took care of the young. Some dinosaurs had large brains and very low intelligence. These biggest land animals could make a fascinating study. The discovery of thousands of bones proves that they did not all live at the same time. When one species died out, another rose up to take its place.

Dinosaur fossils are very rare. Rocks at the bottom of the sea do not contain any dinosaur fossils as they were land animals. They were mostly found in the rock layers that formed at the bottom of swamps, lakes or rivers.

Many theories try to explain the death of the dinosaurs. Some are more unlikely than the others. Some scientists believe that an enormous asteroid crashed into the earth and caused their death. Some others believe that they may have become extinct over a very long period of time because of the change in world climate.

Questions

1. How can we get information regarding dinosaurs now?
2. What did dinosaurs eat?

Answers

1. How did dinosaurs develop?
4. Write two interesting facts about dinosaurs.
5. What are the two theories that explain the death of dinosaurs?

Answers

1. We can get information regarding dinosaurs by studying skeletons, life-like models and fossils.
2. Some fed on green leaves and plants; others on plant eating animals.
3. The developed from reptiles who lived in swampy waters.
4. Winged dinosaurs lived in families; adults took care of the young, some of these biggest land animals had tiny brains and low intelligence. Bones prove that they did not all live at the same time. When one species died out, another rose up to take its place.
5. One, a huge asteroid crashed into the earth. Two, change in the world climate.

PASSAGE 5

Earthquakes are a jarring reminder that only the Earth's thin crust is solid. Beneath this thin veneer lie thousands of kilometres of very hot molten rock and metal, under very high pressure. The crust that lies above this is divided into great plates that move extremely slowly across the surface of the earth.

This movement of plates introduces enormous stresses in the crust where we live. From time to time stressed out crust releases the stress in sudden fits: earthquakes. These stresses are released along faults close to the plate boundaries. As land at the fault changes position, vibrations called "seismic waves" are generated. Seismic waves start at the earthquake's focus, the point where greatest rock movement takes place (the spot directly above this on the earth's surface is called the epicentre) and travel through the earth's crust. There are two basic kinds of seismic waves: body waves and surface waves. Following an earthquake, the body waves strike first. The fastest kind are the primary waves, or P-waves, which move like sound wave in the air, like the sound of a moving train.

Then the secondary, or S-waves arrive, as a sudden powerful jolt, as if a giant has pounded his fist down on the roof. Finally, the surface waves strike. In very strong earthquakes, the up and down and back and forth motions caused by surface waves can make the ground appear to roll like the surface of the ocean, and can literally topple buildings over.

Questions

1. Why is the Earth's crust called 'veneer'?
2. How do Earth's tectonic plates move?
3. Why are there enormous stresses in the Earth's crust?
4. When is an earthquake caused? What are seismic waves?
5. What are Earthquake's 'focus' and 'epicentre'? How are they related?

Answers

1. Earth's crust is very thin like a veneer. Thousands of kilometres of very hot molten rock and metal lie under it.
2. Earth's tectonic plates move extremely slowly across the surface of the earth.
3. There are stresses because the plates keep on moving all the time.
4. The stressed out crust releases stress in sudden fits. Vibrations caused by movement of plates along the faults.
5. The Earthquake's 'focus' is the point where greatest rock movement takes place. The Epicentre is located on the earth's surface and is directly above the focus.

UNSOLVED EXERCISE FOR PRACTICE

PASSAGE 1

Computers are capable of doing extremely complicated work in all branches of learning. They can solve the most complex mathematics problems or put thousand unrelated data in order. These machines can be put to varied uses. For instance, they can provide information on the best way to prevent traffic accidents. They work accurately and at high speed. They save research worker's years of hard work. This whole process by which machines can be used to work for us has been called 'Automation'. In future, automation may enable human beings to enjoy more leisure than they do today. The coming of automation is bound to have important social consequences.

Some years ago, an expert on automation, Sir Leon Bagrit pointed out that it was a mistake to believe that these machines could think. There is no possibility that human beings will be controlled by machines. Though computers are capable of learning from their mistakes and improving on their performances, they need detailed instructions from human beings to be able to operate. They can never lead independent lives or 'rule the world' by taking decisions of their own.

Sir Leon said that, in future, computers would be developed which would be small enough to be carried in one's pocket. Ordinary people would then be able to use them to obtain valuable information. Computers could be plugged into a wireless network and can be used like radios. For instance people, going on holiday, could be informed about weather conditions. Car drivers can be given an alternative route, when there is a traffic jam. It will also be possible to make tiny translating machines. This will enable people who do not share a common language to talk to each other without any difficulty or to read foreign publications.

Questions

- (a) State the two main functions of computers.
- (b) What is automation?
- (c) What benefit can man derive from 'automation'?
- (d) What is the basic limitation of computers?
- (e) Mention two areas in which computers can be effectively used.

PASSAGE 2

A bookshop is not something you find in every gali and mohalla these days. Books, which were once a staple diet for youngsters in their formative years, are fading out of their list of engagements.

Ask any youngster which is the latest book he has read and he will be baffled. Apart from a few consistent readers, others just befool themselves with a bestseller's name or lament the curriculum load for justifying themselves, like this seventeen year old school goer who says, "I just read my Physics book."

Television has been blamed much for this calamitous situation, which is producing squarefaced people and a bookless society. Furthermore, today's children are under pressure to be smart and popular, to succeed on a social level. They enjoy parties, dancing, dating and hanging out at places like Nirula's, Wimpy's. Moreover, the computers, video games, internet, swimming lessons, cricketing and every youngster's passion for hour long tete-a-tete on telephone with friends eat up all their leisure time.

Many parents also believe that today's children have become aware and demand logical reasoning for everything. They can no longer be fooled by fairy tales or animal stories, as they have seen no fairies or animals except for those old tired ones in the city zoo. This has made them more interested in Shah Rukh Khan's dancing than a turtle talking to a rabbit or a frog becoming a prince.

But a visit to the capital's leading bookstores presents quite a contrasting picture of the youngster's reading habits. These bookshops claim they are doing healthy business and have many regular buyers from this age group.

Though works of Shakespeare, Charles Dickens, Jane Austin, Mark Twain no longer get with the teenagers, bestsellers from Daniel Steele, Sidney Sheldon, Jeffery Archer are in the list of all reading teens. Self-help books such as those on personality development or relationship management are also picked up by most.

The modern parents must consciously spend time with their children. Taste and enthusiasm for literature can be communicated artfully to the children by reading to them bedtime stories, encouraging them to play historical characters and giving books as birthday gifts.

Family reading which was popular in the West could well be adopted here. Reading aloud works of great men by parents to their children not only forms a warm bond between parents and teenagers but also attracts young minds to the world of books which gives them a chance to explore the sea of life.

Questions

Questions

- What are the social pressures which keep the children away from the books?
- What kind of books are read by teenagers and why?
- How can parents encourage their children to read books?
- How do youngsters spend their leisure time?
- Why are the children not interested in fairy tales today?

PASSAGE 3

Our sleep habits have changed over the last century or so and we do not get as much sleep as we ought to. In the eighteenth and nineteenth centuries, people went to bed early, soon after it was dark. They had nothing to do in the evenings, and their sleep habits were fixed by the alternation of day and night, light and darkness. They woke up by daybreak, and thus they could get nine hours of sleep on the average.

Today, the situation has changed. People, especially in industrialized countries, get less than eight hours of sleep per day; many of them believe that six or six and a half hours of sleep is enough for them. How did this change in our sleep habits come about? One cause was the introduction of the light bulb. When the electric bulb came into common use, people could work till late in the evening or even till midnight.

Radio and television must bear their share of responsibility for depriving people of sleep. Even after local TV transmissions have closed by midnight satellite transmission brings programmes from other transmitting stations across the world throughout the night. Many people get addicted to television and consider themselves compensated for the loss of sleep by being able to watch interesting programmes of entertainment or live telecasts of sports or political events from foreign countries.

Experiments where people have stayed awake for days at a time show that they soon become tired, confused, irritable, and eventually ill, with headaches and increased risk of infections and accidents. Many people who suffer from sleeplessness (insomnia) are worried or anxious or depressed. They may get stuck in a vicious spiral where they cannot sleep, so they worry about that as well, and so sleep even less. Treating the insomnia may help; doctors can prescribe various types of sleeping pills to aid sleep. However, it is usually better to get to the root of the problem, to find out what is causing the worry or depression, and to deal with that.

What then, is to be done to set things right? Obviously, people should learn to sleep more. One way is to take a siesta (nap) in the afternoon, as people often do in tropical countries. Extra sleep during weekends can help, but where there has been severe deprivation, it may take a long time to make up for lost sleep. The most sensible thing to do would be to go back to our old time habits and sleep an hour longer every night.

Questions

- What determined the sleep habits of people in earlier times?
- What has affected our sleep habits in modern times?
- What is insomnia? How is it caused?
- What happens if we do not get enough sleep?
- How can we improve our sleep pattern?

2

Note Making

Note-making means presenting big chunks of knowledge in a neat and brief form. The characteristics of good notes are :

- (1) They are brief.
- (2) Only relevant facts are given.
- (3) Only words or phrases are used. Full sentences are often not necessary. In other words, the language used in making or taking notes may not be grammatically very correct.
- (4) Information is presented in a tabular form. It is divided and sub-divided. The divisions may be :
main sections : 1, 2, 3, etc.
sub sections : *a, b, c*, etc.
- (5) Abbreviations and symbols are used instead of complete words.

Common abbreviations are given in dictionaries. In addition, one can use one's own set of abbreviations and symbols. For example, 'Parliament' may be reduced to *parlt* or *par* or 'P'. But care should be taken that one abbreviation does not stand for more than one word.

How to make Notes

If you read a piece of writing or listen to a talk and then try to write down its abstract, you will find that many of the points have slipped from your memory. So you must go on taking down notes while reading a passage or listening to a lecture. And after you have done it, you can easily develop your notes into a good abstract. Note-making also enables you to organise your own thoughts better. You will not be merely reading or listening passively, but also considering the points made by the writer or speaker and drawing your own conclusions about what is being presented.

When you make notes from an essay or an article or a chapter from a book, the first step is to read the passage thoroughly, from beginning to end, to get a bird's eye view of it. This kind of reading is called '*skimming*'. By skimming the passage we get answers to the following questions :

- (i) What does the passage deal with ?
(or What can be a suitable title for it ?)
- (ii) How does the writer develop the theme?

This leads us to the second step, that is, to find the chief divisions of the passage and supply suitable headings for them. Some of these headings can further be divided into sub-headings. Here is an example to show how notes can be divided into headings and sub-headings.

Title : Arguments For and Against Capital Punishment.

Notes : (A) Capital punishment in the past.

(B) Arguments for capital punishment :

1. beastly murderers have no right to live.
2. serves as a deterrent example for others.

(C) Arguments against capital punishment :

1. capital punishment is primitive and rooted in revenge.
2. does not deter criminals.
3. chances of error in judgement.
4. human life sacred
 - (a) religious view
 - (b) legal view
 - (c) biological view.

(D) Position in different countries today.

In the above example we have used the following numbering-frame

(A)

(B)

1.

2.

(C)

1.

2.

3.

4.

(a)

(b)

(c)

(D)

We can use any other frame also, depending on our choice. For example we use the decimal notation.

1.
2.
 - 2.1
 - 2.2
3.
 - 3.1
 - 3.2
 - 3.3
 - 3.4
 - 3.4 1
 - 3.4 2
 - 3.4 3
4.

Note that as we pass from the main headings to the sub-headings, the numbering of the points is spaced a little to the right. The notes are written, not in complete sentences; they are written in brief but clear phrases. You can use abbreviations in common use; you can also make your own abbreviations for words that are repeated in the passage. Here are some examples.

ago	against
vi	with
w/o	without
refce	reference

It is possible that your abbreviations confuse you later; *indl* can later be read as *individual* or *industrial*. Therefore, if necessary, you can distinguish them by using *indl* and *indrl*.

A SPECIMEN OF NOTE-MAKING PROCESS

Here is a short paragraph for note-making. Read through it quickly to find its topic and its main ideas.

There are several kinds of crossword puzzles. One kind is the prize competition in which the person who finds the correct answers gets a big prize. But the answers are very hard to find, since several words appear equally appropriate: *bad*, *mad* or *sad*, for example, in the clue sentence, 'people are seldom popular'. Such competitions attract people who are fond of gambling, because by paying a small entry fee, they can win big prizes. The second type of crossword puzzle is one in which there is only one possible answer to every clue. But this answer is elusive and calls for some detective work on our part. The clue gives only hints about the word. A clue like 'Mate changes to flesh for food' will elude you till you realise that by changing the spelling of *mate* you get *meat*. Your comprehension and your general knowledge are put to the test. The effort to solve such crossword puzzles is an intellectual

NOTE MAKING
exercise. The third
matching the definition
in the crossword puzzle
of vocabulary. As
Now the first
what it is about. Now
of the title :

But this title
If you look at the
So you can write.
Three Types of
The next step
will be three main

When you find
heading. Read the
the main heading

Third type of crossword puzzle is a straightforward exercise in which words and definitions given in the clues have to be found and written in appropriate places in the grid. There are no catches or tricks. This type is useful in the enrichment of vocabulary. As simple exercises in problem-solving, they provide some entertainment too. The first step in note-making is to read through the passage quickly and find out the main points. After reading it, you will find that it deals with crosswords. So you may think

CROSSWORDS

The title is too broad. It will be better if you narrow it down to a more specific title. After reading the passage again, you will notice that it makes a classification of crosswords. So you may think of the following title.

Three Types of Crosswords

The first step is to find the main points. What are the three types of crosswords? There are three main points in your notes.

Title : Three Types of Crosswords

Notes : (A) Gambling crosswords
(B) Intellectual crosswords
(C) Educational crosswords

After you have found the main headings, look for details to be placed under each heading. Read the passage slowly and carefully, and pick the details. Write them down under the headings :

Title : Three Types of Crosswords

Notes : (A) Gambling crosswords
1. Many answers possible
2. Big prizes
3. Element of gambling
(B) Intellectual crosswords
1. Only one answer to each clue
2. Detective work
3. Intellectual exercise
a. Test of comprehension
b. General knowledge
(C) Educational crosswords
1. Enrichment of vocabulary
2. Element of entertainment

ANOTHER SPECIMEN OF NOTE MAKING

About 2,500 million years ago (according to present theories) the earth on which we live was a ball of gas which, on cooling, grew smaller and became liquid. The liquid continued to cool, giving off some of its heat by radiation and when liquids grow colder they solidify. The crust of the earth is the solid matter resulting from this cooling, but probably inside the earth there is still a mass of molten material which has not cooled as much as the outer crust.

The crust on which we live and from which we obtain almost everything that we have is not quite rigid. Volcanoes present on Etna and Stromboli in the Italian islands remind us from time to time of the force and heat below the ground. Various places on the earth are subject to earthquakes, the country that has suffered most from these being Japan. The study of earthquakes, the science of seismology, has shown that the origin of many of them is under the bottom of the sea and near the coast of a continent or large island. In an earthquake the surface of the land may move suddenly in any direction, bringing houses down, changing a straight railway-track into a useless zigzag, altering the courses of rivers, changing the shapes of hills, and sometimes causing an inkyriense sea-wave to rush on the nearest shore and add to the destruction. This tidal wave as it is called, is wrongly named because it has nothing to do with the tide.

Title : The Earth's Crust

Notes : (A) Formation of the earth

1. 2,500 million yrs. ago-earth-a ball of gas;
2. gradually gas grew cooler-became liquid;
3. liquid cooled and solidified-this became earth's crust.

(B) Volcanoes and earthquakes

1. Vol. indicate force and heat below earth's crust.
2. Ea. qs. - origin and effects:
 - (a) origin of many-
 - (i) under bottom of the sea
 - (ii) near the coast of continents.
 - (b) effects
 - (i) bring widespread destruction, e.g., of houses, railway.
 - (ii) alter courses of rivers-shape of hills
 - (iii) cause tidal waves

SOLVED PASSAGES

PASSAGE-1

Men who have studied the ways of ants tell strange things about their social life. Just as in ancient days, men kept slaves to work for them, so also some ants raid the homes of other ants, and making captives, bring them back to their own nests and compel them to

work for their captors. Ants, indeed, are by no means the only inhabitants of ants' nests. We are told that several hundreds of other small creatures such as beetles and crickets, make their home with ants. Some of these creatures are useful to the ants and clean up the nest and do other duties, while others seem to be mere boarders, and do nothing for their keep. Why the ants allow them to stay no one knows. Is it sheer good nature?

Ants, we are told, play games. They nurse their sick, bury their dead and see that everyone does its share of the work, and that no one is allowed to be lazy. All this seems to show that ants have some form of reasonable government. A celebrated naturalist tells how he captured an ant and covered it with a piece of clay so that only its head showed. For some time, the little captive was not discovered, then one of its fellow ants found out what had happened and tried to set it free. But this task proved too much, for one ant, and very soon it hurried away, to return in a few minutes with a dozen companions who at once set to work and in a very short time set the captive free.

Questions

- (a) On the basis of your reading of the above passage, make notes on it. Use recognizable abbreviations wherever necessary. Give a suitable title to the passage.
- (b) Find from the passage words that have the following meanings :
 - (i) those living in a place
 - (ii) fairly good
 - (iii) famous

Answers

(a) Notes on the Passage:

- A. Ants : (i) str., soc. insects
 (ii) keep ant sl. to work for them
 (iii) have many others in their nests.
 — clean the nests
 — do other duties
- B. Ant act : (i) play games
 (ii) nurse their sick
 (iii) bury their dead
 (iv) keep everyone busy
 (v) help those in need.

Abbreviations used :

- | | |
|---------|------------|
| 1. str. | strange |
| 2. soc. | social |
| 3. sl. | slaves |
| 4. act. | activities |

Title : The Social Life of Ants

- (b) (i) inhabitants (ii) reasonable

PASSAGE 2

Gandhiji, the greatest political genius of our time, indicated the path to be taken. He gave living testimony to the fact that man's will, sustained by an indomitable conviction, is more powerful than material forces that seem insurmountable. On the whole, I believe that Gandhiji held the most enlightened views of all the political men in our times. We should strive to do things in his spirit : not to use violence in fighting for our cause and to refrain from

taking part in anything we believe as evil. Revolution without the use of violence was the method by which Gandhiji brought about the liberation of India. It is my belief that the problem of bringing peace to the world on a supranational basis will be solved only by employing Gandhiji's method on a large scale.

The veneration in which Gandhiji has been held throughout the world rests on the recognition, for the most part unconscious, that in our age of moral decay, he was the only statesman who represented that higher conception of human relation in the political sphere to which we must aspire with all our powers. We must learn the difficult lesson that the future of mankind will only be tolerable when our course in world affairs as in all other matters, is based upon justice and law rather than the threat of naked power, as has been true so far.

Gandhiji was a victim of his own principle, the principle of non-violence. He died because he did not take any personal armed protection in the times of disorder and general unrest in the country. He fully believed that the use of force is an evil in itself to be shunned by those who strive for absolute justice. He adopted this faith throughout his life and led the nation to the path of liberation. He demonstrated that the allegiance of men can be won not merely by the cunning game of political fraud and trickery, but through the living example of a morally-exalted way of life.

Questions

- (a) On the basis of your reading of the above passage, make notes on it. Use recognizable abbreviations wherever necessary. Give a suitable title to the passage.
- (b) Find from the passage words that have the following meanings
 - (i) kept alive
 - (ii) firm belief
 - (iii) support.

Answers

(a) Notes on the Passage :

A. Gandhiji

- (i) the greatest pol. genius of our time
- (ii) followed the path of non-violence
- (iii) believed in the power of the will
- (iv) believed in the rev. without these of violence.

B. For tolerable future of mankind

- (i) Gandhiji's higher cone. of human relations
- (ii) application of justice and law instead of naked power.

C. Gandhiji, victim of his own principle of non-violence

- (i) neglected pers. prot.
- (ii) called the use of force an evil
- (iii) believed in winning men by a morally-exalted way of life rather than by political.

Title : Gandhiji and Non-violence

- (b) (i) sustained (ii) conviction (iii) allegiance.

Abbreviations used :

- | | | |
|-----------|---|------------|
| 1. pol. | — | political |
| 2. rev. | — | revolution |
| 3. cone. | — | conception |
| 4. pers. | — | personal |
| 5. proto. | — | protection |

PASSAGE 3

Two determining factors pertaining to the nation's health and well-being are family planning and nutrition. While talking about our country and its problems, let us remember that many of these problems are the result of our success and development. Our population problem is an example. As an eminent doctor has rightly remarked, doctors themselves are the creators of the population explosion. They must also find a way out. A child brings happiness. As Kabir, the saint-poet, has said, "A child comes crying into the world but the people around are swathed in smiles." But such is the economic lot of the bulk of our people that even the birth of a child adds to their anxiety.

The aim of family planning is to restore joy to motherhood and to make every child a wanted child, with a fair chance of health, education and employment. Until now, our major difficulty was to create motivation and psychological climate. Our campaign has been successful in certain pockets. It is not unlikely that soon a nationwide clamour for doctors and appliances for family planning will build up. And delay or failure in the family planning campaign will cause a setback to all our programmes. The other important health problem is that of nutrition. However good our harvest may be, let us not forget that a large part of our people are chronically undernourished in terms of calories as well as life-building proteins. If nothing is done about this protein scarcity, these masses will remain condemned to an incomplete and lustreless life.

Questions

- (a) On the basis of your reading of the above passage, make notes on it in points only using abbreviations wherever necessary and assign a suitable title to the passage.
- (b) Find from the passage words that have the following meanings
 - (i) belonging to
 - (ii) inspiration
 - (iii) hopeless.

Answers

(a) Notes on the Passage

- A. Factors belonging to the nation's health :
 - (i) Family planning
 - (ii) Nut
- B. Our country's problem :
 - (i) results of success and dev. e.g.
 - (a) Drs. responsible for pop. prob.
 - (b) Birth of ch. brings anxiety.
- C. Aim of family planning:
 - (i) restore joy to motherhood
 - (ii) provide every child health, ed. and emp.
- D. Our major diff. :
 - (i) to create mot. and psy. climate
 - (ii) camp. successful only in certain areas.

Abbreviations used :

nut.	—	nutrition
dev.	—	development
drs.	—	doctors
pop.	—	population
prob.	—	problem
ch.	—	child
ed.	—	education
emp.	—	employment
diff.	—	difficulties
mot.	—	motivation
psy.	—	psychological
camp.	—	campaign
prog.	—	programme

E. Delay or failure in family planning prog.

(i) cause setback to all other progs.

F. Prob. of nut. :

(i) people undernourished

(ii) condemned to incomplete and lustreless life.

Title : Family Planning and Nutrition

(b) (i) pertaining (ii) motivation (iii) lustreless.

PASSAGE 4

Conversation is indeed the most easily teachable of all arts. All you need to do in order to become a good conversationalist is to find a subject that interests you and your listeners. There are, for example, numberless hobbies to talk about. But the important thing is that you must talk about the other fellow's hobby rather than your own. Therein lies the secret of your popularity. Talk to your friends about the things that interest them, and you will get a reputation for good fellowship, charming wit and a brilliant mind. There is nothing that pleases people so much as your interest in their interests.

It is just as important to know what subjects to avoid as what subject to select for good conversation. If you don't want to beset down p.s a wet blanket or a bore, be careful to avoid certain unpleasant topics. Avoid talking about yourself, unless you are asked to do so. People are interested in their own problems, not in yours. Sickness or death bores everybody. The only one who willingly listens to such talk is the doctor, but he gets paid for it.

To be a good conversationalist, you must know not only what to say, but how to say it. Be civil and modest. Don't overemphasize your own importance. Be mentally quick and witty. But don't hurt others with your wit. Finally, try to avoid mannerism in your conversation.

Questions

- (a) On the basis of your reading of the above passage, make notes on it. Use recognizable abbreviations wherever necessary. Give a suitable title to the passage.
- (b) Find from the passage words that have the following meanings :
 - (i) a good name
 - (ii) delightful
 - (iii) peculiar habit or behaviour, speech, etc.

Answers

(a) Notes on the Passage :

A. To become a good on :

- (i) find sub. that interests listeners
- (ii) be civil and modest
- (iii) be mentally quick and witty

B. Avoid :

- (i) talking about yourself
- (ii) talking about sickness and death

Abbreviations used :

con.	- conversationalist
sub.	- subject
imp.	- importance
mann.	- mannerism

- (iii) overemphasizing your own imp.
- (iv) hurting others with your wit
- (v) mann

Title : How to Become a Good Conversationalist

- (b)** (i) reputation (ii) charming (iii) mannerism.

PASSAGE 5

There is a big difference between the natural slavery of man and the unnatural slavery of man to man. Nature is kind to her slaves. If she forces you to eat and drink, she makes eating and drinking so pleasant that when we can afford it, we eat and drink too much. We must sleep or go mad: but then sleep is so pleasant that we have great difficulty in getting up in the morning. Thus, instead of resenting our natural wants as slavery, we take the greatest pleasure in their satisfaction. We write sentimental² songs in praise of them.

The slavery of man to man is the very opposite of this. It is hateful to the body and to the soul. Our poets do not praise it; they proclaim that no man is good enough to be another man's master. The latest of the great Jewish prophets, a gentleman named Mars, spent his life in proving that there is no extremity of selfish cruelty at which the slavery of man to man will stop if it be not stopped by law. You can see for yourself that it produces a continual civil war called the class war between the slaves and their masters, organised as trade unions on one side and employer's federations on the other. We shall never have a peaceful and stable society until this struggle is ended by the abolition of slavery altogether and the compulsion of everyone to do his share of the world's work with his own hands and brain, and not to attempt to put it on anyone else.

Questions

- (a) On the basis of your reading of the above passage, make notes on it. Use recognizable abbreviations wherever necessary. Give a suitable title to the passage.
- (b) Find from the passage words that have the following meanings
 - (i) emotional
 - (ii) declare
 - (iii) steady.

Answers

(a) Notes on the Passage:

- A. Slav. of nat. kind
 - (i) forces to eat, drink and sleep
 - (ii) makes them pleasant.
- B. Results of natural slav
 - (i) we do not res.
 - (ii) take pleasure
 - (iii) write sent. songs.

C. Slav. of man to man

- (i) hateful
- (ii) no poets praise
- (iii) no man good enough to be another man's master.

D. Results of slav. of man to man

- (i) continuous civil war
- (ii) peaceful and stable soc. imp.

Title : Natural Slavery v/s Slavery of Man to Man

- (b) (i) sentimental (ii) proclaim (iii) stable

PASSAGES FOR PRACTICE

PASSAGE 1

Half the ills of mankind are due to Ignorance; the other half arise from Egotism. Knowledge is fully as important as Ethics; they are really interdependent. As Lessing says: "The aim of Knowledge is Truth, and Truth is a need of the Soul." The Persian poet Saadi exhorts all to acquire Knowledge with unremitting zeal: "Like a taper, one should melt in pursuit of Knowledge. This is thy duty, even if thou hast to travel over the whole earth."

In the never-ending struggle for Knowledge, you should work regularly and methodically. Devote a certain portion of your time daily to study or experiment. You feed the body several times a day; don't starve the Mind. Keep a diary, in which you should note the titles of new books. Get new and second-hand catalogues from the booksellers. Hunt for cheap second-hand books in the shops. Own a private library; however small. Take pride in the books that adorn your home. With every book you own, you add a millimetre to your mental stature. Borrow books from the public libraries and from your friends, don't forget to return them punctually. Keep notes and summaries of what you read, otherwise your studies will be like rainfall on a sloping roof. Revise much and refresh your memory frequently; like Macaulay, have all your knowledge instantly available. Know exactly what you know, as you know how much money you have at the bank, and as a housewife knows what she has in the pantry. Make plans for your studies a few years in advance, as the statesmen plan an economic or military campaign. Set apart a fixed proportion of your income for the purchase of books and journals: call it 'The Book Fund', and don't draw upon it for any other purpose. Thus you will find it easy to spend money on books.

Questions

- (a) On the basis of your reading of the above passage, make notes on it in points only using abbreviations wherever necessary and assign a suitable title to the passage.
- (b) Find from the passage words that have the following meanings:
 - (i) lack of knowledge
 - (ii) moral principles that govern or influence
 - (iii) a place for keeping food.

SECTION II

Application of Grammar



Articles

(A) THE INDEFINITE ARTICLE

Form : The form of the indefinite article is *a* or *an*.

Choice of A or An

The choice between *a* and *an* is determined by the sound of the first alphabet of the noun with which they are used. Normally their use is governed by the consonant and vowel alphabets. The word alphabet needs special attention here as the traditional approach makes one believe that *a* is used with consonants and *an* is used with vowels. But words like an M.A., an honest or a university stand as an exception to this rule.

Therefore it must be kept in mind that while deciding the use of *a* or *an*, sounds are to be considered instead of alphabets.

(A) 'a' is used

1. before a word beginning with a consonant sound.
a pen, *a* table, *a* boy
2. before a word beginning with a vowel alphabet but which sounds like a consonant.
a university, *a* European, *a* useful thing.

(B) 'an' is used

1. before words beginning with a vowel sound.
an owl, *an* elephant, *an* apple.
2. Before words which begin with a mute *h*
an hour, *an* honourable man.

3. Before words which may begin with a consonant but sounds like a vowel
an M.A., an M.L.A.

Uses of the Indefinite Article

- (a) It is used before a singular Countable noun when it is mentioned for the first time and represents no particular person or thing.
Example : A library has many books.
I have a pen.
- (b) It is used before the names of professions and occupations.
Example : My father is a businessman.
I am a teacher.
- (c) It is used before Noun Complements.
Example : Gandhi was a great leader.
Everyone wishes to be a rich man.
- (d) Before a singular countable noun which is used as an example of the class of things or species:
Example : A cow is a useful animal.
A cat is very active at night.
- (e) In the numerical sense of the word 'one':
I have a computer.
- (f) It is used before certain numerical expressions.
Examples : A dozen, a couple, a score, a gross, a hundred, a thousand, a million.
- (g) It is used in expressions of price, speed, ratio, etc. (a/an are used here in the sense of 'per'):
Fifty rupees a kilogram, seventy miles an hour, twice a day, eighty rupees a meter.
- (h) It is used before *few* and *little*:
a *few* and a *little* mean a small number or a small amount ('few' stands for number and 'little' for amount). That means it conveys at least a positive amount or number.
A little knowledge is a dangerous thing.
Only a few could clear the test.
Note : 'few' and 'little' without article have an almost negative meaning.
Example : Few sacrifice their lives for others. (Almost nobody)
There is little water left in the jug now. (Almost nobody)
- (i) 'a' can be used before Mr./Mrs./Miss + surname to refer to an indefinite person. Then it means a man/woman/girl of that name who is not known personally.
A Mr. Gumber has sent a gift for you.
(This sentence means : 'a man called Mr. Gumber sent a gift for —' (A) The Indefinite Article
Form : The form of the indefinite article is *a* or *an*.

- (j) **To attribute the qualities of a man (usually someone famous) to another person.**
He is *a* Shakespeare (He is a genius like Shakespeare).
- (k) **To show profession, rank, community, nationality, religion etc.**
e.g. He is *a* businessman.
He is *a* Colonel.
- (l) **When a verb is used as a noun.**
e.g. They were going for *a* walk.
- (m) **With positive and comparative degree, but not with superlative degree.**
e.g. This is *a* good pen but that is *a* better one.

(B) THE DEFINITE ARTICLE

Uses of the Definite Article

The definite article (the) is used :

- (a) **Before names of unique things of which there is only one, or which are considered as one:**

Examples : *The* earth moves round the sun.

Birds fly in *the* sky.

- (b) **Before a noun which has become definite as it has been mentioned a second time. When it is introduced the first time, it takes 'a/an'.**

A boy is eating *a* chocolate.

The chocolate fell down.

The boy is crying now.

- (c) **When a singular noun is meant to represent a whole class; as**

The cow is *a* useful animal.

(means: all cows are useful animals)

The mice will play when *the* cat is away.

Woman is considered weaker than man.

Man is *a* social animal.

Note : that two nouns Man and Woman never have any article when they are used in the general sense to denote the whole class.

- (d) **Before a noun of which there is only one example in some given situation.**

The Commissioner has not arrived yet.

Is *the* Director on leave today?

- (e) **Before the superlative degree of adjectives.**

Vishwa is *the* tallest member of our family.

Angelina is *the* most beautiful girl I have known.

- (f) **Before a noun to show that it is the best of its kind.**

This is *the* place to come for an outing.

This is *the* house to live in comfortably.

- (g) **Before an adjective, it is used to represent a class of things.**

The poor are exploited by *the rich*.

The gap between *the old* and *the young* is increasing.

- (h) **Before a noun to show a unit of measure.**

Rice is bought by *the kilogram*.

Oil is bought by *the litre*.

- (i) **When we refer to a particular thing or a person.**

In this school, *the teacher* with a French beard is my husband

- (j) **Before Ordinals ('first/second,' etc), and 'only'.**

He was *the first* man to join this school.

Rajeev was *the second* student.

In fact, he was *the only* one who liked it.

- (k) **Before the plural names of countries:**

The United States of America, The West Indies.

- (l) **Before special meals ; as**

He takes dinner at 9.00 p.m. (usual dinner)

But Are you attending *the dinner* being given by Vijay Rattan ? (Specific dinner)

- (m) **Article 'the' is used before the names of the following nouns:**

Mountain ranges : *The Himalayas, The Alps, The Pyrenees* etc.

Rivers : *The Ganga, The Brahmaputra, The Thames* etc.

Oceans : *The Indian Ocean, The Pacific, The Antarctic* etc.

Islands : *The Andamans, The West Indies* etc.

Newspapers : *The Indian Express, The Times of India* etc.

Magazines : *The Readers' Digest, The Competition Master* etc.

Certain Books : *The Puran, The Ramayna, The Bhagwad Gita* etc.

Historical/Building : *The Taj, The Red Fort* etc.

Well known Buildings : *The Parliament, The White House*, etc.

Names of Families : *The Nehrus, The Gandhis, The Badals* etc.

Historical Events : *The First Battle of Panipat, The Second World War*, etc.

Trains, Ships, Planes : *The Shatabadi Express, The Vikrant, The Ashoka* etc.

- (n) **Before a Proper Noun when it is qualified by an Adjective :**

The great Mahatma Gandhi

The immortal Kalidas

- (o) **Before musical instruments :**

Vishal can play *the piano*.

But he can not play *the flute*.

- (p) When the nouns like English, Russian, French and Greek mean 'language', no article is placed before them. But when they stand for People (Nations), they are preceded by the definite article.

The English ruled India for long time. They introduced English as *an* official language in India.

- (q) When the nouns like *hospital, school, college, church, temple, prison, cinema, bed, table, market, office*, etc. denote their primary function, no article is placed before them. The use of 'the' before them makes them definite and particular. Neeru stood first in her school and has joined *a* college. (in general sense, any college)

I am going to see her in *the* college. (specific sense, the college which she has joined.)

OMISSION OF ARTICLES

Articles are not used in the following cases :

- (a) No article is placed before abstract nouns when they are used in a general sense.

Honesty is the best policy.

Happiness is what everyone longs for.

But abstract nouns take 'the' before them when they are used in a particular sense.

We must work for *the* happiness of all sections of society.

- (b) The articles are omitted before 'man' and 'woman' when they are used in a general sense.

Man is mortal.

Woman is considered weaker than man.

- (c) The article 'the' is omitted before the names of meals when used in a general sense. But we use 'the' when a specific meal is mentioned.

He invited me to dinner. We take breakfast at 8 a.m.

The lunch given by him was fine.

- (d) No article is used before languages

I am writing a book on English.

He teaches French in a local college.

- (e) Articles are not used before proper nouns:

Socrates was a great philosopher.

Chandigarh is the capital of Punjab.

Mumbai is a metropolitan city.

- (f) No article is placed before the names of metals and materials when used in a general sense. But when they are used specifically, 'the' is placed before them.

Gold is a costly metal.

The gold found in Kolar mines is of superior quality.

- (g) Articles are not used in certain phrases consisting of a preposition followed by its object:

at home, in hand, in debt, by day/night, on demand, at sunset/night, on earth, by land/water/air, on foot, etc.

You must finish the work *in hand*.

He started the journey *at day break*.

- (h) No articles are used before names of relations close to the speaker.

Brother has returned.

Uncle had come to meet *mother*.

- (i) No articles are used before names of continents, states, villages, towns, cities, most countries

e.g. Asia, Delhi, Monali, Palam, India etc.

- (j) No articles are used before names of days, months etc.

e.g. Monday, Sunday, March, July etc.

- (k) No articles are used before plural nouns used in a general or universal sense.

e.g. Books are our best friend.

Pens are easily available.

- (l) No articles are used before names of Games

e.g. *Cricket* is a popular game in India.

Chess is an indoor game.

Repetition of the Article

When two or more adjectives qualify the same noun, the article is used before the first adjective only.

e.g. I saw *a* black and white dog.

(It means a dog that is partly black and partly white)

I saw *a* black and *a* white dog.

(It means two dogs, one black and the other white)

EXERCISE

Directions : Fill the correct alternative to complete the sentence

SET I

- | | |
|------------------------------------|---|
| 1. Copper is useful metal. | 3. able man has not always a distinguished look. |
| (a) a | (a) a |
| (b) an | (b) an |
| (c) the | (c) the |
| (d) none | (d) none |
| 2. He is not honourable man. | 4. reindeer is a native of Norway. |
| (a) a | (a) a |
| (b) an | (b) an |
| (c) the | (c) the |
| (d) none | (d) none |

5. Honest men speak truth.
(a) a (b) an
(c) the (d) none
6. Rustum is young Parsee.
(a) a (b) an
(c) the (d) none
7. Do you see blue sky?
(a) a (b) an
(c) the (d) none
8. Varanasi is holy city.
(a) a (b) an
(c) the (d) none
9. Aladdin had wonderful lamp.
(a) a (b) an
(c) the (d) none
10. The world is happy place.
(a) a (b) an
(c) the (d) none
11. school will shortly close for the Puja holidays.
(a) a (b) an
(c) the (d) none
12. He returned after hour.
(a) a (b) an
(c) the (d) none
13. sun shines brightly.
(a) a (b) an
(c) the (d) none
14. I first met him year ago.
(a) a (b) an
(c) the (d) none
15. Yesterday European called at my office.
(a) a (b) an
(c) the (d) none
16. Sanskrit is difficult language.
(a) a (b) an
(c) the (d) none
17. You are fool to say that.
(a) a (b) an
(c) the (d) none
18. French is easy language.
(a) a (b) an
(c) the (d) none
19. Who is girl sitting there?
(a) a (b) an
(c) the (d) none
20. Which is longest river in India?
(a) a (b) an
(c) the (d) none
21. Ajay has come without umbrella.
(a) a (b) an
(c) the (d) none
22. Mumbai is very costly place to live in.
(a) a (b) an
(c) the (d) none
23. She is untidy girl.
(a) a (b) an
(c) the (d) none
24. The children found egg in the nest.
(a) a (b) an
(c) the (d) none
25. If you see him, give him message.
(a) a (b) an
(c) the (d) none
26. He is honour to this profession.
(a) a (b) an
(c) the (d) none
27. The doctor says it is hopeless case.
(a) a (b) an
(c) the (d) none
28. I like to live in open air.
(a) a (b) an
(c) the (d) none
29. Eskimos make houses of snow and ice.
(a) a (b) an
(c) the (d) none
30. Draw map of India.
(a) a (b) an
(c) the (d) none

39. Please park your car at left side.

- (a) a
(c) the

- (b) an
(d) none

40. He likes novels very much.

- (a) a
(c) the

- (b) an
(d) none

ANSWERS

SET I

- | | | | | | | |
|---------|---------|---------|---------|---------|---------|---------|
| 1. (a) | 2. (b) | 3. (b) | 4. (c) | 5. (c) | 6. (a) | 7. (c) |
| 8. (a) | 9. (a) | 10. (a) | 11. (c) | 12. (b) | 13. (d) | 14. (a) |
| 15. (a) | 16. (a) | 17. (a) | 18. (b) | 19. (c) | 20. (c) | 21. (b) |
| 22. (a) | 23. (b) | 24. (b) | 25. (a) | 26. (b) | 27. (a) | 28. (d) |
| 29. (c) | 30. (c) | 31. (c) | 32. (a) | 33. (c) | 34. (c) | 35. (c) |
| 36. (a) | 37. (a) | 38. (c) | 39. (d) | 40. (c) | | |

SET II

- | | | | | | | |
|---------|---------|---------|---------|---------|---------|---------|
| 1. (d) | 2. (d) | 3. (c) | 4. (c) | 5. (d) | 6. (c) | 7. (d) |
| 8. (a) | 9. (c) | 10. (b) | 11. (a) | 12. (c) | 13. (a) | 14. (d) |
| 15. (b) | 16. (c) | 17. (a) | 18. (c) | 19. (b) | 20. (b) | 21. (b) |
| 22. (a) | 23. (c) | 24. (c) | 25. (b) | 26. (a) | 27. (c) | 28. (c) |
| 29. (c) | 30. (a) | 31. (c) | 32. (c) | 33. (b) | 34. (c) | 35. (a) |
| 36. (b) | 37. (c) | 38. (c) | 39. (c) | 40. (d) | | |



Determiners

Definition

Determiner is a word which limits or fixes the meaning of a noun with which it is used.

Kinds of Determiners

There are following five types of Determiners:

1. **Articles (a, an, the):** These are the determiners which make a general or particular reference to a noun.
2. **Possessives (my, our, your, his, her, their, its, etc.):** These determiners show the relationship of possession.
3. **Numerals (one, two, first, second, etc.) :** These determiners mention the number of a noun.
4. **Quantitative (all, any, little, a little, much, some, etc.) :** These are used to denote quantity or degree.
5. **Demonstratives (this, that, these, those) :** These determiners draw out attention to a noun.

Use of Some Common Determiners

1. ARTICLES

Articles are included in the category of demonstratives only. But nearly all grammar books devote a separate chapter to discuss articles. It is only because of their frequent use, that they are treated as a different and independent head.

There are two types of articles in English. These are :

- (a) **Indefinite Articles 'a' and 'an'.** They are called indefinite because when they are used before a noun, they do not particularize it, they leave it as indefinite.

- (b) **Definite Article 'The'.** 'The' is called the definite article because when it is used before a noun, it particularizes it, it does not leave the noun as indefinite. It refers to a specific noun.

Examples :

I met *a* girl on the way.
(one girl whom we probably don't know.)
She held *an* umbrella in her hand.
(She was carrying any one umbrella.)
The girl you met was my sister. (the specific girl)

2. DEMONSTRATIVES

(a) **This, That, These, Those**

This, that, these and *those* are used before nouns and point to the objects denoted by the nouns.

Singular	Plural
This	These
That	Those

Examples : *This* car is very beautiful.

Ajay lives in *that* house.

These books are yours.

Distribute *these* mangoes among *those* children.

Note: 'This' and 'These' point to the objects which are near while 'that' and 'those' point to the 'distant' objects.

3. POSSESSIVES

(a) **My, Our, Your, His, Her, Its, Their, One's**

Possessive determiners are used before nouns to indicate possession.

These are Possessive forms of Pronouns. They are used before Singular and Plural Nouns to indicate relationship/possession; as :-

My brother is a businessman.

Our library has 1000 books.

Your sister wants to see you.

His car was stolen.

Her books lie scattered in the room.

Their shop was demolished by the committee.

Use of Possessives

- (a) A possessive must agree with its antecedent in person, gender and number,
Every girl must comb *her* hair. *People* love *their* children.

- (b) When two singular nouns are joined by either or, or neither nor, the singular possessive is used, e.g.

Neither Mohan *nor* Sohan has done *his* work.

Either Sita *or* Gita has lost *her* book.

- (c) Sometimes a possessive may be used without a noun, e.g.
He has a car of *his* own.
His is a fine house.
- (d) When a singular noun and plural noun are joined by 'or' or 'nor', the possessive is in agreement with the nearest noun before it, e.g.
Either Mr. Khanna *or his friends* will bring *their* car.
Neither the boys *nor their teacher* has brought *his* book.

4. NUMERALS

The determiners denoting number are known as numerals. These are of three kinds.

1. **Definite Numerals** : These indicate a definite *number* of objects/persons. These can be further divided into two kinds.
 - (i) **Cardinals** : One, two, three, five, etc. are called cardinals. These words can be used before nouns which are countable:
Please bring *two* books for me.
 - (ii) **Ordinals** : First, second, third, etc. are called ordinals. These words are used to indicate order. These refer to the position of something in a series.
The *first* song of the film was melodious.
Kuldeep was the *last* one to go.
2. **Indefinite Numerals** : They refer to vague or indefinite number such as a few, several, any, all, a lot of etc.
Is there *any* milk in the jug?
A lot of people were killed in the accident.
3. **Distributive Numerals** : These words refer to each of a group, such as each, every, either, neither etc.
'Each' is used for two or more persons (definite).
'Every' is used for more than two persons or things (indefinite).
'Either' means any one of the two.
'Neither' means not any one of the two.

Example :

Each student has a book of his own.

Each of the students *has* passed in the exam.

I play hockey *every* day.

India expects *every* man to do his best.

Either book will do.

I have two pens. You may have *either*.

Neither statement is true

Neither Sachin nor he could score a century.

Note : Each is used to denote everyone of a number of persons or things taken singly.

Either means the one or the other of two.

Neither means not the one nor the other of two.

5. QUANTITATIVE

The determiners which denote quantity are known as quantitative determiners.

1. Some and Any :

- (a) **Some** is generally used in affirmative sentences. It suggests a positive meaning and has a positive implication.

e.g., There is still some milk in the jug.

Some boys were hurt in the accident.

- (b) **Any** is generally used in negative or interrogative sentences. It denotes that there is nothing and has a negative implication.

e.g. There is not any milk in the pot.

Were any boys hurt in the accident ?

2. All and Both : 'All' denotes the total of many units together while 'Both' shows the total of two units together.

She gave me *all* the apples.

Both Ajay and Vijay are fine cricketers.

3. Much and Many :

'**Many**' shows number.

Many of us went to see the famous actor.

'**Much**' shows *quantity* and is used in the same way as '*many*'

This cow gives *much* milk.

He has *much* money.

Note. Many is followed by *plural number* while, '*many a*' takes *singular number* after it. As the verb agrees with the noun placed before it.

Many *problems* have come up suddenly.

Many *a flower* is plucked before it blossoms.

4. Little and Few :

'**Little**' means not much, hardly any. It denotes quantity.

'**Few**' means not many, hardly any. It denotes number.

In other words 'Little' and 'Few' mean practically nothing. 'Little' is used with singular countable nouns while 'Few' is used with plural countable nouns.

There is little water in the pot. (hardly any)

He had little money.

I have few friends.

Few women can keep a secret.

Note. (i) 'A little' and 'A few' make a positive sense, *A little* means some quantity though not much, while '*A few*' indicates a *certain number*, though not *many*, as :

I shall return the money in a <i>few</i> days.	(= <i>some</i>)
A <i>little</i> knowledge is a dangerous thing.	(<i>some but not much</i>)
She has a <i>little</i> money left.	(<i>some, but small amount</i>)
He has a <i>few</i> books of his own.	(<i>some, but not many</i>)

- (ii) 'The little' and 'The few' imply *two statements* – One negative and the other affirmative.

'The little' means '*not much*' but *all of that much*

The *few* means *not many* but *all of them*

Example : She wasted *the little* money she had.

We lost *the little* hope of her recovery.

I have read *the few* books I had.

She spent *the few* rupees her mother gave her.

EXERCISE

SET I

Directions : Four alternatives are given below. Complete the sentence with suitable alternative

- side has won.
(a) some (b) neither
(c) each (d) every
- day has its problems.
(a) either (b) some
(c) every (d) each
- It rained day during the holidays.
(a) any (b) some
(c) every (d) none
- We have money.
(a) any (b) each
(c) some (d) every
- We do not have rice.
(a) much (b) many
(c) some (d) none
- You may have of three books.
(a) either (b) neither
(c) some (d) any
- player did his best.
(a) some (b) every
(c) any (d) none
- He may take side.
(a) many (b) any
(c) each (d) either
- Will you bring me honey?
(a) some (b) each
(c) many (d) none
- man must do his duty.
(a) any (b) some
(c) every (d) many
- students attended the class.
(a) many (b) all
(c) whole (d) much
- She had wealth.
(a) whole (b) all
(c) many (d) much
- The boxer ate the loaf.
(a) some (b) many
(c) whole (d) all
- are not lovers of nature.
(a) All (b) Whole
(c) Much (d) none
- We received help from our neighbour
(a) much (b) whole
(c) many (d) none
- The family was plunged in grief.
(a) whole (b) much
(c) many (d) none

17. men are mortal.
 (a) many (b) some
 (c) whole (d) none
18.a boy was present today.
 (a) many (b) much
 (c) some (d) none
19. Tagore has written books.
 (a) much (b) some
 (c) any (d) many
20. I ate a pineapple.
 (a) some (b) many
 (c) much (d) none
21. She gained advantage from the scheme.
 (a) little (b) few
 (c) a few (d) a little
22. He has sense.
 (a) little (b) some
 (c) few (d) none
23. strength he had proved useless.
 (a) the few (b) the little
 (c) a little (d) none
24. care would have prevented the accident.
 (a) some (b) a little
 (c) few (d) much
25. money they had was all stolen.
 (a) some (b) the little
 (c) little (d) much
26. She spoke words.
 (a) a little (b) a few
 (c) the few (d) none
27. friends he has are all sincere.
 (a) Some (b) many
 (c) every (d) a few
28. day's rest will do you immense good.
 (a) a few (b) few
 (c) some (d) none
29. I am a man of words.
 (a) few (b) little
 (c) any (d) none
30. words spoken in earnest will convince her.
 (a) a few (b) many
 (c) every (d) little
31. There are people in the park.
 (a) many (b) few
 (c) some (d) All of the above
32. girls are absent today.
 (a) some (b) few
 (c) many (d) All of the above
33. boy gets a prize.
 (a) some (b) every
 (c) each (d) few
34. pen will do.
 (a) some (b) neither
 (c) few (d) either
35. news is true.
 (a) neither (b) some
 (c) either (d) this
36. Sorry, we haven't books on music.
 (a) any (b) some
 (c) every (d) either
37. Will you give me money?
 (a) some (b) any
 (c) more (d) few
38. I have spent money I had.
 (a) a little (b) the little
 (c) the few (d) a few
39. I have books.
 (a) many (b) some
 (c) more (d) both 'a' & 'b'
40. a boy was absent yesterday.
 (a) some (b) more
 (c) many (d) either
41. Look at man wearing a red shirt.
 (a) some (b) any
 (c) the (d) a
42. I opened door.
 (a) the (b) a
 (c) some (d) none

43. By time the sun was about to set.
 (a) some (b) any (c) little (d) none
44. I asked my mother for money to buy my ticket.
 (a) any (b) some (c) the (d) few
45. Don't you have friends in the other section?
 (a) any (b) some (c) the (d) few

SET II

Complete the following passages by filling in suitable determiners.

1. A vacationer telephoned a sea-side hotel to ask where it was. "It's only stone's throw from beach," he was told. "How will I recognize it?" asked man. Back came reply It's only one with all windows broken."
2. On a hot summer day elderly gentleman faints in the street. A small crowd immediately gathers around him.
 "Give poor man a glass of brandy," advises a woman.
 "Give him heart massage," says someone else.
 "No, just give him some brandy," insists woman.
 "Call ambulance," yells another person.
 "A brandy!"
 The man suddenly sits up and exclaims, "Shut up, everybody, and do as kind lady says!"
3. Pointing owards Lucy, English teacher said, "Can you give a sentence with subjeet and object?"
 "You look very pretty," answered Lucy.
 "What is object?" asked teacher
 "To get A in English," replied Lucy.
4. A young man was in court for stealing radio from electronics store, but he told judge that it wasn't his intention to keep radio. "I was just taking it for joke to see if he missed it," said the man. "I wasn't really stealing it."
 "Since you took it all way home," said the judge, "I'm going to give you 30 days for carrying a joke too far."
5. A pressure cooker is a vessel in which food is cooked in steam under pressure. It consists of very strong vessel, made of aluminium alloy with lid that fits tightly on top lid can be sealed on to vessel by means of rubber ring.
6. Two friends were waiting for the bus. Suddenly elderly woman came up to them and said, "Children, buy me a ticket. I don't have any money." They bought her a ticket. She went on : "Help me onto bus." They did as she asked. "Now children, help me find a seat, I can't stand up for whole journey." They found her empty seat next to elderly gentleman who immediately got up.

- "Wait a minute," he yelled, "let me get out of here before she asks you to find her husband."
7. A woman goes to psychiatrist and says, "Doctor, you've got to do something about husband-he thinks he's refrigerator!"
 "Don't worry too much about it," psychiatrist replies. "Lots of people have harmless delusions. It will pass."
 "But, Doctor, you don't understand," woman insists. "He sleeps with his mouth open, and little light keeps me awake."
8. Two women meet at party. One notices that other is wearing wedding ring on wrong finger? "Why are you wearing your wedding ring on the wrong finger?" she says.
 "Because," replies the other, "I married wrong man."
9. A proud mother telephoned newspaper office to announce that she had given birth to eight children. Unfortunately line was bad, and operator didn't hear message.
 "Would you repeat that?" asked operator.
 "Never, if I can help it," said mother.
10. A girl told mother that she had seen film about mental health and emotional health. "What is difference between mental health and emotional health?" asked mother.
 "Mental health is what I feel with regard to maths," she answered, "and emotional health is what I feel about boy who sits next to me in maths class."
11. Kashmir is one of most popular tourist destinations in India. It is beautiful region in northern part of country. There are natural springs and lakes region was made more beautiful by Moghul emperors. They built gardens with terraces and fountains. Moghul emperors used to spend leisure in charming environment of Kashmir.
12. "Are you pleased with donkey you bought at fair?" I asked old man. "Oh yes, he is fine beast. But that bridge is nuisance. His ears catch on arch. So I am cutting grooves for his ears in stone."
13. children were hurt in road accident..... school bus collided with..... truck while trying to save elderly man. There was doctor nearby but there were nurses passing in van. They stopped vehicle and gave first aid to children.
14. The national food is what people of particular country eat most often. Rice with accompaniment is popular in most parts of country. In north, however, wheat is most popular cereal.
15. I love to walk through Natural History Museum favourite gallery is on first floor. It has exhibits showing dinosaurs. They lived in bygone age. I am fascinated by size.
16. We only take few seconds to pass through earth's atmosphere which is relatively hardly thinner than skin of plum or peach. As we pass

through, we gradually leave behind particles of air, dust which scatter sun's light and make the sky look blue.

17. Ashok was emperor of India. He ruled from Patliputra as capital city of empire. In his youth, Ashoka waged battles against enemies. One of best known expeditions was against Kalinga battle proved to be a turning point in life.
18. A culture takes its form after it has undergone (a) process of growth over (b) period of time. (c) time may extend over centuries. As (d) waves from rivulets or (e) river deposit the fine matter alongside its banks, so also (f) surge of wisdom from (g) sources deposits layer upon layer and makes (h) community soil rich and fertile.
19. A very detailed list of (a) available statistics is published (b) year in (c) United Nations Demographic Year Book. From a careful study of (d) figures, demographers have worked out a description of (e) population of a modern industrial nation. Throughout (f) human history, man has had (g) very high death rate and (h) very high birth rate.
20. Modern populations in Africa, and (a) of South America and Asia are examples of a balance maintained due to (b) large number of deaths and births. In (c) countries, (d) very large proportion of the population belongs to an age group capable of becoming parents.

ANSWERS

SET I

- | | | | | | | |
|---------|---------|---------|---------|---------|---------|---------|
| 1. (b) | 2. (c) | 3. (c) | 4. (c) | 5. (a) | 6. (d) | 7. (b) |
| 8. (b) | 9. (a) | 10. (c) | 11. (a) | 12. (d) | 13. (c) | 14. (a) |
| 15. (a) | 16. (a) | 17. (d) | 18. (a) | 19. (d) | 20. (d) | 21. (a) |
| 22. (a) | 23. (b) | 24. (b) | 25. (b) | 26. (b) | 27. (d) | 28. (a) |
| 29. (a) | 30. (a) | 31. (d) | 32. (d) | 33. (c) | 34. (d) | 35. (d) |
| 36. (a) | 37. (a) | 38. (b) | 39. (d) | 40. (c) | 41. (c) | 42. (a) |
| 43. (a) | 44. (b) | 45. (a) | | | | |

SET II

- | | |
|---|---|
| 1. a, the, the, the, the, the | 2. an, the, a, the, an, the |
| 3. the, a, an, the, the, an | 4. a, an, the, the, a, the, |
| 5. a, a, the, The, the, a | 6. an, the, the, an, a |
| 7. a, a, the, the, the | 8. a, the, the, the |
| 9. a, the, the, the, the, the | 10. her, a, the the the the |
| 11. the, a, the, the, many, The, many, the | 12. the, the, an, a, a, the, the |
| 13. Many, a, the, a, an, a, many, a, their, the | |
| 14. the, a, an, the, the, the | 15. the, my, the, a, their |
| 16. a, the, the, a, a, the | 17. an, the, his, many, his, the, this, his |
| 18. the, a, This, the, a, the, many, the | 19. the, every, the, the, the, the, a, a |
| 20. that, a, these, a. | |

6

Verbs

A Verb is a word which says something about a subject.

A verb may tell us:

(a) What a person or thing does; as,

- (i) Angelina *weeps*.
- (ii) The cock *crows*.
- (iii) The clock *chimes*.

(b) What a person or thing is; as,

- (i) Glass is *brittle*.
- (ii) The queen is *dead*.
- (iii) Quinine is *bitter*.

(c) What is done to a person or to a thing; as,

- (i) The glass is *broken*.
- (ii) Riziq is *punished*.
- (iii) The house is *built*.

KINDS OF VERBS

Verbs are divided into three classes :

(i) Transitive verbs, (ii) Intransitive verbs, (iii) Auxiliary verbs.

(i) Transitive Verbs

A Transitive Verb is a word that denotes an action which passes on from the Subject to the Object.

Examples :

- (i) Anuradha Podwal *sang* a song.
- (ii) The child *recited* a poem.

The words 'sang, recited' are **Transitive Verbs**.

(ii) Intransitive Verbs

An Intransitive Verb denotes an action which does not pass on to an object.

Examples :

- (i) Angel *weeps*.
- (ii) Rahul *runs*.
- (iii) The cock *crows*.
- (iv) Nancy *sleeps*.

The words 'weeps, runs, crows, sleeps' are **all Intransitive Verbs**. They are not followed by an **Object**.

There are some Verbs which can be used both Transitivity and Intransitively; as,

Transitively

- 1. Boys *fly* kites.
- 2. Girls *run* a race.
- 3. She *opens* her mouth.
- 4. My mother *writes* poems.
- 5. The oxen *draw* the cart.

Intransitively

- (i) Birds *fly*.
- (ii) Anupam *runs*.
- (iii) The school *opens* at 8 a.m.
- (iv) She *writes* neatly.
- (v) The fair *draws* near.

(iii) Auxiliary Verbs

An **Auxiliary Verb** is a Helping Verb. It helps to form the tense or mood of the Main Verb.

Examples :

- (i) I *shall* certainly help you.
- (ii) She *has applied* for sick leave.
- (iii) You *may come* in.
- (iv) She *can go* now.
- (v) They *are singing* a song.

In the above sentences, 'shall, has, may, can, are' are Auxiliary Verbs. They help the Main Verbs 'help, applied, come, go, singing' to form the tense.

Note :

- 1. The chief **Auxiliary Verbs** are : to be (is, am, are, was, were, been), have, has, had, shall, will, should, would, can, could, do, does, did, may, might and must.
- 2. Some transitive verbs govern two objects, one of which is a person and the other a thing; as,

- (i) My uncle gave me a watch. (me is a person and watch is a thing).
 (ii) She told her son a story. (son is a person and story is a thing).

The name of a **Person** is called **Indirect Object** and the name of a **Thing** is called **Direct Object**.

Examples :

- (i) Jagjit Singh *is* a good singer.
 (ii) Abdul Hamid *becomes* a soldier.
 (iii) Honey *tastes* sweet.
 (iv) Rose *smells* sweet.

AGREEMENT OF THE VERB WITH THE SUBJECT

This is an area in which many mistakes are committed by Indian learners. Examine the following sentences :

- He go to school.
 My brother and I am going home.
 The poet and the playwright is dead.
 The poet and playwright are dead.
 People likes good boys.

Remember that a Verb must agree with its Subject in Number and Person.

- I. Often, by what is called 'Error of Proximity', the verb is made to agree in number with a noun near it, instead of with its proper subject. This should be avoided, as shown in the following examples :**

- The quality of the mangoes was not good.
 The introduction of tea and coffee and such other beverages *has* not been without some effect.
 His knowledge of Indian languages is far beyond the common.
 The state of his finances *was* such as to cause anxiety to his creditors.
 If it were possible to get near when one of the volcanic eruptions *takes* place, we should see a grand sight.
 The results of the recognition of this fact *are* seen in the gradual improvement of the diet of the poor.

- II. Two or more singular subjects connected by *and* usually take a verb in the plural; as,**

- Ram and Shyam *are* here.
 My brother and I *are* going home.
 Fire *and* water do not go together.
 Rustam and Sohrab *were* Persian heroes.
 He and his friend *have* arrived.

- III. If two singular nouns refer to the same person or thing, the verb must be singular; as,
The poet and playwright *is* dead.
With the death of Lal Bahadur Shastri a great statesman and patriot *was* lost to India.
- IV. The Article is used only once when the two nouns refer to the same person. If different persons were referred to, the Article would be used before each noun, and the verb would be Plural; as,
The poet and the playwright *are* dead.
- V. If two subjects together express *one idea*, they may be in the Singular; as,
Bread and butter *is* his only food.
The horse and carriage *was* in attendance.
The long and short of the matter *is* this.
Slow and steady *wins* the race.
- VI. If the singular subjects are preceded by *each* or *every*, the verb is usually singular; as,
Every boy and girl *was* ready.
Each day and *each* hour brings its duty.
Every man, woman and child *was* lost.
- VII. Two or more singular subjects connected by *or*, *nor*, *either...or*, *neither...nor*, take a verb in the Singular; as,
No nook or corner *was* left unexplored.
Neither he nor his brother *was* there.
Either Abdul or Hamid *has* stolen the book.
Neither food nor water *was* given to the weary travellers.
- VIII. When the subjects joined by *or*, *nor* are different numbers, the verb must be Plural, and the Plural subject must be placed next to the verb; as,
Ram or his brothers *have* done this.
Neither the Principal nor the teachers *were* present.
Either the boy or his parents *have* erred.
- IX. When the subjects joined by *or*, *nor* are different persons, the verb agrees in Person with the one nearest to it; as,
Either he or I *am* mistaken.
But it is better to say, Either he *is* mistaken, or I *am*.
He *is* not to blame, nor *are* you.
- X. When subjects different in number, or persons or both, are connected by *and*, the verb must always be in the Plural; and of the First person, if one of the subjects is of that person; of the second person, if one of the subjects is of that person, and none of the first; as,

He and I *are* well.

My father and I *have* lived together for twenty years.

You and he *are* birds of the same feather.

- XI. A Collective Noun takes a Singular Verb when collection is thought of as a whole; a Plural Verb when the individuals of which it is composed are thought of; as,**

The Council *has* chosen him President.

The fleet *has* set on sail.

There *is* a large number of boys in the class.

The mob *has* dispersed.

The majority *is* against abolition of Capital punishment.

The crew *were* taken prisoners.

- XII. Some nouns which are plural in form, but singular in meaning, take a Singular Verb, as;**

The news *is* true.

Mathematics *is* a difficult subject.

Politics *is* an interesting sphere of activity.

- XIII. Some nouns which are singular in form, but plural in meaning take Plural Verb, as;**

According to the present market rate, twelve dozen *cost* a lot of money.

- XIV. When a plural noun comes between a singular subject and its verb, the verb is often wrongly made to agree with the nearest noun instead of with the real subject. We should guard against this error :**

Each of the sisters *is* clever.

Each of the boys *was* given books.

Neither of the men *was* very tall and huffy.

A variety of pleasing objects *charms* the eye.

- XV. Words joined to a singular subject by 'with', 'together with' 'in addition to', or 'as well as', etc., are parenthetical, and therefore do not affect the number of the verb, as;**

The Principal, with all the teachers, *was* present at the meeting.

The Governor, together with the Chief Minister, *is* out of town.

Justice, as well as mercy, *allows*, it.

Ram, and not you, *has* won the prize.

- XVI. The verb *to be* takes the same place after it as before it, as;**

He said to them: It *is*; be not afraid.—*The Bible*.

It *was* you who stole my watch.

- XVII. When the subject of the verb is a relative pronoun care should be taken to see that the verb agrees in number and person with the antecedent of the relative; as,**

I, who *am* your friend, advise you against gambling.

You, who *are* my friend, should help me in difficulty.

She is one of the best mothers that *have* every lived.

Pains and *means* take either the Singular or the Plural verb, but the construction must be consistent; as,

Great pains *have* been taken to achieve the objective.

Much pains *has* been taken.

All possible means *have* been tried.

The means employed by you *is* not consistent with what you preach.

In the sense of 'income', the word means always takes a plural verb; as,

My means *are* ample.

None, though properly singular, commonly takes a Plural verb; as,

None are deaf to the cries of despair.

XVIII. When the Plural Noun is a proper name for some single object or some collective unit, it must be followed by a singular verb; as,

The *United States* is a rich country.

The *Arabian Nights* is an interesting collection of stories.

Gulliver's Travels was written by Jonathan Swift.

XIX. When a plural noun denotes some specific quantity or amount considered as a whole, the verb is generally Singular; as,

One hundred paise *is* equal to a rupee.

Fifty thousand rupees *is* a large sum of money.

Six miles *is* a long distance to be covered on foot.

CORRECT USAGE OF SOME VERBS

Example

Incorrect

1. Geeta lived in DELHI since 1990.
2. The ship was drowned.
3. Ram would not hear me.
4. She had gone to Orrisa last week.
5. He is ill for two days.
6. She finished the cooking just now.
7. I was pleased at him coming back.
8. He did nothing but to laugh.
9. I have come here this morning.
10. I said him to go.
11. The hen has lain eggs.

Correct

- Geeta **had** lived in DELHI since 1990.
- The ship was **sunk**.
- Ram would not **listen to me**.
- She **went** to Orrisa last week.
- He **has been** ill for two days.
- She **has finished** the cooking just now.
- I was pleased at **his** coming back.
- He did nothing **but laugh**.
- I **came** here this morning.
- I **told** him to go.
- The hen has **laid** eggs.

12. The traveller **laid** under the tree.
13. Four weeks **are** a good holiday.
14. Please **see** the blackboard.
15. I think she **shall** pass.
16. Which book Geeta **likes** best?
17. When **you** will return home?
18. Why **she** told that lie?
19. I **prepared** myself for the marriage.
20. The baby **must** have toys to play.
21. His arguments **are** as follow.
22. **Many** a men were present there.
23. You need not **to** go there.
24. Mathematics **require** brains.
25. Every one of them **done** their duty.

- The traveller **lay** under the tree.
Four weeks **is** a good holiday.
Please **look at** the blackboard.
I think she **will** pass.
Which book **does Geeta like** best?
When **will you** return home?
Why **did she** tell that lie?
I **prepared** for the marriage.
The baby **must** have toys to **play with**.
His arguments **are** as **follows**.
Many men were present there.
You need not **go** there.
Mathematics **requires** brains.
Every one of them **has done** his duty.





Modals

USE OF MODAL AUXILIARIES

Will, Would, Shall, Should, Can, Could, May, Might, Must, Ought, Dare, Need, Used

1. WILL, SHALL, WOULD, SHOULD

A. 'Will' is used in the First Person to express :

1. **habitual actions in the future; as,**
During the spring, flowers *will* blossom.
Farmers *will* sow seeds just before the monsoon.
2. **characteristic habit; as,**
She *will* talk about boys only.
They *will* always roam about that corner.
3. **one's intention or decision or a promise; as,**
I *will* take you home.
We *will* start early in the morning.
4. **assumption or probability; as,**
You *will* go there as usual and meet him.
This *will* be the right key.
5. **a threat; as,**
I *will* shoot if you move.
I *will* take revenge on him.

6. **Determination; as,**
I will have my way.
We will fight for our rights.

B. 'Shall' is used in the Second and Third Persons to express :

1. **A Command; as,**
You shall not tell a lie.
They shall obey me.
2. **A Promise; as,**
You shall be given a reward for good work.
He shall have his salary tomorrow.
3. **A Threat; as,**
You shall pay for that.
He shall be punished.
4. **Determination; as,**
You shall obey me.
He shall return the money by tomorrow.

C. 'Would' is used to express; as,

1. **polite requests :**
Would you mind writing this address for me?
Would you (please) move a little to the right side?
2. **used after 'wish'; as,**
I wish she would come early.
I wish it would stop raining.
3. **used with the verbs 'like' and 'care'; as,**
I would like to go to the movies.
'Care' can only be used in Negative and Interrogative sentences.
4. **used with Adverb 'rather' and 'sooner'; as,**
I would rather resign my job than submit to such a humiliation.
She would sooner become inactive than be called an extravagant.

D. 'Should' is used to express :

1. **duty; as,**
Children should obey and respect their elders.
People should not throw waste on the road.
2. **determination; as,**
It is decided that everyone should meet the expenses himself.
We were informed that we should oppose the President.

3. **used with 'let' to express anxiety over something happening in the future; as,**
 The security forces were fully prepared lest the crowd should attack the office.
 The mother was feeling very uneasy lest her child should develop fits while swimming in the lake.

2. CAN, COULD, MAY MIGHT

A. 'Can' is used to express Ability, Permission and Possibility.

- I can drive a car. (ability)
 He can take rest, if he is tired. (permission)

B. 'Could' is used to express :

- ability in the past; as,**
 I could play hockey when I was young.
 She could dance well in her teen-ages.
- permission; as,**
 The students asked if they could go home early.
 The Headmaster announced that the students could go home after the examination.
- possibility; as,**
 The tiger could be anywhere by now.
 One could walk miles in the jungle without seeing even a wild rabbit.
- to introduce a request; as,**
 Could I take a glass of cold water?
 Could you go with her to the hospital?
- also used with Present Perfect Tense; as,**
 Form is : Subject + Could + Have + Past Participle
 You + Could + have + finished + earlier if you wanted.
 I + could + have + given + him some money.

C. 'May' is used to express permission and possibility.

- You can sit down here, if you want. (permission)
 It may rain in the afternoon. (possibility)

D. 'Might' is used like 'May' to express permission or possibility.

- This tablet might cure his headache.
 They might not know that the manager is here.
'Might' is also used to express a command.
 You might post this letter for me.
 You might make less noise.

3. MUST, OUGHT

A. 'Must' is used to express :

- Obligation or Necessity; as,**
 We must respect our supervisors.
 He must repay the loans.

2. **emphatic determination; as,**

We must buy that estate.

He must be very clever.

3. **to introduce questions; as,**

Must I do it myself?

Must he make the compensation?

B. 'Ought' is used to express :1. **obligation; as,**

We ought to love and respect our parents.

You ought to know better.

2. **Strong possibility; as,**

She ought to win the match.

The man ought to be ruined.

3. **to show a duty left undone**

Subject + Ought to have + Past Participle

She + ought to have + told + me the truth.

I + ought to have + been + more liberal.

4. **Dare, Need, Used (To)****A. Dare = be brave enough to :**

The Auxiliary Verb 'dare' like other auxiliaries, combines with the infinitives of Verbs and the infinitives often drop 'to'. It is generally used in the Negative and Interrogative sentences.

Neg. Present

do/does not dare

dare not/dares not

Neg. Past

did not dare

dared not.

Interrog. Present

do you/does he dare?

dare you/dares he?

Interrog. Past.

did you/he dare?

dared you/he?

1. **'Dare' with and without 'to'**

I, We, You, They →

Dare

He, She, It, →

dares to

Note that in the negative and interrogative forms without do/did 'to' is always omitted.

1. Did he dare (to) find fault with my work?

2. The boy didn't dare (to) tell his father about the mischief.

3. Dare we disturb them at work?

2. 'Dare' as a Transitive Verb.

to dare = to challenge / to be brave enough to.

Form : Subject + Dare + Object + to (Infinitive)

1. They + dared + to + go + to the Principle's office.
2. She dared to dance in front of a large audience.

3. The old man dared a little boy to swim across the river.**B. 'Need'**

Need can be used as a transitive verb, when it means, 'require'

1. He needs a servant.
2. She needs an assistant.

As an Auxiliary Verb 'need' is generally used in the negative and it is not often used to convey an Affirmative meaning.

1. to express absence or obligation :

He need not go to a doctor.

You need not give him anything.

2. don't/won't need/need not/must not/don't have to :

Visitors don't need to leave before closing time.

You won't need to take your tiffin.

You need not light a match.

The children don't have to go to school on Sundays.

3. Need not + have + Past Participle.

(to show an unnecessary action which was nevertheless done)

1. I + needn't + have + given + him the money. (it was not necessary for me to give the money.)
2. We needn't + have + taken + him in.

C. 'Used' (to) is used:**1. to express a discontinued habit.**

I used to smoke before my marriage.

They used to live in the town when they were employed.

2. to express a routine in the Past.

The teacher used to ask questions everyday.

He used to drink.

EXERCISE

Directions : Four alternatives are given below. Complete the sentence with suitable alternative.

SET I

1. I don't think. I be able to go.

(a) shall

(b) should

(c) can

(d) could

2. He.....not pay unless he is compelled.

(a) shall

(b) will

(c) dare

(d) can

3. You be punctual.
(a) ought (b) should
(c) might (d) would
4. I wish you tell me earlier.
(a) must (b) should
(c) will (d) would
5. I assist you?
(a) Shall (b) Will
(c) Can (d) Might
6. you please help me with this?
(a) Would (b) Should
(c) Can (d) Could
7. You to pay your debts.
(a) ought (b) can
(c) should (d) might
8. He said I use his telephone at any time.
(a) can (b) might
(c) should (d) will
9. If you see him, give him my regards.
(a) shall (b) should
(c) will (d) would
10. He not ask for a rise, for fear of losing his job.
(a) need (b) dare
(c) would (d) may
11. you show me the way to the station.
(a) Could (b) Shall
(c) Might (d) May
12. I to be an atheist but now I believe in God.
(a) would (b) used
(c) ought (d) may
13. You light a match; the room is full of gas.
(a) needn't (b) mustn't
(c) won't (d) none
14. I was afraid that if I asked him again he refuse.
(a) can (b) may
(c) might (d) could
15. you like another cup of coffee?
(a) should (b) would
(c) will (d) shall
16. I wish he not play his wireless so loudly.
(a) may (b) can
(c) would (d) ought
17. He to play cricket before his marriage.
(a) used (b) is used
(c) was used (d) None
18. I carry the box into the house for you?
(a) Shall (b) Will
(c) would (d) None
19. He come, but I should be surprised.
(a) will (b) can
(c) shall (d) might
20. You write on both sides of the pages.
(a) would (b) could
(c) should (d) can
21. I told him that I visit his house.
(a) would (b) should
(c) may (d) might
22. you lend me your scooter?
(a) Can (b) Would
(c) Could (d) Will
23. The school remain closed tomorrow for Diwali.
(a) will (b) shall
(c) would (d) should
24. No one knew whether he come or not.
(a) would (b) could
(c) will (d) should
25. Work hard lest you fail.
(a) should (b) could
(c) would (d) none

26. I learn Sanskrit, and none shall stop me.
 (a) shall (b) can
 (c) will (d) none
27. I like you to do as I tell you.
 (a) would (b) should
 (c) could (d) shall
28. you see him in the fair, send him to me.
 (a) should (b) would
 (c) can (d) will
29. Anyone learn a poem.
 (a) might (b) can
 (c) will (d) none
30. She asked me if I teach her.
 (a) could (b) can
 (c) must (d) would
31. He run fast when he was a child.
 (a) could (b) must
 (c) can (d) should
32. If he had money, he buy a car.
 (a) can (b) will
 (c) shall (d) could
33. You earn so that you eat well.
 (a) will (b) shall
 (c) can (d) none
34. She worked hard so that she stand first.
 (a) might (b) may
 (c) can (d) could
35. You not tell a lie.
 (a) shall (b) must
 (c) should (d) would
36. You be rewarded.
 (a) should (b) shall
 (c) will (d) All of the above
37. We help the poor.
 (a) should (b) would
 (c) will (d) can
38. You stick to your promise.
 (a) would (b) can
 (c) may (d) should
39. Children obey their parents.
 (a) should (b) must
 (c) will (d) none
40. He was sure that he win the prize.
 (a) would (b) should
 (c) can (d) could

SET II

Fill in the blanks with suitable modals :

1. All young men (a) save. They (b) keep their money in banks which (c) help their money grow with time. He who saves money (d) fear anybody. He (e) fall ill and need money. He (f) also please his daughters when they visit him on important occasions. His old age (g) not be a hindrance in fulfilling his duties.

Hints: (a) must (b) must (c) can (d) needn't (e) may (f) can (g) would.

2. Be careful about your health lest you (a) fall ill. He who falls ill (b) see a doctor. He (c) go to him at least once a day. But this (d) be a loss of time and money which (e) be saved at all costs. We (f) eat things which (g) spoil our health. In fact, we (h) be very careful about our health.

Hints: (a) should (b) must (c) should (d) would (e) should (f) shouldn't (g) can (h) must.

3. The world (a) be a nice place but we (b) know how to live on this earth. After all we (c) change the shape of things if we (d) change. The early man (e) not do much because he was ill-equipped and he (f) not understand the secrets of nature. The modern man (g) do much with the help of Science, the subject which (h) be made compulsory in the near future in our schools.

Hints: (a) may (b) must (c) must (d) can (e) could (f) could (g) can (h) would.

4. Milk is a complete food, full of vitamins and proteins. Children (a) drink it regularly otherwise they (b) suffer from under-nourishment. Elders (c) also take it but those who (d) afford it (e) take pulses, fruits and vegetables as an alternative. We (f) purchase milk of good quality from milk booths opened by the Government.

Hints: (a) must (b) can (c) should (d) cannot (e) can (f) can.

5. If we sit in an incorrect posture it (a) strain our back. As far as possible this (b) be avoided. If the posture becomes a part of habit, a low back pain is invariably develops. It (c) be cured if we become conscious of our posture. We (d) also take time out to perform a few exercises. If the exercises are done regularly the backache (e) certainly be cured. It (f) also improve blood circulation within the spine.

Hints: (a) will (b) should (c) can (d) must (e) can (f) will.

6. A fox saw a crow eating a piece of bread. He wondered how he (a) befool the crow. He said very politely, (b) you please pay a little attention to me? What a nice bird you are! Your voice (c) be very sweet. I think you (d) sing very well." The foolish crow was flattered. It opened its beak. The piece of bread fell down. The fox picked it up and ran away.

Hints: (a) could (b) Would (c) must (d) can. (7)

7. An average child (a) speak clearly by the time he is three or four years old. Some children at this stage (b) experiences some difficulties. As a caring parent you (c) do many things. Read the child whenever you (d) but you (e) never do this in a tense, loud voice. The child (f) know that you love him.

Hints : (a) can (b) might (c) must (ought to) (d) can (e) must (f) should.

8. We (a) observe the rules of the road. By ignoring the rules you (b) not meet with an accident for some time, but you (c) not escape the trouble for ever. You (d) meet with an accident any time.

Hints : (a) must (b) may (c) can't (d) can.

9. If you work casually and irregularly, you (a) not achieve your goal. You (b) work sincerely and consistently if you want to succeed. (c) God bless you with success! It is true that nobody (d) escape committing mistakes. But sincerity and hard work do pay in the long run.

Hints: (a) can't (b) should (c) May (d) can.

10. Though he tried hard, yet he (a) not succeed. He (b) study with full concentration, otherwise he (c) not qualify the I.A.S. examination. (d) he succeed in his aim !

Hints: (a) could (b) must (c) can (+ not = cannot / can't) (d) May.

11. Fitness is matter of prime importance. We be aware of the does and don'ts of keeping fit. We take care of our diet. If we eat too much we fall ill. If we eat nutritious food we build up our strength. Rules of fitness to be taught at home and at school.

12. A forest is fascinating at night. If you sit still you see a tiger. On a dark night you not see at all. You carry a torchlight with you to find your path, otherwise you stumble and fall. You not be afraid as wild animals do not attack without provocation.

13. Tourist : Excuse me, you tell me how to reach the National Museum?

Pankaj : I if I knew. You ask the policeman.

Tourist : you come with me to the policeman? It seems he not answer in English.

14. I have a new dress for the party. My mothe says I not busy as the dresses I have are very good. I think my friends also attend the party, therefore I look my best. I to think of expense too, my mother feels.

15. Waiter : Good evening you like to give your order?

Aman : I like to wait a little, be half an hour later.

Waiter : Very well, Sir Menawhile, I bring you something to drink?

Aman : If you bring a drink withou sugar.

Waiter : Yes, Sir. You try our lime juice with soda.

16. Tourist : I wish to buy a saree.

Shopkeeper : you like to buy a silk saree?

Tourist : I if I like it.

Shopkeeper : I show you cotton sarees too.

Tourist : You not show any more you accept payment through a credit card?

Shopkeeper : No. I not. You pay cash.

17. We think that the weight of our equipment make walking or climbing very arduous, but as soon as we set fot on the soil of the moon, we find that the contrary is the case. We find we carry heavy weights, we jump to great heihts, we even want to break our own jumping records.

18. Dear Father,

I came to know about you recent illness. You take good care of yourself. You not worry because this problem is easily curable. You to follow the

doctor's instructions faithfully. Drink plenty of water; it help the kidneys. Your blood pressure too come down. I remain in touch. With love,

Suman

19. Rev. Martin Luther, King, Jr. said, "In a sense we have come to the capital to cash a cheque. When the architects of our republic (write) our constitution, they (sign) a promissory note to which every American (be) to fall heir. This note was a promise that all men would be (guarantee) liberty and the pursuit a happiness.
20. Prometheus, who (a) (be) good and kind, taught men everything. He taught them how (b) (blind) houses and make tools. He showed them how to catch and (c) (tame) some of the wild creatures. But it was slow work since man (d) (not have) fire. Men had (e) (eat) raw meat. They (f) (not make) bread or warm their houses in winter.

ANSWERS

SET I

- | | | | | | | |
|---------|---------|---------|---------|---------|---------|---------|
| 1. (a) | 2. (b) | 3. (b) | 4. (d) | 5. (a) | 6. (a) | 7. (a) |
| 8. (b) | 9. (b) | 10. (a) | 11. (a) | 12. (b) | 13. (b) | 14. (c) |
| 15. (b) | 16. (c) | 17. (a) | 18. (a) | 19. (d) | 20. (c) | 21. (a) |
| 22. (c) | 23. (a) | 24. (a) | 25. (a) | 26. (c) | 27. (a) | 28. (a) |
| 29. (b) | 30. (d) | 31. (a) | 32. (d) | 33. (c) | 34. (b) | 35. (b) |
| 36. (d) | 37. (a) | 38. (d) | 39. (b) | 40. (a) | | |

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8

The Tense

The knowledge of Tense is very essential for effective writing and speaking of English. This is an area where most of the students commit mistakes. It is very important to use the correct form of tense at a particular place.

Basically, Tense is used to denote the time of the action or its state. It tells us whether the action was performed in the past, or is being performed in the present or will be performed in the coming future. About the state of the action, the tense tells us whether it is complete or is still going on at the time of speaking. Thus tense is the form of a verb which shows the time at which an *event occurs* and the *degree of completeness/incompleteness of the event*.

Now let us study each tense in detail

1. THE SIMPLE PRESENT TENSE (or *THE PRESENT INDEFINITE*)

- (a) **Affirmative Sentences** : Subject + First Form of Verb(V1) + Object.
- (b) **Negative Sentences** : Subject + do not/does not + First Form of Verb(V1) + Obj.
- (c) **Interrogative Sentences** : Do/does + subject + First Form of Verb(V1) + Object?

Examples :

Rakesh writes a letter.

She does not go to temple daily.

Do they play football daily?

Use of Simple Present Tense

- (a) **To express a habitual action :**

(i) He *goes* for a long walk.

(ii) They *play* football daily.

- (b) **To express a universal truth : as**
 - (i) The earth *revolves* around the sun.
 - (ii) The sun *rises* in the east.
- (c) **To express a situation or a fact that is permanent:**
 - (i) The Taj *stands* on the bank of Yamuna.
 - (ii) This road *leads* to Delhi.
- (d) **To express an action which must happen in the near future :**
 - (i) Rahul *goes* to Australia next month.
 - (ii) The meeting *starts* at 10.00 a.m.
- (e) **In Conditional Tenses :**
 - (i) If I *go* to Delhi, I *shall* bring toys for you.
 - (ii) If you *work* hard, you *will* pass.
- (f) **In describing running commentaries:**
Sachin *passes* the ball to Vinod and he *hits* it into the goal.
- (g) **To Quote Authors ;**
Keats says, "A thing of beauty is a joy forever."
- (h) **To express the past events in a more vivid way. This use of the present is called Historical present.**
Rustam and Sohrab *face* each other on the battle field. Rustam *hits* Sohrab. Sohrab *falls* off his horse. His army *runs* away in confusion. Rustam *wins* the battle.

2. THE PRESENT CONTINUOUS TENSE

- (a) **Affirmative Sentences :** Subject + is/am/are + verb1 + ing + Object.
- (b) **Negative Sentences :** Subject + is/am/are + not + first form of verb + ing + Object.
- (c) **Interrogative Sentences :** Is/am/are + subject + verb1 + ing + Object ?

Examples :

I am writing a letter.
He is not going to school these days.
Are you listening to music?

Use of Present Continuous Tense

- (a) **To describe the continuity of an action going on at the moment of speaking**
 - (i) She *is* writing a letter.
 - (ii) I *am* taking my lunch.
- (b) **To describe an action in progress, but not necessarily going on at the time of speaking:**
 - (i) I *am* writing a book on English.
 - (ii) They *are* building another school at Ludhiana.

- (c) **To express an action definitely planned for the near future :**
(i) I am leaving for Delhi tomorrow.
(ii) What are you doing in the evening?
- (d) **To express a temporary situation :**
(i) Anjali is sitting in a chair.
(ii) We are enjoying the situation.
- (e) **To express an action that has become a habit but is annoying/ unpleasant to others :**
(i) You are always asking for money.
(ii) Amrit is always making lame excuses.

3. THE PRESENT PERFECT TENSE

- (a) **Affirmative Sentences :** Subject + has/have + Past Participle (IIIrd form of the verb) + Object
- (b) **Negative Sentences :** Subject + has not/have not + Third form of the Verb + Object.
- (c) **Interrogative Sentences :** Has/Have + Subject + Third form of the verb + Object.?

Examples :

I have lost my pen.

They have not sold their house yet.

Has he won the match?

Use of Present Perfect Tense

- (a) **To express an action that has been recently completed :**
(i) He has just posted the letter.
(ii) I have written an essay.
- (b) **To describe an action which has just occurred, but the time is not given:**
(i) The gardener has watered the plants.
(ii) The doctor has treated the patient.
- (c) **To describe a past event, having some connection with the present:**
(i) He has seen this film.
(ii) They have never cheated anybody.
- (d) **To express an action having taken place in the Past and continuing in the present:**
(i) I have taught in this school for five years.
(ii) He has known him for three years.

4. THE PRESENT PERFECT CONTINUOUS TENSE

- (a) **Affirmative Sentences :** Subject + has/have + been + Present Participle (V₁ + ing) + since/for + Object
- (b) **Negative Sentences :** Subject + has/have + not been + Present Participle (V₁ + ing) + since/for + Object.

(c) **Interrogative Sentences** : *Has/Have + Subject + V₁ + ing + since/for + object?*

Examples :

We have been waiting for you for half an hour.

I have not been going to school for two weeks.

Has he been working here for two years ?

Use of Present Perfect Continuous Tense

(a) **To express an action which began in the past but is still going on :**

(i) She has been reading a novel since morning.

(ii) I have been lying in bed for an hour.

(b) **To express an action which began in the past and has been just completed, but whose result is still relevant in the present :**

(i) My clothes are dirty, I have been dusting my room since morning.

(ii) I am late because I have been preparing for the test since early morning.

(c) **To express an action in a sentence which begins with 'For how long' or 'Since when':**

(i) Since when you have been waiting for me?

(ii) For how long has he been suffering from fever?

5. THE SIMPLE PAST TENSE

(a) **Affirmative Sentences** : *Subject + Second form of the verb + Object*

(b) **Negative Sentences** : *Subject + did not + first form of the verb + object*

(c) **Interrogative Sentences** : *Did + Subject + First form of the verb + Object?*

Examples :

Raj stole my pen.

You did not help me.

Did she finish her work in time?

Use of Simple Past Tense

(a) **To express an action completed in the Past with reference to the time of speaking:**

(i) I met my teacher in the park yesterday.

(ii) We visited Jaipur last year.

(b) **To express a habitual or regular action in the Past :**

(i) When he was young, he always slept with his father.

(ii) I visited the temple every evening to offer my prayers.

(c) **To express an event which occurred at a particular point in the past:**

(i) Edison invented the gramophone.

(ii) A truck hit a car and killed its driver.

(d) **To express an action which occupied a period of time in the Past, but has ended now :**

- (i) He worked for eight hours. (= not working now)
- (ii) I stayed at Shimla with my uncle for ten days. (=not staying now)

6. PAST CONTINUOUS TENSE

- (a) **Affirmative Sentences :** Subject + was/were + Present Participle (First form the verb + ing) + Object
- (b) **Negative Sentences :** Subject + was/were + not + Present participle (First form the verb + ing) + Object
- (c) **Interrogative Sentences :** Was/Were + subject + Present Participle (First form the verb + ing) + Object ?

Examples :

The baby was crying.

The students were not making a noise.

Were they waiting for their teacher?

Use of Past Continuous Tense

- (a) **To describe an action that was in progress at a point of time in the Past or over a period of time in the Past :**
 - (i) He was flying kites.
 - (ii) The girls were singing songs.
- (b) **To describe an action that was in progress when another action took place:**
 - (i) I was taking bath when the postman knocked at the door.
 - (ii) She was sleeping when the phone rang.
- (c) **To describe two actions going on at the same time in the past :**
 - (i) While I was watching television, my brother was reading a book.
 - (ii) While the teacher was teaching, two students were fighting.
- (d) **To show gradual development of a happening :**
 - (i) It was getting colder.
 - (ii) The child was growing like a plant.
- (e) **To express disapproval/irritation at a frequently repeated past action:**
 - (i) She was always quarrelling with me.
 - (ii) The students were always missing the classes.

7. THE PAST PERFECT TENSE

- (a) **Affirmative Sentences :** Subject + had + Past Participle (IIIrd form of the verb)+Object.
- (b) **Negative Sentences :** Subject + had not + Third form of the Verb +Object.
- (c) **Interrogative Sentences :** Had + Subject + Third form of the verb + Object?

Examples :

Angelina had already read that book.

Neeru had not made coffee for me.

Had they reached school in time?

Use of Past Perfect Tense

(a) To express an action completed in the past with the words *already, before, never, ever, still, etc.*:

(i) I had never visited Jaipur before.

(ii) They had already paid my salary.

(b) To describe an action which was completed before another action took place in the past :

(i) The patient had died before the doctor arrived.

(ii) The train had already left when I reached the station.

(c) To express an unfulfilled wish/hope/intention etc. (with the verbs *hope, wish, want, intend etc.*)

(i) She had wished to become a doctor.

(ii) Angelina had intended to buy this school.

(d) To express an unfulfilled condition in the past :

(i) Had she worked hard, she would have passed.

(ii) If we had hired a taxi, we would have caught the train.

8. THE PAST PERFECT CONTINUOUS TENSE

(a) **Affirmative Sentences** : Subject + had + been + Present Participle (1st form of the verb +ing) since/for + Object.

(b) **Negative Sentences** : Subject + had not been + Present Participle (1st form of the verb +ing) + since/for + Object

(c) **Interrogative Sentences** : *Had + subject + been + Present Participle (1st form of the verb)*

Examples :

She had been living in Ferozepur before she moved to Mukatsar.

She had not been working hard since childhood.

Had he been coming to school for two months?

Use of Past Perfect Continuous Tense

(a) To describe an action which continued in the past at a given period of time. In other words, the action started before a given point in the past. It was continuing at that time and probably continued after that also.

(i) We had been reading for two hours when you came.

(ii) The gardener had been watering the plants since morning.

9. THE SIMPLE FUTURE TENSE

- (a) **Affirmative Sentences** : Subject + shall/will + First form of the verb + Object.
- (b) **Negative Sentences** : Subject + shall/will + not + First form of the verb + object
- (c) **Interrogative Sentences** : *Shall/Will + Subject + first form of the verb + object ?*

Examples :

I shall go to Delhi tomorrow.

We shall not wait for you.

Will you read this book?

Uses of Simple Future Tense

- (a) **To express actions in the future i.e. action that has still to take place:**
 - (i) I shall meet you tomorrow.
 - (ii) They will arrive soon.
- (b) **To express habitual action in the future :**
 - (i) The rainy season will come.
 - (ii) My son will run this firm exactly as I am doing now.
- (c) **To express the speaker's opinions or assumptions about the future. Verbs such as think, believe, expect, hope, suppose etc. introduce such opinions.**
 - (i) I expect he will do better next time.
 - (ii) Do you think she will come back?

10. THE FUTURE CONTINUOUS TENSE

- (a) **Affirmative Sentences** : Subject + shall/will + be + Present Participle (V₁ + ing) + Object.
- (b) **Negative Sentences** : Subject + shall/will + not + be + Present participle (V₁ + ing) + Object
- (c) **Interrogative Sentences** : *Shall/Will + subject + be + Present Participle (V₁ + ing) + Object ?*

Examples :

We shall be playing hockey tomorrow evening.

He will not be solving the sums.

Will he be going to Ludhiana for a meeting?

Uses of Future Continuous Tense

- (a) **To describe an action that will be in progress at a given point of time in the future :**
 - (i) We shall be taking a test at 9 a.m. tomorrow.
 - (ii) What will you be doing tomorrow?

- (b) To refer to an event that is expected to take place in the normal course. It suggests that something is expected to happen.

- (i) We shall be visiting him tomorrow.
- (ii) The doctor will be arriving soon.

11. THE FUTURE PERFECT TENSE

- (a) **Affirmative Sentences** : Subject + will/shall + have + Past Participle V_3 + object.
- (b) **Negative Sentences** : Subject + will/shall + not have + Past participle V_3 + object
- (c) **Interrogative Sentences** : Shall/will + Subject + have + Past Participle V_3 + object?

Examples :

Anirudh will have left the country by the end of the month.

He will not have returned home before you get there.

Shall I have completed my work by tomorrow evening?

Use of Future Perfect Tense

- (a) To describe an action that will be completed at some point of time in the future:
 - (i) She will have reached there by evening.
 - (ii) The train will have left by the time we reach the station.

12. THE FUTURE PERFECT CONTINUOUS TENSE

- (a) **Affirmative Sentences** : Subject + will/shall + have + been + Present Participle V_1 + ing + for + object.
- (b) **Negative Sentences** : Subject + will/shall + not + have been + Present participle (V_1 + ing) + for + object.
- (c) **Interrogative Sentences** : Shall/will + Subject + have been + Present Participle + (V_1 + ing) + for + object?

Examples :

She will have been washing clothes for two hours.

I shall not have been solving sums for two hours.

Shall I have been helping the poor for two years?

Uses of Perfect Continuous Tense

- (a) To describe an action that will be in progress even after a given point of time in the future:
 - (i) By the end of March I shall have been working in this school for two years.

Some important rules governing the sequence of tenses :

1. If the Principal clause is in the Past tense, then subordinate clause must be in past tense e.g.

I thought that they reached at home.
He was the man who had stolen my purse.

2. If the Principal clause is in the Present Tense/Future Tense then subordinate clause may be in any tense required by the sense.

I think that the story was not true.

You will tell me what you heard.

3. If the Principal clause is in the Past Tense, then subordinate clause may be in Present tense if it shows habitual or universal facts.

The teacher taught that the sun rises in the East.

The father said that all men are mortal.

4. When the subordinate clause is introduced by conjunction of a comparison i.e. than/as well as, then, any tense can be followed by any tense according to sense.

She teaches me as well as she teaches you.

She teaches you better then she taught me.

5. When the subordinate clause is introduced by a conjunction of purpose then there are two rules.

- (i) If the Principal clause is in the Present or Future tense, the subordinate clause must be expressed by verb 'may'. e.g.,

They work hard so that they may succeed.

Write these two separate sentences as in two separate lines as given in examples:

They shall be working hard so that they may succeed.

- (ii) If the Principal clause is in the Past tense, the subordinate clause must be expressed by verb 'might'.

They worked hard so that they might succeed.

6. If the subordinate clause is introduced by conjunction 'lest', then the subordinate clause must have the verb should whatever may be the tense of Principal clause.

(i) You work hard lest you should fail.

(ii) You run fast lest you should miss the train.

7. If the subordinate clause is introduced by conjunction as if or as though, the subordinate clause must be in Past Tense, whatever may be the tense of Principal clause.

(i) He talked as if he were mad.

(ii) They behave as though they were thieves.

Compound Sentences

It consists of two or more independent sentences or Principal clauses, which are joined together by co-ordinating conjunctions.

- (i) My sister came and gave the books to me.

9

Voice

ACTIVE AND PASSIVE VOICE

There are two ways of expressing an action by using a transitive verb. Read the following sentences :

- (i) Abhishek wrote a book.
- (ii) A book was written by Abhishek.

These two sentences have the same meaning. These are simply two different ways of saying the same thing. There is, however, a shift in stress on the agent and also a change in the form of verb.

In sentence (i) The subject 'Abhishek' is the 'doer' of the action. It acts or is active. So the verb 'wrote' is in active voice. Thus in simple words when the subject of a sentence is active, that means it performs an action or activity, then the sentence is called to be in active voice.

In sentence (ii) The subject 'A book' is the 'receiver' of action. It suffers the action done by someone else (Abhishek, in this case). It is acted upon. In simpler words , when the subject of a sentence is passive (lazy, inactive), it does not perform any action or activity, rather it is the victim, it is acted upon by the object, then the sentence is called to be in passive voice.

What do you notice ?

- 1. Only Transitive Verbs can be changed into Passive.
- 2. A transitive verb is one which needs an object to pass on the action performed onto it. It must have an object which **becomes the subject of the Passive Voice.**

3. The **subject of the Active Voice** is made the object of passive voice with some Preposition generally 'by'.
4. In passive Voice, Third form of the verb (V_3) is used always.
5. Some form of the verb '**to be**' (is, am, are, was, were, being or been) is used according to Tense.
6. The Tense of the Verb does not change.

Steps to change a sentence from Active Voice to Passive Voice

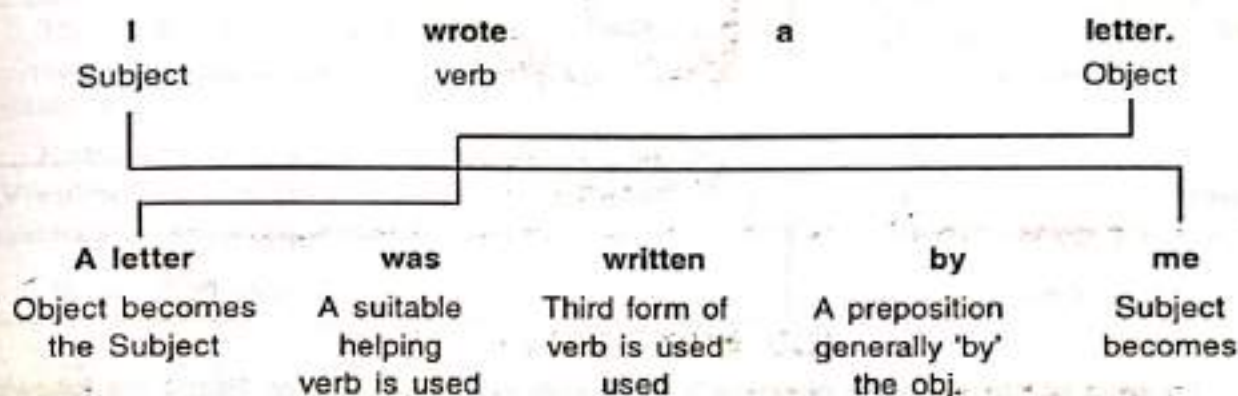


TABLE I : Table of Verb Forms

Active Voice	Passive Voice	
	Form of 'be'	Third Form of main verb
First Form of Verb (V_1) or do/does	is/am/are	Third form of the verb
Second Form of Verb (V_2) or did + V_1	Was/were	
Will/shall + First Form (V_1)	Will be/shall be	
Is/am/are + V_1 + ing	Is/am/are + being	
Was/were + V_1 + ing	Was/were + being	
Has/have/had + V_3	Has/have/had + been	
Modal (can/may) (can be, may be)	Modal + be	

TABLE II : Tense Chart (Passive Voice)
Forms of the Verb 'love' in various tenses

Tense	Simple	Continuous	Perfect
Present	is/am/are + V ₃ is loved am loved are loved	is/am/are + Being + V ₃ is being loved am being loved are being loved	Has/have + been + V ₃ has been loved have been loved
Past	was/were + V ₃ was loved were loved	was/were + being + V ₃ was being loved were being loved	had + been + V ₃ had been loved
Future	will/shall + be + V ₃ will be loved shall be loved	No - Passive	will/shall + have been + V ₃ will have been loved shall have been loved

The case of pronoun also changes from Nominative to Accusative. Study the following table :

CHANGE OF PRONOUN

Nominative Case (As 'Subject' in Active Voice)	Becomes	Accusative Case (As 'Object' in Passive Voice)
I		Me
We		Us
He		Him
She		Her
They		Them
You	Remains	You
It	Remains	It

It follows that the 'Object' in the active voice also suffers a change. When the pronoun becomes subject in the Passive Voice, it assumes the nominative case.

She	helped	me.
subject		object
I	was helped	by her.
subject		object

You can at once recognize the change in the case of Pronoun.

CHANGE OF VOICE IN TENSES

The Change of Voice takes place only in the following EIGHT tenses :

1. Simple Present Tense
2. Simple Past Tense
3. Simple Future Tense
4. Present Continuous Tense
5. Past Continuous Tense
6. Present Perfect Tense
7. Past Perfect Tense
8. Future Perfect Tense

The tenses have been grouped in this order to help the students grasp the changes with minimum effort. The form of verb in Active as well as Passive Voice has been provided to facilitate comparison, identification and execution of the change.

Note. The following four tenses have no passive forms.

1. Future Continuous
2. Present Perfect Continuous
3. Past Perfect Continuous
4. Future Perfect Continuous

Let us study the Active and Passive Voice Constructions tensewise:

RULES

1. Present Indefinite Tense

Active

Subject + First form of Verb(V₁) + s/es

Active Voice

He loves me.
Geetu writes a letter.
The boys do not make a noise.
Neeru does not like singing.
Do they respect their parents?
Does the gardener water the plants?

Passive

Is/am/are + Third form of verb (V₃)

Passive Voice

I am loved by him.
A letter is written by Geetu.
A noise is not made by the boys.
Singing is not liked by Neeru.
Are their parents respected by them?
Are the plants watered by the

2. Present Continuous Tense

Active

Is/am/are + First form of verb (V₁ + ing)

Active Voice

Sita is watering the plants.
I am playing a game.
Sheetal is not running a race.
I am not reading a novel.
Is the peon ringing the bell?

Passive

S + Is/am/are + being + (V₃)

Passive Voice

The plants are being watered by Sita.
A game is being played by me.
A race is not being run by Sheetal.
A novel is not being read by me.
Is the bell being rung by the peon?

3. Present Perfect Tense**Active****Subject + has/have + V₃****Active Voice**

I have kept my promise.

You have helped her.

They have not plucked the flowers.

Has Varun paid his fine?

Passive**S + has/have + been + V3****Passive Voice**

My promise has been kept by me.

She has been helped by you.

Flowers have not been plucked by them.

Has his fine been paid by Varun?

4. Present perfect continuous sentences

The sentences of this tense cannot be changed into passive voice.

5. Past Indefinite Tense**Active****Subject + V₂****Active Voice**

We refused him admission.

Angelina did not disturb me.

The nurse did not help him.

Did you lock the gates?

Passive**S + was/were + V3****Passive Voice**

He was refused admission by us.

I was not disturbed by Angelina.

He was not helped by the nurse.

Were the gates locked by you?

6. Past Continuous Tense**Active****Subject + was/were + V₁ + ing****Active Voice**

The masons were building the house.

Vicky was teasing the baby.

Rahul was not reading a story.

Were they attending the classes?

Were they bribing the clerk?

Passive**S + was/were + being + V3****Passive Voice**

The house was being built by the masons.

The baby was being teased by Vicky.

A story was not being read by Rahul.

Were the classes being attended by them?

Was the clerk being bribed by them?

7. Past Perfect Tense**Active****S + had + V₃****Active Voice**

The peon had cleaned the desks.

We had bought a new car.

You had not kept bad company.

Had they signed the agreement?

Had they closed the shop?

Passive**S + had been + V3****Passive Voice**

The desks had been cleaned by the peon.

A new car had been bought by us.

Bad company had not been kept by you.

Had the agreement been signed by them?

Had the shop been closed by them?

8. Present perfect continuous sentences

The sentences of this tense cannot be changed into passive voice.

9. Future Indefinite Tense

Active

S + will/shall + V₁

Active Voice

They will know the truth.

The teacher will finish the chapter.

He will not help the poor.

He will not play two matches.

When will you return my book?

Will Seema paint a picture?

Passive

S+will/shall be + V3

Passive Voice

The truth will be known by them.

The chapter will be finished by the teacher.

The poor will not be helped by him.

Two matches will not be played by him.

When will my book be returned by you?

Will a picture be painted by Seema?

10. Future Continuous Tense

The sentences of this tense cannot be changed into passive voice.

11. Future Perfect Tense

Active

S + will/shall have + V₃

Active Voice

I shall have finished the job.

He will have written a book.

She will not have paid her dues.

Will they have said their prayers?

Passive

S + will/shall have been + V3

Passive Voice

The job will have been finished by me.

A book will have been written by him.

Her dues will not have been paid by her.

Will their prayers have been said by them?

MISCELLANEOUS TYPES OF SENTENCES

(1) Modals Followed by Verbs

Active

Modal + First form of Verb (V₁)

Active Voice

She can help you.

He could solve this sum.

May I use your pen?

He might reject your plan.

We should not violate the rules.

Passive

Modal + be + V3

Passive Voice

You can be helped by her.

This sum could be solved by him.

May your pen be used by me?

Your plan might be rejected by him.

The rules should not be violated by us.

(2) Imperative Sentences

Imperative sentences begin with the First form of the verb. In case of request, 'please' or 'kindly' may be added before the infinitive.

The Imperative Sentences may be divided into three types :

- (i) Where the action is confined to the subject.
- (ii) Where the object receives the action.
- (iii) Offers/suggestions beginning with 'let'

Let us study them separately :

Type I. Request/Advice/order confined to the subject.

Use : 'You are ordered / advised / requested + to' according to sense followed by first form of the verb.

Active Voice

1. Take exercise daily.
2. Get out of my way.
3. Please help me.
4. Do not steal.

Passive Voice

You are advised to take exercise daily.
You are ordered to get out of my way.
You are requested to help me.
You are forbidden to steal.

Type II. Where the object receives the action.

Use let before the subject in the passive voice. Then add 'be' and the third form of the verb.

(V₁) + Object

Active Voice

1. Do it.
2. Open the window.
3. Obey your parents.
4. Switch on the light.
5. Never waste time.

Let + Subject + be + V₃

Passive Voice

Let it be done.
Let the window be opened.
Let your parents be obeyed.
Let the light be switched on.
Let time never be wasted.

Note : We can use 'should + be + V₃' in place of 'Let + be + V₃'

The above sentences could be changed into passive voice with the help of 'should' as under:

- | | |
|-------------------------|----------------------------------|
| 1. Do it. | It should be done. |
| 2. Open the window. | The window should be opened. |
| 3. Obey your parents. | (Your) parents should be obeyed. |
| 4. Switch on the light. | The light should be switched on. |
| 5. Never waste time. | Time should never be wasted. |

The form with 'Let' is more popular now-a-days.

Type III. Offers/Suggestions with 'Let'

The Active Voice has the First Form of the Verb after let and Noun/Pronoun. While changing the voice, retain 'let' but transfer the object of active voice after 'let' and then add be + Third form of the Verb and the agent (doer/subject in the active voice)

Active VoiceLet + Noun/Pronoun + V₁ + Object**Active Voice**

1. Let us play tennis.
2. Let her do it.
3. Let him have the book.
4. Let them watch a film.

Passive VoiceLet + Object + be + (V₃) + Agent**Passive Voice**

- Let tennis be played by us.
 Let it be done by her.
 Let the book be had by him.
 Let a film be watched by them.

Practice Exercise

1. Let my son live.
2. Let us take a taxi upto the club.
3. Let me relate how it happen.
4. Bring me a hand mirror first.
5. Open your mouth.
6. Go and tell the warden everything is ready.
7. Let me have a dollar.
8. Let me tear up the rag.
9. Please spare my son.
10. Strike a light.

(3) Sentences With Infinitives**Type I. to + infinitive.**

While changing sentences with 'to + First form of the Verb' into the Passive voice, the infinitive becomes a passive infinitive i.e. to + be + third form of the verb.

The main verb (if any) remains unchanged.

Active Voice**(to + infinitive)**

1. A stick is to walk with.
2. Woman like to talk to.
3. He wanted to take rest.
4. Lalit is to do this job.

Passive Voice**(to + be + third form of the verb)**

- A stick is to be walked with.
 Women like to be talked to.
 He wanted rest to be taken.
 This job is to be done by Lalit.

Type II. Bare Infinitive.

The Bare Infinitive is changed to full infinitive i.e. to + infinitive. The main verb is changed into Passive form according to the tense.

Active Voice**(bare infinitive)**

- I made him do this work.
 She noticed him throw the stone.
 I watched her cross the road.

Passive Voice**(to + infinitive)**

- He was made to do this work by me.
 He was noticed to throw the stone by her.
 She was watched to cross the road by me.

Practice Exercise

1. The doctor had to operate one of my legs.
2. We want to build up a prosperous nation.
3. I had to clear my hardles.
4. I don't expect to get much out of him.
5. They prefer to spend money at the movies.
6. I had a lot to do before the operation.
7. I worked to earn money.
8. I had to tell him about you.
9. We want to start a general movement.
10. You have to learn this.

(4) Sentences Beginning With 'It is Time'

The sentences beginning with 'It is time' have a 'to – infinitive' followed by 'Object' in the Active Voice construction. While changing into Passive Voice, 'It is time' is retained at the beginning, followed by 'for + object' and then 'to + be + third form of the verb' is added. Study the following:

Active Voice

1. It is time to take rest.
2. It is time to play cricket.
3. It is time to open the shop.
4. It is time to say prayer.
5. It is not time to take tea.

Passive Voice

- It is time for rest to be taken.
 It is time for cricket to be played.
 It is time for the shop to be opened.
 It is time for prayer to be said.
 It is not time for tea to be taken.

(5) Sentences having Verbs + Prepositions

Some Intransitive verbs become transitive and take an object after the preposition is added to the verb. In such cases this preposition becomes part of the verb. While changing into the Passive Voice this preposition is retained 'as such' along with the third form of the said verb. Study the following :

Solved Examples**Active Voice**

1. A car ran over the child.
2. They laughed at the beggar.
3. She is looking after the baby.

Passive Voice

- A child was run over by a car.
 The beggar was laughed at by them.
 The baby is being looked after by her.

Practice Exercise

1. They looked at the old kite maker with indifference.
2. He peered into the nest.
3. We lifted her off the bed.
4. We rejoice in that freedom.

5. Gandhi held aloft the torch of freedom.
6. We carried her corpse off.
7. We felt sorry for the sparrows.
8. Father often talked off his injured toe.
9. Mahmood dreamt of a beautiful kite.
10. We think of our brothers and sisters.

(6) Prepositions Other than 'By'

The past participles of some verbs take prepositions other than 'by' when used in the passive voice. We use 'to', 'at', 'in', 'with' instead of 'by' with the following verbs.

1. **at** alarmed, annoyed, astonished, displeased, (something), pleased (something), surprised, shocked, vexed (something), worried.
2. **in** contained, engaged, included, involved
3. **with** blocked, crowded, disgusted, embellished, filled, impressed, offended (person) pleased (person) satisfied, thronged.
4. **to** known, obliged.

Active Voice

1. I know him.
2. This jug contains milk.
3. The news alarmed him.

Passive Voice

- He is known *to* me.
Milk is contained *in* this jug.
He was alarmed *at* this news.

Practice Exercise

1. He was surprised at her conduct.
2. The news alarmed Albert.
3. Nothing less will satisfy him.
4. Brown did not know about his father's job.
5. My work pleased the captain.
6. Boys and Girls lined the roads on both sides.
7. I knew that something has happened.
8. His white beard covered the best part of his chest.
9. A grave fear troubled my mother.
10. Clouds covered them.

(7) Verbs with two Objects

Some verbs take two objects (i) Direct, (ii) Indirect;

e.g. Mr. Sharma teaches us English.

In this sentence 'English' is the 'direct object' whereas the pronoun 'us' is indirect object.

We may use either of the objects to frame a Passive, e.g.

- (i) We are taught English by Mr. Sharma.
- (ii) English is taught to us by Mr. Sharma.

You will notice that we use preposition 'to' between Past Participle 'taught' and the indirect object 'us'. Students usually forget to add 'to'. They are advised to use the 'Indirect object' for changing into passive voice. However, examples of both objects are given below.

1. **Active Voice** : He will give you a beautiful gift.
Passive Voice : You will be given a beautiful gift by him. Or
A beautiful gift will be given by him.
2. **Active Voice** : I have sent him a message.
Passive Voice : He has been sent a message by me. Or
A message has been sent to him by me.
3. **Active Voice** : We left her a note.
Passive Voice : She was left a note by us. Or A note was left for her by us.
4. **Active Voice** : He will give you a good advice.
Passive Voice : You will be given a good advice by him. Or
A good advice will be given to you by him.
5. **Active Voice** : The Principal refused him admission.
Passive Voice : He was refused admission by the Principal. Or
Admission was refused to him by the Principal.

Practice Exercise

1. Allison gave his son a golden watch.
2. The preist taught us the alphabet.
3. Mahmood gave Ali a kite.
4. The grandmother taught him the morning prayer.
5. Leacock bore Todd no grudge.
6. Sergius sends me the news regularly.
7. He presented the Nawab with a musical kite.
8. Doctor Barnard gave him a promise.

(8) Sentences with Object Complements

In some sentences a complement is used after an object. As the complement specifies the object, it is called object complement. Students sometimes take it for the second object and hence commit mistakes while changing into Passive Voice. Place the object complement at the end of the sentence in the passive voice, as we do in the Active Voice. Study the following :

Active Voice

1. They named the child Ankit.
2. We elected him the chairman.
3. Women consider him a hero.

Passive Voice

- The child was named Ankit.
He was elected the chairman.
He is considered a hero. (by women)

(9) Sentences with Long Objects

Sometimes the subject of a transitive verb is not a single word but a phrase or a clause. We must keep the phrase as a single unit. Similarly, we may use the clause as the subject of the passive sentence. In case, the clause is too long, we use 'it is/it was' as an introductory subject and put the clause after the verb.

Study the following illustrative examples.

1. Active Voice : The Principal looks after the administration of the school.

Passive Voice : The administration of the school is looked after by the principal.

2. Active Voice : They are building a new computer block near the main building

Passive Voice : A new computer block is being built near the main building.

3. Active Voice : We believe that the earth is round.

Passive Voice : (i) It is believed that the earth is round.

(ii) That the earth is round is believed by us.

4. Active Voice : Doctors believe that smoking is injurious to health.

Passive Voice : (i) It is believed by doctors that smoking is injurious to health.

(ii) That smoking is injurious to health is believed by doctors.

5. Active Voice : Scientists seriously think that environmental pollution can prove a health hazard.

Passive Voice : (i) It is seriously thought by the scientists that the environmental pollution can prove a health hazard.

(ii) That the environmental pollution can prove a health hazard is seriously thought by the scientists.

Note. You will notice that the constructions at (i) in sentences 3, 4 and 5 beginning with 'It is' look more compact.

Some Other Typical Examples

Active Voice

1. Rose smells sweet
2. I heard him open the door.
3. Sit down.
4. Women like men to flatter them.
5. He made me work.
6. One must do one's duty.
7. Your shoes need polishing.
8. Prepare yourself for the examination.
9. It is your duty to do this work.
10. I hope to win.

Passive Voice

- Rose is sweet when smelt.
He was heard to open the door.
Be seated.
Women like to be flattered by men.
I was made to work.
Duty must be done.
Your shoes need to be polished.
Be prepared for the examination.
You are supposed to do this work.
It is hoped that I shall win.

Change of Active to Passive Voice

Solved Examples for Practice

- | | |
|---|--|
| 1. She can help you. | You can be helped by her. |
| 2. He could solve this sum. | This sum could be solved by him. |
| 3. May I use your pen? | May your pen be used by me? |
| 4. Take exercise daily. | You are advised to take exercise daily. |
| 5. Get out of my way. | You are ordered to get out of my way. |
| 6. Do not steal. | You are forbidden to steal. |
| 7. Do it. | Let it be done. |
| 8. Open the window. | Let the window be opened. |
| 9. A stick is to walk with. | A stick is to be walked with. |
| 10. Woman like to talk to. | Women like to be talked to. |
| 11. I made him do this work. | He was made to do this work by me. |
| 12. She noticed him throw the stone. | He was noticed to throw the stone. |
| 13. It is time to take rest. | It is time for rest to be taken. |
| 14. This jug contains milk. | Milk is contained <i>in</i> this jug. |
| 15. He will give you a beautiful gift. | You will be <u>given</u> a beautiful gift by him. |
| | Or |
| | A beautiful gift will be given by him. |
| 16. I have sent him a message. | He has been sent a message by me. |
| | Or |
| | A message has been sent to him by me. |
| 17. They named the child Ankit. | The child was named Ankit. |
| 18. The Principal looks after the administration of the school. | The administration of the school is looked after by the principal. |
| 19. Rose smells sweet | Rose is sweet when smelt. |
| 20. Abhishek helps his father in his business. | His father is helped in his business by Abhishek. |

Unsolved Exercise for Practice

1. I could hear her talking.
2. Sit down.
3. Can you define success.
4. Women like men to flatter them.
5. He made me work.
6. One must do one's duty.
7. Your shoes need polishing.
8. Prepare yourself for the examination.

10

Concord

A verb must agree with a subject in number and a person.

e.g. They <i>writes</i> a letter.	(wrong)
They <i>write</i> a letter.	(Right)
He <i>cook</i> food.	(Wrong)
He <i>cooks</i> food.	(Right)

1. **Error of proximity.** Sometimes the verb is made to agree in number or person with a noun near it instead of with its proper subjects. This error of proximity can be easily avoided by following certain rules which are as follows :

The *result* of the students *is* satisfactory.

A *series* of demonstration *was* arranged.

His *command* on foreign languages *is* really praiseworthy.

2. **Two or more singular nouns or pronouns joined by *and* require plural verb.**

Two and two make four.

Fire and water do not agree.

Copper and iron are useful metals.

India and Pakistan are sworn enemies.

A doctor and a teacher are necessary for social development.

3. **But if two nouns joined by *and* referred to the same person or thing or suggest one idea to the mind, the verb is singular.**

The poet and novelist *is* dead.

Bread and milk *is* the patient's only food.

Chicken and rice is my favourite dish.

Slow and steady wins the race.

Honour and glory is his virtue reward.

4. **Two or more nouns or pronouns in the singular connected by *or* or *nor* take a singular verb.**

Neither Ajay nor his brother is to blame.

Neither food nor water was available in the camp.

Neither happiness nor sorrow seems to affect a state.

But when one of the subject joined by *or* or *nor* is plural, the verb must be plural and the plural subject should be placed nearest the verb.

The gardener or his sons watered the plants.

Neither the principal nor the teachers are present.

Neither the teachers nor the students have brought their books.

5. **When a singular noun or pronoun is joined to another noun or pronoun by *with*, *no less than*, and other singular expression, the verb is singular.**

The doctor, with his attendance is to be blamed.

The plain with its passengers was hijacked.

The factory, with its fixtures was sold.

Silver as well as gold is a precious metal.

But when two subjects are joined by *as well as*, the verb agrees in number and person with the first one.

He as well as they was present.

My friends as well as I myself were invited to the dinner.

6. ***Each*, *every*, *everyone*, *anybody*, *Either*, *Neither*, *No one*, *Nobody*, *many* a must be followed by a singular verb.**

Many a student has fallen a victim to drugs.

Neither of the two sisters is intelligent.

Everyone of the boys loves to bunk classes.

Each of a student was given a warning.

Everyone of the hotels is full.

Either of the candidates has been promoted.

Neither of the two boys is guilty.

7. **When two nouns are qualified by *each* or *every*, although connected by *and*, they require a singular verb.**

Every boy and every girl was given a certificate.

8. **Some nouns which are singular in meaning, but plural in form, take a singular form.**

The wages of sin is death.

The news is false.

Mathematics is an interesting subject.

Economics is a boring subject.

9. **Some noun which are singular in form but plural in meaning, take a plural verb.**

Six dozen cost one hundred rupees.

10. **A collective noun takes a singular verb when the collection is thought of as one whole.**

The committee has approved the plan.

The Jury selected its president.

The government has introduced a bill.

A collective noun takes a plural verb when the individual of which it is composed are taken into account.

The committee are divided on this issue.

The government were hopelessly undecided.

The Jury were divided in their opinion.

11. **When the plural noun is a proper name for some single object or some collective unit, it requires a singular verb.**

The united states has become a world power.

The Arabian nights is an interesting book.

12. **When a plural noun denotes some particular amount or quantity considered as a whole, the verb is usually singular.**

10 Km is a long distance.

5 Lac rupee is a large sum to donate.

EXERCISE FOR PRACTICE

- I. **Supply a suitable verb in agreement with its subject.**

1. Two and two four.
2. The Three Musketeers written by Dumas.
3. An honest man and useful citizen passed away.
4. Neither his brother nor his sister alive.
5. The ship with its crew lost.
6. Neither he nor I in the Rome.
7. A number of voice caught cheating.
8. Truth and honesty the best policy.
9. Your car and mine both at the door.
10. The Jury divided in the opinion.
11. No news good news.
12. Two thirds of the village in ruins.

13. The manager and a cashier absconded.
14. Neither of the explanation to the point.
15. His means small.
16. He and I playing.
17. My teacher and guide come.
18. One hundred paise a rupee.
19. Every of the prisons full.
20. No nook or corner left unexplored.

II. Fill in the blanks with the appropriate verb. Write the answer in your answer sheet against the correct blank number. Do not copy the whole sentence.

1. Forgiveness (a) not denying you are angry or pretending the injury didn't hurt. It (b) not the actg of reconciling, indeed you (c) forgive the offender but choose not to resume the relationship. Forgiveness according to one American professor (d) to experience more moments of peace. It (e) to reframe how one feels about the offense and those and those seen as responsible. If (f) moving from continually replaying your personal grievance story to revising it so that you (g) no longer a victim of your past. Forgiveness (h) very personal matter and each person has his own interpretation.
2. True education (a) (begin) in the cradle. One might even (b) (add) in the mother's womb itself. For it (c) (be) here that the motor and sensory (d) (response) of the child's organism (e) (get) their first exposure to external stimuli. Even an eight month old infant (f) (be) aware of cleanliness. And where there (g) (be) awareness there is possibility of education. Habits (h) (from) in early childhood are hard to undo.
3. Once upon a time there (a) a little girl called Nina who lived with her widowed mother near a jungle. They (b) very poor. Her mother (c) invalid. Nina lost her father when she (d) 3 years old. Both mother and daughter (e) taken care of by Nina's maternal uncle who (f) a woodcutter. The young woodcutter (g) an honest man who used to cut wood during daytime, then sell it in the market to earn his livelihood. Though poor they all (h) happy and contented.
4. A garden (a) an outdoor living room and (b) to be considered as an extension of the house. It should be as attractive and comfortable as any of the (c) in which we live. This (d) to be done with prior planning. To create a pleasant garden it (e) necessary to create a mental picture of our requirements. We (f) to seek inspiration from various sources.



SECTION III

Writing Skills

11

Paragraph Writing

Definition

A paragraph is defined as a written or printed text usually consisting of several sentences dealing with a single theme. Therefore a paragraph is never a loose collection of sentences. It is compact, no words are wasted, and no repetitions can be made.

A paragraph is a smaller unit/part of a composition. It is a systematic collection/organisation of sentences that illustrate/lain one particular theme or idea. All the sentences in a paragraph revolve around a particular theme. A paragraph is an independent entity. It can stand alone as it has its own beginning, middle and an ending. It is a complete whole in itself. It is an essay in a capsule and a miniature form. It cannot be subdivided into paragraphs the way an essay is. Normally the theme of the paragraph is stated in the very beginning with a *TOPIC SENTENCE* or a *KEY SENTENCE*. The topic sentence is followed by a sequence of well knit sentences moving towards a conclusion that again reinforces the theme of the paragraph.

FEATURES OF A PARAGRAPH

1. Unity of Thought

A good paragraph is mainly concerned with one particular thought and this main thought is always stated in the *topic sentence*.

Topic sentence shall render the theme of the paragraph very clearly. All the other sentences shall revolve around this topic sentence to maintain the unity thought in the paragraph. No digressions or unnecessary details should be allowed to creep into the paragraph.

2. Variety

A variety of crisp, clear and simple sentences should be used to describe various thoughts about the given topic. But due care should be taken that all the sentences used should be free from grammatical errors. Use of short and simple sentences should be preferred to avoid grammatical errors.

3. Clarity

Sentences in a paragraph should be arranged in such a manner that it doesn't affect the smooth flow of thoughts from beginning to end. The whole paragraph should be lucid and well knit. All the ideas must be properly arranged and well connected to each other making the paragraph an organic whole.

4. Coherence

It means that all the different ideas should flow on some set pattern. The sentences should not be arranged in a hap hazard manner; there should be some orderliness in the arrangement of sentences. The reader should enjoy the smooth ride of ideas; there should not be any jerks in the flow of ideas.

5. Length

"Brevity is the soul of wit"

There is no such limit for the length of the paragraph. It may vary from 150 to 300 words. But a student should always stick to the prescribed word limit. If no such restriction is imposed by the examiner than a good and well knit paragraph should contain about 150 to 200 words. In any cases clarity should not be sacrificed at the altar of brevity. The paragraph must not end abruptly. It should have a clear beginning, middle and an end. It should be a complete and integrated whole. It should resemble an essay in a capsule form.

STAGES IN WRITING A PARAGRAPH

With the passage of time, the style and pattern of composition has also changed. Now there are no more 'essays' to be seen, which were an essential part of grammar as well as literature, a few years back. Now more significance is given to the concise, to the point short paragraphs which can convey the student's ability to express most in the least space.

It is natural that paragraph writing should be more difficult than essay writing, since it binds the writer into a limit of words and requires a concrete knowledge of the topics and clear expressions.

As such, there is no particular 'style' for writing paragraphs. Nevertheless, I can suggest a few stages which should be followed to make a paragraph sound well organised in form and spontaneous in expression.

1. Choice of Subject/Topic

- 1.1 First of all, a student should devote a few minutes to think over the subject.
- 1.2 Choose the subject on which you have the maximum knowledge and can write comfortably.
- 1.3 You must have the clarity of thinking about the subject.

2. Collection of Ideas

Having selected the topic now comes the turn of collection of ideas related to the selected topic. Apply your mind fully and note down all the ideas you have about the topic.

3. Beginning of the Paragraph

3.1 Begin with the subject directly. Don't waste time in giving necessary introduction and details.

3.2 Start the paragraph with an impressive and striking sentence. Normally the theme of the paragraph, the single idea that it deals with, is clearly stated in the first sentence. This introducing sentence is called the **TOPIC SENTENCE** or the **KEY SENTENCE** as it unlocks or opens the subject to be dealt with in the paragraph.

So, the central idea of the paragraph should be made clear in the topic sentence only.

4. Arrangement of Sentences

4.1. Having introduced the theme in the topic sentence only, now you have to arrange the rest of the sentences in a proper and systematic way.

4.2. Sentences in a paragraph should be placed carefully so as to make it lucid, well knit and comprehensible.

4.3. Every sentence in the paragraph must be closely connected with the main topic of the paragraph.

5. Choice of Language/Sentences

5.1. Use simple, clear and expressive language free from grammatical intricacies. It is advisable to use short and simple sentences to avoid grammatical errors.

5.2. Don't be verbose, be brief and stick to the point.

5.3. Avoid monotony; use a variety of sentences and expressions.

5.4. The *tense* to be used must be selected carefully. Unnecessary change of tenses should be avoided.

6. Concluding the Paragraph

Conclude the paragraph with a striking and impressive sentence. You are free to use any famous but relevant quotation or saying, that re enforces the theme of the paragraph.

7. Length of the Paragraph

The paragraph should be a complete essay in a Capsule form. Don't subdivide the paragraph. A paragraph should neither be too brief and nor be too detailed. It should include all the necessary details and should not admit any digressions or irrelevant material. Generally it should be around 150 words (unless otherwise specified). You should strictly adhere to the prescribed word limit.

8. Revision

Read the paragraph carefully when it has been completed. Revise it thoroughly so that there may not be any careless mistakes left. Check all the spellings, punctuation marks and the grammatical construction of all the sentences once again to ensure that paragraph is free from errors.

1. DESCRIBING PEOPLE

The description should be quite vivid and clear. It should enable the reader to form a clear impression of the person.

The following areas must be kept in mind.

- (a) **Physical Appearance** : height, build, complexion, facial features, dress.
- (b) **Intellectual Qualities** : intelligent, imaginative, creative, mediocre.
- (c) **Emotional and Moral Qualities** : trustworthy, confident, warm, sincere, selfish, cruel, insensitive, patient, tolerant.

In short, the description should include a good choice of details. The sentence should not be too open ended for subjective interpretation. Try to be factual and objective. The description should be free from ambiguity, exaggeration and overstatement. It should be neither sketchy nor unnecessarily lengthy. Selection of relevant details will help in presenting a life like and concrete description of a real person.

Observe the word limit : (50-80 words).

SOME IMPORTANT PARAGRAPHS

MY MODERN GRANDMOTHER

My grandmother is a gem. She is old in years, but young in spirits. She has a modern outlook. She is quite logical and rational. She reads newspapers and magazines, watches television and participates in all family discussion on important matters. She is not sentimental. She thinks coolly before giving her opinion. She loves all of us dearly. She talks frankly on topics dearer to the youth and offers her comments or advice only when we request her to do so. In short she is neither imposing nor a nagging bore. On the other hand, we look forward to her pleasant company. May she live long to enlighten us!

MY FAVOURITE LEADER

There is no dearth of leaders in India. I like Dr. Arvinda Sharma the most. He is a young and dynamic politician. He gave up his medical practice to join politics. He started welfare work for the masses in our district before joining politics. He gained the faith and confidence of the young as well as the old by transforming his word into deeds. Now he has become a synonym for success. If he promises something, he tries his level best to accomplish it. He is social as well as sociable, confident, co-operative, outspoken and optimistic. He is our representative to the Parliament. May he live long!

MY ENGLISH TEACHER

Miss Bhawna Jain is my English teacher. She is a young, attractive, tall and smart lady of about 27. She has a pleasing personality and cheerful disposition. Her very presence makes the atmosphere lively and vibrant. She has a unique way of teaching. There is never a dull moment in her class. She has the capability to arouse and sustain our interest in learning activities and skills. She pays attention to our individual difficulties as well. She ensures that we are able to follow the lessons and grasp fully whatever she teaches. Her

amiable nature has won her universal admiration and respect from students as well as colleagues. She is a true friend, philosopher and guide.

MY BEST FRIEND

Hitesh Sharma is my best friend. He is 159 cm tall, well-built, smart and athletic. Though his complexion is a bit dark, his intellectual superiority, charming manners, winsome smiles and bright eyes impress his mates. He exercises a sobering and peaceful effect even on mischief-mongers. His very presence is electrifying. Both his parents are doctors by profession. He too wants to follow in their footsteps. I can confide in him all my problems, worries and tensions that perturb me and deprive me of rest and sleep. Like a wonder machine, Vivek offers practical solutions. He takes an active and healthy interest in life and various curricular activities, whereas I am confined to books only. Even then we are very close friends.

A QUARRELSOME NEIGHBOUR

A good neighbour is a blessing; a bad neighbour is a curse. A quarrelsome neighbour breeds hell on earth. He never allows a moment of rest or respite to others. Mr. Padmesh Sharma is our next door neighbour. He is a sub inspector in the police department and lives in a rented house with his wife and two children. He is short tempered and abusive. He often beats and abuses his wife and children. His wife is a nagging woman with a sharp tongue. His children are quite noisy and quarrelsome. If we complain against this rude behaviour, their parents are ready to pick up a row. We are fed up with them. O God, save us from quarrelsome neighbours.

MY ROOMMATE

Lovely is my roommate. He is a tall, fair-complexioned, well built, athletic young boy of 17. He is quite pleasant to look at as he is ever smiling. He belongs to a well to do family of farmers in Punjab. It is always easy to get along with him as he is affectionate and good natured. He helps to relieve the monotony and boredom in the room with his witty remarks. Thus he provides respite to the soul and refreshes the mind. He is a keen sportsman and loves swimming and outdoor games. He inspires me to rise early and go out for jogging; but I simply stroll a few paces and sit down. He always encourages and inspires me. His sincerity is visible in all his actions.

2. DESCRIBING PLACES

While writing a descriptive paragraph about a place, we must put together the descriptive details so that we may arrive at a central impression. You may gather the following details to form a central impression :

- **Where** is the place?
- **What** do you see?
- **What** do you hear?
- **What** do you smell?
- **What** do you feel?
- **What time** of day are you observing?

Write the topic sentence in specific and clear words. This is the key sentence of the paragraph and every detail in the rest of the paragraph contributes to it.

The following lexical are usually associated with places:

Locational adverbs : here, there, inside, outside

Prepositions : in, at, by, over

Phrases : to the north, in the centre

Verbs : is found, situated, located, extends, runs, flows, encloses

Spatial relations and location form an important part of organising the details. The details are arranged in a space order that is easily visible e.g. left to right, top to bottom, far to near and so on.

SOME IMPORTANT PARAGRAPH

OUR HOUSE

I live in a small but newly built double storey house just opposite the central part in Prashant Vihar. It is situated in a quiet, residential area of East Delhi. It has a drawing cum dining room, a study room, a kitchen, a store, a guest room and a garage at the ground floor. It has three bedrooms with attached bathrooms on the first floor. All the rooms are well ventilated, well lighted, tastefully decorated and properly furnished. Since the house faces east, we enjoy lovely sunrises. Our kitchen is equipped with all the latest devices and equipments viz. gas stove, OTG, micro wave oven, dish wahwer and a frost free fridge. The electronic chimney keeps it free from smoke and smell. The drawing room has a sofa set with a central table. The dining room has built in almirahs to stock crockery and utensils. The dining charis and table match the furnishing and decor of the drawing rooms. The small lawn in front of our house and the open yard at the back add colour and sweet smell to the house.

A FLAT IN AVANI

It is a fourth floor flat in 'Avani'—a cooperative housing society in our neighbourhood. This complex is opposite the central market and HDFC Bank. The bus stop and taxi stand are round the corner. It has one dining cum drawing room 24' x 16'. It has two bed rooms measuring 12' x 10' each. It has a well ventilated spacious kitchen and attached bathrooms. It has a spacious balcony. The flat has a very impressive look and pleasant smell. The society has earmarked parking space for every flat owner. The approximate cost is around 4.5 lacs these days.

OLD AUNT'S HOUSE

Aunt Roshni's spacious single storey bungalow is situated in the prestigious locality of Sunder Nagar. It is spread over an acre of land. The garden in front of the house is in wilderness and overgrown with weeds and bushes. The unpainted walls have turned grey and bleak. There is an awful stillness around the premises. The doorbell is answered by an old maid followed by the yelping of pet dogs. My aunt's living room has bare minimum furnishings and frayed curtains. The wornout carpet bewails its glorious past. The maid room is a bit

smaller but airy and emits sweet smell of incense. The other four rooms are locked and emit a smell of dampness. The taste of dust is thick in the air. The boundary wall is broken at places.

THE SCHOOL COMMON ROOM

The Boy's common room stands in a wing adjacent to the Activities Room. Being isolated from the main campus, it provides ample opportunities of rest, relaxation and recreation. It is housed in an airy and well ventilated hall. There are many facilities for the students. We can watch matches live on the television and play indoor games. Day scholars visit it after school hours while boarders frequent it in the evenings. It provides a healthy environment for interactions and group discussions.

A HOLY PLACE I VISITED

The Balaji Temple is located in a small village named Salasar in the Sikar district of Rajasthan. It houses the image of Lord Hanuman. The temple is built over 5 acres of land. The walls and ceilings of the main hall are covered with plates of silver. In spite of the huge rush of the devotees flocking here from all parts of the country, there is perfect peace and quiet in the atmosphere. People can be seen waiting in mile long serpentine queues to have a glimpse of the Lord. The air conditioned halls and corridors provide a respite to the devotees as they enter the portals of the temple. The sweet smell of incense and fragrance of flowers is quite refreshing. The 'Prasad' and 'Parikrama' round the dome housing the image revives the sagging spirits.

PUBLIC PARK IN OUR LOCALITY

The Public Park in our locality is certainly one of the attractions of the town. It is located near the main road and is spread over one kilometre. There are tall trees and hedge along the boundaries. The lawns are well preserved and have velvet soft grass. Children love to roll over it while grown ups enjoy strolling bare footed on it. Every lawn has beds of flowers with borders of evergreen plants around them. Their contrasting colours, shapes and designs please the eye. The park provides facilities of amusement for children. They love swinging and enjoy the fun of playing with soft balls. Men and women enjoy walking there in the mornings and evenings. Some sit on the benches or grass and chat and relax. The atmosphere is quite peaceful and the air is bracing.

3. DESCRIBING OBJECTS

In order to write the description of an object, we have to focus on its appearance as well as its functions or uses. So, follow the following format while giving factual description of an object:

- Title
- Topic Sentence
- External features : shape, texture, colour, location/place
- Smaller details : distinguishing shapes, additions, smaller features inside
- Work/function

- How is it used?
- Who uses it?

Specific, accurate and concrete details must be given to elaborate the topic sentence.

SOME IMPORTANT PARAGRAPHS

A COMPUTER

A computer is an electronic machine that can store, organise and find information. It can do quick calculations of complicated problems. It can control other machines as well. Computerization of data has speeded up work in offices. Computers are being used worldwide now in almost all spheres. The various types of computers include personal computer (PC), desk top computer, Micro computer, Supercomputer. A computer scientist has command over software, hardware and graphics. Now companies to prefer recruit computer literates.

A MOBILE PHONE

A mobile phone is an electronic device that the user can carry with him anywhere. It is very small in size and be easily stored in any of the pockets. It is also known as cellular phone or cell phone. It is a telephone that does not have wires. It carries its own radio and computer. Hand free mobiles are in vogue these days. The new generation mobiles have the facility of M M S and Video recording as well as memory for calls and storing and displaying other information. It provides the latest news, scores, hit film songs etc. Thus it is a camera, T.V. and phone in a tiny case i.e. 3 in 1.

A CAMERA

A camera is a device which is used for taking photographs. It has a double convex lens in its front and a roll of thin plastic film, which is sensitive to light, at the back. The lens can be adjusted according to the distance of the object to be photographed and the desired size of the photograph. It has a push button connected with the shutter, which controls the exposure time. Some cameras have flash lights to take photographs even in dim light. The film is developed and treated with chemicals. Many copies of photographs can be prepared from this negative. Now we have huge movie cameras as well as tiny spy cameras. The digital and handycams provide pictures instantly.

A WASHING MACHINE

A washing machine is an electric machine used for washing clothes. It is a sort of rectangular or cylindrical box with a built in tank. The tank is fitted with a propeller made of rubber. An electric motor which is driven by electric power is fitted at the base of the box. It moves the propeller at a high speed. A solution of hot water and detergent powder (or liquid soap) is filled in the tank. Clothes are dipped in the solution and the machine is switched on. After about 10-15 minutes the clothes are transferred to the twin tub where they are rinsed in clean water. Then the drier is switched on. The clothes are squeezed and dried there. Then they are hung on the washing line.

A PRESSURE COOKER

A pressure cooker is a very useful kitchen appliance. It is a large saucepan with a lid that fits tight. It is made of thick aluminium alloy. Its lid can be sealed on to the vessel by means of a rubber ring. At the centre of the lid there is a hole through which steam can escape. It can cook food quickly using steam at a high pressure. The food to be cooked is placed in the vessel of the cooker along with requisite quantity of water and a weight is put on the vent. Thus the steam is checked from escaping. Under the pressure of the cooker the food gets cooked speedily.

AN ATM

An ATM is an automated teller machine or a cash machine installed in a bank or outside at a public place. An ATM is a very useful device as one can withdraw money from one's bank account by using a special plastic card issued by the bank. This card bears the account number and the person's signature on an electro magnetic strip. In order to safeguard against fraud, each user is provided a secret identification number, which is fed in the machine after inserting the card. When the machine accepts the card and I.D. number, it is given the next command. The amount to be withdrawn is now typed by pressing the key and the denominations of notes are also given. The cash is released by a slot in the machine. Remember to collect your card and cash before leaving the ATM. You can get information about your balance amount, previous transactions etc. from the ATM. It is a blessing for people to withdraw cash at odd hours.

4. DESCRIBING EVENTS

OUR NEW HOUSE

Our new house in Vasant Vihar, New Delhi is smaller than our bungalow in Bangalore. There are only four rooms in all. There is a lush green lawn in the front and an open space at the back. The living room has an open porch outside it. The right wing has a drawing-cum-dining room with a kitchen adjoining it. The pantry and store bring up the rear. In the left wing from the living room there are two bedrooms with attached bathrooms. As the house faces east, we enjoy basking in the sunshine on winter mornings.

ANNUAL DAY & PRIZE DISTRIBUTION FUNCTION

The Annual Day and Prize Distribution Function of our school was celebrated on 5th February this year. The Chief Guest, the State Education Minister, was received by the Principal and the members of the staff. He inaugurated the function by lighting a lamp. The function began with invocation of goddess Saraswati. Then the Principal read out the annual report. The Chief Guest then honoured the meritorious students and eminent sportmen by awarding them medals, prizes and certificates. In a brief but inspirational speech, the Chief Guest exhorted us to perform better. The function ended with the singing of the national anthem.

BLOOD DONATION CAMP

A blood donation camp was organised by our school on 24 October, the UNO Day, at 9.00 am in the school auditorium. Our Principal was the first person to donate the blood.

Thus, he inaugurated the campaign with a practical example. His inspiring lead was followed by the members of the staff, who took their turn to make their contribution in this noble mission. Students of senior classes did not lag behind. The organizers felt overwhelmed at the massive response of student community. Each donor was issued a certificate of having donated blood, in addition to an apple, two bananas and a glass of milk.

CHARITY SHOW TO AID FLOOD VICTIMS

Our school recently conducted a charity show in aid of the flood affected people of Andhra. The plight of hapless victims of the flood who had lost their homes and material possessions was heart-rending. The students realised their responsibility and resolved to help the unfortunate victims of the vagaries of nature. The students presented a gala variety entertainment programme in the townhall at 6.30 pm on Saturday evening. The entry was by donor cards only. The response from parents and patrons was overwhelming. The huge collection of Rs. 1.8 lakh was presented to the Chief Minister, Mr Chandrababu Naidu who had graced the occasion.

5. DESCRIBING INCIDENTS

DEMONSTRATION BY WOMEN

While returning from school yesterday afternoon, I came across a group of women. Housewives from all sections of society and some political activists had organised a demonstration to register their annoyance and protest against the recent hike in LPG and other petroleum products. They carried banners and placards with catchy slogans. Some of the women seemed overenthusiastic. They shouted vociferously. As it was a very hot afternoon, the weather took its toll and some of the volunteers collapsed under sunstroke and dehydration. They were rushed to nearby hospitals but the march of the protesters went on.

A TRAIN ACCIDENT

A ghastly train accident occurred last night at 2 p.m. on 2nd June, 200X at Shahabad when the Jammu bound Super Fast Express rammed into a stationary goods train. The impact was so severe that two bogies of the express were mounted atop the engine of the goods train. The passengers who were asleep fell down. Some received only minor bruises while others were badly wounded. About 150 persons were trapped in the two bogies and they had to be extricated. Relief measures were slow as it was a small town. The carelessness of the railway staff and mechanical failure led to this disaster resulting in loss of life of 50 persons. The railway staff blamed the old equipment and fog for the train-wreck.

CHAIN-SNATCHING INCIDENT

Last Thursday, on 2nd April, 200X, I was waiting for my school bus at Mayur Vihar bus stop (Phase-I). It was about 8.30 a.m. The office-goers had started pouring in and formed queues for separate bus routes. Suddenly a motor cyclist came towards the shelter for passengers. The youngman slowed down his mobike near a young lady. In a twinkling of an eye he snatched her necklace and purse and rode away fast. The screams of the young lady attracted the attention of others. I had scribbled the registration number of the vehicle. I gave

it to the lady. Some gentlemen escorted her to the police station to lodge a complaint against this chain-snatching incident.

PICNIC TO BADKHAL LAKE

It was a bright sunny Sunday morning in November. We left for Badkhal Lake for a picnic in a chartered bus along with our class-teacher. The journey took us half an hour. As soon as we crossed the Delhi Border at Badarpur, cool November wind greeted us. When we reached the lawns near the lake, we found the place quite overcrowded. Children and youngsters had come in glittering and colourful dresses. We selected a shady corner and sat there. We decided to play some amusing group games. Everyone had to entertain others at his turn. We all sang and danced for hours together. Some of us could not resist the temptation of having a dip in the lake. Some others enjoyed boating under the supervision of the boating instructors. By 1 pm we felt hungry. We enjoyed the food we had brought. After playing hide-and-seek for an hour we left the place. It was indeed a great fun.

6. DESCRIBING PROCESS

GETTING A BUS PASS MADE

Students are issued bus pass at concessional rates. For obtaining this concession they have to apply on prescribed forms, available from state transport offices. The form is to be filled in by the student. The Principal of the school verifies that the applicant is a bonafide student of the institution. He attests the photographs also. After this the form is taken to pass-issuing authority. The dealing-clerk verifies the entries. The officer concerned countersigns. Then the due amount of fare is deposited according to the route applied. After completing these formalities the bus pass is handed over to the applicant. Remember, this bus pass is valid only for a particular route. Secondly, it is not transferable.

APPLYING FOR ADMISSION IN A COLLEGE

Getting admission to a good college has become a problem these days. One has to follow a set process. Almost all good colleges advertise their admission schedule in newspapers. The college prospectus can be obtained from the sales counter in the college or by registered post by remitting the prescribed amount. Application forms, carefully filled in, have to be submitted by a certain fixed date. Most of the colleges admit students on the basis of marks obtained in S.S.C. Exams. For some prestigious courses a competitive test is also held. Students who are shortlisted are called for interview. After verification of documents the student is asked to deposit fees and other dues. He is issued admission card and class roll number.

BORROWING A BOOK FROM SCHOOL LIBRARY

The process of borrowing a book from the school library is very simple. Each student is issued a library card. Only one book is issued against a card. The library maintains a record of all books in authorwise and subjectwise catalogues. These catalogues are alphabetically arranged and also contain the subject code number as well as the accession number of the book. The student who wants to borrow a book has to fill up a requisition slip. He enters the name of the book and the author and hands over the slip to the librarian. If it is available,

it is at once issued to the student against his borrower's card. In case it has been issued to another cardholder, the student is asked to contact on a particular date when the book is due. At school level a book is generally issued for a week. It can be re-issued for another week on demand provided it has not been requisitioned by someone else.

PREPARING FOR ENGLISH COURSE A OF CLASS X

English Course A is now skill-based. An integrated approach is essential to develop the reading, writing and conversation skills. Seventy-five per cent of the paper is unseen. You must read as widely as possible. Besides daily newspapers you should go through magazines, science digests, environmental awareness magazines, Competition Success Review and books on General Knowledge. Articles dealing with relevant social concerns such as pollution, tourism, economic and social problems should be carefully gone through. Mere filing of articles is not enough. You must engage yourself in meaningful oral interaction with your friends, parents and teachers. These discussions will help you form clear-cut opinions and remove your doubts, if any. In short, you will prepare yourself not only for the ensuing Board Examination but also for real life.

7. PROCESS WRITING

Description of a process requires a systematic, logical and factual skill of narration. An ideal factual description of a process must include the following points:

1. A scientific knowledge of a particular process. For example, making a cup of coffee or opening a savings bank account requires knowledge of all the details involved in such processes or operation.
2. A systematic description of the process is step wise. The first step comes first and the last comes at the end. For example, you can't write that you received the bus pass first and deposited the fare afterwards.
3. Description of a process demands a spontaneous and continuous narration. This description is factual. No essential part can be left out. Nor anything irrelevant to the process can be included.
4. Factual description of a process needs a clear cut scientific approach and not a philosophical treatment. Brevity, clarity and factual correctness are essential features of the factual description of a process.

Main Features of Processes :

- (a) Scientific facts/knowledge
- (b) Systematic and logical
- (c) Spontaneous and continuous narration.
- (d) Factual and objective
- (e) Brief, clear and concrete
- (f) No single essential part dropped nor irrelevant material added.
- (g) Steps of process leading from one to the other.
 - Be factual and objective

- Give the details in their natural order.
- State the title/heading
- Content should focus on the following points:
 - what – when – where – how

OPENING A SAVINGS BANK ACCOUNT

The process of opening a Savings Bank Account is quite simple. Go to a bank and obtain the prescribed printed form for opening an account. These days photographs are essential. Paste two passport size photographs on the space provided for this purpose. Fill in the other particulars on the form and the appended card. You have to put your signatures at certain places. The signatures on the card are termed as specimen signatures and referred to for comparison every time you withdraw money from the bank. You need an account holder of the bank to introduce you. One thing more. Do attach a proof of residence. A certificate from your principal will be needed. Then you can go to the deposit counter and deposit the money mentioning 'New Account'. You will be issued a passbook and cheque book. Keep them under lock and key. Now you can deposit money or withdraw it by filling a withdrawal form or cheque.

PREPARING FOR THE BOARD EXAMINATION

Preparing for an examination needs good planning, strong will power and courage. Only systematic and well organised efforts bear fruit. First go through the questions papers of the Board of the last three years. You must also consult the Sample Question Papers issued by CBSE from time to time. This will acquaint you with the type of questions expected and the scope of answers. For the language paper, you must keep in touch with newspapers, periodicals and magazines. A week before the test, you must revise some selected and expected questions thoroughly. The other questions of second preference must not be neglected altogether. Remember that the human mind is a unique computer with amazing power of analysis and recall. Before going to the examination hall, you should refresh your memory by glancing at the main points of important/expected questions. This will give you self confidence. Attempt your paper confidently and fearlessly.

PREPARING A CUP OF COFFEE

Preparing a good cup of coffee is an art. It is mastered by practice. The ingredients have to be mixed in a proper proportion. In order to achieve good results and taste you must proceed step by step. First of all, put water in a clean kettle as per your requirement. For preparing a cup of coffee use three fourths of a cup of water. Let it boil for some time. Add half a cup of milk. Let the mixture boil for sometime. Take a clean and dry cup. Add sugar according to your taste. Add a spoon of instant coffee of a good brand. Now pour the mixture of hot water and milk in the cup. Stir the mixture with a spoon. A cup of hot and steaming coffee is ready for you.

HOW TO MAKE AN OMELETTE

The process of making an omelette is quite simple. First of all, take fresh eggs, at least one egg per person. Break them into a basin. Beat them well. Now add salt and pepper

according to your taste and requirement. Also add some fine pieces of onion, ginger and green chillies. Then put two or three spoonfuls of butter or refined oil in a pan. Keep it on the burner. Heat it till it starts boiling. Now pour the mixture of beaten egg into the pan. Keep the pan for about a minute over the full flame. Let the bottom set into a solid mass. Go on tilting the pan from side to side. Let the mixture assume the shape of a soft, round piece of bread. Make sure that the omelette is properly cooked from the sides. Serve it hot with tomato sauce.

THE PERSON I HATE THE MOST

I know hundreds of people. Some of them are very good while others are not so good. Among my acquaintances Mrs. Goel is the most hated person. And our bad luck is that she is our next door neighbour. So it is impossible to keep away from her. Even her face and figure disgust us. Her first sight impression is that she must be evil and wicked. And she actually is. Her actions, speech and behaviour are all detestable. When she comes to our house, she always finds something or somebody to criticise. She will speak ill of my father before my mother. When she visits others, she talks rotten things against me and my sister. She is a notorious scandal – monger of our locality. She goes to the temple but not out of any religious motive. She goes there to spread dirty rumours. Her language is crude and indecent. Everybody hates her. But nobody dares to check her. Everybody is afraid of her foul tongue. Whenever I see her, I am filled with hatred for her.

MY SCHOOL LIBRARY

We can think of a library without a school, but we cannot think of a school without a library. It is the temple of the goddess of learning. It is the nursery of scholars. It is the hub of the academic life in a school. My School, too, has a library. It is housed in a very spacious building in the centre of the school campus. It has about two lakh books on thirty different subjects. A large reading room can accommodate two hundred readers at a time. The reading room is fully air conditioned. Around 20 news papers and magazines are there that enrich students' general knowledge. New books are regularly added to the stocks. It is an open shelf library. There is a reference book section too. Students can get books issued for a fortnight. It remains open from 9 a.m. to 9 p.m. on all days including holidays. The chief librarian and the staff are very helpful and courteous. This library produces dozens of gold medallists in the board examinations every year. I am proud of it.

MY FAVOURITE T.V. SERIAL

The television has become a household thing. Every family watches television daily. Though hundreds of serials are cast on various channels, only a few are liked and loved by people. I liked the 'Ramayana' most of all. This serial was made by the famous director and producer, B.R. Chopra. It presented the story of 'Ramayana' in a very good and informative way. The story gives a complete biography of Lord Rama. It depicts his exile and his fight with various demons. It ends with his victory over Ravana. Some characters in this serial were unforgettable, like the performance of Dara Singh who played the role of Hanuman. Those actors who played the roles of Rama, Laxman, Ravana and Sita also impressed the

spectators. The war scenes in the serial were really marvellous. I wish some of the channels would start showing it again.

MISCELLANEOUS EXAMPLES

NEED FOR PROTECTING ENVIRONMENT

Everywhere is an all round degradation in human environment. People complain of scorching heat, respiratory problems and ill health. It is time to pause and consider the cause behind all this. Global warming is increasing due to greenhouse gases. There is an urgent need to bring about awareness regarding environmental concerns. The impending doom can be foretold quite easily if no timely steps are taken for protecting environment. Environmental pollution is the gift of galloping population, unplanned industrialisation, mining and haphazard and faulty town planning. Indiscriminate felling of trees and deforestation to utilise more land for agricultural purposes have added to the problem. Emission of poisonous smoke and poisonous gases and the effluents and the industrial waste have destroyed the purity of air. Minute particles of poisonous matter are suspended in the air and lead to respiratory problems like asthma, bronchitis, irritation, skin diseases and eye problems. The noise of loudspeakers, honking of horns of vehicles and music parlours impair our ears and create a deafening sensation. Both eyes and ears are affected if you are stranded in a traffic jam in a metropolitan city like the highly populated national capital. Under these circumstances it is essential to create awareness among all the people to keep the environment clean and pure. Vacant spaces may be turned into green pastures with saplings and trees all around them. Efforts should be made to maintain the ecological balance. We can arrange mass rallies or walks to create public awareness and force the concerned authorities to take preventive action.

GETTING A BUS PASS MADE

Students are issued bus pass at concessional rates. For obtaining this concession, they have to apply on prescribed forms available from the state transport offices. This form is to be filled by the student. Then the Principal of the school verifies that the applicant is a bonafide student of the institution. He attests the photographs also. After this, the form is taken to the pass-issuing authority. The dealing clerk verifies the entries. The officer concerned countersigns it. Then the due amount of fare is deposited according to the route applied for. After completing these formalities, the bus pass is handed over to the applicant. Remember this bus pass is not transferable. Moreover, it is valid only for a particular route.

APPLYING FOR ADMISSION IN A COLLEGE

Getting admission in a good college has become a problem these days. One has to follow a set process. Almost all good colleges advertise their admission schedule in newspapers. The college prospectus can be obtained from the sales counter in the college by paying cash or by registered post by remitting the prescribed amount. Application forms, carefully filled in, have to be submitted by a fixed date. Most of the colleges admit students on the basis of merit, which is determined by the marks obtained in S.S.C. Exams. Weightage is given to

SECTION IV

Vocabulary Building



Vocabulary Building

EFFECTIVE WAYS TO IMPROVE YOUR VOCABULARY

Vocabulary is the storage of words in a reader's brain. It plays a fundamental role in the learning of the language. It is the foundation on which a student's mastery of the language is based.

A dictionary should suffice to lay the needed foundation of one's vocabulary. Having grasped the knowledge and meaning of the basic words, you should practice their use in your day to day needs of your writing and conversation.

By developing an open mind for new words, by reading through good books and conversing with good talkers, you can certainly obtain a good mastery of words.

Words may not have life as humans do, but they astonishingly cast their great influence. They move about. They have characters and personalities. They are 'honest, useful, obliging.... Or treacherous, vain, stubborn,' depending on how we use them. As a famous linguist once said, "They shift as people do with company. They are an endless study in which we are studying nature and ourselves at that meeting point where our minds are trying to give form to or take it from the world".

Synonyms and Antonyms are an important part of the English language. They greatly help develop one's vocabulary and word power. They have the potential to equip the student with the ability to choose the right word for the right expression.

The best way to increase your vocabulary is to study 15-20 new words a day. Write the new word and its pronunciation on the front of a three by five inch index card; on the back, write the definition of the word and the sentence in which you saw the word. Keep reviewing your index card pile and adding new vocabulary. Before long, you will have a rich assortment of words.

Guessing the meaning of unfamiliar words

If you do not know the meaning of a given word, the prefix and suffix information can help you unlock its meaning. Study the common prefix list to increase your knowledge of a word. To illustrate, "nourished" means having proper nourishment. "Malnourished" means improper nourishment. The prefix "mal" means bad or improper. In addition, learning common suffixes can be an extremely helpful tool for the acquisition of new words. For instance, suffixes can help you with the understanding of different parts of speech: nouns, adjectives, adverbs, and verbs. If you add the suffix "ment" to the verb develop, the new word development is a noun. Further, if you decide to add the suffix "al" to the noun development, the new word developmental is an adjective.

How to Tackle the Vocabulary

Be careful with word choice that has the prefix clue, which can be a distractor rather than the correct response. The prefix "ex" means "out," but the word "extension" is not a synonym for "exterior."

The exterior of modern churches lacks typical Gothic architectural features.

- (A) Appearance
- (B) Outside
- (C) Extension
- (D) Facade

The correct choice is (B).

Do not study unusual or technical words related to specific fields of study such as chemistry, biology, geology, and physics. The vocabulary in the Reading Comprehension section includes only general words that have synonyms. Definitions of minerals, animals, planets, chemicals, plants, etc. are not tested. Other types of words labeled as Slang, Informal, Nonstandard, Rare, Vulgar, Poetic, and Archaic are not tested.

Helpful Testing Hints

Use context clue to guess the meaning of the words or phrases tested in the reading comprehension passages.

From the four answer choices given, choose the word or the phrase that is closest in meaning, or is a synonym, to the vocabulary or the phrase. Some of the choices might have similar meanings, but only one will be the most appropriate meaning within the context.

The vocabulary items vary in degree of difficulty. While some may be easy, others may be semi-difficult or difficult. Study all three types of vocabulary.

Nouns and adjectives as well as verbs and adverbs are tested in the vocabulary section. The ratio varies from test to test. Some vocabulary items are two-or three-word phrasal (for example, get into, look over, count on).

The words tested on TOEFL are similar to those used in college-level textbooks.

If you do not know the meaning of a word or a phrase, read the entire sentence because the sentence may provide additional clues. The sentences used before or after the

sentence in which the word or phrase appears often supply clues to the meaning of the word or phrase. The following example shows this point.

Although mint hybrids are infertile, true mints can be propagated from seeds.

- (A) Reproduced
- (B) Selected
- (C) Planted
- (D) Derived

Pay attention to the context clue and construction of this sentence. The information in the dependent clause is in contrast with the information in the independent clause. The word infertile means barren, something that can not reproduce, while the word propagate means reproduce; therefore, the correct response is (A).

DO NOT be tricked into choosing the correct answer on the basis of its grammatical form. All the possible answers have the same grammatical form. For instance, if the vocabulary is a phrasal, all the answers will be phrasal, but the correct answer does not necessarily have the same preposition. Look at the example.

Coral, a gem stone, is related to living plants.

- (A) Compatible with
- (B) Partial to
- (C) Accompanied by
- (D) Associated with

The correct response is (D). Even though (B) has the same preposition, it is not the correct answer. Associated with is the appropriate synonym for related to.

If you do not know the answer, guess. You will not lose any points for guessing.

English Vocabulary

The English vocabulary (list or range of words) has increased greatly in more than 1500 years of development. The present English vocabulary consists of more than one million words. Constant borrowing from Latin, Greek, French, German and Scandinavian languages has made the English vocabulary larger than any other language. Words even from Indian (bungalow, cot, curry, jungle, loot), Arabic (giraffe, magazine, sugar) and African (gorilla, jazz) languages have been borrowed and made English.

In addition to the constant borrowing certain processes have led to the creation of many new words. Among these processes are the following :

1. Functional change : Use of one part of speech as if it were another.
2. Formation of Compounds by compounding.
3. Conversions or Internal change occurring when Nouns, Verbs, Adjectives, Adverbs are formed from one another.
4. Affixation or Addition of Prefixes and Suffixes.



14

Synonyms

Words	Synonyms	Words	Synonyms
Abandon	relinquish	Accurate	exact
Abase	discredit	Accuse	Impeach
Abate	to lessen	Achieve	Accomplish
Aberration	irregularity	Acme	peak
Abeyance	inactivity	Acquiesce	Sufficient
Abhor	to hate	Acrid	bitter
Abide	accept	Acrimonious	bitter in temper
Ablaze	annul	Adamant	unyielding
Abnormal	Unusual	Adapt	accommodate
Abort	fail	Addition	Extension
Abridge	Shorten, curtail	Adduce	to give as proof
Abrogate	to abolish	Adhere	adible
Abscond	to flee	Adjacent	next to
Absence	Non-attendance	Adjunct	auxiliary
Absorb	Suck	Admiration	Appreciation
Absurd	Silly	Admonish	Threaten
Abundance	Overflow	Adoration	Worship, love
Abundant	Plentiful	Adroit	skillful
Accede	to consent	Adult	grown up
Acclaim	to give approval	Adulterate	to corrupt

Words	Synonyms	Words	Synonyms
Advantage	Benefit	Anecdote	a tale
Advent	arrival	Ancillary	subordinate
Adversity	Misfortune	Anguish	distress
Affability	courteousness	Anguish	Pain, agony
Affable	Friendly	Animate	enliven
Affection	Love	Animus	ill-will
Affinity	relationship	Annals	historical accounts
affirm	certify	Annul	abolish
Affliction	Distress	Anonymous	nameless
Affluent	Prosperous	Antagonism	Animosity
Aggravate	Heighten	Anterior	front
Albeit	although	anthropology	study of mankind
Alert	full awake	Antithesis	direct opposite
Alias	fictitious name	Anxiety	Angst
Alien	Foreign	Apathy	lack of feeling
Allay	to soothe	Aperture	opening
Allegory	fable	Apex	the high point
Alleviate	lighten	Aplomb	self-confidence
Allow	Admit	Apostasy	abandoning of faith
Allude	to refer	Words	Synonyms
Aloof	Uninvolved	Appalling	shocking
Alter ago	one's other self	Appalling	Terrifying
Alter	to change	Apparel	Clothing
Altercation	a heated dispute	Apposite	Suitable
Alternate	substitute	Apprehend	Know, fear
Ambiguous	vague	Apprise	to inform
Ambition	Purpose	Apt	Applicable
Ameliorate	to improve	Aptitude	Ability
Amenities	Privileges	Arbiter	judge
Amenity	agreeable features	Archaic	no longer in use
Amiable	Lovable	Argue	Discuss
Amicate	cordial	Argument	to add to
Amnesty	mercy	Artifice	devise
Analogy	reasoning from parallel cases	Aspersions	false accusation
Anarchy	lawlessness	Assiduous	careful
Anatomy	structure of a body	Assistance	Help
		Assuage	absorb

Words	Synonyms	Words	Synonyms
Assume	adopt	Belong	attached to
Astonish	Amaze	Benevolent	wishing to do good
Attack	Assault	Benign	kindly good
Attempt	the act of trying	Bereft	Lonely
Attention	Head	Bewitch	Fascinate
Attenuate	to weaken	Bias	prejudice
Audacious	daring	Bind	Tie
Audacious	True, genuine	Blame	Accuse
August	venerable	Bleak	bare
Auspice	protection	Blend	polite
Authoritative	commanding	Blink	the edge
Autobiography	story of one life	Bliss	Happiness, joy
Autonomy	self government	Boastful	Self-raising
Avarice	greed	Boldness	Courage
Aver	assert	Boost	Help
Aversion	Hatred, hostility	Boot	Kick
Avid	eager	Booty	Prey
Aware	attentive	Bottom	Base
Awe	admiration	Bounty	Gift
Awkward	Clumsy, ugly	Brevity	Shortness
Awry	crooked	Brisk	Bright, lively
Bache	riding place	Bromide	conventional remark
Badge	to harass	Brutal	Savage, cruel
Bair	bride	Bungle	mismanage
Ban	banish	Burgeon	begin to grow rapidly
Bane	cause of trouble	Cadaver	a corpse
Barbarian	Impolite	Cajole	Flatter
Barrister	court lawyer	Cajole	to coax
Barter	Exchange	Callous	Hard, cruel
Base	Low, mean	Callous	hardened
Bash	Strike	Calm	Quiet, tranquil
Bate	Deduct	Candid	Frank
Beauty	Fineness	Canon	Law
Beguile	to deceive	Canvass	to solicit votes
Behaviour	Demeanour	Capable	Fit
Belated	too late	Caper	mischievous act
Belittle	Disparage	Captive	convict

Words	Synonyms	Words	Synonyms
Caress	Pat	Conceal	to hide
Carnage	slaughter	Conceit	Pride, thought
Carnal	lewd	Concise	Short, brief
Carion	decaying flesh	Conclusion	End
Carry	Move	Concrete	Existing
Casual	Uncertain	Condense	Compress
Catalyst	agent to change	Condid	frank
Catastrophe	Disaster	Condone	Excuse
Catch	Hold	Confined	restricted
Category	Class	Conflagration	destructive fire
Catholic	universal	Confuse	Perplex
Caution	Warning	Congruous	agreement
Caveat	warning	Connect	Join
Celebrate	Enjoy	Consider	Think
Charade	absurd pretense	Consider	to think about
Chore	a piece of ordinary work	Consort	associate
Chronicle	a history	Conspicuous	Noticeable
Churlish	ill bred	Constancy	Steadfastness
Civil	Polite	Constrict	to make tight
Civility	politeness	Contempt	disobedience
Classify	to arrange in classes	Contingent	Possible
Clinch	Settle	Contrition	remorse
Cling	Adhere	Controvert	to dispute
Coagulate	to thicken	Conversant	Familiar
Coerce	to force	Conversant	familiar with
Cognate	related	Convert	secret
Cohesion	a sticking together	Copious	plentiful
Cold	Frigid, indifferent	Cordial	Warm
Collide	to come together violently	Corrupt	Debased
Colossal	Huge	Crafty	Cunning, sly
Commemorate	Remember	Criterion	Standard
Commence	to begin	Crooked	Twisted
Commiserate	show compassion	Croon	Hum
Commute	exchange	Cruel	Fierce
Compassion	Pity, sympathy	Crux	vital point
Compatible	able to co-exist	Damage	Loss, harm
Compendious	brief	Dangerous	Risky

Words	Synonyms	Words	Synonyms
Dauntless	not intimidated	Disturbance	Interruption
Deadly	Fatal	Divine	Godlike
Debase	to degrade	Doctrine	belief
Debate	argue	Doubtful	Unclear
Debility	weakness	Duel	fight
Decay	Decline	Duress	force
Decorate	embellish	Eager	Curious
Decry	censure	Earnest	Serious, solemn
Deficient	Lacking	Ebullient	enthusiastic
Deflect	Pervert	Eccentric	Odd, singular
Deify	Worship	Economical	Frugal, miserly
Delicacy	Fineness	Edict	public announcement
Delightful	Happy	Effigy	crude likeness
Denounce	Accuse	Elegant	Refined, tasteful
Denude	strip	Elicit	draw out
Deplorable	Bad	Emancipate	Free
Depute	appoint	Emergency	Exigency
Desolate	Lonely, deserted	Emission	Enforce
Despicable	contemptible	Emulate	Imitate, copy
Destitute	in want of food	Emulate	to try to equal
Destitute	Needy	Enemy	Opponent
Deter	to discourage	Enhance	Enrich
Deteriorate	Degenerate	Enjoin	Instruct
Devoid	Lacking	Enlist	to get support
Dexterity	Skill	Enormous	stupendous
Didactic	Instructive	Epic	long narrative poem
Diffident	Hesitant	Epoch	a period of time in history
Diffuse	spread widely	Eradicate	Destroy, uproot
Diligent	Industrious	Erode	to wear away
Dim	bleak	Erupt	Eject
Discord	disagreement	Eschew	to shun
Disintegrate	Break	Evoke	still existing
Disordered	Disarranged	Excavate	Extract
Disparity	Unlikeness	Excellent	Extremely good
Disputed	argued	Exceptional	Unusual
Dissipate	Waste	Exquisite	Fine, elegant
Distinct	easily seen	Extraordinary	Exceptional

Words	Synonyms	Words	Synonyms
Extravagant	Prodigal	Grievous	Painful
Fabricate	Forge, construct	Grim	Uninviting
Fallacious	Deceptive, false	Gross	Large
False	Untrue, spurious	Grubby	Sordid
Fanciful	Imaginative	Gruesome	Repulsive
Fascinate	Charm, enchant	Guile	Fraud, trickery
Fastidious	Particular, finical	Guilt	Sin, crime
Fecund	Productive	Gusto	Zest
Feline	cat like	Hallucination	Illusion
Ferocious	Fierce, savage	Hamper	Hinder, impede
Fetid	stinking	Handsome	Beautiful
Fickle	inconstant	Haughty	Arrogant, proud
Fictitious	False, untrue	Hazardous	Dangerous
Fissure	crack	Hazy	Vague
Filmsy	Slight, thin	Hellish	Like hell
Float	Sail	Hew	Cut
Flop	Fall	Hint	Suggestion
Fraud	Deceit, trickery	Humane	Kind, benevolent
Fright	Fear	Humble	Modest
Frisly	Showy	Humility	Modesty
Frisk	Move playfully	Humorous	Comic
Fritter	Divide	Hurl	Throw
Frustrated	Annoyed	Ignore	Disagree
Fundamental	Basic	Illiterate	Unlearned
Fury	Anger	Immaculate	Tidy
Fuss	Dispute	Immaterial	Unimportant
Gaiety	Joyousness	Imperious	Authoritative
Garner	Collect	Impertinent	Impudent
Ghastly	frightful,	Impetuous	Rash
Gigantic	Colossal, great	Imposter	Cheat
Glory	Luster	Inadvertent	Careless
Goal	Aim	Inanimate	Lifeless
Goodly	Attractive	Incessant	Continuous
Grant	Allows	Indignant	Angry
Grasp	Seize	Indolent	Lazy
Gratification	Enjoyment	Inexorable	merciless
Gratify	Pacify	Ingenious	Clever, inventive

Words	Synonyms	Words	Synonyms
Inimical	Unfriendly	Massacre	Slaughter
Insidious	Treacherous	Mean	Low, abject
Instruct	Command	Melancholy	Gloomy, sad
Insufficient	Inadequate	Merciful	Pitiful
Insult	Disregard	Mighty	Strong, powerful
Ire	Wrath	Mirth	Merriment
Irresolute	Undecided	Misery	Sorrow, gloom
Jolly	Jovial, merry	Mockery	Ridicule
Joy	Delight, pleasure	Morbid	Unhealthy
Jubilant	Joyful	Moribund	Dying
Judicious	Discreet	Morose	Gloomy
Knavery	Fraud	Mournful	Sorrowful, sad
Laborious	Assiduous	Narrow	Thin
Lament	Grieve, mourn	Nebulous	Insignificant
Lamenting	Grievous	Nefarious	Atrocious
Languid	Slow	Negligent	Careless
Large	Big	Nice	Pleasant
Lax	Loose	Notable	Remarkable
Lenient	Mild, forbearing	Notorious	Infamous
Lethal	Deadly	Obligatory	Required
Lethargy	Laxity	Obliterate	Destroy, efface
Liberal	acceptable	Obscene	Indecent, filthy
Liberty	Freedom	Obsequious	Servile
Likeness	Similarity	Obsolete	Antiquated
LIMP	Falter	Obtrude	Intrude
Limpid	Clear	Obtuse	Dull, stupid
Lively	Active	Odious	Unpleasant
Loathe	Detest, abhor	Odium	Hate
Loyal	Faithful, devoted	Opportune	Timely
Lucidity	Clearness	Paramount	Important
Luxuriant	Abundant	Pardon	Forgive
Magnificent	Splendid, grand	Pathetic	Touching
Malice	Ill-will	Penchant	Like
Manage	Run	Pensive	Thoughtful
Mangle	Damage	Penury	Poverty
Marvellous	Wonderful	Perennial	Permanent
Mash	Reduce	Pious	Holy, devout

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Antonyms

Words	Antonyms	Words	Antonyms
Ability	Inability	Advance	disregard
Abolish	Uphold	Advance	retreat
Abrasive	Glossy	Advantages	Disadvantages
Abrupt	gradual	Affection	Hate
Absent	Present	Affirm	Deny
Abstract	solid	Affirmative	negative
Absurd	Rational	Agony	ecstasy
Abundance	Scarcity	Agree	Disagree
Accept	Reject	Agreement	Disagreement
Accord	Dissent	Alert	Inert, Careless
Aches	Ecstasy	Words	Antonyms
Acquisitive	Austere	Alive	Dead
Acquitted	convicted	Alleviate	Aggravate
Activity	Passivity	Allow	Disallow
Acute	obtuse	Ally	enemy
Addition	Deduction	Amass	separate
Admiration	Condemnation	Amateur	professional
Admire	Dislike	Ambition	Aimlessness
Admit	Refuse	Ample	Insufficient
Adore	Disrespect	Analysis	synthesis

ANTONYMS

Words	Antonyms	Words	Antonyms
Ancestor	progeny	Blessing	curse
Ancestry	posterity	Bliss	Sorrow
Ancient	Modern	Block	Open
Anxiety	Tranquility	Blunt	Sharp
Appear	vanish	Body	Soul
Appoint	dismiss	Bold	Timid
Appropriate	Unsuitable	Bottom	Peak
Aristocracy	Democracy	Bound	Free
Arrival	Departure	Bow	stern
Arrive	depart	Breed	Murder
Arrogant	Humble	Brevity	Elongation
Arrogant	meek	Brief	Verbose
Artificial	Natural	Bright	Dull
Ascend	descend	Broad	Narrow
Assent	dissent	Brutal	Humane, Kind
Attack	defend	Brutality	Humanity
Attract	distract	Busy	Lazy
Audacious	Low	Cancel	Establish
Autonomy	Dependence	Care	Neglect
Awake	Slumbering	Carping	acquiescent
Barren	Fertile	Cause	Effect
Barren	fruitful	Cautious	Reckless
Base	apex	Celebrated	Obscure
Base	Noble	Celestial	terrestrial
Bashful	bold	Celibacy	Matrimony
Beautify	Disfigure	Censure	Praise
Beauty	Ugliness	Certain	Uncertain
Before	after	Chaste	Impure
Begin	End	Cheap	Costly
Benediction	malediction	Cheerful	Gloomy
Benevolence	Malice	Christian	Pagan
Benevolent	malevolent	Clam	Disturb
Big	Small	Clear	Vague
Birth	death	Clever	stupid
Bitter	Sweet	Cloudy	clear
Blatant	Quiet	Coarse	Fine
Bless	Curse	Cold	Hot

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Words	Antonyms	Words	Antonyms
Colleague	antagonist	Debtor	creditor
Collect	disperse	Deceit	Truthfulness
Comic	Tragic	Decrease	Increase
Common	rare	Deep	Shallow
Complainant	defendant	Defame	Fame
Complex	Simple	Definite	Indefinite
Compulsory	voluntary	Delay	Hurry
Conceal	Reveal	Delight	Sadness
Conceive	Diffuse	Dense	Sparse, Rare
Concurrent	consecutive	Dependable	unreliable
Condemn	exonerate	Dexterous	Awkward
Condense	Lengthen	Diligent	Idle
Confine	release	Discharge	Convict/Admit
Confusing	Clear	Disclose	Conceal
Confusion	orderliness	Discourage	Encourage
Congratulate	Abuse	Dishonest	Honest
Consent	Dissent	Distress	Comfort
Consolidate	Fragment	Diverge	Converge
Conspicuous	Inconspicuous	Do	Undo
Contract	Expand	Docile	Stubborn
Convex	concave	Doctor	Patient
Convict	acquit	Dry	wet
Cooked	Uncooked	Dubious	Assured
Correct	Incorrect	Dutiful	Shirking
Costly	Cheap	Dynamic	Static
Create	Destroy	Early	Late
Creation	Destruction	Earth	sea
Creative	Destructive	Ease	Difficulty
Credit	Debit	East	West
Creditor	Debtor	Easy	difficult
Crude	Refined	Ebb	Flow
Daily	nightly	Economy	extravagance
Danger	Protection	Egoism	Altruism
Dawn	dusk	Eligible	Ineligible
Day	night	Emancipate	Enslave
Dead	alive	Emigrant	immigrant
Dearth	Abundance	Employ	dismiss

Words	Antonyms	Words	Antonyms
Empty	Full	Flexible	Stiff
Endow	Borrow	Flow	ebb
Energy	Apathy	Follow	Lead
Enjoy	Suffer	Folly	Wisdom
Enmity	Friendship	Foolish	Wise
Enter	Exit	Force	persuade
Enthusiasm	Indifference	Foreign	native
Equal	Unequal	Foreigner	Native
Equitable	Unjust	Forlorn	happy
Eternal	Temporary	Former	Latter
Evil	Good	Foul	Fair
Exact	inaccurate	Fragile	robust
Exhibit	Conceal	Frail	strong
Exonerate	Implicate	Frank	Reserved
Exotic	Indigenous	Fraternity	Hostility
Expand	Reduce	Freedom	capacity
Explicit	Implicit	Fresh	stale
Exterior	Interior	Friend	enemy
Exult	Lament	Friendly	Hostile
Fail	Pass	Fright	Calmness
Failure	Success	Front	back
Fair	Unfair	Frugal	lavish
Faith	Doubt	Futility	Utility
Faith	Doubt	Gain (N)	Loss
False	True	Gain (V)	Lose
Familiar	Unfamiliar	Gather	Scatter
Famous	Notorious	Gay	grave
Fanciful	Practical	General	Particular
Fast	Slow	Generous	Mean
Fat	lean	Genuine	counterfeit
Fatigue	Refresh	Glad	Sad
Fickle	Constant	Glory	Shame
Fictitious	True	Glory	Shame
Fidgety	Placid	Go	come
Filth	Purity	Good	bad
Fine	Coarse	Gorgeous	Plain
Firm	Infirm	Graceful	Awkward

Words	Antonyms	Words	Antonyms
Graceful	hideous	Important	Trivial
Gracious	churlish	Include	exclude
Gradually	Suddenly	Indigenous	exotic
Grant	Disagree	Individual	Universal
Grasp	Free	Indolent	diligent
Gratify	Dissatisfy	Industrious	Lazy
Great	Common	Infinite	bounded
Growth	Decline	Inhale	Exhale
Guest	Host	Inherit	Bequeath
Guilt	innocence	Initial	final
Guilty	Innocent	Injudicious	Wise
Happiness	Sorrow	Insert	Extract
Happy	Sad	Inside	outside
Harass	Assist/Comfort	Intellect	inanity
Hard	Soft	Interest	Bore
Hate	Love	Interested	Disinterested
Haughty	Humble	Interior	exterior
Head	Foot	Introspection	Extrospection
Healthy	Diseased	Join	Disjoin/Separate
Heavy	Light	Joy	Sorrow
Hell	heaven	Judicious	Indiscreet
Help	hinder	Junior	senior
Here	there	Justice	Injustice
Heroine	Vamp	Juxtaposition	Separation
High	Low	Keen	Blunt
Higher	lower	Kill	Revive/Save
Hill	valley	Kind	Cruel
Hinder	encourage	kindle	Extinguish
Hot	Cold	Knowing	Ignorant
Humane	Cruel	Knowledge	Ignorance
Humble	Proud	Lack	Plenty
Ideal	Actual	Latent	Open
Ignorance	Knowledge	Latest	Earliest
Ignorant	Innocent	Latitude	longitude
Illiterate	Literate	Lawful	illegal
Impede	Expedite	Lazy	industrious
Import	Export	Lead	Follow

ANTONYMS

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Words	Antonyms	Words	Antonyms
Least	greatest	Noise	Silence
Lend	Borrow	Nominalism	Realism
Lenience	Severity	Normal	Abnormal
Lenient	Harsh	North	south
Lessen	Extend, Enlarge	Novice	return
Level	steep	Numerous	sparse
Liberty	slavery	Obedient	Disobedient
Life	death	Obey	Disobey
Light	Darkness	Obligatory	voluntary
Like	Dislike	Obscure	Clarify
Likeness	Difference	Obstinate	Pliable
Liquid	Solid	Obvious	riden
Lock	Unlock	Odd	Even
Logical	Irrational	Odium	Praise
Long	short	Offer	Request
Loose	Tight	Old	New
Lose	Find	Omit	Write
Loud	Low	Opaque	Transparent
Loud	soft	Open	Shut
Love	Hate	Opponent	ally
Lovely	repulsive	Oppose	Help
Lucidity	Vagueness	Oppose	Yield
Magnificent	poorness	Optimist	Pessimist
Majority	minority	Original	Copy/Duplicate
Make	Mar	Orthodox	heterodox
Malice	Goodwill	Overlapping	different
Many	few	Overt	Secret
Marriage	Celibacy	Pale	ruddy
Master	Servant	Paradise	Purgatory
Modern	ancient	Pardon	punish
Modest	Arrogant	Parsimony	Prodigality
Morose	cheerful	Part	Whole
Motionless	agitated	Passion	Coolness
Mountain	plain	Patience	Impatience
Natural	artificial	Penury	Afluence
Negative	Positive	Percept	example
Night	Day	Permission	Prohibition

Words	Antonyms	Words	Antonyms
Permit	Prohibit	Rejoicing	Lamentation
Persuade	Dissuade	Relief	Aggravation
Petty	important	Relieve	Aggravate
Plaintiff	Defendant	Relish	Dislike
Pleasant	disagreeable	Repress	Encourage
Please	Displease	Resist	Submit/Yield
Pleasure	Pain	Resolve	Hesitate
Plenty	Scarcity	Restore	Appropriate
Poetry	Prose	Retreat	Advance
Poison	antidote	Retrieve	Abandon
Polite	Rude	Reveal	Conceal
Powerful	feeble	Reward	Fine
Praise	Blame	Rich	Poor
Precarious	Safe	Rigid	flexible
Precede	Succeed	Rise	sink, fall
Precious	Cheap	Robust	feeble
Pretentious	Humble	Ruthless	Merciful
Pride	Humility	Safety	Danger
Prodigality	Parsimony	Sagacious	foolish
Profane	Pious	Salvage	Lose
Pure	Mixed	Security	Risk/Danger
Pursue	Avoid	Selfish	Charitable
Question	Answer	Serious	Non-serious
Quick	slow	Servant	Master
Quiet	Noisy	Shallow	Deep
Raise	Lower	Shy	Bold
Rash	Cautions	Silence	Noise
Raw	cooked	Simple	complex
Real	Unreal	Sin	Morality
Rear	front	Sink	Swim
Rebuke	Praise	Slander	commendation
Recede	Advance	Sleep	Wake
Record	Obliterate	Slender	stout
Recovery	Relapse/Loss	Slow	Fast
Rectitude	Dishonesty	Slur	Praise
Regularly	periodically	Smart	lazy
Rejoice	grieve	Smile	frown

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Homonyms

Homonyms

The words which are spelled and pronounced alike but different in meaning (as pool of water and pool the game) are called homonyms. Quite often students get confused between them and commit the error in using them. Given below is a list of some common homonyms. Some more pairs of words have also been added to this list, since these pairs too confuse the students. The difference between some pairs has been brought out by using them in sentences while for some of the pairs, only meanings have been given. Students must use these words in their own sentences to get a better understanding of confusing pairs of words.

1. **Accede** (to agree, to allow)—He acceded to my request and lent me his car.
Exceed (to go beyond, to surpass)—Drivers who exceed the speed limit are fined.
2. **Accept** (to receive)—He accepts defeat well.
Except (to take or leave out)—Please take all the books off the shelf except for the red one.
3. **Adapt** (to adjust)—Some people cannot adapt to new surroundings.
Adept (skilled)—Swayam is adept in high jumping.
Adopt (to take as your own)—The rich man has adopted an orphan girl.
4. **Advice** (noun)—His advice was that we should stay away from drugs.
Advise (verb)—He advised us to stay away from drugs.
5. **Affect** (make a difference to (is a verb), to influence)—Lack of sleep affects the quality of your work.
Effect (a result or bring about (a result))—The subtle effect of the lighting made the room look ominous.

6. **Accomplish** (to do)—I accomplished the work well in time.
Accomplice (a partner in a task)—Sahil was his real accomplice in the robbery.
7. **Alter** (to change)—Do not alter your decision now.
Altar (a place of worship)—Take off your shoes before reaching the altar.
8. **Assent** (agreement)—He gave his assent to our proposal.
Ascent (rise)—The ascent to the hill was difficult.
9. **Aural** (of the ear)—He has an aural trouble.
Oral (by mouth)—This is an oral exercise.
10. **All Ready** (prepared)—Dinner was all ready when the guests arrived.
Already (by this time)—The candles were already burned when the guests arrived.
11. **All ways** (by every way or method)—I shall win by all ways.
Always (all the time, forever)—He always speaks the truth.
12. **Allude** (to refer to)—The teacher alluded to The Ramayana in his lecture.
Elude (to dodge or escape)—The wild horse eluded the cow boy.
13. **Allusion** (an indirect reference)—The professor made an allusion to Virginia Woolf's work.
Illusion (a false perception of reality)—They saw a mirage: that is a type of illusion one sees in the desert.
14. **Aloud** (loud speaking so that someone else can hear you)—The politician was speaking aloud.
Allowed (permitted)—Smoking in public is not allowed.
15. **Altogether** (wholly)—Altogether, I thought that the student's presentation was well planned.
All together (everybody in a group)—We were all together at the famil reunion last spring.
16. **Amoral** (not concerned with morality)—Immoral 'not conforming to accepted standards of morality'.
17. **Annual** (yearly)—
Annul (to make void or invalid)—
18. **Appraise** (to assess or estimate)—
Apprise (to inform or notify)—I will appraise the situation and immediately apprise everybody of my conclusions.
19. **Ascent** (an upward movement, to climb)—The plane's ascent made my ears pop.
Assent (agreement)—The poor man assented to undergo experiments.
20. **Bare** (naked)—The poor child was bare.
Bear (apart from being a large animal, to carry)—You will have to bear with corruption in the modern times.

21. **Bazaar** (an exhibition or fair)—I went to bazaar yesterday.
Bizarre (weird, grotesque, alien)—Her bizarre make up was really frightening.
22. **Berth** (a place to sleep on a boat or ship)—The soldiers were taking rest on the berth.
Birth (the beginning of life)—Many prophets have taken birth in the land of India.
23. **Beside** (by the side of)—The child is sitting beside its mother.
Besides (in addition to)—Besides Shruti, her friends have also cleared the test.
24. **Board** (a long sheet of wood)—The carpenter is sawing the board.
Bored (not interested)—The students get bored of lectures.
25. **Bore** (a boring or tiresome person) Anmol is really an irksome bore.
Boar (a male pig)—They hunted a boar.
Boor (is a vulgar person)—No one likes to be seen with a boor.
26. **Born** (the beginning of life)—Mahatma Gandhi was born on 2nd October.
Borne (carried)—Influenza is an air borne disease.
27. **Bridal** (related to marriage)—Her bridal dress was beautiful.
Bridle (reins of a horse)—Hold the bridle of the horse carefully.
28. **Beech** (a kind of tree)—The dark green leaves of the beech tree look very nice.
Beach (shore)—It is quite cold on the beach.
29. **Bloc** (group)—Our country belongs to neither of those two blocs.
Block (obstruct)—The police set up a road block.
30. **Broach** (discuss)—How do you broach an unpleasant object?
Brooch (an ornament)—She wears a beautiful brooch matching her saree.
31. **Buoy** (float)—The life buoy used by him keeps him afloat in the water pool.
Boy (youth)—He is a handsome boy.
32. **Bought** (past tense of buy)—I have bought a present for my father.
Brought (past tense of bring)—I brought that present home.
33. **Braise** (to cook slowly in liquid)—The chef is braising the meat.
Braze (to solder with an alloy of copper and zinc)—The technician brazed the fuse with a copper wire.
34. **Brake** (to stop)—He failed to put brakes on his cycle and met with an accident.
Break (to smash)—The child broke the glass.
35. **Buy** (purchase)—I am going to buy a new car.
Bye (farewell or good-bye)—The father bade bye to his departing son.
36. **Canvas** (is cloth or fabric)—Painters use canvas to paint .
Canvass (to seek votes)—Politicians take help of celebrities to canvass for them.
37. **Canon** (role)—We must observe the basic canons of humanity.
Cannon (a big gun) —A cannon was fired by the enemy.

38. **Carrier** (one that carries)—Germs are carriers of diseases.
Career (course of life)—His service career is good.
39. **Calendar** (a table showing months and days)—Hang the calendar on this wall.
Calender (to press cloth, paper etc.)—Calender the shirt to make it glossy.
40. **Caste** (community)—Our Principal is a Brahmin by caste.
Cast (throw)—He cast a glance at her.
41. **Coma** (stupor)—The patient is in a state of coma.
Comma (a punctuation mark)—Mind your commas when you write.
42. **Confident** (sure)—Neeru is confident of her success in the B.A. examination.
Confidant (one who is trusted with a secret)—Rattan is Prem's confidant.
43. **Council** (assembly)—Asha was elected to the students council.
Counsel (advice)—Your counsel has helped me a lot.
44. **Cue** (a hint or signal)—This is my cue. I must now go on the stage.
Queue (a line of persons waiting for their turn)—Do not misbehave in a queue.
45. **Carat** (value, weight)—24 carat gold is pure gold.
Carrot (a vegetable)—Carrot is a good source of Vitamin A.
46. **Ceiling** (roof)—The ceiling of this room needs white washing.
Sealing (closure)—Send this parcel by post after sealing it.
47. **Colonel** (a military officer)—He is a colonel in the army.
Kernel (seed)—The kernel of walnut is very soft.
48. **Complement** (that completes)—In a race, stamina is complement to speed.
Compliment (praise)—The guests paid compliments to the hostess for her excellent cooking.
49. **Cloth** (woven from yarn)—His father deals in cloth.
Clothe (put on clothes)—Clothe yourself well before you go out.
50. **Capital** (the seat of government; money invested)—New Delhi is the capital of India.
Capitol (the building where government meets)—The ministers were shot in the capitol.
51. **Caught** (past tense of catch)—He was caught red handed.
Court (place where criminals are tried; a place where ball games are played)—We have a badminton court in our ground.
52. **Censor** (to officially inspect and make deletions or changes)—Objectionable scenes from that movie were censored.
Sensor (is something that senses)—The fire sensor buzzed and people were saved.
53. **Cereal** (edible, at breakfast)—One must take cereals in breakfast.
Serial (something in a series)—Women are crazy for Saas-Bahu serials.

54. **Cite** (to quote or document)—I cited ten quotes from the same author in my paper.
Sight (vision)—The sight of the national flag arouses patriotic emotions in masses.
Site (position or place)—The new office building was built on the site of a cemetery.
55. **Climactic** (forming a climax)—The death of the hero was the climactic moment in the movie.
Climatic (relating to climate)—Green house effect leads to climatic changes.
56. **Collaborate** (to work with someone)—They have collaborated with an MNC to set up a new factory.
Corroborate (to establish the truth of something)—The evidences corroborate his guilt.
57. **Complement** (a thing that enhances something by contributing extra features)—A matching tie complements a business suit.
Compliment (an expression of praise or politely congratulate)—Every one complimented him on his grand success.
58. **Conscience** (sense of right and wrong)—The student's conscience kept him from cheating on the exam.
Conscious (awake)—I was conscious when the burglar entered the house.
59. **Continual** (something that happens frequently, with breaks between the occurrences)—Continual interruptions distract me from writing.
Continuous (something that happens without stopping)—The continuous noise of the motor mower distracts me from writing.
60. **Co-operation** (working together)—We should work with co-operation.
Corporation (a business organisation)—His father is the chairman of Food Corporation.
61. **Correspondence** (written communication)—Correspondence plays an important role in an organisation.
Correspondents (those who write)—The society rewarded the correspondents of The Tribune.
62. **Councillor** (a member of a council)—Sanjay Gupta was elected councillor.
Counsellor (someone who gives guidance on personal or psychological problems)—Every good school has a career counsellor.
63. **Creak** (squeak or groan)—The wheel that creaks gets the grease.
Creek (a waterway or stream)—The sight of a creek gave a relief to the mountaineers.
64. **Credible** (believable)—His tale of bravery is too good to be credible.
Creditable (praiseworthy or deserving credit)—Her attempt to save the baby was really creditable.
65. **Curb** (to control)—A lot of effort is required to curb corruption.
Kerb (the edge of a footpath or sidewalk)—He hit his head with the kerb and was badly injured.

66. **Currant** (is a dried fruit)—Children like black currant.
Current (contemporary, fashionable)—Short hair is the current fashion.
67. **Dose** (amount to be taken at one time)—The doctor gave two doses of medicine to the child.
Doze (light sleep)—She was found dozing in the class.
68. **Defuse** (remove the fuse from)—The bomb squad defused the bomb.
Diffuse (spread over a wide area)—The light was diffused to enlighten the dark areas.
69. **Desert** (a waterless area, as a verb it to leave or abandon)—Cactus grows in desert.
Dessert (the sweet course)—The dessert will be served after the dinner.
70. **Device** (a gadget)—Computer is an electronic device.
Devise (to invent)—The police devised a new plan to catch the thief.
71. **Due** (owing to)—His failure is due to his carelessness.
Dew (moisture on grass)—The dew drops are quite pleasing to the sight.
72. **Dying** (expiring)—He did not write any will before dying.
Dyeing (the act of colouring)—He is an expert in dyeing.
73. **Diary** (a book for daily record)—Sheetal writes his diary daily.
Dairy (a place where milk is kept)—Ram deals in dairy products.
74. **Descent** (coming down)—Descent in hilly areas is not difficult.
Dissent (differ)—I dissent from what he says.
75. **Deprecate** (disapprove)—He has deprecated my proposal.
Depreciate (lower the value)—The value of a car depreciates after use.
76. **Decease** (dead)—She cannot forget her deceased husband.
Disease (illness)—He is suffering from a serious disease.
77. **Dual** (double)—There are many people with dual nationality.
Duel (fight between two)—Rahul and Sohrab fought a duel.
78. **Draft** (a preliminary version or an order to pay a sum)—He got a draft of ten thousand rupees.
Draught (an act of drinking)—He emptied the bottle.
79. **Eligible** (fit to be chosen)—An M.A. is eligible for this post.
Illegible (that which cannot be read)—His handwriting is illegible.
80. **Ensure** (to make certain of)—An officer must ensure that his instructions are carried out.
Insure (enter into contract for payment of damages)—I am insured against accident for Rs. 20000.
81. **Exercise** (practice)—Physical exercise is necessary to keep ourselves fit.
Exorcise (remove evil)—The ghost was exorcised by chanting mantras.

82. **Elicit** (to extract or draw out)—The teacher elicited the correct response from the student.
illicit (not legal)—The Columbian drug lord was arrested for his illicit activities.
83. **Eminent** (distinguished, famous)—Dr. Dhingra is an eminent doctor of our town.
imminent (near, close at hand)—The doctor told that his end was imminent.
84. **Envelop** (wrap up, cover, or surround completely)—Fog has enveloped the town.
Envelope (a paper container used to enclose a letter or document)—Put the letter in an envelope before posting it.
85. **Fair** (average, good-looking)—He earns a fair amount of salary.
Fare (money you pay to go somewhere by bus, train, plane, taxi, etc.)—The conductor came and collected the fare.
86. **Flour** (ground wheat)—The bread is made of flour.
Floor (the lower surface)—The house has beautiful floors.
87. **Fore** (before, in front)—The manager joined in the fore-noon.
Four (a number)—The cat has four legs.
88. **Fawn** (a young deer)—The fawn is gamboling in the park.
Faun (a Roman deity that is part man, part goat)—Romans respect and pray Faun.
89. **Flare** (to flash or blaze)—Lightening flared in the sky.
Flair (ability or skill)—Ankush has flair for writing.
90. **Flaunt** (display ostentatiously)—Women flaunt their jewellery to impress others.
Flout (openly disregard a rule)—We should not flout traffic rules.
91. **Forbear** (to refrain from)—The doctor advised him to forbear tension.
Forebear (an ancestor or forefather)—Ape is speculated to be forebear of Man.
92. **Foreword** (preface in a book, usually written by someone who is not the author)—I have requested Dr. Rudra to write a foreword for my book.
Forward (ahead, near the front)—Indian army is on the forward in Kargil.
93. **Foul** (dishonourable, disgusting)—I can not tolerate this foul smell.
Fowl (a bird)—In some countries, people eat fowl.
94. **Gibe** (to taunt)—Sunita is notorious for her gibing.
Jibe (to agree, correspond or tally)—The members of the committee are in a jibe on this issue.
95. **Gate** (an entrance)—The palatial building has an iron gate.
Gait (manner of walking)—The aged woman walked with an unsteady gait.
96. **Goal** (aim)—You must have some goal in your life.
Gaol (jail)—The accused was sent to the gaol.
97. **Gamble** (game of chance)—Gambling is a vice.
Gambol (to jump and frisk)—The lambs are gamboling about in the meadow.

17

One Word Substitute

WORDS DENOTING PLACES

A place where birds are kept	Aviary
A place where bees are kept	apiary
A place where fishes are kept	aquarium
A place where rabbits are kept	hutch
A place where pigs are kept	sty
A place for keeping or breeding insects	insectarium
The house or shelter of an Eskimo	igloo
The house or shelter of a Swiss peasant	chalet
The house or shelter of an Arab	dowar
The house or shelter of an American Indian	wigwam, teepee
The house or shelter of a gipsy	caravan
A Zulu village	kraal
The house or shelter of a Kirghis	kabitka
A house or shelter for a dog	kennel
A house or shelter for a horse	stable
A house or shelter for a cow	pen, byre
A house or box in which live pigeons or doves	dovecot
The dwelling-place of an animal underground	burrow
The home of a lion	den
A squirrel's home	drey

The resting place of a wild animal	lair
The house or bed of a hare	form
A nest of a bird of prey	eyrie, aerie
A place where medicines are compounded	dispensary
A place for the treatment of sick people	hospital
A residence for monks or priests	monastery
A residence for nuns	convent
A place where milk is converted into butter and cheese	dairy
A place where bread and cakes are made	bakery
A place where animals are slaughtered for the market	abattoir
A factory for manufacturing beer	brewery
A place where spirituous liquors are produced	distillery
A place where clothes are washed and ironed	laundry
A place for housing cars	garage
A place for housing aeroplanes	hangar
A place where travellers may obtain lodging and refreshment	hotel, inn
A place where people may obtain food and refreshment	restaurant
A variety show performed in a restaurant	cabaret
The kitchen of a ship	caboose, galley
A house for the residence of students	hostel
A place where books are kept	library
A place where Government records are kept	archives
A place where any manufacture is carried on	factory
A place where scientific experiments are conducted	laboratory
A place where house refuse is reduced to ashes	incinerator
A place where athletic exercises are performed	gymnasium
A place or room for the collection of dried plants	herbarium
A place where treasures of art, curiosities, etc. are preserved or exhibited	museum
A place where treasures, stores, ammunition are hidden	cache
A place for storing grain	granary
A place where goods are stored	depot
An upper room or storey immediately under the roof	garret
A place where leather is tanned	tannery
A building for the lodging and accommodation of soldiers	barracks
A place where soldiers are quartered	cantonment
A place where money is coined	mint
A place where astronomical observations are taken	observatory
A place where fruit trees are grown	orchard

A place where orphans are housed	orphanage
An institution for the reformation of young offenders	reformatory
A square courtyard bounded by buildings	quadrangle
A wide road lined with trees on both sides	avenue, boulevard
A street open only at one end	cul-de-sac
A Muslim place of worship	mosque
A place where water is collected and stored	reservoir
A place frequented for reasons of pleasure or health	resort
A place with gambling tables, etc.	casino
A nursery where children of poor parents are cared for while their parents are at work	crèche
An enclosure adjoining a race-course where horses are kept before racing	paddock
A covered stall at a fair, horse races, etc.	booth
A place where plates, dishes, pots and other cooking utensils are washed up	scullery
A place where ships are repaired or built	dock
A place where ships are loaded and unloaded	quay
The sleeping-rooms in a college or public institution	dormitory
A refreshment hall in monasteries and convents	refectory
A school for infants and young children	kindergarten
A room or building for the preservation of sculpture	glyptotheca
A place where animals are kept alive, and live as nearly as possible as in their natural state	vivarium

With these may be grouped the following:

A receptacle for storing coal	bunker, scuttle
A small box in which tea is kept	caddy
A large cask for holding wine or beer	butt, hogshead
An underground place for storing wine or other provisions	cellar
A portable case for holding papers, drawings, etc.	portfolio
An ornamental glass bottle for holding wine or other alcoholic drinks	decanter
A basket in which a fisherman puts his fish	creel
A lady's handbag or workbag	reticule
A large jug or pitcher for holding water for the washbasin	ewer
A small bottle for holding sauces or condiments for the table	cruet
A case in which the blade of a sword is kept	sheath, scabbard

DENOTING PROFESSIONS OR TRADES

One who attends to the diseases of the eye	oculist
One who tests eyesight and sells spectacles	optician

One who looks after horses at an inn	ostler, hostler
One who studies rocks and soils	geologist
One who studies the past through objects left behind	archaeologist
One who studies the stars	astronomer
One who foretells things by the stars	astrologer
One who flies an aeroplane	pilot, aviator
One who works in a coal-mine	collier
One who converts raw hide into leather	tanner
One who makes or deals in cutting instruments, e.g. knives	cutler
One who cleans the street	scavenger
A woman employed to clean inside buildings	charwoman
One who sells sweets and pastries	confectioner
One who induces or entraps men to serve in the army or navy	crimp
One collects the bets and pays out to the winner in a gambling club	croupier
One who takes care of a building	janitor
One who sells fowls, ducks, turkeys, etc.	poulterer
One who pays out money at a bank seats etc.	cashier, teller
One who lends money at exorbitant interest	userer
One who draws maps	cartographer
One who collects postage stamps	philatelist
One who performs tricks by sleight of hand	conjurer
One who walks on ropes	funambulist
One who performs daring gymnastic feats	acrobat
One who pastures cattle for the market	grazier
One who travels from place to place selling miscellaneous articles	hawker
One who makes pots, cups, etc.	potter
One who goes from place to place mending pots, pans etc.	tinker
One who mends shoes shoemaker,	cobbler
One who travels from place to place selling religious articles	colporteur
A teacher who travels from place to place to give instruction	peripatetic
One who watches over students taking an examination	invigilator
A person in charge of a museum	curator
One who is in charge of giving assistance to the poor; a hospital welfare officer	almoner
The person in charge of a library	librarian
The head of a college	Principal
The head of a town council or a corporation	Mayor
One who lends money and keeps goods as security	pawnbroker

One who draws up contracts and also lends money on interest	scrivener
One who builds ships	shipwright
One who loads and unloads ship	stevedore
One who makes wheels for carriages and carts	wheelwright
One who sells articles at public sales	auctioneer
A tradesman who manages funerals	undertaker
One skilled in the treatment of diseases of animals	veterinarian
One who writes shorthand	stenographer
One who writes poetry	poet
One who writes novels	novelist
One who writes books	author
One who compiles a dictionary	lexicographer
One who sells paper, ink, pens and writing materials	stationer
One who preserves the skins of animals and mounts them so as to resemble the living animals	taxidermist
One versed in the science of human races, their varieties and origin	ethnologist
One who studies the evolution of mankind	anthropologist
One who studies the working of the human mind	psychologist
One who makes or sells candles	chandler
One who works or deals in feathers for apparel	plumassier
The treasurer of a college or university	bursar
An officer in charge of the stores, provisions and accounts on a ship	purser

WORDS PERTAINING TO MARRIAGE

One who has only one husband or wife at a time	Monogamist
One who marries a second wife or husband while the legal spouse is alive	bigamist
Man who has more than one wife at a time	Polygamist
Woman who has more than one husband at a time	Polygynist
A hater of marriage	misogamist
One vowed to a single or unmarried life	celibate
Legal dissolution of the marriage of husband and wife	divorce
Payment of money allowed to wife on legal separation from husband	alimony
A man whose wife is dead	widower
A woman whose husband is dead	widow
The property which a new wife brings to her husband	dowry
One engaged to be married	fiancé, fiancée
Engaged to be married	betrothed
A bride's outfit	trousseau

Proclamation of intended marriage

To run away with a lover in order to get married secretly

proclama-
tion

elope

WORDS CONNECTED WITH NATURE STUDY

At home equally on land or in water

Living or going in flocks or herds

The dormant condition in which animals pass the winter

(Trees) which lose their leaves annually

A cud chewing animal, e.g. the cow

A gnawing animal, e.g. the rat

A four footed animal

Animals which carry their young in a pouch, e.g. kangaroo

Soil composed largely of decayed vegetable matter

Soil washed down and carried away by rivers

A preparation for killing insects

A plant or animal growing on another

Lasting for a single year or season

Lasting for two years

Living for many years

That part of the seed which develops into the plant

The part of the embryo which forms the root

The part of the embryo which forms the stem

The process by which the young plant begins to grow

The process by which plants give off excess water through their leaves

The process by which plants manufacture food

The process by means of which plants and animals breathe

The process by which plants take up mineral salts in solution through their roots

Tiny openings on the under surface of leaves through which the plant breathes

The green colouring matter in the leaves of plants

A slimy substance between the wood and bark of a stem

Two leaf like appendages at the base of some leaves

A spiral shoot of a plant which winds itself round another body for support

The process by which pollen dust is transferred from the stamen to the pistil

The entrance of the pollen grains into the ovules in the ovary

amphibious

gregarious

hibernation

deciduous

ruminant

rodent

quadruped

marsupials

humus

alluvium

insecticide

parasite

annual

biennial

perennial

embryo, germ

radicle

plumule

germination

transpiration

assimilation

respiration

absorption

stomata

chlorophyll

cambium

stipules

tendrils

pollination

fertilization

An instrument for making holes in the soil for seeds or seedlings	dibble
One who studies plant and animals life.	Naturalist
The parts of an animal killed for food which are rejected or considered waste	offal
Rock from which metal is extracted	ore
The track of a wild animal	spoor
The meat of deer	venison
The flesh of sheep	mutton
A cluster of flowers on a branch	inflorescence
The seed leaves of the embryo	cotyledon
Plants with one seed leaf, e.g. corn	Monocotyledonous
Plants with two seed leaves, e.g. lime	di-cotyledonous
A thick underground stem	rhizome
Animals with backbone	vertebrates
Animals without backbone	invertebrates
The inside of a nut	kernel
The central or innermost part of a fruit	core
The animals of a certain region	fauna
The plants and vegetation of a certain region	flora
The last stage through which an insect passes before it becomes a perfect insect	chrysalis
Absence of rain for a long time	drought
To supply land with water by artificial means	irrigate
The feelers of an insect	antennae

Students are advised to learn the following words which can be very useful to them for attempting objective types questions on One Word Substitution

1. Abdication : Voluntary giving up of throne in favour of someone
2. Adolescence : State of growth between boyhood and youth
3. Affidavit : A written declaration made on oath in the presence of a magistrate
4. Agenda : A list of things to be discussed in a meeting
5. Aggravate : To increase the gravity of a situation
6. Alimony : Allowance paid to wife on legal separation
7. Almanac : An annual calendar with position of stars
8. Altruist : A lover of others (selfless)
9. Amateur : One who does a thing for pleasure and not as a profession
10. Ambassador : Representative of a government with full authority
11. Ambiguous : An order or a word the meaning of which is not clear
12. Ambulance : A carriage for the sick or the wounded

PLANNING BUSINESS MESSAGES

Business Message is a communication either within a business organisation, or from one business establishment to another. Its aim is to get things done. In order to achieve this aim or objective, it is necessary to inform the reader and to request him to do the needful. The success of a business communication depends upon the response of the reader. In order to ensure that the objective of the communication is achieved it is necessary to keep in mind the perception level of the reader.

Three Stages in Writing Process

The writing of a business message can be divided into three stages

- (i) Pre-drafting (ii) Drafting (iii) Post drafting.

Each stage demands time

Writing a business message involves passing through three steps

- (i) Planning the message
(ii) Writing the message
(iii) Completing the message

Planning the message :

Planning the message is the most important stage and needs maximum time. While planning a business message the following requirements should be fulfilled.

1. Determine your purpose.
2. Judge your audience.
3. Fulfill your audience's information needs.
4. Choose a suitable medium.
5. Establish a good relationship with your audience.

Determine your purpose:

You must be clear in your mind regarding the purpose of your communication. It can be either to inform or to persuade your audience. You should write your message only if it fulfils the following conditions:

- (i) Your purpose is realistic
- (ii) Time is suitable for writing it.
- (iii) You have the right to send this message.
- (iv) Your organisation approves of it.

Judge your audience : Since your audience is the recipient of your message, you must ensure that it involves the interest of the audience. You must closely watch their attitude, their tastes and their informational needs. If the audience is known to you then it is easier to judge them. But if your audience is a stranger then it becomes difficult. Before sending your message you must get acquainted with your audience. Only then you will be able to mould your message according to the needs of your audience. You must know your primary audience (the decision makers), the size of your audience, their perception level, their expectations and their probable reaction.

Fulfill your audience's information needs : It is imperative to fulfill the information needs of your audience. Moreover, the information should be correct. It should be ethical. You must know the priorities of your audience. Give suitable prominence to those points, which interest your audience, the most. Your message should serve the needs of both you and your audience.

Choose a suitable medium: Select a suitable medium. Whether your message should be conveyed through an oral medium or a written one depends on the nature of your message. If you want an immediate feedback, then an oral medium is the best- it may be talking on the telephone. But if you want to study the body language of the recipient then it should be in the form of a face-to-face interaction. But, if your message is a complicated one and you want to keep a permanent record for future reference, and if the audience is large and at different places then written medium is most suitable. Of the wide range of written media the most commonly used are business letters and reports and memos. In today's world we have the facility of electronic media too, both oral and written - like voice mail, videotape, faxing, E-mail Internet etc. Electronic media is the best if you want to save on time.

Establishing good relationship with your audience: If you are sincere in what you communicate, if you are polite and courteous and do not have any biases or prejudices you can have a good relationship with your audience.

Once you have planned your message well, keeping all the above-mentioned requirements in mind, the rest of your job becomes easy.

REWRITING, EDITING, FIRST DRAFT, RECONSTRUCTION OF FINAL DRAFT

Rewriting and Editing: Re-writing and editing is an important part of the writing process. It assumes greater importance while writing a business message because a business message is written with a desired purpose to create the desired impact on the audience. Revision is an on-going process you keep revising it until you dispatch it. But the most crucial stage of

revising occurs between the first draft and the final draft. The first draft is subjected to a thorough scrutiny to give it the shape of the final draft.

Revision consists of three main tasks. These are

- (i) To evaluate the content, organisation, style and tone of the message.
- (ii) To review its readability.
- (iii) Editing it for clarity and conciseness.
- (iv) Content, organisation, style and tone.

Examining the content

While examining the content we keep the following points in mind

- (a) Information should be accurate
- (b) Information should be relevant to the needs of the audience.
- (c) There should be a healthy balance between the general and specific information.

Organising the business message

Next comes the organisation part of our business message. Once again a few things have to be kept in mind.

- (i) All points are to be covered in a logical manner.
- (ii) A prominent place and maximum space is to be given the most important ideas.
- (iii) Arrange the matter in an order so that it has the maximum impact.
- (iv) Avoid repetition

Moreover, since style and tone form an important part of any piece of writing we must ensure that we have achieved appropriate style and tone.

Beginning and ending : These are two most important parts of any composition. The beginning should be such as to hold the attention of the audience. The ending should sum up the main ideas of the message.

Reviewing for readability : In the first revision we concentrate on the organisation, tone and style of our writing. In the second revision we should concentrate on improving the readability of our message. As every body is short of time these days, avoid long or cumbersome letters or memos. The language, too should be simple and lucid. For clarity's sake divide your piece of writing into short paragraphs. Give them headings and sub-headings so that a person can get your meaning even without reading the whole paragraph.

Editing for Clarity and Conciseness : Make sure that your message contains no ambiguous words or phrases. Delete all the unnecessary expressions.

Revision can improve your messages dramatically. Ernest Hemingway, a well-known fiction writer, had once remarked, "There's no such thing as writing - only rewriting". But in order to be really effective there should be some time gap between the first draft and its revision.

After having planned your business message, you produce the first draft. You are already clear about the purpose of your message, about your audience and the information you want to convey.

Put Down Your Ideas : While jotting down the first draft, there is no need to practice any restraint you should put down any idea that comes to your mind. After having put down your ideas, give them the shape of a message. Try to choose the right words to convey your ideas or thoughts. Divide the message into short, well-knit paragraphs. There is no need to pay attention to minor details. These would be taken care of at a later stage. The first draft is only a rough draft. You should only concentrate on ideas.

Important points that must be kept in mind while writing the first draft are:

Simple and Short : The business message should be concise and brief. Anything superfluous must be avoided.

Appropriate Vocabulary : The words used should not only be appropriate but also according to the perception level of the receiver. Bombastic and ambiguous words should be avoided. Technical words should be used only when necessary. You must explain the meaning of the technical words used in the message. It is better to attach a list of technical words along with their meanings.

Sentence Construction : Words create an impact only when they are arranged in a sentence in a proper order. So avoid unnecessary words and make your writing straightforward.

Paragraph construction : Paragraphs must be arranged in a logical manner, each paragraph must grow out of the previous one. They should not be haphazard. The last paragraph should sum up the entire message.

Politeness : Politeness is a quality that has an instant impact on the mind of the recipient. Even if you are annoyed over something or have a grudge against the person you are writing to even then you must keep your tone polite, e.g., you have been denied promotion in your present company and you are therefore leaving it and joining another firm. You are serving a notice to your present employers. Even then you must make the notice polite. It is in your own interest as well. You never know when you need some help from your previous employers.

Style : We normally think that a business communication has to be formal. But it is not always true. It can be informal too. It all depends on the occasion and content. It also depends on the relationship between the sender and the receiver. A boss would use a formal style while writing to his subordinate. But if you are writing to your colleague you can use an informal style. In an informal communication you use a personal and conversational style. In an informal communication, the style is impersonal. You deliberately avoid any personal touch. However, things are changing now. The latest trend is to use a relaxed and personal tone even if the message is from a boss to his subordinate.

Reconstruction of final draft

The Final draft is the end product of all the hard work that you have previously done in order to prepare it. So the final draft should be meticulous.

Stationery : The first thing that the recipient of your message would notice is its looks. So stationery of a good quality should be used. You should use the paper of the right size. It should be neither too big nor too small. The colour of the ink too should be chosen with care. Envelopes you use too should be impressive since the first thing your recipient notices is the envelope.

Page Layout : Proper attention should be paid to the page layout. If the layout is easy on the eye your recipient will love to read your message. For achieving a beautiful layout, you have to keep in mind five elements

(i) White spaces (ii) Margins (iii) Type face (iv) Type styles (v) Proof reading. A judicious use of these four elements will give your message an impressive design. This judicious use can be achieved by showing consistency throughout your document, balancing the spaces allotted to text, artwork and whitespace, showing restraint in using the number of elements, so that it does not become too decorative.

(i) White spaces : White space is the space which is free of any text. It is very important in the design of your message. It presents a contrast to the printed matter, white space can be found in the open areas around headings. It can be found in margin areas, the vertical space between columns, the horizontal space between the lines of the text etc.

(ii) Margins : Margins too can add to the beauty of your communication. These margins can be found around your text and between text columns. The margins provide additional white space in the document, and are therefore very useful.

(iii) Type Faces : Type face means the physical design of letters and numbers. A type face influences the tone of your message. You must choose the type face in accordance with the tone of your message. Most of the computers offer a variety of type faces.

(iv) Type Styles : Computers offer a great variety of type styles too-like bold face, italics and other decorative styles. Bold face is used for headings and sub-headings. Italics are employed for emphasis or for giving quotations. Type styles break the monotony of the documents dominated by the Roman Type. They draw the attention of the reader to the main points. Decorative types should be used with restraint. They can make a document look non serious.

(v) Proof-Reading : Grammatical errors or wrong spellings can spoil your final draft. So, a thorough proof-reading of your text is essential to correct errors in grammar and spellings, punctuations etc. You will also notice any missing material or any wrong type face. It will also help you correct any error in the use of appropriate format for your documents.

REVIEW EXERCISE

1. Discuss different stages in writing process.
2. What are the different points to be observed in first draft of writing ?
3. Discuss the different points to be observed in final draft of writing ?
4. What is the importance of effective writing skills in Business Communication ?

Job Applications

Writing Job Applications

Your application is your first contact with the prospective employer. It is your opportunity to create the right impression from the outset. Whether you are applying for the post of apprentice electrician, senior salesman, or tax inspector, you can increase the chances of a favourable response to your application by wording and setting it out carefully.

The first rule is : follow the instructions given in the advertisement. Supply all the information and papers requested. At this stage don't go any further.

Quote the source of the advertisement ('Job pages of *The Sunday Tribune*'). If the employer is interested and wants further information, such as the name of a referee, he or she will ask you for it later.

In most cases, your initial application will consist of two elements: a covering letter, in which you state why you are writing, and a c.v. (*curriculum vitae*, sometimes called a *resume*), giving details of your education, training, and relevant work experience.

Keep the covering letter short and completely to the point. You can afford to be more expansive in the c.v. The c.v. is the place to strengthen your application by mentioning details that do not relate directly to the job, such as sporting achievements or charity work. But be careful. Don't give undue emphasis to these outside interests. And don't list anything trivial or off-putting.

Make a draft beforehand of what you want to put into your application. Keep two things constantly in mind: what kind of person the company is looking for, and what you have to offer that corresponds to this. Find out as much as possible about the work involved and also about the company you are applying to. This will ensure that you present yourself in a way that matches the requirements of the job.

Suppose it is a clothing manufacturer that has advertised the vacancy. Find out what it specialises in: fashion garments? industrial clothing? Try to identify something in your own past experience to link you with that particular company. If you have ever done business with them before, say so in your application. Show that you know what they do. Show that you are interested.

You have to sell yourself when applying for a job. You must not stretch the truth, but you should certainly emphasise your strong points: your achievements, abilities, and potential, your interest in and suitability for the job. Never mention as far as possible any failings, deficiencies, and dark secrets.

On the other hand, don't try to conceal any obvious shortcomings, such as lack of experience or qualifications. These would emerge soon enough, at the interview stage probably, or if you get past that, in the office or on the shop floor. Either way, the employers will not thank you for wasting their time. Own up to these disadvantages, but counterbalance them by stressing your adaptability and eagerness to learn. All new jobs have to be learned to some extent.

But 'own up' even more boldly to the advantages you can claim. If you are applying for a job that will involve working at a computer terminal, don't fail to explain that you can type and operate a computer. Remember to list your more general acquirements, things that any employer might want to know about - a clean driving licence, for instance, or a competence in first aid.

Always type your C.V., or get it done for you by a typist or a typing bureau. It should look welcoming to the reader - clear and neatly laid out. Show the firm right away that you are up to their standards. And of course make sure the spelling, grammar, and punctuation are correct.

If you write the covering letter by hand, make it legible and tidy, and use good unlined paper. Blue ink is perhaps preferable to black, and a fountainpen to a ball-point.

Remember, the person processing your application at this stage knows nothing about you except what he or she can see in your letter and c.v. Think about the personality of the company you are applying to. A local government department would expect a conventional application. But an advertising agency, for example, may welcome something more original - perhaps in the form of an advertisement, with the c.v. (on coloured paper maybe) 'selling' you as the product.

Always keep copies of your old C.V.s and letters of application; these will save you a great deal of time and effort when you next apply for a job. The aim of the job application is to help you get a job. Therefore, it should state clearly the job you want and should tell what your abilities are and what you have to offer.

Since the purpose of a job application is to impress and to win the confidence of the prospective employer, it should not be untidy, poorly written, hard to read or full of errors.

The format for a job application is the same as that of an official letter.

It may be written with or without a bio data. In case it is written without a bio data, the main body of the letter should contain the following information:

Personal information, e.g. age, health, sex etc.

Educational/professional qualifications.

Experience/suitability for the job.

The Bio data can also be separately written and attached along with the letter as an enclosure.

Sample letter for the post of P.G.T. English (in which Bio Data is included)

53, Pioneer Colony,
Mukatsar.

11 October, 2009

The Principal,
Adesh College of Engineering,
Mukatsar

Dear Sir

Sub : Application for the post of a P.G.T. in English.

In response to your advertisement in "The Tribune" dated Oct. 11, 2009. I wish to offer my services for the post of P.G.T. in English in your prestigious institution.

I am a hardworking and honest person, who is passionate about the noble vocation of teaching. I wish to make a difference in the lives of people through education.

I am a Post Graduate In English having a degree in education as well. I have already worked with D.C.Model International School as a P.G.T. English for two years.

Now I am looking for a suitable job in Moga as my father has got transferred at Moga.

I shall be available for an interview on any day of your convenience.

If selected, I assure you that I shall work with utmost devotion and sincerity to your full satisfaction.

Hoping for a favourable response.

Yours faithfully

Vishal Gumber

BIO DATA

The application for a job is sometimes accompanied by a Bio data of the applicant. The Biodata is also called resume or curriculum vitae (C.V.). It contains full information about the candidate pertaining to the job requirement.

The relevant information will be included under the heading 'Bio data'.

This kind of a letter which has a separate Bio-Data attached with it is known as a *covering letter*. A Covering letter will be a formal official letter having the same kind of format, language and style.

The bio-data will be sent along with the letter and will be mentioned in the covering letter as an enclosure.

The following features must be mentioned in the bio data.

BIODATA

1. Name in full
2. Father's Name
3. Date of Birth
4. Age
5. Permanent Address
- Telephone Number (if any)
6. Educational Qualification
 - (i) Secondary : School attended, course, examination passed, grades obtained
 - (ii) Technical/Professional : Degree or Diploma obtained ; institution/ university
 - (iii) Any other
7. Experience (Name of institution, position held, nature of duties, duration)
 - (i)
 - (ii)
 - (iii)
8. Hobbies
 - (i)
9. References (Name, designation, official address)
 - (i)
 - (ii)
 - (iii)
10. Salary Expected

Sample Application for the post of P.G.T. English

Write an application to the principal of Kalia Institute of Industrial Technology, Patiala for the post of a P.G.T. in English.

53, High School Campus,
Patiala,

11 October, 2009

The Principal,
Kalia Institute of Industrial Training,
Patiala

Dear Sir

Sub : Application for the post of a P.G.T. in English.

In response to your advertisement in "The Tribune" dated Oct. 11, 2009. I wish to offer my services for the post of P.G.T. in English in your prestigious institution.

I am a hardworking and honest person, who is passionate about the noble vocation of teaching. I wish to make a difference in the lives of people through education.

I shall be available for an interview on any day of your convenience.

If selected, I assure you that I shall work with utmost devotion and sincerity to your full satisfaction.

Hoping for a favourable response.

Yours faithfully

Ranjan Sharma

Encl. : Bio-Data and Testimonials.

BIO-DATA

Name	: Ranjan Sharma
Father's Name	: Sh. Ramesh Sharma
Address	: 53, Ananta Vihar, Patiala
Age	: 32 Yrs.
Marital Status	: Married
Nationality	: Indian
Education Qual.	: (i) B.A. from Punjabi University. (70% marks) (ii) M.A. (English) from Punjabi University (66% marks) (iii) B.Ed. from Punjabi University (78% marks)
Experience	: Working as a P.G.T. English in CV Raman School,
Hobbies	: Reading, Music
Salary Drawn	: Rs. 13,000/pm
Salary Expected	: Govt. grades with minimum 2 additional increments.
Reference	: Mr. Rajiv Mohanty, Chief Co-ordinator, CV Raman International School, College Road, Patiala Ph. No. 098141-48946

Helpful Hints

Experience has shown that candidates find it difficult to start and close a letter of application and also to handle the question of 'expected salary' where required. To help you get over this difficulty a few sentence intended as a guide are given below :

Opening Sentences

1. My intensive and varied training in several important aspects of business management should prove of value to you in setting up your new branch at Aligarh.
2. When I saw your advertisement in today's Hindustan Times I felt I have the requisite qualifications and experience for the post of the Branch Manager.
3. Your advertisement in The Hindustan Times dated 14 October, 2001 for the post of an Office Manager for your Bangalore Branch has attracted me. I believe I shall be able to discharge the responsibilities mentioned therein.
4. When I saw your advertisement for a Liaison Officer in The Indian Express of 11 September, 2001, I carefully matched your needs with my qualifications and experience. And it seems I may be the kind of man you are looking for.
5. Your advertisement for a Research Officer in today's National Herald interested me as it offers advancement in a field I have specialized in.
6. When I saw your advertisement in The Hindustan Times of 22 December, 2001 for a Sales Manager, I felt it was just the kind of post for which I have the qualifications and which I have been looking for.
7. Advertising as a career has attracted me since my school days. At University I did a special course in the art of advertisement and then as an Assistant Advertisement Manager of Lalwani Advertising Agency Private Limited, I increased the revenue by 30%. I, therefore, feel confident that I shall make a success of the advertisement manager's job you advertised in The Times of India of 17 January, 2001.
8. My specialization in production engineering at the Indian Institute of Technology, Kanpur has given me an insight into the techniques of maximizing production with indigenous know how. I, therefore, feel that I would be able to function efficiently as an Assistant Production Engineer in your organisation.
9. As my record of honours won will show, I have loved writing since my school days. At college I specialized in written communication and later did a diploma in journalism. I, therefore, hope that you will find in me the kind of experience and qualifications you are looking for in the journalist you need.
10. Specialization in sales management at the university and ten years of experience in the marketing field qualify me for the post of a District Manager in your Marketing Division, which you advertised in The Hindustan Times of 7 August, 2001.

Closing Sentences

1. I hope you will give me a chance to talk to you personally and to answer any questions you may have about my suitability for the post.
2. I am eager to tell you personally more about myself and to learn more about the exciting prospects the position offers. I hope you will give me a chance to do so.
3. If my resume convinces you that my background is suitable for the post, please let me know. I shall be happy to come and see you at your convenience.

4. I shall appreciate an opportunity to discuss this matter with you in greater detail. Will you kindly let me know when it would be convenient for you to see me?
5. I hope I will be granted an interview, when I can explain my qualifications more fully.
6. Though I am happy with my present job, the deScription of the post you advertised in The Times of India of 4 August, 2001 sounds even more appealing. I would be grateful if you give me a chance to discuss my suitability for this post.
7. Although my resume contains details, you may like to have more information. I would be delighted to do so personally at any time convenient to you.
8. I wish to be associated with your progressive company and am, therefore, eager to know your reaction to my request.
9. I shall be grateful if you kindly let me know whether you can use my services.
10. I would very much appreciate your giving me a chance to talk to you and to get your opinion on whether my qualifications and experience would be suitable for the post you offer.

Expected Salary

It is a delicate matter and should be handled tactfully. A few helpful sentences are given below :

1. My present salary is Rs ... p.m. in the scale of Rs and I expect some improvement on it.
2. I would have preferred to leave the matter of salary to you, had not the advertisement specifically required it. My present salary is Rs p.m. and anything in the range of Rs ... p.m. will be acceptable to me.
3. Salary consideration is secondary to me in view of the opportunity this position offers. I am sure we can arrive at a satisfactory arrangement during the interview.
4. May I suggest that we leave the discussion of the salary to a personal interview?
5. My present salary is Rs ... p.m and I feel my ten years' experience in the line should entitle me to a higher start. But I leave it to your judgment and in any case this matter can be discussed at the time of personal interview.

Your application would be carefully examined and your name would be shortlisted

(i) if your qualifications and experience are found suitable for the post you have applied for and (ii) if the reports from the references are favourable. You may then be called for an interview. Some organisations may require you to participate in a group discussion also. If you perform well and have an edge over other candidates, you may be offered the job.

Acknowledging A Job Offer

Courtesy dictates that you acknowledge a written job offer, even if you are not ready to accept or decline it. Take note of the details of the offer and respond appropriately. Items to remember :

- Thank the employer for the opportunity presented;
- Indicate that you understand the terms of the offer, or if you don't, ask for clarification;
- A smart employer will know that you need to consider various employment options in order to make a wise decision; you may need to compare the offer to another pending offer;
- *However, you may need to make a decision before you know whether or not you will receive another offer.*

Declining A Job Offer

- If you choose to decline a job offer, do so courteously, in writing, after making a phone call.
- Never say anything negative in writing about the employer, even if you had a negative experience.
- If you had a very negative experience.
- A decision to decline an offer is usually based on the fact that another offer is a better fit for your interests and goals. It is fine to state this, without giving details about why the declined offer is not a fit.
- It is not necessary to state whose offer you accepted, but you may do so if you wish.
- Remember that this employer may be a contact for you in the future. Maintain professional, courteous relations.

Sample Acceptance Letter

507, Rupali Sqaure
Unit-9, Mohali

April 24, 2009

Mr. Anurag Nayak
Division Manager
Data International Corporation
1212 Corporation Lane
Chandigarh

Dear Mr. Nayak

I write to confirm my acceptance of your employment offer of April 20 and to tell you how delighted I am to be joining Data International. The work is exactly what I have prepared for and hoped to do. I feel confident that I can make a significant contribution to the corporation, and I am grateful for the opportunity you have given me.

As we discussed, I will report to work at 8:00 a.m. on May 22 and will have completed the medical examination and drug testing by the start date. I understand that my starting

salary will be Rs. 35,000 per month with health and dental coverage provided. Additionally, I shall complete all employment and insurance forms for the new employee orientation on May 23.

I look forward to working with you and your fine team. I appreciate your confidence in me and am very happy to be joining your staff.

Sincerely,

(Handwritten signature)

Vishwa Mitra

SAMPLE LETTERS

1. Application for the Post of Book Keeper

786, Sahid Nagar
Patiala.

21st August, 2008

The Managing Director,
BP Industries Pvt. Ltd.,
Nalagarh.

Sub : Application for the Post of a Book Keeper.

Dear Sir

In response to your advertisement in today's "The Hindustan Times", for a Book-Keeper, I would be grateful if you would consider a short account of my character and capabilities.

For the last three years I have been employed as a book keeper by a firm where the wide field of work to be covered has given me a good all-round knowledge of trading accounts.

I enclose a few copies of testimonials from my Principal. You may refer to my present employers who will be willing to supply you information regarding my character and ability. It will, of course, be possible for you to obtain information from my present employers also. If you wish to make any enquiries regarding my capability, honesty and work.

The question of salary raises difficulties and you will agree that it would be unfair if I quote something now. When we sit together and you judge my capabilities, only then we shall be able to decide the salary.

I have every hope that you will give me a chance to work under your kind control and thus offer an opportunity to prove my claims.

Yours faithfully,

Rajiv Roy

2. Application for Stenographer's Post

24, Vani Vihar,
Abohar.

23rd March, 2008.

M/s. ABC Graphics,
22, Circular Road,
Abohar.

Subject: Application for the Post of a Stenographer.

Dear Sirs,

I have come to know from reliable sources that a post of stenographer has fallen vacant in your office. I beg to offer my name as a candidate for the same.

I am submitting below a summary of my qualifications and experience.

Qualifications : Passed B.A. Examination of Utkal University in the first class, stenographic speed is 120 W.P.M. and typing speed 60 W.P.M.

Age : 25 years

Experience: Working as stenographer with M/s.. V.K. & Co., Delhi for the last three years. The only reason to leave the present job is to brighten my future prospects and serve at Delhi.

I shall be glad to call upon you, any time you desire, for an interview.

Salary : I am prepared to serve for any reasonable salary that you may be pleased to offer. I sincerely hope that you will give me a trial before deciding about the salary, which in your opinion would be appropriate for the work I shall do.

Yours faithfully,

V.K. Bajaj

3. Application for the Post of an Air Hostess

234, Mayur Vihar,
Jalandhar

August 15, 2010

The H.R.M.,
Saudi Arabia Airlines.

Subject : Application for the Post of an Air Hostess

Dear Sir,

With reference to your advertisement in The Tribune, I offer myself for the post of an Air Hostess in Saudi Arabia airlines.

I have graduated with Honours in English from India's topmost college for women, Miranda House, Delhi University, this year and am now studying for the degree of Bachelor in Law from the Campus Law College, Delhi University.

I can speak English, Hindi and Punjabi fluently.

My birth date is 15th March 19 ... , and I will be 22 years next March.

My nationality is Indian, height 157 cms and weight 49 kgs

My phone number is 586249.

A recent passport-size photograph is enclosed herewith.

Sanguinely believing that I shall be considered fit for employment as an Air Hostess in Saudi Arabian Airlines.

Yours truly,

Jyotsana

4. Application for Restaurant Hostess

45, Royal Plaza,

Ludhiana

6th September, 2008.

The Personnel Manager,

Hotel Oberoi Inter- Continental,

Dr. CV Raman Marg,

New Delhi.

Subject : Application for Restaurant Hostess

Respected Sir,

In response to your advertisement for the job of Restaurant Hostess, I offer my services. My educational details are as follows:

I have done my graduation, B.A. with Honours in English, from Utkal Campus, University in 19 ...

At present I am student of Law, Second year, in the Faculty of Law Campus College, Delhi University, Delhi. .

Besides, I am also pursuing course in German in the Department of European Languages, Delhi University.

My birth date is March 15, 19... and I have a pleasant and charming personality.

A copy of my passport size photograph is enclosed herewith. I sincerely hope that I shall be considered fit for the post

Thanking you,

Yours truly,

Arun Grover

5. Application for a Technical Post

15, Model Town,
Amritsar.

20th October, 2009.

The HR Manager,
J.K. Tyres Ltd. ,
Madhya Marg,
Chandigarh.

Sub : Application for a Technical Post

Dear Sir,

I have read your advertisement in today's "The Hindustan Times" and wish to apply for one of the vacant posts which you mentioned.

I am 25 years of age and have my ordinary National Certificate in electrical engineering. I have been for three years with the firm of M/s. Arora Electronics Ltd. whose name is doubtlessly known to you and who would furnish a reference if required with them. I have acquired a very good technical background in residence welding and have also had experience of dealing with customers both in person and by correspondence.

In applying for the position you advertise I am, frankly seeking to improve my financial prospects, but apart from this I hope to achieve a position of more scope such as the one offered by a firm with so wide a range of interests as yours. I left my employments a month ago owing to a difference of opinion with the Branch Manager. In spite of this, however, I am confident, he will speak favourable of me and my work.

In view of my experience and the guaranteed amount of business, I shall require a salary of Rs. 8500/- per month. I assure you that if given a chance, I will not disappoint you.

I look forward to a hearing a positive response from you.

Yours truly,

Abhilash Sharma

6. Application for the post of a Counsellor in an Embassy.

23, 15-D, Chandigarh.

23rd July, 2008.

British High Commissioner
British Embassy
New Delhi.

Subject : Application for the post of a Counsellor in an Embassy.

Respected Madam,

With due respect I offer myself for the assignment of a counsellor in the British Embassy. My bio-data and qualifications are as stated below:

1. Name : Yogita
2. Address : V-278, Rajouri Garden, New Delhi-110027
3. Date and place of birth : 15th March 19... , (Delhi)
4. Nationality : Indian
5. Height : 156.2 cm.
6. Weight : 49 kg
7. Educational Qualifications :
 - (1) Student of Law College, Second Year, Delhi University Campus.
 - (2) B.A. with Honours in English, from Miranda House, Delhi University.
 - (3) Passed All-India Higher Secondary Examination from Guru Harkrishen Public School, Delhi, with distinction in all subjects.
 - (4) Won Gold Medal as Head Girl and allround proficiency.
8. Language spoken and written:
 - (1) English.
 - (2) Hindi.
 - (3) Punjabi

As regards other requirements, I state, that I have a clear complexion, fair colour and even teeth. I can converse fluently in Hindi and English.

Sanguinely believing that I shall be considered fit to be given a trial.

Yours faithfully,

Yogita

7. An application for the post of a sales professional

#784, Sector 21A

Chandigarh

November 01, 2012

The HR Manager,

J.K. Tyres Ltd.,

Madhya Marg,

Chandigarh.

Sub : Application for the post of a Sales Professional

Dear Sir,

Having served for the past 7 years as the Assistant Sales Professional in a medium, reputed consumer product company, I would like to apply for the post of a Sales Professional which was advertised in the 'Hindustan Times' of 26 October 2012

I am a young and energetic man and like to have challenging opportunities in the field of Marketing and Brand Management. I am MBA with specialisation in Marketing Research and Development.

Since the post advertised and offered provides better opportunities for advancement, experience and job satisfaction alongwith rewarding pay package, I seek this change.

As you will see from my enclosed resume that I am well qualified and experienced for the job of a Sales Professional, and believe I can meet all your expectations, and challenges of the position.

Yours faithfully,

Abhilash Sharma

8. An application for the post of a food technologist

15, Model Town,
Amritsar.

20th October, 2009.

M/s Mehta Food Industries
Madhya Marg,
Chandigarh.

*** Sub : Application for a the post of a Food Technologist**

Dear Sir,

I would like to be considered for the post of Food Technologist advertised in the Daily Express of 18 October, 2009.

I believe my qualifications and 5 years long experience in product development along with administrative experience in Research and Development set up, make me a suitable candidate for this post.

I am interested in the job because it is more challenging and has better opportunities to utilise my skills, abilities and aptitude. My experience in the field of food and turning food concepts into actual formulations have little scope here. Moreover, you are offering far better remuneration keeping with my aspirations and industry standards.

I am B.Tech in Food Technology and have been working in C.F. Products Limited, Kuala Lumpur for the last 5 years to the full satisfaction of my employers and superiors. During my work here I have been instrumental in the development of a number of successful food formulations now popular in the market. I believe in result oriented and challenging opportunities and, therefore, I seek this change.

I would be grateful if I could have the opportunity to discuss my credentials and remuneration in detail personally at the time of interview at your convenience.

Yours faithfully,

Rajesh Jain

9. A Letter of Appointment

Rajesh Jain
15, Model Town,
Amritsar.

Dear Sir,

We are delighted to confirm your appointment as Food Technologist in our company following your recent interview and discussion with us. The post carries a job specification, a copy of which is enclosed for your record and possession.

As agreed you would join within 15 days of the receipt of this appointment letter and would not request for extension of time. The initial basic salary is Rs. 5500 plus usual allowances and perks admissible are given in detail in the enclosed notes. Working hours, entitlements and other provisions related to the post are also detailed therein. The salary will be reviewed after successful completion of one year of service.

We wish you a meaningful and rewarding career with us in our company.

Yours faithfully,

M/s Mehta Food Industries.

CURRICULUM VITAE

The words curriculum vitae come from Latin and literally means "the course of one's life." Your CV is a biographical summary of your life and is usually written to describe details of education and achievements in chronological order.

Your CV is very important in the first step of marketing yourself to potential employers. For some jobs employers can receive hundreds of applications, so it is vital that your CV has that "something else" that makes it special and attracts the reader. It should demonstrate your personal strengths, capabilities and the type of person you are.

CV's are called a variety of things (eg, curriculum vitae, resume). There is no universally accepted format. The most important attribute of a successful CV is that it clearly explains to the reader what it is that you can do for them. Your CV should be :

- A well-presented, selling document
- A source of interesting, relevant information
- A script for talking about yourself

Types of CV's

The type of CV you decide on will depend entirely on the type of position you are applying for. The key is to analyse what the employer will be looking for and ensuring your CV will sell you in the best possible way.

For example if you are applying for a Operations Manager's position, then the projects that you have handled in the past will be important. Your CV needs to list the type of projects, your responsibilities and any achievements. It is important to show the relevance of what you have done in the past as it relates to the position you are applying for.

The Chronological CV is the easiest to write. It should always be written with your current or most recent position first. Showing your responsibilities and achievements that would be relevant to this position.

If the job is more of a technical nature, then you need to prepare a "Technical style" resume.

A strong resume gives potential employers a concise, clear picture of your skills and experience. And, it's the crucial first step in securing an interview and hopefully a job offer.

For maximum impact, keep your resume as concise as you can. You need to include all your achievements in only one to two pages, so don't waste space on meaningless words.

Contents of a CV

A C.V. must meet the needs of the target organisation where possible. This means a single generalist CV is unlikely to be sufficient. It must highlight your achievements and how they relate to the job you are applying for. It must give the reader a clear indication of why you should be considered for this role.

To decide what to include in your CV and where, follow these principles and guidelines :

1. Generally, the document should contain no more than 2 pages. Sometimes, a one page summary is all that is required.
2. Your CV should be honest and factual.
3. The first page should contain enough personal details for a recruitment consultant or potential employer to contact you easily.
4. Choose a presentation format that allows you to headline key skills, key achievements or key attributes.
5. Your employment history should commence with your current or most recent job and work backwards.
6. Achievements should be short, bullet-pointed statements and include your role, the action you took and a comment on the result of your action.
7. Where information clearly demonstrates your suitability for the vacancy you're applying for, and enhances your chances of being short-listed, include this information near the beginning of the CV.
8. Leave out information that is irrelevant or negative.
9. Include details of recent training or skills development events you have attended which could be relevant.
10. List all your professional memberships and relevant qualifications.
11. The most common contents of a CV include:
 - Personal Details
 - Skills and Career Summary
 - Key Achievements
 - Qualifications
 - Career History

Preparing an Effective CV

The first page

Begin by listing your personal profile, this includes name, address, telephone number, date of birth, languages spoken, nationality and personal interests. The information you include here is entirely optional. Some things like date of birth might be best left out if you might be a bit young or of a mature age.

Next comes a personal statement, could either be a summary of your experience, or a career statement, either one should be written specifically for the position you are applying for and shouldn't be longer than two paragraphs. It needs to be a strong statement that will capture the reader's attention instantly. The rule here is write, re-write, then re-write again as many times as necessary to ensure that it is short, sharp and to the point.

Skills/experience

Here is your chance to highlight your personal strengths. Go back to your list of "what makes me special". Use strong words that highlight not only your strengths.

Employment history

This is where you will list your relevant experience for the position. Start with your current or most recent position and work backwards. State the term of employment, no need to have actual dates, years are sufficient (e.g. 2005-current), your job title and the name of the company.

Next list your key functions. It is important to be brief and mention only the key areas of responsibility. There is no need to mention that you attended meetings or that you answered telephones, some of these things are assumed as being part of your everyday duties. It should however highlight the main areas and levels of responsibility. Action words should be used to describe your position, words like: coordinate, manage, design, oversee.

Training and qualifications

Here you should list your formal qualifications and any further training that you have done. Include any in-house training that might be relevant for the position that you are applying.

It might be useful to mention any further studies that you are contemplating, however ensure that you clearly state that you are planning to do them in the future.

The only information required here is the name and level of the course, the institution where the course was taken and the year it was completed. Do not list any studies that you did not complete, unless you are still undertaking them.

Job-Description

You do not have to describe in detail all the duties of all your previous jobs. Give just enough to create interest and suggest competence. Make sure you mention anything special that will count in your favour, such as:

1. special responsibilities or recognition from your previous employers
2. how you may have helped your previous employer's by increasing their turnover, profits, or productivity, or by cutting their costs

Justifying your Leaving the Previous Job

It may be worthwhile to justify the cause of your leaving your previous jobs, especially if you did not hold them for long. You should also mention why you are looking for a new job now. You should not however, mention that you have been fired. And never use expressions like 'personality clashes' and the like. In such cases, if you think hard enough, you can usually find a better way of putting this bitter fact in a better way, that doesn't harm your prospects of getting anew job. Like:

Left because job required skills I did not have. Felt that I was unsuited to this kind of work.

Work proved to be other than I had expected. Company reorganization eliminated position.

Handling the sensitive issue of Salary

If you decide to mention your previous or current salaries, the information should go between the job descriptions and the reasons for leaving. For example:

May 2007-June 2008. Trainee Marketing Executive. Info Hues Distributors Pvt. Ltd.

Dealt with large local accounts (especially in hospitality and travel). Duties included media planning, client conferences, liaison with corporate houses and individual clients. Salary : Rs. 18,000 per month.

And if you ever received a special pay rise, mention that as well. Potential employers might well view a substantial pay rise in a previous job as evidence of outstanding work there.

Writing about your Skills

You should first give a deliberately brief listing of your jobs so far in the work experience section ; then you list the various skills you have learned in these jobs particularly, of course, those most relevant to your present application.

Suppose you have been working for an advertising company for a number of years. You have gained wide experience in special aspects of the business: commissioning of copy writers, copy-editing, indexing, basic page design, blurb writing and proofreading. list all these skills. You also have a certain amount of experience of, say, market research, writing press releases, and picture research, list these too. The Skills section in your C.V. would look something like this:

- commissioning of copy writers
- copy-editing, proofreading, indexing
- basic layout and design; picture research
- writing blurbs and press releases
- market research

The chief advantage of this approach is that your skills stand out at a glance. The prospective employer just runs his eye down the page and takes in immediately the range of your experience - no need for him to dig around. When he has dozens of C.V.s on his desk, he will definitely appreciate yours.

Preparing A Technical Resume or CV

The technical resume is only used in cases where mentioning particular skills or knowledge of a technical nature is particularly important, as is the case for the IT Industry. The technical resume should be very much like the chronological resume, except it must include a summary of skill, preferably at the beginning of the resume. This type of resume is the only one that should use jargon and technological terms. If the position you are applying for requires experience in using certain equipment or having particular skills, then this is where you mention it and if possible quantify it. Generally, if a position requires a specific skill, employers will mention it on their job description or advertisement.

If you have experience in a technical area that you think is important for the position, or will give you an advantage over other applicants, then make sure you mention it. It is also very important to list your qualifications and to include any courses, training or seminars you have attended, particularly where they are requirements for the position.

Just remember that jargon and technical language should be avoided throughout the resume. The only safe place to mention it is on the summary of skills page. Often the first person that reads the resume is not a technical person, but a Recruitment Officer, you don't want to write yourself off by submitting a resume that they cannot understand, however the summary of skills allows you to use more specific technological language.

When preparing the summary of skills page, try and group items together with sub-headings so that it is easier to follow. That would make it easier for the reader to find the specific details he is looking for. Be brief and use point form whenever possible.

The rest of the resume should be constructed like the chronological resume. The sequence should be :

Personal details

Career Objective/Summary

Personal skills

Summary of skills (the technical page)

Work history (listing the most recent position first)

Referees

The Graduates CV (The first CV)

To successfully sell yourself to a prospective employer, as a graduate, you need to show him your strengths and minimise your weaker points. The way to do this successfully is to emphasise on your studies and the relevant experience you have.

At this stage of your career, it is probable that your recent graduate studies are your biggest selling point and therefore they need to be at the forefront of the CV. The CV should be formatted in a way so that straight after your personal details and the career statement, your education is listed.

The order in which you list your subjects is very important. Subjects that are relevant to the position you are applying for should be listed first, highlight any special marks or achievements in each subject. Thesis and papers written should also be mentioned just as you would with any achievements.

If you have failed or not completed any subjects, do not mention these, if need be they can be mentioned at the interview.

The CV should also mention any work experience that you have. Start by listing the most relevant work first and work your way through others. Even if your work history is not related to Engineering, mention these as well.

Employers like to know what you are capable of. The key here is to try and turn your skills around and demonstrate how they are valuable to the new job. Don't expect the employer to see the relevance here, it is up to you to highlight them.

For example let's say you worked at the local *Music World* store, not very relevant to your course of studies right? Wrong, it is how you present the information that makes all the difference.

Mentioning things like "customer service", "inventory control", "working under stressful conditions" or even "maintaining accurate records" can take on a new meaning when applied to the Management profession.

What you want to achieve with this graduate CV style, is to demonstrate that you have the qualifications, some relevant experience and most importantly the right attitude.

Throughout the CV you should be displaying an eagerness to learn and a high degree of motivation. This is what a prospective employer will be looking for. Someone that is willing to learn, study further and adapt easily.

When applying for a position, ensure you have a good application letter, written specifically for the position and highlighting your qualification and most importantly the right attitude. The same applies with the interview, you need to demonstrate these skills and an enthusiastic attitude, that will get you the job!

Capsule CV

In addition to a full C.V., you should keep a capsule version prepared. When a company expects a large response to a 'Situations Vacant' advertisement it often asks for 'brief details of your career'. This is a warning to stick to the central issues.

Choose from your c.v. what you think the employer will be most interested in. To some extent this will depend on the type of work being offered. Pick the points that relate most closely to the advertised job, and leave out all those that have no bearing on it.

Letter writing has always been a popular medium of communication. To develop and maintain healthy relationships, letters have been playing an important role as these are the best medium to express one's feelings. But the advancement of modern information technology and increase in the alternative mediums of communication like telephone, fax, mobile phones, e-mail and internet, video chatting etc. has badly affected the art of letter writing. Now-a-days only a few people still prefer to write letters since it is slow in delivering the message. Where as, with the other electronic means of communication, one can send information across the world with just a click of a button. In modern times, we hardly come across a person who can sit down and write a wonderful letter which conveys the emotions buried in his heart.

When we write a letter, it is always done for a particular purpose. It communicates a definite message. It makes the other person aware of our ideas and feelings. We draft the letter within a certain framework. The tone and style of a letter are governed by the subject matter, purpose of the letter and the relationship with the person to whom the letter is addressed

Letters can be closely classified into three categories :

1. Personal/Social Letters
2. Applications
3. Formal /Business Letters

PERSONAL LETTER

A personal letter is also known as an *informal letter* or *social letter*.

Formal Letters

Formal letter writing is essential to many business tasks: you may be required to sell a product by mail, answer queries from potential customers, or simply make or accept an offer in clear and binding terms. A well constructed letter can help you to win new business and to improve and develop your relationships with clients. A skillfully written letter can smooth troubled waters and heal wounded feelings.

for keeping patience specially arises where you receive a letter from your customer about shortage or damage for which you are not at all responsible, where your customer does not settle your accounts despite your repeated reminder and where your suppliers do not settle your claim despite your giving them all the facts they wanted, etc.

As far as possible you should try to reply letter at the right time. It is dangerous to keep a letter for reply for many days.

- (f) **Use simple language** : use easy and simple language. A simple language is catchy, appealing and easily understandable. Difficult words should be strictly avoided as you cannot expect from your reader to consult dictionary every now and then.
- (g) **Paragraphing** : In your letter, you should use a separate paragraph for each subject and arrange them in proper order.
- (h) **Punctuation** : It is very important to the writer. You should punctuate the letter very well. Use colon, full stop, inverted commas, semi colon, capital letters, etc. in proper place.

If these rules are followed, the letter becomes effective.

QUALITIES OF A LETTER

Clarity

Clarity is not simply avoiding the use of needless words, but also the choice and arrangement of the right words so that the reader knows at once what is said, without being especially conscious of how it is being said.

If you are sure of what you want to say, your letter will be clear and, therefore, simple to understand. Make sure you know enough about the subject you are writing about else your letter will be vague and full of generalities and will lose its simplicity. Simplify complicated issues with examples, and define technical terms when necessary for your lay readers.

Simplicity—Be Simple

Adhere always to simple words and phrases - those of common everyday speech. If you think that showy, big sounding words are going to impress your reader you are mistaken - you will only be taken to be stuffy and pretentious.

Often businessmen indulge in : 'effectuate' for 'do', 'promulgate' for 'issue', 'endeavour to ascertain' for 'try to find out'. 'After' is 'subsequent' and 'cheque' is 'remittance'.

Language like this only tends to tire the reader. Often, one comes across long words in letters that can easily be rounded up to short yet correct forms. Here are some such words :

accomplish	do	further some	then
accordingly	so	inadvertency	error
additionally	also	negligible amount	little
afford an opportunity	allow	nevertheless	but
affix your signaturesign	notification	notice	
cognizance	notice	provided that	if

commitment	promise	pursuant to	as
credit accommodation	credit	remuneration	pay
currently prevailing	present	requirement	need
equivalent	equal	utilisation	use
expiration	end	verification	proof

Brevity—Be Brief

Short sentences go a long way to simplify letters. The most readable sentences would have been between fifteen and twenty five words. It would be best to use a few short sentence of less than fifteen words and an occasional long one. But take care that you long sentence is free of twist and turns. Verifying lengths of sentences give the letter a sort of rhythm.

How can you control the length of your sentences?

The only way is to think of your letter as a "deliberate conversation." Never try to say too much in one sentence - break it down. Use one sentence for one thought as far as possible. When you feel the need for using qualifying clauses, pause - and put this in a separate sentence.

Be cautions of sentences, beginning with 'as', 'inasmuch as', 'because', 'if' and 'since'. Avoid those ands, whichs, whos and thats - they complicate simple sentences. Always two short ones will be neater.

Coherence—Keep Continuity

But however simple and short your sentences may be, reading your letter will become difficult if one sentence is not followed by another coherent one. Clear connections between sentences are immensely important. If connections between sentences are not smooth, the paragraph loses continuity, and causes confusion for the reader.

You can ascertain the continuity of the sentences in a paragraph by repeating a word or phrase from the preceding sentence, or a word that stands for a word or phrase in the preceding sentence. The echo of what has been said earlier carries the reader smoothly from sentence. Here is an example :

"This **Card** is an exclusive feature of our statewide banking service. It is designed to give you a quick, easy and convenient means of identification when cashing cheques at any of our branches. This is only one of the many special services which we are pleased to provide our customers.

Here the word 'card' is echoed in the next sentence by 'it'. In the third sentence 'This' stands for the thought expressed in the second one, thus maintaining a link throughout the passage.

Other aids to continuity are words like yet, still, but, however, as in : "The question was easy. Yet none of us knew the answer." "Our engineers do not think the machine can be converted to our use. So (therefore, hence, thus, accordingly) we have given up the idea of bringing it." "our first step was to get the property appraised. Next (later, then, thereafter) the question of ownership was settled." These words are guideposts, thanking the reader from one sentence to the next.

Are you convinced that the writer actually found 'extreme' pleasure in a routine inquiry or that he was 'greatly' pleased to supply very dull details? The false note created by these intensives can be offset by this :

"I am pleased to give you the information requested in your letter of April 12."

Go slow on words like :

certainly	highest	overly	surely
deepest	greatest	most	undoubtedly
extremely	indeed	so	very much

Take care that you do not overdo anxiety to please and eagerness to serve, with expressions like :

"It is a real pleasure to be of service to be of service to you, and we do hope that you will call on us whenever you have occasion to do so. We look forward to your continued patronage."

Be cautious about overdoing the 'thank you' and the 'please'. Such repetition is obsequious.

Learn to say 'no' in an acceptable manner - both forthright and friendly. Do not be arrogant and blunt. Set a pleasant tone, and with a positive response from your readers.

MAIN PARTS OF A BUSINESS LETTER

We can divide a business letter into the following parts :

1. Letter heading
2. Name and address of addressee
3. Salutation
4. Body
5. Closing paragraph.
6. The complimentary closing
7. Signatures
8. Enclosures.
9. Post Scripts

1. The Heading : This portion of letter carries the name of the firm, address of the firm, telephone number, fax number and cable code. This is usually printed. Where a firm has many branches, addresses of the same may also be given. In certain cases, however, the nature of business is also mentioned.

Reference No. and date are also provided under this heading.

Some examples of the heading are :

(1) The Lehman Corporation

1, Patel Nagar Chowk

Jalandhar

Phone 12346

Telex -12- 448

Date _____

Ref _____

- (2) Ram Singh Kishan Singh
Mobile Dealers
45, Model Town,
Ferozepur.

Tel : 226214

Fax : 224621

Date _____

Ref _____

- (3) Telco Company Private Ltd.
51, Madison Court Lane
Gandhi Street, Amritsar.

Phone - 126465

Telex : 12-77436

Date _____

Ref _____

2. Name and address of addressee : This part of letter comprises of name and full address of the person or firm to whom the letter is to be sent and is always mentioned on the left hand corner. Three to four lines are generally sufficient.

Each matter is started with the words "Mr." or "Messrs." and is always mentioned below. "The letter heading" like :

Videocon Home Appliances
51, Sudan Road
New Shanti Nagar,
Ludhiana.

Date _____

Ref _____

Messrs, DURA
Park Avenue
Jalandhar.

In exceptional cases (particularly in D.O. letters), this address is placed at the foot of the letter in the left hand bottom corner.

When we write letter from charitable and educational and or similar associations, we cannot use the word "Messrs". On the contrary the letter should be addressed to "Secretary", "Manager", "President", "Chairman", etc. For example :

- (1) Chairman
Shanti Vidya Mandir Society
Ludhiana

- (2) Principal
D.A.V. Sr. Sec. School,
Jalandhar.

3. The salutation : This should be written below the name and address of the recipient (to whom the letter is written).

Different types of salutations are :

(a) **Gentlemen**—The use of 'gentlemen' salutation is used while adapting reports addressing to any public body, board of directors, shareholders of a company, etc. only. Otherwise this salutation is not being used these days.

(b) **Dear Mr., dear Mrs., dear miss, etc.** is used when the writer knows the recipient very well and wants to give a personal touch.

(c) **Sir**—This is the most formal form of salutation and is not generally used except by Govt. offices.

(d) **Dear sir**—This is the mostly widely used form of salutation.

Note : A salutation in business is followed by a comma (,).

4. Body : It is the portion of the letter which contains the message or the information which the writer wants to communicate.

The body of the letter should be divided into different paragraphs. Each subject should be dealt with in a separate paragraph.

In the first paragraph, introduce the subject matter of the letter and where it is a reply, the reference number and date should be clearly mentioned. In the subsequent paragraphs, different topics may be discussed.

5. Closing Paragraph—This is the last para of the letter. It has also an importance. In this paragraph we should convince the reader that we are always doing the best we can for him. For example :

- (a) "Awaiting your esteemed order."
- (b) "Thanking you in anticipation of a favourable reply."
- (c) "We'll look forward to hearing from you soon."
- (d) "Please let us know if we can help you in any other way."
- (e) "Hurry! The offer lasts for a week more. Send your orders per return."
- (f) "We'll be looking for your cheque in the next week or so."
- (g) "I have today returned your book and demand for immediate replacement of a proper."
- (h) "We shall be glad to have addresses of German manufacturers with whom we can correspond on the subject."
- (i) "I look forward with great pleasure to seeing you again in London next month."
- (j) "We hope the goods will safely reach you in good time and that you will have the fullest satisfaction."

6. The complimentary close : This should always agree with the salutation and it must always be followed by a comma. The most common forms of complimentary close are :

- (a) Yours faithfully,
- (b) Yours respectfully,

- (c) Yours truly,
 - (d) Yours sincerely,
 - (e) Yours very truly,
 - (f) Yours obediently,
 - (g) Very sincerely yours,
 - (h) Your obedient servant (this form is now seldom used),
- Equally acceptable, if you know the recipient are :
Cordially,
Cordially yours.

A few business letter writers prefer to eliminate the complimentary closing altogether. If the last sentence of the letter really ends your message clearly and pleasantly, a missing complimentary closing will probably not even be noted. For example:

- (1) We'll look forward to hearing from you soon.
Johney Lever
- (2) Please let us know if we can help you in any other way.
Roger Binny

7. Signature. Every business letter should be signed by an individual. Not only is it a courtesy to the recipient, but it also gives the recipient a human being to write to if it's necessary a factor which is psychologically important in this computerized age. If you receive an unsigned letter, you feel that nobody there cares about you; if there's name at the bottom of the correspondence, then you feel you are in touch with someone.

Traditionally, when the writer is a man, his full name is typed below his signature:

Sd/-
H.W. Longfellow

Even if his signature uses only the first two initials, it's a good idea to type out the full name, because this gives the recipient more of a complete picture of a human being. Women have adapted several different methods of signing and typing their names on business letters. In recent years, the use of Ms. has come into wide use.

8. Enclosers. If you're going to include something with your letter, such as a cheque or a brochure, you may want to indicate this at the bottom of your letter with the abbreviation.

'Enc.' or
you may want to go into more details :
Enc. Brochure
Enc. Payment schedule

This kind of entry is useful if someone other than the typist is responsible for putting the enclosures into the envelope or if the enclosures are to be put into the envelope sometime after the letter has been typed. It serves as a reminder of what's to be included.

9. Post Scripts. A post script is a handy way to include extra thoughts which you forgot about when you were writing letter. It's also a good way to call attention to a point which otherwise might be overlooked in the letter.

Sales letter often use a postscripts as an additional excitement.

P.S. If you order before June 24, you'll also receive a beautiful wrist watch free.

P.S. If you order more than Rs. 500 worth of seeds, you can deduct 15% from the total cost of your order. It's our realistic way of saying 'Thank you'.

P.S. Please write to us per return if you agree with our proposal.

P.S. Be sure that you return the enclosed card before 15th.

So, we can say in business correspondence, a post script has special significance and this is used to draw attention of the reader to some particular point.

Format for business letter

In business letters different types of formats used include full block, block., semiblock and simplified. But full block is the easiest format to use, since all lines are flush with the left margin.

The main differences of the different types of formats are the placement of date, address, salutation, complimentary close and signature block. We can use any type of format. But be careful, do not mix styles, i.e. that indenting our paragraphs while setting complimentary close and signature flush with the left margin. Example of different types of formats :

Two types of Typing Letters

There are two types of layout for banking, commercial and other letters, while typing them on paper.

The Indented Form

The indented form is the ancient form of letter writing, and in this every para begins some distance away from the margin. This is British form and is the most popular.

The following letter is an example of the Indented Form :

Kumar Publications :

59/1, New Market,

New Rohtak Road,

New Delhi-110005.

July 22,

The Manager,

Punjab National Bank,

Karol Bagh,

New Delhi - 110005.

Dear Sir,

Re : Non-Receipt of Payment for a Parcel sent to Mumbai on June 21, 19...

I find from my Pass Book that you have not yet credited Rs. 12500/- against a parcel sent to the Popular Book Depot, Lamington Road, Mumbai, and the R/R for the same forwarded through your bank.

Please find out what has happened to the parcel and the bilti sent through your bank from your Bombay office.

Thanking you for early response.

Yours faithfully,
V.K. Sharma

The Block Form

In the Block Form of layout there are not separate paragraph with some space left out near the margin. The paragraph starts right from the margin. This is American fashion and it saved the typist time of spacing out the letter.

The following is the example of a Block Form of a letter :

Punjab National Bank,
Karol Bagh,
New Delhi.
July 25, 19.....

To

M/s Kumar Publications,
59/1, New Market
New Rohtak Road,
New Delhi-110005

Dear Mr. Kumar,

Re : Receipt of Payment for the Parcel sent to Mumbai on June 21, 19.....

We are sorry that you have been greatly inconvenienced in the matter of your bilti of Rs. 12500/- sent to the Popular Book Depot, Lamington Road, Mumbai.

We regret to inform you that the despatch and the payment was delayed due to heavy monsoon showers and consequent disruption of railway traffic and postal services.

We have just received advice from the Mumbai office that Rs. 12500/- have been received by them on your account and the same have been credited to you account in our bank.

Thaning you,

Yours faithfully,
Ram Lal
Manager

Both Forms are Popular

Both the Intended and Block Forms of layouts are popular and are used according to the choice of different persons and Institutions.

In India we follow the Intended Form. In America and some other countries Block Form is popular.

The Hanging Indentation Form

The Hanging Indentation Form is the combination of the Indented and the Block Form.

In this form of layout the first line of every paragraph is flushed from the lefthand margin but the remaining lines are spaced away from the margin.

This form of writing provocatively attracts attention and is considered useful in sales promotion letters.

An Example

Rose Bank Unlimited
Sangatpur.

Dear Patron,

If you want to open your account and operate it with full facilities and complete courtesies, will you prefer a bank which gives you service only four hours a day or a bank which is available to you for twenty four hours?

The Rose Bank is designed as a special bank for the people in the rural areas and it offers you service night and day, without binding you to any fixed hours.

You can walk in at any time of the night or day, and deposit your money or take out money as and when you please.

You can draw your money on your signature or your thumb impression without let or hindrance.

Yours faithfully
S.S. Sohal
Manager, Rose Bank.

Open Punctuation

If you want to save your typing time and give some Americanized sophistication to your letter writing, you can follow Open Punctuation technique.

In the Open Punctuation the inside address or even outside address is typed without commas.

The practice is followed in association with the Block Form of writing. Thus :

Mr. Jaman H. Shah
Managing Director
Jaman Bank Ltd.
Mahatma Gandhi Road
Mumbai.

Format of a Business Letter

Sender's Address

.....

.....

PIN

Date

Inside Address

PIN

Sir/Madam

Subject

Introductory para

Main Body of the letter.....

Concluding para

Yours faithfully,

Signature

Full Name

Designation

Encl. (if needed)

c.c. (if needed)

SOME HELPFUL HINTS

The following hints will prove helpful while writing various letters.

Letters to the Officials

1. Reveal your identity.
2. Straightway write the purpose.
3. Complaint / demand / suggestion / request.
4. Request for compliance / action.

Letters to the Editors

1. Drawing the attention by telling the purpose.
2. Problems and its dimensions.
3. Effects on society.
4. Request for voicing your opinion / views / complaint.

Letters to Colleagues and Acquaintances

1. Be respectful and polite.
2. Straightway write the purpose.
3. Problem / opinion / view / proposal.
4. Pleasant tone and style.

Sub : Information about PG Diploma Courses Dear Madam

Dear Madam

Thanks for your query regarding the eligibility conditions for admission into different PG Diploma courses for the academic session 2008-2009. I am pleased to know that you are a Postgraduate in English with 58% .

I am sorry for the inconvenience caused to you due to the incomplete advertisement. You can apply for any of the Diploma courses offered by the university. All the Diplomas are of one year duration. I am sending a list of all the courses with the details about the eligibility conditions, duration and programme fees. I hope this serves your purpose.

You are welcome to contact this office any time you need our help

Yours faithfully

Dr. Sheena Abraham

PA to Registrar

1. A Letter Asking for Samples and Price List

Parveen Kumar

Manager

76, Patel Nagar

Jalandhar

Date : July 17, 2011

Dear Sir

We deal in pesticides and chemicals related to agriculture and have a network of retail outlets throughout the country. We are interested in bulk purchase of your Methomyl Dunet insecticide.

We have received several enquiries about this product of yours from many of our small and medium agricultural customers. We may place with you an immediate trial order if your prices are competitive. It may be mentioned that most of our clients are medium, small and marginal farmers, and their buying capacity is not high. Only moderately priced insecticide is required.

Therefore, we request you to send us the samples of the insecticide with your representative at the earliest. We hope you shall quote the lowest price you are prepared to accept.

We look forward to an early response and action.

Yours faithfully

Rajesh Watts

General Manager

Reply to the Above

Rajesh Watts
General Manager
Amritsar

Dear Sir

Thank you for your letter of July 17, 2011 and your interest in our product.

Our representative will call on you next week with the samples of the insecticide and some other related products for your inspection and trial use.

Our Dunet insecticide is a very effective product which destroys the eggs before they hatch, kills larvae instantly by local systematic action. Similarly our other pesticides are very powerful and effective in crop protection and destruction of pests and insects.

Moreover, these are very reasonably priced and therefore very popular among small farmers and horticulturalists.

Our representative is authorised to negotiate and settle the terms and conditions of the business. Meanwhile, we enclose in illustrated catalogue and price list of our wide range of agricultural chemicals etc.

Yours sincerely

Parveen Kumar
Manager

2. A Letter Enquiring About Ceramic Goods

Raman Goyal
154, Ghora Chowk
Bathinda

Date : 25 August, 2012

Dear Sir

I am interested in your ceramic tiles, tablewares and porcelains. Recently, I had an occasion to see some of your wares in the "Good Living" exhibition and found them interesting and attractive. Because then I was in a hurry and short of time. I could not talk to your sales persons or inspect the goods closely.

Therefore, I am to request you to send us a complete catalogue and price list of your products along with your trade terms. If these are found favourable, we may be able to have extensive business. If possible, send samples along with the above.

Yours faithfully

Miraj

Reply to the Above

Mr. Miraj
161, Preet Nagar
Ferozepur

Dear Miraj

Thank you for your interest in our ceramic tiles, tablewares etc. We are pleased to enclose the information requested in the form of our illustrated catalogue and price list.

We are sending separately samples of some of our products by our representative. Our quality products include Bone china, Hotel china, Zen china, Vitreous china, Pearl china and other fine porcelain tablewares. The attractive translucence of these wares, as you will see for yourself from our samples, makes our items really fantastic.

In case you have any further enquiry, you are free to call. I can be reached between 10.30 AM and 5.30 PM at Tel No. on all the working days.

Yours faithfully

Raman Goyal

3. A Letter Requesting for Trade Terms

Manish Garg
51, Model Town
Jalandhar

Date : 24 June, 2011

Dear Sir

We have been dealing in Acoustic Electronics for the last several years in the city and are sole agents of a couple of leading Acoustic Manufacturing companies.

We have now decided to diversify our selling activities and want to stock and sell lighting systems as well. We are interested in a wide range of luminaries and their accessories like tube lights, sodium, mercury vapour halogen, GLS and fluorescent lamps.

We, therefore, request you to send us a complete list of industrial, commercial, streetlighting and domestic luminaries along with your business terms and conditions.

Let us also know whether you will be able to supply us your goods on account if we give you as many excellent bank and trade references as you may want. We can manage to clear our account at the end of every two months.

We look forward for an early detailed response.

Yours sincerely

Sanjay

4. Response to a Letter of Enquiry

Mr. Sanjay
11, Preet Nagar
Ghaura Chowk
Bathinda

Dear Sir

Thank you for your enquiry of 24 June about our Bony Sports Shoes. We are pleased to send you a copy of our illustrated catalogue and price list.

We have sufficient supplies of these shoes in our stock and can supply them within 10 days of receiving your order.

Our representative will be pleased to call on you with some samples. We have instructed him to telephone you in the next week to have an appointment with you.

We are sure our shoes will give you full satisfaction as they are durable, reasonably priced and in a wide range of exciting designs, colours and shapes.

We look forward to the opportunity of having long and lasting business relations with you.

Yours faithfully
Manish Garg

5. A Letter Enquiring about Computer Printer

M/s Monga Computers
71, Mall Road
Ferozepur

Date : October 29, 2012

Dear Sir

Recently I saw an advertisement about your latest model of non impact bubble ink-jet computer printer. I am interested to buy one for my personal use as I need to carry it around.

Therefore, I shall feel obliged if you send me your catalogue, price list and delivery schedule soon so that I may place an order with you.

I shall appreciate an early reply.

Yours sincerely

Sahil Sharma

Reply to the Above

Mr. Sahil Sharma
Street No. 1,
Basti Tankan Wali,
Moga

Dear Sir

We appreciate your interest in our latest model of carry around ink jet computer printer. However, we are sorry we cannot supply the information requested.

We may tell you that we don't sell our printers etc. directly to the customers and keep our wholesale prices between ourselves and our dealers. It is in keeping with our mutual faith and trust. Selling our product directly to a customer would violate this trust.

However, we have passed on your letter of enquiry to one of our dealers in the city and you will hear from him soon. He will also allow you introductory sale discount if your order is received within the stipulated period by them.

Yours faithfully,
Monga Computers

EXAMPLES OF INVITING QUOTATIONS

**1. PUNJAB STATE HYDROELECTRIC POWER CORPORATION LIMITED,
Raj Bhawan, 2nd Floor, Civil Secretariat
Chandigarh**

NOTICE INVITING QUOTATIONS

Sealed Quotations in triplicate are invited from reputed manufacturer / authorized dealers for supply of one set 110V Battery bank detailed as below required for Sutlej Canal H.E. Project, Rupnagar, Punjab :

Sr. No.	Item	Quantity
1.	110V DC 500 AH Battery Bank No. of cells : 55 55 with complete trays racks and in fully charged condition.	1 Set

The manufacturer/authorized dealers may submit their quotations along with guaranteed technical particulars (G.T.P.) and drawings for 110V Battery Bank by 30th January, 2010 to the office of Chief Engineer (Elect), Punjab State ydroelectric Power Corporation Ltd., 2nd Floor, Raj Bhawan, Civil Sectretariat Chandigarh-upto 2.00 PM

The sealed quotations will be opened on the same day i.e. 30th January 2010 at 4.00 PM in the office chamber of the undersigned. The quotations, if they so desire, may remain present at the time of opening the quotations.

Sd/-
Jawahar Lall
Cheif Engineer (E)

**2. ENERGY & POWER DEPARTMENT
Government Of Sikkim**

NIT No. : 2009-10/178

Dated : 19-08-2008

NOTICE INVITING QUOTATIONS

Sealed Quotations are invited on behalf of the Government of Sikkim from Manufacturers only for supply of following items to reach the office of the undersigned either by hand or by post on or before 16/09/2009 by 2.00 PM.

Sr. No.	Description of items	Cost of Tender Documents (Non-Refundable) Rs. 30,000.00
1.	Outdoor Type Distribution	
2.	Transformers of voltage ratio 11/0.440 KV, DYN 11 of ratings (a) 25 KVA—83 Nos. (b) 63 KVA—50 Nos. (c) 100 KVA—18 Nos. (d) 200 KVA—8 Nos. (e) 300 KVA—5 Nos. For 25 KVA till 100 KVA Aluminium wound while for rest Copper wound.	

Non Transferable tender documents can be obtained from the office of Sr Accounts Officer, Energy & Power Department, Government of Sikkim, Kazi Road, Gangtok between 10.00 AM to 2.00 PM on all working days w.e.f. 27/08/09 to 01/09/09 on written request and completing the non refundable payment formalities for tender documents along with the attested copies relevant documents.

Detailed terms and conditions, mode of submission of tenders and date of opening of tenders will be indicated in the tender documents or on the website www.energydepttsikkim.com

Chief Engineer

3. PANJAB UNIVERSITY
Sector 14, Chandigarh

NOTICE INVITING QUOTATIONS

Sealed quotations addressed to the undersigned are invited from registered suppliers/firms for empanelment of firms for the supply of the following items.

- (i) Office Furniture
- (ii) Office Stationeries and Stores
- (iii) Electric and Electronic Goods and Accessories (including Computer related accessories)

The last date of submitting quotations at the office of the undersigned is September 30, 2009. For technical and other specifications for item nos. i, ii & iii please consult the University website (www.puchd.ac.in). Incomplete quotations will be summarily rejected. Panjab University Chandigarh retains the sole authority of accepting or rejecting any or all quotations without assigning any reason whatsoever.

Quotations should accompany all necessary statutory clearance certificates, credentials indicating the work done in other reputed organizations.

Quotations in separate sealed envelopes superscribed "Office Furniture"/"Office Stationeries and Stores"/"Electric and Electronic Goods and Accessories (including Computers and Computer related accessories)" should reach the Registrar's Office on or before 30.09.2008. Quotations received after the date specified will not be considered.

Registrar

4. PANJAB UNIVERSITY
Sector 14, Chandigarh

NOTICE INVITING QUOTATIONS

Dated 15 May, 2009

ABC Co. Pvt. Ltd.
17 Industrial Area
Jalandhar.

Dear Sirs,

We wish to buy the following items of electronic equipments for our Language Laboratory. We should be grateful if you would kindly quote your lowest rates for these items, giving full particulars and technical details. The quality we propose to buy is mentioned against each item. Since the processing of the purchase proposal takes quite some time, it would be helpful if you could quote rates which may remain valid for atleast three months.

Quantity	Particular
1	Tutor head sets
16	Student head sets
20	Top ½ Track record / play heads
20	Lower ½ Track record / play heads
16	Oscilating Erase heads
01	Bridge rectifier rec 28A
02	Bridge rectifier rec 20A
03	Capstan Motors
04	Rewind motors
05	Take up motors
06	Transformer for master tape recorder
07	Level meter V - 4038
08	Student recorder knobs
09	Stop key buttons
10	Buttons other than stop key
11	Mini lamps
12	Rev. counter belts

We want to set up the lab by the end of June so that it can function when the university reopens in July. We would, therefore, like the equipment to be delivered to us latest by June 15, 2009. Please let us know whether you will be able to arrange the supply by this date.

Please let us also know the guarantee period and any after sales facility offered by you.

Yours faithfully
Purchase Officer

SENDING QUOTATIONS

1. Blowpast Ltd. has shown interest in the painting and renovations by your company and has written for quotation. Send their quotation.

ABC Painting & Renovators
123 Springdale Road,
Andheri East
Mumbai

Tel : _____, Fax : _____

Website : www.abc_painting.com,

Email : sales@abc_painting.com

BLOWPAST LTD

88C Old Prabhadevi Road

New Delhi-25

QUOTATION VAT : 35648113245

Quotation No. QT10000

Date : 17-03-2008

Our Ref.

Cust Ref.

Terms : Cash on Delivery

Dear Mr. John Abraham,

Thank you for the opportunity to quote. We are pleased to quote as follows :

Description of Work	Amount
Painting of office unit at 12 Roshan Marg. New Delhi, Price includes :	Rs. 1,25,000/-
— All surface preparation	
— 1 undercoat and 2 finishing coats	
— Supply of paint and labour / workmanship	
Service Tax @ 10%	Rs. 12,500/-
Total	Rs. 1,37,500/-

Remarks

PAYMENT TERMS : 30% deposit required to start work. Balance 70% on completion.

VALIDITY : 90 days from the date of this quote

We trust that you will find our quote satisfactory and look forward to work with you.
Please contact us should you have any questions at all.

for ABC Painting and Renovations

to accept, please sign and fax back

2. XYZ Office Supplies Pvt. Ltd. has received an enquiry about stationary from JCT Ltd. Phagwara. Send their the quotation.

XYZ Office Supplies Pvt. Ltd.

Okhla Industrial Area II

New Delhi

Tel : _____, Fax : _____

Website : http://www.xyzoffice_supplies.com,

Email : sales@xyzoffice_supplies.com

11. Acknowledge the order

Verma Leather Works
Delhi Gate
Ferozepur
M/s Makkar Leather Store
The Mall,
Jagraon.

Dear Mr. Shah

Thank for your order No. 241 of date ____ for purses, handbags and suitcases.

We have noted your orders and the goods shall be delivered to you by the end of next week.

Yours faithfully

For Verma Leather Works

12. Cancellation of orders

H.K. Plastic Works
Patiala
M/s Kumar Plastic Co.
Barnala

Dear Sir,

With reference to our order No. 216 of date ____, we request you to treat the same as cancelled as the delivery time of the goods has long been expired.

Thanking you,

Yours faithfully,

H.K. Plastic Works,
Patiala

13. Advertisement Based Order for an Electronic Typewriter

Mr. Sharma
#76, Model Town
Jalandhar

Dear Sir

I have seen your advertisement in yesterday's Economic Express and would like to order the following electronic typewriter under your "Introductory Lifetime Warranty Offer Scheme".

Model Lide 110, Bilingual Chinese/English, Rs. 15000

I would like the above machine to be sent by your delivery van within 15 days of the receipt of this order to the above address.

I am enclosing a bank draft for Rs. 12000 as advance. The balance including handling would be paid on delivery. Please acknowledge the order and the receipt of the above bank draft.

Yours sincerely

Ajay

14. Acknowledgement of the Above Order

Mr. Ajay

761, Sukhdev Nagar

Ferozepur

Dear Ajay

Thank you for your order of 10 November 19.... for a bilingual typewriter Chinese/English, model Lide 110 under our Introductory Lifetime Warranty Scheme. We also acknowledge the receipt of Bank Draft for Rs. 12000 as advance towards the price of the machine.

The typewriter will be delivered next week at your residence by our own delivery van. You may then pay the balance amount of Rs. 3000 only in cash or by cheque as there are no handling charges and delivery is free.

We are sure you will find our electronic typewriter far more efficient, effective and faster than those of the other companies available in the market at this price. Moreover, our lifetime warranty scheme is unique.

Sincerely

Sharma

Sales Manager

15. Another Acknowledgement of an Order

Mr. Sharma

12, Bharat Nagar

Ludhiana

Dear Sir

We are pleased to acknowledge the receipt of your order of 22 June and welcome you as a new customer of our company.

Your Order No. ST/541 for 500 carry bags of zeolite based Henk Detergent Powder and 700 Premium Detergent Cakes is being processed and would be despatched soon. It will be delivered to your store by our delivery van.

We are sure that your customers will appreciate these detergents as they are environment friendly, the only detergents of the kind. Moreover, these products are very powerful in removing greyness, dirt etc. without causing any harm to the fabric or its colours.

We are enclosing a complete and illustrated catalogue of wide range of detergents and households cleaners.

Our representative would call on you sometimes next month with samples of our other household cleaners and detergents.

Sincerely
Sharma
General Manager

16. Response to an Order Regretting Delay in Supply

M/s Jaiswal Sons Ltd.
11, Bawa Mohalla
Bathinda

Dear Sir

Thank you for your order for _____. We are pleased to note that you have been able to sell all the goods which you had ordered from us a fortnight ago. Truly, our goods, particularly this item is very popular and in great demand. Consequently we are always in short supply these days in spite of our over 100% capacity utilization in production.

Since this item is not in stock at present, we are sorry not to despatch it immediately. We expect therefore, to ship your order by about 15 October positively. By that time we expect the supply would improve considerably. We hope you will bear it with us till then.

Yours sincerely
Ali Akbar
Manager

17. A Follow up Letter as the Order is not Complete

Mr. Sharma
#76, Model Town
Jalandhar

Dear Sir

We thank you for your Order No. 548 of 12 March, 2011 for 2 Airconditioners, Window Type Model No. 551 and 552 respectively. We are ready to deliver these airconditioners to your office as soon as possible. But you have not mentioned the capacities of these in your order. We have 1.0, 1.5 and 2.0 ton capacity models in this range.

Therefore, kindly let us know the capacity requirements of your airconditioners. You may indicate your preference of capacity on the margins or bottom of this letter and mail it back to us immediately and we can have your consignment ready by the next week.

As you are aware we are the manufacturers of the world's largest Air Conditioning system. These products are manufactured under state of art technology and so are the finest. We are sure you would like to receive your airconditioners without further delay.

Yours sincerely
John Clipper

18. Partial Execution of an Order

M/s Kasturi Lal & Sons.
541, Hira Mandi
Ferozepur

Dear Sir

Thank you for your Order No. 161 of 18 September, 2011. In accordance with your present order, we have despatched all the items except that at Serial No. 5, Code No. 21 as it is at present out of stock.

We shall send the remaining items by the second week of next month as these would be readily available by then.

We have handed over the invoice, bill of lading and other relevant documents to Messrs, and have instructed them to forward this consignment to you. This is insured against all risks and the forwarding agents, Messrs..... are authorised to recover all there dues from you.

With the consignment we have enclosed a number of our catalogues and price lists for distribution to your customers and patrons.

We hope you will receive all the articles in good condition as they have been very securely packed.

We look forward to another bulk order in near future.

Your sincerely

Kapil Grover
General Manager

19. An order Following Telephone Message

M/s Bhardwaj Electronic Ltd.
Punjab Nagar
Mohali

Dear Sir

We confirm our order made on telephone today in the morning and enclose our formal order against your Quotation No. 3211 of 25 September 2012 for 5 numbers of Industrial Vacuum Cleaners called 'Kieken's' at Rs. 60,000 inclusive of forwarding and other charges.

As already discussed on telephone, our cheque to cover your bill will be sent to you as soon as these two industrial vacuum cleaners reach us and are found in satisfactory condition.

Yours sincerely

Komal
Partner

This can be done by using a catchy and colorful heading. The heading should also be on different font size as the body of the letter. Using bullets and subtitles would also help in catching the attention of your reader.

Interest

Upon catching your customer's attention, it is important to keep the customer interested about the succeeding lines of the sales letter. The first paragraph is basically as important as the heading and so as the second and the last paragraph. Each paragraph should achieve the purpose of keeping the reader interested in reading the next paragraph.

One way to keep the reader's interest is by asking questions. Questions are proven to arouse interest as the reader would be pushed to think upon reading the question. It is important however, that the question is relevant to the product that you are selling.

Desire

In the certain part of the body of the letter, second and third paragraph perhaps, it is necessary for you to stimulate the desire of the customer to invest on the product. This part is crucial as this would provide the selling point of the product. This could be done by citing the benefits and advantages of owning the product.

If you are promoting a laundry shop, for example, you may mention that the laundry shop is conveniently located in front of a coffee shop wherein the customers can have coffee while waiting, or that the laundry shop has its own Wi-Fi network that would allow internet access inside.

Action

Finally, the last paragraph should encourage the customer to take immediate actions of owning the product. At this point, it is vital that you would convince him to do whatever that is that you ask him to do. This can be done by mentioning the benefits that he or she could get if he or she would own a product now. In the case of the laundry shop example, you may say like there is a discount for the first 100 customers.

Applying the AIDA principle does not only facilitate your sales letter writing tasks, it also helps increase the number of customer responses to your sales promotion letter.

SAMPLE SALES LETTERS

- 1. As Manager, National Shoe Company, write to the Purchase Officer, American Shoe Company, offering products for bulk sale.**

National Shoe
Fort Road, AGRA Tel.: 2723456

May 10, 20xx

Our Ref NSC/42/S.5/20xx

The Purchase Officer
American Shoe Company
Mall Road, Thiruvananthapuram

Sub : Introducing our New Range of Gents and Ladies Footwear.

Dear sir,

Ours is a reputed concern manufacturing quality shoes. We have been in this trade for the last thirty years.

You will be happy to know that we intend to place on the market two new varieties of Gents shoes and Ladies sandals which are very attractive and durable.

We use the best material. Our craftsmanship is world class. All our goods are guaranteed against manufacturing defects and damage in transit. The goods can be supplied within a week of the receipt of the order. Do try our range. We are sure it will bring you good business.

We have also decided to advertise our range of shoes & sandals on a large scale in several leading newspapers and magazines.

As you are one of our old customers we are sending you advance information about our new products and also have pleasure in offering a special discount of 10 per cent over and above and discount of 15 per cent given to wholesale dealers for an order above Rs. 50,000/-. What's more, we also offer credit facilities for 45 days.

Samples of these varieties are sent herewith. Terms of trade are further negotiable. We hope we shall have your cooperation in the sale of these new products of ours; and thank you in anticipation of your trial order.

Yours sincerely,

For National Shoe Co.

S. Reghunathan (Manager)

2. **As Manager of the Coolest Company, write a letter to the Proprietor Fridgeland Products Ltd. asking him for permission to offer off-season discount to your customers.**

COOLEST FRIDGE COMPANY

281, Court Road,

Thrissur

17th August, 2010.

The Proprietor,

Fridgeland Products Limited,

Palakkad.

Subject : Requesting off-season discounts.

Dear sir,

The sale of your refrigerators has fallen considerably in recent months. The reason is obvious. Almost all other makes of refrigerators are selling at a discount. Even the established dealers are offering heavy off-season discount. That is why their sales have gone up and ours have come down. There is a great competition in the market. Our sales can also pick

up if you allow an off season discount on your products. I, therefore, request you to permit us to offer off-season discount to our customers.

Yours faithfully,
For Coolest Co.
R.K. Harikumar
(Manager)

3. Write a sales letters to your potential customers about your company's Diwali Schemes.

Indiabulls Megastore,
Ansal Plaza,
Wayanad.

16th September, 2009.

Dear Customer,

We wish you a happy Diwali in advance. We take pleasure in announcing the annual festival sale. Here is a never before irresistible festival bonanza for you. Come and share soon the festive discount sale and avail yourself of a cracking 20% off by presenting these wonderful discount coupons. Moreover, you can even pass these on to your friends or relations.

Hurry the offer is valid till 3 October, 2008 on every one time purchase of Rs. 10000 (Minimum). You can buy early for best selections; however, every day there are fresh supplies and stocks. We expect a heavy rush and would not like you to be disappointed because some very popular items are in short supply and may be sold off in the very beginning of the sale.

Adding more to your bundle of joys,
Yours sincerely,
Marketing Team,
Indiabulls Megastore,
Kerala.

5. Write a letter Announcing sale of equity shares.

Managing Director,
Khanna Spintex Pvt. Ltd.
Kozhikode.

13th October, 2009.

Dear Shareholder,

I take this opportunity to share with you the excellent achievements of your Company, those that have been, and ones that would be.

As you might be aware, your Company has taken a major step forward by diversifying into manufacturing of polyester filament yarn by establishing a \$ 250 million project having a capacity of 8000 TPA.

The imported machinery from Germany has already arrived and the erection work is in full swing and the commercial production will commence just within 2 months from now. After completion of this diversification project your Company's sales is expected to touch \$ 500 million in the very first year and 600 million in the subsequent year.

Your Company's project has been appraised by all premier financial institutions and term loans of 75 million have also been sanctioned. They are also contributing their rights share in full.

In line with your Company's policy of sharing and caring, it is issuing 200,000 Equity shares on 1 : 1 Rights Basis to its shareholders at a premium on 10.00 only, a golden opportunity for you to share the Company's bright future.

I am sure you will avail yourself of this opportunity by extending whole hearted support to this Rights Issue.

With best wishes and greetings for the season.

Yours truly,

K.R. Antony

6. Write a letter to your old customer, who has not placed an order for a long time, soliciting orders from him.

Venus Plywood Industries Ltd.

Forest Road,

Kasargod

2nd September, 2009.

Dear Customer,

It has been more than three months since you placed an order with us. We wonder why there has not been any order from you during the past three months. I wish to call on you and have a talk with you about all the fresh and attractive arrivals here.

We are sure you know the ease and convenience your account with us gives you, and we would like to assure you that we are always there to receive and serve with pleasure; your satisfaction is our motto. We believe that customer is the king.

We know faults cannot be helped sometimes, but they can be removed with customers' cooperation. If you have any unhappy experience of any of our products or dealings please don't hesitate to inform us, or we shall have the feeling that we are not performing our duty well. We always appreciate the comments and advice of our patrons and customers and give them our immediate attention.

Enclosed is our latest catalogue and price list. We are sure you will find these interesting. We eagerly await for your early response or order, or both.

Yours truly,

A.K. Sebastian
(Manager)

7. Write a letter to a potential agent describing the terms and conditions of your company.

Cotton Plus,
#12, Focal Point,
Gurgaon.

5th September, 2008.

Hi- Life Trading Co.,
Trade Market,
Kannur.

Dear Naveen Arora,,

We thank you for your letter of 25th August, 2008, we should be glad to appoint you our sole agent/distributor in your city on the following terms and conditions:

1. You will be our sole agent and representative in your city only.
2. You shall sell and promote sale of our products in your area and also solicit order sending them to us for fulfillment.
3. You shall maintain customers records and be responsible for customer service and follow up.
4. All promotional and publicity material and product information will be provided by us.
5. You shall be entitled for a commission of 15% on all sales of our products on quarterly basis.
6. You shall deposit with us a cash security of Rs. 50000 by a bank draft.
7. You will clear your account within 60 days of presentation of the bills and at no time credit would exceed Rs. 200000 including your cash security of Rs. 50000. In case where the limit of Rs. 200000 is reached, further documents will be sent through bank for immediate payment.

We hope you will find these terms and conditions attractive and acceptable. Please send us 2 copies of the agreement duly stamped and signed together with your draft for Rs. 50,000/-.

Yours truly,

Vikas Nair

Sample Letter of Complaint

224/A Paradise Multiplex,
Mallapuram.

17 April, 2009

The Manager,
Miracles Cosmetics,
533 Southern Area,
Industrial Complex.
Kollam.

Sub : Supply of defetive products

Dear Sir,

Your company has been true to its name for the last twenty-five years. Its trusted name has attracted millions of customers to its products, particularly the recently ched haircare products. We have also been your regular customers since long. But recent experience has not been too good and we would like to raise queries.

Last week, I purchased the shampoo *Miracles* and as a family we all started using it throughout the week. Within a week of its use, we have started losing a lot of hair and the colour of our hair has also started to change resulting in embarrassment. I am sure, now you would have received complaints from many other customers. I hope you will immediately check the production of the shampoo. Kindly also compensate me the loss.

I propose you send an executive to me at the earliest, preferably before the end of this month, to discuss the matter in detail and decide the amount of compensation.

This will save us from unnecessary bother.

I request you for a prompt positive response in this regard.

Yours sincerely,

Tanmay Mohanty

Encl: Attested photocopy of the bill for the Shampoo

Response to a Complaint Letter

Responses to complaint letters, like the complaint letters, should be properly worded and should convey our message in a convincing manner.

Miracles Cosmetics,
533, Southern Area,
Okhla Industrial Complex.
Kollam

20 April, 2009

Tanmay Mohanty,
224/A Paradise Complex.
Mallapuram.

Sub : Supply of defective products

Dear Sir,

Thanks for your words of concern and appreciation of our company and its products. I am surprised and shocked to know about the traumatic experience that your family had undergone due to one of our defective products. We are extremely sorry for the pain and loss that you have suffered.

We are are still at a loss to understand the reasons behind such a mishap. This has never happened in the history of this company. The recently launched haircare products have been developed by a team of experts with technical assistance from one of the leading cosmetic producers of Germany. No complaint has been registered from any part of India. It's from your area we have received a couple of complaints. I am afraid supplier in your area has played mischief and replaced the original products with fake ones. We have set up a team to look into the matter and take suitable action against the mischief mongers.

We have also set up another team to look into the complaints and decide the compensation to be paid to the customers. They will contact all the victims and negotiate the compensation to be paid to them. We are trying our best to adequately compensate you and bring back your trust in the company and its products.

Once again, we are sorry for the humiliation and embarrassment you have experienced due to the use of our product. Our executive will get back to you soon.

Abinash Babu
Manager,
Customer Care.

SAMPLE LETTERS**1. Complaint Letter to airlines for deficiency in service**

206C Park Lane
Bangalore

14 March, 2012

Director of Consumer Relations
Jet Airways
35 Madhya Marg
New Delhi

Dear Sir

I am writing you concerning a flight from Mumbai to Delhi, boarded on February 10, 2012. Travel demands have made me a consistent patron of Jet Airways for the past six years. All through the service of your airlines has always been good to excellent. But an interruption in service on the flight mentioned above has prompted me to request for 50 percent reduction in airfare on my next flight.

Here is what happened on February 10. While boarding plane during the return trip at Mumbai, the pilot casually informed us that we should be impressed by the fact that the Indian Cricket Team had just left our seats. This was the only explanation of our inconvenience and delayed flight.

I believe that this delay happened purely for promotional gain and was in no way mechanically or technically necessary. As a loyal patron of Jet Airways, at least until this point, I have every confidence that the compensation I have requested above will be provided.

Your sincerely

Manu Sharma

Encl. : copy of ticket and Boarding Pass

2. Complaint regarding rejection of rebate

Sham Sunder Sharma

105, Green Avenue

Amritsar

June 10, 2009

HCL Computer Systems

New Delhi

Dear Sir

This letter is in reference to my purchase of a HCL JX - 200 inkjet printer from your authorised dealer at Amritsar on 10 May, 2009. Specifically, I am writing about your company's rejection of my request for a rebate s advertised for JX-200 printer.

I originally paid Rs. 3000/- (excluding tax) for the HCL JX-200 inkjet printer and have since been waiting for the promised Rs. 300/- HCL debate which was advertised by your company. I have just received your letter and is surprised to find that you have rejected my rebate claim. I believe that I had made it clear that there were no coupons available at the time when I purchased the JX-200. Even after repeated visits to the dealer's showroom. I did not receive coupons.

Although I am quite happy with the printer, I am very concerned about the problems I am having with this rebate.

In the interest of fair play and in keeping a future customer satisfied, I hope there will be no further delays in resolving this problem. I expect to receive the rebate within a month and thank you for your prompt attention in this matter.

Yours sincerely

Sham Sunder Sharma

Encl. : Copies of Original letter, sales receipt, serial number

3. Complaint regarding adulterated cosmetic product

Ritu Jain
558 Sarabha Nagar Market
Ludhiana

Tel _____ Fax _____

Email _____

Date 15 March 2012

M/s Blossom Kochar
Manager Lakme Cosmetic Products,
69 Mink Street
Tarantarn

Dear Ms Kochar,

I am writing you concerning a problem that has arisen from the purchase of one of your cosmetic products on March 1st, 2012 at the Ebony Store. The item is your Ultra Sable Mascara priced at Rs. 500/-

The problem developed shortly after applying this mascara for the first time. Within one hour, my eyelids became puffy and red and began to itch. After two hours, my entire eye area was swollen and remained so for two days. No other cosmetic product had been applied to my eye area, and I feel sure that this mascara caused an allergic reaction to my skin. I have used various brands of mascara including Estee Lauder, Channel and Maybeline and have never experienced this sort of reaction before. My dermatologist advised not to use your Lakme product again. I had purchased this new tube of mascara in preparation for a fashion show which was scheduled for the day on which I first used your product. I was unable to participate in the show for which I had paid a nonrefundable deposit of Rs. 1500. I also incurred a dermatologist fee of Rs. 250, Copies of receipts for these services and the masra purchase are enclosed in this letter.

I would appreciate being compensated to the tune of Rs. 2500 immediately for the discomfort and trouble your product has caused me. This sum is to reimburse me for the doctor's visit, for the Rs. 150 photographer's fee, and for the purchase price of the mascara.

I have used many of your products in the past without any problems and hope to continue a positive relationship with your company and its products in the future.

Yours sincerely

Ritu Jain

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In the interest of fair play and in keeping a future customer satisfied, I hope there will be no further delays in resolving this problem. I expect to receive the rebate within a month and thank you for your prompt attention in this matter.

Yours sincerely

Sham Sunder Sharma

Encl. : Copies of Original letter, sales receipt, serial number

enclosed. But we regret to say that these films are defective and not giving satisfactory results at all.

There are many complaints from our customers, and I am enclosing one of these complaints. As the complaint mentions, the films are old, blurred and have hairy lines on them. Besides this written complaint, we are receiving a number of telephonic complaints. This is really unfortunate and regrettable.

We feel there is something wrong somewhere. We want that you immediately send us replacement packet of films and take away the films still left with us out of this lot.

Yours faithfully

Mohit

Reply to Above

Mr. Mohit Gupta
11, Bhagat Singh Colony
Ferozepur

Dear Sir

We are really very sorry to learn from your complaint of 30 April 2012 about the problem you have been facing on account of the defective photographic films supplied by us.

However, we are sending immediately a replacement packet containing 250 rolls of these. We have ensured that these are free from any defect and completely satisfactory. Send us the remaining lot of defective films so that we may examine them in our laboratory to ascertain how these defects crept into our premium product.

To compensate you for the inconvenience we shall allow you 20% special rebate on the purchase of these and adjust the same against your next order.

Yours Sincerely

Rajesh Mehta

8. Complaint About Supplies Received in Excess

Ms. Anju Arora
#112, Phase 3A
Mohali

Dear Madam

We took delivery of goods yesterday against R/R No. 613455 of 10 January, 2012 and thank you for the prompt despatch of goods. However, on opening the consignment, it has been found that it contains 220 bottles of herbal shampoo, against our order for 120 bottles, although you have charged us for 120 bottles only. The rest of the health care items are per our order.

Perhaps the mistake must have occurred while collecting the items for our consignment. Normally, we could have asked you to send us a new bill for the excess bottles of shampoo,

but our requirements for the present are so fully met that we are sorry not to ask you for a new bill. It will not be wise to stock the money in the surplus stock.

Therefore, we are holding the above bottles of shampoo supplied in excess of our order pending your instructions as to how these should be returned to you.

Yours faithfully

Hitesh Sharma

Reply to Above

Mr. Hitesh Sharma
21, Civil Lines,
Jalandhar

Dear Sir

We thank you for your letter of 15 January 2012 and are really sorry for sending 100 bottles of shampoo in excess of your order.

This excess supply of goods in such a big number surprises us though we have billed you for the number of bottles ordered. All our consignments are checked twice before packing and despatch and there is hardly any chance for such a mistake. However, we are happy that the surplus goods have fallen in your hands and you have immediately informed us about it.

We are investigating the matter and request you to retain these bottles of shampoo for a few days more. By then we shall have made some arrangement to retrieve the above goods.

We thank you again for your kind letter informing us about our mistake in supplying goods in excess of your order.

In a couple of days we shall write you about how to send these goods back to us.

Yours sincerely

Anju Arora

9. Complaint Against Wrong Statement

The Manager
State Bank of India
Ferozepur

Dear Sir

I have just received my statement for the month of March, 2012 on my charge Account No. 593-7121. The statement shows a purchase of a cordless telephone for Rs.7000 but I am dead sure I did not make any such purchase.

The purchase was supposedly made on 20 February, but then I was out of the city on a business trip for a few days and no one else can make use of my account. Therefore, I am sure there is some mistake somewhere. However, all the other items in the statement are correct.

I am enclosing a cheque for Rs. 32170 for the balance amount after deducting Rs. 7000. I shall feel obliged if you immediately look into the matter so that my account may be cleared.

Yours Sincerely
Ajay Kumar

Reply to Above

Mr. Ajay Kumar
121, Mori Gate
Ferozepur

Dear Sir

We thank you for your letter of 3 April 2012 and feel sorry to state that you were billed for a purchase of cordless telephone you had really not made. We acknowledge our mistake and express our unqualified regrets.

Accordingly the sum of Rs. 7000 has been stricken from your account.

We thank you once again for bringing to our notice the mistake and hope you were not inconvenienced much. We look forward to your early visit so as to again have the privilege to serve you.

Your Sincerely
Manager, SBI

10. Complaint About Wrong Goods

M/s Malhotra Pvt. Ltd.
11, Civil Lines
Jalandhar

Dear Sir

Today I received the consignment of goods against my Order No. 561 dtd. 12 June 2012 for 10 pieces of chain pulley blocks of 2 ton capacity. But on opening the consignment I found that it contained 10 pieces of chain pulley blocks of 5 ton capacity.

I am sorry I cannot keep these items as I already have a sufficient stock of 5 ton capacity chain pulley blocks. I, therefore, request you to take back these items and to despatch immediately the replacements as I need them urgently.

I look forward to your immediate action in the matter.

Yours Sincerely
Sohan Singh

Reply to Above

Mr. Sohan Singh
11, Bhagat Singh Colony
Ferozepur

Dear Sir

We very much regret the mistake in sending you the wrong capacity items and thank you for bringing the mistake to our notice so promptly vide your letter of 21 June 2012.

We own the mistake and apologise for the trouble caused to you. This consignment was actually meant for some other customer. But the confusion arose because you and the other customer both had ordered the same items and in same numbers though of different capacities.

In a few days we shall arrange to take back these items. Meanwhile we have arranged to send you the replacement consignment. You will receive it within a week.

We again feel sorry for the mistake and apologise.

Yours sincerely

M/s Malhotra Pvt. Ltd.

11. Reply Refusing to Accept a Complaint

M/s Merchant Pvt. Ltd.
12, Ghora Chowk
Bathinda

Dear Mr. Sandeep

We have received your letter of 11 March, 2012 complaining about inferior quality of goods. However, we have very well investigated the matter and found that your complaint is not justified. The slight difference in quality of these goods is really negligible and also unavoidable.

We have fully complied with your order both in letter and spirit; therefore, there is no question of any kind of compensation. From the same common lot, we have supplied these items to a number of our other customers and there is no complaint at all as regards their quality etc.

However, we do agree that there was some delay in the despatches of goods to you because of rush of orders on account of busy season. We regret this slight delay in delivery. But we cannot admit that this justifies your complaint and demand of compensation in the form of special discount over and above 30% we have already allowed you.

We hope for and insist upon settlement of your account in full in due course.

Yours faithfully

Lalita Sharma

Applications to Principal

1. Write an application to the Principal of your school for granting you sick leave for a week.

The Principal,
D.A.V. School,
Jalalabad.

Subject : application for granting sick leave for a week.

Sir,

With due respect I beg to state that I am a student of class 12th in your school. I am suffering from eye-sore and the doctor has advised me not to undertake any work relating to reading and writing for a period of one week. A medical certificate is enclosed herewith.

It is, therefore, requested that I may kindly be granted sick leave for one week from 2nd to 8th November, 1993.

Thanking you,

Yours obediently,

Vishal Gumber
Roll No.12

2. Write an application to the Principal for change of Section.

The Principal,
Mata Gujri School,
Jalalabad.

Subject : application for change of Section.

Madam,

With due respect I beg leave to state that I am a student of class 11th, section-B. My cousin, Sunita, the student of 11th -A is also studying in this school. We come to school together on the same bicycle. We also study together at home as she is staying with us for studies. So I request you to allow me to change the section. It will enable us to buy one set of books. In these economically hard days it will give some relief to my father.

I hope you will consider our problem and allow me to change my section from 11th B to 11th A class.

I shall be thankful to you for this kind act.

Yours obediently,

Neeru Arora.

3. Write an application to the Principal of your school requesting him to allow you to change your subjects.

The Principal,
D.C. Model International School,
Zira Road,
Ferozepur.

Subject : application for change of Subjects.

Sir,

I beg to submit that, in my tenth class, I had Commerce, Accountancy, Economics as my subjects. On my request, I was allowed to take Physics, Chemistry, Mathematics in my class XI.

While taking these subjects, it was my expectation that, with hard work, I shall be in a position to understand and do well. I have, however found that, in spite of hard work, I am not able to carry on with these subjects. This is due to the reason that I had no background in science subjects and it is difficult to make up the deficiency.

In these circumstances, it is humbly requested that I may be allowed to change my subjects that is, Commerce, Accountancy, Economics, etc.

I shall be thankful to you for this kind act.

Yours obediently,

Navdeep Chhabra.

4. Write an application to the Principal of your school for remission of fine.

The Principal,
R.S.D. School,
Moga,

Subject : Application for change of Section.

Madam,

I kindly inform you that I have been fined Rs. 50/- for being absent from a special test in English held by Mr. K.C.Sharma, our English teacher on 15-06-07.

I am extremely sorry that I could not take the test due to some unavoidable circumstances. I was getting ready for the school when my father had a severe heart-attack. I had to attend to him and remained busy all the time arranging the best medical aid that could be available.

Thank God that timely medical aid saved my father's life. Considering the precarious situation I was in, I hope that you will remit the fine.

I shall be very grateful to you.

Yours obediently,

Shiv Sethi.

5. Write an application to the Principal of your school requesting him for your school leaving certificate.

The Principal,
Govt. Boys Senior Secondary School,
Mallanwala.

Subject : Application for issuance of school leaving certificate.

Sir,

I beg to inform you that I am a student of class 12th in your school. My father, who is a Central Government employee, has been transferred to Bombay on promotion. We have to leave for Bombay after a week. I shall have to seek admission to a school there.

I shall be thankful if you kindly issue me a school leaving certificate to enable me to take admission in a government school at Bombay.

Thanking you.

Yours obediently,

Ambuj Sharma.

6. Write an application to the Principal requesting him to issue you a character certificate.

The Principal,
Govt. College,
Faridkot.

Subject : Application for issuance of character certificate.

Sir,

With due respect I state that I had been a student of your school.

You will be glad to know that I may be getting a chance to be appointed as a Clerk in State Bank of India. Now the authorities have asked me to submit a character certificate also. I shall be obliged if you kindly issue me a character certificate immediately. I am giving the relevant particulars.

1. I was a student of +1 Class in 1998 (Roll No. 797)
2. I was also a member of Y.L.A.
3. I was member of the college cricket eleven.
4. I was the joint student editor of Hindi Section of college magazine The Vikas.

Thanking you.

Yours obediently,

Riziq Arora.

Report Writing

A report has two salient features. It gives first hand information about an occurrence or event, e.g., an accident, a terrorist attack, a robbery or a seminar, a sports day, etc.

The purpose of writing a report is :

- (i) to describe
- (ii) to record
- (iii) to persuade

Reports are written either for school magazine or for newspapers.

Points to remember :

- Give a hold and catchy heading/title.
- Name of the reporter
- Split the report in 3-4 paragraphs (content)
- Para 1— Begin with the name of place (cit) along with date of report. Brief introduction of the incident answering the questions who, what, where, when, why. In case of report for school magazine date and place need not be written.
- Para 2 and 3 Give details of the incident, how it happened, give eyewitness account to add to the authenticity of the news.
- Para 4 – concluding remarks regarding action taken or required.
- Put the report in a box.
- Use past tense as reports are written after the event is over. Use of passive voice is recommended.
- The language should be simple, lucid yet meaningful, formal and grammatically correct.
- Do not exceed the prescribed word limit (100-125 words)

For Newsreport

- Give a heading
- Be sure to include all relevant information

- Newspaper reports should have headline, date, place of origin of news, name of reporter.

For Factual Description

- Be sure to be objective
- Presentation and organisation of details should be systematic and logical
- Title and reporter's name (date and place-optional)
- Content should contain following points:
 - When Where
 - Why What

The distribution of marks could be on the following lines :

Format	:	1 marks
Expression	:	5 marks
Content	:	4 marks

VALUE POINTS

Robbery/Accident/Calamity/Disease outbreak/Civic problem

1. Catchy headline expansion of headline in the first sentence itself highlighting what/when/where
2. Give reason, if any/motive
3. Details in brief
4. Eyewitness account
5. Casualties, damage, etc. (if any)
6. Action taken
7. Relief measures
8. Conclusion/comments

Cultural / Sports events

1. Occasion/organizer/sponsor, etc.
2. Date, venue (time optional)
3. Chief guest/special invitees
4. Objective and main highlights of the programme
5. Prize distribution / Annual report, (if applicable)
6. Message by chief guest/dignitary
7. Vote of thanks
8. Overall response

Competitions

1. Occasion/organizer
2. Date, Venue, objective

3. Name of the competition, level, topic, if any participation
4. Inaugural ceremony/welcome
5. Chief guest, judges etc.
6. Highlights related to performance, result, etc.
7. Prize distribution
8. Special remarks/address, if any
9. Vote of thanks

Workshop/Seminar/Talk

1. What, by whom, for whom
2. Date, venue, duration etc.
3. Guest speakers, panel of experts etc.
4. Chief Guest, invitees, etc
5. Activities undertaken
6. Aids used –MMP, audio visual charts, documentary films etc.
7. Literary or field activities if any
8. Interactive session including question answer round if any
9. Expert's comment
10. Vote of thanks
11. Overall effect

Rally/Drive/Compaign

1. What, by whom
2. Duration, venue or places covered
3. Objective motto if any
4. Activities undertaken
5. Any display/educational material used, e.g. placard, banner, pamphlet, etc.
6. Special remarks by a dignitary/Chief Guest etc
7. Overall success

Camp/Visit/Exhibition, etc.

1. Place, destination, etc.
2. Organiser, sponsor if any
3. Duration, date, etc.
4. Number of persons/ visitors etc,
5. Description as applicable
 - (a) Theme of exhibition, type / range etc. / quality of exhibits
 - (b) Places of sightseeing, food, scenic beauty etc.
 - (c) Purpose and nature of camp, activities undertaken
6. Overall response

Note : Use of colourful language enhances the effect of this type of report.

SAMPLE REPORTS

1. You are Priyanka , a reporter for TOI. The govt. has introduced a Mid-Day Meal scheme which provides free lunch to students . But the food provided in this scheme is often of inferior quality. Recently, 40 Kids got ill after eating the meals provided at school. Write the report for the same.

Ans.

40 KIDS ILL AFTER MEAL AT SCHOOL

Times New Network

Kolkata, 23 August , Twenty Five Children of a Govt. run school at Hazari Baag in Kolkata suffered from food poisoning after the mid day meal on Friday. The children were immediately rushed to the nearby Civil hospital where they are recuperating.

According to the police, the food was provided by an NGO, Healthy Children , which had been catering for the last three days. Soon after eating the Mid- Day Meal, the students, all between five to thirteen years of age, complained of dizziness and started vomiting after eating.

A school teacher said that the students had been served 'upma' for lunch. The food served is said to be prepared in the kitchen of the above said NGO. The chairman of the NGO, Mr. Ashok Kumar denied the charges and said that they had been supplying food to almost 20 schools in the town and never had a complaint been noticed against the quality of their food.

The police officials also reached the spot. "We have registered a case of endangering human lives by a rash and negligent act against the NGO," said DCP, Dinesh Pratap.

Kolkata's additional commissioner (Education) G.K. Sharma, however, said the food samples had been sent for testing and any action will be considered after the result is known.

It is well to note here that the govt. had introduced this scheme to attract more and more children to come to school .But the same has not been followed in spirit and in letter only. A lot of NGO's have also joined in to contribute in this but proper care should be taken while cooking and serving the meals to students.

Contributed By : Priyanka.

2. You are Anmol , Student Reporter for Shivalik Public School, NewDelhi. Recently, your school has celebrated World Environment Day. Painting competitions were arranged , a seminar and a presentation was also arranged to mark the celebrations. Write a report for the same for your school magazine.

Ans.

WORLD ENVIRONMENT DAY

New Delhi : 5th June

Shivalik Public School took a leading step in celebrating the 'World Environment Day' on 5th June this year. On this hot summer morning children belonging to at least 20 local schools participated in an On the spot Painting Competition. The theme of the paintings were : 'Dangers to Environment'; Ozone hole and Global Warming'; Preserving Environmental

Purity' and 'Measures to check Environmental Pollution'. An exhibition of these paintings sensitized the visitors about the need to preserve environment. This was followed by a seminar on world environment day in which more than 25 students participated in the discussion. The participants presented written papers suggesting ways and means to control pollution. All agreed that our environment is under pollution through various agents like water, soil, air and noise and we are on the brink of extinction. Even population explosion is causing a great threat to our environment. Our every nook and corner is being polluted by different objects and they have posed a big challenge to our survival. During the discussion it was resolved that we should plant trees and saplings on all the open spaces. Our vehicles too use noise resistant horns and play them by using C.N.G. Social organisations should participate to educate the masses on the harms of pollution. Exhibitions and seminars need to be organized for the public so that we get rid of deadly pollution.

Contributed by : Anmol

3. Recently, you visited the Tsunami affected area and you were moved to see the plight of people living there. Write a report for the same inventing necessary details.

Ans.

LIFE AFTER TRAUMATIC TSUNAMI

Nellore : 10 Dec.

Chaos, death, destruction and horror are the common expressions one finds while visiting the Tsunami hit coastal areas. Gathering the remains after the devastating calamity, people are trying hard to come to terms with their lives, although their hearts are full of grief at losing their loved ones. The fishermen of those coastal areas have lost almost everything to the gigantic waves. Most of them are languishing in temporary shelters erected by NGOs and government agencies, waiting for their turn to get some relief and help to begin their lives anew. Miseries and sorrows are writ large on their faces. Some of them who were in the mid sea returned safely, only to find their families snatched by the deadly waves. They are hoping against hope to be reunited as the dead bodies of the lost ones have not been traced so far.

NGO like Times Groups, Saksham, Hope, Siemens Foundation have adopted coastal villages for their rehabilitation and counseling. Disaster Management teams are working round the clock to clear off the debris and prevent the break out of epidemics. Fresh drinking water, food and clothes are being distributed. Every effort is being made to restart life.

4. You are a member of Disha, an NGO working for the upliftment of orphans. Recently, your NGO organised a campaign to collect funds for the orphans. Write a report of the event inventing relevant details.

A RAY OF HOPE FOR THE UNFORTUNATES

Delhi : 2nd May

Orphans are not born orphans, but made orphans by circumstances, untimely death of parents or quirks of fate. Unfortunate are those who are rendered homeless and deprived

of parental affection and care in their tender age. The orphanages, they take shelter in sometimes fail to provide even basic amenities to the hapless, helpless and hopeless unfortunates. A visit to 'Ashraya' an orphanage for children revealed the pathetic state of existence of the inmates. The reason behind this was financial crisis. The sudden demise of two of its patrons resulted in cash crunch. The situation took a turn for the worse with the arrival of about 50 more destitute.

Our NGO, Disha, organized a campaign to mobilise funds and awaken the conscience of the society. Charity shows, fete and balls for the elite class helped us collect money. People felt shocked on watching the street plays depicting the plight of orphans. We submitted a proposal to the management to let us help them in running the orphanage.

Now all the inmates have joined the local school. A training centre has been opened. It provides training in some craft to make the children independent. The visits of local leaders have made the inmates feel that they are not neglected by society.

Contributed by : Angelina

5. You are Shekhar/Tripta, a student of A.P. Public School. Principals of two schools from Pakistan visited your school as part of a cultural exchange programme. Students of the school put up a cultural show in their honour. Write a report about it for your school magazine. (100-125 words)

Ans.

CULTURAL EXCHANGE PROGRAMME

It is a matter of pride for the D.A.V. Public School that two principals from Pakistan visited our school during the cultural exchange programme. Mr. Abida Parvin of Karachi Public School and Begum Aamna Bhutto of Sindh International School were received by the principal of our school, Ms. Shreya Khosla.

The senior students presented a brilliant guard of honour to the visiting dignitaries. They were escorted to the school auditorium where they were given a floral welcome. In the welcome address our principal hoped that their visit would inspire the students to work for peace and harmony between India and Pakistan. The programme began by a Sufi Song sung by Priya Jain. It was followed by a folk dance from the provinces of India and Pakistan. The highlight of the show was a Qawali by the primary students. At the end the school choir sang a song with the fervour of brotherhood and secularism. Both the principals applauded the performance of the students and appreciated the reception which they received during their stay. They congratulated the principal for organizing a week devoted exclusively to Pakistan and called for increase in frequency of such cross cultural exchanges to reduce the animosity between the two countries.

Contributed by : Akshit Khanna



1

Meaning and Importance of Communication

AN INTRODUCTION TO COMMUNICATION

Communication is that unique factor which distinguishes the living world from the non-living. The ability to communicate with the help of a language distinguishes human beings from animals. And it is the ability to communicate well that distinguishes one individual from another.

A recent study tells that 70-80 % of our working time is spent in some kind of communication. Communication is the basis of all activity on this planet. Without communication our social as well as professional life will collapse.

You may be involved with meetings, team briefings, interviews, checking, counselling, advocating, reviewing, delegating, planning, scheduling, resolving conflicts, gaining co-operation of others, problem solving, decision making, maintaining standards or setting targets.

All of these activities are based around establishing and maintaining good methods of communication.

Good communication is always said to be an essential skill in being personally effective. It is also an essential skill for everyone who works for supervisors and managers or who is part of a team at work, home or society at large.

However, our ability to communicate effectively will be governed by many things, but mainly on our development of skills which will help us to balance the conflicting aims, interests, rights and reactions of others with our own.

To be successful, a person needs to communicate effectively with a wide range of people both internally and externally. Imagine, for example, the chaos which could be caused if Indian Railways or your local bus company issued inaccurate timetables. Think about what might happen if this type of communication problem occurred in your college.

The fact, is that apart from the basic necessities, one needs to be equipped with habits for good communication skills, as this is what will make them a happy and successful social being.

In order to develop these habits, one needs to first acknowledge the fact that they need to improve communication skills from time to time. They need to take stock of the way they interact and the direction in which their work and personal relations are going. The only constant in life is change, and the more one accepts one's strengths and works towards dealing with their shortcomings, especially in the area of communication skills, the better will be their interactions and the more their social popularity.

MEANING AND DEFINITION OF COMMUNICATION SKILLS

In common parlance, communication is known as the process of sending and receiving information. The word 'communication' has its roots in Latin. It has been derived from Latin term "communicare" or "communico", both of these Latin terms mean "to share". But communication is too vast a word to be circumscribed by this simple definition. Communication does not only involve a transfer of information from one individual to other. It is a dynamic social process. It is the nexus of our diverse society.

Definitions of Communication

1. "Communication is a process which involves the transmission and accurate replication of ideas ensured by feedback for the purpose of eliciting actions which will accomplish organizational goals." William Scott.
2. "Communication is the process by which information is transmitted between individuals and/or organizations so that an understanding response results" "Peter Little"
3. Keith Davis defines communication as "the process of passing information and understanding from one person to another. It is essentially a bridge of meaning between the people. By using the bridge a person can safely cross the bridge of misunderstanding."
4. "Communication is the exchange of meanings between individuals through a common system of symbols."

FEATURES OF COMMUNICATION

The features of communication can easily be deduced from the definitions given above.

1. **Perennial to life** : Where ever there is life, there is communication. Healthy communication is the root of a well adjusted , diverse society. Humans can't survive in isolation. We need to interact with others at our home, school/college, office, playgrounds etc. Besides, it is the cementing force behind all healthy relationships. Thus, it is an unavoidable, universal ever pervasive process.
2. **Exchange of Meaning** : It is the nucleus of a communication process. We communicate in order to transmit the desired meaning. The sole aim of a communication event is to exchange meaning and without it the process of communication will fail.

3. **Interactive** An effective communication is always interactive. To make sure the sender that the ideas he wanted to convey to the receiver have been successfully delivered, a feed back from the receiver's end is required. Thus, it is a two way traffic in which ideas flow from both the sides, i.e., from the sender to the receiver and vice-versa..
4. **Symbolic** : Communication is a process that uses a set of arbitrary symbols that are common to both the sender and the receiver. It does not consist of spoken or written words only but involves a huge gamut of nonverbal gestures. These nonverbal elements supplement the words and attach more information to them.
5. **Result oriented** : It is a result oriented process. The sender has a definite meaning in his mind and through its conveyance to the receiver, he expects the receiver to act in a specific manner as desired by the sender. Intended results can be sought only if effective communication takes place. An ineffective communication will result in confusion and chaos.

COMMUNICATION SITUATION

The following components are obligatory for a communication event to take place.

1. The sender and the receiver:
2. There is an idea or message in the mind of the sender
3. The sender wishes to share his ideas with the receiver
4. The sender selects a suitable medium or channel as a vehicle to his ideas.
5. The receiver and the sender have a common language or symbols intelligible to both of them
6. The sender expects a reaction or a changed behaviour from the receiver.
7. The receiver also wishes to listen to the sender.
8. The receiver decodes, understands the message and gives his feedback.

If the meaning generated in the receiver's mind is congruent with that in the sender's mind, a successful communication is said to have taken place. But many a times, there is a huge disparity between the meaning conveyed and meaning understood. It happens due to the presence of noise. Noise is an unwanted distraction that interferes and affects the communication process.

A successful communication event can not take place if even any one of the above discussed components is absent. On the other hand the presence of noise may render the speech event unsuccessful.

THE BASIC COMMUNICATION MODEL

To try and help us understand the basic principle of communication, we can look at a diagrammatic representation of communication as follows :

Process of Communication/Stages In Communication

1. The source (Sender) : A Sender is the person or group or organisation who has an idea or information which he wants to communicate to others. The process of communication starts with him. The idea or an impulse in the sender's mind is the source of communication. Communication can't take place until the sender has an idea and a wish to share it with others. The idea depends upon the context and purpose of the situation. The sender must have a clear cut idea of the message to be conveyed.

If the sender himself is confused and does not have a clear notion of the message, his message will lack clarity and cogency. This confusion and lack of clarity in the sender's mind is termed as semantic noise. If the message to be conveyed suffers from semantic noise, the same will be transferred to the receiver's end along with this semantic noise. The receiver will then not be able to comprehend it clearly or completely as it was adulterated with some unwanted distraction. Thus ideation is the process of finding, selecting and deciding the meaning to be attached to the content of the message to be conveyed. This is also known as semantic selection.

2. The Message : The information that the sender wants to convey in physical form which can be understood or deciphered by the receiver is known as message. However the message is seldom delivered exactly as it is a mere indicative of meaning and much depends upon the receiver's own perceptions. His perceptions may alter the meaning altogether.

3. The medium : The method or vehicle used to send the message is called medium or channel.

This can be either :

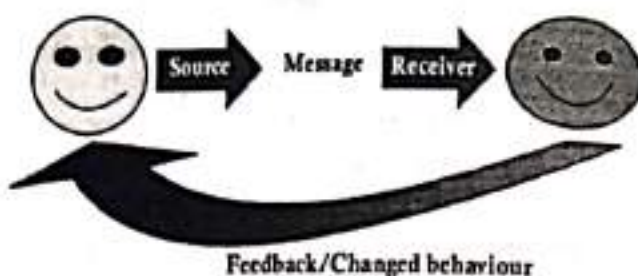
Oral - spoken

Via electronic means - e-mail, fax or through the Web for example, Telephone

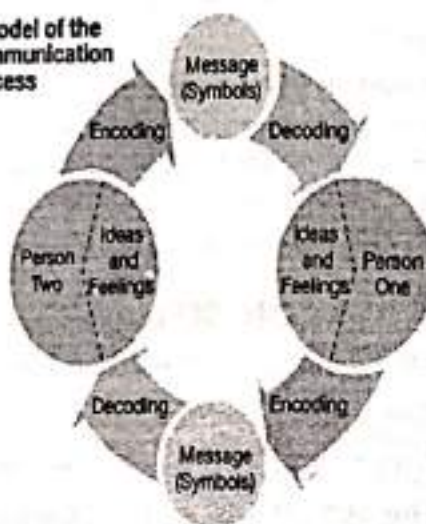
Paper based - letter, memo, scribbled note, poster etc.

Image/visual Sound

4. Encoding : The process of translating the meaning of message into suitable words, symbols or gestures is known as Encoding. The symbols or signs used are intelligible to both the sender and the receiver. Encoding: The process of converting the Ideas into a set of



A Model of the Communication Process



logical, arbitrary symbol system, which is intelligible to both the parties involved in communication is called encoding. Encoding is guided by the nature and purpose of communication and the relation between the sender and receiver. For example manager may write in an authoritative tone to his subordinate while he will use a respectful tone while writing to his M.D. or C.E.O.

5. The Receiver : The person, group or organisation that receives the message is known as receiver. Having received the message, a receiver decodes it, i.e. attaches some meaning to it based on his own perceptions. The receiver thus decodes the message and sends the feedback to the sender.

6. Decoding : The receiver gets the message and attaches his own meaning to it. This process of attaching meaning to the received message is called decoding. This is a complex and dynamic process. It sounds simple that the sender sends a message and the receiver receives and understands it but "there is many a slip between the cup and the lip." The receiver may not get the same message as the sender wished to deliver. The meaning of the message is largely conditioned by the mental perceptions of the receiver. Just notice that how many times in a day we are misunderstood and then follows a series of self explanatory remarks like I didn't intend to say that, things are not the way you presume. When the receiver gathers completely different meaning from what was intended, it is known as failure of communication and it is a dominant theme in the modern literature.

7. Feedback : Feedback is an integral part of a successful and effective communication. The source or the sender will not come to know whether the communication that they have sent has been successful, i.e. whether the receiver has understood the meaning or not, unless they receive some feedback. Feedback is thus the response of the receiver in the form of some action or gesture or some may be asking more questions or calling further explanations.

'Noise' in communication

How often have you felt that someone doesn't understand, that they take you for granted, that you're not taken seriously, that people twist what you're saying, that your rights have been ignored, angry that you can't express yourself at the time or, have you ever received a text message from a friend that you thought meant something different to what your friend intended?

Most of us will have felt at least some of these at some time or another.

We may react to such situations by getting angry or aggressive, or by avoiding situations that cause conflict and pain, or by agreeing to things because we feel powerless and want a quiet life.

In fact, the problem of 'failure of communication' is so pervasive that few can escape from its claws.

An effective communication takes place when the sender is able to elicit the desired response from the receiver or the receiver has understood the same message as intended by the sender. But it is easier said than done. Communication is rarely as simple as these

models suggest. There are lots of different types of medium to send a message in and the way that the receiver perceives the message might be very different to that which the sender intended. When messages are sent, the source has to try to understand what they are trying to say. This might be interpreted differently by the receiver. Thus arises misunderstanding which is misleading, defeating the purpose of communication. This unwanted misunderstanding that eats up the roots of healthy relations is caused sometimes due to 'noise'. Noise is something unwanted and sometimes inescapable that affects the message and prevents the achievement of desired result. Noise may be a physical factor such as an unwanted jarring external sound or a physiological factor such as hostility, prejudice and egotism etc. The more noise there is, the less likelihood there is of the message being received properly. This represents a barrier to communication.

Barriers to communication can take many forms, which include

Language ,

Technical content

Lack of understanding of what the receiver wants or needs

Inadequate feedback

Emotional interference - can you really send out a clear message when you are upset, for example?

The degree of knowledge and expertise of the sender and the receiver

The quality of the information sent

The use of an inappropriate medium

Lack of trust or honesty in the source

Cultural differences

Poor listening skills

The position or status of the source

As a result, our communication model might look more like this :



In electronics and information theory, noise refers to those random, unpredictable, and undesirable signals, or changes in signals, that mask the desired information content. In radio, this noise is called static; in television, it is called snow. White noise is a complex signal or sound covering the entire range of component frequencies, or tones, all of which possess equal intensity.

Noise-the measure of information not related to the message. "Any additional signal that interferes with the reception of information is noise. In electrical apparatus noise comes only from within the system, whereas in human activity it may occur quite apart from the act of transmission and reception. Interference may result, for example, from background noise in the immediate surroundings, from noisy channels (a crackling microphone), from the organization and semantic aspects of the message (syntactical and semantical noise), or from psychological interference with encoding and decoding. Noise need not be considered a detriment unless it produces a significant interference with the reception of the message. Even when the disturbance is substantial, the strength of the signal or the rate of redundancy may be increased to restore efficiency."

ONE WAY & TWO WAY COMMUNICATION MODELS

One Way Communication Model

One way communication model is a one way traffic where flow of ideas is restricted from one side only: the sender's side. The receiver does not give any feedback and the sender is not sure whether the receiver has got the message or whether he has understood it in the same way that the sender had intended. This kind of situation occurs in most of our class rooms where the teacher goes on speaking and feels dismayed when there is no participation from the students' side. This needs to be discouraged as it is not an effective communication.

Two way Communication Model

The receiver of the message also plays an important role in two way model of communication. Having received the message sent by the sender, he actively sends the feedback in terms of his changed behaviour or he asks for further clarification from the sender. Here, a reversal of roles takes place. The receiver having received the information now changes his role and becomes the sender of the feedback and the sender having sent the message now becomes the receiver of the feedback. This feedback assures the sender that he has successfully conveyed his message and his labour is not lost.

REVIEW EXERCISE

1. Define Communication? What are its salient features?
2. Explain the process of communication with the help of basic communication model.
3. Write a note on one way and two way communication models?
4. "Effective Communication is of prime importance for a business organization." Comment.
5. What is noise in communication?
6. Explain 'encoding' and 'decoding'.
7. What is essential for a communication situation?
8. Communication is an interactive process? Explain.
9. What is feedback? What role does it play in communication?



2

Objectives of Communication

Communication lays the foundation of every other activity in a business organization. The way humans require air to breathe in and live, the same way communication is the breath-force for an organization. Any business concern will collapse for want of effective communication.

Business involves planning, decision making, allocation of jobs and responsibilities maintaining cordial relations within the organization and with the extraneous factors, keeping a track of company's performance in comparison to that of other companies and so on. All this becomes possible because of adherence to effective communications networks. The success of a company is directly proportional to its efficiency in communications. As such, the sole aim of communication is to facilitate a meaningful transfer of ideas from one individual to others resulting in a favourable response. If in organization, the flow of message results in confusion and chaos instead of order and productivity, communication is said to have failed in such circumstances. Communication aims at facilitating a smooth and meaningful flow of information thus fostering a cordial atmosphere where all understand each other and use the information/message to increase the net productivity of the company.

Broadly speaking, Communication has the following objectives :

1. INFORMATION

A business organization needs information from a gamut of sources. An organization can not exist in isolation, it is a part of the society. It affects the society and in turn is affected by the society. Therefore to track the changes developing in social, economic and cultural field, a business organization needs to update itself continuously. At the same time, it needs to keep the society well informed about the latest products and policies of the company. This interactive flow of information is rendered possible only by communication.

Information in the context of business environment, it is of two types :

Types of Information

(i) **Internal Information.** Internal information is that which stems from inside the office environment. It is generated within an organization. It implies the policies, allocation

of duties and responsibilities, stock reports and other technical documents which are governed by the members of the organization.

In a business organization, internal information on the following issues is required to vouchsafe its successful operations :

- i. Information on policies, vision and objectives of the organization.
- ii. Information about the status and results of plans being executed in the organization.
- iii. Information regarding job profile of its employees, their roles and responsibilities and his powers.
- iv. Information about the designation, decision making powers of various office bearers.
- v. Information about the availability of raw material, other human and natural resources available in the organization.
- vi. Information about the availability of capital and cash in hand.
- vii. Information about the likelihood of generating any credits or loans from banks or other private parties.
- viii. Information about the status of machinery and other mechanical parts being used by the an organization.
- ix. Information about labour: their capabilities, skill and expertise.
- x. Information about the futuristic projections of the company.

(ii) External Information. As discussed earlier, a business organization relates to the world outside in manifold ways. Thus, it has to be watchful of the trends and developments taking place in the society. To ensure its smooth operations, a business organization requires external information on following aspects:

- i. Information about various Govt. laws and policies regarding issuing of license, terms involved in expansion of business, taxation, labour laws, etc., that affect its operations.
- ii. Information about its advertising campaigns and their effect on the consumer behaviour.
- iii. Current purchasing trends of customers.
- iv. Information about recent developments in the field of science and technology.
- v. Information about availability of new land premises, credit facilities.
- vi. Information about the competitors: their products, prices and policies.
- vii. Information about the recent changes in the social fabric: change in per capita income, literacy rate, standard of living etc.
- viii. Information about govt. subsidies and grants if any.
- ix. Information about faculty strengthening programmes to improve the skills and expertise of its employees.

It becomes evident that a business organization depends on a diverse aspects of internal and external communication to stay ahead in today's competitive world. A business concern needs to invest a lot to strengthen its information sources.

Sources of Information

1. **Mass Media :** The revolution in the field of mass communication has made available lots of data that is handy and relevant for a business manager. It is the cheapest and most easily available source of information. Most of the times, one can rely on the material one gets from these sources of mass communication like Newspaper, Journals and magazines, radio and T.V. etc.
2. **Internet:** Internet is the reservoir of knowledge. There is hardly any subject under the sun, information about which is not available on the internet. With the use of internet, one can feel at home in all corners of the world. A business manager can get even information on International trends besides that on national level.
3. **The Libraries:** The libraries are a repertoire of information. In a library, a business manager can lay his hands on reference books, research publications, annual reports, statistical reports, government publications of various kinds, etc., which contain certain relevant information for business.
4. **Meetings, Conferences, Seminars and Workshop:** Ever other day meetings conferences, seminars and workshops sponsored by large business houses are held. These events provide ample knowledge about latest research and developments in particular field.
5. **Trade Fairs and Exhibitions:** Now a days, not only govt. but private concerns are also engaged in organising Trade Fairs and exhibitions to disseminate knowledge among the masses. These trade fairs arranged on particular theme or subjects, provide ample information related to that theme or subject.
6. **Chambers of commerce and associations:** There are a number of trade organizations operating either under govt. Or private patronage. These associations provide information about varied issues related to business viz. sales, exports, change of tastes of customers, addresses of members, etc.
7. **Office records:** It is a kind of reservoir of facts and figures stores inside the premises of the office itself. It preserves and tracks past correspondence, past performance of business and particulars about employees.
8. **Personal observation:** It calls for an observing eye on the part of the manager. It is the most reliable source of information as per one's own beliefs. It provides first hand information about employees' sincerity, honesty, loyalty, efficiency, etc.
9. **Personal interviews :** It is well said that *"talking to an intelligent man is worth reading a book."* Therefore personal interviews with politicians, professional experts and other prominent personalities can provide certain information for predicting future of products, sales and policies of government that can affect business in near future.
10. **Market Research:** To take stock of the changing preferences of consumers, a market survey can be carried out. It supplies the business manager with lots of information collected

by the means of questionnaires and schedules. Making the conclusions drawn from these researches and surveys as the basis he can then take his decisions.

To collect information has not remained a tedious job in today's world where every one can lay his hands on mass media and internet. But getting information is not enough. A business manager should be wise enough to filter the required information. Whether internal or external information, a business manager should first crosscheck its authenticity and relevance. Otherwise the edifice that he builds on a vague foundation is liable to fall and thus incur losses to him.

2. ORDER

"One can either give or take orders at a time."

In a business environment there is a hierarchy of bosses and subordinates. The subordinates take orders while the bosses or superiors issue orders. An order is an authoritative statement issued by the management to the subordinates with a direction to do or to cease a course of action. The success and smooth functioning of a department depends on the issuance and execution of orders. Orders are used as internal communication only and it is a downward communication as information flows from the authorities to subordinates.

Types of Orders

Orders can be of two types :

(i) Written Orders. Written orders are given when the job at hand is very serious in nature. It is given in following cases:

- i. When the receiver of the order is situated far away and it is not possible to contact him through any other mode communication.
- ii. When it is very necessary to keep the record of the orders.
- iii. When the job at hand is of repetitive nature.
- iv. When the order is to be given in a very specific form.
- v. When the order is highly important and responsible.

(ii) Oral Orders. Oral orders are given when the task to be done is very urgent and no delay can be afforded. It is given in following cases:

- i. When face-to-face interaction is possible with the receiver.
- ii. Keeping record of an oral order is not necessary.
- iii. When follow up action is not required as it preserves no records.

Essentials of an Effective Order

1. Orders are directives to subordinates from the management. It is a form of downward communication.
2. It should be complete and self explanatory in itself.
3. It should be written in simple, clear and precise language, leaving no ambiguities.

4. It should take into account the feasibility of execution of the order, the competence of the receiver to execute it.
5. It should motivate a person to take up the order with its effective and encouraging use of language.
6. Its tone should be polite but firm, but in any case not harsh or hurting.
7. During the execution of the order, its appraisal should be done giving collateral details if required.
8. After the execution of the order, the efforts of the concerned employee should be applauded and encouraged.

3. SUGGESTIONS

It is a kind of proposal that climbs up its pilgrimage to the management or higher authorities and it is initiated by subordinates. In fact, in an organization it is the employee or a subordinate who is directly experiencing several factors related to the execution of the company's policies. The high ups may not be aware of the actual conditions prevailing in the markets but it is the subordinate who has a direct and first hand feel of various procedural and operational difficulties. Feeling the pulse of the current scenario, he may then perceive a new course of action that can increase company's efficiency and enhance its profits. Such suggestion may be accepted or rejected by the authorities. The person giving a suggestion can not compel its receiver to follow it. It is a type of upward communication since it flows from the subordinates to the management.

Almost every company has a defined system of collecting suggestions from its employees. These may be collected via suggestion box, feedback proforma and other means. In some business concerns where the managements do not realize the need and importance of suggestions, one is sure to notice a trash bin full of suggestions papers in such an organization.

But proactive concerns which value suggestions, often call them deliberately to get innovative ideas from their employees. They do realize that if a management frequently calls suggestions from its employees and implements it after taking into account its pros and cons, the employees become more creative and confident. They can then contribute in the growth of the organization. The management also comes to realize the problems and aspirations of its manpower and can take effective steps to control and solve these problems if any. With this kind of rapport with the management, the staff becomes more concerned and attached with the company and feels a sort of belongingness with the company. If the employees of a company are satisfied with their job and have a symbiotic relation with their management, nothing can stop the organization from touching the heights of success and glory.

4. MOTIVATION

Motivation acts as an oil that facilitates smooth running of energies of an individual. Every individual needs motivation to work wonders. Even in schools children are motivated by means of certificates and awards. Motivation infuses a fresh lease of energy in its

receiver and enhances his creativity and efficiency. It rejuvenates an individual to take up new challenges and perform his duties effectively.

Thus a business concern needs to motivate its human capital at regular intervals to ensure progress. No doubt, money is the main factor that motivates an employee for better and effective work. But money is not the only factor that can motivate people. Even a pat on one's shoulder symbolizing encouragement can motivate a person. A manager must realize that every individual has his own world and family besides the organization. If an employee is trying to give his best to his organization, sometimes even at the cost of his own interest and family, the management must realize his genuine and sincere efforts and should amply reward him to motivate him. But motivating someone is a complex task that involves a number of factors.

While motivating subordinates a manager should take notice of following points:

1. An employee renders his best services only and only if he has a sense of belongingness with the organization he is working with. Though deciphering human mind is a complex task since it is unfathomable, yet a manager should strive to understand and appreciate the personal, physical, psychological and social needs of his subordinates. If he expects them to consider the organization as his family, a subordinate also expects that his family should be given due importance at his work place. Therefore a manager should help his subordinates achieve their personal goals while working for the accomplishment of the organisation's goals.
2. An organisation is a group of people from diverse backgrounds working together for the accomplishment of common goals. Therefore healthy and harmonious relation among different members of its group is of paramount importance. A manager should strive to maintain a healthy environment which fosters a friendly and conducive atmosphere.
3. A manager should motivate its subordinates to be a part of the decision making process. This will make them more responsible and the organisation will earn their confidence and support.
4. A manager should give a crystal clear picture of the targets, objectives, available resources, problems expected to be faced during the execution of its plans and solutions to it so that they may understand it completely and then work hard to achieve the goals. These things should be communicated to them in such a way as to foster a sense of responsibility and pride in them.
5. The best way to motivate a group is to become their role model. A manager should set examples of honesty, loyalty, punctuality and hard work in front of his subordinates. This will motivate them without saying even a word.

To conclude, motivation is an integral function of communication. Motivation is an indispensable part of an organisation. A manager should be able to motivate his subordinates effectively. A motivated worker put in their best without being asked to it. He is eager to work without even the supervision of his superiors and becomes a willing horse then.

Almost all proactive business organizations use this tool to enhance the efficiency of their human capital. Seminars, workshops and presentations and faculty development programs are being organized without fail in such organisations. Some organisations maintain a dedicated branch to continuously motivate its staff.

5. PERSUASION

Persuading implies influencing others in such a convincing manner that they voluntarily change their own beliefs or thoughts and follow the desired ones. In business environment, persuasion plays a significant role. Customers are persuaded to buy certain products by way of persuasion. Persuasion plays an important role even within an organisation. Sometimes, managers have to persuade their subordinates to mend their attitude or work to suit company's policies. In some situations even the subordinates can persuade the management to realize their needs and demands.

Though important, but persuasion is a complex process. Since no body likes to change his beliefs and actions, specially if he is forced to do so. Therefore cautious efforts are required while persuading someone.

A manager should know these facts while persuading his subordinates :

1. **Winning the confidence of the receiver:** The manager should first make it clear that the desired change is in the capabilities of the receiver. At the same time, the receiver should be made to understand that the desired change is in his favour and not a selfish motive of the manager.
2. **Don't argue:** A persuader should understand that persuading doesn't mean bringing about a person to accept change by way of arguments. Dull and harsh words may breed resentment in the mind of the receiver. Therefore, it has to be a sugar coated though a bitter pill. Favourably, the receiver can be persuaded by pin pointing the benefits of the desired change in a polite language.
3. **Open-mindedness of the receiver:** A manager needs to be tactful and resourceful to approach people who are hard task masters. At the outset he should set a conducive atmosphere by hinting at those points which the receiver is comfortable and willing to agree with. This sets the receivers mind free of shackles of his ego and now he is willing to listen to you. The manager should then strike the hot iron and convince him to follow the desired way.
4. **State the requirement:** By now the receiver has been made to listen to the core message. Before deciding what to say, a manager should decide on the how to say. He should then state his ideas in a very friendly and polite tone, avoiding arguments as far as possible. For an effective persuasion, ideas should flow smoothly without breeding any resentment in the mind of the receiver. Relatively easy and pleasant ideas should precede the harsh and difficult ones.
5. **Motivate to act:** If the receiver has willingly agreed to the change his attitude, then the manager should feel convinced that he has successfully persuaded him. He should then stress the importance and profitability of the desired course of

action to motivate and encourage the receiver to act whole heartedly. Therefore, persuasion should carry elements of motivation also.

6. ADVICE

Advice is the subjective opinion of someone about a specific situation or matter. It is highly personal in nature and not factual like information. It intends to bring about a change in the attitude and behaviour of its receiver. Since it is based upon personal beliefs and experience of the advisor, it may prove helpful or even disastrous to its receiver.

Flow of Advice

In a communication network, advice flows either horizontally or downwards. Downward advice flows from the management to its subordinates. Whereas, when an advice flows from an experienced or expert of a field towards management, it is called horizontal advice. It seldom flows upwards, i.e., from juniors to seniors.

Importance of Advice

Modern business no longer remains a simplified process like barter system. It involves a lot of technicalities like taxation, labour laws, production, personnel management, human resources management. Various specialized field of knowledge and technical know how is required to tackle intricate procedures of business. Therefore, need arises of soliciting advice from professionals and experts; since a single individual is incapable of possessing comprehensive knowledge of such diverse elements. Advice can be in-house i.e. from the employees of the same organisation or it can be called from various experts and specialists.

Essentials of an effective advice

1. **Adviser and receiver:** At the outset, there should be a receiver who genuinely needs a piece of advice to tackle an immediate problem or development of new policies. He should be able to gauge and identify specialists who can render meaningful advice. The adviser should be competent enough to give a sound and feasible advice. The adviser should realize the need of the receiver and should evaluate the receiver's understanding capacity. At the same time, the receiver should have faith and confidence in the adviser's capabilities otherwise it will be just wastage of time and energies of both the adviser and the receiver.
2. **Tone of advice:** The tone of advice should demonstrate honesty, genuine concern and sincerity on the adviser's part. It should not be coated with an air of superiority. It should not let the receiver down. The adviser should elaborately and clearly explain the advice. He should be patient enough to bear and clear doubts and ambiguities in the receiver's mind.
3. **Content of advice:** Before deciding on a piece of advice, the adviser must take into account the capabilities of the receiver. He should also reasonably explore all possible dimensions concerning the receiver. His advice should be genuine and with an earnest and honest motive of helping out the receiver.

7. COUNSELLING

The complex and challenging business environment sometimes renders employees weary and tense. They are sometimes engrossed in some domestic, physical and personal problems. This confused and tired state of mind does tell upon their efficiency and hampers the growth of the organisation if it follows for a longer period of time. Therefore managements have to be cautious of it and must have suitable and adequate with such problems.

The panacea to such problems lies in counseling. Counselling is thus a kind of advice but more professional in nature and is offered by a man of greater knowledge and expertise. Counselling alleviates tensions and worries from the perplexed mind of employees and rejuvenating them to work with more enthusiasm and energy.

It is opportune to say a word on the process of counselling.

A counsellor's job is very demanding. He must be a keen observer of men and manners. During a counseling session, initially a counselor should win the confidence of the aggrieved and make him realize that the counsellor honestly intends to solve his problems and not put blames on him. This can be achieved with the use of polite and encouraging words. The counsellor should allow him to pour out his heart completely and then he should evaluate the rights and wrongs on the employee's part. He should then offer sincere advice to overcome the problem and any further assistance if required.

8. WARNING

Warning is a forceful means of communication that often travels from the superiors to the juniors. It is a kind of information about an unpleasant and unfavourable result to an employee since the management is not happy with his certain act or behaviour.

Every organisation has its own regulations and its employees are expected to follow those rules and regulations in letter and spirit. But, to err is human and no one is perfect. There are possibilities that an employee willingly or unwillingly consciously or unconsciously indulges in negligence, defiance, mishandling resources, or misbehaving in the office. In such a case it becomes imperative for a management to warn such an employee to mend his behaviour and correct him. It demands for an immediate affect and change in the employee's behaviour.

But, a management should be very cautious while taking such a step. As it can nurse a feeling of resentment and grudge in the employee's mind if he is not guilty of what he is accused of. An organisation must not be free from personal and professional jealousies. So, there are possibilities that the charges leveled against an employee are baseless. These must have been a result of the jaundiced and prejudiced observation of a colleague. But, actual fallacies of employees should not go unnoticed and unchecked otherwise it may corrupt and spoil the overall decorum and discipline of the organisation.

Issuing warning

Warning can be issued orally or in a written form.

It can be of a general or a particular nature. General warning is directed towards all and sundry. Warnings like , 'Entry restricted' , ' No smoking' etc., are examples of general warnings. Whereas particular warning is a warning against a particular person or group of persons.

Following points must be considered while issuing a warning :

1. Warning should be given only after an objective and impartial analysis of the situation. A management should guard against vested or incited complaints. No personal grudges or prejudices should interfere while issuing a warning. Since, it may prove hazardous both to the individual and the management.
2. The accused person should be given reasonable opportunity and time to explain himself. He should be patiently and carefully listened to.
3. It should be kept in mind that a warning may breed feelings of grudge. Therefore, oral warnings should be given in private. The purpose of a warning is to mend and correct. So, the words and tone used should be polite but firm.
4. If it is a written warning, it should be kept secret. The letter containing the warning should be self explanatory in itself. It should be complete in all respects.

9. EDUCATION

Gone are the days when once recruited, employees never felt the need of updating their skills and knowledge. In modern business, the ones who become stagnant and do not work proactively towards improving their abilities, can not claim their scoop in the growth.

The changing trends and revolutions in the business environment have compelled the organisations to update the knowledge of their technocrats and managers to keep them abreast of the modern trends. Recent developments and innovations in the production and marketing trends have rendered the business process more sophisticated and an intellectual process rather than one requiring only physical labour. Therefore need of educating the existing employees and new recruits to improvise their skills and abilities has always been felt. Education, thus becomes the prime objective of a business concern.

Besides, the in-house importance of education, business organisations need to educate the potential and existing customers regarding new products and services. Educating the general public can win their confidence and preference and hence the business of an organisation also grows.No one has remained unaffected of the ever growing change at the national and international arena. So, it becomes imperative that all and sundry that are related to the business environment need to be educated.

Education of Management

The job of a manager has acquired newer and multi floral dimensions. Besides, management, a manager is expected to be conversant with the technical processes also. Demand for multi-specialty managers has increased manifolds during the intervening decade. While recruiting new managers, individuals with multifarious skills are being preferred. Those who are already in service are being trained and educated to cope up the pressing

demands of future. This training or education can be effectively imparted through lectures, workshops, seminars etc. They can be sent for attending orientation courses at specialized institutions also.

Educating the employees

Even the hard skinned labourers are now realizing the worth of new machinery and technical know how. They are willing to accept training and education as a boon and catalyst to their growth. They realize the threat that if they do not shape up to meet the challenges of the modern business trends, they might be turned out of their jobs.

Employees can be trained by way of case studies, educative tours, lectures, workshops, magazines and journals etc. Besides, there are several professionals and companies as well that render specialized services in this regard. Either the trainers can be called in the premises of the company to educate their employees or the employees can be sent to attend various educative programs being run by such companies.

Educating the public

Companies need to educate the general public about their new products, services, discounts or schemes introduced from time to time. The best medium to accomplish this objective is mass media. Radio, television and newspapers etc. are omnipresent. These sources have the capability to inform and mould the public opinion. Companies spend a considerable part of their budget on advertising through mass media. Even road shows or informal talks and gatherings serve the purpose to a great extent.

REVIEW EXERCISE

1. Write a detailed note on various objectives of communication.
2. What is information? What are its types?
3. What are the various sources from which information can be obtained?
4. What is an order and what are its different types?
5. What do you mean by suggestion?
6. Discuss motivation as an objective of communication.
7. Explain the difference between advice and counselling.
8. What are the essential of an effective advice?
9. What care should be taken while issuing warning?
9. Discuss education an objective of communication.
10. Discuss the importance of persuasion in bussiness communication.



3

Communication Networks

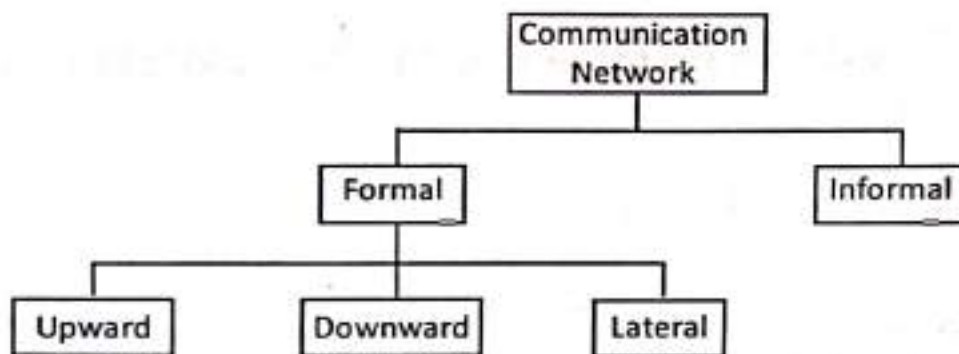
Every business organisation has to deal with people both within and outside the organisation. The employees of an organisation need to be guided about policies, aims and objectives of the company. To achieve the laid objectives the employees in turn have to communicate with each other and the persons and organisation outside the company. When information, orders, suggestions, warnings, memorandums are exchanged within an organisation, this is known as internal communication. Whereas external communication is concerned with transmission and reception of messages with other govt. offices, banks, clients, exporters and other business houses etc. The flow of both internal and external communication has to be regulated for the smooth functioning of an organisation otherwise the system will collapse. To achieve a smooth flow of information, a communication network has to be designed. It may be formal or informal.

A set hierarchical line of authority is established in a company to regulate the flow of information. Generally board of directors of a company decides its policies and same are conveyed to the managing director. He then executes the said policies. To do so he issues necessary directions to be appointed assistant departmental managers. The assistant managers instruct supervisors who pass on relevant instructions to their subordinate clerks. These subordinates actually carry out the operational function. This kind of flow of information through the hierarchical line of authority is known as formal communication. Formal communication involves code of conduct that binds all the employees to follow the prescribed channel and not to bypass the authority e.g. managing director cannot be approached by supervisor himself. The supervisor has to inform his departmental manager who will then communicate the managing director. These lines of authority generally flow in upward, downward or horizontal directions.

This kind of formal communication network has to be deliberately designed by the managements to control the flow of information. But sometimes an informal channel of communication automatically stems out of the friendly relationships shared by the employees. This automatic flow of information may be called an informal channel of communication. It is spontaneous in nature arising out of day to day routine conversations among employees and colleagues. This kind of flow of information can not be bound by any

formal rules or regulations. Information may flow from any side to any direction. For example : a colleague ringing up his friend or colleague to inform about his inability to attend a meeting instead of informing his concerned superior or manager is an instance of informal communication. It signifies no bindings to follow any rules and regulations regarding flow of information.

Thus Communication network can be either formal or informal.



These networks of communication can employ either oral or written mode of communication. As the name indicates, in oral formal communication, information is passed on orally. But oral flow of information may not prove effective as it lacks responsibility and record. Whereas when a formal written mode of communication is employed, it ensures responsibility as proper documentation is maintained. Written communication in an office may be in forms of office- memos, notices, reports and letters etc. These documents are filed and numbered properly for future reference. Though a written mode of communication is more effective and fruitful for an organisation yet the existence of an alternate medium i.e., oral medium can not be denied.

1. FORMAL COMMUNICATION NETWORK

In fact all business organisations have their own prescribed channel of communication to ensure a smooth and safe flow of information. It renders authority and control in the hands of the management as no one can surpass the prescribed communication network. The flow of information is strictly controlled and is guided by the management and the employees have to follow it in letter and spirit.

Advantages of formal communication

(i) **Establishes the supremacy of management.** Since the information flows according to the rules prescribed by the management, the authority and supremacy of management is safeguarded.

(ii) **Accountability.** In a formal flow of information, orders and directions follow a set line of authority. For example, the managing director issues a directive on loan facility to employees; this directive will be issued to concerned managers of various departments. It binds the managers to be accountable for its dissemination. If any employee is not informed about it, it means lack on the part of his concerned manager. He may not have conveyed

the intended message in his department. Thus, a formal flow of information binds the executives to be accountable and enhances their efficiency and credibility.

(iii) Strengthens relations between immediate bosses and juniors. Since the information is conveyed through proper channels, the immediate bosses are supposed to be in touch with their subordinates to collect information from them and in turn disseminate intended messages to them. Thus it fosters trust among them and lays foundation of better relationships among various levels of employees in an organisation.

(iv) Uniformity. A formal communication network ensures uniformity in dissemination of information in an organisation. Since, all the employees are to be conveyed information through a prescribed channel, there is no scope of communication gap.

(v) Authenticity of information. Since the information conveyed is routed through proper channel and is initiated by concerned managers, the employees can trust this sort of information. They are sure that the information is genuine and authentic because the person delivering the information is accountable for it as it is properly recorded and controlled.

Disadvantages of Formal Communication

(i) Widens gap between top management and employees. Formal communication doesn't allow a direct interaction of lower level employees and the top executives. The information has to be routed through a proper channel. Thus the gap between the two levels of employees is widened. Lack of contact and communication breathes in distance. Healthy and meaningful relationships can not prosper in such environment.

(ii) Harassment of subordinates. Since the subordinates seldom get a chance to voice their views directly to their managements, they are dependent on their immediate bosses. These bosses need to use their powers judiciously. They may harass their juniors if they conceal or delay the delivery of information.

(iii) Red-Tapism. This kind of formalized slow if information may slow down the delivery of information since it has to be routed through many concerned executives. It creates an atmosphere of red-tapism in the organisation which later on proves a deterrent to the growth of the organisation.

(iv) Work Load. The work load of various employees is increased manifold as they are supposed to keep the records of information routed through them. This unnecessary paper-work may tell on their efficiency.

(v) Diluted Accuracy of message. Since, the information has to cross so many people involved, it may get affected by their individual whims and fancies. And when it reaches the intended person, it might convey a meaning that was never intended. The intended meaning may get diluted during the transmission process.

Types of Formal Communication

Formal Communication can be of following types :

1. Downward Communication
2. Upward Communication
3. Horizontal Communication

1. Downward Communication

As the name suggests, downward communication flows down from top to bottom of the organizational hierarchy of a business organisation. The information is initiated by the top level management and is conveyed to the lower authority and following the same manner, the information reaches the employees at the lower level. Downward flow of communication is strictly controlled by the management.

The management can state its policies, aims and objectives to its employees. Directions about policy matters are issued time to time by the management. New venture or process to be undertaken by the organisation is conveyed to its employees by the management. Modifications in company's policies are also conveyed by the same channel.

Management may adopt an oral or written media to disseminate information to its employees. Oral communication may involve presentations, one to one interviews or even phone calls. There may not be a proper record of such oral conversations. But the written media of communication is properly numbered and recorded. It may take form of circulars, notices, office memos or letters.

Merits of Downward Communication

1. Managements can educate, inspire, order and direct their employees whenever they wish. They can reveal the aims and objectives of the organisation. The expectations of the management can be conveyed to the employees.
2. Changes in work methodologies, innovations in technology used can effectively be communicated through this formal channel of communication.
3. It strengthens the control of management on its employees as it provides a means to control the activities of subordinates.
4. Incompetent, hostile and unwilling, employees can be instructed by the management by issuing them necessary instructions through downward communication.

Demerits of Downward Communication

(i) **Delayed Delivery of message.** Downward communication involves a number of people to disseminate the message. There are possibilities that people involved in the delivery of information may intentionally or unintentionally cause delay in the delivery of message. Time is equal to money in modern business environment. Thus, the organisation may suffer losses if the downward communication is not regulated properly.

(ii) **Distortion of message.** The core meaning of the message is sometimes lost in the transition. Each individual involved in the organisation has his own perceptions and tends to dilute the information to be conveyed. He retains the part which he perceives is more important and leaves the rest as redundant. This filtering takes place at each level of organizational hierarchy. It is observed that in the end, only parts of the message are conveyed which causes doubts and ambiguities in the final recipient's mind.

(iii) **Delivery of incomplete messages:** As discussed above, if the employees are conveyed an incomplete message, they are liable to get confused and commit mistakes while executing the said message. The management may then have exercise additional measures to supplement their information and get the things done in the desired way. It is a sheer wastage of time and resources.

(iv) **Overloaded Message:** Complex nature of the modern competitive business world renders the execution of business related processes more complex. Sometimes even managements have to revert or revise their decisions in sort intervals of time. This intricate aspect of business management sometimes produces a bulk of messages which taxes the employees. This overloading of messages is to be guided carefully so that the employees are not confused.

(v) **Authority rests with a handful of people :** Downward channel of communication empowers the immediate bosses and they in turn may take an undue advantage of it. Concentration of authority in handful of people may foster an environment of favouritism in the organisation. The immediate bosses may give undue favours to their subordinates who share a god rapport with them whereas those who do not act according to their bosses' whims may have to suffer. This kind of environment may prove lethal for the organisation.

Essentials of effective downward communication

(i) **Proactive superiors.** The people involved in the generation of messages or information should have a proactive approach. They should have a thorough understanding of the capabilities of their team. On their own part, they should have complete knowledge and understanding of their aims and objectives. They should generate information which is complete in itself. They should be able to resolve any conflicts and misunderstandings in their subordinates' mind. They need to monitor the process of communication too. They should cross check at times that whether the desired information was conveyed to the concerned persons or the intended message got diluted and was conveyed in an altogether different manner. In such cases, they should guide the employees and supplement their information with required details.

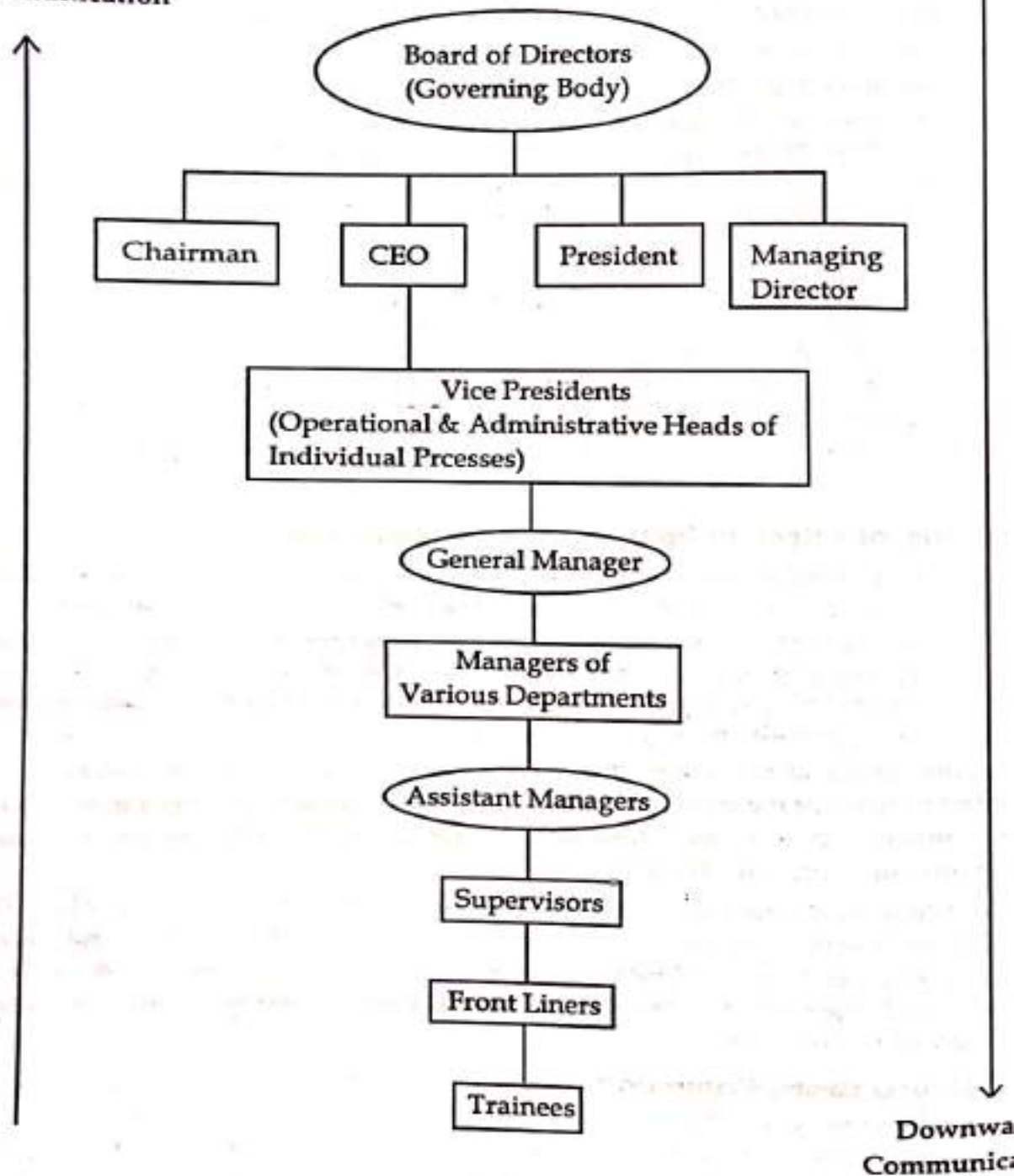
(ii) **Adequate Content of message:** Before initiating the communication process, the management should evaluate the message to be conveyed. The message should contain controlled and significant information so that it does not leave any ambiguities in the receivers' mind. The contents of the message must be prepared keeping in view the inferential capabilities of the employees.

(iii) **Proper Communication Environment:** Effective delivery of messages require proper communication environment. This responsibility lies on the shoulders of management. They should ensure that all the loop holes are properly plugged in. The Medias for the dissemination of the desired information should be chosen skillfully.

(iv) **Proper monitoring of the communication process :** The seniors should not consider that their job is limited only to the generation of messages. They need to monitor the communication process continuously. They should ensure that no such dilution or filtration

Upward
Communication

ORGANISATIONAL STRUCTURE



should take place that alters the intended meaning. In such cases they should initiate supplement information to resolve the conflicts in their subordinates' mind. Further they have to gauge that no one involved in the hierarchy of organisation is taking an undue advantage of his authority.

(v) **Proper hierarchical structure.** There should be a proper line of authority established by the management itself. The line of hierarchy should preferably be kept short so that the message gets conveyed in adequate time. At the same time, the management must ensure that the information travels through the proper designated channel. No one should by-pass the authority. The juniors must respect the authority of their immediate bosses and the bosses do not take any undue advantage of their powers.

2. Upward Communication

No doubt, the policy makers and top notch superior employees of a company have more capabilities than their counterparts below them. But it doesn't mean that the people involved below them don't have any vision or capability to contribute in the growth. It has been observed that these policy makers may have a proactive vision. But it is the bottom line of employees who actually work at the grass root level to give a practical shape to their vision. It may happen that the directives issued by the management or seniors may sound wonderful to them but on the other hand, the employees at a lower level may find it lacking in practicality and incomplete. Therefore all the managements find it important to collect feedback from its employees at regular intervals of time. This enables them to take stock of their policies and methodologies and make necessary changes in them. In this situation, it is the lower level of employees who generate the information or initiate the communication process and the message travels from bottom to top. This kind of communication network is known as upward communication network. It is just the reversal of downward communication.

The upward communication channel provides an opportunity to the lower level employees to share their observations, suggestions and feedback with the management or with their seniors. They can give feedback about the execution of the intended processes and their feasibility. This feedback is quite important for the managements. It ensures proper utilization of resources in an organisation and maximization of its profits. At the same time, the employees can give a vent to their own grievances and frustrations and can get solutions to it. This fosters a sense of participation among the employees as the upward channel of communication makes them feel important in the organisation and they develop a sense of belongingness with the organisation.

Methods of Upward Communication

(i) **Periodical Meetings :** Nearly all organisations conduct periodical meetings time to time to take stock of things going on. In these meetings, employees are encouraged to share their experiences regarding execution of policies and methodologies intended by the management. This is the right place and time for employees to give their constructive feedback and suggestions regarding the improvisation of company's policies. In such meetings, managements get to know the worth of their directives given to the employees.

(ii) **Suggestion /Complaint Boxes** : In order to collect feedback from the employees, suggestion boxes are placed at convenient places in a company. There may be some reluctant or shy employees who do not wish to give feedback in public; such employees find these suggestion boxes to be their only resort. Otherwise also, employees can put their suggestions, observations into these boxes at their own convenience. These boxes are opened time to time and the suggestions contained in it are reviewed. To make this practice fruitful, managements must make it a point to take necessary actions to implement the constructive suggestions and in resolving the complaints of employees if any. If these suggestions go unattended, the employees may lose confidence and stop giving suggestions. To invite more feedback, managements must reward the positive and constructive suggestions.

(iii) **One to one meeting**: If a constructive suggestion or a problem being faced by an employee is of a serious nature and requires immediate attention, managements can call the concerned employee for a one to one meeting. There he is encouraged to share his comprehensive knowledge about the problem or suggestion.

(iv) **Open door policy**. An open door policy encourages the employees to consult their seniors at their own convenience. It suggests that the seniors are always approachable for discussions. But sometimes it is observed that the doors are open only on a physical plane and not on a mental plane. It might be the management's intention to have an open door policy but the immediate bosses may not have an open attitude to listen to their juniors. Thus, it requires a friendly environment and symbiotic relations between the employees and bosses to make an effective open door policy possible.

(v) **Informal Gatherings**. Arranging social gatherings to mark some events should be a part of planning in an organisation. The informal atmosphere during such gatherings relieves tension from the minds of employees and encourages them to share their feedback spontaneously. It also harmonizes the relations between various levels of employees.

Merits of upward communication

For the management:

(i) **Genuine Feedback**. The management gets first hand information about the work atmosphere prevailing in their company. They get to know about the feelings, expectations, satisfaction level of their employees. They get to know about the relation between immediate bosses and their juniors. They also get constructive feedback about the problems faced by the employees in executing the intended policies. Depending on the feedback received, they can then introduce new plans or revise the current plans of the company to maximize the satisfaction level of its employees. This indeed helps them ensure prosperity of their business concern.

(ii) **No misuse of authority**. When the bosses know that their wrong behaviour can be directly reported to the management, they also remain on their guards. Upward communication assures each and every employee that he will be heard. They become confident and do not let any mal practices prevail in the company. They may report the jaundiced behaviour of their immediate boss to the management. Thus it prevents the authority to be misused by any one.

(iii) **Fosters a sense of belongingness in the employees.** Upward communication gives a chance to each employee to share his observations and problems with his seniors. If the management responds to the positive suggestions of employees and resolves their conflicts and problems, the employees become satisfied. It establishes a connection between the management and the employees and fosters a sense of belongingness in the employees mind. They then give their best to the organisation.

For the Employees

(i) **Gives a platform.** In an organisation where there are proper channels of upward communication, employees get a platform to be heard . They don't harbour any grudges in their mind but give a vent to it. They also get solutions to their problems immediately. They can give their constructive feedback to the management at their own convenience.

(ii) **Easy & efficient Process.** While executing the directives of the management, if the employees face any difficulty or feel the need that the methodology should be revised, they can instantly report it to their seniors for reconsideration. Thus it makes things easier for them.

(iii) **Strengthens relationships.** When an employee is heard, his positive suggestions are listened to, his problems and conflicts are spontaneously resolved by his seniors, his relations with his seniors are strengthened . These meaningful relationships go a long way in enhancing employees' efficiency and increasing the organisation's profits.

Demerits of Upward Communication

(i) **Lack of initiative by the management.** An effective upward communication has to be established by the management. They should encourage the employees to share their feedback. Unrewarded positive feedback discourages the employees to give feedback. Thus, management should value the feedback received and monitor the upward communication properly. They should provide adequate resources and chances to the employees to come forward with their suggestions.

(ii) **Reluctant Employees.** Many a times it has been observed that the employees are reluctant to share their on the job problems with their bosses. They are unwilling to share their inability to do a particular job and they do not even share this with their bosses because they fear rejection . On the other hand there may be some employees who possess valuable information or knowledge but they hesitate in sharing it for want of confidence.

(iii) **Bosses conceal more than reveal.** Even if the lower level employees give their feedback, their immediate bosses may conceal it from the management. They do not let any piece of information that can cast a question mark on their sincerity and power, reach the management.

(iv) **Indifferent attitude of bosses.** Sometimes the immediate bosses show either an indifferent or hostile attitude to the employee who wants to give his feedback. This discourages him and in future he never thinks of sharing his observations.

(v) Bypassing the authority. If the bosses do not pass on the information conveyed by a junior, it may breed resentment in the junior's mind and he may be tempted to bypass the authority and give a direct feedback to the management or other seniors. In some cases, juniors willingly bypass the authority if their superiors and this in turn causes resentment in the superiors.

(vi) Delays and distortion of messages. While traveling the line of upward communication, a message has to pass through various stages of authority. Each listener colours and conditions the message according to his own perceptions. Thus it may take a lot of time for the message to reach the management and in some cases the message may acquire an unintended and different meaning.

Pre-requisites of Upward Communication

(i) Proper Control of management. Management should monitor the channels of upward communication. They should provide safe and conducive atmosphere to the employees so that they are encouraged to come up with their observations. Constructive suggestions should be rewarded and the problems shared by the employees must be resolved. Otherwise, they will lose interest in sharing their views.

(ii) Caring attitude of seniors. Seniors should not show a hostile attitude to the employees. Rather, they should show empathy with the employee by listening to him properly and showing genuine concern and interest in his feedback. They should not conceal or try to stop the flow of information to the management.

(iii) Short Communication lines. The lines of communication should be kept as short as possible. It will put a check on the delay and distortion of message.

(iv) A formalized system of collection and execution of received Suggestions. There should be a formal, well planned system of collecting suggestions. Having collected the feedback, it is very important to handle them with proper care.

3. Horizontal Communication

Though there is diverse arena of departments working together for the achievement of a common goal, yet each department has its own individual roles and responsibilities. These departments are made self sufficient in order to achieve specialization in their respective fields. Since these departments are working for a common goal, they have to move in unison with other departments. Though they are independent units, yet these different units are interdependent. They have to coordinate not only with in themselves but with the other related departments. For example, executives from sales and marketing department cannot commit a delivery date of ordered goods without consulting the production unit, packaging unit and transportation unit. Perfect co-ordination among the diverse departments working in a company assures its prosperity. If they fail to co-ordinate with their counterparts, it will lead to a chaos and downfall in the company's profile.

This need of coordination and inter-dependency between different units of a communication gives rise to the need of *horizontal or lateral communication*. Horizontal communication takes place between people at the same hierarchical level within a department or people on a same level in various departments.

Horizontal communication is an integral part of a business organisation. The horizontal flow of information offers a platform to the employees to share their experiences and observations with their counterparts. They can evaluate their own efficiency by comparing it with that of their colleagues. Somehow, managements consider horizontal communication as a threat. They apprehend that the friendly employees may form a union and pose a threat to the organisation. Such managements should shed their apprehensions and realize the importance of horizontal communication. They should understand that horizontal communication fosters a social bonding between different employees. Employees can release their frustration and tension by sharing it with other employees of their same level. Thus, if properly used, horizontal communication definitely acts as a catalyst in the growth of a company.

Medias of Horizontal Communication

1. Face to face conversations
2. Telephones
3. Meetings
4. Letters and reports

Effective Horizontal Communication

Effective horizontal communication aims at resolving the interdepartmental conflicts and maintaining harmonious relationships within departments and between different departments. It requires that there should be proper facilities for the employees to communicate with each other. These facilities may include telephones and intercoms, E-mails (if they are situated far off). Regular meetings of employees should be held so that they can come in contact with their counterparts and communicate with them.

Informal Communication or Grapevine

Though business organisations have a set prescribed channel of communication and they impress upon the issue that the flow of communication should be guided by this prescribed network, yet they cannot deny the presence of an informal channel of communication in their organisation. Informal communication thus ignores all formally prescribed communication networks. It exists side by side with a formal network. It is all pervasive and perennial for an organisation.

It is observed that most of the communication flow takes place spontaneously; it is not pre-planned or deliberately initiated by the management. Informal communication is not recorded anywhere, mostly it employs the oral media. Since it is not controlled by any rules or regulations, the information flows from any direction to any direction. Hence the term, grapevine is a justified title for it.

Merits of Grapevine

(i) **Willful Communication.** The psychological need of Man to talk gives rise to a grapevine. Thus employees share information because they are directed by the authorities but they give information willingly, out of their own sweet will. Its absence, though it seems impossible, may bring boredom and dullness in the environment of an organisation.

(ii) **Emotional Relief.** The employees get emotional relief when they give vent to their feelings and frustrations. They become free from depression and get a boost in their morale. The fact that employees listen to each other establishes another fact that they share a connection with each other. Thus grapevine also breathes in an air of brotherhood and solidarity among the employees.

(iii) **Speedy and Spontaneous and Multidirectional.** Unlike formal communication which is bound by rules and regulations, information travels at greater speed in an informal channel. It is spontaneous in the sense that employees do not communicate when they are directed to do so, but they keep on communicating while they are working. The message travels at a faster speed. The information flows from any direction to any direction. It is not bound to flow in a prescribed direction. It is as free as a grapevine to grow in any direction.

(iv) **Economical.** Unlike the formal network of communication which is highly methodical and expensive, grapevine is a non expensive method of disseminating information to a larger number of people in a shorter span of time.

(v) **Cementing.** The grapevine acts as a cementing force in an organisation. The employees share their feelings with each other without any bindings on them, they pose faith in each other, they offer solutions to each problem's, all this fosters a sense of relationship within them. They become attached to each other and start empathizing with each other. Thus it keeps the human capital bonded and unified.

Demerits of Grapevine

(i) **No Accountability.** Unlike formal communication where every one is accountable for the information sent or received, informal communication has nothing on-the-record. One can not hold person responsible for any lapses in the communication process.

(ii) **Misleading:** Information conveyed through a grapevine may be misleading. There is no doubt in the fact that grapevine carries a vital and important message, but this message may not be error free. It may contain rumours and misleading information along with the meaningful information.

(iii) **Personal bias.** Every listener has a tendency to mould and colour the message received in accordance to his own perceptions. Thus it may happen that the intended messages are lost while traveling in an informal network of communication. And in turn an altogether different message travels in it.

(iv) **Harmful for the organisation.** As discussed above, if grapevine carries a fabricated and unreliable message, it may incur a loss to the organisation.

Effective informal communication

No doubt informal networks of communications carry lot of errors .But if these errors are controlled and eliminated, it can work wonders for the organisation.

1. The management should follow an open policy of communication.
2. The rumors conveyed by the grapevine can be curtailed by the management by supplementing people with more and accurate information.
3. The influential people involved in a grapevine can be educated and given precise and accurate information.
4. Realising the fact that it can tell a lot about the satisfaction level and efficiency of employees, grapevine should be properly nurtured in an organisation.

REVIEW EXERCISE

1. What do you understand by channels or network of communication? Explain with the help of suitable examples.
2. What is the difference between formal and informal communication?
3. Write a note on downward communication? Explain its merits and demerits.
4. What is upward communication? How is it different from downward communication?
5. What are the merits and demerits of upward communication?





4

Essentials of Effective Business Communication

Essentials of Effective Business Communication

The shrinkage of the world into a global market and rapid changes in the field of information technology and scientific development have made the business arena more fierce and competitive. The success of any organization or individual in this result-oriented business environment highly depends on its ability to communicate effectively. Consequently, modern professional organizations attach a great deal of importance to devising and maintaining efficient system of communication.

The purpose of communication is to secure desired response by conveying the information. Remember that the object of any communication is building a bridge to the other. It's not just about speaking, it's making sure you provide the verbal links that join you with the object of the influence you want to have. The effectiveness of communication depends upon its purpose, spirit and substance. The media, forms or techniques used are of secondary importance. It should be a complete and comprehensive process and not an isolated activity. The effectiveness of communication depends upon its speed, accuracy, clarity, reference, realism and perspective. In order to make the communication process effective conscious efforts should be made to remove the barriers to communication process as discussed in the previous chapter. Apart from that, some of the principles of good communication system are;

1. Clarity

Clarity is the most essential requirement of a communication. The idea to be conveyed must be absolutely clear in the mind of the communicator. The contents should not be vague, confusing and amenable to misinterpretation. It should result in accurate understanding. The purpose of communication should be clearly mentioned. Languages tone and the total approach adopted should be suitable to the subject. Before you begin communicating, whether it's spoken or written, ask yourself what do you want your listeners to know, do, and feel as a result of your message? Then put yourself in their shoes and ask what you would need if you were them and design your communication accordingly. To encode a message clearly, the speaker needs to have a clear ideas in his mind. If the sender

is confused and does not have the clarity of message to be conveyed, it is obvious that the receiver will not be able to understand the message properly. Secondly, the sender should use clear and unambiguous words and expressions to convey his message.

2. Compactibility

The message to be conveyed must be compact in all respect. It should give complete information without unwanted details. The sender should make sure the what, where, how, why and when is satisfied. An incomplete message will breed doubts in the receiver's mind. For example, if you are to convey a message about an important meeting, you should specify clearly when the meeting is to be held, why the meeting is to be held, where the meeting is to be held, what is the agenda of the meeting and all other important details about the meeting. Try to clear all possible doubts which may crop up in the readers' or listeners' mind after listening to or reading your message. So, before communicating your message, try to anticipate the readers' point of view and then encode your message clearing all his doubts.

3. Education

Think of the communication process as an educational experience. Presume that you are teaching others what you see and want them to do, and they are doing the same. *It's not what you say, it's what they hear!* And always remember it's your responsibility to make sure they hear what you want them to. As a sender, it is your responsibility to educate your receiver about your ideas. No doubt, the receiver of the message has an equally responsible role to play in the communication process, yet the sender should be more careful as he wants a desired response from the receiver.

4. Right Attitude

Both the sender and receiver of the information must have the right kind of attitude. The sender should use a polite and courteous tone while encoding his message. If his mind is disturbed or he is cross with the person he is to communicate, there are possibilities that he may not be able to get the desired response from his receiver. The sender should take care of the self respect of the other person. He should not use such expressions or tone that may hurt the recipient. He should judiciously choose the words and expressions to convey his message. In case of asking for favours, the words like please should be unhesitatingly used. After getting the desired response, a genuine thanks should be conveyed. The listener should also be willing to listen to the speaker. He should not let his personal tensions or mental conflicts interfere in the communication process.

5. Two-way Communication

The next important characteristic is that both the communicator and the recipient should participate in the communication. It should involve both telling and listening and it should lead to better understanding on the basis of shared information. The sender should seek a response of feedback from the listener to ensure the proper delivery of message. It should not happen that the sender goes on speaking without considering the comprehension abilities of his listener. It will be a failure of communication. Receiver also should understand

his role in the communication process. He should be attentive while listening and should put aside his prejudices and biases if any.

6. Followed by feed back

Communications must be followed up either by asking questions, encouraging others to express their reactions through subsequent contacts etc. Necessary feed back is a must to secure complete understanding and appropriate action from the addressee. Thus, strategy, content, channel and feedback are the most important factors which ensure an effective communication. Feedback explains the understanding of the receiver of the information. Effect of communication can be known only through feedback.

7. Appropriate Media

Communication channel should be appropriate depending on the nature and purpose of the information to be transmitted. Every media is may not be suitable for all kinds of communication situations. Appropriate media of communication should be selected keeping in view the situation in hand. First, the receiver/s should be taken into account. Their abilities to comprehend the message must be evaluated. E-mails and other electronic Medias of communication should be used only if the receiver is well versed with modern technology. Written Medias should be employed for a formal communication. While oral media should be used in case a prompt response from the receiver is required.

8. Due Consideration of human and physical conditions

It must take into account all the physical environments and human conditions. Physical features, social conditions, work relationships, historical precedents etc. must be considered. Only then the communication can be effective.

REVIEW EXERCISE

1. Discuss the Essentials of Effective Business Communication.

5

Barriers to Communication

Barriers to Communication

Everybody has interesting thoughts floating in their mind, however only a few are able to communicate them effectively, and bring about a resounding impact on their audience. This is because they have probably sharpened their verbal communication skills. Many feel that this skill does not need any training, as every individual is able to communicate. Yes, every individual can communicate, but the problem is that every individual cannot effectively communicate.

Communication plays a major role in employer-employee relationships in business organisations. It also affects the relationships among colleagues working as family members. Although effective communication does not guarantee success for a business firm, its absence usually assures problems. A communication problem may soon become a crisis or it may linger on for years if it is left unresolved.

More specifically, communication influences the effectiveness of the hiring and training of employees, motivation of employees, providing daily instructions, performance evaluations and the handling of discipline problems. These are the obvious roles of communication. Communication also affects the willingness of employees to provide useful suggestions. To instill a feeling of oneness and belongingness in employees requires communication. In fact, for employees to make the important evolution from "workers" to "working managers" requires effective communication between supervisors and employees.

Whenever anyone initiates communication with the other, he has to share a distinct message to the receiver and he expects the receiver to show a changed attitude as desired by the communicator. When the receiver understands the same message as intended by the sender, an effective communication is said to have taken place. But often, it happens



IT'S MY BALL AND I'M NOT PLAYING!

that the intended message does not reach the receiver. Let's try to discuss what happens to the message during the transfer that it loses the desired message and conveys an entirely different message?

Perhaps there are several barriers in the process of communication that intervene and load the information with a different context. These barriers may be on a physical or mental plane but they do interfere with the communication process and render it futile. Therefore, one who is desirous of becoming an effective speaker must acquaint oneself with these barriers and should try to overcome them.

No matter how good the communication system in an organisation is, unfortunately barriers can and do often occur. Problems with any one of the components of the communication model can become a barrier to communication. These barriers suggest opportunities for improving communication.

1. Language and semantic barriers
2. Organisational Barriers
3. Physical Barriers
4. Psychological Barriers

1. Language and Semantic Barriers

Language is used to describe what we want to say in our terms, but it may present barriers to others who are not familiar with our expressions, buzz-words and jargon. If the sender uses a faulty language to convey his message, the receiver will not be able to grasp it. On the other hand, the sender may encode his message properly but the receiver may be incapable of deciphering it correctly. The receiver might attribute to it a meaning different than what the sender wanted to convey. It means, semantic barrier is the one in which communication suffers from faulty use of language: it may be a wrong usage of grammar, poor vocabulary, wrong punctuation or use of technical jargon. Broadly speaking, when wrong use of language muddles the intended message, it is said to have suffered from language or semantic barriers. For example, note this muddled newspaper ad: *"Dog for sale. Will eat anything. Especially likes children. Call 087-259456 for more information."*

This ad definitely suffers from semantic barriers and fails to convey the intended meaning.

To ensure that the message conveyed does not suffer from semantic barriers, feedback from the receiver is the best assurance. Clarifying muddled messages is the responsibility of the sender and he should cross check it with the receiver about his understanding of the message. A sender who hopes that the receiver will figure out the intended message and does not ask for feedback, does little to remove this barrier to communication.

Following are the semantic barriers :

(i) **Lack of a common language.** Globalization and liberalization has given an immense impetus to business houses to cross the cultural and territorial barriers. Almost all giant

business houses are exploring the whole globe for business opportunities. This gives rise to a problem of lack of such a common language that is intelligible to both the parties involved in communication. Though English avers its supremacy as being a panacea for such a problem, yet the absence of a common language continues to affect the communication process. Each area or country has its own language and it may be difficult for even a skilled translator to convey the same meaning in a different language.

(ii) **Semantic barriers.** Recently, there has been a good deal of criticism on those theories which opine that the text has a fixed and definite meaning. And it has been clearly proved that the text or words do not have a fixed meaning, it is the reader or listener who instills his own meaning to words or text. It means a same word can convey different meanings to different people. In fact, it is the context in which a word is understood, decides its meaning. Therefore in a communication process, it may happen that the sender uses the same word to convey his meaning but the listener may attribute a different connotation (*a meaning in addition to or apart from the thing explicitly named or described by a word*) to it and understand a meaning different than what the sender intended to convey. Thus people colour the meanings of words according to their own perceptions and understanding of the given context.

(iii) **Poor Vocabulary.** Practically it sounds next to impossible to master the vocabulary of any language. Since language is a flux and it keeps on evolving and changing at even a faster rate than change itself. If one can not be perfect, yet one can try to be closer to perfection. Both the parties involved in communication should have a sound knowledge of the vocabulary of the language that they chose to communicate. The sender should use clear and unambiguous words, words which do not tend to confuse the listener. On the other hand the receiver should also have a similar grip on words. Therefore care should be taken while selecting the words to be used as a vehicle for one's expression. The sender should take into account the receiver's capability to understand words and should carefully only such words that can be understood by the listener. The adage '*Analyze your audience before speaking*' surely goes a long way in making your communication successful.

(iv) **Poor knowledge of grammar and punctuation.** A successful communicator must have an adequate knowledge of grammar and punctuation. He should be able to use the right word at the right place to convey the intended message. Excellent command on language assures excellent writing and speaking, reading and listening skills. Besides, one must have knowledge of punctuation also. Since a misplacement of even a dot or a comma may change the meaning. For example, consider the meaning conveyed by these two sentences:

1. The principal says, "The teacher is a fool."
2. "The principal", says the teacher "is a fool."

2. Organizational Barriers

(i) **Line of Hierarchy.** The flow of communication is often guided by a set organizational hierarchy. This means that if a junior level employee wants to communicate with higher

authorities, he will have to adhere to a set line of hierarchical bosses. He will first contact his immediate boss who will convey the message to his immediate boss and so on. This long line of communication not only delays the communication process but affects its meaning also. Many a times, the juniors find it difficult to voice their problems in front of their seniors. The seniors also sometimes, misuse their authority and convey prejudiced and distorted messages to suit their own purpose.

The upward communication often gets sacrificed at the altar of senior bosses. When a junior level employee wants to convey a constructive suggestion to his management, he has to approach his immediate boss. The boss, instead of attributing the suggestion to the employee, claims that it is his own creative imagination and gets the appreciation and reward from the management. This renders the employee dissatisfied and breeds an air of remorse and disappointment in his mind. In future, he may stop giving his suggestions and become disinterested. This is an instance of organizational barriers affecting the communication process.

(ii) Strict Rules and Regulations. The employees in business organisations are supposed to adhere to strict rules and regulations. They are seldom allowed to leave their workplace and communicate with their peers. They are all the time glued to their respective work place. Different groups of people are assigned different jobs and these groups seldom communicate with each other owing to strict work culture. However, if employees are given proper atmosphere to communicate, innovative ideas may spring out from their discussions.

(iii) Wrong medium of communication. It requires great skill to choose the right medium of communication, since a diverse variety of communication media is available. One medium of communication may be suitable for a distinct type of communication but the same medium may not prove effective in other situation. Therefore a thought must be given before deciding on a medium of communication. The purpose of communication, the ability of the sender to encode the message and the competence of the receiver to decode the message must be taken into account to ensure an effective communication.

(iv) Overload of Communication. Communication load means the excessive amount and complex nature of messages received or sent in an organisation. The complex nature of modern business and easy and fast means of communication has significantly added to the quantity and complexity of messages. Piles of files covered with dust may be noticed in almost all old business organisations.

A business manager receives hundreds of complex messages via e-mail, fax, letters and reports etc. He also sends around the same volume of messages to different people and organisations. Therefore confusions and fatigue is bound to affect his communication capabilities.

3. Physical Barriers

(i) Noise. Noise is the unwanted or disturbing signals that interfere with the transmission of useful signals and reduce the clarity and effectiveness of communication. Noise is a

distraction simply because it is hard to concentrate on a conversation if hearing is difficult. Noise can be *technical* or physical, for example, the jarring sound of machines may reduce the clarity of voice, affect the clarity of listening process and may harm the effectiveness of communication. Noise can be of other forms also like *written noise* (poor handwriting), or *mental noise* (inattentive listening due to preoccupation of mind in some other emotional turmoil or problem). *Semantic noise* refers to wrong usage of language and vocabulary.

(ii) **Time.** Time factor also plays an important role in making a communication process effective. If a junior does not communicate with his boss for a long time, or for the matter if any two individuals do not communicate for a long while, it may result in a communication gap. This communication gap further widens the distance and affects effective communication. Improper timing may also prove to be a barrier in communication. A directive issued at the closing hours may not be welcomed but resented by the employee. Messages delivered at odd hours may lose their importance until these are of very serious nature.

(iii) **Distance.** Distance between the sender and the receiver also affects the communication process. If the sender wants to convey a message verbally to a receiver who is situated at a distance, he may shout his throat coarse but still will be unable to convey his message properly. Communications over a long distance will be rendered ineffective unless proper electronic media like fax, e-mail or phone is used.

(iv) **Gender barriers.** There are distinct differences between the speech patterns in a man and those in a woman. A woman speaks between 22,000 and 25,000 words a day whereas a man speaks between 7,000 and 10,000. In childhood, girls speak earlier than boys and at the age of three, have a vocabulary twice that of boys.

The reason for this lies in the wiring of a man's and woman's brains. When a man talks, his speech is located in the left side of the brain but in no specific area. When a woman talks, the speech is located in both hemispheres and in two specific locations.

This means that a man talks in a linear, logical and compartmentalised way, features of left-brain thinking; whereas a woman talks more freely mixing logic and emotion, features of both sides of the brain. It also explains why women talk for much longer than men each day.

4. Psychological Barriers

Physiological barriers may result from individuals' personal discomfort, caused, for example, by ill health, poor eye sight or hearing difficulties. Equally, if someone has personal problems like worries about their health or marriage, then this will probably affect them. Psychological barriers also come about as a result of problems with staff in an organisation. These may be brought about, for example, by such factors as poor management, lack of consultation with employees, personality conflicts which can result in people delaying or refusing to communicate, the personal attitudes of individual employees which may be due to lack of motivation or dissatisfaction at work, brought about by insufficient training to enable them to carry out particular tasks, or just resistance to change due to entrenched attitudes and ideas.

(i) Attitudinal Barriers. The attitude of a person does interfere with the communication. Different people have different attitude because they belong to different backgrounds and of course they are different individual with distinct physical and mental attributes. Naturally, their approach to different situations in their professional or social life will be altogether different from others. One may agree to such information that pleases one's attitude and is not adverse to him. But one may not agree to a piece of information that may be factually true but contrary to one's views and attitude.

Attitude of seniors. Seniors may have a biased or prejudiced attitude towards an individual employee or group of employees. This prejudice will definitely act as a barrier when communication takes place between them. The seniors may not listen to them carefully or may even colour the information in order to suit their needs. They may narrate altogether different information to the management in order to let down their juniors or to get personal favors from the management.

Attitude of Juniors. Junior level employees may be unwilling and reluctant to share information with their seniors. There may be lapses on their own part or they may be reluctant to communicate with their seniors because of the hostile and indifferent attitude of their seniors. Their own attitudinal problems like, inferiority complex, indifference and lack of confidence may act as a barrier to effective communication.

(ii) Difference in Perceptions. The problem with communicating with others is that we all see the world differently. If we didn't, we would have no need to communicate. No two men are alike. Each has a different sense of perception. People may react to identical situations in different ways. Besides, reality is not absolute. Even at one point of time, in an identical situation, two persons may perceive a different reality. For example, in a store, one dress may appeal to one person but the other one may reject it. Therefore, while communicating, the sender may perceive a different reality but he may fail to convey the same perception of reality to his listener. Since, his listener may perceive some other reality. This difference may prove to be a fatal barrier in communication.

(iii) Abstraction. Abstraction means focusing on specific details and ignoring the other details which one thinks to be irrelevant. The speaker might want to convey a specific point but sometimes, the listener does not pay full attention to the speaker. Hence, the listener may miss the exact point that the speaker wanted to establish. There may be several reasons behind this indifference. The listener may be feeling already equipped with the information or he may have a strong sense of self righteousness, i.e., he thinks that he is right and he does not need to be told again. These abstractions do interfere and muddle the message that the speaker wants to convey.

(iv) Stereotyping. Stereotyping causes us to typify a person, a group, an event or a thing on oversimplified conceptions, beliefs, or opinions. Thus, basketball players can be stereotyped as tall, green equipment as better than red equipment, football linemen as dumb, Ford as better than Chevrolet, Vikings as handsome. Stereotyping can hamper thinking, analysis and open mindedness to a new situation. Stereotyping is a barrier to communication.

when it causes people to act as if they already know the message that is coming from the sender or worse, as if no message is necessary because "everybody already knows."

(v) Emotional barriers. One of the chief barriers to open and free communications is the emotional barrier. It is comprised mainly of fear, mistrust and suspicion. The roots of our emotional mistrust of others lie in our childhood and infancy when we were taught to be careful what we said to others. Some people are very much careful about what they speak. They are apprehensive that they might be criticised by others if they speak. As a result many people hold back from communicating their thoughts and feelings to others. They feel vulnerable. While some caution may be wise in certain relationships, excessive fear of what others might think of us can stunt our development as effective communicators and our ability to form meaningful relationships.

(vi) Cultural barriers. When we join a group and wish to remain in it, sooner or later we need to adopt the behaviour patterns of that group. These are the behaviours that the group accepts as signs of belonging. Such behaviour is rewarded by that group through acts of recognition, approval and inclusion. In groups which are happy to accept you and where you are happy to conform, there is a mutuality of interest and you feel more comfortable and interested to share your feelings. Where, however, there are barriers to your membership of a group, hesitation and reluctance in replaces good communication.

(vii) Poor listening skills. Listening is difficult. A typical speaker says about 125 words per minute. The typical listener can receive 400-600 words per minute. Thus, about 75 percent of listening time is free time. The free time often sidetracks the listener. The solution is to be an active rather than passive listener. One important listening skill is to be prepared to listen. Tune out thoughts about other people and other problems. Search for meaning in what the person is saying. A mental outline or summary of key thoughts can be very helpful. Avoid interrupting the speaker. Withhold evaluation and judgment until the other person has finished with the message. A listener's premature frown, shaking of the head, or bored look can easily convince the other person there is no reason to elaborate or try again to communicate his or her excellent idea. Providing feedback is the most important active listening skill. Ask questions. Nod in agreement. Look the person straight in the eye. Lean forward. Be an animated listener. Focus on what the other person is saying. Repeat what the person has said. Ask questions to encourage the person to say again what he or she seemed most anxious to say in the first place.

(viii) Lack of feedback. Feedback is the mirror of communication. Feedback mirrors what the sender has sent. Feedback is the receiver sending back to the sender the message as perceived. Without feedback, communication is one-way. Feedback happens in a variety of ways. Asking a person to repeat what has been said, e.g., repeat instructions, is a very direct way of getting feedback. Feedback may be as subtle as a stare, a puzzled look, a nod, or failure to ask any questions after complicated instructions have been given. Both sender and receiver can play an active role in using feedback to make communication truly two-way.

Sometimes, the receiver has an egoistic or indifferent attitude and takes it for granted that he has understood the message conveyed. He doesn't give feedback and may perceive a different message than what the sender had intended. Thus, lack of feedback may affect the effectiveness of communication.

The barriers to communication listed above do not always have a negative impact on communications. However, they are high-risk responses when people are interacting under stress. They tend to block the feeling of the other person, who then is less likely to express his or her true feelings in a constructive way. Rather than fostering understanding, they may diminish the other's self-esteem, or foster resentment, defensiveness, withdrawal or dependency in the other, and inhibit their problem solving ability.

Facilitating Communication

In addition to removal of specific barriers to communication, the following general guidelines may also facilitate communication.

1. Have a positive attitude about communication. Defensiveness interferes with communication.
2. Work at improving communication skills. It takes knowledge and work. The communication model and discussion of barriers to communication provide the necessary knowledge. This increased awareness of the potential for improving communication is the first step to better communication.
3. Include communication as a skill to be evaluated along with all the other skills in each person's job description. Help other people improve their communication skills by helping them understand their communication problems.
4. Make communication goal oriented. Relational goals come first and pave the way for other goals. When the sender and receiver have a good relationship, they are much more likely to accomplish their communication goals.
5. Approach communication as a creative process rather than simply part of the chore of working with people. Experiment with communication alternatives. What works with one person may not work well with another person. Vary channels, listening techniques, and feedback techniques.
6. Accept the reality of miscommunication. The best communicators fail to have perfect communication. They accept miscommunication and work to minimize its negative impacts.





6

Body Language (Verbal and Non-Verbal Communication)

1. Body Language is a Form of Communication

Whether you realize it or not, your body sends unmistakable signals to people around you. You do communicate volumes of information about yourself with your posture, facial expression and position of your arms and legs. You do it all the time.

In other words, before you even open your mouth, the people around you have already made a certain opinion about you - and as you know, first impressions lasts.

When you speak, you normally do not confine yourself to the mere emission of words. A great deal of meaning is conveyed by non-verbal means which always accompany oral discourse – intended or not. In other words, a spoken message is always sent on two levels simultaneously, verbal and non-verbal.

Non-verbal communication consists of all the messages other than words that are used in communication. In oral communication, these symbolic messages are transferred by means of intonation, tone of voice, vocally produced noises, body posture, body gestures, facial expressions or pauses.

Non-verbal behaviour predates verbal communication because we, since birth, rely first on non-verbal means to express ourselves. This innate character of non-verbal behaviour is important in communication. Even before a sentence is uttered, the hearer observes the body gestures and facial expressions of the speaker, trying to make sense of these symbolic messages. They seem to be trustable because they are mostly unconscious and part of every-day behaviour. People assume that non-verbal actions do not lie and therefore they tend to believe the non-verbal message when a verbal message contradicts it. In short, people try to make sense of the non-verbal behaviour of others by attaching meaning to what they observe them doing. Consequently, these symbolic messages help the hearer to interpret the speaker's intention and this indicates the importance of non-verbal communication in the field of interpretation. In daily conversations it often happens that we do not understand what the other person wants to say. Thus we ask questions such as "What do you mean by this" so that the speaker clarifies his message. The interpreter is deprived of this possibility and therefore has to fall back on other means allowing him to

understand the speaker. This is the moment when non-verbal communication comes in, giving him subtle hints on how the message is to be understood.

Definition of non-verbal communication

There are scores of definitions that researchers and scholars use to define non-verbal communication. The dictionary gives this definition to 'body language': "The gestures, postures, and facial expressions by which a person manifests various physical, mental, or emotional states and communicates nonverbally with others."

Importance of body language

Just imagine! You meet a person for the first time, you enter into a conversation and suddenly you experience a feeling of a sudden like or dislike. You just take a few seconds and vindicate a person as an amusing persona or an irritating person. There was something in that person that made you unhappy or uneasy.

Every one of us has experienced this feeling of an instant like or dislike for someone but without necessarily knowing why. We just were not happy, there was something about them. We often refer to this as a hunch or gut feeling, two descriptions directly relating to our own body's physiological reaction.

Let's try and explore the reason why?

The words of the conversation probably were not what we noticed as a direct lie. It was more likely to be the body movements and signals that gave them away. Darting eyes, palms not visible, shifting from one foot to another, hand covering mouth or fingers tugging at the ear are clues. All the clues are there. Our subconscious picks them up and decodes them and tells us that the words and gestures do not match!

Whenever there is a conflict between the words that someone says and their body signals and movements, we almost always believe their body! Words can be manipulated, but gestures are harder to control. So, if you want to understand a person's attitude towards you, understanding the cues and signals being sent to you by others is a crucial skill. These cues, signals refer to movement, gestures and poses intentionally made by the person: smiling, hakes, imitating actions, eye contact, body posture, all can be grouped under the heading Body Language or Non Verbal Communication.

To make the meaning of our words clear or to supplement the words uttered, we use body language. Body language is a language without spoken words and is therefore called nonverbal communication. We use body language all the time. Around 55% of the total communication made by us consists of nonverbal or body language, while 38% is expressed through tone of voice and only 7% is communicated through words.

All in all, your body language and the tone of your voice make up a whopping 93% of your communication with other people!

Watzlavivk wrote in his book, "Pragmatics of Human Communication", that it is impossible not to communicate. In contact with others it is just not possible to be not communicating something. Body language is even more revealing than words. Whether you

are sitting silent with a person, speaking nothing, yet communication is taking place at a sub conscious level. Your body is sending signals and cues to the other person and at the same time you are also picking non verbal cues and signals emitted by the other's body. Even when you say nothing at all, you still show something through your body language. It makes a big difference if you look at the other person or not or if you are close or far away. Even your absent-mindedness, your silence, or your forthcoming answer conveys a message to the other person. Communication can take place consciously as well as sub consciously.

Usually body language occurs unconsciously. Yet, the body language we use decides to a large extent the quality of our communication. However hard one may try, one can not control one's hands, eyes from moving along with the words spoken. The tone of one's voice, the gaze of one's eyes, gestures of one's body are sure to coincide while communicating. Non verbal communication is a language supplement and it conditions our verbal communication. It becomes evident that it would be good to become conscious of our own and others' body language. We can learn to use our body language for our purpose of becoming effective communicators as well as learn to understand and interpret body language of others.

This means that HOW you say it is 13 times MORE important than WHAT you say.



NON VERBAL COMMUNICATION

It is important to note that body language has different meanings in different cultures. Body language is a complex mixture of movement, posture and tone of voice. Developing a working understanding of body language is similar to learning a foreign language in that it requires time and efforts to achieve mastery.

Body language is open to misinterpretation just as verbal communication is. It must be interpreted in the context of one's lifestyle, family, cultural background, and other factors that may be obscure. Each person has a limited repertoire of gestures and uses the same gestures to signify certain feelings. Gestures also can occur in clusters, so that while any particular gesture alone may not mean much, when it is reinforced by other gestures in a cluster the feeling or attitude being projected is confirmed.

Interpreting one's body language depends on the situation, the culture, the relationship we have with the person as well as the gender of the other. This means that there is not one signal that has the same meaning all over the world. If you do not take this into account you may get yourself in some serious trouble! Therefore, we should not consider body language in isolation. Body language is also inter-linked with spoken language and a whole pattern of behaviour from a person. As well as that, various body language signs can complement each other to make a particular meaning crystal clear or strengthen the meaning of what we communicate.

Functions of Non Verbal Communication

From the speaker's point of view, there are numerous functions of non-verbal communication – even if he or she is not aware of them. Human beings use non-verbal means to persuade or to control others, to clarify or embellish things, to stress, complement, regulate and repeat verbal expressions. They can also be used to substitute verbal expression, as this is the case with several body gestures. Non-verbal communication is emotionally expressive and so any discourse appealing to the receiver's emotions has a persuasive impact.

There are six primary functions of nonverbal bodily behavior in human communication :

1. Repeating
2. Conflicting
3. Complementing,
4. Substituting
5. Regulating
6. Accenting/Moderating.

1. Repeating

"Repeating" consists of using gestures to strengthen a verbal message, such as pointing to the object of discussion or pointing in a direction while stating directions. It means saying again what has already been expressed in words (Saying 'no' and shaking the head at the same time)

2. Conflicting

Verbal and nonverbal messages within the same interaction can sometimes send opposing or conflicting messages. A person verbally expressing a statement of truth while simultaneously fidgeting or avoiding eye contact or while confirming something but shaking your head hesitantly or shrugging your shoulders may convey a mixed message to the receiver in the interaction. Conflicting messages may occur for a variety of reasons often stemming from feelings of uncertainty, ambivalence, or frustration. When mixed messages occur, nonverbal communication becomes the primary tool people use to attain additional information to clarify the situation; great attention is placed on bodily movements and positioning when people perceive mixed messages during interactions.

3. Complementing

Accurate interpretation of messages is made easier when nonverbal and verbal communication complements each other. Nonverbal cues can be used to elaborate on verbal messages to reinforce the information sent when trying to achieve communicative goals; messages have been shown to be remembered well when nonverbal signals affirm the verbal exchange.

4. Substituting

Nonverbal behavior is sometimes used as the sole channel for communication of a message. People learn to identify facial expressions, body movements, and body positioning as corresponding with specific feelings and intentions. Nonverbal signals can be used without verbal communication to convey messages; when nonverbal behavior does not effectively communicate a message, verbal methods are used to enhance understanding. E.g. (nodding 'yes', shaking 'no', questioning facial expression, etc.).

5. Regulating

Nonverbal behavior also regulates our conversations. For example, touching someone's arm can signal that you want to talk next or interrupt.

6. Accenting/Moderating

Nonverbal signals are used to alter the interpretation of verbal messages. Touch, voice pitch, and gestures are some of the tools people use to accent or amplify the message that is sent; nonverbal behavior can also be used to moderate or tone down aspects of verbal messages as well. For example, a person who is verbally expressing anger may accent the verbal message by shaking a fist.

Medium of expressing feelings

It is often simpler to convey our feelings and emotions about someone through body language than through verbal language. Infact the scope of verbal language or digital language is limited whereas non verbal or analogue language is quite vast. Words and use of gestures go hand in hand. While communicating, information is conveyed simultaneously by words and body gestures. Sometimes body language supplements our verbal language and

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"Repeating" consists of using gestures to strengthen a verbal message, such as pointing to the object of discussion or pointing in a direction while stating directions. It means saying again what has already been expressed in words (Saying 'no' and shaking the head at the same time)

2. Conflicting

Verbal and nonverbal messages within the same interaction can sometimes send opposing or conflicting messages. A person verbally expressing a statement of truth while simultaneously fidgeting or avoiding eye contact or while confirming something but shaking your head hesitantly or shrugging your shoulders may convey a mixed message to the receiver in the interaction. Conflicting messages may occur for a variety of reasons often stemming from feelings of uncertainty, ambivalence, or frustration. When mixed messages occur, nonverbal communication becomes the primary tool people use to attain additional information to clarify the situation; great attention is placed on bodily movements and positioning when people perceive mixed messages during interactions.

3. Complementing

Accurate interpretation of messages is made easier when nonverbal and verbal communication complements each other. Nonverbal cues can be used to elaborate on verbal messages to reinforce the information sent when trying to achieve communicative goals; messages have been shown to be remembered well when nonverbal signals affirm the verbal exchange.

4. Substituting

Nonverbal behavior is sometimes used as the sole channel for communication of a message. People learn to identify facial expressions, body movements, and body positioning as corresponding with specific feelings and intentions. Nonverbal signals can be used without verbal communication to convey messages; when nonverbal behavior does not effectively communicate a message, verbal methods are used to enhance understanding. E.g. (nodding 'yes', shaking 'no', questioning facial expression, etc.).

5. Regulating

Nonverbal behavior also regulates our conversations. For example, touching someone's arm can signal that you want to talk next or interrupt.

6. Accenting/Moderating

Nonverbal signals are used to alter the interpretation of verbal messages. Touch, voice pitch, and gestures are some of the tools people use to accent or amplify the message that is sent; nonverbal behavior can also be used to moderate or tone down aspects of verbal messages as well. For example, a person who is verbally expressing anger may accent the verbal message by shaking a fist.

Medium of expressing feelings

It is often simpler to convey our feelings and emotions about someone through body language than through verbal language. Infact the scope of verbal language or digital language is limited whereas non verbal or analogue language is quite vast. Words and use of gestures go hand in hand. While communicating, information is conveyed simultaneously by words and body gestures. Sometimes body language supplements our verbal language and

sometimes it may even contradict it. For eg. a student sitting in an examination for which he is not prepared at all may say that he is feeling confident and comfortable but his body language may contradict his verbal language and might send signals that he is feeling nervous and tense. When someone contradicts his words like this student through his body language, his non-verbal message is almost always regarded as the most true because it is very difficult to lie through body language.

Most people are not very aware of their body language. When someone is lying, we get the feeling that something is not right through his behaviour. For the most part, we are inclined to rely on this feeling and not to believe him. The impressions that someone gives based on his body language are likely to be believed sooner than on what he says about his feelings. To quote F.R. Oomkes, "It could be that we have already noticed so many times that body language gives more of a hold-on than words, which makes us automatically doubt the words when they do not correspond to the non verbal signals." So body language has a larger reliability value. We start forming impressions of people we meet from the moment we set eyes on them. A large part of the initial impression that you create comes from your body language. Your posture, facial expression, eye contact and gestures speak louder than the words you say.

Body language is also used especially to express strong feelings. For example when we get an encouraging pat on the back, it conveys the feelings of encouragement. Or for instance if we do not like someone, it is often difficult to say that directly to the person. However, we can make it clear either intentionally or unintentionally through body language. The opposite is also true. We may say that we are angry through words yet our body language may be saying loud and clear that we are not. This can be very confusing for the receiver. This is usually described as giving out double messages - one message in words and an opposite message in body language.

It is also difficult to lie or cover up our feelings through body language. People may give their true feelings away by not being aware of their body language. Research has shown that most people pay more attention to and believe more readily, their impression of how a person acts through body language than what is said through words. As a consequence, we tend to doubt or put a question mark behind, the spoken words if they do not correspond with the language of the body.

Body language as a part of communication

Body language is definitely revealing, but at the same time should not be seen separately from all other forms of communication. Communication is all about contact and interaction between people. Usually, we communicate through speech or verbal language and body language or non verbal language.

When we come in contact with other people, we always communicate. This can take place through using words, with our voice - spoken language - but also without or alongside the use of words - non-spoken language or non-verbal communication. Posture and movements, our place in space use of time and intonation when we speak are all part of

this Non-verbal communication is better known as body language. However, it is more than just body language.

Open and closed Body Language

As the very name suggests, the definitions are transparent: 'open' body language makes you look like an open, accepting and friendly person, and 'closed' body language makes you look reserved, distant and unwelcoming.

In any social situation, you can see how the people around you feel. Most of them will display 'closed' body language - and you know what does it mean, they feel uncomfortable and apprehensive.

Which means that if you display the 'open' body language, you will be irresistibly attractive. They won't know why but feel drawn to you. People usually describe it as, "You have something special about you", or "a presence".

If you start consciously 'open' yourself to other people, you will notice the change in your communication almost immediately. Open body language makes you appear more approachable and trustworthy. It will also make you feel more comfortable and relaxed in any situation.

Remember, your body language tells MORE about you than your words.

When you want people to be attracted to you, use open body language. When you want people to go away, use closed body language.

Open Body Language

Open body language is quite effective in attracting people towards you. And it is easy to master: look them in the eyes, don't cross your arms or legs, don't cover your body, and don't hide your palms and eyes. Follow these tips to master an open body language:

- 1. Maintain eye contact at all times during your conversation :** Looking people in the eyes is the most important part of the open body language. It has been scientifically proven that long gazes evoke the release of the same hormones that are produced when we are in love - they will feel attracted to you and won't even know why.
- 2. Keep your Palms Open :** Keep your hands on the sides of your body; don't hide your hands in your pockets and don't sit on them. Don't fold your arms or clench your fists. Don't cover your body with your arms. Don't grab a drink or handbag with both hands. Don't touch your face, ears or neck - this shows insecurity and anxiety. If you need to hold something in your hands, hold it with one hand only and keep it to the side, so your arm doesn't cover your body. If the conversation is going to be longer than a couple of replicas, put down anything you hold.
- 3. Keep Your Legs Uncrossed :** Don't cross your legs on any level. Keep them apart.
- 4. Turn your body towards your listeners :** Turn your whole body to face them. Point your feet towards them; turn your torso face-to-face, so the angle between you and them is minimal.

5. **Stand Tall** : You appear more confident and assured when you do.
6. **Remove Barriers between you and them** : Don't put chairs, or glasses, or anything else between you and the person you are talking to. Keep it open.
7. **Smile Easily** : There is a world of difference between smiling easily and smiling all the time. Smiling all the time means you are feeling tense and trying to cover it up. Smiling easily means you feel comfortable and can open up into smile any time you want.

If you tend to smile all the time when meeting strangers, try to deliberately DON'T smile. Look them in the eyes, and keep a friendly, tall, and open posture - but DON'T SMILE. When you master that, start smiling after a minute or two in your conversation.

Closed Body Language

It Means Crossing, Covering or Hiding.

Sometimes when you don't want to attract certain people. This is what you need to do in such cases.

- Don't look them in the eyes;
- Fold your arms or hide your hands in the pockets;
- Turn your body away from them;
- Cross your legs and point your feet away from them;
- Put barriers between you and them;
- Frown, or smile all the time a strained smile

This will make them feel uncomfortable and they will try to avoid you.

You Radiate

First impressions are lasting impressions. In fact, it's not what you say; it's what you radiate that counts. Many studies show that only 7% of the message that people perceive comes from the words you use. 38% is from your tone of voice and 55% is from your body language.

To get your friends, associates and employer to like you, trust you and respond to you favorably you need to be sensitive to the messages your body is conveying. Many people when trying to persuade, motivate and influence others are at a disadvantage because they think their verbal skills are all that matter. Little do they realize that people are consciously or unconsciously picking up what you are really saying by observing your body language. To get an unfair advantage in business and exploit your opportunities use the SOFTEN technique to make yourself more approachable, likeable and trustworthy:

S - Smile

- A simple smile shows that you really care. It also provides a sense of warmth and increases your likeability. As the saying goes, "A smile is the light in the window that tells people you are home."

- O - Open Posture** — By keeping an open posture (i.e. don't cross your legs or arms) you will appear to be open minded, less defensive, less arrogant and more approachable.
- F - Forward Lean** — One of the best ways to show interest is to lean forward when communicating. If you are attentive and interested in them, they will be interested in you.
- T - Territory** — In the USA the acceptable distance between two people is 14 to 46 inches. Closer than this and people will be distracted, while further distance is interpreted as aloofness.
- E - Eye Contact** — One of the most important ways to establish trust and rapport is through eye contact. Although some cultures may view eye contact differently, for most of us eye contact is positive. In a business presentation, eye contact should not be held for longer than four or five seconds with any one person.
- N - Nodding** — Nodding shows attentiveness, enthusiasm and validates the speaker.

To be truly successful we want people to focus on the substance of our message and not the style in which it is presented. By understanding and being sensitive to our body language and the message it is sending, we can increase our chances of getting our message across in a clear and concise manner.

Although many non-verbal means are innate and universal, (i.e. people in different cultures have a common understanding of these cues), the contribution of non-verbal communication to the total meaning of a discourse can be culturally determined and differ in different countries.

Difference between Non Verbal Communication and Verbal Communication

The differences between the use of verbal elements and the use of non-verbal elements can be described as the difference between doing and communicating about doing. It is believed that non-verbal communication is continuous, while verbal communication is discontinuous. Furthermore, as we have seen, verbal activity never stands alone –it is always joined by non-verbal action. Non-verbal action can be dynamic and spontaneous, but usually it is patterned by the respective culture. A successful interpretation of non-verbal elements conveyed by the speaker requires the same understanding of the symbols shared between interpreter and speaker. That means, for the understanding and for the correct interpretation of an utterance and its simultaneously conveyed non-verbal elements, it is crucial that there is a shared knowledge of the rules and codes of non-verbal communication, which are embedded in the participants' culture. Therefore, if the participants have a shared understanding of non-verbal meanings, the interpreter can also

predict the non-verbal action of the speaker. Predictability is extremely important for interpreters. That is, thanks to the interpreters' unconscious or conscious knowledge of the culturally determined non-verbal elements, they are able to predict what exactly is going to be said, or are able to detect the meaning in an early stage of the discourse. Thus, predictability of meaning in the field of interpretation is not only a result of the interpreter's general culture, but also a result of his ability to interpret non-verbal communication.

REVIEW EXERCISE

1. Define Non Verbal Communication.
2. Differentiate between Non verbal communication and verbal communication.
3. What are the different functions of body language?



7

Non-Verbal Codes (Kinds of Body Language)

Kinds of Body language

Body language can be studied under following heads :

1. Paralinguistics
2. Kinesics
 - (i) Facial Expression
 - (ii) Gestures
 - (iii) Occulesics -Eye behavior
3. Posture
4. Proxemics
5. Eye Gaze
6. Haptics
7. Appearance

1. Paralinguistics

Paralinguistics refers to vocal communication that is separate from actual language. This includes factors such as tone of voice, loudness, inflection, and pitch. Consider the powerful effect that tone of voice can have on the meaning of a sentence. When said in a strong tone of voice, listeners might interpret approval and enthusiasm. The same words said in a hesitant tone of voice might convey disapproval and a lack of interest.

2. Kinesics

(i) Facial Expression. Facial expressions are responsible for a huge proportion of nonverbal communication. Consider how much information can be conveyed with a smile or a frown. While nonverbal communication and behavior can vary dramatically between cultures, the facial expressions for happiness, sadness, anger, and fear are similar throughout the world.

(ii) Gestures. Deliberate movements and signals are an important way to communicate meaning without words. Common gestures include waving, pointing, and using fingers to indicate number amounts. Other gestures are arbitrary and related to culture.

(iii) **Occulesics -Eye behavior.** Eye can also radiate non verbal messages. Even the shift of eyes or eyebrows can convey different signals. Eyes play an important role in non verbal communication.

3. Posture

Posture and movement can also convey a great deal on information. Research on body language has grown significantly since the 1970's, but popular media have focused on the over-interpretation of defensive postures, arm-crossing, and leg-crossing, especially after the publication of Julius Fast's book *Body Language*. While these nonverbal behaviors can indicate feelings and attitudes, research suggests that body language is far more subtle and less definitive than previously believed.

4. Proxemics

People often refer to their need for "personal space," which is also an important type of nonverbal communication. The amount of distance we need and the amount of space we perceive as belonging to us is influenced by a number of factors including social norms, situational factors, personality characteristics, and level of familiarity. For example, the amount of personal space needed when having a casual conversation with another person usually varies between 18 inches to four feet. On the other hand, the personal distance needed when speaking to a crowd of people is around 10 to 12 feet.

5. Eye Gaze

Looking, staring, and blinking can also be important nonverbal behaviors. When people encounter people or things that they like, the rate of blinking increases and pupils dilate. Looking at another person can indicate a range of emotions, including hostility, interest, and attraction.

6. Haptics

Communicating through touch is another important nonverbal behavior. There has been a substantial amount of research on the importance of touch in infancy and early childhood. Harry Harlow's classic monkey study demonstrated how the deprivation of touch and contact impedes development. Baby monkeys raised by wire mothers experienced permanent deficits in behavior and social interaction.

7. Appearance

Our choice of color, clothing, hairstyles, and other factors affecting appearance are also considered a means of nonverbal communication. Research on color psychology has demonstrated that different colors can invoke different moods. Appearance can also alter physiological reactions, judgment, and interpretations.

Let us study them one by one

1. PARALINGUISTICS

How you say something is more often meaningful than what you say. Albert Mehrabian, a non-verbal researcher, estimates that 39% of meaning is affected by vocal cues-not the words but the way they are said.

Paralanguage consists the vocal cues that accompany spoken language. Vocal cues can predict deception. More and lengthier pauses during conversation; a lot of such sounds as "uh," "um," word repetitions; intruding sounds not part of the actual speech, less lengthy answers or explanations where they would be expected to be.

Paralanguage (sometimes called vocalics) is the study of nonverbal cues of the voice. Various acoustic properties of speech such as tone, pitch and accent, collectively known as prosody, can all give off nonverbal cues. Paralanguage may change the meaning of words.

The linguist George L. Trager developed a classification system which consists of the voice set, voice qualities, and vocalization.

- The *voice set* is the context in which the speaker is speaking. This can include the situation, gender, mood, age and a person's culture.
- The *voice qualities* are volume, pitch, tempo, rhythm, articulation, resonance, nasality, and accent. They give each individual a unique "voice print".
- *Vocalization* consists of three subsections: characterizers, qualifiers and segregates. Characterizers are emotions expressed while speaking, such as laughing, crying, and yawning. A voice qualifier is the style of delivering a message - for example, yelling "Hey stop that!", as opposed to whispering "Hey stop that". Vocal segregates such as "uh-huh" notify the speaker that the listener is listening.

Non-verbal communication does not only play a role in face-to-face situations. It is also important in mediated communication, for example, as this is the case for telephone interpreting, where the interpreter does not see the speaker. Non-verbal communication is also crucial for every other kind of professional interpreting where the speaker cannot be seen. It is important, because even in such situations the voice itself can express non-verbal paralinguistic messages. Those messages, for example, are intonation, tone of voice, vocally produced noises or pause. Then again, it has to be considered that non-verbal, communicative acts might only be fully expressed and observed in face-to-face situations, where rhetorical sensitivity is accompanied by visually perceivable emotions.

Importance of Paralinguistics

The words that are used to convey a message can be given additional emphasis by our tone and voice. The same set of words can be spoken in a different ways using different intonation denoting different meanings. Through our tones, we can enhance the message with our expressions such as anger, disappointment, enjoyment or happiness added to the actual words. While talking on phone, many a times people can be noticed waving their hands in different postures. They in fact do so since they feel that the receiver is not completely getting the message they want to convey. However this lack of noticing each other's body language is often compensated by placing more stress and a variety of intonation while talking on phone.

1. Intonation

Intonation is the way that the sender's pitch of voice rises and falls when speaking. For example, it shows the interpreter whether the speaker expresses his or her message in the form of a question or statement. In the first case, the voice rises at the end of the phrase or the sentence and in the second case, it falls. At the same time, intonation indicates the end of an entity of information, which – in written communication – is shown by means of a comma, semicolon, point, exclamation mark or question mark. Another function of intonation is to lay emphasis on a particular word or idea, a detail that the interpreter must not fail to be aware of.

2. Tone of voice

The tone of voice is a means by which the speaker implies his or her attitude to the message. It is also a means by which he seeks a reaction from the hearer. In a political debate, for instance, the tone of voice is likely to be rousing, whereas on television the daily news is communicated in a more factual tone. Other examples of tone of voice are : aggressive, critical, nervous, disappointed, monotonous, friendly, enthusiastic, vivid, persuasive, etc.

3. Vocally produced noises

Spoken discourse can be accompanied by vocally produced noises that are not regarded as part of language, though they help in communication for the expression of attitude or feeling. Such non-lexical expressions differ in important respects from language: They are much more similar in form and meaning, i.e. universal, as a whole in contrast to the great diversity of language. Some speakers make often use of vocally produced noises such as "eh" when they hesitate between two words or two sentences. A speaker should bear in mind that the use of these noises is not allowed in all languages. Therefore, they should only transmit what is part of the message. These vocally produced noises include laughter, shouts, screams of joy, fear, pain, as well as conventional expressions of disgust, triumph, etc., traditionally spelled "ugh!", "ha ha!"...

4. Pause

Appropriate pauses do add to the meaning of a speech and give interpreters time to gather their thoughts in order to provide a better interpretation. These pauses work the same way as punctuation signs work in written language. But these pauses should not be too long as the audience might become impatient and lose confidence in them because then they seem to be missing something.

A pause can have two different functions :

1. It can be a brief suspension of the voice to indicate the limits and relations of sentences and their parts. A pause then assumes a similar function in oral discourse to intonation.
2. It can consist of a temporary vocal inaction revealing the speaker's uncertainty, hesitation, tension or uneasiness. In this context, a pause can also be judgmental

by indicating favour or disfavour, agreement or disagreement. Consequently, the non-verbal cue of a pause can give rise to problems when interpreting it because its meaning can vary considerably. It can have a positive or negative influence on the process of communication.

Interpretation of paralanguage

Paralanguage can be interpreted under following heads :

1. Rate-speed

While speaking if you are very slow or even fumble, it sends a general impression the mind of your listener that either you are nervous or you are not well prepared and don't have the mastery over the subject you are talking about. While when a speaker uses a faster rate he may be seen as more competent and confident.

2. Pitch

Pitch in common parlance is referred to highness or lowness of voice. You will seem more competent if you use a higher and more varied pitch of voice.

- (i) We associate low pitch voices with strength, sexiness and maturity.
- (ii) We associate high pitch voices with tenseness, helplessness and nervousness.



3. Volume

How loudly we speak:

- (i) Loud people are perceived as aggressive or overbearing.
- (ii) Soft spoken voices are perceived as timid or polite.

4. Vocal Fillers

Words used to fill space "uh"

5. Quality

Quality of voice is made up of tempo, resonance, rhythm and articulation.

To be an effective speaker, one should use a natural tone and should not deviate from one's normal speaking rate, volume, rhythm, pitch, breathing or resonance. It is often seen that secure and confident speakers have relaxed, warm and well modulated voices that match their feelings, allowing them to appropriately express excitement, enthusiasm and interest during conversations.

Whereas insecure and nervous speakers cannot control their voice pitch and volume. They have weak, soft, hesitant and tremulous voices. While speaking they often stammer and take pauses and use various fillers like 'uhs' and 'ums' excessively.

2. KINESICS—BODY MOVEMENTS

Kinesics

As discussed earlier, our body does manifest a lot about our ideas and emotions though when we keep silent. Bodily cues are the most reliable of all nonverbal signals of deception to help you read body language. This is because a person generally has less conscious control over these than other signals. (Springer, 1996; Ekman & Friesen, 1974).

Kinesics is the study of body movements, facial expressions, and gestures. It was developed by anthropologist Ray L. Birdwhistell in the 1950s. Kinesic behaviors include mutual gaze, smiling, facial warmth or pleasantness, childlike behaviors, direct body orientation, gestures and the like.

Body Movements can be studied under these following heads

- (1) Facial Expressions
- (2) Gestures
- (3) Oculistics -Eye behavior

2.1. FACIAL EXPRESSIONS

Our face is the most visually expressive part of our body. We have 80 muscles in our face that can create more than 7,000 facial expressions. Facial expressions are dynamic features which communicate the speaker's attitude, emotions, intentions, and so on. The face is the primary source of emotions. During oral communication, facial expressions change continually and are constantly monitored and interpreted by the receiver.

There are six universal facial expressions: happiness, sadness, surprise, fear, anger and distrust. Each of these expressions is accompanied with a combination of recognizable gestures.

Likewise, body gestures, facial expressions and eye movement differ from culture to culture. A speaker from a far Eastern country may report on a rather depressing subject but at the same time may be smiling or even laughing. Consequently, a European audience will be puzzled by these apparent contradictions. Once again, simultaneous interpreters are limited in their opportunities of cultural transfer for they cannot communicate visually in their booth and clarify the situation.

- Angry — lower eyebrow and stare intensely.
- Fear — around eyes, open mouth.
- Disgust — wrinkled nose, lowered eyelids and eyebrow, raised upper lip.
- Surprise — raised eyebrow, wide open eyes, open mouth.



- Happiness — round eyes, smiles, raised cheeks.
- Sadness — Area around mouth and eyes.

The smile : There are 50 or so different types of human smiles. By analyzing the movements of over 80 facial muscles involved in smiling, researchers can tell when a smile is true. Look for the crinkle in the skin at the middle, outside corner of the eyes and if it is not there, the smile is probably fake. Authentic smiles are smiles that "crest" or change rapidly from a small facial movement to a broad open expression.

Interpreting Face body language

The face has around 90 muscles in it, with about 30 of these purely for expressing emotion. It can thus be used to send many non-verbal signals, using its various features in concert.

(Various parts of face have been clubbed together under the heading facial expressions.)

Colour of face

Red

A red face is typical of a person who is angry. This is a clear danger signal, warning the other person that they may be harmed if they do not back down. People blush with embarrassment in various ways. Some people's neck goes red. With others it is mostly the cheeks. Sometimes the whole face goes red.

White

White skin may be a sign of coldness. White skin is also an indication of fear, often extreme. This happens as the blood abandons a surface that might be cut, going to muscles where its power is needed more.

Blue

The skin can also take on a bluish tinge. This can also indicate coldness or extreme fear.

Moisture

Sweating is the body's natural cooling mechanism when it gets hot, possibly from excitement and emotional arousal. Sweat is also associated with fear, perhaps to make the skin slippery and hence prevent an opponent from taking a firm grasp.

Emotions

Here are some of the facial signals that you might see for different emotions. Do note that these are only possible indicators : not all signals are needed and not all signals indicated here necessarily indicate the associated emotion.

Dampness can also occur when the person is tired (this may be accompanied by redness of the eyes).

Tears

Actual tears that roll down the cheeks are often a symptom of extreme fear or sadness, although paradoxically you can also weep tears of joy.

Weeping can be silent, with little expression other than the tears (indicating a certain amount of control). It also typically involves screwing up of the face and, when emotions are extreme, can be accompanied by uncontrollable, convulsive sobs.

Men in many culture are not expected to cry and learn to suppress this response, not even being able to cry when alone. Even if their eyes feel damp they may turn away.

Tears and sadness may be transformed into anger, which may be directed at whoever is available.

Pupil size

A subtle signal that is sometimes detected only subconsciously and is seldom realized by the sender is where the pupil gets larger (dilates) or contracts.

Sexual desire is a common cause of pupil dilation, and is sometimes called 'bedroom eyes' (magazine pictures sometimes have deliberately doctored eyes to make a model look more attractive). When another person's eyes dilate we may be attracted further to them and our eyes dilate in return. Likewise, when their pupils are small, ours may well contract also.

Pupils dilate also when it is darker to let in more light (perhaps this is why clubs and bars are so dingy!).

The reverse of this is that pupils contract when we do not like the other person, perhaps in an echo of squint-like narrowing of the eyes.

Rubbing

When a person is feeling uncomfortable, the eyes may water a little. To cover this and try to restore an appropriate dryness, they person may rub their eye and maybe even feign tiredness or having something in the eye. This also gives the opportunity to turn the head away.

The rubbing may be with one finger, with a finger and thumb (for two eyes) or with both hands. The more the coverage, the more the person is trying to hide behind the hands.

Eyebrow body Language

Eyebrows can send body language. Being near the eyes, which are the major senders of signals, they are highly visible communicators, although the limited control of muscles around them can limit what they say.

Lowered

Lowering the eyebrows conceals the eyes to a certain degree. Particularly with a lowered head, this can thus indicate deception or a desire that eye signals are harder to see.

Lowered eyebrows may also indicate annoyance, perhaps effectively saying 'I am so displeased, I do not want to look at you.' Related to this, lowered eyebrows are a sign of a dominant person.

Raised

When a person is surprised, their eyebrows are often raised. This typically happens as a part of opening the eyes wider, perhaps to see more clearly what is going on. The more the surprise, the higher the eyebrows are raised.

Raising the eyebrows can also signal a question. When a question is asked and the eyebrows raised afterwards, this is a clear invitation to answer the question.

Opposite to the dominant lowering of eyebrows, raising eyebrows is may be a submissive move or indicate openness, as it lets the other person see your eyes ('I am not looking where I should not!').

Raising a single eyebrow is something that only some people can do and can be a bit more wry in its meaning, for example asking 'Are you sure?' when the other person appears to be talking with limited accuracy.

Middle-raised

By pushing together the eyebrows and pulling up the forehead, the eyebrows can be made to slope outwards. This can indicate relief ('Whew!'). It can also indicate anxiety ('Oh no!').

Middle-lowered

When the middle of the eyebrows are pulled down so they slope inwards, this often shows that the person is angry or frustrated. It can also indicate intense concentration.

Oscillating

When we see people we know, we often give a quick up-down flash of the eyebrows in recognition and greeting. This is a common signal across all primates, including monkeys and gorillas.

Rapid and repeated up and down movement may be an exaggerated signal, meaning 'Well how about that then!'

3. BODY POSTURE

The word "posture" is derived from the Latin verb "ponere" which is defined as "to put or place." The general concept of human posture refers to "the carriage of the body as a whole, the attitude of the body, or the position of the limbs (the arms and legs)."

Body posture is the bearing or the position of the speaker's body. It is a more or less stable state and thus not to be confused with body gestures which are movements. Body posture can be characteristic and assumed for a special purpose or it can correspond to the normal expectations in the context of a particular situation. Obviously one can be lying down, seating, or standing. Normally, these are not the elements of posture that convey messages. Posture is understood through such indicators as direction of lean, body

3. Decreases the stress on the ligaments holding the joints of the spine together.
4. Prevents the spine from becoming fixed in abnormal positions.
5. Prevents fatigue because muscles are being used more efficiently, allowing the body to use less energy.
6. Prevents strain or overuse problems.
7. Prevents backache and muscular pain.
8. Keeps bones and joints in the correct alignment so that muscles are being used properly.

Factors behind a bad posture

1. Bad attitude
2. Obesity
3. Depression
4. Lack of Confidence
5. Pregnancy
6. Weak muscles
7. High-heeled shoes
8. Tight muscles; decreased flexibility
9. Poor work environment
10. Poor sitting and standing habits

Negative aspects of a poor posture

1. You look ill
2. You look depressed
3. You don't appear confident
4. You do not appear approachable
5. You look shy

Positive aspects of a good posture

1. You look confident
2. You look happy
3. You look approachable
4. You look healthy

4. PROXEMICS

Proxemics-the non-verbal study of space and distance

Space is important. Personal space is needed and if it is invaded intentionally and at times by oversight can cause an individual to feel uncomfortable or threatened. Studies have shown that individuals that do not respect others space are less popular and often rejected by others.

We like to keep our distance from others and there very specific social rules about how close we can go to in particular situations. This social distance is also known body space and the use of this space is called *proxemics*.

Distance is an Indicator of intimacy also. The more we get to know each other the more we are permitted into each other's personal space. Whereas we feel uncomfortable, when our personal territory is invaded by a stranger.

Space/Distance is also an indicator of status . That's why Executives, presidents of colleges, government officials have large offices with big space whereas secretaries have small space.

Body language of Proxemics

(1) A fascinating area in the nonverbal world of body language is that of spatial relationships or proxemics; the study of the appreciation and use of space. As a species, man is highly territorial but we are rarely aware of it unless our space somehow violated. Spatial relationships and territorial boundaries directly influence our daily encounter. Maintaining control over such space is a key factor in personal satisfaction; observing spatial interactions in everyday life is a key to personal awareness.

Background

The term "proxemics" was coined by a researcher Hall in 1963 when he investigated man's use of personal space in contrast with "fixed" and "semi-fixed" feature space. Fixed feature space is characterised by unmovable boundaries (divisions within an office building) while semi-fixed feature space is defined by boundaries such as furniture. Informal space is characterised by a personal zone or "bubble" that varies for individuals and circumstances.

While the use of each of these spatial relationships impedes or promotes the act of communication, the area humans control and use most often is their informal space. This zone constitutes an area that humans protect from intrusion of outsiders. The study of spatial territory for the purpose of communication uses four categories for informal space:

- The intimate distance for embracing or whispering (6-18 inches).
- The personal distance for conversations among good friends (1.5-4 feet).
- Social distance for conversations among acquaintances (4-12 feet).
- Public distance used for public speaking (12 feet or more).

Behavioural study indicates that individuals perceive a distance that is appropriate for different types of messages; they also establish a comfortable distance for personal interaction and nonverbally define this as their personal space. Research supports the hypothesis that the violation of this personal space can have serious adverse effects on communication. Thus, if an individual is to be mutually satisfied in a communication encounter, his/her personal space must be respected. Should an intruder invade this personal space while also trespassing within territorial boundaries? He placed himself in double jeopardy and must compensate for the other's increased anxiety.

this lack of eye to eye contact by leaning in shoulder-to-shoulder contact. The most common feature space for such direct contact is usually the kitchen or dining room table. The proxemics of the furniture itself and how it defines our use of distance *establishes* a key factor in what we consider to be a cozy, comfortable, family atmosphere.

There are hundreds of *co-relations* between proxemics and the intended communication process. The simplest forms of *social activity* are procedure and *rituals*. Man constantly processes input data based on the current *environment* its *relationship* to the *native* and the *event* so that he might determine the correct response to the procedure or ritual. Where he *places himself* and how he establishes his feature space can and does *influence* that response.

Proxemics

Proxemics is the study of how people use and perceive the physical space around them. The space between the sender and the receiver of a message influences the way the message is interpreted.

The perception and use of space varies significantly across cultures^[1] and different settings within cultures. Space in nonverbal communication may be divided into four main categories: intimate, social, personal, and public space. The distance between communicators will also depend on sex, status, and social role.

Proxemics was first developed by Edward T. Hall during the 1950s and 60s. Hall's studies were inspired by earlier studies of how animals demonstrate territoriality. The term territoriality is still used in the study of proxemics to explain human behavior regarding personal space.^[4] Hargie & Dickson (2004, p. 69) identify 4 such territories:

1. **Primary territory:** this refers to an area that is associated with someone who has exclusive use of it. For example, a house that others cannot enter without the owner's permission.
2. **Secondary territory:** unlike the previous type, there is no "right" to occupancy, but people may still feel some degree of ownership of a particular space. For example, someone may sit in the same seat on train every day and feel aggrieved if someone else sits there.
3. **Public territory:** this refers to an area that is available to all, but only for a set period, such as a parking space or a seat in a library. Although people have only a limited claim over that space, they often exceed that claim. For example, it was found that people take longer to leave a parking space when someone is waiting to take that space.
4. **Interaction territory:** this is space created by others when they are interacting. For example, when a group is talking to each other on a footpath, others will walk around the group rather than disturb it.

Distance	Type of Encounter	Voice Volume
Close (8 in. to 12 in.)	Highly personal, seldom used in public.	Audible whisper, very confidential
Near (12 in. to 36 in.)	Many social interactions occur.	Indoors, soft voice;
Neutral (4 1/2 ft. to 5 ft.)	Most social gatherings and business transactions.	Outdoors, full voice
Public distance (5 1/2 ft. to 8 ft.)	Business and social discourse more formal. Desks in offices are placed to hold off visitors.	Full voice with slight over loudness
Across the room (8 ft. to 20 ft.)	Used by teachers or speakers at public gatherings.	Loud voice talking to a group
Far distance (20 ft. and more)	Public speaking by public figures.	Hailing distances, public-address systems

Why the distance

Regulating the distances between other people and provide several benefits, including :

1. **Safety:** When people are at distant, they can not m surprise attack.
2. **Communication:** When people are closer, it is easier to transmit the communicable diseases.
3. **Threat:** The reverse can be used - you may deliberately threaten a person by invading their body space.

Interpersonal Distances from Various Categories of Interaction

This table shows the proximity between the speaker and listener in a conversational setting. It can be used to assist a speaker in determining how far away s/he should be form his/her audience, and to show what volume s/he should use in speaking to the audience.

Social distances

The social distances here are approximate and will vary with people. But they are still a good general rule.

1. Public Zone : > 12 feet (3 m)

The public zone is generally over 12 feet. That is, when we are walking around town, we will try to keep at least 12 feet between other people and us. For example, we will leave that space between us and the people walking in front. Of course there are many times when we cannot do this.

What the theory of social distance tells us is that we will start to notice other people who are within this radius. The closer they get, the more we become aware and ready ourselves for appropriate action.

When we are at a distance from another person, we feel a degree of safety from him. A person at a distance cannot attack us suddenly. If they do seem to threaten, we will have time to dodge, run or prepare for battle.

2. Social Zone: 4-12 feet (1.5 m-3 m)

Within the social zone, we start to feel a connection with other people. When they are closer then we can talk with them without having to shout but still keep them at a safe distance. This is a comfortable distance for people who are standing in a group but may be not talking directly with one another. People sitting in chairs or gathered in a room will tend to like this distance.

3. Personal Zone : 2-4 feet (0.6 m-1.5 m)

In the personal zone, the conversation gets more and this is a good distance for two people who are talk earnest about something

4. Intimate Zone: < 2 feet-0.6 m)

When a person is within arms reach or closer they can touch them in intimate ways. We can also see more of their body language and look them in their eyes. They are closer, they also blot out other people so we c each other properly. Romance of all kinds happens in this space. Entering the intimate zone of somebody else can lead to threatening. This is sometimes done as a deliberate ploy to give a non-verbal signal that they are powerful enough to invade your territory .

Distance Zones

Intimate Distance :No more than 18 inches apart mom and baby.

Personal Distance ;18 inches to 4 feet casual and personal conversations.

Social Distance :4.12 feet impersonal, business, social gatherings.

Public Distance :More than 12 feet public speaking.

Varying rules

The rules about social distance vary with different groups of people. You can detect this by watching people's reactions.if you feel safe and they seem not to feel safe, back off to a safe distance.

Town and country

People who live in towns spend more time close to one another and so their social distances may compact somewhat. In a large and crowded city, the distances will be less than in a small town.

People who normally live a long way from others will "expand their social distance and may even have to lean over towards another person to shake hands and then back off to a safe distance.

Different countries also have different rules about social distances. The overcrowded nature of some Asian countries means that they are accustomed to talking to others from a very close distance.

Watch a Japanese person talking at a party with a person from the Western countryside. The Japanese will step in and the Westerner will step back. Speeded up it is like a dance around the room.

5. CHRONOMICS

The nonverbal communication study of time.

Time can be an indicator of status. The higher status the more control we have over our time. For eg. we wait for the doctor and the subordinates wait for their seniors.



Various cultures use time differently Chronemics

Chronemics is the study of the use of time in nonverbal communication. The way we perceive time, structure our time and react to time is a powerful communication tool, and helps set the stage for communication. Time perceptions include punctuality and willingness to wait, the speed of speech and how long people are willing to listen. The timing and frequency of an action as well as the tempo and rhythm of communications within an interaction contributes to the interpretation of nonverbal messages. Gudykunst & Ting-Toomey (1988) identified 2 dominant time patterns:

Monochronic time schedule (M-time): Time is seen as being very important and it is characterised by a linear pattern where the emphasis is on the use of time schedules and appointments. Time is viewed as something that can be controlled or wasted by individuals, and people tend to do one thing at a time. The M-pattern is typically found in North America and Northern Europe.

Polychronic time schedule (P-time): Personal involvement is more important than schedules where the emphasis lies on personal relationships rather than keeping appointments on time. This is the usual pattern that is typically found in Latin America and the Middle East.

6. APPEARANCE/ARTIFACTS

Facts about Attractiveness

- Attractive women have more dates, receive higher grades in college, persuade males with greater ease.
- Men & women rated as attractive, are perceived as being more kind, sensitive, strong, social and interesting.
- Attractive people find jobs easier and obtain higher starting salaries.
- Attractive women are more effective than unattractive women in changing attitudes.
- Attractive individuals are thought to be more credible.
- Attractive individuals are perceived as happier, more popular, more sociable and more successful.

THE MAGIC OF TEAMWORK

• Sam Pitroda

Introducing the Author

Dr. Sam Pitroda is better known as "The Father of India's communication revolution". At present, he is the chairman of India's "National Knowledge Commission". Besides, he is the chairman and CEO of the World-Tel Limited and the founder and CEO of C-SAM, Inc.

Introducing the Topic

'The Magic of Teamwork' deals with some proven principles employed by the organisations with a view to setting up a successful team in their business. The writer also discusses the basic issues in connection with the traits of a good team player, and how team work is of paramount importance in corporate and national governance.

Summary

The essay begins with the writer's reference to lack of teamwork and co-operation among Indians. In his view, this is one of the most serious problems hampering progress where Indian workers are involved. The central problem in India is always execution, not want of policies. Japan's role in the development of the Maruti Suzuki car is a case in point. In spite of Indians being smart, capable and committed individuals, they paled into insignificance before the Japanese because of their lack of team-spirit and co-operation.

The writer is critical of our "crab" mind-set. Torn by envy, we don't hesitate to pull down others who attain success beyond us. He attributes part of this problem to our feudal and a hierarchical social system in which seniority is most important. In today's world this is meaningless. For instance, a younger computer-trained person understands an accounting problem better than a senior accountant.

The writer takes us back to his younger days in the US where he went to attend an executive seminar for Rockwell International. 25 senior company executives participated in it. They were divided into five different groups of five members each. Everyone was entrusted with the task of doing something like making coffee, taking notes, etc. but no one boasted of doing this or that. The writer thought that India is different. Seniority is an obstacle. The senior secretary will not make tea.

MBD

The writer states that our background has not taught what leadership actually means. A good team player respects others, tolerates different stand-points and desires to give. A team player must possess the ability to tackle conflicts without a shred of egotism or flattery. People in India give stress on attaining complete agreement on a conflicting issue, but it is not possible. What is important for beginning a piece of work is to go ahead with the agreed-upon aspects, instead of waiting for the total agreement. The characteristics of a good team player are openness, clarity and honesty. A hidden agenda has an adverse effect on teamwork. A good work ethic knows no duplicity. Instead, it implies saying and meaning the same thing.

The writer was in favour of directly telling the person to the face in a general meeting, if he did not perform well. To others, it was humiliating. But the writer as an employee of C-DOT liked to criticize someone in a meeting for the cause of others who could learn a lesson from that individual's mistake. Criticizing an idea does not mean criticizing an individual. The writer points out that an employee cannot afford to criticize the boss in India. The key elements of a team's success are stability, confidence, security and comforts of its members.

The writer points out that the separation that exists between physical and mental workers seriously affects team-performance in India. He highly praises Ram, for being one of the best drivers in the world. He was dutiful to the core. The writer was not interested to treat him like a mere driver. He motivated the driver to be a team player. The writer wanted him to assist in office work, when he was not driving.

In the writer's view, diversifying tasks help workers enhancing their self-respect, motivation and team-spirit. It is difficult to build teams in India, because nobody is interested to be in a subordinate position to someone. Working with diversity happens when we are free from personal, caste and community interests.

Age, the writer opines, does not matter for holding a position. What matters much for a senior position is capability. Expertise is also equally important. The organization should pamper and encourage employees with lower self-esteem a little more.

The essay comes to a close with the writer bringing out the fundamental values in corporate environment. They comprise respect for others, frankness, honesty, communication, willingness to dissent, solution of conflict and recognition of the larger interest of the team above everything.

Think it out

1. What is the key problem affecting India's progress – lack of policies or lack of implementation or lack of teamwork?

Ans. The key problem affecting India's progress is lack of implementation and lack of teamwork.

2. What is the joke about the Indian and Japanese workers at the Maruti Suzuki Company?

Ans. The joke about the Indian and Japanese workers at the Maruti Suzuki Company is that one Indian equals ten Japanese, but, in reality, in spite of being smart, capable and committed individuals, 10 Indians are equal to one Japanese because of lack of team-spirit.

3. What is the 'crab mentality'?

Ans. The 'crab mentality' is pulling down any member who achieves success beyond others out of envy. Those who belong to a group resort to this heinous practice.

4. Where does root of the 'crab mentality' lie?

Ans. The root of the crab mentality lies partially in our cultural background. In our ancient feudal and hierarchical system, a senior is supposed to have the best knowledge.

5. What is the demerit of a hierarchical social system?

Ans. The demerit of a hierarchical system is that seniority steals a march over others. In other words, whosoever is senior is the wisest.

6. How can the right kind of teams be created?

Ans. The right kind of teams can be created by understanding how best to utilize the variety of experience and obtain good results.

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“split-level consciousness : dual personality (ବିଭିନ୍ନ-ବ୍ୟକ୍ତିତ୍ୱ)”

Think it out

1. “If this were happening in India” – What does the author mean by “this” ?

Ans. By ‘this’ the author means if India took a leaf out of America’s book; in the former, senior employees are averse to making coffee, taking notes, etc., but the latter is a study in contrast. There is no room for hierarchy in the Americans’ minds.

“split-level consciousness : dual personality (ବିଭିନ୍ନ-ବ୍ୟକ୍ତିତ୍ୱ)”

Think it out

1. “If this were happening in India” – What does the author mean by “this” ?

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2. How does hierarchy come in the way of doing a task together in India ?

Ans. Hierarchy comes in the way of doing a task together in India because of the complexity of senior position. Vanity prompts the secretary to avoid making coffee or taking notes. Indians don't no to lead and to follow at the same time.

3. What should the members of a team learn for effective teamwork ?

Ans. For effective teamwork, the members of a team should learn to understand fully the strengths and weaknesses of individuals of their group irrespective of status.

4. Should the members of a team exercise leadership only or accept the lead of others only in 'true teamwork' ?

Ans. The members of a team should exercise not only leadership, but also accept the leadership of others in true teamwork.

5. Who is a good team player ?

Ans. A good team player is he who has respect for others, tolerance of diverse stand-points and willingness to deliver.

6. Is total agreement on a conflicting issue possible ?

Ans. Total agreement on a conflicting issue is not possible. Therefore, before work sets in, people should start working on the agreed-upon aspects.

7. Which is important for beginning a piece of work – to begin work on the agreed-upon aspects or to wait for total agreement ?

Ans. What is important for beginning a piece of work is to begin on the agreed-upon aspects. Waiting for total agreement takes a back seat.

8. What are the qualities of a good team player ?

Ans. The qualities of a good team player are the ability to resolve differences without either vanity or flattery and to agree to dissent.

9. What does the author mean by 'a hidden agenda' ? How does it affect teamwork ?

Ans. By 'a hidden agenda', the author means the people's habit of duplicity. In others words, they say something and do another. The writer identifies it with "split-level consciousness".

10. What does a 'a good work ethic' imply ?

Ans. A good work ethic implies the parity between what one says and what he means.

UNIT – III

Gist :

The writer takes us back to his work-place – The Telecom Technology Development Centre of the Government of India. He did not spare an inefficient employee in the course of general meeting. His open criticism evoked great reaction

besides	: in addition to (ଏତଦ୍‌ବ୍ୟତୀତ)
figure (v)	: to think that something is true (ସତ ବୋଲି ଭାବିବା)
benefit	: welfare (ମଙ୍ଗଳ)
differentiate	: show a difference between things (ପ୍ରଭେଦ ଦେଖାଇବା)
automatically	: ସ୍ୱତଃସ୍ପୂର୍ଣ୍ଣ ଭାବରେ
acceptable	: ଗ୍ରହଣଯୋଗ୍ୟ
psychological	: ମନତାତ୍ତ୍ୱିକ
element	: ଉପାଦାନ
subordinate	: ଅଧୀନ କର୍ମଚାରୀ
self-esteem	: self-respect (ଆତ୍ମସମ୍ମାନ)
pre-requisite	: necessary in order for something to happen (ପ୍ରାଥମିକ ସର୍ତ୍ତ)
dichotomy	: the difference exists between two groups (ମତପାର୍ଥକ୍ୟ)
job	: work (କାର୍ଯ୍ୟ)
treat	: deal with (ବେଚେରୀ କରିବା)
show up	: appear (ଆବିର୍ଭାବ ହେବା)

Think it out

1. **How did the author handle inefficient employees in C-DOT ?**
Ans. The author handled inefficient employees in C-DOT by telling their inefficiency to their faces in a general meeting.
2. **How did the errant employees react to his open criticism ?**
Ans. The errant employees told him that criticizing them openly was insulting. Instead, he should tell them of their inefficiency individually.
3. **What was the author's intention behind open criticism ?**
Ans. The author's intention behind open criticism was for the broader benefit of all present. As a result, they could learn from the mistakes of others.
4. **What did he learn about Indian attitude to criticism ?**
Ans. He learnt that Indian attitude to criticism was unfavourable. Indians lacked differentiating between criticizing an idea and criticizing an individual.
5. **Does criticizing an idea mean criticizing an individual ?**
Ans. Criticizing an idea does not mean criticizing an individual.
6. **Can an employee afford to criticize the boss in India ?**
Ans. An employee cannot afford to criticize the boss in India.

7. **What are the key elements of a team's success ?**

Ans. The key elements of a team's success are stability, confidence, security and comforts of its members.

8. **What affects 'team performance' in India ?**

Ans. The difference between physical and mental workers in terms of power and position affects 'work performance' in India.

9. **What was the job of the author's driver ?**

Ans. The job of the author's driver was to open the door for him at the time of entering and coming out of the car.

10. **How did he react when the author asked him not to open the door of the car for him ?**

Ans. When the author asked him not to open the door of the car for him, the driver started crying. He said to the author emotionally that opening the door was his duty when he entered and alighted from the car.

11. **How did the author like to use the driver ?**

Ans. The author liked to use the driver as a team player so that he could assist him with the office work.

12. **How did the author motivate the driver to be a team player ?**

Ans. In order to be a team player, the author wanted the driver to take part in the office work such as, making copies, filing papers, sending faxes, responding to phone calls or simply reading, instead of waiting for the former in the car.

UNIT - IV

Gist :

The writer lays emphasis on the diversification of tasks. As a result, it enhances workers' self-respect, motivation and team spirit. Our system today does not allow us to form good teams, because nobody is interested to be a subordinate to someone. Mixture of cultural backgrounds, religions, races and caste groups pave the way for a strong ground of diversity in the workplace. Against this backdrop, we should, in actuality, be experts in working with diversity. But this is possible if we shun personal, caste and community interests. Age does not matter for holding positions. What counts much for a senior position is capability. Managers in the US corporate environment working with Indians and Asians in general have marked that these individuals have an inclination to feel that they are robbed of being recognised and respected. The senior should pamper and encourage employees with lower self-esteem a little more. In the writer's opinion, there is no replacement for teamwork, a key to corporate and national governance. The fundamental ideals in corporate environment comprise respect for others, frankness, honesty, communication, willingness to dissent, solution of conflict

interest	: ବ୍ୟାପୀ
capability	: ସାମର୍ଥ୍ୟ
expertise	: ନିପୁଣତା
counts	: matters (ଦରକାର)
tendency	: ପ୍ରବୃତ୍ତି
pamper	: indulge (someone) with great deal of attention and comfort (ଅଧିକ ଦୃଷ୍ଟି ଦେବା)
substitute	: replacement (ପ୍ରତିକଳ୍ପ)
fundamental	: basic (ମୌଳିକ)
respect	: ସମ୍ମାନ
communication	: ଯୋଗାଯୋଗ
goal	: objective (ଲକ୍ଷ୍ୟ)

Think it out

1. **How do diversifying tasks help workers ?**

Ans. In the writer's view, diversifying tasks help workers enhancing their self-respect, motivation and team-spirit.

2. **Why is it difficult to build teams in India ?**

Ans. It is difficult to build teams in India because nobody is interested to be a subordinate to someone.

3. **How can working with diversity happen ?**

Ans. Working with diversity can happen when we are free from personal, caste and community interests.

4. **Does age matter for holding positions ?**

Ans. Age does not matter for holding positions.

5. **What matters much for a senior position – age or capability ?**

Ans. What matters much for a senior position is capability.

6. **How should the seniors treat employees with lower self-esteem ?**

Ans. The seniors should lovingly take care of and encourage employees with lower self-esteem a little more.

7. **What are the fundamental ideals in corporate environment ?**

Ans. The fundamental ideals in corporate environment are respect for others, frankness, honesty, communication, willingness to dissent, solution of conflict and recognition of the superiority of the larger interest of the team over everything.

he went to attack on Red in the latter's revedence. By that time Red was playing cards with his friends. heat exchange of words occoured among them. Before Red could attack the narrator with his metal knucle dusters the narrator suddenly attached him to the best of his capacity.

Red became surprised at the sudden attack of the narrator. He fell down on the ground. He cried in pain and moved like a maddened bull. Blood oozes out of his body and finally Red was defeated. He lost his consciousness. The Rule of Red came to an end from that day. The narrator knew that it is not necessary to fear the strong ones. Rather one should know the art of defeating them by adoping proper method.

STANDING UP FOR YOURSELF

Yevgeny Yevtushenko

About the Writer :

Yevgeny Yevtushenko is a Russian poet, novelist, essayist, dramatist, screenwriter, actor, editor, and a director of films. He was born in the remote town of Zima on the Trans Siberian Railway. His parents were Zeologists who got separated while the writer was still a boy. Accepting the challenge of a bully, he learnt Ju-jitsu and grew up to be a considerable athlete. He started his career as a poet with the publication of his first volume of poems in 1952.

About the essay :

The present essay standing up for yourself describes an incident of his boyhood. While he was living in Moscow street. This essay is about the writer who develops his own courage and will power through adverse situation. Growing up in an unhealthy atmosphere, he acquired at last the most essential qualities i.e. courage, determination, will power of life. By his own effort he created his own identification in the society. He faced every odds, every obstacles and over came with all such difficulties by utilising his own with knowledge. He learnt the art of struggling in life. He also learnt the technique to tackle the odds of future life. His encounter with a hooligan named Red helped him to overcome his fear of those who were stronger. His childhood experience helped him to become a strongman without taking the help of others.

Summary of the essay :

This essay gives an expression to the personality development of the narrator. Growing up from an unhealthy atmosphere like street the narrator develops into a brave and courageous fellow at last. He spent his time in street. He couldn't enjoy the love and affection of his parents. Because his parents were divorced as per the court of law. His father was living in Kazakhstan with his newly married wife and two children while his mother became a singer in due course of time giving up her profession as a geologist. So it is obvious that

the narrator couldn't get the required amount of love, care and affection from his parents. He leads an undisciplined and unsystematic life. Gradually he became wayward and whimsical and acquired the bad qualities than good at a faster rate. His education was limited to the street. His education was not sufficient, so that he could not bring any reformation in his behaviour. He accepted the bad qualities, like smoking, spitting, arguing elegantly.

He doesn't care for others. He became fearless in the process. He became so much during that he does not care the strong ones. But he was afraid of Red, a 16 yr hooligan of their street. Red was the terror of that street. Red was very dynamic and daring. He always showed his supremacy over the people in the lane.

His physique and appearance helped him to be a hooligan. He is always dressed in a royal style. He wears a cap, whose peak remains at the backside of head. His long hair falls on his broad shoulder. His face is full of small pox marks and he always moves with his lieutenants, who are also dressed like him. Red always looted money from the boys. If anybody protests, his assistants thrashed him very hard. Everyone is afraid of Red. So the narrator has a sense of fear for Red. The narrator wanted to overcome his fear of Red. So he started to compose a poem on Red.

This was the writer's first ever written poem. But the poem on Red was appreciated by one and all. Red was appreciated by one and all in the street. But Red, the hooligan, commented the narrator for his poem and attacked the writer with a metal knuckle duster. As a result of which the writer fell down on the spot and severe blood came out of his body. He lost consciousness. He was bedridden for some days. But at home he couldn't sleep in peace. The thought of Red haunted him like a ghost. But he decided

he went to attack on Red in the latter's reverendence. By that time Red was playing cards with his friends. heat exchange of words occurred among them. Before Red could attack the narrator with his metal knuckle dusters the narrator suddenly attacked him to the best of his capacity.

Red became surprised at the sudden attack of the narrator. He fell down on the ground. He cried in pain and moved like a maddened bull. Blood oozes out of his body and finally Red was defeated. He lost his consciousness. The Rule of Red came to an end from that day. The narrator knew that it is not necessary to fear the strong ones. Rather one should know the art of defeating them by adopting proper method.

ଓଡ଼ିଆ ରୂପାନ୍ତର :

ଏହି ପ୍ରବନ୍ଧଟି ଲେଖକଙ୍କର ବ୍ୟକ୍ତିତ୍ବର ବିକାଶ ଉପରେ ଆଧାରିତ । ଏକ ବିଶ୍ୱଜ୍ଞାନିତ ଅସୁସ୍ଥ ପରିବେଶରେ ବଢ଼ିଲେ ମଧ୍ୟ ସେ ଭବିଷ୍ୟତ ଜୀବନରେ ଏକ ନିଷ୍ଠାପର ଓ ସାହସୀ ଯୁବକ ହୋଇପାରିଥିଲେ । ଲେଖକଙ୍କର ପିଲାଦିନ ରାଷ୍ଟ୍ରାକତ୍ବରେ କଟିଥିଲା । ତାଙ୍କ ପିତା ଓ ମାତାଙ୍କ ମଧ୍ୟରେ ବିବାହ ବିଚ୍ଛେଦ ଘଟି ଥିବାରୁ ସେ ପିତାମାତାଙ୍କ ସ୍ନେହ ମମତାରୁ ବଞ୍ଚିତ ହୋଇଥିଲେ । ତାଙ୍କ ପିତା ତାଙ୍କ ନବ ବିବାହିତ ପତ୍ନୀଙ୍କ ସହିତ 'କାଜାସ୍ଥାନ'ରେ ରହୁଥିଲେ ଏବଂ ତାଙ୍କ ମାଆ ନିଜର ପେଷାକୁ ଛାଡ଼ି ସଜୀବ ପରିବେଷଣ କରୁଥିଲେ । ତେଣୁ ଲେଖକ ତାଙ୍କ ପିତାମାତାଙ୍କ ଠାରୁ ଉପଯୁକ୍ତ ସ୍ନେହ, ମମତା ଓ ଯତ୍ନ ପାଇ ପାରିନଥିଲେ । ସେ ଏକ ବିଶ୍ୱଜ୍ଞାନିତ ଜୀବନଯାପନ କରୁଥିଲେ । ସେ କ୍ରମଶଃ ଅମାନିଆ, ଜିଦ୍‌ଖୋର ହୋଇପଡ଼ିଲେ ଏବଂ ଭଲ ଅପେକ୍ଷା ଅନେକ ମନ୍ଦଗୁଣ ଶିଖିବାକୁ ଲାଗିଲେ । ସେ ରାଷ୍ଟ୍ରାକତ୍ବର ଜୀବନରୁ ଯାହା ଶିକ୍ଷା ପାଉଥିଲେ ତାହା ଯଥେଷ୍ଟ ନଥିଲା । ତାଙ୍କ ଆଚରଣରେ କୌଣସି ପରିବର୍ତ୍ତନ ଆସିପାରିନଥିଲା । ସେ ଅନେକ ଗୁଡ଼ିଏ ଖରାପ ଅଭ୍ୟାସ ଯଥା - ସିଗାରେଟ୍ ଟାଣିବା, ମିଛ କହିବା, ଯୁକ୍ତି କରିବା ଇତ୍ୟାଦିକୁ ଆପଣେଇ ନେଲେ । ସେ କାହାରିକୁ ଖାତିର କଲେ ନାହିଁ, ଅପରପକ୍ଷେ ସେ ସବୁକ୍ଷେତ୍ରରେ ନିର୍ଭୀକ ଆଚରଣ ଦେଖାଇଲେ । ଏମିତିକି ସେ ତାଙ୍କଠାରୁ ବଳୁଆ ଲୋକଙ୍କୁ ବି ଭୟ କଲେ ନାହିଁ । ଜୀବନରେ ସଂଗ୍ରାମ କରିବା ପାଇଁ କାହାକୁ ନ ଡରିବାର କୌଶଳ ସେ ଶିଖିବାକୁ ଲାଗିଲେ । ସେହି ଗଳିରେ 'ରେଡ୍' ନାମକ ଜଣେ ଷୋହଳ ବୟସ୍କ ଯୁବକ ରହୁଥିଲା ଯାହାକୁ କି ତାର ଦାଦାଗିରି ପାଇଁ

overcome – cone across (ଆକ୍ରୋଷ କରିବା)

Front – where two armies fought with each other -
(ସମ୍ମୁଖଭାଗ)

Think it out :

(1) Is the narrator a child or an adult narrating his childhood experience ?

Ans. The narrator is an adult who is narrating his childhood experience.

(2) Does the narrator have happy experience in his childhood ? Why/why not ?

Ans. The narrator has not happy experience in his childhood because he couldnot get the proper care love and affection from his parents.

(3) What was his relationship with his father ?

Ans. He had not good relationship with his father as his father is living separately within his new wife and two children in Kazaksthan.

(4) How did his mother spend her time ?

Ans. His mother gave up her duty as a geologist and spent her time as a singer.

(5) What does “my education was left to the street” mean here ?

Ans. The writer couldn't get systematic formal education from a reputed institution so he says my education was left to the street.

(6) What were the two habits that remained with him all his life ?

Ans. The habit of smoking spitting and argument developed in the writer and also the habit of becoming fearless also developed.

(7) What in your openion was the best lesson that the street taught to the narrator ?

Ans. The writer learnt the habit of not fearing anyone or anything in the strange of life.

(3) How did he dress himself ?

Ans. He dressed himself with by cap whose peak remains at the back of his head.

(4) Did he intentionally dress and walk in the manner described ?

Ans. Yes, to create a sense of terror / fear in others he intentionally dressed and walked.

(5) Why did his lieutenants also wear their caps back to front ?

Ans. As Red was their leader so the lieutenants also wear their caps.

(6) What pet animal cares to your mind when you read the expression 'tripped at his heels' ?

Ans. Pet - Dog.

(7) What pet animal cares to your mind when you read the expression tripped at his heels ?

Ans. As Red and his assistants thrashed severely to other boys to get money.

(8) How did he rule the street ?

Ans. Red ruled the street by showing metal knucle-duster.

(9) Was the narrator afraid of Red ?

Quote the sentence from the text in support of your answer ?

Ans. Yes, the narrator was afraid of Red. The sentence "every one was afraid of Red" so was I expressed this.

UNIT III

I wantedcost.

The narrator wanted to drive out the sense of fear from Red from his mind. So he write a poem on Red. The poem was

<i>struck</i>	– hurt, ଆଘାତ ହେବା
<i>streaming</i>	– ଜଳସ୍ରୋତ flow
<i>Remuneration</i>	– payment, ପାରିଶ୍ରମିକ
<i>Pouring</i>	– litting heavily ପ୍ରବଳ ଭାବେ ଧକ ଧକ ହେବା
<i>Impotent</i>	– Powerless - ଦୁର୍ବଳ
<i>Cowardice</i>	– having no courage, ଭୀରୁ ସାହସ ହୀନ
<i>Vanguish</i>	– overcome, ପରାସ୍ତ ହେବା
<i>cost</i>	– value, ମୂଲ୍ୟ

Think it out:

- (1) **What was the first thing the narrator did to overcome his fear of Red ?**

Ans. The writer wrote a poem to overcome his fear of Red.

- (2) **How did the people in the street respond to the poem ?**

Ans. The people in the street appreciated the poem and expressed their pleasure.

- (3) **Explain the expression triumphant hatred ?**

Ans. Triumphant hatred refers to the expression of hatred for the future of Red.

- (4) **How did the Red sneer the narrator ?**

Ans. Red smiled crookedly towards the poetic talent of the writer.

- (5) **What was the result of his first encounter with Red ?**

Ans. At the first encounter Red attacked the writer with a metal knuckle duster. So the writer fell down, blood came out of his head and lost his consciousness.

- (6) **This was my first Remuneration as a poet - was the narrator happy with his reward as a poet ?**

Ans. As a poet, the writer was not happy with the first reward he got.

- (7) **What was a more difficult situation for the writer ? to be injured by Red or to overcome his fear of Red when he saw Red after his injury ?**

Ans. To overcome his fear of Red ?

(8) What was the result of his second encounter with red ?

Ans. For the second time when the writer saw Red, he remains unmoved and became fearless. He thought the way of defeating Red in next time.

Unit - IV

Paragrahp analysis :

I went for them.

The writer attended gym to acquire strength slowly & gradually his muscle became stronger. He knew the Japanese method of self defence which is a clue for the weak people to win over the strong ones. He got the text book on "Jo-Jetsu" by exchanging his weeks ration card. As per the instructions of the book he learnt the art of wrestling. He practised the name with his friends. Now he became ready to attack on Red. Once while Red was playing cards with his friends the writer went up to them. At first he kicked the players and then scattered the cards. Red became surprised to see the strange behaviours of the narrator. Red tried to attack the narrator with his metal knuckle duster. But before he could do so the narrator suddenly attacked Red. He became startled When hurt Red rolled on the ground with pain. Red swimed his head like a maddened bull pass side to side. The narrator attacked the fingers of Red fell the knucle duster drops. Now Red became helpless and fell down on the ground. His rule cave to an end. We learnt a lesson that one shouldnot fear the strong . Rather one should know the art of winning over the strong. As a poet he knows that it is not experiment of compose poems, but one should try to execute the thoughts into action.

ଓଡ଼ିଆ ରୂପାନ୍ତର :

ନିଜର ଶକ୍ତି ବୃଦ୍ଧି କରିବାପାଇଁ ଲେଖକ ବ୍ୟାୟାମଶାଳାକୁ ଗଲେ । କିଛି ଦିନର ଅଭ୍ୟାସ ପରେ ନିଜର ମାଂସପେଶୀ ବୃଦ୍ଧି ହେଉଥିବାର ସେ ଜାଣି ପାରିଲେ । ଜାପାନୀ ମାନକ ଆତ୍ମରକ୍ଷାର କୌଶଳକୁ ଜାଣିପାରିଲେ ଏବଂ ନିଜର 'ରେସନକାର୍ଡ' ବିନିମୟରେ ସେ 'ଜୋ-ଜିସୁ' ବହିଷ୍ଟିକ କ୍ରମାୟତ କଲେ । ବହିର ନିର୍ଦ୍ଦେଶ ଅନୁସାରେ ସେ ନାକ ଘରେ

<i>jabbing</i>	– aiming, ଲକ୍ଷ୍ୟ କରିବା
<i>howling</i>	– crying, ଚିତ୍କାର କରିବା
<i>Bewildered</i>	– Surprise ଆଶ୍ଚର୍ଯ୍ୟ ହେବା
<i>Swinging</i>	– To and fro, ଆଗପଛ ହୋଇ ଝୁଲିବା ।
<i>furiously</i>	– terrific, ଭୟଙ୍କର
<i>maddened bult</i>	– ପାଗଳପଣ
<i>squeezed</i>	– press, ଚାପି ହୋଇଯିବା
<i>limpfinguer</i>	– ଅଛୁଳି ଭାଙ୍ଗିଯିବା
<i>sobbing</i>	– cry, ବଡ଼ପାଟିରେ କାନ୍ଦିବା
<i>smearing</i>	– ଲେପନ କରିବା
<i>grubb</i>	– dirty, unwashed, ଅପରିଷ୍କାର
<i>menacingly</i>	– In a threatening manne, ଧମକ ଦେବା ।

Think it out :

- (1) **How did the narrator train himself to grow stronger ?**
Ans. The narrator attended Gym with parallel bars and weights to grow stronger.
- (2) **How did he get a text-book on Ju-Jitsu ?**
Ans. The writer exchanged his week's ration card to get a text-book on "Ju-Jitsu".
- (3) **How long did he train himself before the final encounter with Red ?**
Ans. He trained himself for three weeks before the final encounter with Red.
- (4) **Where did the final encounter take place ?**
What was Red doing then ?
Ans. The final encounter took place in the lawn of their yard. At that time Red was playing cards with his friends.
- (5) **How did Red react to narrator attack ?**
Ans. At first Red became surprised at the sudden attack of the writer and tried to show the metal knuckle duster.
- (6) **How did the narrator attack Red ?**
Ans. At first the narrator kicked the players and scattered the cards and then attacked Red.

(7) **How did the narrator tackle Red ?**

Ans. When Red was trying to bring his metal knuckle duster, all of a sudden the narrator attacked on him by adopting the Japanese method.

(8) **How did Red suffer at the hands of the narrator ?**

Ans. Red cried with pain and rolled on the ground like maddened bull.

(9) **What lesson did the narrator learn during his encounter with a bully like Red ?**

Ans. The narrator learnt that it is essential to adopt the proper technique or method to defeat the strong people.

(10) **What career did the narrator prepare himself for ?**

Ans. The narrator prepared himself for the art of self-defence.

(11) **Which of these do you think is true : courage means not having fear at all or courage means not having fear at all or courage means conquering fear ? justify your choice.**

Ans. Courage means conquering fear. By adopting proper method the writer conquer fear.

Post reading activities Doing the words :

(A)(i) Alexander was so good with horse that he could ride any horse *masterfully*.

Meaning - with much more control.

(ii) His courage used to *bewilder* many including his father.

Meaning - Create a feeling of surprise.

(iii) He never worked as a *lieutenant* in the Greek army but was always its leader.

Meaning - junior

(iv) Alexander wanted to *conquer* the whole world. He actually conquered most of it.

Meaning - defeat.

(v) Although he died very young, his military achievement was *impressive*.

Meaning - remarkable

THE INCHCAPE ROCK

Robert Southy

About the Poet :

Robert Southy was an English Romantic Poet and poet lawreate from 1813 to his death in 1843. He is a prolific letter writer, literary scholar, essay writer, historian and biographer. Most of his work was written at Greta Hall, near Keswick, where he lived most of his life. His poems, which are of great bulk include Joan of Arc, Thalaba the Destroyer. The curse of Kehama and Roderick, the last of the Goths Typically romantic in theme, most of them have too ambitious for a poet of Southy's imitation. In style they are straightforward and unaffected, but they lack the transfiguring fire or true genius and are now almost forgotten.

Southy has written shorter pieces, such as the Holy-tree. The Battle of Blenheim. The Inchcape Rock. His numerous prose works include The History of Brazil, and The History of the Peninsular War. The slightest of them all, The life of Nelson, is the only one now freely read. It shows Southy's easy 'middy' style at its best.

About the Poem :

Since antiquity good and evil, God and Satan, Virtue and Vice are found in tangle at each and every place. Wickedness of Satan caused Paradise lost. Because of 'Iago', Desdemona and Othello died. Wicked force always tries to triumph over goodness, but in the end virtue wins. Goodness is rewarded. Villainy is punished either by eternity or by poetic justice.

"The Inchcape Rock" is such a story in which Sir Ralph, the wicked villain has been doomed because of his own villainy, misdemeanour. He cut the Inchcape Bell off the Inchcape Flout and destroyed it to pledge the reputation of Abbot of Aberbrothok. But his own ship collided with Inchcape Rock and he died there repenting much for his devilish action.

Summary of the Poem :

The Inchcape Rock is a perilous reef off the east coast of Scotland near the mouth of the river Tay. The rock was a few inches above the surface of the sea in low tide and was completely covered by the sea in high tide or when the sea was rough. Many ships had been wrecked by this Inchcape Rock when it was covered by the sea.

Observing the danger mentioned above, Abbot of Abberbrothok placed a bell on the Rock by the help of a float. The bell, dancing in the waves, produced a sweet soft warning sound and the ships avoided their course. The mariners thanked the Abbot for his unique arrangement.

Oneday Sir Ralph the Rover was passing by the Inchcape Rock in his ship. He saw the float, the bell and heard from the mariners about Abbot's praise. He felt jealous and wanted to plague the good name of the Abbot. He ordered the mariners to take his boat near the bell and then he cut the bell off the float. It sank down.

Sir Ralph went away in the sea, plundered the stores of rich merchants, ships and became rich. He prepared his return journey to Scotland. The ship came closer to Inchcape Rock. It was a dark night. Nothing was visible. The mariners heard the breakers roar. They thought the shore was near, because they could not hear the sound of the Inchcape bell.

The ship collided with the Rock and wrecked. Sir Ralph met his unhappy end. But before death, he repented and gave the message to the world that jealousy and wickedness never end in happiness.

ଓଡ଼ିଆ ରୂପାନ୍ତର :

ସ୍କଟଲ୍ୟାଣ୍ଡର ପୂର୍ବ ଉପକୂଳରେ "Inchcape Rock" ହେଉଛି ଏକ ଘାଟକ ପାହାଡ଼, ଯାହା ନିମ୍ନ ଜୁଆର ସମୟରେ ଉପରକୁ ଅଛଦିଶେ ଓ ଉଚ୍ଚଜୁଆର ସମୟରେ ସଂପୂର୍ଣ୍ଣ ବୁଡ଼ିଯାଏ । ଏହି ଉଚ୍ଚଜୁଆର ସମୟରେ ଏ ବାଟଦେଇ ଆସୁଥିବା ଜାହାଜର ନାବିକମାନେ Inchcape Rock କୁ ଦେଖିପାରନ୍ତି ନାହିଁ । ଫଳରେ ଜାହାଜ ଏହି

The Inchcape Rock causes many ship wrecks and poses a potent threat to the mariners. So the Abbot of Aberbrothok placed a bell on the rock. It never moved during high tide or low tide. The bell was placed on a buoy and floated on sea water. Due to the rise and fall of the waves, the bell swings continuously and produces a ringing sound which alerts the mariners not to come near the rock. So they are saved and praise Abbot for his welfare work.

ଓଡ଼ିଆ ରୂପାନ୍ତର :

“Inchcape Rock” ଷ୍ଟରଲିଂଘର ପୂର୍ବ ଉପକୂଳରେ ସମୁଦ୍ର ଗର୍ଭରେ ଅବସ୍ଥିତ ଏକ ଶିଳାରାଶି । ନିମ୍ନ କୁଆର ସମୟରେ ଏହା ଅଳ୍ପ କେଇ ଇଞ୍ଚ ଉପରକୁ ଦିଶେ ଓ ଉଚ୍ଚ କୁଆର ସମୟରେ ଏହା ସଂପୂର୍ଣ୍ଣ ବୁଡ଼ିଯାଏ । ଜେଉମାନେ ଏହା ଉପରରେ ପହଞ୍ଚିଗଲାବେଳେ ପ୍ରତ୍ୟକ୍ଷ ଶବ୍ଦ କରନ୍ତି । ଏଠି ଅଧିକାଂଶ ସମୟ ପବନ ସ୍ଥିର ଥାଏ । ଜେଉ ନଥାଏ । ଜାହାଜ ସ୍ଥିର ଅବସ୍ଥାରେ ରହେ । ମାତ୍ର କୁଆର ସମୟରେ ବିରାଟ ଜେଉ ଏଠି Inchcape Rockରେ ମୁଣ୍ଡ ପିଟନ୍ତି ।

Inchcape Rock ଅନେକ ଜାହାଜ ଦୁର୍ଘଟଣାର ମୂଳକାରୀ । ସମୁଦ୍ର ଭିତରୁ ଏହି ଅଦୃଶ୍ୟ ପାହାଡ଼ ନାବିକମାନଙ୍କ ପାଇଁ ଏକ ଚ୍ୟାଲେଞ୍ଜ ଥିଲା । ଏକ ଘାତକ ଥିଲା ଏଇ ଶିଳାରେ ଧକ୍କାଖାଇ ଅନେକ ଜାହାଜ ଧ୍ବଂସ ପାଇଥିଲା । ଏଣୁ Abbot of Aberbrothok ଏକ ଭାସମାନ ବସ୍ତୁ ସହାୟତାରେ ଏହି ପାହାଡ଼ ଉପରେ ଏକ ଗଣ୍ଡା ପ୍ରାପନ କଲେ ଯାହାକୁ କୁହାଗଲା Inchcape Bell. ଏହି ଘଣ୍ଟି କୁଆର କିମ୍ବା ଉଚ୍ଚ କେତେବେଳେ ମଧ୍ୟ ସେଠୁ ସ୍ଥାନଚ୍ୟୁତ ହେଉନଥିଲା । ଜେଉରେ ହଲିଦୋହଲି ଏହା ଏକ ସତର୍କ ବାର୍ତ୍ତା ପ୍ରେରଣ କରୁଥିଲା । Inchcape Rockର ଉପସ୍ଥିତି ଜାଣି କରୁଥିଲା । ଫଳରେ ନାବିକମାନେ ଜାହାଜର ଦିଗ ପରିବର୍ତ୍ତନ କରୁଥିଲେ । ନିଶ୍ଚିତ ଦୁର୍ଘଟଣାରୁ ରକ୍ଷା ପାଇଥିବାରୁ ସେମାନେ Abbot of Aberbrothokକୁ ପ୍ରଶଂସା କଲୁଥିଲେ ।

Think it out :

1. How does the poet describe the Inchcape Rock ?

Ans. The Inchcape Rock was present in the sea near east coast of Scotland. There the wind is still. The waves are often still. The ship remains still too. But during high tide, the Rock remains under water.

2. **Was the Inchcape Rock dangerous ? Give your reasons.**

Ans. The Inchcape Rock was dangerous because many ships had collided with it and had got wrecked.

3. **Why did the Abbot place a bell on the Inchcape Rock ?**

Ans. The Abbot placed a bell on the Inchcape Rock in order to alert the mariners that a hidden rock was there. They should change their course.

4. **When did the Inchcape bell ring ?**

Ans. The Inchcape bell floats on a buoy and swings violently in the waves. So it produces high warning sound to the mariners.

5. **Why did the mariners bless Abbot ?**

Ans. Abbot placed Inchcape Bell on Inchcape Rock. It issued warning to the wandering ship and they changed their course. They blessed Abbot because his device saved their lives.

Unit - II

The sun Aberbrothok.

Word Notes :

sun in heaven - ଆକାଶରେ ସୂର୍ଯ୍ୟ ।

shining gay - ଉଜ୍ଜ୍ୱଳ କିରଣ ଦେଉଥିଲେ ।

joyful - pleasant - ଆନନ୍ଦ ଦାୟକ ।

sea birds - ସମୁଦ୍ର ପକ୍ଷୀ ।

screamed - made various sounds.

wheeled round - ଚକ୍ରାକାରରେ ଘୁରିବା ।

joyance - ଆନନ୍ଦ ।

their sound - ତାଙ୍କ ସ୍ୱରରେ ।

darker speck - କଳା ବିନ୍ଦୁଟିଏ ଭଳି ।

ocean green - ନୀଳ ସମୁଦ୍ରରେ ।

walked his deck - ଜାହାଜର ଡେକ୍‌ରେ ବୁଲୁଥିଲେ ।

fixed his eye - ଏକ ଲକ୍ଷରେ ଚାହିଁ ରହିଲେ ।

cheering power - pleasant power - ଖୁସି ପରିବେଶ ।

spring - spring season.

happily at the sinking' bell and thought¹ whoever would come here would not find the bell and would not praise the Abbot.

ଓଡ଼ିଆ ରୂପାନ୍ତର :

ଗୋଟେ ସୁନ୍ଦର ବସନ୍ତ ରତ୍ନର ଦିବସ ଥିଲା । ଆକାଶରେ ସୂର୍ଯ୍ୟ ବିମଳ ଆଲୋକ ପ୍ରଦାନ କରୁଥିଲେ । ସବୁକିଛି ସୁନ୍ଦର ଦିଶୁଥିଲା । ସମୁଦ୍ର ପକ୍ଷୀମାନେ ଆନନ୍ଦରେ ଗୀତ ଗାଉଥିଲେ । ଚକ୍କର କାଟୁଥିଲେ । Inchcape Bell ଭାସମାନ ପଦାର୍ଥ ଉପରେ କଳାବିନ୍ଦୁଟିଏ ଭଳି ସେମିତି ଭାସୁଥିଲା ଓ ଶବ୍ଦ ପ୍ରେରଣ କରୁଥିଲା ।

Sir Ralph the Rover ସେଦିନ ତାଙ୍କ ଜାହାଜରେ ନୌ କର୍ମଚାରୀଙ୍କ ସହିତ Inchcape Rock ବାଟଦେଇ ଯାଉଥିଲେ । ଜାହାଜର ଡେକ୍ ଉପରୁ ସେ Bellଟିକୁ ଦେଖି ଏକ କୁଟିଳ ହସ ହସିଲେ । ସେ ଗୀତ ଗାଇଲେ ଓ ହୁଲସିଲ୍ ବଜାଇଲେ । ଦୁଷ୍ଟ ଲୋକମାନେ ହସିଲେ ତାହା ଭଲକାମ ପାଇଁ ହେଉନଥାଏ । ଠିକ୍ ସେମିତି Sir Ralph ତାଙ୍କ ଲୋକଙ୍କୁ ଆଦେଶ ଦେଲେ - ତଙ୍ଗା ବାହାର କର । ମୁଁ ସେ Bell ପାଖକୁ ଯିବି ।

Sir Ralphଙ୍କ ଆଜ୍ଞା ପାଳନ କରି ନାବିକମାନେ ତଙ୍ଗା ବାହାର କଲେ ଓ Ralphକୁ ନେଇ Bell ପାଖରେ ପହଞ୍ଚାଇଲେ । ସେ ନଇଁପଡ଼ି ଘଣ୍ଟିଟି କାଟି ଭାସମାନ ବସ୍ତୁଠାରୁ ଅଲଗା କରିଦେଲେ । ଏଥର ଘଣ୍ଟିଟି କଳକଳ ଶବ୍ଦ କରି ପାଣିରେ ବୁଡ଼ିଗଲା । ତାକୁ ଚାହିଁ Ralph କହିଲେ - ଏଥର ଏଠିକି ଯେଉଁ ନାବିକମାନେ ଆସିବେ ଆଉ Abbotକୁ ପ୍ରଶଂସା କରିବେ ନାହିଁ, କାରଣ ତାଙ୍କ ଘଣ୍ଟି ଆଉ ଏଠି ନାହିଁ ।

Think it out :

1. How does the poet express "the cheering power of spring" ?

Ans. The cheering power of spring was delightful. The sun was shining brightly. The sea-birds were twittering pleasantly. Everything was gay.

2. How did Ralph come across the Inchcape Bell ?

Ans. Ralph the Rover was passing by the Inchcape Rock. He was walking on the deck when he saw a black speck on the Rock. He came to know that it was Inchcape Bell.

3. What was the effect of the cheering power of spring on Ralph ?

Ans. The cheering power of spring made Ralph joyous. He sang and whistled.

4. What kind of person was Ralph ? Which line tells you so ?

Ans. Ralph was a wicked villain. The line which says this is "The River's mirth was wickedness".

5. What act of wickedness did he do ?

Ans. Ralph cut the Bell from the Inchcape float. It was an act of wickedness.

6. Why did he do the wicked act ?

Ans. He did the wicked act to plague the reputation of Abbot of Aberbrothrok. He was jealous of his honour.

Unit -III

Sir Ralph his knell.

Word Notes :

sailed away - ଜାହାଜ ଚଳାଇ ଆଗକୁ ଚାଲିଲେ ।

scoured the seas - wandered in the seas - ସମୁଦ୍ରରେ ଘୁରିବେ

grown rich - became rich - ଧନୀ ପାଲଟିଗଲେ ।

plundered store - ଲୁଣ୍ଠନ କରିଥିବା ସଂପଦକୁ ନେଲ ।

steers his course - ଫେରିବାକୁ ଉଦ୍ୟତ ହେଲେ ।

Scotland shore - ସ୍କଟଲ୍ୟାଣ୍ଡ କୂଳ ।

thick a haze - ବହଳ ଆସ୍ତରଣ ।

overspread the sky - ଆକାଶରେ ବୁଜିଗଲା ।

sun on high - ଆକାଶରେ ସୂର୍ଯ୍ୟ ।

wind hath blown gale - ପବନ ଜୋରରେ ବହୁଥିଲା ।

hath died away - ପବନ ଥିମିଗଲା ।

takes his stand - ପୋଜିସନ୍ ଗ୍ରହଣ କଲେ ।

lighter soon - ଖୁବ୍ ଶୀଘ୍ର ଚାରିଆଡ଼େ ଆଲୋକିତ ହେବ ।

dawn of rising moon - ଜନ୍ମ ଉଇଁ ଆସୁଛି ।

canst hear - ଶୁଣିପାରୁନ କି ?

କହଲା - ନା, ତା ଉପରେ ଅଜଣା ଇନ୍‌ଚେପ୍ ରକ୍ ପାଖରେ ପହଞ୍ଚିଲା ।
ଆମେ Inchcape Bell ଶବ୍ଦ ଶୁଣିଥାନ୍ତେ ।

ସେମାନେ କିଛି ଶବ୍ଦ ଶୁଣିପାରିଲେ ନାହିଁ । ଜାହାଜ ଆଗକୁ ବଢ଼ିଲା । କେଉଁ
ତାକୁ ଯେମିତି ବାଟ କଢ଼େଇନେଲା । ଜାହାଜ ସିଧାସଳା ଏକ ବିରାଟ ଶିଳାଖଣ୍ଡ
ଦେହରେ ପଡ଼ିହେଲା । ନିମିଷକପାଳ୍ ଜାହାଜଟି ଥରିଉଠି ଖଣ୍ଡଖଣ୍ଡ ହେଇ ଭାଙ୍ଗିଗଲା ।
ନାବିକମାନେ ଚିତ୍କାର କରିଉଠିଲେ - ହେ ଭଗବାନ । ଏଇଟାଟେ Inchcape Rock.
Sir Ralph ଅତଳସାଗରରେ ବୁଡ଼ିଯାଉଥିଲା ନିଜ କୃତକର୍ମକୁ ନିନ୍ଦୁଥାଆନ୍ତି । ସେଦିନ
ଯଦି ସେ Inchcape Bellକୁ କାଟିଦେଇ ନଥାନ୍ତେ ଆଜି ନାବିକମାନେ Inchcape
Rockର ଅବସ୍ଥିତି ଜାଣିପାରିଥାନ୍ତେ ଓ ସେମାନେ ମରଣ ମୁହଁରେ ପଡ଼ିନଥାନ୍ତେ ।

Sir Ralph କର ଗୋଡ଼ ତଳକୁ ତଳକୁ ଯାଉଥାଏ । ସେ ହଜାର ହଜାର
ଘଣ୍ଟିଶବ୍ଦ ଶୁଣିପାରୁ ଥାଆନ୍ତି । ହେଲେ ସେତେବେଳକୁ ବହୁତ ଡେରିହୋଇ ସାରିଥିଲା ।
ସୈତାନ୍ ତାଙ୍କୁ ସମୁଦ୍ରର ଅତଳଗହ୍ୱରକୁ ଟାଣିନେଇଥିଲା । ସେ ମୃତ୍ୟୁ ଘଣ୍ଟି ଶୁଣୁଥିଲେ ।

Think at out :

1. How did Ralph become rich ?

Ans. Sir Ralph plundered the ships in the sea and grew rich.

2. Why did the ship lose its way in the sea while it was heading towards Scotland ?

Ans. While the ship was heading towards Scotland, it lost its way because a deep haze covered the sky. The sun disappeared and nothing was visible.

3. Why did a mariner think that they were near the shore ?

Ans. In the middle of the sea, there is no stir. But near the shore, the waves break violently and produce huge sound. Hearing the roar of the breakers the mariners know that the shore is near.

4. "Oh christ ? It is the Inchcape Rock ?" Why did the mariners exclaim so ?

Ans. The mariners heard the roar of the breakers and thought that the shore was near. But the ship collided with the Rock. Then they knew that the breaking sound was not from the shore, but from the Inchcape Rock. So they exclaimed - "Oh christ ? It is the Inchcape Rock."

5. **Why did Sir Ralph curse himself ?**

Ans. Sir Ralph cursed himself because he had once cut the Bell from the float. Today the sailors could not hear the Bell and the ship wrecked for his wickedness.

6. **"The devil below was ringing his knell." What does this expression mean ?**

Ans. It is believed that devils live under sea and cause shipwreck if chance is available. Sir Ralph's ship wrecked and he was sinking. His feet were going deep as if the Devil was pulling his feet and ringing his death bell.

7. **Do you find this poem musical ? The rhyme scheme of the first stanza is AABB. Is the rhyme scheme same for all the stanzas ?**

Ans. Yes, the rhyme scheme in all the stanzas is AABB. For example, in the last stanza we get : hear - fear, Bell - knell.

TO MY TRUE FRIEND

By Elizabeth Pinard

About the Poet :

Elizabeth Pinard is a modern poet. Little is known about her. Her Poetry depicts human bond, societal values, attachment. They are main, lucid, yet powerful in their meaning and thought. She finds themes from among the society and presents it in easy convenient style. The present poem is not an exception to it.

About the Poem :

Introducing the poem, the editors of "Invitation to English" write - we meet our true friends only once in a life- time. The greatest gift is not found in a mal but in the hearts of a true friend. Friendship is a realationship between two persons who hold mutual affection for each other. The value of friendship is often the result of friends consistently demonstrating the desire to do what is best for the other, showing mutual understanding, emotional support and compassion. Friendship is also marked by enjoyment of each other's company, trust in each other and positive reciprocity."

A friend in need is a friend indeed. A man without a friend is either a best or a god. So a true friend is necessary to forge your life, to stand near you in pain and pleasure. He should be your friend, philosopher and guide. A true friend is a divine bliss, for many false friends goaded by materialistic desires often come to you. Wearing beautiful expression and dupe you at convenient time. Unless you are watchful and intelligent you will be ruined, deceived. Before of faithless friends.

Summary of the Poem :

The day the poet met her friend, she found a friend in her and esteemed her friendship at the apex. She prayed god to allow their friendship life long. Her smile is sweet and bright. It retarded all the darkness from her life. Now her life is enlightened. She never judged her, never criticised her. On the contrary, she always tried to understand her sorrow, her problem. She told her what to do and what not to do. She gave her a hope of a better tomorrow.

The Poet's friend was always present near her, though not physically. Whenever the poet had any problem. She never felt discouraged because the feeling that her friend was really for her, kept her delighted day and night. The poet counted her advice much. The friend used to create a confidence in the poet that she could do everything if she tried. But for her tender approach, sincerity, the poet learnt to labour and earned success. Behind all her success, the contribution of her friend is enough.

The friend taught the poet to learn to love herself. There were times when they got separated physically. They both shed tears. But distance did not cut off their relation. They are still bosom friends. When she was away, the poet treasured her sweet smile which inspired her, solaced her. They shared a precious friendship and they want to grow and flourish it more vigilantly.

Their friendship was unique, extra-special. She is the poet's only true friend, her Guardian Angel. Their friendship is one-in-a-million. So she promises to hold the precious friendship at any cost.

Guardian Angel – ଅଭିଭାବକ ଦେବଦୂତ

one in-a-million – କୋଟିକରେ ଗୋଟିଏ

hold on to it – ଏହାକୁ ଧରି ରଖିବା

This chance – ଏହି ସୁଯୋଗ

Pure bliss – ପବିତ୍ର ବନ୍ଧନ

fly away-die away – ମରି ନଯାଉ

never be another – ଆଉ ଜଣେ ସେ ସ୍ଥାନ ନେଇପାରିବ ନାହିଁ

always love you – ସବୁବେଳେ ଭଲପାଇବି

Summary :

The poet considers their friendship extra-special. So she has no hesitation to admit that she was her only true friend, her Guardian Angel. Their friendship is one-in-a-million. So they must take now to keep it alive and a fresh. Their friendship is pure, divine, blessings from eternity. They won't let it fly away, for they won't get such friendship any more. The poet becomes emotion-frenched and admits that she will love her friend till her last breath.

ଓଡ଼ିଆ ରୂପାନ୍ତର :

କବିଙ୍କ ମତରେ ତାଙ୍କ ବନ୍ଧୁତା ଅଦ୍ୱିତୀୟ ବିଶେଷ ଧରଣର । ଏଣୁ ସେ ବିନା ଦ୍ୱିଧାରେ ପ୍ରକାଶ କରନ୍ତି ଯେ ତାଙ୍କ ବନ୍ଧୁ ହିଁ କେବଳ ତାଙ୍କର ପ୍ରକୃତ ସଖା, ତାଙ୍କର ସ୍ୱର୍ଗପ୍ରେରିତ ଦେବଦୂତଭଳି ଅଭିଭାବକ । ଯେତେ ବିଶେଷତା ଖଞ୍ଜିଲେ ବି ତାଙ୍କୁ କମ୍ ହେବ । ସେ କୋଟିକରେ ଗୋଟିଏ । ତେଣୁ ସେମାନେ ପ୍ରତିଜ୍ଞା କରିବା ଦରକାର ଯେ ତାଙ୍କ ବନ୍ଧୁତାକୁ ଅମଳିନ, ଅକ୍ଷତ ରଖିବେ । ଏଭଳି ଏକ ସ୍ୱର୍ଗୀୟ ଅନୁଭବକୁ ମାଟିରେ ମିଶାଇବାକୁ ଦେବେନି । କବି ଶେଷରେ ଏକ ଭାବାବେଗରେ କହନ୍ତି – ହେ ବନ୍ଧୁ ! ମୁଁ ତୁମକୁ ଭଲପାଇଛି । ସାରା ଜୀବନ ଏମିତି ଭଲ ପାଇବି ।

Think it out :

1. What does the poet pray for ?

Ans. The poet prays for the continuity of their precious friendship.

2. How did the friend encourage the poet ?

Ans. When the poet is disheartened, lacks confidence in her, the friend encourages her and creates self confidence in her that she can do anything if she tries.

3. How did the friend reassure her ?

Ans. The friend creates a consciousness in the poet that she is always there to support her causes. So the poet feels reassured.

4. Why did the poet trust her friend ?

Ans. The poet trusts her friend because her love was unconditional and selfless. She advises the poet not for her own profit, but to really assist her in difficulty. So she trusts her.

5. How did the friend inspire self confidence in the poet ?

Ans. When the poet feels depressed, the friend says that she can do anything if she puts her mind in it. In this way she inspires self-confidence in the poet and she becomes successful.

6. How does the poet cherish the memory of her friend ?

Ans. The poet cherishes the memory of her friend by reviving her sweet smile in her memory.

7. Are the friends staying close to each other ?

Ans. No, the friends are not staying close to each other. They are staying miles apart. The line which says this is – “we are separated by many miles.”

8. How does the poet value her friendship ?

Ans. The poet values her friendship by saying that her friendship is precious, extra-special. She will keep it a fresh till eternity.

9. Why does she call her friend extra-special ?

Ans. She calls her friend extra-special because she has enlightened her life, forged her life, made her life good.

10. What is the poet's final wish ?

Ans. The poet's final wish is to hold on to her precious friendship and to love her friend deeply for ever.