

BAEL-102

Advanced Reading and Writing Skills



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UNIT 1: SOUND PATTERNS

1.0 Objectives

1.1 Introduction

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1.0 OBJECTIVES

This unit will introduce you to the various sound effects that are used by writers, especially poets, to embellish their work. These sound effects are created by the use of literary devices such as :

- rhythm
- rhyme
- alliteration
- assonance and
- onomatopoeia

After going through this unit you will be able to identify the various sound devices that writers and poets use in their works. Besides you will be able to incorporate these devices in your writing and therefore make it more appealing.

1.1 INTRODUCTION

Can you imagine a world without sound? Doesn't it seem an impossible situation to you? Communication itself would suffer a major breakdown without sounds. The essence of any language is the sound system, except of course sign language. Similarly music is integral to every society. Music is also the fruit of the combination of various sounds. From the lullaby that a mother sings to her baby to a love song sung by somebody for his/ her beloved- everything is composed of sounds. In literature, we find the use of sound devices such as rhyme and rhythm particularly in poetry. They contribute to the musical quality of the verse forms as well as prose.

In this unit we will introduce you to the various sound devices that are used in literature. You will become familiar with the concept of rhythm, the different types of rhyme, the use of alliteration, assonance and onomatopoeia

1.2 RHYTHM

Have you ever tried feeling your pulse or paid attention to your heartbeat? What do you observe? How would you describe the sound that you hear? If closely observed you will discover that there is regularity in your pulse rate or heart beat. You will find a similar regularity in the ticking of the clock. If you haven't paid close attention to that sound before all you need to do is place your ear close to a table clock or your wrist watch.

You might have seen the pedestrian crossing on the road. There are alternate stripes of black and white occurring at regular intervals. This is the implementation of rhythm in the colour pattern. There is rhythm in so many things surrounding us. For instance, the steps we climb are placed at regular intervals. The laying of tiles on the floor is done in a particular pattern. Similarly, we find a pattern in embroidery done on clothes. Thus, we can say there is a rhythm even in design.

Perhaps the most familiar association of rhythm is with music. Music of any kind has a universal appeal. When you hear something musical you might have a tendency to tap your feet or snap your fingers. If you do it consciously, you will realize that the snapping of fingers or the tapping of feet is carried out with a regular pace. This regularity is what is described as rhythm. The term rhythm is derived from Greek which means "any regular recurring motion". Rhythm is the basis of all sound patterns. In the above example, when one hears the clock ticking one can perceive there is a uniformity in pace and regular variation in loudness. Often this sound is termed as the 'tick-tock' of the clock. One sound is dominant and the other subservient.

Similarly human speech is a combination of stressed and unstressed syllables. The Dictionary of Phonetics and Linguistics states that *rhythm is the perceived regularity of prominent units in speech*. These regularities (of rhythmicity) may be stated in terms of patterns of stressed v. unstressed syllables, syllable length (long v. short), or pitch (high v. low) - or some combination of these variables. The rhythm pattern is determined by the placement of stress. The resulting rhythmic units are separated by pauses which are more prominent in poetry than in prose.

Languages can be roughly classified into two categories depending of the kind of rhythm they have- syllable-timed rhythm and stress-timed rhythm. French, Latin and Spanish are syllable-timed languages while English, German and Russian are stress-timed languages. In the former category, syllables constituting utterances, whether stressed or unstressed do not tend to occur at equal intervals of time. The number of unstressed syllables in between determines the time for movement from one stressed syllable to another. Stressed-time rhythm means that the syllables are stressed at equal intervals of time, irrespective of the number of unstressed syllables that come in between.

Sustained spoken English follows a stress-timed rhythm. Here are a few sentences in English.

- i. I ☐ want to ☐ go to ☐ Shimla.
- ii. We ☐ went on a ☐ picnic in the ☐ hills.
- iii. ☐ Make me some ☐ pancakes for my ☐ birthday.

The stress is indicated by the symbol ☐ and we find that in the above sentences, the number of unstressed syllables between the stressed syllables, is more or less the same, thus producing a fairly regular rhythmic beat

In our day-to-day speech we may not be conscious about producing rhythm. However in some contexts we tend to follow a rhythmic pattern. In a telephone conversations we tend to use two syllable lines such as 'ok bye' and 'take care' and so on.

1.2.1 RHYTHM IN POETRY

Rhythm does for writing what beat does for music. It is particularly important in poetry as it produces a musical quality by the repetition of stressed and unstressed syllables. When the rhythm is structured into a repetition of regular units of stress pattern, it produces a rhythmic effect which is referred to as 'meter'. The precise arrangements of stresses or syllables into repeated patterns are called 'feet'. English has five main types of 'feet' which are described below. The first two metrical feet consist of two syllables each.

- i. The iamb: This has one lightly stressed syllable followed by one stressed syllable. e.g. 're☐volve', 'good-bye', 'aloud' are all iambs.
- ii. The trochee: This has one stressed syllable followed by a lightly stressed one. e.g. 'forward', 'backward', 'awful' are all trochees.
- iii. The anapest: This has two lightly stressed syllables followed by one stressed syllable. e.g. 'repossess' and 'understand'.
- iv. The dactyl: This has one stressed syllable followed by two lightly stressed syllables. e.g. 'wonderful' and 'agitate'.
- v. The spondee: Two consecutive syllables that are equally stressed. e.g. 'big deal'.

A poem may contain all of these different types of feet. Sometimes a single line may consist of a particular number of feet of iambs, trochees, spondees, dactyls or anapests. Depending on the number of feet present the lines are termed as follows:

Monometer: A line of one foot.

Dimeter:	A line of two feet.
Trimeter:	A line of three feet.
Tetrameter:	A line of four feet.
Pentameter:	A line of five feet.

Regular rhythm or meter is described using a combination of two terms. The first term indicates the beat pattern and the second refers to the length of the line. For example, the meter of the sonnet may be described as 'iambic pentameter'. The first word 'iambic' shows that the beat pattern consists of one lightly stressed syllable followed by one stressed syllable while the second word 'pentameter' indicates that the line contains five feet (or ten syllables). The number of syllables varies according to the meter.

Check Your Progress 1

Match the following lines with the appropriate meter description. The words given in bold font are the ones that take the stress.

i. Tell me not in mournful numbers	a. Spondaic
ii. Break, break, break/ On thy cold gray stones, O Sea!	b. Anapestic
iii. And the sound of a voice that is still	c. Dactylic
iv. That time of year thou mayst in me behold	d. Trochaic
v. This is the forest primeval	e. Iambic

1.3 RHYME

Perhaps the first thing that comes to mind when you hear the word rhyme is a nursery rhyme. You might have learnt a few of them as a child. Over the years the popularity of the nursery rhymes has not diminished. The fact that children tend to learn rhymes easily and that even after years one can recall these rhymes effortlessly shows that there must be some quality which make them so deeply etched in our subconscious. Look at the following lines from a very popular nursery rhyme.

*Twinkle twinkle little star,
How I wonder what you are?
Up above the world so high,
Like a diamond in the sky.*

You will notice that the adjacent lines end with similar sounding words. Lines 1 and 2 have 'star' and 'are' and lines 3 and 4 have 'high' and 'sky'. When similar sounding words are placed at the ends of lines or at the same location within lines we can say that the lines consist of a rhyming scheme. We will discuss the different kinds of rhymes in the following section.

1.3.1 TYPES OF RHYMES

i. End-rhyme

They are the most commonly used and occur at the end of a verse line. The following lines from William Blake's poem '*The Chimney Sweeper*' published in the Songs of Innocence (1789) employs this rhyme scheme.

*When my mother died I was very young,
And my father sold me while yet my tongue*

*Could scarcely cry 'weep weep weep weep,'
So your chimneys I sweep & in soot I sleep.*

1.3.1.1 Rhyme scheme

Each set of rhyme is designated with a letter of the alphabet. So the rhymes in the above lines will be indicated as follows:

When my mother died I was very young ,	a
And my father sold me while yet my tongue	a
Could scarcely cry 'weep weep weep weep ,'	b
So your chimneys I sweep & in soot I sleep .	b

Therefore, the rhyming scheme of these lines follows the pattern **aabb**.

ii. Perfect rhyme

When the rhyming words have exact correspondence with each other it is said to be a perfect rhyme. This was perhaps the most prevalent trend in earlier times when poets would restrict themselves to using words that rhyme with each other perfectly.

Sarojini Naidu has used perfect rhyme in her poem 'Coromandel Fishers'. Given here are a few lines from her poem.

*Rise brothers, rise, the wakening skies pray to the morning light,
The wind lies asleep in the arms of the dawn like a child that has cried all night.
Come, let us gather our nets from the shore, and set our catamarans free,
To capture the leaping wealth of the tide, for we are the sons of the sea.
No longer delay, let us hasten away in the track of the sea-gull's call,
The sea is our mother, the cloud our brother, the waves our comrades all.
What though we toss at the fall of the sun where the hand of the sea-god drives?
He who holds the storm by the hair, will hide in his breast our lives.*

Here 'light-night', 'free-sea', 'call-all' and 'drives-lives' are all examples of perfect rhymes.

iii. Imperfect rhyme

This is also termed 'partial rhyme' or 'near-rhyme', 'slant rhyme' or 'pararhyme'. It is commonly used in folk songs. According to Abrams and Haphram (2009) partial rhymes are those where the vowels are only approximate or else quite different, and occasionally even the rhymed consonants are similar than identical. Partial rhymes have been extensively used by poets like William Blake, Emily Dickinson, Gerard Manly Hopkins, W.B. Yeats and Wilfred Owen.

To illustrate the use of imperfect rhyme let us look at these lines from Wilfred Owen's poem

'Strange Meeting'

*Then, as I probed them, one sprang up, and stared
With piteous recognition in fixed eyes,
Lifting distressful hands as if to bless.*

*And by his smile, I knew that sullen hall;
 By his dead smile I knew we stood in Hell.
 With a thousand fears that vision's face was grained;
 Yet no blood reached there from the upper ground,
 And no guns thumped, or down the flues made moan.
 "Strange, friend," I said, "Here is no cause to mourn."
 "None," said the other, "Save the undone years,
 The hopelessness. Whatever hope is yours,
 Was my life also; I went hunting wild
 After the wildest beauty in the world,
 Which lies not calm in eyes, or braided hair,
 But mocks the steady running of the hour,
 And if it grieves, grieves richlier than here.*

(Poem courtesy: <http://www.poetryfoundation.org/>)

In these lines 'eyes' and 'bless'; 'hall' and 'Hell'; 'grained' and 'ground'; 'mourn' and 'moan'; 'years' and 'yours'; 'wild' and 'world'; 'hair', 'hour' and 'here' are imperfect rhymes.

iv. Eye-rhyme

When words whose endings are spelled in the similar manner and which were once perhaps pronounced in a similar way but acquired different pronunciations over time are termed eye-rhymes.

An example from Sarojini Naidu's 'Coromandel Fishers' will demonstrate the use of eye-rhyme.

*Sweet is the shade of the cocoanut glade, and the scent of the mango grove,
 And sweet are the sands at the full O' the moon with the sound of the voices we love.*

Here 'grove' and 'love' have the same ending '-ove' and thus look like rhyming words but the way they are pronounced is different. Thus they are called eye-rhymes.

v. Enclosed Rhyme

This is the rhyme scheme used in Petrarchan Sonnets. The first 8 lines of the sonnet (octave) follow the a-b-b-a, a-b-b-a rhyme scheme while the last six lines (sestet) follow the c-d, c-d, c-d rhyme pattern.

Given below is a sonnet by William Wordsworth which has enclosed rhyme. (From *The Golden Quill: An Anthology of Poetry*)

THE WORLD IS TOO MUCH WITH US

The world is too much with us; late and soon,	a
Getting and spending, we lay waste our powers;	b
Little we see in Nature than is ours;	b
We have given our hearts away, a sordid boon!	a
This sea that bares her bosom to the moon;	a

The winds that will be howling at all hours,	b
And are up-gathered now like sleeping flowers;	b
For this, for everything, we are out of tune;	a
It moves us not.- Great God! I'd rather be	c
A Pagan suckled in a creed outworn;	d
So might I, standing on this pleasant lea,	c
Have glimpses that would make me less forlorn;	d
Have sight of Proteus from the sea;	c
Or hear old Triton blow his wreathed horn.	d

vi. Terza rima

This is a rhyme scheme characteristic of poems with three-line stanzas. The first and the third line of a stanza rhyme with each other while the second line rhymes with the first and the third line of the following stanza. Thus we get a rhyme scheme: a-b-a, b-c-b, c-d-c and so on. This gives a sense of continuity to the poem especially in lengthy poems. It is also termed 'chain rhyme'. Dante has made use of terza rima in his famous Divine Comedy. We shall now look at the examples from the work of Sir Thomas Wyatt (1503-42). Following are lines from his "Second Satire" in which he has used terza rima.

My mother's maids, when they did sew and spin,	a
They sang sometimes a song of the field mouse,	b
That for because their livelihood was but so thin	a
Would needs go seek her townish sister's house.	b
She thought herself endured to much pain:	c
The stormy blasts her cave so sore did souse...	b

(Poem courtesy Poetry through the Ages: <http://www.webexhibits.org>)

vii. Ottava rima

The rhyme scheme which follows the abababcc rhyme scheme was first introduced by Giovanni Boccaccio in the poem 'Theseide' for the first time. Italian poetry has used this pattern in heroic epics and mock- heroic poems. Observe the rhyme scheme in the following lines.

I want a hero: an uncommon want,	(a)
When every year and month sends forth a new one,	(b)
Till, after cloying the gazettes with cant,	(a)
The age discovers he is not the true one;	(b)
Of such as these I should not care to vaunt,	(a)
I'll therefore take our ancient friend Don Juan—	(b)
We all have seen him, in the pantomime,	(c)
Sent to the devil somewhat ere his time.	(c)

viii. Internal rhyme

When two or more words in the same line of the verse rhyme it is called internal rhyme. This occurs at predictable locations within a verse line. Usually one word would be in the middle of the line and the rhyming word would be at the end. In another type of internal rhyme one word would be in one line and the rhyming word would be within the next line. Look at the following example to understand the use of:

*I am the daughter of Earth and Water,
And the nursling of the Sky;
I pass through the pores of the ocean and shores;
I change, but I cannot die*

(Poem courtesy: <http://www.nanascorner.com>)

In these lines 'daughter' and 'water' are examples of internal rhyme and so are 'pores' and 'shores'.

ix. Masculine rhyme

When the rhyme set consists of single stressed syllable it is termed masculine rhyme.

Look at the following lines from 'The Solitary Reaper' by William Wordsworth.

*I listened, motionless and still;
And as I mounted up the hill,
The music in my heart I bore,
Long after it was heard no more.*

(From A Handbook of Literary Terms pg: 270)

In these lines, still-hill and bóre-móre, are examples of masculine rhyme.

x. Feminine rhyme

When the rhyme set consists of a stressed syllable followed by an unstressed syllable it is called a feminine rhyme. As it consists of repetition of two syllables it is also termed double rhyme.

*Saucy pedantic wretch, go chide
Late school-boys and sour prentices
Go tell court-huntsmen, that the King will ride,
Call country aunts to harvest offices.*

The above lines are from John Donne's 'The Sun Rising'. Here Prentices –offices are an example of double rhyme.

xi. Triple rhyme

A rhyme set consisting of three syllables is called a triple rhyme. This is used to add a comical quality to a poem. Examples of triple rhyme would be the following pairs:

- a) Bending Steel and Tending Wheel
- b) Tripping Clown and Slipping Down.

(Courtesy: <http://wiki.answers.com>)

Check Your Progress 2

Identify the type of rhyme and list out the rhyme scheme in the following verses.

a. Laugh and be merry: remember, better the world with a song,

Better the world with a blow in the teeth of a wrong.

Laugh, for the time is brief, a thread the length of a span.

Laugh, and be proud to belong to the old proud pageant of man

Ans _____

b. They will be swift with swiftness of the tigress

None will break ranks, though nations trek from progress

Courage was mine, and I had mystery,

Wisdom was mine, and I had mastery;

Ans _____

c. All beings, beasts, men, planets, waters, move

Freed from the imprisoning frosts, acclaim their love

Ans _____

d. Milton! thou shouldst be living at this hour:

England hath need of thee: she is a fen

Of stagnant waters: altar, sword, and pen,

Fireside, the heroic wealth of hall and bower,

Have forfeited their ancient English dower

Of inward happiness. We are selfish men;

Oh! Raise us up, return to us again;

And give us manners, virtue, freedom, power

Ans _____

1.4 ALLITERATION

The repetition of the first consonant sound in a string of words is referred to as alliteration. It is a widely used literary device and adds to the appeal of poems and stories. Often the sound effect that is generated when we read the lines resembles the actual sound that is being described. According to *The Dictionary of Phonetics and Linguistics*, these days 'alliteration is used for special stylistic effects, such as to reinforce the meaning, to link related words or to provide tone colour and enhance the palpability of enunciating the words.'

You will understand the use of alliteration better with an example. Look at the following sonnet by William Shakespeare.

SONNET XXX

When to the sessions of sweet silent thought
 I summon up remembrance of things past,
 I sigh the lack of many a thing I sought,
 And with old wees new wail my dear time's waste;
 Then can I drown an eye, unused to flow
 For precious friends hid in death's dateless night,
 And weep afresh love's long-since-cancelled woe,
 And moan the expense of many a vanish'd sight.
 Then can I grieve at grievances foregone,
 And heavily from woe to woe tell o'er
 The sad account of fore-bemoaned moan,
 Which I new pay as if not paid before.
 But if the while I think on thee, dear friend,
 All losses are restored, and sorrows end.

-William Shakespeare

In the very first line, 'When to the sessions of sweet silent thought', we find the alliterative use of the sibilant sound /s/ and the sound /t/. This trend is continued in the next few lines. It almost gives the feeling that the poet is heaving sighs of grief in memory of his friend who is no more.

In the fourth line of the octave, 'And with old wees new wail my dear time's waste,' the repetition of the sound /w/ creates the impression of someone actually wailing. You can almost perceive it when you read the lines.

Similarly, we can sense the immense pain of the poet and can almost hear his moaning when we read the third line of the sestet, 'The sad account of fore-bemoaned moan'. The repetition of the /m/ and /n/sound creates such an effect.

ACTIVITY 1

Comment on the use of alliteration in the following lines from the poems.

i. ***"The day of his death was a dark cold day"***. It is a line from W.H .Auden's poem, *"In Memory of W.B. Yeats"*.

ii. ***"I caught this morning morning's minion, kingdom of daylight's
 dauphin, dapple-dawn-drawn Falcon, in his riding"***

Lines from Gerard Manly Hopkins, *"The Windhover."*

ACTIVITY 2

Tongue Twisters make use of alliterative devices. Read these tongue twisters given here and try to repeat them very fast a number of times. You could do this in a group and have a lot of fun. In fact you will realize it is the alliteration in these lines that makes the

tongue twisters difficult to say.

- i. She sells sea shells on the sea shore.
- ii. Peter Piper picked a peck of pickled peppers.
- iii. How much wood would a woodchuck chuck if a woodchuck could chuck wood?
- iv. Betty Botter bought some butter but the butter was bitter so she bought some better butter to make the bitter butter better.

1.5 ASSONANCE

According to Abrams and Harpham (2009: 19) "Assonance is the repetition of identical or similar vowels-especially in stressed syllables- in a sequence of nearby words." They go on to give an example from Keats' "Ode on a Grecian Urn" (1820):

Thou still unravished bride of quietness,

Thou foster child of silence and slow time...

In these lines there is the recurrent use of the long "i" as in 'bride' and 'quietness', 'silence' and 'time' and resulting in assonance.

It is found more often in verse than in prose and used quite often in English poetry. It creates the effect of internal rhyme within phrases or sentences.

Another example is a line from Gerard Manley Hopkins', 'God's Grandeur',

And all is seared with trade; bleared, smeared with toil;

Here the vowel sound "i", "Û" is repeated in 'seared', 'bleared' and 'smeared' and therefore, creates the effect of assonance.

Similarly, there is assonance because of the repetition of the /u:/ sound in the following line from Samuel Taylor Coleridge's "Frost at Midnight"

"That solitude which suits abstruser musings."

1.6 ONOMATOPOEIA

Parents of little children try to familiarize them with different kinds of animals by referring to the sounds produced by them. They point out to dogs as "bow bow" and cats as "meow meow". Similarly we have sounds like the 'buzz' of bees and the 'hiss' of snakes. These words resemble the actual sounds and are termed onomatopoeic words.

Onomatopoeia is the use of a word that imitates a sound. Poetry makes use of a string of words to create an onomatopoeic effect.

Abram and Harpham (2009:204) quote lines from Alfred Lord Tennyson's "Come Down, O Maid"

"The moan of doves in immemorial elms

And murmuring of innumerable bees"

Here you can actually visualize the moaning of the doves and the murmuring of innumerable bees. The sounds come alive as you read these lines.

Onomatopoeic words are used in prose and poetry to create effective auditory imagery. This will be discussed in detail in Unit 8 under 'Imagery'. Comics also make use of onomatopoeia sounds with the same purpose. Words such as 'boom', 'buzz', 'bang', 'slurp' etc. evoke auditory images in our mind.

Look at the following cartoon strip. It is from the popular Archies series. You will notice several onomatopoeic words being used here. They not only create vivid auditory images but also add an element of humor to the story line.



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However one should remember that onomatopoeic words need not necessarily have a one-to-one correspondence with the sounds they represent. This is the reason the same sound is described using different words in different languages. For example in English, “wham” is the sound used to describe the sound of a hard punch while in Hindi “dishum” is used for the same sound.

ACTIVITY 3

- Match the items in Column A with the appropriate sounds associated with them in Column B.

COLUMN A

- Bells
- Duck
- Sneeze
- Thunder
- Bikes
- Alarm Clock
- Cry

COLUMN B

- Rumble
- Beep
- Vroom
- Boo Hoo
- Jingle
- Quack
- Achoo

- Find out the onomatopoeic words in the following cartoon strip and create sentences of your own using them



1.6 LET US SUM UP

This unit has brought to your attention the various sound devices that are used by writers and particularly poets. You have seen many examples in which rhythm and different kinds of rhyme add to the musicality of the prose and poetry. Similarly you have also seen how sound devices such as alliteration, assonance and onomatopoeia have enlivened literary works.

1.7 KEY WORDS

Alliteration: The repetition of a speech sound in a sequence of nearby words. Usually the term is applied only to consonants, and only when the recurrent sound is made emphatic because it begins a word or a stressed syllable within a word. For example, in the sentence “Many minute miniature moments,” the sound /m/ is repeated at the beginning of all the four words.

Assonance: The repetition or similarity of vowel sounds in two or more words. For example – the repetition of the /u/ sound in “The Soul selects her own society”.

Onomatopoeia: The use of a word to imitate a sound. For example: boom, crunch, moo, buzz, tinkle.

Rhyme: Generally in poetry the last words of the lines match with each other in some form.. Either the last words of the first and second lines would rhyme with each other or the first and the third, second and the fourth and so on. Rhyme is basically similar sounding words like ‘cat’ and ‘hat’, ‘close’ and ‘shows’, ‘house’ and ‘mouse’ etc. Free verse poetry, though, does not follow this system.

Rhythm: A recognizable although varying pattern in the beat of the stresses or accents (the more forcefully uttered, hence louder syllables) in the stream of speech sounds.

1.9 ANSWERS

Check Your Progress 1

i-d, ii-a, iii-b, iv-e, v-c

Check Your Progress 2

a. End rhyme. Rhyme scheme: aabb

b. Imperfect rhyme. Rhyme scheme: aabb

c. Eye rhyme. Rhyme scheme: aa

d. Enclosed rhyme. Rhyme scheme: abba abba

Activity 1

- i. The /d/ sound that is repeatedly used reflects the harshness and finality of death.
- ii. Hopkins uses alliteration to strengthen his lines. He uses the “m” sound in the first line and the “d” sound in the second line to effectively portray the beauty of nature with the beautiful sound effects in his poem.

Activity 2

1. i-e, ii-f, iii-g, iv-a, v-c, vi-b, vii-d
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UNIT 2 SIMILE AND METAPHOR

2.0 Objectives

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2.0 OBJECTIVES

In this unit we shall introduce you to the concept of figures of speech and how they enhance the literary value of any text. You will be able to understand the role of a figure of speech in leaving a lasting impression on the mind of the reader/ listener and how it adds to the aesthetic value of the text. Though there are several figures of speech, in this unit we will look at the two that are commonly used –the simile and the metaphor. These two figures of speech are used for the purpose of comparing two ideas. However, there are differences in the way simile and metaphor are used for comparison. This unit will help you distinguish between these two as they are often confused.

2.1 INTRODUCTION

When a word or a group of words is used in a manner which is different from its ordinary use in language then it can be referred to as a figure of speech. This is a method frequently employed by writers to add that touch of distinction to their writing. The way the writer plays with words and is able to convey his/her message in an attractive and effective manner is a true test of his/her ability as a writer.

2.2 SIMILE

A simile is a figure of speech, in which two ideas are compared. Similes can be explicit or implicit and they create an image in the mind of the audience. Here are few examples which will help you understand what similes are.

- (i.) Sushil is as brave as a lion.
- (ii.) Sruthi is as wise as an owl.
- (iii.) Anjali's mother is a workaholic. She is always as busy as a bee.

Here we see that there is a comparison of two different entities as they share a particular quality. In (i.) above Sushil is described as being a brave person and he is compared to a lion which is known for its bravery. Similarly in (ii.) Sruthi is compared to an owl which is known for its wisdom and in (iii.) Anjali's mother is compared to the bee as she is always busy doing work.

An easy way to identify a simile is to check if the word 'as' or 'like' is used as either of these two words are almost always found in a simile.

However similes are not always so explicitly stated. Sometimes similes are implicit and require the audience to guess what feature or quality is the basis of the comparison. Look at the following statements

- (iv.) Rehaan's car moves like a snail.
- (v.) When Sunaina stepped out of the house in the morning she looked like a daisy.
- (vi.) Teresa's youngest son is like a lamb when compared to the other children in the family.

In (iv) Rehaan's car is said to move like a snail. The reader is expected to have prior knowledge that the snail moves very slowly and thus infer that Rehaan's car also moves really slowly. Similarly (v) presupposes that the audience is aware that the daisy is synonymous with "freshness" and thus Sunaina appears fresh as a daisy when she steps out in the morning. Finally in (vi) Teresa's youngest son is compared to a lamb. The lamb is often identified with the qualities of innocence and meekness and these have been attributed to Teresa's youngest son.

Check your progress 1

- A. Read the following poem and identify the similes used.

Flint

An emerald is as green as grass,
 A ruby red as blood;
 A sapphire shines as blue as heaven;
 A flint lies in the mud.
 A diamond is a brilliant stone,
 To catch the world's desire;
 An opal holds a fiery spark;
 But a flint holds a fire.

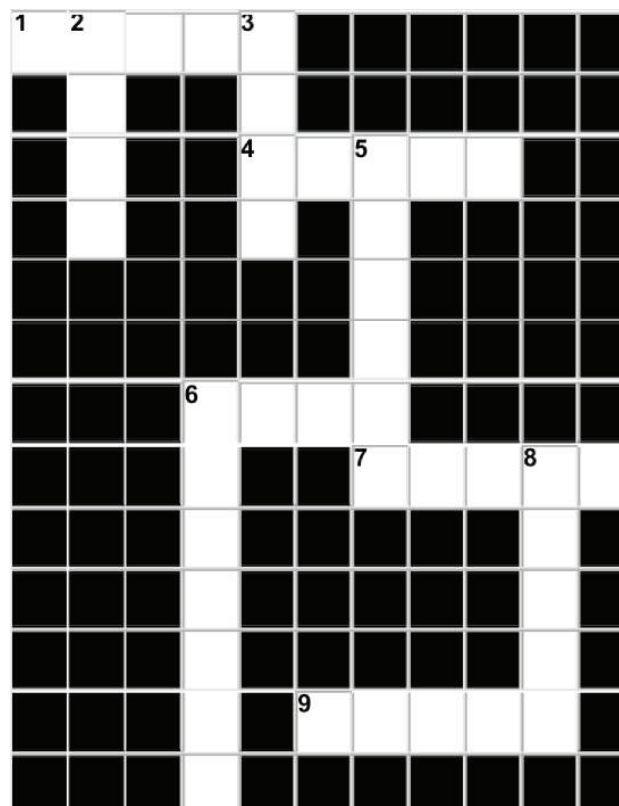
Christina Rossetti

1830-1894

- B. Make sentences with the similes you have identified.

Activity 1

Here is a crossword which will test your familiarity with popular similes. Read the clues given below and fill in the appropriate spaces.

Similes Crossword

Across:

- 1 as _____ as honey
 3 as _____ as a feather
 5 as _____ as cucumber
 7 To soar like an _____
 9 Fits like a _____

Down:

- 2 as _____ as an owl
 4 as _____ as a giraffe
 6 as _____ as a lamb
 8 Runs like a _____
 10 as _____ as life

Activity 2

The following activity is to help you brush up your writing skills by making use of similes. You will enjoy doing these activities while your writing will seem more attractive when you make use of similes.

- A. Write a description about yourself in about 10-15 lines using as many similes as you can. You could use descriptions such as the following:

'I have eyes as black as coal. I usually am as cool as a cucumber. I can run like a deer.

- B. Organize a group of 6-10 people. It could be your study group or your friends. Each member has to write a description of at least two persons in the group. This could be about 5-10 sentences and should include the use of similes. However the identity of the people described should not be revealed. The descriptions should be collected and jumbled. One person should act as the mediator and pick up one description at random and read it aloud. Others in the group should guess who is being described.

Check your progress 2

Here is an excerpt from the poem 'To a Skylark' by Percy Bysshe Shelley. The poet has created a vivid picture about the skylark and its song. He has made use of many similes which add to the beauty of this poem. Read the poem and answer the questions that follow.

To a Skylark

*Hail to thee, blithe Spirit!
 Bird thou never wert -
 That from Heaven or near it
 Pourest thy full heart
 In profuse strains of unpremeditated art.*

*Higher still and higher
 From the earth thou springest,
 Like a cloud of fire;
 The blue deep thou wingest,
 And singing still dost soar, and soaring ever singest.*

*In the golden lightning
 Of the sunken sun,
 O'er which clouds are bright'ning,*

*Thou dost float and run,
Like an unbodied joy whose race is just begun.*

*The pale purple even
Melts around thy flight;
Like a star of Heaven,
In the broad daylight
Thou art unseen, but yet I hear thy shrill delight-*

*Keen as are the arrows
Of that silver sphere
Whose intense lamp narrows
In the white dawn clear,
Until we hardly see, we feel that it is there.*

*All the earth and air
With thy voice is loud,
As, when night is bare,
From one lonely cloud
The moon rains out her beams, and Heaven is overflowed.*

*What thou art we know not;
What is most like thee?
From rainbow clouds there flow not
Drops so bright to see,
As from thy presence showers a rain of melody: -*

*Like a Poet hidden
In the light of thought,
Singing hymns unbidden,
Till the world is wrought
To sympathy with hopes and fears it heeded not:*

*Like a high-born maiden
In a palace-tower,
Soothing her love-laden
Soul in secret hour
With music sweet as love, which overflows her bower*

Like a glow-worm golden

*In a dell of dew,
 Scattering unbeholden
 Its aërial hue
 Among the flowers and grass which screen it from the view:
 Like a rose embowered
 In its own green leaves,
 By warm winds deflowered,
 Till the scent it gives
 Makes faint with too much sweet these heavy-wingéd thieves:
 Sound of vernal showers
 On the twinkling grass,
 Rain-awakened flowers -
 All that ever was
 Joyous and clear and fresh - thy music doth surpass*

Glossary

Blithe: Happy, carefree.

Profuse strains of unpremeditated art: Idea similar to Wordsworth's definition that poetry is 'the spontaneous overflow of powerful emotions.'

Blue deep thou wingest: Flies across the blue skies.

Unbodied: The bird is a spirit and thus lacks a body of flesh and blood.

Pale Purple: The bird becomes invisible in the pale purple color of the evening, just as stars become invisible in daylight.

Silver sphere: The moon.

Unbidden: Spontaneously.

i. What is the perception of the skylark and its song that is created in your mind after reading the poem?

ii. List out at least five similes used by the poet in the poem.

iii. Do you think the use of similes made the poem more vivid? If yes, explain how.

2.3 METAPHOR

The word metaphor has its origin in the Greek word 'methapherein' which means to transfer or carry over. Metaphors transfer meaning from one word, image or idea to another. The Oxford English Reference Dictionary (1995) defines metaphor as follows:

"The application of a name or descriptive term or phrase to an object or action to which it is imaginatively but not literally applicable."

In other words a metaphor is a figure of speech which shows something different from the literal meaning. It is a comparison between two dissimilar things that actually share some important quality. The comparison is not always obvious. Given below are a few examples sentences with metaphors.

- (i) Shreya has a heart of stone.
- (ii) You had better pull your socks up.
- (iii) It is raining cats and dogs.

In (i). Shreya is described as having a heart of stone. If we try to interpret the literal meaning of this sentence then it would defy logic as it is impossible for a human being to have a heart made of stone. Instead we have to make sense of the implied meaning which indicates that Shreya is a very hard hearted person having no compassion or mercy. The image evoked in our mind is that her heart is hard and impenetrable like a stone.

Similarly (ii.) is an advice to somebody who has not been doing his/her work properly. Asking someone to 'pull their socks up' implies that one needs to stop being irresponsible and start working properly. In sentence (iii.) 'raining cats and dogs' indicates that it is raining heavily. You now see that if the above sentences are taken literally they seem absurd. However to understand the figurative meaning of these sentences the audience has to infer from the context what has been implied.

You might have noticed that a metaphor has two elements. One is the subject and the other is the metaphorical term which is applied to it. I.A.Richards, terms the subject as tenor and the metaphorical term as vehicle. For example in (i) above Shiela's 'heart' is the tenor and 'stone' is the vehicle.

Sometimes the tenor is not specifically mentioned, it is only implied. In such a case we call it an implicit metaphor. To explain this further we will give an example.

"...while discussing someone's death, " That reed was too frail to survive the storm of its sorrows," the situational and the verbal context of the term "reed" indicates that it is the vehicle for an implicit tenor, a human being, while "storm" is the vehicle for an aspect of a specified tenor, "sorrows". (A Handbook of Literary Terms: 108)

Purpose of Metaphors

You must be curious about the use of metaphors in language. The primary purpose is their use as a literary device which adds to the ornamental value of the spoken or written text. In addition to this they aid in the better understanding of the object or idea by creating an effective word-picture in our mind. This is successfully achieved with minimal use of words instead of long-winding descriptions. Metaphors provoke the imagination and have the audience actively involved in guessing what is implied. Some metaphors however have been used so often that they have become part of everyday language. You might have heard and even used some of them at some point in your life. The metaphors are given in bold font in the sentences listed below.

1. *Necessity is the mother of invention.*

When one is faced with desperate circumstances or there is a dire need of resources then one tends to be creative and is able to come up with new ideas. Thus when there is a requirement one begins to think creatively. 'Mother' in this context means the source or beginning.

2. *We had a ball of a time at the Fresher's party.*

Having a ball of a time means that one is having a wonderful time.

3. *Nancy hatched a new plan to catch the culprits.*

To hatch a new plan means to devise or to come up with a new plan. It evokes the image of an egg hatching, therefore the origin of something.

4. *As the World Cup season is on, Mathew has transformed into a couch potato.*

To be a couch potato means to be really lazy and inactive. Here Mathew is referred to as the couch potato as he is perpetually in front of the television watching the world cup matches.

5. *My nephew Daniel is the apple of my eye.*

Generally when someone or something is very precious we refer to them as being the apple of our eye.

6. *He has a heart of gold.*

When we say someone has a heart of gold we mean that one is very kind hearted and compassionate.

7. *The new professor was a light in a sea of darkness.*

It is a common fact that light dispels darkness. Similarly the professor becomes the light that perhaps has dispelled the prevailing darkness of ignorance.

8. *Mamta seemed as if she bore the weight of the world on her shoulders.*

When someone seems upset or burdened with many problems, it appears as though the person is carrying a lot of weight on his/her shoulders.

9. *Ben could not digest the news when he heard it.*

Digesting here, in this context means acceptance of news. Ben found it hard to accept the news.

10. *Gulmarg was covered in a blanket of snow.*

Blanket of snow indicates a thick layer of snow that has covered a particular place.

Activity 3

Look at the sentences in Column 1. The metaphors used are given in bold. Column 2 has phrases which are meanings of the metaphors used in Column 1. Match the metaphors used in Column 1 with their meanings given Column 2

COLUMN 1

- a. My memory of the event is foggy.
- b. My dad was boiling mad
- c. The teacher got to the bottom of the problem.
- d. Alice was thrilled when her idea began to bear fruit.
- e. Rohan steered clear of any discussion about his results.
- f. The lawyer's opinion was difficult to swallow.
- g. Sarin decided to market himself as a event manager.
- h. The teenage boy's stomach was a bottomless pit.
- i. They showered the birthday girl with gifts.
- j. Mary stole the spotlight with her performance.

COLUMN 2

- 1. Provide in abundance.
- 2. The centre of attention.
- 3. Hard to accept
- 4. Unclear
- 5. Not easily satisfied
- 6. Finding the source of something.
- 7. Produce results.
- 8. Avoid or stay away
- 9. Very angry.
- 10. Promote or present in an attractive way

2.3.1 Extended Metaphor

Now that you have understood what a metaphor is, we will now introduce you to the concept of extended metaphor. When a writer uses a metaphor which runs through his/her entire work- be it a poem, a story or any literary work we can say that an extended metaphor has been used. For example, one of the favorite metaphors of poets and writers is the one which compares life to a journey. You might have heard or read statements like, 'Life is a journey from womb to tomb'; 'Life is a journey, travel it well.' One of Robert Frost's most celebrated poems, 'The Road Not Taken' makes use of the metaphor of life being a journey. This metaphor runs through the entire poem.

The Road Not Taken

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

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

And both that morning equally lay

In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

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

-Robert Frost

(From 'The Golden Quill'- An Anthology of Poetry)

In keeping with the spirit of the metaphor that life is a journey, Frost, very vividly describes how we are often faced with choices in life in these lines 'Two roads diverged in a yellow wood,' and concludes saying that "I took the one less traveled by, And that has made all the difference". The choices we make in our lives make all the difference. The poet is satisfied with his choice of treading the path that few people have chosen.

2.3.2 Mixed Metaphor

When the writer merges two or more metaphors which do not normally go together, we call this a mixed metaphor. Look at the following sentence.

"The early bird gathers no moss." Darin_Scheff. (www.herussler.tripod.com)

This quote conjoins two metaphors, 'The early bird catches the worm', and 'A rolling stone gathers no moss.' The former means that if you begin something early you stand a better chance of success while the latter means that if someone is active then s/he will not be lethargic and thus will not stagnate.

Sometimes the metaphors may seem so incongruous that they may even seem ridiculous. This often creates a comic effect as the writer is insensitive to the literal meaning of words. For example, 'I was the mother hen to all these little ducks.'

An example of mixed metaphor from literature is given here. In Shakespeare's 'Hamlet' the protagonist wonders:

*"To be, or not to be-that is the question;
Whether 'tis nobler in the mind to suffer
The slings and arrows of outrageous fortune
Or to take arms against a sea of troubles,
And by opposing end them"*

Shakespeare makes use of the metaphor of 'slings and arrows' of fortune and the metaphor of the sea of troubles in the same dialogue to indicate Hamlet's dilemma.

2.3.3 Dead metaphor

A metaphor which has been used so often that it has lost its original literal meaning. This is also called frozen metaphor or historical metaphor. Due to their extensive usage, dead metaphors can be understood even without the knowledge of their earlier connotation.

For instance 'heart of the matter', 'to lend a hand' are phrases that come so naturally to us that we do not realize that they are metaphors.

2.4 Metaphor and Simile

In this unit we have been introduced to the two figures of speech- simile and metaphor. We have seen that both the figures of speech are used for the purpose of comparing two unrelated ideas or objects. As a result they are often confused with each other. So how do we differentiate between the two? A simple difference is that metaphors do not make an explicit use of words such as 'like ' and 'as' which is often used in the case of similes. Metaphors simply state that something is something else. Yet metaphors sound more forceful and are more suggestive. You have read about similes and metaphors in the preceding sections. Can you differentiate between the two? Attempt the following activity and check your responses with the answers given at the end of the unit.

Activity 4

Classify the following as a simile or a metaphor and give appropriate reason for your choice.

- i. Arun is as smart as a fox.
- ii. Rajiv's sharp business acumen has earned him the reputation of being a fox in the fraternity.
- iii. Dheeraj kicks like a mule.
- iv. Neeru is as stubborn as mule
- v. Jesus is the Lamb of God.
- vi. Maithri is as gentle as a lamb.
- vii. The children were as quiet as mice suggesting that they were up to something.
- viii. He is such a mouse; it is surprising that he is the principal of a school.
- ix. Prithvi ran as fast as a speeding bullet.
- x. Preeja was a speeding bullet on the tracks today.

2.5 SYNECDOCHE

Synecdoche is a Greek word which means "taking together". It is a figure of speech that is classified as a sub-species of metaphor. When a part of an object refers to the whole or (more rarely) when the whole refers to the part then a synecdoche has been used. We shall illustrate the use of synecdoche is with the following examples.

Synecdoche can be used in the following ways.

i. A part of something can be used to refer to the whole:

- a. When a worker is referred to as "hands", e.g. Many hands make light work; All hands on deck!
- b. It is common to use "wheels" for an automobile- a car or a bike, e.g. Has Kevin got wheels?

ii. A whole thing can be used to refer to a part of it:

- a. When we read a headline that 'India won the World Cup' we understand that it is the Indian cricket team that has won. Here India refers to the Indian team.
- b. 'Curbing the crime in the city is in the hands of the law.' Hands of law here refer to

the police.

iii. A specific class of thing is used to refer to a larger, more general class:

- a. Use of the brand name Xerox which has become synonymous with photocopying , as in 'Please xerox these notes for me.'
- b. Using Band-Aid for any brand of adhesive bandage.

v. An object is referred to by the material it is made of:

- a. 'Where have you forgotten your glasses?' Here glasses stand for spectacles.
- b. 'I buy all my silks from Kancheepuram.' The silk here refers to the common Indian attire- the Saree.

vi. A container is used to refer to its contents:

- a. They struck a deal to import barrels from the Gulf for a year.

Synecdoche frequently used as a literary device particularly in sonnets. In Petrarchan sonnets the beloved is often described in terms of the various parts of the anatomy.

One of most famous speeches of all times is that of Marc Antony's in Shakespeare's 'Julius Caesar'. In Act iii Scene ii Marc Antony begins with this line, "Friends, Romans, countrymen, lend me your ears." By using the words 'ears' he means that the people should pay attention to him and closely follow every word he is going to speak.

2.6 METONYMY

Metonymy is a Greek word which means "a change of name". It is a figure of speech where a thing or concept is not called by its own name, but by the name of something intimately associated with that thing or concept. For instance, "sweat" is used as a metonym for hard work. We will list out some more examples of metonymy.

- i. We were introduced to Shelley in high school. (Referring to his poems.)
- ii. He is a Tendulkar in the making. (Comparison with the batsman Sachin Tendulkar's cricketing abilities.)
- iii. Sheila plays Beethoven beautifully. (Referring to his music.)
- iv. The White House condemned the attacks on the Twin Towers. (Referring to the President and staff of the United States.

Metonymy can be confused with synecdoche. Both are sub-species of metaphor. However we will try to distinguish between the two based on the following example.

When A is used to refer to B, it is a synecdoche. if A is a component of B and a metonym if A is commonly associated with B but not actually part of its whole. Thus, "The White House said" would be a metonymy for the president and his staff, because the White House (A) is not part of the president or his staff (B) but is closely associated with them. On the other hand, "20,000 hungry mouths to feed" is a synecdoche because mouths (A) are a part of the people (B) actually referred to. (Wikipedia)

Metonymy is considered to be a sub-species of metaphor. Though both involve a substitution there is a distinction between them. Metaphor involves a substitution based on some specific similarity whereas in metonymy an associated element is used as the substitute.

One example of a simple sentence that displays synecdoche, metaphor, and metonymy is: "Fifty keels ploughed the deep", where "keels" is the synecdoche, as it names the whole (the ship) after a particular part (of the ship); "ploughed" is the metaphor, as it substitutes the concept of ploughing a field for moving through the ocean; and "the deep" is the

metonym, as "depth" is an attribute associated with the ocean.

2.7 PERSONIFICATION

Personification metaphorically represents an animal or inanimate object as having human attributes--attributes of form, character, feelings, behavior, and so on. Ideas and abstractions can also be personified. (Harris, 2009)

- *The ship began to creak and protest as it struggled against the rising sea.*
- *Wisdom cries aloud in the streets; in the markets she raises her voice*--Psalm 1:20 (RSV; and cf. 1:21-33)

Personification serves to make an abstract concept more concrete and thus more real for the audience. In the example given above, wisdom is seen to cry out and draw attention like a desperate woman. This is to signify the ignorance of mankind which disregards wisdom that is easily accessible. Man has prioritized other worldly things over wisdom.

Look at the following line from John Keats' *Ode On A Grecian Urn*.

*Thou still unravish'd bride of quietness,
Thou foster-child of silence and slow time,
Sylvan historian, who canst thus express-*

In these lines Keats addresses the urn which is an inanimate object. Keats personifies the urn by calling it an unravished "bride". He means that the urn is still intact and has not been destroyed over the ages. The urn is referred to as the "foster-child of silence and slow time." Here silence and time are also personified. They are called the foster parents of the urn. Time which is sometimes known to be a destroyer has for a change played the role of a preserver and protected the urn. Further, in the third line, the urn is called a 'Sylvan historian'. This is because of the rustic images depicted on the urn makes it a recorder of the past events, thus a historian.

2.8 LET US SUM UP

This unit has introduced you the literary devices commonly found in literary works such as simile and metaphor. You might have realized their potential to make a written piece or a conversation more vivid. You were also introduced to the different kinds of metaphors such as extended metaphor, mixed metaphor and dead metaphor. Further you were introduced to sub-species of metaphors namely, synecdoche, metonymy and personification. These concepts were illustrated through various examples from literature. We hope you will have gained the confidence make use of these literary devices in your own writings.

2.9 KEY WORDS

Simile: A figure of speech that compares two different things by employing the words "like" or "as". For e.g. Her skin was as cold as ice.

Metaphor: A figure of speech which shows something different from the literal meaning. It is a comparison between two dissimilar things that actually share some important quality. The comparison is not always obvious. For e.g. The river snakes its way through the valley.

Extended Metaphor: A metaphor which runs through the entire literary piece- be it a poem, a story or any literary work.

Mixed Metaphor: When the writer merges two or more metaphors which do not normally go together we call this a mixed metaphor. For e.g. "When I graduate I hope to become a well-

oiled cog in the beehive of industry.

Dead Metaphor: A metaphor which has been used so often that it has lost its original literal meaning. This is also called frozen metaphor or historical metaphor. For e.g. "the leg of the table."

Synecdoche: A figure of speech in which a part is named and the whole is understood (e.g. ten heads for ten people), or the whole is named but a part is understood (India beat Sri Lanka in the World Cup final.)

Metonymy: A figure of speech where a thing or concept is not called by its own name, but by the name of something intimately associated with that thing or concept. For e.g. 'The mercury has been showing a steady rise which means it is going to be a harsh summer.'

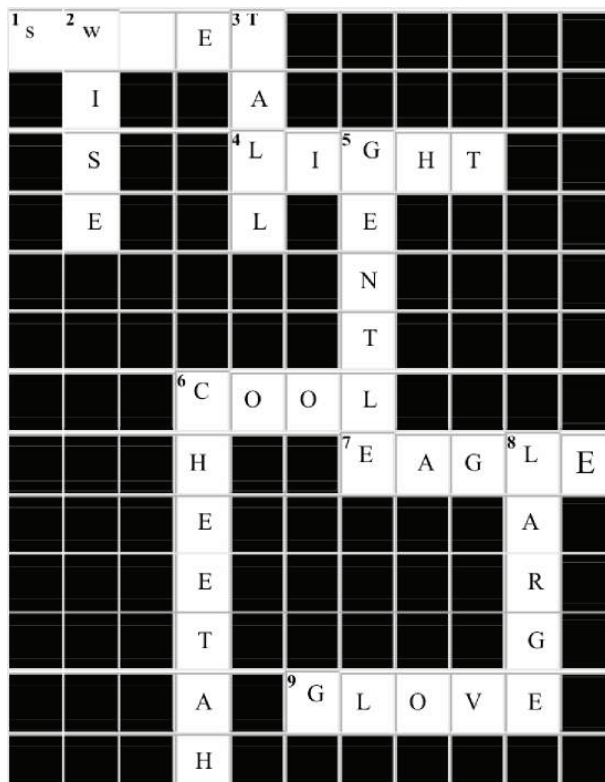
Personification: Metaphorically it represents an animal or inanimate object as having human attributes--attributes of form, character, feelings, behavior, and so on. Ideas and abstractions can also be personified. For e.g. The ship began to creak and protest as it struggled against the rising sea.

ANSWERS

Check your progress 1

- A. The similes used are: As green as grass; As red as blood; As blue as heaven.
- B. i. Rita's dress looked as green as the grass.
 ii. Jitin's eyes were filled with anger and looked as red as blood.
 iii. The waters of the ocean looked as blue as the heavens above.

Activity 1



Check your progress 2

- i. The Skylark symbolizes a sense of freedom which is also reflected in its song. The bird seems to possess a divine quality which has enthralled the poet. It sings melodies which are found to soothe and inspire those listening. The poet compares the bird to a poet, a maiden, a glow-worm and a rose. It appears as though the bird is untouched by sorrow and negativity and thus its song is full of joy. The bird seems to be a supernatural creature and the poet seeks to gain wisdom from its song.
- ii. Some of the similes used in the poem are as follows
 - a. The poet compares the skylark to a cloud of fire that rises from the earth to great heights.
 - b. The bird is compared to a star that remains invisible during daylight. It becomes invisible to the poet when evening comes.
 - c. The bird is compared to a poet deep in thought. Just as a poet expresses his thoughts spontaneously so also the bird sings its songs freely.
 - d. The bird is compared to an affluent maiden who is consoling her beloved singing sweet songs to him in secret. Similarly the skylark's melodious songs are a consolation to those who hear it.
 - e. The skylark is compared to a golden glow worm that spreads its hue to the surroundings. Similarly the bird adds a dash of colour to its surroundings.
 - f. The skylark is compared to a rose. The rose is ravaged by the winds which then spread its sweet fragrance to the surroundings. Similarly the sweet music of the skylark is reverberating in the environment.
- iii. Yes, the similes have made the poem very vivid. There are so many images that are conjured up in the mind's eye. We can almost feel the skylark hovering above our heads and singing its sweet melodies. From the very first simile which compares the bird to a cloud of fire we can perceive every movement and every note sung by the bird because of the language laden with literary devices. When the poet describes the bird "like an unbodied joy" we attribute a divine quality to the skylark. Later on the descriptions which compare the bird with the star only adds to its ethereal image. This is followed by a series of comparisons which adds to the imagery and leaves a beautiful word picture in the mind's eye.

Activity 3

a-4, b-9, c-6, d-7, e-8, f-3, g-10, h-5, i-1, j-2

Activity 4

- i. Arun is as smart as a fox.- Simile. The use of 'as...as' indicates that it is a simile. Arun has a quality of smartness that is a prominent trait of the fox.
- ii. Rajiv's sharp business acumen has earned him the reputation of being a fox in the fraternity. Metaphor. Though the two are quite dissimilar there is a common ground for comparison. The fox is known to be very sharp and cunning. Rajiv has a sharp business acumen and therefore he is being called a fox.
- iii. Dheeraj kicks like a mule. Simile. The use of 'like' indicates that it is a simile. The mule is known for its powerful kick and Dheeraj seems to have this quality too.
- iv. Neeru is as stubborn as mule. Simile. The use of 'as...as' indicates that it is a simile. The mule is renowned for its stubbornness. Neeru is found to have this quality too.
- v. Jesus is the Lamb of God. Metaphor. The lamb was often the sacrificial offering. Jesus is believed to be sent by God to become the sacrifice for mankind's sins. Thus, He is called the Lamb of God.

- vi. Maithri is as gentle as a lamb. Simile. The use of 'as...as' indicates that it is a simile. Maithri has the quality of gentleness which is typical of a lamb.
- vii. The children were as quiet as mice suggesting that they were up to something. Simile. The use of 'as...as' indicates that it is a simile.
- viii. He is such a mouse; it is surprising that he is the principal of a school. Metaphor. The principal perhaps is a very quiet and unassuming person and thus, called a mouse.
- ix. Prithvi ran as fast as a speeding bullet. Simile. The use of 'as...as' indicates that it is a simile.
- x. Preeja was a speeding bullet on the tracks today. Metaphor. Preeja ran so fast that she seemed like a speeding bullet on the running tracks.

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UNIT 3 IRONY, PARADOX, ANTITHESIS

3.0 Objectives

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3.2.1.2 Situational Irony

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Answers

3.0 OBJECTIVES

After going through this unit you will be familiar with the use of literary devices, namely

- i. irony
- ii. paradox
- iii. antithesis

You will be able to identify the use of such devices in literary works and also make use of such devices in your writing.

3.1 INTRODUCTION

Contrast and contradiction are woven into everything around us. There is poverty as well as luxury; joy as well as pain, light as well as darkness, health as well as sickness surrounding us. Literature of any time and age takes inspiration from the social milieu. It inevitably mirrors the contradictions and contrasts that exist in society too. Writers make use of literary devices such as irony, paradox and antithesis to depict such contradictions. Instead of describing reality in a mundane and monotonous manner these devices help paint a picture of reality in a fascinating and creative manner. In the following sections you will be introduced to the different types of irony as well as the use of paradox and antithesis. Irony is used quite often in our daily transactions though we may not realize it. We may not be overtly conscious that we are producing an ironical statement. However, paradox and antithesis are more consciously produced.

3.2 IRONY

When we use words to convey the opposite of what is being said it is called irony. The intended meaning is in contradiction to the literal meaning of the word/s. For example, if a girl who eyes are red with crying and looks visibly upset says, "It has been a wonderful day indeed!", we can say that she is using the device of irony. In fact, it must have a terrible day for her but she expresses it by making a statement with the opposite meaning. If for instance you see a person spitting on the road and you comment, "What a cultured society we live in these days!" you are being ironical.

These statements are examples of verbal irony. This type of irony is commonly used by people. In the next section we will be discussing the different types of irony.

3.2.1 TYPES OF IRONY

There are different types of irony that have been employed in literature over the ages. Some of them are listed below.

- i. Verbal Irony
- ii. Situational Irony
- iii. Dramatic Irony
- iv. Socratic Irony

In this unit we will discuss the three most important ones i.e. verbal, situational and dramatic irony.

3.2.1.1 VERBAL IRONY

Abrams and Hartman (2009:146) define verbal irony as "a statement in which the meaning that a speaker employs is sharply different from the meaning that is ostensibly

expressed.” In other words there is a difference between what is expressed and what is intended by the speaker. A person’s statement may reflect a particular feeling but other factors such as the tone, the facial expressions, body language etc. may indicate a totally opposite stance. As mentioned before verbal irony is commonly used by people in day to day life. For instance a common reaction of people when something disappointing or unexpected happens is to exclaim, “That’s great!” An example would be when you are awaiting the arrival of a guest at the railway station and you hear an announcement that the train is going to be two hours late. You might react saying “Great!”, but there is nothing grand about the train’s delay, rather it’s a way expressing your frustration. Another example would be when you are all set to go out for a picnic with your friends and suddenly it starts raining. You might react in a similar manner.

Now we will look at some examples from literature where verbal irony has been used. We are sure you might have read at least one play by the greatest dramatist of all times, William Shakespeare. His works are replete with different types of irony.

In Shakespeare’s play ‘Julius Caesar’, we come across Brutus who is a trusted friend of Caesar. However ambition blinds him and he becomes instrumental in the assassination of Caesar. Marc Anthony knows that Brutus is behind Caesar’s death. He makes a statement “Yet Brutus says he was ambitious; And Brutus is an honorable man”. Here a trusted friend is responsible for Caesar’s murder. Marc Anthony’s statement is ironical. He seems to be suggesting that if an honorable man kills to achieve his ambition it is acceptable, but in reality he is condemning the act

Jane Austen’s ‘Pride and Prejudice’ is steeped in irony. The opening line of the novel sets the tone for the entire narrative. “It is a truth universally acknowledged that a single man in possession of a good fortune must be in want of a wife.” Austen’s ironic remark draws attention to the courtship traditions of those times. The underlying irony is that in those times women were actually on the lookout for well-to-do bachelors and not vice versa.

Now that we have seen a few examples of irony we must bear some points in mind when using it. Timing is a crucial factor when using verbal irony. If it is not correctly timed, it may lead to a lot of misunderstanding. One must know when it is appropriate to use verbal irony. If not spoken with the proper intonation and out of context, it may offend people or confuse them. Wikipedia sums it up effectively, ‘Thus, verbal irony, in its essence, requires the right understanding of circumstance, attitude, and most importantly, timing.’

Check Your Progress 1

1. Can you identify the verbal irony in the following lines from famous works of English Literature?

i. Huck says, “But Tom Sawyer he hunted me up and said he was going to start a band of robbers, and I might join if I would go back to the widow and be respectable.” (From ‘The Adventures of Huckleberry Finn’ by Mark Twain.)

ii. “And as to the young laborers, they are now in as hopeful a condition; they cannot get work, and consequently pine away for want of nourishment, to a degree that if at any time they are accidentally hired to common labor, they have not strength to perform it; and thus the country and themselves are happily delivered from the evils to come.” From ‘A Modest Proposal’ by Jonathan Swift.

3.2.1.2 SITUATIONAL IRONY

When in a particular situation the actual consequence is completely contradictory to the one that is expected, we call it an irony of situation or irony of events or according to a more recent terminology- situational irony. Wikipedia quotes Lars Ellestrom's definition of situational irony as "a situation where the outcome is incongruous with what was expected, but it is also more generally understood as a situation that includes contradictions or sharp contrasts."

When we read a story or a poem we tend to conceive how the narrative will proceed and how it will conclude. However, we are in for a surprise when the conclusion is a totally unexpected one. If the writer weaves a tale with a least expected climax and which appeals to the audience, therein lies his/her success.

O'Henry, the master story teller is known for the surprise elements that he incorporates into his short stories. A favorite among children is the 'Gift of the Magi' which describes the angst of a husband and wife who want to get a Christmas gift for each other. They have paucity of funds. Each one sells a valued possession and buys a gift for the other. The husband sells his prized pocket watch, a priceless heirloom and buys combs for his beloved's beautiful hair. Meanwhile the wife gets the very same crowning glory cut and sells it to a wig maker in exchange for money to buy her husband a chain for his prized possession. In the end neither of them can make use of the gifts they have received. That is the situational irony that O'Henry has created in this story.

Yet another instance of situational irony can be seen in Chaucer's 'The Canterbury Tales'. In the Prologue to 'The Pardoner's Tale' we find the protagonist preaching against greediness. The purpose of his preaching is actually to convince people who are guilty to buy his pardons and to buy religious relics as a sign of atonement. This way he can earn to satisfy his hunger for money. Thus, he himself is found to be guilty of being materialistic and selfish. This reinforces the truth of the popular saying that preachers never practice what they preach.

William Shakespeare has used several instances of situational irony in his tragedies, 'Macbeth' and 'Othello'. We will discuss one case in point from the 'The Tragedy of Othello'. Iago is known for his honesty and trustworthiness and takes full advantage of this fact to manipulate the various characters such as Desdemona, Cassio and Emilia. Othello's blind trust in Iago is the root cause of the misfortunes that befall the protagonists of the play. In Act II Scene III we read about Othello's immense trust in Cassio. It is said that he "prizes the virtue that appears in Cassio and looks not on his evils" (2. 3. 121-122). In Act III Scene III, Othello also tells Iago that he trusts Desdemona: "Nor from mine own weak merits will I draw the smallest fear or doubt of her revolt,..."(3. 3. 187-188). However, later in the play we find that Iago succeeds in poisoning Othello's mind to such an extent that he believes that Cassio is having an affair with his wife Desdemona. The situational irony becomes obvious when Othello transforms into a jealous man and distrusts both Cassio as well as his beloved Desdemona. His mind is plagued with fear and suspicion which escalates over time and ultimately leads to the tragic death of Desdemona at the hands of Othello.

3.2.1.3 COSMIC IRONY or IRONY OF FATE.

Situational Irony is also sometimes referred to as Cosmic Irony or the Irony of fate. The latter is closely linked with the former. Cosmic irony has been defined in Dictionary.com as follows:

'The idea that fate, destiny, or a god controls and toys with human hopes and expectations; also the belief that the universe is so large and man is so small that the universe is indifferent to the plight of man;'

According to Greek mythology the gods, also known as Fates, would create difficulties for mortals for their own entertainment. Thus the coinage 'irony of fate' came into use.

This device has been used very aptly in Stephen Crane's "The Open Boat". He has used the symbols of isolation, insignificance and indifference. Isolation means being separated or alienated. Here the boat is isolated from the shore. Though the people on the boat consider the boat to be large and important, the people on the shore consider it otherwise. They just treat it as one of the several objects on the sea. This could be seen as a reflection of man versus society.

When something is seen as irrelevant or unimportant it is considered insignificant. The small boat in the vast ocean reiterates the insignificance of the small boat. The boat which seems very large to the people on board is insignificant in comparison to the sea and the sea is insignificant when compared to the universe as a whole.

The ocean can be seen as representing the gods and the small boat as symbolic of man. The powerful ocean does not seem to care one bit for the small boat sailing in it. This portrays the indifference that is central to cosmic irony.

Abrams and Harpham (2009: 148) describe cosmic irony as Thomas Hardy's favorite structural device. "In his 'Tess of the D'Urbervilles (1891)' the heroine, having lost her virtue because of her innocence, then loses her happiness because of her honesty, finds it again only by murder, and having been briefly happy, is hanged. Hardy concludes: 'The President of the Immortals, in Aeschylean phrase, has ended his sport with Tess.'"

Activity 1

Read this poem and answer the questions given below.

THE MUSICAL INSTRUMENT

What was he doing, the great god Pan,
Down in the reeds by the river?
Spreading ruin and scattering ban,
Splashing and paddling with hoofs of a goat,
And breaking the golden lilies afloat
With the dragon-fly on the river.

He tore out a reed, the great god Pan,
From the deep cool bed of the river:
The limpid water turbidly ran,
And the broken lilies a-dying lay,
And the dragon-fly had fled away,
Ere he brought it out of the river.

High on the shore sat the great god Pan
While turbidly flowed the river;
And hacked and hewed as a great god can,
With his hard bleak steel at the patient reed,
Till there was not a sign of the leaf indeed
To prove it fresh from the river.

He cut it short, did the great god Pan,
(How tall it stood in the river!)
Then drew the pith, like the heart of a man,
Steadily from the outside ring,
And notched the poor dry empty thing
In holes, as he sat by the river.

'This is the way,' laughed the great god Pan
(Laughed while he sat by the river),
'The only way, since gods began
To make sweet music, they could succeed.'
Then, dropping his mouth to a hole in the reed,
He blew in power by the river.

Sweet, sweet, sweet, O Pan!
Piercing sweet by the river!
Blinding sweet, O great god Pan!
The sun on the hill forgot to die,
And the lilies revived, and the dragon-fly
Came back to dream on the river.

Yet half a beast is the great god Pan,
To laugh as he sits by the river,
Making a poet out of a man:
The true gods sigh for the cost and pain, —
For the reed which grows never more again
As a reed with the reeds in the river.

-Elizabeth Barrett Browning (Courtesy: <http://www.poemhunter.com>)

- i. Why do you think Pan was 'spreading ruin' by the riverside and destroying the reeds?

- ii. 'This is the way,' laughed the great god Pan

(Laughed while he sat by the river),

'The only way, since gods began

To make sweet music, they could succeed.'

What is meant by 'the way' in the context of this poem?

iii. Can you identify the irony in the poem?

3.2.1.4 HISTORICAL IRONY (COSMIC IRONY THROUGH TIME)

Historical irony is considered to be a subset of cosmic irony. It is a kind of situational irony in which the irony becomes evident after a long period of time, sometimes taking several years. An example from real life would be the 'The First World War' which was originally started to end all wars.

Chinese alchemists searching for an elixir of immortality in the 9th century accidentally discovered gun powder. It is indeed ironical that in search of a potion that would give eternal life they ended up finding something that could destroy lives.

3.2.1.5 DRAMATIC IRONY

Have you watched a movie in which you know that the hero is going to be attacked but the hero is unaware about any conspiracy against him/her? In some mystery novels or movies you already know who the culprit but the detective or investigator may not. You however enjoy the process of the unraveling of the crime by the detective or investigator. Often in suspense and horror movies we find a character entering a situation in which something is bound to happen to him or her. The character, who is oblivious to this enters the scene with courage while the audience experiences anxious moments aware of the lurking danger.

When the audience has knowledge about something in the narrative which the characters or a particular character in the play or movie are not aware of, we can say that the writer has employed dramatic irony. Dialogues of a particular character may reveal the truth (termed the 'revelation') to the reader or audience. So the audience or other characters in the narrative may already know what events may occur in the future but a certain character or characters may be left in the dark. Often this device is used in tragedies and comedies to keep the audience involved. The audience sympathizes with the character who is ignorant of the truth which is known to the audience. They wait in anticipation to know what will happen when the truth is revealed. This anticipation has been termed 'ironic tension'. Finally in the moment of 'recognition' the character/characters became aware of the truth that the audience was aware of all along.

In Sophocles' great Greek tragedy 'Oedipus Rex' the protagonist, Oedipus, searches desperately for the murderer of King Thebes only to realize at the end of the play that he himself is the person he was searching for. Here as the audience we are aware of this fact all along while Oedipus and other characters such as Creon and Jocasta are oblivious to the truth. Thus Sophocles has managed to successfully create a situation of dramatic irony.

Shakespeare's Romeo and Juliet, considered the epitome of love stories has captivated lovers and litterateurs of all generations. The tale of the most famed lovers for ages continues to fascinate old and young alike across the globe in spite of their tragic end. There are several circumstances of dramatic irony in the play. Here we will give an example of the crucial dramatic irony in the climactic scene. Juliet drinks a potion given to her by Friar Lawrence. We as the audience are aware that Juliet is only unconscious but Romeo mistakes her for being dead and poisons himself. Juliet wakes up in a while only to realize that Romeo is no more. Unable to bear the grief of her beloved's death she kills herself.

3.2.1.5.1 TRAGIC IRONY

This is a common type of dramatic irony in which the outcome of a character's actions is tragic. Very often the character has to face results which are contradictory to his/her intentions and expectations. The character is usually ignorant about the significance of his/her actions or speech which the audience is aware of.

Tragic irony has its beginnings in ancient Greek drama. The plays would be based on popular legends which the audience were already familiar with. The audience would watch the plays knowing what would happen to the characters. Shakespeare's works, especially his tragedies are charged with instances of tragic irony. The examples of dramatic irony given in the previous section, from *Romeo and Juliet* and *Othello* are also instances of tragic irony.

3.2.1.6 SOCRATIC IRONY

Chamber's dictionary defines Socratic irony as "a means by which a questioner pretends to know less than a respondent, when actually he knows more." Socratic irony has its roots in the practice followed by the great Greek philosopher, Socrates which has been demonstrated in Plato's dialogues. Socrates would feign ignorance and question his fellow Athenians about topics that he actually knew more about than they did. This practice is continued in some modern day classrooms. The teachers who know about a particular area pretend ignorance so as to elicit the information from his/her students. This is to help develop a critical thinking ability in the students

Activity 2

Now that you have seen the different types of irony can you classify the following passages as verbal, situational, dramatic, historical or cosmic irony?

- i. "Water, water, everywhere,
And all the boards did shrink;
Water, water, everywhere,
Nor any drop to drink."
- ii. In *Othello*, the audience knows that Desdemona has been faithful to Othello, but Othello does not. The audience also knows that Iago is scheming to bring about Othello's downfall, a fact hidden from Othello, Desdemona, Cassio and Roderigo.
- iii. In *After 'Twenty Years'*, two friends who had made a pact with the other to meet after twenty years, find that one of them is a robber and the other a cop. So in spite of being friends, the cop has to arrest the robber that night,
- iv. Kudzu - a vine imported to the United States in the 1930s and planted all over the South at the direction of the US Government in order to prevent soil erosion. Instead of preventing erosion, it climbs and chokes native trees and plants, thus causing even more erosion.
- v. In *Macbeth* by Shakespeare, Macbeth pretends false loyalty to Duncan and plans to kill him. Duncan is unaware of his plan however, the audience knows the situation.
- vi. No one expected David to win the fight against Goliath. This is because Goliath was a giant, well built and had a height of more than 9 feet. On the other hand, David was a teenager 5 - 5.5 inches tall. It was his unique strategy of using the sling by which he hit the stone on Goliath's forehead, so hard that he fell down dead.

3.3 PARADOX

You might have read in the papers and or heard on television that nations are fighting wars for the sake of establishing peace. Doesn't it seem to be a contradictory idea to you? Can war really bring about peace?

Similarly, an advertisement which says, 'If you do not know how to read, write to us for a free booklet on how to read,' may seem bizarre.

These statements are contradictory in nature and are examples of the figure of speech termed paradox. They may seem illogical and absurd on the surface. However, the emphasis on the contradiction creates a powerful impact on the audience.

It is in the Bible that we find the earliest known examples of paradox. Jesus often taught using paradoxical statements such as, "So the last shall be first, and the first last: for many are called, but few chosen." Here Jesus is preaching about humility. He uses the analogy of a wedding feast. The custom was to seat the guests according to their importance. The more important they were, the closer they would sit to the host. Jesus warns anyone who considers himself to be very important and sits next to the host. If the host considers some other guest more important and asks the person to move to another seat far from the host's seat it might be very humiliating for that person. Instead if a person humbles himself and seats himself at the lowliest position the host may observe that he is sitting out of place. The host will come up to him and exalt him by asking him to move to a position closer to him.

The moral of this apparently paradoxical statement is that if one humbles oneself before God he'll made great before others.

Look at the following quotations by renowned people

- I have found the paradox, that if you love until it hurts, there can be no more hurt, only more love. Mother Teresa
- In this world there are only two tragedies; one is not getting what one wants, the other is getting it. Oscar Wilde
- One may understand the cosmos, but never the ego; the self is more distant than any star. G. K. Chesterton
- A life spent making mistakes is not only more honorable, but more useful than a life spent doing nothing. G. B. Shaw

At first these quotes may not make sense because of the juxtaposition of ideas stated in them. However when you read it several times and look beyond the surface meaning then you will realize that the paradox in these statements are rooted in reality and thus true.

Abrams and Haphram (2009: 206) defines paradox as a statement which 'on the surface appears to be logically contradictory or absurd, yet turns out to be interpretable in a way that makes sense.'

Sometimes paradoxical statements can be as baffling as the classic chicken-and-egg argument. Look at this example of confusing paradox.

If a person says about himself that he always lies, is that that the truth or a lie?

-Anonymous.

In literature paradox can take two forms. One is in the form of short statements such as the one mentioned above and the quotes given above. Paradox of this type can be found in literature.

- "All animals are equal, but some animals are more equal than others."
From George Orwell's Animal Farm
- "I must be cruel to be kind."
From William Shakespeare's play Hamlet.

The other kind of paradox (sometimes called structural paradox) is more elaborate. The entire poem or prose may be interspersed with the paradox.

Paradox was a favorite device of the 17th century Metaphysical Poets. The great appeal of the poetry of John Donne, Alexander Pope, Andrew Marvell, George Herbert and Vaughan is because of the effective manner they have incorporated paradox into their works.

In the following lines from *An Essay on Man* Alexander Pope uses a series of paradoxes to portray that no matter how much man achieves he cannot be like God. Man may have discovered and invented many things but ultimately he falls prey to his own creations.

*Know then thyself, presume not God to scan
The proper study of Mankind is Man.
Placed on this isthmus of a middle state,
A Being darkly wise, and rudely great:
With too much knowledge for the Sceptic side,
With too much weakness for the Stoic's pride,
He hangs between; in doubt to act, or rest;
In doubt to deem himself a God, or Beast;
In doubt his mind or body to prefer;
Born but to die, and reas'ning but to err;
Alike in ignorance, his reason such,
Whether he thinks too little, or too much;
Chaos of Thought and Passion, all confus'd;
Still by himself, abus'd or disabus'd;
Created half to rise and half to fall;
Great Lord of all things, yet a prey to all,
Sole judge of truth, in endless error hurl'd;
The glory, jest and riddle of the world.*

Check Your Progress 2

1. Given below is perhaps the most celebrated opening line from English literature. They are taken from Charles Dickens' famous classic 'The Tale of Two Cities' set against the backdrop of the French Revolution.

It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of Light, it was the season of Darkness, it was the spring of hope, it was the winter of despair, we had everything before us, we had nothing before us, we were all going direct to Heaven, we were all going direct the other way—in short, the period was so far like the present period, that some of its noisiest authorities insisted on its being received, for good or for evil, in the superlative degree of comparison only.

i. What is the striking feature of these lines? Why do you think the author has begun his novel in this manner?

- ii. Do you think these lines are relevant to the present age? Substantiate your answer with reasons.

3.3.1 OXYMORON

When a paradoxical utterance combines two contradictory terms together it is called oxymoron. For example terms such as 'working holiday', 'open secret' and 'deafening silence'. This is often used in literature to draw attention to an obvious contradiction.

In 'Romeo and Juliet', Shakespeare's immortal love story, Romeo utters a series of oxymorons in act and scene?

"O heavy lightness! Serious vanity!

Mis-shapen chaos of well-seeming forms!

Feather of lead, bright smoke, cold fire, sick health!"

Activity 3

When you combine a certain word in Column A with a certain word in Column B, you will get an oxymoron that is often used. Frame a sentence with the oxymoron that you coin.

Column A

1. Act
2. Found
3. Pretty
4. Tragic
5. Original
6. Virtual
7. Only

Column B

- a. Reality
- b. Copies
- c. Missing
- d. Naturally
- e. Choice
- f. Ugly
- g. Comedy

3.4 ANTITHESIS

Antithesis is the combination of contrasting phrases or clauses which are placed together to create sense of balance. This balance is created by using a similar structure or words that sound similar. You might have heard statements such as "Man proposes, God disposes". This is perhaps most familiar example of antithesis. There is another one that you might be familiar with-"To err is human, to forgive, divine." Notice how both these statements have parallel grammatical structures in the first and the second half.

Antithesis as a literary device has been used by several poets down the ages. Alexander Pope and John Dryden were some such poets. Just like irony and paradox, antithesis is an embellishment that adds value and appeal to the text. Abrams and Haphram (2009:22) give two examples of antithesis in literature. One is from Pope's Epistle to Dr. Arbuthnot (1735), in which he describes Atticus as "Willing to wound and yet afraid to strike." The other example is from Samuel Johnson's prose fiction Rasselas (1759) in which he states "Marriage has many pains, but celibacy has no pleasures."

Sometimes writers create characters that exactly opposite to each other. This can also be considered as employing antithesis. More recently, J.K. Rowling has conjured up

such characters in her immensely popular Harry Potter series. For example the characters Dumbledore and Voldemort are of exact opposite nature.

Activity 4

Fill in the blanks to complete these statements which are popular examples of antithesis.

- i. One small _____ for a man, one giant leap for all _____. (Niel Armstrong)
- ii. Love is an _____ thing, marriage a real thing. (Goethe)
- iii. _____ are called _____, but few are _____. (The Holy Bible)
- iv. Too _____ for heav'n, and yet too white for _____. (John Dryden).
- v. Fire is a good _____ but a _____ master.
- vi. Jack of _____ trades, _____ of none.
- vii. One _____ meat is another man's _____.
- viii. When the _____ is away, the mice will _____.
- ix. A problem _____ is a _____ halved.
- x. _____ rush in where angels fear to _____.

3.5 LET US SUM UP

This unit has familiarized you with the use of irony, paradox and antithesis as literary devices. Now when you read texts you should be able to identify the use of such literary devices and hopefully this will lead you to a better understanding of literature. You will also have gained sufficient ideas to be able to use these devices in your own writings and enrich the quality of your work.

3.6 KEY WORDS

Antithesis: A combination of contrasting phrases or clauses which are placed together to create sense of balance. For e.g. "Man proposes, God disposes."

Irony: When we purposefully use words which are opposite in meaning to what we want to convey, usually with the purpose of generating humour. For e.g. saying What a nice weather! when the weather is bad.

Paradox: A statement which 'on the surface appears to be logically contradictory or absurd, yet turns out to be interpretable in a way that makes sense.'

3.7 SUGGESTED READING

- Julius Caesar by William Shakespeare
- Othello
- Macbeth
- Pride and Prejudice by Jane Austen
- Stories of O'Henry
- The Canterbury Tales

ANSWERS

Check your progress 1

- i. Mark Twain uses a lot of irony in this book to add a dash of humor to his narrative. Most of the ironic situations stem out of Huck's youth and gullibility. An example of verbal irony is given when Tom tells Huck of his new gang. It is obvious to the readers that generally a band of robbers is not considered respectable but Huck thinks it is respectable to join a gang of robbers thus leading to a sense of irony.
- ii. Swift paints a picture of the pathetic condition of the young laborers. They are starving and jobless yet he describes the situation as hopeful. It is ironical that when disease, famine, and substandard living conditions threaten to kill great numbers of Irish, Swift cheers their predicament as a positive development.

Activity 1

- i. As one begins reading the poem one is shocked at the apparent senselessness of the destruction that Pan is causing by the riverside. The first few verses are a graphic description of the rampant destruction caused by Pan. We can almost visualize him lashing out at the reeds with his sword as he 'hacked and hewed.' His act seems murderous as he 'drew the pith, like the heart of a man'. Then in an anticlimactic turn of events we find him transforming the reed into a musical instrument and producing beautiful music from the same. It is only then we realize that it was with this purpose of creating music that he carried out such destruction. It reminds us of the age old adage 'No pain, No gain.' To achieve something sacrifice is essential.
- ii. The first few verses paint a very gruesome picture of Pan going about his rampant destruction by the riverside. Later we realize his motive was to create music by transforming the reed into a musical instrument. When in retrospect Pan says,

"The only way, since gods began

To make sweet music, they could succeed.'

we are told of a universal truth that it is only under the pressure and pain something worthwhile is achieved. Only when the rose petals are crushed they release the beautiful scent, similarly it is only immense pain caused by the pressures of life that a real transformation of mankind takes place. The divine powers may appear to be getting sadistic pleasure from the sufferings of mankind, but it is only later that man realizes that the trials and tribulations that he has had to face is for his ultimate good. "The way" refers to the trials and pains created by the divine for humanity to endure.

- iii. The irony in the poem is essentially cosmic irony. Pan is one of the Greek gods who causes immense destruction by the riverside. He ultimately resolves the tension created by his murderous acts by producing music which comes as a total surprise to the readers. Thus, there is also situational irony in these lines.

Activity 2

- i. Situational irony
- ii. Dramatic irony
- iii. Situational irony
- iv. Historical irony
- v. Dramatic irony
- vi. Situational irony

Check your progress 2

- i. Contradictions abound in these lines. Dickens uses a series of paradoxes in a single sentence which is the opening sentence of the novel. He succeeds in having the complete attention of the audience right from the beginning. It reflects the dilemma and conflict that had permeated psyche of the French people at that time- there is wisdom as well as folly, belief as well as disbelief, darkness as well as light, hope as well as despair. Dickens begins his novel in this manner to draw the attention of the reader to the reality of the times he lived in. He effectively portrays all that he witnessed around him while displaying his wizardry with words

Activity 3

1-d. Act Naturally.

Namita can act naturally so she was easily selected at the auditions for the play.

2-c. Found Missing.

The boy was found missing from the park at around 6 p.m.

3-f. Pretty Ugly.

The scars on her face caused by the acid attack looked pretty ugly.

4-g. Tragic Comedy.

No writer can compare with Shakespeare when it comes to penning a tragic comedy.

5-b. Original Copies.

The book shop has ordered several original copies of the new best seller as there is high demand for it.

6-a. Virtual reality.

The Facebook generation seems to dwell in the world of virtual reality most of the time.

7-e. Only Choice.

The only choice you have is to postpone your departure for a few hours and attend the meeting.

Activity 4

- i. One small step for a man, one giant leap for all mankind.
- ii. Love is an ideal thing, marriage a real thing.
- iii. Many are called but few are chosen.
- iv. Too black for heav'n, and yet too white for hell
- v. Fire is a good servant but a bad master.
- vi. Jack of all trades, master of none.
- vii. One man's meat is another man's poison.
- viii. When the cat is away, the mice will play.
- ix. A problem solved is a problem halved.
- x. Fools rush in where angels fear to tread.

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UNIT 4 ALLEGORY, SYMBOL, IMAGERY

4.0 Objectives

4.1 Introduction

4.2 Allegory

4.2.1 Categories of Allegories

4.2.2 Allegory as a Literary Device in Verse

4.2.3 Allegory as a Literary Device in Prose

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4.3 Symbol

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4.4 Imagery

4.4.1 Types of Imagery

4.5 Let Us Sum Up

4.6 Key Words

Answers

4.0 OBJECTIVES

This unit will initiate you into the understanding of some more literary devices other than those covered in Units 7 and 8. These devices are used figuratively and often require the readers to tease out the deeper meaning of the texts in which they are incorporated. They play a significant role in enhancing the appeal of any literary work. After going through this unit you should be familiar with the use of following literary devices:

- Allegory
 - Symbol
 - Imagery
-

4.1 INTRODUCTION

After reading various kinds of texts over the years you might have observed that there is an obvious difference between an article in the front page of a newspaper and a piece of prose or poetry. The former is very objective and written using language that is lucid and with literal use of words while a poem or a relatively complex prose passage needs a second or more number of readings to elicit the meaning. This is because of the figurative language that has been incorporated in these texts. One needs to understand the underlying meaning of the symbols and images. It is only then that one can understand the text completely. Allegory is used by writers when they want to convey a deeper meaning in their works and just a superficial reading does not suffice when we need to interpret their texts. Symbols and images when used appropriately enrich any written work in a powerful manner. In the following sections you will understand how these literary devices add value to the text and make reading of literary works a delightful experience.

4.2 ALLEGORY

Allegory is rhetorical device which represents an idea, principle or meaning either in the visual form or in the literary form. As a literary device, an allegory in its most general sense is an extended metaphor. As an artistic device, it is a visual symbolic representation. It is used in the literary form such as in a poem or novel, or in a visual form, such as in a painting, sculpture or a film.

Two origins have been attributed to the word allegory. The word is said to have its origin in the Greek word 'allos' which means 'to speak'. It is also said to have been derived from the Latin term 'allegoria' which means 'veiled language'. The term is believed to have been first used in the English language in 1382.

When a more imaginative style is adopted to narrate a story or plot instead of ordinary language we consider the text to be allegorical. The purpose is to draw attention to the moral of the story/ prose/drama/ verse rather than the narrative details. Therefore, allegory as a figure of speech conveys much more than the literal meaning expressed by the words. It is similar to the metaphor as it compares unlike objects or ideas. However, metaphors are generally limited to a few lines whereas an allegory extends through the entire poem, story or novel through a series of metaphors. That is why it is sometimes referred to as 'extended metaphor'. Allegory communicates its message by means of symbols. In prose or in verse the characters, the places, the objects, the ideas as well as the events all reflect some reality perceived by the author or poet. It is a device used to make a commentary on society and life. It represents two levels of meanings- the first is the literal or primary meaning and the second meaning symbolizes a deeper moral or spiritual meaning.

4.2.1 Categories of Allegories

Abrams and Harpham (2009: 16) discuss two main types of allegory as categorized below.

i. Historical and Political Allegory

Here the characters and actions represent historical personages and events. For e.g. in John Dryden's *Absalom and Achitophel*, Charles II of England is represented by the biblical King David. Absalom represents the natural son of Charles II, the Duke of Monmouth.

ii. Sustained Allegory of Ideas or the Allegory of Abstract Themes

Here the literal characters represent concepts and the plot allegorizes an abstract doctrine. The central device is the personification of abstract entities such as virtues, states of mind, modes of life, and types of character. This allegory is often used for spiritual development by making use of characters such as love, hate, envy etc. In John Milton's '*Paradise Lost*' Book II there is an encounter of Satan with his daughter Sin as well as Death- who is allegorically presented as the son born of an incestuous relation between Satan and Sin.

4.2.2 Allegory as a Literary Device in Verse

The following stanza from John Keats' Ode 'To Autumn' will help you understand how allegory is used as a literary device in a poem

*Who hath not seen thee oft amid thy store?
Sometimes whoever seeks abroad may find
Thee sitting careless on a granary floor,
Thy hair soft-lifted by the winnowing wind;
Or on a half-reap'd furrow sound asleep,
Drows'd with the fume of poppies, while thy hook
Spares the next swath and all its twined flowers:
And sometimes like a gleaner thou dost keep
Steady thy laden head across a brook;
Or by a cyder-press, with patient look,
Thou watchest the last oozings hours by hours.*

Glossary

Oft	:	Often
Amid	:	In the middle of; among
Winnowing	:	Process of separating the wheat from the chaff
Furrow	:	Long mark cut into the ground by a plough.
Drows'd	:	Intoxicated under the influence of something; sleepy
Hook	:	Here it refers to a scythe, which is an agricultural implement consisting of a long, curving blade fastened at an angle, for cutting grass, grain etc. by hand.
Swath	:	A ridge of grass, corn etc.
Gleaner	:	One who gathers the remaining food after the reaper has harvested the field
Laden	:	Loaded or weighed down.
Brook	:	Stream

Cyder-press: A press for crushing apples for cider (the juice from apples used for drinking or for making vinegar).

Oozings : Apple juice falling slowly from the cider press

We find the use of allegory throughout John Keats' 'To Autumn' but it is more explicit in the second stanza. There is a personification of autumn. It is portrayed as a lady who is resting leisurely during the busy harvest time. The poet effectively conjures up the image of a lack of activity; everything seems very relaxed and at ease just like this lady. This female has her hair "soft-lifted" by the wind. The poet continues this portrayal by presenting the lady as a harvester who is perhaps exhausted after work and is fast asleep and her tools of harvesting are at rest. We get a feeling of a sense of inactivity and motionless permeating everything.

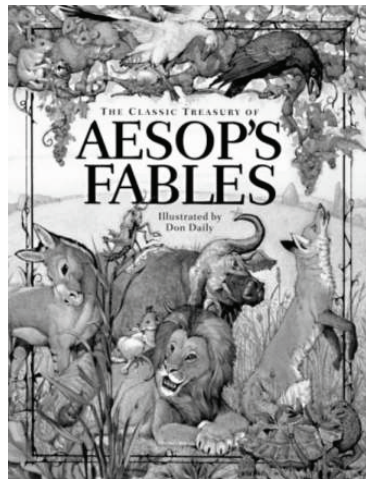
4.2.3 Allegory as a Literary Device in Prose

There are many varieties of allegory that exist in literature. We will discuss a few of them here.

4.2.3.1 Fable

You might have heard a fable at some point in your life. Remember those stories told to you by your grandparents in which the animals speak and act like human beings? Some famous ones that are narrated often are that of the tortoise and the hare, the fox and the grapes, the ant and the grasshopper and that of the crocodile and the monkey etc.

A fable is a short narrative, in prose or verse which usually concludes with a moral which is usually narrated by a character or the narrator. This moral is represented in the form of a saying. When we talk about fables it is essential to mention the well-liked Aesop's Fables. According to Encarta (1994) Aesop is the legendary Greek writer of fables who is supposed to have been a slave from Phrygia (now Turkey). His name is associated with the popular 'beast' fables; these stories are an integral part of the Indo-European culture. The Indian Panchatantra Tales and the Buddhist Jataka Tales may share similar plots with these fables but the details of the stories are different



<http://aesop.magde.info/AesopBio.htm>

Given below is one such fable. After reading it you will realize that though it is animals that are the main characters here, the story is relevant to human beings also.

The Lion and the Mouse

Once when a Lion was asleep a little Mouse began running up and down upon him; this soon wakened the Lion, who placed his huge paw upon him, and opened his big jaws to

swallow him. 'Pardon, O King,' cried the little Mouse: 'forgive me this time, I shall never forget it: who knows but what I may be able to do you a turn some of these days?' The Lion was so tickled at the idea of the Mouse being able to help him, that he lifted up his paw and let him go. Some time after the Lion was caught in a trap, and the hunters who desired to carry him alive to the King, tied him to a tree while they went in search of a wagon to carry him on. Just then the little Mouse happened to pass by, and seeing the sad plight in which the Lion was, went up to him and soon gnawed away the ropes that bound the King of the Beasts. 'Was I not right?' said the little Mouse.

Little friends may prove great friends.



Image courtesy <http://dysonvirtualclassroom.blogspot.com/>

Fable courtesy <http://www.planetebook.com/Aesop's-Fables.asp>

4.2.3.2 Parable

A parable is defined as a short allegorical story designed to illustrate or teach some truth, religious principle, or moral lesson (Dictionary.com). It achieves this by the indirect use of comparison or an analogy. The teachings of Jesus Christ as recorded in the Holy Bible were primarily carried out with the help of parables. Jesus preached to His followers using this literary form. Though the meaning conveyed in these parables is very simple it is not immediately obvious. Some of the popular parables are 'The Prodigal Son', 'The Parable of the Good Samaritan' and 'The Parable of the Sower'.

The Parable of the Sower

Gospel of Matthew. Chapter 13 Verses 3-8

"Once there was a man who went out to sow grain. As he scattered the seed in the field, some of it fell along the path and the birds came and ate it up. Some of it fell on rocky ground, where there was little soil. The seeds soon sprouted, because the soil wasn't deep. But when the sun came up, it burned the young plants; and because the roots had not grown deep enough, the plants soon dried up. Some of the seed fell among thorn bushes, which grew up and choked the plants. But some seeds fell in good soil, and the plants bore grain: some had one hundred grains, others sixty, and others thirty."

Later in verses 19-23 Jesus himself explains the meaning of the parable. "Those who hear the message about the Kingdom but do not understand it are like the seeds that fell along the path. The Evil One comes and snatches away what was sown in them. The seeds that fell on the rocky ground stand for those who receive the message gladly as soon as they hear it. But it does not sink deep into them, and they don't last long. So when trouble or persecution comes because of the message, they give up at once. The seeds that fell among thorn bushes stand for those who hear the message; but the worries about this life and the love for riches choke the message, and they don't bear fruit. And the seeds sown in the soil stand for those who hear the message and understand it: they bear fruit, some as much as one hundred, other sixty, and others thirty."

Check Your Progress 1

Given in List A are some popular works which have made use of allegory. Match the works with their correct descriptions given in List B.

LIST A**LIST B**

- | | |
|-----------------------------|--|
| k. Divine Comedy | 1. This incomplete epic poem by Edmund Spenser is one of the most oft quoted examples of allegory in literature. It is one of the longest poems in English literature and was written completely in allegory in praise of Queen Elizabeth I. |
| l. Animal Farm | 2. William Golding could not have better represented his idea of human nature and a need to put self above the rest than the way he did with this acclaimed novel. Featuring a group of schoolboys stuck on an island, this novel had allegorical representations of the rational mind, democracy, order and civility, and many other such abstract terms. |
| m. Romeo and Juliet | 3. A moral and religious allegory by John Bunyan which allegorizes the Christian doctrine of salvation. |
| n. Gulliver's Travels | 4. It is probably the first allegorical work that most people read. It is a collection of short stories like The Fox and the Grapes, The Tortoise and the Hare, that became a source of moral messages. A Greek writer used animals and their actions to allegorically represent human beings and our way of living. |
| o. Lord of the Flies | 5. A poem by John Dryden which is a satire on the leading political persons of his time like the Duke of Monmouth and the Earl of Shaftesbury. |
| p. The Faerie Queen. | 6. This famous work by William Shakespeare has many examples of allegory. This is especially true for the constant comparison of to the protagonist's love for his beloved to a religious and spiritual experience. A reader can notice this in lines like, "Call me but love and I'll be new baptized." |
| q. Pilgrim's Progress | 7. It is a representation of how man accepts conventions and refuses to question them. Plato conveys this message by using a group of prisoners trapped in a cave. |
| r. Absalom and Achitophel . | 8. One of the best known examples of allegory in literature in which a farm governed by animals stands to represent the communist regime of Stalin in Russia before the Second World War. |
| s. Aesop's Fables | 9. This epic poem by Dante published in the fourteenth century is one of the best examples of allegory in literature that depicts Dante's journey through Hell, Heaven, and Purgatory to represent the journey of one's soul to God.. |
| t. The Allegory of the Cave | 10. This famous literary work about a man and his travels by Jonathan Swift is probably more famous as a satire, than as one of the examples of allegory in literature. |

4.3 SYMBOL

Symbols are a fundamental part of our lives. There are associated with various aspects of life. For instance there are the mathematical symbols such as the, '+', '-', 'x' and ÷ which represent the processes of addition, subtraction, multiplication and division respectively. Following are some of the religious symbols recognized universally.



There is the use of political symbols and most prominent among them is the flags of the different nations. The Indian flag comprises of saffron, white and green as the three bands of the tricolor. They represent courage and sacrifice, peace and truth, and faith and chivalry respectively



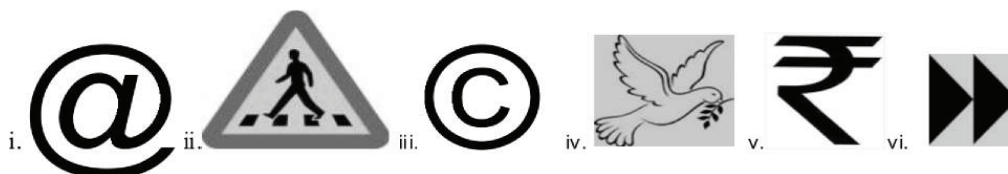
Some people are recognized as symbols of particular virtues or qualities because of which they transformed the world. Mahatma Gandhi is often associated with non-violence, the powerful tool that he used against the British to achieve India's freedom. Mother Teresa is synonymous with compassion. Her untiring efforts to help the destitute and lepers has earned her the title of 'Saint of the Gutters'. Che Guevara who represents the revolutionary spirit and energy of the youth became the face of Marxist revolution in Cuba.



Any image, colour, letter of the alphabet or a number can be used as a symbol. These could represent a particular idea or thought. Often they convey a multitude of meanings. The same symbol could signify many different things and the interpretation is specific to the context. For example, the colour red is usually associated with love, but it also signifies danger. At the traffic signal, the red colour indicates that we must stop our vehicle. In some Asian countries red symbolizes prosperity and happiness while in some countries white is associated with mourning. Symbols can be used to identify a concept, it can be used to express facts that cannot have physical representations. They can represent unknown facts and to convey hidden and deeper meanings.

Activity 1

Given below are some symbols used commonly. Do you know what they stand for?



4.3.1 Symbolism in Literature

Symbolism is used in literature to increase the appeal of what is being expressed. It also helps to communicate a profound idea in a few words thus reducing the effort required for a detailed explanation. The power of symbolism lies in the fact that a lot can be communicated and expressed without saying much. This is achieved by attributing a deeper meaning to what has been written.

Symbols incorporated within a plot can add an element of mystery of the story and arouse the reader's curiosity. At one level we have the overt meaning of what is written. Once we understand the meaning of the symbols used we can interpret another layer of meaning which adds to the literariness of the text. Writers very often use changes in the external environment to portray a turning point in the plot. For example they might create a setting of a storm to depict a moment of conflict or an impending tragedy. Spring or sunrise is the harbinger of hope or a new beginning. Winter is often used as the symbol of old age and death. We often hear phrases such as "in the winter of one's life" to refer to someone old. Birth or life is shown through the symbolic use of water.

Look at the following lines from T.S.Eliot's poem "*Journey of the Magi*".

*Then at dawn we came down to a temperate valley,
Wet, below the snow line, smelling of vegetation;
With a running stream and a water-mill beating the darkness,
And three trees on the low sky,
And an old white horse galloped away in the meadow.*

This poem describes the hardships faced by the Magi. They are three kings from the Orient who are in search of baby Jesus after they hear about His birth. They have been travelling day and night during the harsh winter days and seem to have almost lost all hope. However, with a new dawn their hope is renewed. The symbols used in these lines represent a new beginning, life and vitality- the 'dawn', 'vegetation', 'running stream', 'a water-mill' and a galloping white horse.

George Orwell's popular satire on totalitarianism '*Animal Farm*' is full of symbolism. On the surface this reads like a simple story about some animals, who have carried out a coup and overthrown the owner of Manor Farm, Mr. Jones. However, when we realize that the various characters in the story are representative of the prominent figures of the Russian revolution we see the novella in a whole new light. The symbolism used has made this work a classical allegory.

Check Your Progress 2

Here is the opening scene of William Shakespeare's famous tragedy *Macbeth*. Read and answer the questions below.

ACT I

SCENE I. A desert place.

Thunder and lightning. Enter three Witches

First Witch

When shall we three meet again

In thunder, lightning, or in rain?

Second Witch

When the hurlyburly's done,

When the battle's lost and won.

Third Witch

That will be ere the set of sun.

First Witch

Where the place?

Second Witch

Upon the heath.

Third Witch

There to meet with Macbeth.

First Witch

I come, Graymalkin!

Second Witch

Paddock calls.

Third Witch

Anon.

ALL

Fair is foul, and foul is fair:

Hover through the fog and filthy air.

Exeunt

- i. The setting of this scene is a desert. What do you think is the significance?

- ii. What according to you might be the purpose of thunder and lightning?

- iii. The chief characters in this scene are witches. Comment.

4.4 IMAGERY

Look at these sentence pairs. Though both the sentences in a given pair express the same meaning they do so in different ways. Do you see a difference? According to you which sentence in each given pair creates a more effective picture of what is being communicated.

- 1 a. He was very angry
 b. He fumed and charged like an angry bull.
- 2 a. He fell down.

- b. He fell down like an old tree falling down in a storm.
- 3 a. The news spread fast.
- b. The news spread like leaves in a storm.
- 4 a. It was a clear sky.
- b. The sky looked like the untouched canvas of an artist.
- 5 a. There wind created ripples on the lake's surface
- b. The lake was left shivering by the touch of morning wind.

You might have observed that the second sentence in each pair has a more vivid description. There is the use of similes that we have already discussed in Unit 7. For e.g. in sentence 1.b. somebody is said to be 'like an angry bull' while in 2 b. someone is compared to 'an old tree' and in 3b. the spreading of the news is compared to the quick movement of leaves during a storm. In 4 b. there is a very poetic description of the clear sky which is referred to as an artist's untouched canvas. Finally, in sentence 5b the lake is personified. It is said to be shivering due to the effect of the wind blowing on its surface which forms ripples.

When we make use of such sentences in writing or speech we are using a literary device that is termed 'imagery'. Poets and creative writers often use this device to make their writing more powerful.

Imagery is a set of images used within a literary work which causes anyone reading it to have a sensory experience. As a consequence the writing is found to have a greater impact on the audience. The images evoked are not just visual. When we think of the word 'image' we just think of the mental picture created in our mind. However, an image may also stand for a sound, movement, a smell, a taste or an internal sensation or a tactile experience. There are some terms to refer the various kind of imagery. We will be discussing them with examples in the next section.

Check Your Progress 3

You might have come across this famous poem by William Wordsworth popularly known as 'The Daffodils'. Read the poem and list out the various images created in your mind.

I Wandered Lonely As A Cloud

*I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.*

*Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,*

Tossing their heads in sprightly dance.

The waves beside them danced, but they

Out-did the sparkling leaves in glee;

A poet could not be but gay,

In such a jocund company!

I gazed—and gazed—but little thought

What wealth the show to me had brought:

For oft, when on my couch I lie

In vacant or in pensive mood,

They flash upon that inward eye

Which is the bliss of solitude;

And then my heart with pleasure fills,

And dances with the daffodils.

-William Wordsworth

Glossary

Vale	: Valley
Sprightly	: Lively
Jocund	: Cheerful
Pensive	: Contemplative or thoughtful
Solitude	: Privacy

Now that you have made a list of the images evoked in your mind on reading the poem we hope you will be able to understand what 'imagery' is.

4.4.1 Types of Imagery

There are six types of imagery that have been used in literature.

i. Visual imagery

This is used to evoke in the mind's eye an image of something that is not physically present in front of the reader. This is used quite often in literature. For e.g. these lines from T.S.Eliot's "The Hollow Men" conjures up very effectively the image of a society plagued by spiritual dryness. There is a sense of emptiness, inactivity and sterility reflected in the poem. It talks about the curse of modernity which brings about meaninglessness in life. Here are a few lines from the poem.

We are the hollow men

We are the stuffed men

Leaning together

Head piece filled with straw. Alas!

Our dried voices, when

*We whisper together
Are quiet and meaningless
As wind in dry grass
Or rat's feet over broken glass
In our dry cellar.*

ii. Auditory imagery

Writers sometimes use figurative language in a manner that creates an auditory perception in our brain. They may use alliteration, onomatopoeia, assonance or consonance (already discussed in Unit 6) to achieve this effect.

For e.g. in the sentence 'The buzzing bees would not let me work in the garden.' Buzzing' actually evokes the image of the bee's sound. Similarly a snake's 'hiss', a rooster's 'cock-a-doodle-do', the 'beep' of the phone, the 'chattering of teeth are all onomatopoeic sounds which evoke auditory images in our mind's eye.

An example from W.H.Auden's 'Refugee Blues' evokes an auditory imagery.

*'Thought I heard the thunder rumbling in the sky;
It was Hitler over Europe, saying: 'They must die';*

iii. Kinetic imagery

Sometimes writers create an impression of movement through their writing. This is also known as kinesthetic energy. Look at these lines from the first stanza of Shelley's 'Ode to the West Wind'.

Ode To The West Wind

I

*O wild West Wind, thou breath of Autumn's being,
Thou, from whose unseen presence the leaves dead
Are driven, like ghosts from an enchanter fleeing,*

The lines 'Thou, from whose unseen presence the leaves dead Are driven, like ghosts from an enchanter fleeing,' is an example of kinesthetic imagery. In fact Shelley uses vibrant imagery throughout the poem. Besides kinetic image the poem is infused with visual and auditory images too.

iv. Olfactory imagery

When a written text arouses our sense of smell we can say that particular writer has made use of olfactory imagery. For example- smell of sweaty feet, fragrance of fresh flowers, 'strong coffee' arouses different images in us. The lines given here are from A Map of the World by Jane Hamilton. See how effectively she has used olfactory imagery.

"I lay still and took another minute to smell: I smelled the warm, sweet, all-pervasive smell of silage, as well as the sour dirty laundry spilling over the basket in the hall. I could pick out the acrid smell of Claire's drenched diaper, her sweaty feet, and her hair crusted with sand. The heat compounded the smells, doubled the fragrance."

(From Jane Hamilton, A Map of the World. Random House, 1994)

(Source: <http://grammar.about.com>)

Glossary

Silage : grass

Acrid : pungent

v. Gustatory imagery

When we read any matter that stimulates our sense of taste we can say that the text has incorporated gustatory imagery. We often use adjectives like sweet, salty, sour, spicy, bitter or bland to describe the taste of things. This indicates gustatory imagery. Here is the first stanza of the poem 'How to Eat Alone' by Daniel Halpern. Several lines in the poem portray effective gustatory imagery. They are given in the bold font.

How to Eat Alone

*While it's still light out
set the table for one:
a red linen tablecloth,
one white plate, a bowl
for the salad
and the proper silverware.
Take out a three-pound leg of lamb,
rub it with salt, pepper and cumin,
then push in two cloves
of garlic splinters.
Place it in a 325-degree oven
and set the timer for an hour.
Put freshly cut vegetables
into a pot with some herbs
and the crudest olive oil
you can find.
Heat on a low flame.
Clean the salad.
Be sure the dressing is made
with fresh dill, mustard
and the juice of hard lemons.
- (Source <http://www.cswnet.com/>)*

Tactile imagery.

Any imagery that is related to the sense of touch is called tactile imagery. Feelings such as hot, cold, hardness, softness, wetness, dryness, pain all are classified under tactile imagery. The following line from Robert Browning's Andrea Del Sarto (The Faultless Painter) is an example for tactile imagery.

*-How could you- ever prick those perfect ears,
Even to put a pearl there!'*

You can almost feel the pain of the prick on those ears that are being pierced to put the ear rings.

Activity 2

Read the poem and identify the various images that have been used. Classify the images that you have identified according to various types of imagery.

After Apple-picking

*MY long two-pointed ladder's sticking through a tree
Toward heaven still,
And there's a barrel that I didn't fill
Beside it, and there may be two or three
Apples I didn't pick upon some bough.
But I am done with apple-picking now.
Essence of winter sleep is on the night,
The scent of apples: I am drowsing off.
I cannot rub the strangeness from my sight
I got from looking through a pane of glass
I skimmed this morning from the drinking trough
And held against the world of hoary grass.
It melted, and I let it fall and break.
But I was well
Upon my way to sleep before it fell,
And I could tell
What form my dreaming was about to take.
Magnified apples appear and disappear,
Stem end and blossom
end, And every fleck of russet showing clear.
My instep arch not only keeps the ache,
It keeps the pressure of a ladder-round.
I feel the ladder sway as the boughs bend.
And I keep hearing from the cellar bin
The rumbling sound
Of load on load of apples coming in.
For I have had too much
Of apple-picking: I am overtired*

*Of the great harvest I myself desired.
There were ten thousand thousand fruit to touch,
Cherish in hand, lift down, and not let fall.
For all
That struck the earth,
No matter if not bruised or spiked with stubble,
Went surely to the cider-apple heap
As of no worth.
One can see what will trouble
This sleep of mine, whatever sleep it is.
Were he not gone,
The woodchuck could say whether it's like his
Long sleep, as I describe its coming on,
Or just some human sleep.
- (Source: <http://www.frostfriends.org>)*

Visual

Auditory

Kinetic

Olfactory

Gustatory

Tactile

4.5 Let Us Sum

Up In this unit you have been introduced to various literary devices that are often used by writers to add a layer of meaning to their texts. You have seen how allegory, symbols and imagery contributes to another level of meaning and enrich the text. Now you should be able to read texts which incorporate such literary devices without getting anxious. Instead you should be inspired to take up the challenge of uncovering the deeper meanings hidden in the texts and make reading poetry and prose an enjoyable experience

4.6 Key Words

Allegory: A figure of speech which conveys much more than the literal meaning expressed by the words. There is usually an underlying moral or spiritual meaning. It is similar to the metaphor as it compares unlike objects or ideas. It extends through the entire poem, story or novel through a series of metaphors. That is why it is sometimes referred to as 'extended metaphor'.

Symbol: A person, an object, an event, etc. that represents a more general quality or situation. e.g. The white colour symbolizes purity.

Imagery: The use of images to present mental pictures; the representation of sense experience through language which brings pictures to mind.

Answers**Check Your Progress 1**

a-9, b-8, c-6, d-10, e-2, f-1, g-3, h-5, i-4, j-7

Activity 1

- i. at the rate of
- ii. Pedestrian crossing
- iii. Copyright
- iv. Peace
- v. Indian Rupee
- vi. Fast forward

Check Your Progress 2

- i. Deserts are often associated with harsh weather conditions and this consequently leads to sufferings untold. There is a mysteriousness associated with deserts. Vast expanses of empty lands are often depicted as the haunt of robbers and murderers who attack unsuspecting travelers. It is often considered to be a seat of the unnatural and supernatural events. In the opening scene of the tragic play "Macbeth" the desert place seems an appropriate setting. It sets the mood for the tragic events that are to come. The characters that are introduced in this scene are three witches. They are unnatural creatures and they indicate that things that are foul and filthy and set the tone of the play.
- ii. Thunder and lightning always inspire a sense of awe and fear. Here Shakespeare uses these natural events as symbols of the unfortunate events that are about to unfold. Nature is often used as a mirror of human emotions. Thunder and lightning are symbolic of turmoil and this indicates that unpleasant things are in store as the plot unfolds.
- iii. Witches are unnatural creatures and Shakespeare uses them as a medium to inform the audience of the unnatural things that they are about to witness. The witches do not meet in ordinary circumstances. There is a sense of mystery and eeriness created in the first scene with the presence of thunder and lightning. Then the appearance of the witches who speak in riddles adds to the mystery and secrecy. Their clipped dialogues and the incantation at the end of the scene also prepare the audience for the abnormal events that are about to take place.

Activity 2

Visual	Magnified apples appear and disappear, Stem end and blossom end, And every fleck of russet showing clear.
Auditory	And I keep hearing from the cellar bin The rumbling sound Of load on load of apples coming in.
Kinetic	I feel the ladder sway as the boughs bend.
Olfactory	Essence of winter sleep is on the night, The scent of apples
Gustatory	Although not specifically mentioned, the taste of the apples is implied
Tactile	There were ten thousand thousand fruit to touch, Cherish in hand, lift down, and not let fall.

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Unit 5: The Girl on the Train

5.1 Pre-reading/Introduction

5.2 Objectives

5.3 Reading Skills

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5.4.1 Use of Phrasal Verbs

5.5 Language Use

5.5.1 Form and Function

5.6 Writing

5.6.1 Writing a personal letter

5.7 Answers to check your progress

5.8 References/Bibliography

5.9 Suggested Reading

5.1 Pre-reading/Introduction

You would have learnt that we use appropriate vocabulary and the right grammar in order to communicate our message. You would also learnt some generalizations that sentences with a question mark at the end are interrogative sentences and that questions are used while asking for information or confirmation.

Did you know that questions do many more functions in our daily communication?

Try this little quiz for yourself.

I Read the questions given. Select from the box the function it is performing and write it in the space given.

One is done for you.

- | | |
|--|---------------------|
| 1. Where are you going? | Seeking information |
| 2. Are you travelling alone? | ..... |
| 3. How about some tea? | ..... |
| 4. Why don't we ask the principal? | ..... |
| 5. Would you mind shifting your bag a little to the right? | ..... |
| 6. Wasn't that Roorkee we just passed? | ..... |
| 7. Which seat would you like to sit on? | ..... |
| 8. Oh, my God! What else could I expect? | ..... |
| 9. Don't you think you were downright rude when you said that? | ..... |
| 10. Won't you help me carry my bags? | ..... |

Seeking confirmation	Seeking information	Making an accusation
Asking for preference	Making a suggestion	Making a request
Asking a rhetorical question (which is not meant to be answered)		

5.2 Objectives

To develop in the learner ability to:

- read a story and give its main events
- say the locale and background of the story
- identify the genre of the piece of writing from the language
- locate new lexical items in the text using cues provided
- make inferences from the text about situation and persons/protagonists
- respond to the text and provide personal opinion
- relate the ideas given in the text with real life
- use phrasal verbs in speech and writing
- identify the form and function of utterances or pieces of text

- write a personal letter

5.3 Reading Skills

5.3.1 Passage for Reading

The Girl on the Train

© Ruskin Bond, 'Pot Pourri', Rupa & Co

I had the train compartment to myself up to Rohana, then a girl got in. The couple who saw her off were probably her parents; they seemed very anxious about her comfort, and the woman gave the girl detailed instructions as to where to keep her things, when not to lean out of windows, and how to avoid speaking to strangers.

They called their goodbyes and the train pulled out of the station. As I was going blind at the time, my eyes sensitive only to light and darkness, I was unable to tell what the girl looked like; but I knew she wore slippers from the way they slapped against her heels.

It would take me some time to discover something about her looks, and perhaps I never would. But I liked the sound of her voice, and even the sound of her slippers.

'Are you going all the way to Dehra?' I asked.

I must have been sitting in a dark corner, because my voice startled her. She gave a little exclamation and said, 'I didn't know anyone else was here.'

Well, it often happens that people with good eyesight fail to see what is right in front of them. They have too much to take in, I suppose. Whereas people who cannot see (or see very little) have to take in only the essentials, whatever registers most tellingly on their remaining senses.

'I didn't see you either,' I said. 'But I heard you come in.'

I wondered if I would be able to prevent her from discovering that I was blind. Provided I keep to my seat, I thought, it shouldn't be too difficult.

The girl said, 'I'm getting off at Saharanpur. My aunt is meeting me there.'

'Then I had better not get too familiar,' I replied. 'Aunts are usually formidable creatures.'

'Where are you going?' she asked.

'To Dehra, and then to Mussoorie.'

'Oh, how lucky you are. I wish I were going to Mussoorie. I love the hills. Especially in October.'

'Yes, this is the best time,' I said, calling on my memories. 'The hills are covered with wild dahlias, the sun is delicious, and at night you can sit in front of a log fire and drink a little brandy. Most of the tourists have gone, and the roads are quiet and almost deserted. Yes, October is the best time.'

She was silent. I wondered if my words had touched her, or whether she thought me a romantic fool. Then I made a mistake.

'What is it like outside?' I asked.

She seemed to find nothing strange in the question. Had she noticed already that I could not see? But her next question removed my doubts.

'Why don't you look out of the window?' she asked.

I moved easily along the berth and felt for the window ledge. The window was

open, and I faced it, making a pretence of studying the landscape. I heard the panting of the engine, the rumble of the wheels, and, in my mind's eye, I could see telegraph posts flashing by.

'Have you noticed,' I ventured, 'that the trees seem to be moving while we seem to be standing still?'

'That always happens,' she said. 'Do you see any animals?'

'No,' I answered quite confidently. I knew that there were hardly any animals left in the forests near Dehra.

I turned from the window and faced the girl, and for a while we sat in silence.

'You have an interesting face,' I remarked. I was becoming quite daring, but it was a safe remark. Few girls can resist flattery. She laughed pleasantly – a clear, ringing laugh.

'It's nice to be told I have an interesting face. I'm tired of people telling me I have a pretty face.'

Oh, so you do have a pretty face, thought I: and aloud I said: 'Well, an interesting face can also be pretty.'

'You are a very gallant young man,' she said, 'but why are you so serious?'

I thought, then, I would try to laugh for her, but the thought of laughter only made me feel troubled and lonely.

'We'll soon be at your station,' I said.

'Thank goodness! it's a short journey. I can't bear to sit in a train for more than two-or-three hours.'

Yet I was prepared to sit there for almost any length of time, just to listen to her talking. Her voice had the sparkle of a mountain stream. As soon as she left the train, she would forget our brief encounter; but it would stay with me for the rest of the journey, and for some time after.

The engine's whistle shrieked, the carriage wheels changed their sound and rhythm, the girl got up and began to collect her things. I wondered if she wore her hair in bun, or if it was plaited; perhaps it was hanging loose over her shoulders, or was it cut very short?

The train drew slowly into the station. Outside, there was the shouting of porters and vendors and a high-pitched female voice near the carriage door; that voice must have belonged to the girl's aunt.

'Goodbye,' the girl said.

She was standing very close to me, so close that the perfume from her hair was tantalizing. I wanted to raise my hand and touch her hair, but she moved away. Only the scent of perfume still lingered where she had stood.

There was some confusion in the doorway. A man, getting into the compartment, stammered an apology. Then the door banged, and the world was shut out again. I returned to my berth. The guard blew his whistle and we moved off. Once again, I had a game to play and a new fellow-traveller.

The train gathered speed, the wheels took up their song, the carriage groaned and shook. I found the window and sat in front of it, staring into the daylight that was darkness for me.

So many things were happening outside the window: it could be a fascinating game, guessing what went on out there.

The man who had entered the compartment broke into my reverie.

‘You must be disappointed,’ he said. ‘I’m not nearly as attractive a travelling companion as the one who just left.’

‘She was an interesting girl,’ I said. ‘Can you tell me – did she keep her hair long or short?’

‘I don’t remember,’ he said, sounding puzzled. ‘It was her eyes I noticed, not her hair. She had beautiful eyes – but they were of no use to her. She was completely blind. Didn’t you notice?’

5.3.2 Glossary

1. anxious	: feeling worried or nervous
2. sensitive	: aware of and able to understand other people and their feelings
3. startled	: surprised somebody in a way that slightly shocked or frightened them
4. exclamation	: a short sound, word or phrase, spoken suddenly to express an emotion
5. register (something)	: something that is noticed and remembered
6. tellingly	: in a manner that has a strong or important effect
7. formidable	: something or someone that arouses fear and respect
8. deserted	: a place with no people in it
9. romantic fool	: a person who is emotional and has a lot of imagination, and who has ideas and hopes that may not be realistic
10. making a pretence	: the act of behaving in a particular way, in order to make other people believe something that is not true
11. flattery	: praise that is not sincere
12. gallant	: (of a man) paying polite attention to women
13. encounter	: to meet someone or discover/experience something that is new
14. tantalizing	: making someone want something that they cannot have or do
15. break into reverie	: disturb someone who is dreaming or in a state of thinking about pleasant things

5.3.3 Reading Comprehension

I Understanding the basics of the text

Complete the following sentences.

- The reading text is a because it hasand events.
- The story has been set in.....
- The story has awho narrates..... experiences during his
- The writer of the story seems to know/not know India well.

II Understanding the story

- The statements below aim to provide information about the plot of the story.

Select the correct word/s from the alternatives given so as to make the statement true to the story.

1. The narrator was travelling with his family/friends/ alone.
 2. He was completely/partially/slightly blind.
 3. He wanted to conceal/disclose his blindness.
 4. His companion was a young lady who was travelling with her aunt/with her mother/ alone.
 5. She was curious to know about the narrator and his life/about the sights that one could see from the window.
 6. The girl preferred/did not much like to go on long train journeys.
 7. She was a loud and talkative/cheerful and chatty/shy and quiet girl.
 8. The interesting fact about the incident in the story is that both/neither of the characters knew that the other was blind.
 9. The narrator discovered that the girl was blind the moment she entered the compartment/after they began to talk/only after she had got off the train.
- B. Choose the correct answers/alternatives and complete the sentences.
1. The fact that the girl was travelling alone shows that
 - a) she was not confident about travelling alone.
 - b) she wanted to enjoy her first train journey.
 - c) she was an alert and confident girl.
 - d) she was a highly independent girl.
 2. The narrator gathered information about her from.....
 - a) the sound of her voice and her slippers.
 - b) what she said or asked.
 - c) the smells that surrounded her.
 - d) All of the above.
 3. Well, it often happens that people with good eyesight fail to see what is right in front of them. They have too much to take in, I suppose. Whereas, people who cannot see (or see very little) have to take in only the essentials, whatever registers most tellingly on their remaining senses.

This remark of the narrator shows that
 - a) he assumed that the girl was blind.
 - b) he assumed that the girl was careless.
 - c) he assumed that the girl could see.
 4. The narrator means that people who have lost their vision,
to learn about things around them.
 - a) always depend upon the information given by others
 - b) use their senses of hearing, smell and touch
 - c) always make enquiries from the people around

- d)None of the above.
5. The narrator wanted to prevent the girl from noticing that he was blind because.....
- a)he knew that she too was blind.
- b)he felt embarrassed about his shortcoming.
- c)he wanted to see how well he could play-act.
- d)he wanted to see how observant she was.
6. “ ‘Yes, this is the best time,’ I said, calling on my memories.” From these words of the narrator we can conclude that
- a)there had been a time when he was able to see.
- b)he had no vision from the time of birth.
- c)he had a sharp memory.
- d)he had a creative mind.
7. ‘You have an interesting face.’ This was a safe remark because.....
- a)he couldn’t see her face and didn’t know what to say.
- b)an interesting face is necessarily a pretty face.
- c)he was sure that she was not pretty at all
- d)he knew that she didn’t want him to call her pretty.
8. From the above incident we can conclude that the narrator.....
- a)thought that women are difficult to please.
- b)felt that he must make the blind girl happy.
- c)believed that women are easy to please.
- d)believed that women do not like blind men.

III The narrator was unable to come to terms with his loss of vision. On the other hand the girl was comfortable in her situation and had a positive outlook towards life. Discuss with examples from the story.

.....

.....

.....

.....

IV Understanding words in context

Find the following words from the passage.

1. A word in Paragraph 8 which means the same as ‘stop somebody from doing something.’
2. A word in Paragraph 14 which could be used to describe something that is ‘extremely pleasant and enjoyable’.
3. Words in Paragraph 19 which have been used to depict the sounds that the train was making.
4. A word in Paragraph 27 which means the opposite of ‘not willing to do a dangerous or unusual thing’.

5. Words used in Paragraph 32 which stand for 'persons whose job is to carry people's bags and other loads' and 'persons who sell things like food or newspapers outside on the street or on the platforms'
6. A word in Paragraph 37 which means the same as 'made a long deep sound'

5.4 Vocabulary

5.4.1 Phrasal Verbs

Look at the sentences from the story you have just read. Note the underlined words.

- The couple who saw her off were probably her parents.
- They called their goodbyes and the train pulled out of the station.
- They have too much to take in, I suppose.
- The girl said, 'I'm getting off at Saharanpur'.
- 'Yes, this is the best time,' I said, calling on my memories.

You would have noted that each is a verb followed by a preposition. Each of the Verb+ preposition combinations has a specific meaning.

- saw her off- see off- to go to a station, a bus terminus or an airport to say goodbye
- pulled out- pull out – (of a train) to leave a station
- to take in- take in- to take notice of something with your eyes
- getting off-get off- to leave a place , here the train
- calling on- call on-to formally invite or ask someone to do speak (here trying to use his memories in order to give the right answer)

Phrasal verbs are basic verbs which can combine with different prepositions (called particles) to make verbs with completely new meanings.

We use phrasal verbs more in speaking than writing.

Some phrasal verbs have more than one different meaning like the phrasal verb 'make out' can mean 'manage to see', 'understand' or 'write'.

- I Complete the paragraph using the correct phrasal verbs given below. Use them in the appropriate tense.

If you do not understand the meanings of certain phrasal verbs, you may consult a dictionary.

write off go over make up run out come up

The friends decided that they must be quick to.....their minds regarding the place they wished to visit. Time wasas only a few train tickets were available. For the last time, theythe details of different holiday destinations. Still they seemed to reach no decision till one of themwith an idea. She said that they should write the names of the shortlisted places on slips of paper and draw lots. Before they did so theythe places which were too far or too expensive to reach. That helped. They are going to Ranikhet.

- II** Select the correct particle for the underlined verbs in the sentences below.
1. The crowd went shouting slogans in front of the municipal office in spite of being told not to do so. (on/about)
 2. Many people puttheir woolens in March and get ready for summer. (off/away)
 3. You mustn't put making a decision about your child's school, anymore. (on/off)
 4. The editor promised to runmy article and give his suggestions. (through/over)
 5. My aunt set weaving units in remote villages to help the women earn a living. (on/up)
 6. Many members are absent today. Let's call.....the meeting. (off/over)
 7. Soon the news gotthat the new teacher was not joining the school. (in/round)
 8. Having lost the match, the players camewith a heavy heart. (out/away)
- III** Find the meanings of the Phrasal Verbs given below and write them in the space provided.
1. get away with:
 2. bring (something) down:
 3. take off:
 4. take after:
 5. run into:
 6. set forth:
 7. run into:
 8. keep (something) off:

5.5 Language Use

5.5.1 Form and Function

There are two basic 'facts' about language and language use.

One 'fact' is that language has a high degree of organization which we can notice and perceive. The shape of the words, the order in which they are arranged in a sentence and the sounds they represent. We hear the sounds and see the written words and their order.

The other 'fact' is that people use language to do things — to 'mean' things and to achieve things. Whenever we use language it is with a purpose to achieve things like, informing, asking, expressing our feelings etc.

So language has form, which comprises its outward appearance in the form of sounds which we hear and words, their forms and grammar which we see in any written text or perceive when we hear it.

Language has function which means its purpose, what it does; in short its uses. Forms and their functions are not fixed. You must have seen in the pre-reading activity that

all interrogative sentences do not ask for information or confirmation. They perform other functions too.

Basic functions of language

There are three basic functions of language: informative, expressive and directive. Let us look at them a little closely.

a) Informative Language Function (essentially to communicate information)

Under this function language affirms or denies a fact as true, or a statement of fact.

- The sun rises in the east.
- Mr. Huda is the Chairman of the committee.

It also informs whether a state of affairs occurred or not, and what might have been the cause of a particular state of affairs.

- India is a peninsula because it is surrounded by water on three of its sides.
- The whole function was a success due to the hard work of the members of the club.
- The match could not be completed as it began to rain.

Questions seeking information or confirmation come under this category.

b) Expressive language function

Under this function the speaker or the writer reports feelings, emotions or attitudes. This function is served best in literature and poetry but also in our day to day conversation.

- The beauty of the sunrise never ceases to please me
- 'My heart leaps up when I behold a rainbow in the sky:' (William Wordsworth)
- "It was the best of times, it was the worst of times; it was the age of wisdom; it was the age of foolishness..." (Charles Dickens)

Language under this function expresses and evokes certain feelings. It also expresses ideas.

- Don't you think this is a lovely poem?
- What a grand performance!
- Lovely red roses and dahlias in vivid colours bloomed in the garden.

c) Directive language function

Under this function is used to cause or prevent overt action. The types of sentences that would come under this are imperative sentences like commands and requests

- You are expected to report at 9.00 a.m. everyday.
- Please help me tidy the room up.

Or sentences which do not appear to be commands and requests but perform the function:

- You are sitting in the ladies' compartment (to a man). This one seems to be informative but its actual function is to say 'Do not /You must not sit in the ladies' compartment'.

Our most ordinary talk or day to day conversation may have a mixture of all these language functions.

I Read the conversation given below and state the language function of the underlined sentences from J.B. Priestley's play 'Mother's Day'.

There is a sharp hurried knocking.

Cyril: Might be for me. I'll see. (Cyril hurries out, re-enters.)

1. ***It's that silly old bag from next door—Mrs. Fitzgerald. You don't want her here, do you?*** **Informative**

2. Mrs Pearson (sharply): Certainly I do. Ask her in. And don't call her a silly old bag.

.....

She's a very nice woman, with a lot more sense than you'll ever have.

Cyril exits, re-enters. Mrs Fitzgerald hesitates in the doorway.

Mrs Fitzgerald (anxiously): I—just wondered—if everything's all right ...

3. Cyril Pearson (sulkily): No it isn't.

4. Mrs Pearson (sharply): Of course it is. You be quiet.

5. Cyril (indignantly and loudly): Why should I be quiet?

Mrs Fitzgerald: Cyril dear ...

Cyril stalks off into the kitchen.

6. Mrs Pearson (calmly): Nothing much. Just putting them in their places, that's all.

.....

Doing what you ought to have done long ago.

7. Mrs Fitzgerald: Is George home? (She sits beside Mrs Pearson on the sofa).

8. Mrs Pearson: Yes. I've been telling him what they think of him at the club.

9. Mrs Fitzgerald (nervously): Oh dear, I wish you hadn't Mrs Fitzgerald

10. Mrs Pearson: Nonsense! Doing them all a world of good. And they'll be eating out of your hand soon—you'll see.

You would have noticed that the sentence 'Why should I be quiet?' seems to seek the answer 'yes' or 'no' but in fact it is an expression of anger. The language function of the sentence is thus expressive.

II Look at this table. It helps us to understand that there is no fixed relationship between the structure (form) and function.

Usual Function / Sentence Type	Informative	Expressive	Directive
assertion / declarative	The room is cool.	I had a nice time.	I would like some coffee.
question / interrogative	But isn't this room 222A?	Isn't that great?	Don't you want to help me?
command / imperative /	Read pages 1-10 for the test.	Have a nice day.	Shut the windows.
exclamation / exclamatory	The universe is bounded!	I'm really glad!	It's late!

From the Internet,

II Read the sentences below and guess what the function of each would be. The context will help you to guess what the meaning of each sentence is.

1. Guest at a hotel room to the attendant: The room is cold.
.....
2. Mother to son: Have I no right to scold you?
.....
3. One person in the audience to another, while watching a dance: Isn't she graceful?
.....
4. Property dealer to prospective buyer: This house will be comfortable in winter.
.....
5. A person at a restaurant to a waiter: I would like a cup of coffee.
.....
6. One person to another: Good luck for a successful interview.
.....
7. One person in the selection board to another: Ms. Fatima looks like a suitable candidate as she is fluent in both English and French.
.....
8. Person to friend: Check yesterday's newspaper for the advertisement.
.....

Other functions of language

Language performs other functions as well. Look at the sentence below:

- Honourable Chairperson, dear teachers, my worthy opponents, the motion before the house is 'Science has taught humans to destroy more that develop'.
- A: Do you realize that it was your foolishness that caused the company to lose so much money?
B: I accept my responsibility.
- A: Hello. How's life?
B: Fine. How about you?
A: Not too bad.

You would notice that the first sentence is a formal opening sentence of a speech at a debate and all speakers would begin the same way. This is ceremonial language. We use these while delivering formal speeches. The function is ceremonial.

In the second set of sentences, speaker B says that he/she accepts that he or she has caused loss to the company and says so. The speaker performs the action his/her language reports. The function is performative.

In the third set of sentences, we find two persons exchanging pleasantries and this is polite talk. Such kind of stock expressions in the street, offices and other places perform the phatic function.

III Complete the table given below.

	Sentence Type	Usual function	Language Function
1. I don't enjoy tea in summer.	Assertive	Declarative	.....
2. Why don't you write them a letter?	Question	.....	Directive
3. Aren't these the books you ordered?	.....	Interrogative	.....
4. Don't you want to help me win the contest?	Question	Interrogative	.....
5. Leave the bags here.	Command	.....	Directive
6. We're happy that you could come!	Exclamation	Exclamatory	.....
7. Isn't Sachin Tendulkar the best?	.....	Interrogative	.....
8. It is not true that winters are harsh here.	.....	.....	Informative

5.6 Writing**5.6.1 Writing a personal letter**

One of the forms of written communication is letter writing and often the language in a single letter, like all communication in day today life, may serve varied functions. We may use the:

- Phatic: use "Hello, how's life?"
- Informative: give information about life or events
- Expressive: express our feelings towards some of the events we are mentioning or some information earlier give by the receiver
- Directive: when we make requests or suggestions

The most desirable thing about letter personal letters is to bear in the mind the following three things:

Who we are writing to? What is our relationship with the person (friend, sister or brother/parent, uncle or aunt)

What is the purpose of writing? (anything specific- to tell, ask for, seek advice etc.)

What are things that the receiver already knows about the thing, event, person or place being mentioned etc.?(Here mere reference would be enough)

What are the things the receiver does not know about the thing, event, person or place being mentioned? (Then we need to introduce them before we go on to give the information or our feelings about the same.)

Other things to bear in mind

- A personal letter is informal
- We can use contractions as in speech

- We begin with greetings and enquiries about the person's or his/her family's welfare
- We come to the main point (the purpose we are writing)
- We conclude by asking the person to respond/ or execute the action requested by you
- We sign off with a positive or affectionate statement depending upon our audience
- We may use 'Yours sincerely' or 'Yours affectionately' depending upon who you are writing to.

5.6.2 Writing the letter

Imagine you are travelling to the city where an old school friend of yours lives. You have some work in the city which would require you to stay there for three to four days.

Address : Dear...../My dear....

Paragraph 1 : Begin with greetings and some general enquires about his/her welfare and some general news about yourself.

Paragraph 2 : Give the specific news of your visiting his/her city for work. Enquire whether your friend would be in station those days. Also enquire whether it would be possible for you to stay with him/her.

Paragraph 3 : Allow for the possibility for him/her to say 'no' to you. Say how eager you are to meet him/her whether you stay with him/her or not.

Closing lines : End with the remark that you are looking forward to seeing him/her again after so many years.

Sign off : Yours sincerely/Your friend

(Your address)

.....

Date

(Salutation)

Dear...../My dear....

(Paragraph 1)

(Paragraph 2- main body of the letter)

.....

5.7 Answers to check your progress**5.1 Pre-reading/Introduction**

I Read the questions given. Select from the box the function it is performing and write it in the space given. One is done for you.

1. Where are you going?	Seeking information
2. Are you travelling alone?	Seeking information/confirmation
3. How about some tea?	Making an offer (of tea) /making a suggestion
4. Why don't we ask the principal?	Making a suggestion
5. Would you mind shifting your bag a little to the right?	Making a request
6. Wasn't that Roorkee we just passed?	Seeking confirmation
7. Which seat would you like to sit on?	Asking about preference
8. Oh, my God! What else could I expect?	Expressing exasperation
9. Don't you think you were downright rude when you said that?	Expressing an objection/making an accusation
10. Won't you help me carry my bags?	Making a request

5.3 Reading Skills**5.3.3 Reading Comprehension****I Understanding the basics of the text**

Complete the following sentences.

1. The reading text is a story because it has characters and events.
2. The story has been set in the evst while UP hills (now Uttarakhand) India.
3. The story has a narrator who narrates his experiences during his travel to Mussorie by train.
4. The writer of the story seems to know India well.

II Understanding the story

- I. The statements below aim to provide information about the plot of the story.

Select the correct word/s from the alternatives given so as to make the statement true to the story.

1. The narrator was travelling with alone.
2. He was completely blind.
3. He wanted to conceal his blindness.
4. His companion was a young lady who was travelling alone.
5. She was curious to know about the sights that one could see from the window.
6. The girl did not much like to go on long train journeys.

7. She was a cheerful and chatty girl.
8. The interesting fact about the incident in the story is that neither of the characters knew that the other was blind.
9. The narrator discovered that the girl was blind only after she had got off the train.

II. Choose the correct answers/alternatives and complete the sentences.

1. The fact that the girl was travelling alone shows that she was an alert and confident girl. (c)
2. The narrator gathered information about her from the sound of her voice and her slippers, what she said or asked and the smells that surrounded her. (All of the above. (d)
3. 'Well,on their remaining senses.' This remark of the narrator shows that he assumed that the girl could see. (c)
4. The narrator means that people who have lost their vision, use their senses of hearing, smell and touch (b) to learn about things around them.
5. The narrator wanted to prevent the girl from noticing that he was blind because he felt embarrassed about his shortcoming (b).
6. " 'Yes, this is the best time,' I said, calling on my memories." From these words of the narrator we can conclude that there had been a time when he was able to see. (a)
7. 'You have an interesting face.' This was a safe remark because he couldn't see her face and didn't know what to say. (a)
8. From the above incident we can conclude that the narrator believed that women are easy to please. (c)

III The narrator was unable to come to terms with his loss of vision. On the other hand the girl was comfortable in her situation and had a positive outlook towards life. Discuss with examples from the story.

The narrator pretended to look out of the window and told her that he could see trees. This he did from memory as there had been a time when he could see. When she asked him if any animals could be seen in the landscape outside he said from knowledge that animals were hard to come by in the hills. He did not disclose the fact that he was blind. Perhaps he was embarrassed about his shortcoming.

On the other hand the girl plainly asked him what he could see from the window. She did not say that she could not see but she did ask him to look out and tell her. She moved about comfortably and chatted cheerfully which indicates her sense of confidence and the fact that she had overcome her problem well.

IV Understanding words in context

Find the following words from the passage.

1. A word in Paragraph 8 which means the same as 'stop somebody from doing something- prevent
2. A word in Paragraph 14 which could be used to describe something that is 'extremely pleasant and enjoyable'- delicious
3. Words in Paragraph 19 which have been used to depict the sounds that the train was making- panting, rumble
4. A word in Paragraph 27 which means the opposite of 'not willing to do a dangerous or unusual thing' daring

5. Words used in Paragraph 32 which stand for 'persons whose job is to carry people's bags and other loads' and 'persons who sell things like food or newspapers outside on the street or on the platforms' porters and vendors
6. A word in Paragraph 37 which means the same as 'made a long deep sound' – groan

5.4 Vocabulary

5.4.1 Phrasal Verbs

I Complete the paragraph using the correct phrasal verbs given below. Use them in the appropriate tense.

The friends decided that they must be quick to make up their minds regarding the place they wished to visit. Time was running out as only a few train tickets were available. For the last time, they went over the details of different holiday destinations. Still they seemed to reach no decision till one of them came up with an idea. She said that they should write the names of the shortlisted places on slips of paper and draw lots. Before they did so they wrote off the places which were too far or too expensive to reach. That helped. They are going to Ranikhet.

II Select the correct particle for the underlined verbs in the sentences below.

1. The crowd went on shouting slogans in front of the municipal office in spite of being told not to do so.
2. Many people put away their woolens in March and get ready for summer.
3. You mustn't put off making a decision about your child's school, anymore.
4. The editor promised to run through my article and give his suggestions.
5. My aunt set up weaving units in remote villages to help the women earn a living.
6. Many members are absent today. Let's call off the meeting.
7. Soon the news got round that the new teacher was not joining the school.
8. Having lost the match the players came away with a heavy heart.

III Find the meanings of the Phrasal Verbs given below and write them in the space provided.

1. get away with:
 1. to steal something and escape,
 2. to get a relatively light punishment
 3. to do something wrong and not being punished
2. bring (something) down:
 1. to make somebody lose power
 2. to reduce something (temperature)
 3. to land an aircraft
 4. to make an aircraft fall out of the sky
3. take off:
 1. (of an aircraft) to leave the ground
 2. (of an idea, a product) to become successful or popular very quickly
4. take after: to look or behave like an older member of your family

5. run into:
 1. to meet somebody by chance
 2. to enter an area of bad weather
 3. to experience difficulties
6. set forth: to start a journey
7. run around (with someone): to spend a lot of time with someone
8. keep off (something) :
 1. to avoid eating, drinking or smoking something,
 2. to avoid mentioning a particular subject
 3. to prevent someone from coming near or touching something

5.5 Language Use

5.5.1 Form and Function

I Read the conversation given below and state the language function of the underlined sentences from J.B. Priestley's play 'Mother's Day'.

- | | |
|---|-------------|
| 1. It's that silly old bag from next door—Mrs. Fitzgerald. | Informative |
| 2. Ask her in. And don't call her a silly old bag. | Directive |
| 3. No, it isn't. | Informative |
| 4. You be quiet. | Directive |
| 5. Why should I be quiet? | Expressive |
| 6. Just putting them in their places, that's all. | Informative |
| 7. Is George home? | Informative |
| 8. Yes, I've been telling him what they think of him at the club. | Informative |
| 9. Oh dear! I wish you hadn't Mrs Fitzgerald | Expressive |
| 10. Nonsense! | Expressive |

II Read the sentences below and guess what the function of each would be. The context will help you to guess what the meaning of each sentence is.

- | | |
|--|-------------|
| 1. Guest at a hotel room to the attendant: The room is cold. | Directive |
| 2. Mother to son: Have I no right to scold you? | Expressive |
| 3. One person in the audience to another, while watching a dance: Isn't she graceful? | Expressive |
| 4. Property dealer to prospective buyer: This house will be comfortable in winter. | Informative |
| 5. A person at a restaurant to a waiter: I would like a cup of coffee. | Directive |
| 6. One person to another: Good luck for a successful interview. | Expressive |
| 7. One person in the selection board to another: Ms. Fatima looks like a suitable candidate as she is fluent in both English and French. | Informative |
| 8. Person to friend: Check yesterday's newspaper for the advertisement. | Directive |

III Complete the table given below.

	Sentence Type	Usual function	Language Function
1. I don't enjoy tea in summer.	Assertive	Declarative	Informative
2. Why don't you write them a letter?	Question	Interrogative	Directive
3. Aren't these the books you ordered?	Question	Interrogative	Informative
4. Don't you want to help me win the contest?	Question	Interrogative	Directive
5. Leave the bags here.	Command	Imperative	Directive
6. We're happy that you could come!	Exclamation	Exclamatory	Expressive
7. Isn't Sachin Tendulkar the best?	Question	Interrogative	Expressive
8. It is not true that winters are harsh here.	Statement	Assertive	Informative

5.6 Writing**5.6.1 Writing a personal letter**

Check your letter for the following:

- Whether the address, date and salutation are in place
You may or may not put commas at the end of each line of the address
The date can be written as 3 March 2011/3 March'11/3.3.11
Ensure that the words in each line of the address begins with a capital letter
See that the 'My/Dear' in the salutation begins with a capital letter.
- See whether you have used the correct tenses i.e the present in enquiries about welfare or information about self, present tense for future time 'I would be visiting.....'
- If you are telling your friend something from the past then you would have used the past tense.
- Your paragraphs would not be too long. The sentences also would be short and readable
- Remember when you write 'Looking forward to seeing you' you put a comma at the end. Put a full stop at the end if you write 'I hope to see you.'
- In Yours Sincerely the 'Y' and 'S' are in capitals.

5.8 References

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5.9 Suggested Reading

1. Pot Pourri by Ruskin Bond

Unit 6: The Hard Mountains of Ladakh

6.1 Pre-reading/Introduction

6.2 Objectives

6.3 Reading Skills

6.3.1 Passage for Reading

6.3.2 Glossary

6.3.3 Reading Comprehension

6.4 Vocabulary

6.4.1 Compound nouns

6.4.2 Countable Adjectives

6.5 Grammar and usage

6.5.1 Appropriateness

6.6 Writing

6.6.1 Writing a description of a place

6.7 Answers to check your progress

6.8 References/Bibliography

6.9 Suggested Reading

6.1 Pre-reading/Introduction

We travel to places for work, to meet our family and friends, to attend meetings and conferences, to attend social functions or simply for pleasure. We may travel by road, by rail, by air or by sea. Each mode of transport has its own associated vocabulary.

Complete the table below by selecting appropriate words from the box given below. One has been done for you.

Vehicles	:	car, boat, aeroplane, bus, jeep, ship, mono-rail, truck, motor boat, helicopter, launch, ferry, train,
Places where they stop	:	port, bus-station, terminus, air port, station, helipad, stop, quay
Other places...	:	air strip, platform, gangway, runway, railway crossing, depot, shed, signal, toll-booth, tunnel, hangar, petrol station, docks, ticket counter, security check booth, ticketing office, travel
People working with it	:	conductor, pilot, captain, driver, co-pilot, cleaner, stewards travelling ticket collector, air traffic controller, guard, linesman, station master boatman, skipper, porter, engine driver, flight attendant

	Vehicles used	Places where they stop or take in passengers	Other places associated with it	People working with it
road
rail
air
sea

6.2 Objectives

To develop in the learner ability to:

- read a travelogue and give the main ideas given in the text
- say the purpose of writing the travelogue
- identify the genre of the piece of writing from the language

- locate new lexical items in the text using cues provided
- make inferences from the text about situation, places and persons
- respond to the text and provide personal opinion
- relate the ideas given in the text with real life
- use vocabulary related to travel
- use compound nouns and adjectives appropriately
- use appropriate expressions in speech and writing
- write a description of a place

6.3 Reading Skills

6.3.1 Passage for Reading

The Hard Mountains of Ladakh

Excerpts from Martin Kämpchen's, The Hard Mountains of Ladakh, Travel, The Statesman, FESTIVAL, 2004

If I could follow my intentions, I'd live either in the mountains or near the ocean. And here I am spending the last two decades in the plainest of all plain country-sides, at Santiniketan in West Bengal. The itch to spend at least a few weeks in the mountains recurs every year. This year, from the middle of August, I visited Ladakh in the extreme north of India. I joined a German family, Paul and Christine Vogels with their two grown-up daughters, and their friend. They had planned and organized our venture.

We met at the New Delhi domestic airport at an impossibly early hour-4.30 am. The flight to Leh, the capital of Ladakh's, took just an hour across dense clouds pierced only by a few snow-clad peaks.

Our landing was dramatic. As Leh is surrounded by mountains, the aircraft must manoeuvre its approach in between two slopes, then descend rapidly and land with rather high speed. Within one hour we were catapulted from the sultry, saturated air of Delhi to an altitude of 3,500 metres with its rarified, dry climate. Sure enough, after a few hours my head began to ache and reel. We spent three days in Leh trying to adjust by drinking three to four litres of water every day, walking slowly and getting as much sleep as possible.

I liked Leh spontaneously. With 15,000 inhabitants, it is a small town, really, with quaint old lanes and small hotels hidden among the trees and bushes, souvenir shops, outdoor restaurants and cyber cafes, dotting the landscape all around. Leh has a leisurely pace. Tourism is evident everywhere with Europeans, Americans and Israelis ambling along the roads or relaxing in restaurants. They represent low-budget tourism, are youthful and appear fairly considerate of the feelings and the culture of the native population.

Ladakh is that one part of the Indian subcontinent in which Buddhist culture still seems homogeneously intact. The large majority of the population is Tibetan Buddhist. It has old monasteries perched so perilously on mountain-tops, they seem almost almost glued on to the steep rocks. The Middle Rhine in Germany, which is the area in which I grew up, has castles on both sides of the river. It is renowned for these medieval castles which are well-restored and function as restaurants and museums. When visiting the Buddhist monasteries in Ladakh, I was reminded of the Rhine valley. These castles stand for the medieval determination to rule over the land and the people around. How is it that monasteries, too, were erected on the highest points? Could they not more comfortably have been built in the spacious valleys? I then realized that in the former theocratic society of Ladakh the monks were rulers and, as rulers, had to survey and control. Their monasteries

were veritably watchtowers. And they had to defend themselves against invaders and marauders, as their monasteries had large amount of wealth.

At Leh we first visited the temple of the King's Palace, which majestically overlooks the town. Not yet adjusted to the altitude, I panted up with numerous breaks and thought in despair: if I cannot climb this silly little hill, how will I survive the hard trek in front of me? Then we loaded our luggage on two cars and travelled to Hemis and Alchi in the west. We took the road along the Indus river, which dominates the landscape. Here the river was not yet broad and mighty; it becomes like that, I hear only after entering Pakistan. But all along the Indus we saw patches of green: wheat fields, tree plantations, vegetables, meadows, whereas the rest of the valley was stone- grey, rocky and harsh. While travelling these two weeks around Ladakh, these barren rocks would stay with us.

Indeed, the mountains of Ladakh are not "beautiful". Yet, while walking in the mountains, spending the evenings watching the descending light across the slopes, sleeping on their rugged ground in a tent and then stepping out in this vast canvas of divine creation straight from my sleeping bag, I became absorbed by the landscape's ancient simplicity.

While still rejoicing each, I discovered a new patch of green, which indicated human habitation and the presence of water as if saw the "promised land", I felt more and more overwhelmed by the jagged lines and wild curves of the bare rocks, by the stratification of the stone with its differing hues which appeared to be like movements frozen in time.

Since my adolescence, I have been fond of visiting monasteries. Until today I am keenly interested in how monks live and why they live the way they do. So, while we visited about 10 Tibetan monasteries, I did enter their shrines to see the figures of the Buddha and his various incarnations. The venerable old lamas looked as furrowed and rugged as the mountains around them. They moved and acted towards us with stately, serene dignity which seemed to ebb from these mountain slopes. Rarely have I seen men who are so fully at one with their natural environment.

There were young lamas as well, some of them mere children clad in the wine-red robes of a lama. Partly forced by poverty, their families gave them away to the monastery, where they could be educated and have a secure life. At a later stage, they are permitted to return to their families and marry, if they want. These boys were inattentive and impulsive. They gossiped and often ran helter-skelter, marring the atmosphere of prayer. I loved the temple rooms best when I had them entirely to myself, and I could fill myself with their dusky presence. The various figures and symbols assumed mysterious contours. The flags and tankas, white shawls and carpets hanging from the ceiling illuminated by lights fed with fragrant butter-oil, created a general atmosphere which made me feel as if I were deep in the warm womb of the earth.

6.3.2 Glossary

1.	intentions	:	plans
2.	manoeuvre	:	movement performed with care and skill
3.	sultry	:	very hot and uncomfortable
4.	saturated	:	as if soaked in chemicals (polluted)
5.	rarified	:	air containing less oxygen than usual
6.	spontaneously	:	naturally
7.	quaint	:	attractive in an old fashioned way
8.	perilously	:	dangerously
9.	well-restored	:	well brought back to former condition
10.	theocratic	:	a country that is governed by religious leaders

11. rugged : not smooth, having rocks rather than plants or trees
12. absorbed : very interested in something that you don't pay attention to anything else
13. ancient : very old, belonging to the past
14. the Promised Land : the place or situation where expect to be happy and safe
15. jagged : with rough, pointed often sharp edges
16. stratification : the division of something in different layers or groups
17. venerable : people or things deserve respect when they are old, wise or important
18. furrowed : having deep lines on the skin of the face

6.3.3 Reading Comprehension

I Understanding the basics of the text

Complete the following sentences.

1. The passage is a part of a (story/travelogue/autobiography)
2. The writer loves to travel to the
3. The current text describes the land and culture of
4. It was probably written to record experiences in Ladakh/ to inform others about the place/ because the writer was commissioned by the department of Ladakh (Select one)
5. The passage gives an insight into the life of the

II Understanding the text

A. Answer the questions:

1. Read the passage and complete the table about Ladakh given below.

Ladakh

		Basic information	Similar to/ Different from	Special feature
1.	Capital	..... Has and souvenir..... .....can be seen everywhere	-----	Rugged ..........dominates the landscape
2.	Height from sea level	.....metres	-----	.....air and.....climate
3.	Mode of travel	By.....	-----	i. Dramatic ii. Requires .....and care on the part of the pilot
4.	Monasteries	i. Situated on..... ii. Shrines house different	Similar to the	i. Acted as for the ruling monks

		.....of Buddha iii. Have,,, and.....suspended from the ceiling		ii. Venerable with .....faces, looking.....and dignified iii. ....lamas running .....and
5.	Climate	Rarified and	Different from the.....and.....air of Delhi	Visitors need to drink.....and use less.....
6.	Lanes	Dotted with..... ..... .....	.....	Are .....fashioned
7.	Rocky landscape	i. in colour ii. Have many iii. Have sharp and curves	Different from the green area along the	Harsh but has an

- B. Read the statements given below. Say whether you agree or disagree. For statements which might have been possible but not mentioned in the text say perhaps but

Illustrate your answers using words, phrases or sentences from the passage.

- The aircraft had to fly carefully between the mountains and land rapidly.
- The foreign tourists were eager to show off their wealth and modernity in Leh.
- The Tibetan monasteries were built on mountain tops because it was more peaceful there.
- The banks of the river Indus were green with vegetation unlike the rocky landscape elsewhere.
- The greenery along the river shows how water helps to give life and retain life.
- The mountains of Ladakh are not really beautiful but have a grandeur of their own.
- The lamas seemed to be at peace with their environment.
- Children of poor families were sent to the monasteries because they could be educated and be cared for.

IV Understanding words in context

Locate the following:

- A word in Paragraph 1 which means the same as 'occurs again and again'.
.....
- A word in Paragraph 3 which means the same as 'be thrown suddenly and violently through the air'.
.....
- A word in Paragraph 4 which means 'attractive in an unusual or old-fashioned way'.

-
4. From Paragraph 5, a word that means the same as 'consisting of things or people that are all the same or all of the same type'.
.....
 5. A word in Paragraph 6 that means 'height above sea level'.
.....
 6. A word in Paragraph 7 that is used as a formal expression for 'a place where people live in'.
.....
 7. A word from Paragraph 8 that you would use to complete this sentence: Lord Krishna was anof Vishnu.
.....
 8. A word from Paragraph 9 that you would use for someone who acts suddenly without thinking.
.....

6.4 Vocabulary

Look at these sentences from the travelogue you just read.

- It has old monasteries perched so perilously on mountain-tops, they seem almost glued on to the steep rocks.
- The flags and tankas, white shawls and carpets hanging from the ceiling illuminated by lights fed with fragrant butter-oil...

The underlined words are nouns that are made up of two words which are joined by a hyphen. These are compound nouns. Compound nouns are made up of two or more words or parts of words and are written as one word. They are normally fixed expressions.

Compound nouns can be written:

- as two words like: baby sitter and human being or,
- they can be written with a hyphen between the words like mother-tongue or tea-bag.

They can be countable nouns like heart attack or uncountable nouns like birth control.

6.4.1 Compound nouns

I Make compound nouns by putting together words from A and B.

A

food

traffic

blood

junk

meal

controller

pressure

warmer

lights

pot

B

packet

level

bottle

dealer

coupon

rules

type

leaves

lock

hole

tea	ticket	tree	care
mother	cup	clot	stain
water	food		
child			

.....

.....

.....

.....

.....

II Complete the sentences using appropriate uncountable compound nouns from those given below.

family planning data-processing cotton wool waste matter income tax
spray paint vacuum cleaning spring cleaning

1. The room just needs some It will become as good as new.
2. They have employed a young man forand handling correspondence.
3. The nurse placed some sterile.....on the wound and lightly bandaged it.
4. We do not need any brushes. We shall use
5. The health worker is telling the villagers about the benefits of
6. All thegoes down this pipe into a cess pool. There it is treated.
7. I need to file myreturns.
8. Mother did sometoday. She threw away so much of unwanted things from the house.

Note- Remember some compound nouns are always used in the plural like: grass roots, luxury goods, human rights, public works.

III Some compound nouns are made of a verb and a preposition like the word: takeover, walk-in (interviews), printouts

Combine the words of lists A and B and then place them appropriately in the blanks.

A: turn, clean, work, break, draw, walk-

B: up, down, over, out, back

1. We couldn't reach the station on time as the car had a.....
2. The government has begun aoperation. It is firing all corrupt officials.
3. The company grew at a great speed with aof over 10 million tons of cement.
4. Many staff members staged aduring the monthly meeting as they were unhappy about the delay in appointments.
5. My brother goes to a gym everyday for aHe wants to make his body more muscular.

6. Theof the new system of evaluation is that evaluation might become subjective based on personal relationship.

6.4.1 Compound adjectives

Now look at the following sentences from the travelogue.

- The flight to Leh, the capital of Ladakh, took just an hour across dense clouds pierced only by a few snow-clad peaks.
- They represent low-budget tourism, are youthful and appear fairly considerate of the feelings and the culture of the native population.
- It is renowned for these medieval castles which are well-restored and function as restaurants and museums.

You will notice that the word 'snow-clad' is describing the peaks, the word 'low-budget' is describing tourism and the word 'well-restored' is describing the castles in Germany.

Try to locate another compound adjective in the passage.

A compound adjective is an adjective which is made up of two parts and is usually written with a hyphen: long-lasting, jet-black, open-necked etc.

The second part of the compound adjective is frequently a present or past participle. It may have a noun too as the second word as in: shock-proof

Compound adjectives serve the functions of

- describing appearance: dark-skinned
- describing character: hot-headed

I Match the compound adjectives in Box A with the nouns they usually go with.

- | | |
|---------------------|-----------|
| 1. broad-shouldered | a) diary |
| 2. wide-mouthed | b) dress |
| 3. tight-fitting | c) house |
| 4. left-handed | d) book |
| 5. freshly-painted | e) bottle |
| 6. well-thumbed | f) coat |
| 7. wide-lapelled | g) person |
| 8. leather-bound | h) man |

II Complete the sentences using appropriate compound adjectives from the list.

well-mannered ill-tempered easy-going warm-hearted
absent minded soft-spoken

1. Baljit is quite..... Even the thought of the final examinations does not worry him.
2. Mridula is aperson. She never speaks harshly to anyone.
3. My uncle is anman. He picks up a fight wherever he goes.

4. Daniel was aman. He was friendly and sympathetic.
5. After his wife's death, he has become quite He often does not remember where he has kept his things.
6. Everyone took to him easily as he was smart and

6.5 Appropriateness of Language

6.5.1 What is appropriate use of language?

We communicate with the help of words and use of grammar which helps us to order the words in a certain way. In addition, our communication takes many forms. We communicate our attitudes, biases, feelings or the real purpose of speaking through our tone, demeanour (stance) or our body language.

While speaking, or writing, if we use inappropriate words or use incorrect grammar, the meaning might change or create an impression which was not intended. The language which is delivered has an impact on the recipient and he or she may have a negative perception of us or what we represent. So an injudicious use of language not only offends the recipient but affects our credibility as well.

Thus, we need to ensure that:

- We speak grammatically correct language
- Take care of the level of formality of the situation
- Avoid slang in a semi-formal or formal situation
- Avoid using jargon (technical words known to only those who work in our area of work)
- Avoid biased language (that discriminates, is insensitive to certain people, stereotypes groups or individuals)

Since we shall be looking at different parts of speech in our units we shall not dwell upon use of correct grammar in this unit.

6.5.2 Formal and Informal Language

Formality depends upon our relationship with the person we are communicating orally or in the written form. If we wish to show respect, be polite and 'not wish to be intimate' or 'maintain a distance', we use formal language in our communication.

Here are a few words in decreasing levels of formality:

<i>residence</i>	<i>house/flat</i>	<i>place</i>
<i>progeny/ offspring</i>	<i>children</i>	<i>kids</i>

Informal language on the other hand shows friendliness, a sense of equality or a sense of being close to someone – where we may be able to take liberty with language use.

In informal speech or writing (as in personal letters or messages) we tend to shorten the words like goodbye becomes 'bye' and father becomes 'Pop or Dad'.

I Read the sentences below and say whether they use formal or informal language. Underline the informal words.

1. My Mom and Dad have left for a vacation in the hills.
2. I wish to talk to your parents about this.....

3. Put the ice-cream in the fridge or it will begin to melt.
4. Sir, this refrigerator has an added feature.
5. If a bicycle can be provided to Mr. Lochan, his efficiency will increase.
6. Me and my pal have left our bikes outside. I hope they are safe.
7. The students are still in the laboratory. They are completing an experiment.....
8. The kids are still in the lab with their experiment.
9. Why don't you phone the chap right away?
10. The agent telephoned about fifty prospective buyers.

II Complete the following formal sentences using appropriate words from the box.

<i>line/queue</i>	<i>closed/shut</i>	<i>make sure/ensure</i>	<i>dirty/deface</i>
<i>come to halt/stop</i>	<i>get down/alight</i>	<i>requested/asked</i>	
<i>things/goods</i>	<i>maintain/keep</i>	<i>in advance/beforehand</i>	

1. Visitors are requested not tothe walls of the monument.
2. All aretosilence in the library.
3. Fees for the course must be paid
4. The building isfor repairs. Inconvenience is regretted.
5. Kindlythat your overhead locker is closed
6. Kindly wait for the bus tobefore you.....
7.once sold will not be exchanged.
8. Kindly come in a

6.5.3 Avoiding Slang

Slang is a particular type of colloquial language that is used in very informal situations. Slang makes the language interesting but if used in the wrong situation can be highly offensive to the recipient.

Slang is mainly used in speech and may be used in popular press.

Slang also changes with time. To tell a person to relax one might have said 'Cool it!' a few years earlier but nowadays the expression is "Chill it!" or 'Take a chill pill.'

Here are a few common slang expressions:

Toilet /lavatory	:	loo, lav
Money	:	dough, loot
A stupid person	:	nerd, jerk
Wonderful	:	fab, groovy
Policeman	:	cop
Drink (alcoholic)	:	booze
Husband	:	hubby

Father : old man

Person : bloke

I Rewrite these expressions using their formal equivalents.

1. Sorry, man. I have no dough to pay for the tickets. My old man refuses to increase my pocket money. And that brother of mine is such a jerk he goes and spills the beans.
2. It was late in the night. After dinner I went to the loo while my hubby waited for me outside in the car. Soon a bloke came along and said that he was a cop and asked my hubby what he was doing outside at that time.
3. We had such a groovy party at his place last week. There was plenty of booze and music.

6.5.4 Avoiding biased language

We should avoid using any biased language including language with a racial, ethnic, group, or gender bias or language that is stereotypical.

There has been a gender bias in the English language against women as many terms exclude women. There are words like: tax man, layman (common person not having specialized knowledge in the field we are referring to), the man in the street, policeman, postman, spokesman, man power etc.

Often when generalizations are made, the masculine pronoun 'he' is used denying visibility to women.

Some professions were believed to be those then men could do better or which men would take up. If a woman took up that profession then changes were made in the word to indicate the feminine form as in words: 'lady doctor, woman judge, actress, headmistress.

Similarly there has been a tendency to label according to the place they belonged, the colour of their skin, their facial features or their religion e.g. blacks, Paki household, Chinky eyes etc.

In the same way there have been references to 'disability' which tends to label differently -abled persons as if their being different is their only point of recognition. These terms are insensitive and at times offensive.

I Choose appropriate expressions to complete the sentences.

1. Theof this committee is Surabhi Shukla. (Chairman/Chairperson)
2. Nutan has been anof great sensitivity. She has done some very difficult roles convincingly. (actor/actress)
3. This is largely aneighbourhood. (Chinky/South East Asian)
4. It is unfortunate that the disease left him.....(physically challenged/crippled)
5.should look afterown luggage. The railways will not be responsible for any theft or damage. (Every passenger, his/Passengers/their)
6. All the patients here suffer from(psychological difficulty/mental illness)
7. My unclefor many years now. He has to take insulin injections. (has had diabetes/has been a diabetic)
8. The stationed wasby three officers. (covered/manned)

6.6 Writing

6.6.1 Describing a place

You have read an excerpt from a travelogue. The writer has tried to bring alive the sights (the river, the rocks, the monasteries, the green fields), the sounds (the chanting of prayer and laughter of the young lamas) and the spirit of Leh. He taken care to mention the unique feature of the place (monasteries on mountain sides, largely Tibetan people, rarified air, stratified rocks etc.). He has also given his thoughts and feelings about the place.

Let us see what goes into a good description of a place

When we describe a place we need to take care of the following:

- Clearly identify the place we are describing
- Write a sentence which gives the dominant impression of the place
- Use a variety of details: factual, sensory(sights, sounds, smells, colour, touch etc.) and figurative (like comparisons)
- Say what you think or feel about the place
- Move from less significant details to more significant details.
- End with a statement that sums up the description.

If you were to write a description of a place you would:

- Decide to whom and why you are describing
- Note down details, including your reactions to these details (surprise, wonder, happiness, fear etc.)
- State the dominant impression you wish to convey (why you like it/ would recommend it/remember it etc.)
- Arrange your details either in spatial order (space, chronological development or in the order of importance)

Also remember to use:

- The present tense
- Use descriptive phrases about how and in what manner rather than simply using adjectives
- Associate details with some experience at the place

Given below is a picture and some details of an old colonial bungalow in the hills of Lansdowne. Look at the picture of the bungalow and the place and make your notes about details. Given are some factual and chronological details you might like to add to make the description interesting.

You may use/ add creative ideas of your own.



- Nestles in the hills away from the main city in the heart of Pauri hills in Lansdowne, in the then state of Uttar Pradesh (now called Uttarakhand)
- Whispering winds amongst the pine
- Quiet charm and simplicity
- Built in the old style, with high ceilings, large rooms, a fireplace in every room, sloping roofs and tin pipes to carry off rain water.



- Established in 1912 as a tourist property
- Ordered by Mr. Fairydale, a British
- Built by a gentleman called Mr. Shah
- Called Bungalow no 29, Lansdowne
- 1919-1947, was occupied by Major Anderson, followed by two British Colonels
- Called Shah Bungalow till it became a Sales Tax Office after independence



- A holiday resort since 1997, for people who want to get away from the maddening cities both in summer and winter
- Offers a beautiful view of the hills
- Is covered with snow in winter
- Has basic amenities for a comfortable stay

- Witness to laughter and chatter of people or children on eco-tourism projects
- Visited by the lovely blue Himalayan magpies every morning
- Believed to be occasionally visited by the friendly ghost of a young British lieutenant known as the protector of Lansdowne



With permission from Pankaj Shah, the current owner

6.7 Answers to check your progress

6.1 Pre-reading

	Vehicles used	Places where they stop or take in passengers	Other places associated with it	People working with it
road	car, bus, jeep, truck	bus station, terminus, stop	shed, depot, petrol station, toll booth, ticket counter, ticketing office, travel agency, waiting room, garage	conductor, driver cleaner
rail	train, mono-rail	station	platform, railway crossing, signal, tunnel, ticketing office, ticket counter, travel agency, waiting room	travelling ticket collector, linesman, station master, engine driver
air	aeroplane, helicopter	airport, helipad	air-strip, runway, hangar, ticket counter, security check booth, ticketing office, travel agency, customs booth, departure lounge	pilot, captain, co-pilot, stewards air traffic controller, flight attendant
sea	boat, ship, motor boat, launch, ferry	port, quay	gangway, docks, ticketing office, travel agency, light-house, departure lounge	captain, driver, stewards, boat-man, skipper

6.3.3 Reading Comprehension

I Understanding the basics of the text

Complete the following sentences.

1. The passage is a part of a travelogue.
2. The writer loves to travel to the hills/mountains.
3. The current text describes the land and culture of Leh/Ladakh.
4. It was probably written to inform others about the place.
5. The passage gives an insight into the life of the Tibetan lamas.

II Understanding the text

A. Answer the questions

1. Read the passage and complete the table about Ladakh given below.

Ladakh

		Basic information	Similar to/ Different from	Special feature
1.	Capital	Leh Has quaint lanes, small hotels and souvenir shops Tourist can be seen everywhere	-----	Rugged mountains with jugged edges and river indus dominates the landscape
2.	Height from sea level	3,500 metres	-----	rarified air and dry climate
3.	Mode of travel	By air/aeroplane	-----	i. Dramatic landing ii. Requires Skills/ experience and care on the part of the pilot
4.	Monasteries	i. Situated on mountain tops ii. Shrines house different incarnations of Buddha iii. Have flags, tanks, white shawls and carpet suspended from the ceiling	Similar to the castles of Germany	i. Acted as watch towers for the ruling monks ii. Venerable old lamas with furrowed faces, looking serene/at peace and dignified iii. Young lamas running here and there and laughing/gossiping
5.	Climate	Rarified and dry	Different from the sultry and satut- ed air of Delhi	Visitors need to drink a lot of water and use less energy
6.	Lanes	Dotted with small hotels souvenir shops, resta-	-----	Are old fashioned

		urants and cyber cafe		
7.	Rocky landscape	i. Stone-grey in colour ii. Have many layers. iii. Have sharp edges and curves	Different from the green area along the river	Harsh but has an ancient simplicity

- B. Read the statements given below. Say whether you agree or disagree . For statements which might have been possible but not mentioned in the text say perhaps.

Illustrate your answers using words, phrases or sentences from the passage.

- The aircraft had to fly carefully between the mountains and land rapidly. Agree. Leh is surrounded by mountains.
- The foreign tourists were eager to show off their wealth and modernity in Leh. Disagree. Tourists represent low-budget tourism; they live simply like the people and sensitive to the feelings of the local people.
- The Tibetan monasteries were built on mountain tops because it was more peaceful there. Perhaps, but the reason mentioned is the ability to watch a large area from that height; the monasteries were like watchtowers.
- The banks of the river Indus were green with vegetation unlike the rocky landscape elsewhere. Agree, as there is mention of fields, plantations, meadows and vegetables.
- The greenery along the river shows how water helps to give life and retain life. Agree, inferred from the text
- The mountains of Ladakh are not really beautiful but have a grandeur of their own. Agree. The writer has mentioned their ancient simplicity and used the word 'divine creation'
- The lamas seemed to be at peace with their environment. Agree. 'rarely have I seen men so fully at one with their environment'
- Children of poor families were sent to the monasteries because they could be educated and be cared for. Agree. '...where they could be educated and have a secure life.

IV Understanding words in context

Locate the following:

- A word in Paragraph 1 which means the same as 'occurs again and again'.- recurs
- A word in Paragraph 3 which means the same as 'be thrown suddenly and violently through the air'.- catapulted
- A word in Paragraph 4 which means 'attractive in an unusual or old-fashioned way'- quaint
- From Paragraph 5 a word that means the same as 'consisting of things or people that are all the same or all of the same type'.- homogeneously
- A word in Paragraph 6 that means 'height above sea level'.- altitude
- A word in Paragraph 7 that is used as a formal expression for 'a place where people live in'.- habitation

7. A word from Paragraph 8 that you would use to complete this sentence: Lord Krishna was an incarnation of Vishnu.- Buddha
8. A word from Paragraph 9 that you would use for someone who acts suddenly without thinking.- impulsive

6.4 Vocabulary

6.4.1 Compound nouns

I Make compound nouns by putting together words from A and B.

food packets, food warmer
traffic lights, traffic controller, traffic rules
blood type, blood pressure, blood stain, blood clot
junk food, junk dealer
meal coupon, meal ticket
teapot, teacup, tea leaves
mother tree
water bottle, water hole, water level
child care, child lock

II Complete the sentences using appropriate uncountable compound nouns from those given below.

1. The room just needs some vacuum cleaning. It will become as good as new.
2. They have employed a young man for data-processing and handling correspondence.
3. The nurse placed some sterile cotton wool on the wound and lightly bandaged it.
4. We do not need any brushes. We shall use spray paint.
5. The health worker is telling the villagers about the benefits of family planning.
6. All the waste matter goes down this pipe into a cess pool. There it is treated.
7. I need to file my income tax returns.
8. Mother did some spring cleaning today. She threw away so much of unwanted things from the house.

III Combine the words of lists A and B and then place them appropriately in the blanks.

1. We couldn't reach the station on time as the car had a ... break-down.
2. The government has begun a clean-up operation. It is firing all corrupt officials.
3. The company grew at a great speed with a turn-over of over 10 million tons of cement.
4. Many staff members staged a walk-out during the monthly meeting as they were unhappy about the delay in appointments.
5. My brother goes to gym everyday for a work-out. He wants to make his body more muscular.

6. The draw-back of the new system of evaluation is that evaluation might become subjective based on personal relationship.

6.4.1 Compound adjectives

I Match the compound adjectives in Box A with the nouns they usually go with.

1. broad-shouldered man
2. wide-mouthed bottle
3. tight-fitting dress
4. left-handed person
5. freshly painted house
6. well-thumbed book
7. wide-lapelled coat
8. leather-bound diary

II Complete the sentences using appropriate compound adjectives from the list.

1. Baljit is quite easy-going. Even the thought of the final examinations does not worry him.
2. Mridula is a soft-spoken person. She never speaks harshly to anyone.
3. My uncle is an ill-tempered man. He picks up a fight wherever he goes.
4. Daniel was a warm-hearted man. He was friendly and sympathetic.
5. After his wife's death, he has become quite absent-minded. He often does not remember where he has kept his things.
6. Everyone took to him easily as he was smart and well-mannered.

6.5 Appropriateness of Language

6.5.2 Formal and Informal Language

I Read the sentences below and say whether they use formal or informal language. Underline the informal words.

1. My Mom and Dad have left for a vacation in the hills. Informal
2. I wish to talk to your parents about this. Formal
3. Put the ice-cream in the fridge or it will begin to melt. Informal
4. Sir, this refrigerator has an added feature. Formal
5. If a bicycle can be provided to Mr. Lochan, his efficiency will increase. Formal
6. Me and my pal have left our bikes outside. I hope they are safe. Informal
7. The students are still in the laboratory. They are completing an experiment. Formal
8. The kids are still in the lab with their experiment. ... Informal
9. Why don't you phone the chap right away? Informal
10. The agent telephoned about fifty prospective buyers. Formal

II Complete the following sentences using appropriate words from the box.

1. Visitors are requested not to deface the walls of the monument.
2. All are requested to maintain silence in the library.
3. Fees for the course must be paid in advance.
4. The building is closed for repairs. Inconvenience is regretted.
5. Kindly ensure that your overhead locker is closed.
6. Kindly wait for the bus to come to a halt before you alight.
7. Goods once sold will not be exchanged.
8. Kindly come in a queue.

6.5.3 Avoiding Slang

I Rewrite these expressions using their formal equivalents.

1. Sorry, man. I have no money to pay for the tickets. My father refuses to increase my pocket money. And that brother of mine is such a stupid person that he goes and spills the beans.
2. It was late in the night. After dinner, I went to the lavatory/toilet while my husband waited for me outside in the car. Soon a person came along and said that he was a policeman and asked my hubby what he was doing outside at that time.
3. We had such a wonderful party at his place last week. There was plenty of drinks and Music.

6.5.4 Avoiding biased language

I Choose appropriate expressions to complete the sentences.

1. The Chairperson of this committee is Surabhi Shukla.
2. Nutan has been an actor of great sensitivity. She has done some very difficult roles convincingly.
3. This is largely a South East Asian neighbourhood.
4. It is unfortunate that the disease left him physically challenged.
5. Passengers should look after their own luggage. The railways will not be responsible for any theft or damage.
6. All the patients here suffer from psychological difficulty.
7. My uncle has had diabetes for many years now. He has to take insulin injections.
8. The stationed was covered by three officers.

6.6 Writing

6.6.1 Describing a place

Check if you have taken care of the following:

- Divided your description into paragraphs according to the main points.
- Given an introduction with your general comments in the first paragraph.
- Concluded with your feelings or responses, or your recommendations in the last paragraph.

- Tried to include some factual and some sensory details like sights, smells, sounds, feelings etc.
- Used the present tense while talking about the present and past tense while giving its history.
- Used appropriate linkers to link one paragraph with another.
- Use a dictionary to check if your spellings are all correct.

6.8 References/Bibliography

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Unit 7: If (Poem)

7.1 Pre-reading/Introduction

7.2 Objectives

7.3 Reading Skills

7.3.1 Poem for Reading

7.3.2 Glossary

7.3.3 Reading Comprehension

7.4 Vocabulary

7.4.1 Use of Idioms

7.5 Language Use

7.5.1 Politeness

7.6 Writing

7.6.1 Discussing a pictures

7.7 Answers to check your progress

7.8 References/Bibliography

7.9 Suggested Reading

7.1 Pre-reading/Introduction

A mentor is a person who guides a person, shows the way and encourages the protégé or mentee to find his or her own strengths and face challenges in life. Mentors may be those who have achieved in life and a source of inspiration for their mentees. In Unit 16 you will read about Helen Keller's teacher and mentor, Anne Sullivan.

- I. Have been touched or inspired by any such person who has been guiding you or advising you so that you can reach your full potential? Remember, your mentor can be your parent, elder sibling, friend, teacher, neighbour, a senior co-worker or a senior colleague etc.**

Write a few sentences about the way he or she has mentored you.

1. Name and relationship

.....

2. How long have you known him/her?

.....

3. Which area of life have you been mentored or are being mentored?

(Studies/hobbies/skills/career etc.)

.....

4. How is the mentoring done? Select the relevant ones.

face to face meetings/ over telephone/ through emails/ through letters

5. How often do you discuss the relevant issues with your mentor?

everyday/once a week/ once a month/ a few times in a year

- II Imagine you have to advise your younger brother or sister or a friend who is much younger to you about how to conduct himself or herself in life what are four essential things you will say?**

1

2

3

4

7.2 Objectives

To develop in the learner ability to:

- read a poem and understand its central idea
- say why the poet might have written the poem
- identify the characteristics of verse contrasted to that of prose
- locate new lexical items in the poem using the context
- make inferences from the poem about situation, the speaker
- respond to the poem and provide personal opinion
- relate the ideas given in the poem with real life

- identify the figures of speech used in the poem
- use idioms in sentences of their own
- use polite expressions in speech
- writing a description of a picture

7.3 Reading Skills

7.3.1 Poem for Reading

If

Rudyard Kipling

If you can keep your head when all about you
Are losing theirs and blaming it on you,
If you can trust yourself when all men doubt you,
But make allowance for their doubting too;
If you can wait and not be tired by waiting,
Or being lied about, don't deal in lies,
Or being hated, don't give way to hating,
And yet you don't look too good nor talk too wise;

If you can dream-and not make dreams your master;
If you can think-and not make thoughts your aim;
If you can meet with Triumph and Disaster
And treat those two imposters both the same;
If you can bear to hear the truth you've spoken
Twisted by knaves to make a trap for fools,
Or watch the things you gave your life to, broken,
And stoop and build them up with worn-out tools;

If you can make a heap of all your winnings
And risk it on one turn of pitch-and-toss,
And lose, and start again at your beginnings
And never breathe a word about your loss;
If you can force your heart and nerve and sinew
To serve your turn long after they are gone,
And so hold on when there is nothing in you
Except the Will which says to them: 'Hold on!'

If you can talk to crowds and keep your virtue,

Or walk with Kings- nor lose the common touch,
 If neither foes nor loving friends can hurt you,
 If all men count with you, but none too much;
 With sixty second's worth of distance run,
 Yours is the earth and everything that's in it,
 And –which is more- you'll be a man, my son!

Rudyard Kipling (1865-1936) was born in Mumbai. He was the son of John Kipling, an artist and teacher of architectural sculpture, and his wife Alice. Kipling spent his childhood in India after which he was sent back to England to stay with a foster family in Southsea. In 1882, aged sixteen, he returned to Lahore.

7.3.2 Glossary

<i>give way</i>	: <i>stop resisting; to agree to do something you do not want to do</i>
<i>doubt you</i>	: <i>do not have faith in you</i>
<i>imposter</i>	: <i>a person who pretends to be someone else</i>
<i>knave</i>	: <i>(old- fashioned) term used for a dishonest boy</i>
<i>stoop</i>	: <i>bend your body forwards and downwards (as while picking something from the ground)</i>
<i>pitch-and-toss</i>	: <i>a gambling game in which coins are pitched at a mark and then tossed</i>
<i>sinew</i>	: <i>a tough fibrous tissue joining the muscle and bone</i>
<i>virtue</i>	: <i>goodness; decency</i>
<i>common touch</i>	: <i>the ability of a powerful or famous person to talk to and understand ordinary people</i>
<i>foes</i>	: <i>enemies</i>

7.3.3 Reading Comprehension

I Understanding the basics of the text

You will notice that a poem has a different structure from that of a story or article which is written in prose. The poem is shorter and appeals to the heart rather than the mind. It is full of emotions and feelings. You will notice other differences between a piece of text in prose and a piece of text in poetry as you find the answers to the questions below.

Read the poem quickly once. Look at it carefully and answer the questions below.

1. The poem *has a running text that is divided into paragraphs/has lines, one below the other and divided into stanzas.* (Select the appropriate words)
2. All the sentences are *grammatically complete/are not grammatically complete.* (Select the appropriate words)
3. Do the words at the end of the lines rhyme with each other? Write some of the rhyming words.

4. Pick lines as instructed below:

- a) Beginning with an infinitive:
- b) Beginning with conjunctions. Write the line numbers here:
-

5. The poem deals with *an idea/an event*. (Select the appropriate word)
-
6. Who is the speaker in the poem? Who is he/she addressing?
-
7. Look at first four lines of Stanza 3 of the poem. Put 'a' for the word ending in line 1 (winnings) and 'b' for the word ending in line 2 (toss). What would be the rhyme scheme?
8. Mention three to four characteristics of the poem that distinguish it from prose.
-
-
-

II Understanding the poem

The expression 'keep your head' is an idiom and has a specific meaning. There are other idiomatic and fixed expressions in the poem.

A. Learn more about them by matching the idioms in Box A with their meanings in Box B.

1. keep your head	a) say or talk (about something)
2. make allowance	b) listen to and tell lies
3. deal in lies	c) keep provision for
4. look too good	d) do not lose your good qualities
5. breathe a word	e) support you
6. talk to crowds	f) keep calm
7. keep your virtue	g) show success
8. count with you	h) talk to ordinary people

B. Answer the questions briefly.

1. What must the son do when people doubt him, blame him or lie about him?
-
2. Pick the line from Stanza 1 that means 'if you can be confident about yourself.....'
-
-
3. Pick the line that says that the son must not 'display his success'?
-
4. Pick the line that says that he must dream in life but not forget reality.
-

5. What might happen to his truthful statements? Who will be responsible for such an act?
.....
6. Which are the two words in stanza 2 which are opposite in meaning to each other?
('a great success' as against 'an unexpected event that may cause loss of human life or great damage')
.....
7. What does the speaker mean by saying that these two are both imposters?
.....
8. Pick the words from Stanza 3 which means the same as 'to put a lot of something in a pile'.
.....
9. **How must the son behave if he experiences loss?**
.....
10. **Which lines in stanza four means 'Do not become too proud and vain! Instead remember to talk to and understand ordinary people'**
.....

C. Given below are some qualities. Select the ones that the speaker wishes his son to have.

self- confidence sensitivity pride vanity level-headedness equanimity
self-control ambition mental strength impulsiveness patience

.....

D. Understanding the techniques used by the poet.

Comparisons

Poets may compare two things which have similar qualities and while they do so they use words such as 'like' or 'as' for example:

- *I was cold with fear and my hands and feet were like ice.*
- *The voice of the girl in the field was as sweet as a cuckoo's.*

But there are occasions where the poets use an implied comparison without the use of 'like' or 'as' for example:

- *Fear clutched my heart with its icy fingers.*
- *The cuckoo of the field, she sang her songs.*

In the first sentence fear has been imagined as a living creature who is clutching the persons heart with cold fingers.

In the second the girl with a sweet voice is called the cuckoo of the fields. This is called 'Metaphor'

Find the metaphor that the poet has used in Stanza 2 for 'his qualities, strengths'.

.....

Personification

Sometimes the poet endows non-humans or abstract qualities the qualities of human beings and treats them as such. Look at the line below:

- *Death lay its icy hands on his heart.*

Here the phenomenon of dying has been given a human quality. This is called personification.

Find the word used to personify the abstract conditions of 'triumph and disaster'.

.....

7.4 Vocabulary

7.4.1 What are idioms?

In exercise 1 under 'Understanding the Poem' you found the meanings of the different idioms used in the poem.

Let us learn some more about idioms. Here is the dictionary meaning of the word 'idiom'.

'a group of words whose meaning is different from the meaning of the individual words: 'Let the cat out of the bag' is an idiom meaning to tell a secret by mistake.

- Oxford Advanced Learner's Dictionary

The words or expressions that are idiomatic like 'make up your mind', 'keep an eye on' or 'hold the fort' may generally be difficult to understand because their meanings are not transparent. But they add to the vividness of the language. The meaning does not stem from the individual words but from the whole chunk.

- *He was the black sheep of the family. He neither had the refinement of his educated brother and sister nor their capacity for hard work. He lazed about the whole day.*

Idioms have a specific meaning but we cannot bring variation in the idiom to make an opposite. For example we cannot say: 'He is the white sheep (to mean someone good and of whom all are proud) of the community. '

As you learn more you will discover that some idioms are easy to understand like these:

- *as old as the hills (hills have existed for thousands of years)*
- *mind your own business (we should not poke our nose into other people's affairs)*

But some would need a little thinking and noticing contextual clues to be able to get to the meaning and some one would simply have to learn referring to the dictionary.

Many phrasal verbs are idioms too. You would have learnt about phrasal verbs in Unit 10.

7.4.2 Notionally related idioms

We have idioms related to certain notions like parts of the body, using language, feelings and moods, people, problematic situation, praise and criticism etc. As with all idioms we cannot jump to conclusions about their meaning without understanding the context or looking them up in a dictionary.

We shall learn some of each.

Idioms related to:

- *Part of the body: put your feet up, head in the clouds, foot the bill, toe the line*
- *Language: get to the point, put in a nutshell, start the ball rolling, speak one's mind*
- *Feelings and moods: in high spirits, keep one's chin up, fit as a fiddle, jump out of one's skin*

- People: have a heart of gold, a slow-coach, a lazy-bones, a pain in the neck
- Problematic situations: in a tight corner, light at the end of the tunnel, in a fix
- Praise and criticism: top-notch, head and shoulders above, the cat's whiskers

You can consult a dictionary and find out their meanings. Often you can guess the meaning from the context. Here is an exercise for you to do.

I. Read the sentences given below then match the meanings of these idioms with their meanings.

1. can't make head or tail of something	a) working closely with somebody especially in a secretive or illegal way
2. take to one's heels	b) to be a sensible person
3. pay through one's nose	c) pay a huge amount
4. have a good head on one's shoulder	d) to become suddenly nervous about doing something that one had planned to do
5. have a finger in every pie	e) to make a person feel too proud in a way that other people find annoying
6. turn someone's head	f) run away from something or somebody
7. get cold feet	g) to be unable to understand
8. hand in glove	h) to be involved in a lot of activities and have influence over them

1. I couldn't make head or tail of what he was saying. First, he has a problem with his pronunciation and then he spoke so fast.
2. The moment the troublemakers saw the police coming, they took to their heels.
3. Take care with that cut-glass vase. I paid through my nose for it.
4. I don't think Sheela will do anything foolish. She has a good head on her shoulders.
5. Susan has a finger in every pie. She is the class representative, the sports secretary, a supporter of the consumers' forum and a dancer as well.
6. The award that he received for his project seems to have turned his head.
7. Oh! We could not start our anti-corruption campaign as our leader got cold feet a day before it was planned to take off.
8. We cannot get quality products as long as the tradesmen and the quality control personnel are hand in glove with each other.

II. Complete the sentences below with appropriate idioms from those give below. Consult a dictionary in case you do not understand.

slow coach keep one's chin up toe the line light at the end of the tunnel
start the ball rolling head and shoulders above

1.let me give you a brief history of the project.
2. Don't be such a I am sure you can work much faster than that.
3. The country was facing a terrible crisis and there seemed to be no.....
4. Rajni isthe rest of the officers here. Not only does she have immense management skills but also wonderful ideas.

5. Remember my child, one mustin all difficult circumstances.
6. The young boys rebelled against any suggestion that their mother made. She had to resort to threat to make them

7.4.3 Thematically grouped idioms

There may be more than one idiom for a certain situation or a condition. Say, for example, to be unwell or ill can be represented by any of these idioms: be off colour, be under the weather, run down and out of sorts.

Consult the dictionary and identify the theme of the following groups of idioms:

.....: in high spirits, on cloud nine, as happy as the day is long

.....: fit as a fiddle, on top form, in the pink of health

.....: shake in one's shoes, scared stiff, scared out of one's wits

.....: lazy bones, a couch potato

7.5 Language Use

7.5.1 Politeness in speech

People in all cultures try to be polite in their communication. In other words they practically apply their good manners and etiquette during interaction. The goal of politeness is to make all of the parties relaxed and comfortable with one another. Thus, there is a conscious attempt not to offend each other or avoid any kind of misinterpretation by the person they are addressing. Sometimes saying a thing directly appears impolite. In such cases we use indirect forms, say the thing in words that are less offensive (euphemism), use tag questions or express uncertainty.

It is believed that all humans have a 'face' which consists of a set of goals that they want other people to respect.

Each individual has a:

Negative face: the want of all adult members of society that their actions be unimpeded by others. This means that they want to achieve their purposes or goals.

Positive face: Every human has a positive self-image and personality wants the others to appreciate and approve it.

Since we are conscious of people's 'self image' sometimes we are torn between wishing to fulfill our need or our purpose and the desire not to damage the 'face' of the partner (the person we are addressing).

While acquiring language every child learns this lesson from the persons around him/her or through direct instruction from the elders around.

In polite conversation we employ different techniques to avoid offending or damaging the 'face' of the person. These may be:

- a) Use of indirect requests in place of direct ones: *Could you answer the telephone/ Could you help me with the calculations?*

Other indirect requests can be: *Would you mind opening the door/ If you do not mind, can you smoke outside?* In these cases we are showing that we are uncertain whether the person we are talking to would be agreeable to do it. Though we want the person to carry out an action, we put across the feeling that there is a possibility of their not doing it or wanting to do it.

- b) Asking indirect questions: *Could you tell me what the capital of Belgium is? (In*

place of -Which is the capital of Belgium?) *Would you know where the ticket counter is?* (In place of -Where is the ticket counter?)

c) Using tag-questions in place of direct statements: *When this happened you were in the office yesterday, weren't you?* (In place of 'You were in the office when this happened.)

- *You didn't tell her this fact, did you?* (In place of -Did you tell her the fact? I hope you haven't told her this fact.) When we want to request information we are not sure of.
 - *Leave the keys in the drawer, could you?* (In place of- Leave the keys in the drawer.) When we want to reduce the force of a demand we use the tag in the end of the imperative sentence.
 - *You haven't had anything to eat, have you?* When we want to indicate our concern for the person.
 - *You can do that, can't you?* When we want the addressee to give comment on the request we have made.
- d) Be optimistic: *I'll come with you, if you do not mind?* (In place of asking 'Can I come with you? Or the statement 'I am coming with you.')
- e) Use words for uncertainty: *Probably, she didn't want to be involved.* (In place of- She did not want to be involved.)
- f) Use euphemism: *He lost the money through an error of judgment.* (In place of- He lost the money through foolishness.)

I am sorry to learn that you have lost your mother. (I am sorry to learn that your mother has died.) We use less direct and less offensive words to make the addressee feel comfortable.

There are many other techniques which you will learn in the course your life through your interaction with people. Here are some exercises based on the techniques mentioned above.

I Read the sentences given below and write whether they are polite or impolite in the space provided.

1. Leave us alone.
2. Would you remember what Sunita's telephone number is?
3. You must do this job under any circumstances.
4. I am using your dictionary, if you do not mind.....
5. I'm sure he forgot to return the money.
6. You haven't had any rest since yesterday, have you?
7. What did you do with the chairs you took from here?.....
8. He cannot pay you as he doesn't have any money.
9. You noticed the book missing, didn't you?
10. Our boss died this morning.

II Rewrite the sentences below in a more polite fashion.

1. Where do kangaroos live? (A college student to classmate)

-
2. I am taking your shawl. (A girl to a friend)
.....
 3. Give me a piece of paper to write on. (A man to an enquiry office)
.....
 4. An old man was looking for you. (A man to a colleague)
.....
 5. Put the lights on. (Man in the train to fellow passenger)
.....
 6. He didn't like the colour of the shirt. He rejected it. (Persons discussing a gift that was left behind by the receiver)
.....
 7. Did you have lunch? (concerned lady to colleague)
.....
 8. What is this street called? (Visitor to a passerby)
.....

7.6 Writing

7.6.1 Discussing pictures

We come across pictures or photographs in books, magazines and newspapers. Even a still picture has a story to tell and a message to deliver.

Just as we read, we try to understand the story or the message behind the picture using our background knowledge, our logical thinking and our personal experiences. Hence, there may be many versions of the interpretation of one single picture.

Look at the photograph given below and write a description and your interpretation. You may look at the vocabulary and grammar help and the broad guidelines given for assistance.

You might like to divide your description into three paragraphs and use the questions below as your guidelines.



(Fropki.com)

Paragraph 1- Description

The scene-

- What is the scene in the picture?
- Where is it?
- Who are in the picture?
- Do they appear well to do/ rich or poor?

Details of the scene-

- What are the people doing?
- What is happening in the picture?

Paragraph 2- Interpretation

The story behind the picture-

- What has happened before?
- What is the reason for the present condition?
- What does it show about people in general/authorities?
- What does it show about the people in the picture?
- What might happen?

Paragraph 3-

- What message does the photographer try to convey?
- How has he/she done it?
- Do agree with the message?
- Why?

It is a scene of.....

The picture shows/depicts..... (inside/house)

It is the

It is (flooded)

There is (knee high water)

.....persons appear to be (poor/well-to-do)

They are.....

The situation is(danger involved)

The persons seem(have accepted their situation)

The scene shows that the people in India have.....

(got used to/come to terms with).....

The photographer wanted to show(dangers in everyday life)

People are often not very(careful about danger)

There might be a(short circuit, water, electric cable)

The picture shows how the authorities.....(indifferent/callous/careless/not bothered about)(citizens/common citizens)

.....

The

The purpose is to

The photographer is trying to give the message that (not prepared for/do not take seriously)

I agree/do not agree because.....

I find the scene.....

(funny/frightening/sad/pitiable etc.

7.7. Answers to check your progress

7.7.1 Pre-reading

I. You might use words like:

1. elder brother/uncle/aunt/mother/father /teacher/professor/neighbour/friend/classmate
2. Formonths/years, since(year like 2002 etc), ever since.....(I was a child/in school/I joined college etc)
3. Helped me in my career/in my studies
helped to develop my hobbies/personality/confidence/self-esteem
encouraged me to do/take up etc.
4. One or more of the given alternatives
5. One of the given alternatives

II Pieces of advice may be from the following:

1. Have an aim in life
2. Remain focused
3. Work hard
4. Listen to people older to you or more experienced than you
5. Be realistic in your ambition
6. Seek someone's help or guidance if you are confused
7. Read books, consult the library
8. Talk to persons associated with the field in which you want to study/work
9. Take your successes and failures with a sense of equanimity
10. Let your failure be the first step towards success

7.3.3 Reading Comprehension

I Understanding the basics of the text

Read the poem quickly once. Look at it carefully and answer the questions below.

1. The poem *has lines, one below the other and divided into stanzas*.
2. All the sentences are *are not grammatically complete*.
3. The rhyming words: you- too, waiting- hating, lies – wise, master-disaster,
aim- same, spoken- broken, fools- tools, winnings- beginnings, toss- loss,
sinew-you, gone-on
4. Pick lines as instructed below:
 - a) Beginning with a preposition: To serve your turn long after they are gone..
 - b) Beginning with conjunctions. Write the line numbers here:
 But make allowance for their doubting too; (4-7)
 Or being lied about, don't deal in lies,
 Or being hated, don't give way to hating,
 And yet you don't look too good nor talk too wise;

 And treat those two imposters both the same; (12)
 Or watch the things you gave your life to, broken, (15-16)
 And stoop and build them up with worn-out tools;

 And risk it on one turn of pitch-and-toss, (18-20)
 And lose, and start again at your beginnings
 And never breathe a word about your loss;

 And so hold on when there is nothing in you (23)
5. The poem deals with *an idea*.
6. Who is the speaker in the poem? Who is he/she addressing?
A father is addressing his son (adolescent)
7. *a, b/ a, b*
8. Mention three to four characteristics of the poem that distinguish it from prose.
 1. Lines are not complete sentences
 2. The word order does not follow the syntax of prose
 3. There is rhyme scheme in the end of the lines
 4. The poem is divided into stanzas
 5. Each line is rich with idea/content
 6. Techniques like metaphor and personification have been used.

II Understanding the poem

- A. Learn more about them by matching the idioms in Box A with their meanings in Box B.**

- | | | |
|----------------------|-----|---------------------------------|
| 1. keep your head - | (f) | keep calm |
| 2. make allowance- | (c) | keep provision for |
| 3. deal in lies – | (b) | listen to and tell lies |
| 4. look too good- | (g) | show success |
| 5. breathe a word- | (a) | say or talk (about something) |
| 6. talk to crowds- | (h) | talk to ordinary people |
| 7. keep your virtue- | (d) | do not lose your good qualities |
| 8. count with you- | (e) | support you |

B. Answer the questions briefly.

- What must the son do when people doubt him, blame him or lie about him?
keep calm, give them a benefit of doubt, not trade lies to save his face, not to hate others and not to show his success to impress others/ or appear vain
- Pick the line from Stanza 1 that means 'if you can be confident about yourself.....'
'If you can trust yourself'
- Pick the line that says that the son must not be 'display his success'?
'don't look too good'
- Pick the line that says that he must dream in life but not forget reality.
' If you can dream-and not make dreams your master;'
- What might happen to his truthful statements? Who will be responsible for such an act?
His truthful statements may be twisted and misinterpreted by mischievous people to fool others or mislead others.
- Which are the two words in stanza 2 which are opposite in meaning to each other?
' Triumph and Disaster'
- What does the speaker mean by saying that these two are both imposters?
They are misleading. Triumph is an imposter because if it leads to vanity and over-confidence a person may bring disaster upon himself or herself.
On the other hand disaster might egg a person to reconstruct his or her life, or it teaches a lesson which can be the first step towards success.
- Pick the words from Stanza 3 which means the same as 'to put a lot of something in a pile'.
If you can make a heap of all your winnings
- How must the son behave if he experiences loss?
Begin again from scratch and not fret over his loss or failure. Be patient and put in all efforts to regain what he has lost.
- Which lines in stanza four means 'Do not become too proud and vain! Instead remember to talk to and understand ordinary people'
If you can talk to crowds and keep your virtue,
Or walk with Kings- nor lose the common touch...

- C. Given below are some qualities. Select the ones that the speaker wishes his son to have.**

self- confidence, sensitivity, level-headedness, equanimity, self-control, ambition, mental strength, patience

- D. Understanding the techniques used by the poet.**

Find the metaphor that the poet has used in Stanza 2 for 'his qualities, strengths'.

'worn-out tools'

Find the word used to personify the abstract conditions of 'triumph and disaster'.

'imposters'

7.4 Vocabulary

- I. Read the sentences given below then match the meanings of these idioms with their meanings.**

1. can't make head or tail of something –to be unable to understand
2. take to one's heels- run away from something or somebody
3. pay through one's nose- pay a huge amount
4. have a good head on one's shoulders- to be a sensible person
5. have a finger in every pie- to be involved in a lot of activities and have influence over them
6. turn someone's head- to make a person feel too proud in a way that other people find annoying
7. get cold feet- to become suddenly nervous about doing something that one had planned to do
8. hand in glove - working closely with somebody especially in a secretive or illegal way

- II Complete the sentences below with appropriate idioms from those give below.**

1. To start the ball rolling, let me give you a brief history of the project
2. Don't be such a slow coach. I am sure you can work much faster than that.
3. The country was facing a terrible crisis and there seemed to be no light at the end of the tunnel.
4. Rajni is head and shoulders above the rest of the officers here. Not only does she have immense management skills but also wonderful ideas.
5. Remember, my child, one must keep one's chin up in all difficult circumstances.
6. The young boys rebelled against any suggestion that their mother made. She had to resort to threat to make them toe the line.

7.4.3 Thematically grouped idioms

Consult the dictionary and identify the theme of the following groups of idioms:

being happy/cheerful : in high spirits, on cloud nine, as happy as the day is long

being healthy: fit as a fiddle, on top form, in the pink of health

being afraid : shake in one's shoes, scared stiff, scared out of one's wits

laziness : lazy bones, a couch potato

7.5 Language Use

7.5.1 Politeness in speech

I Read the sentences given below and write whether they are polite or impolite in the space provided.

1. Leave us alone. Impolite
2. Would you remember what Sunita's telephone number is? Polite
3. You must do this job under any circumstances. Impolite
4. I am using your dictionary, if you do not mind. Polite
5. I'm sure he forgot to return the money. Impolite
6. You haven't had any rest since yesterday, have you? Polite
7. What did you do with the chairs you took from here? Impolite
8. He cannot pay you as he doesn't have any money. Impolite
9. You noticed the book missing, didn't you? Polite
10. Our boss died this morning. Impolite

II Rewrite the sentences below in a more polite fashion.

1. Where do kangaroos live? (A college student to classmate)
Could you tell me where kangaroos live?
2. I am taking your shawl. (A girl to a friend)
I will take your shawl, if you do not mind.
3. Give me a piece of paper to write on. (A man to an enquiry office)
Could you give me a piece of paper to write on?
4. An old man was looking for you. (A man to a colleague)
An elderly gentleman was looking for you.
5. Put the lights on. (Man in the train to fellow passenger)
Would you mind putting the lights on? Could you put on the lights, please?
6. He didn't like the colour of the shirt. He rejected it. (Persons discussing a gift that was left behind by the receiver)
He left it behind because he probably he didn't like the colour.
7. Did you have lunch? (concerned lady to colleague)
You didn't have lunch, did you?
8. What is this street called? (Visitor to a passerby)
Would you know what this street is called/ Could you tell me what this street is called?

7.6 Writing

7.6.1 Discussing pictures

You would have followed the broad guidelines of the write-up. In addition, check the following:

- *Did you use the present tense to describe the situation?*
- *Did you use expressions like- must have/might have/ probably it would have etc. to talk about what you think happened before the scene*
- *Did you use expressions like – there is a danger of/there could be etc. to predict what might happen?*
- *Did you use the present tense to talk about the message that the photographer wishes to convey and what your reaction is?*
- *Also check if your paragraph begins with a topic sentence which is a main point i.e. – the picture depicts/shows...*
- *the scene shows that...*
- *the purpose of the picture is...*

7.7 References

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Unit 8: How Anaesthesia Works

8.1 Pre-reading/Introduction

8.2 Objectives

8.3 Reading Skills

8.3.1 Passage for Reading

8.3.2 Glossary

8.3.3 Reading Comprehension

8.4 Vocabulary

8.4.1 Using a dictionary

8.5 Language Use

8.5.1 Requests

8.5.2 Offers

8.5.3 Invitations and refusals

8.6 Writing

8.6.1 Writing a report

8.7 Answers to check your progress

8.8 References/Bibliography

8.9 Suggested Reading

8.1 Pre-reading/Introduction

You may have visited a hospital sometime or the other in your life. You must have noticed that a lot of persons are employed to do various tasks in the hospitals. You have doctors, nurses, technicians, administrators and service providers. All these persons can be generally clubbed as people.

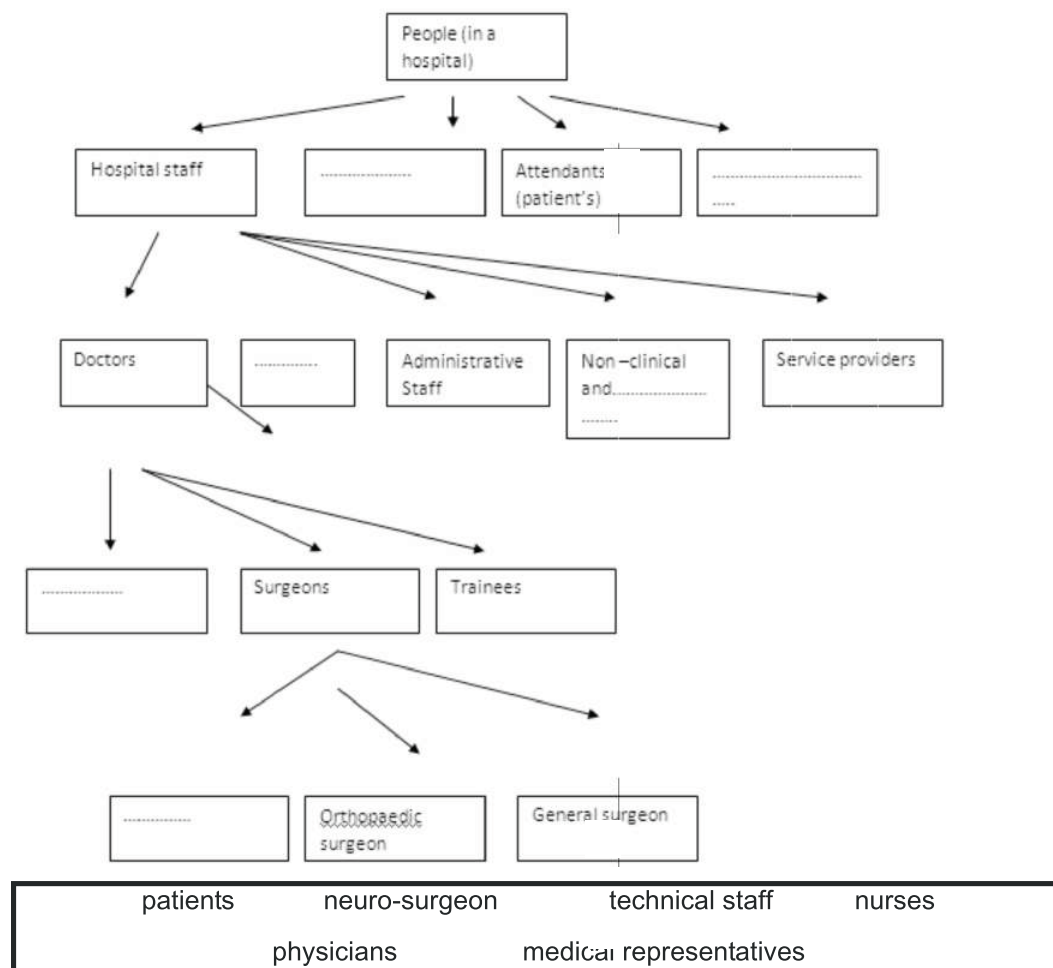
We can say that a hospital employs a lot of people. But if we want to be precise we have to choose a particular word that stands for a particular job profile. There are word hierarchies and as we move down the branches of the hierarchy the words become more and more precise. The more precise the words get, the possibility of many people understanding them decreases.

For example we all know that a peepul tree is:

- tree
- a deciduous tree
- Peepul (common name)
- Ficus (scientific name)

Many people may not understand the word 'ficus' which means a large shady tree that yields many small fig like fruits.

Complete this tree diagram and place the words appropriately in a hierarchy.



8.2 Objectives

To develop in the learner ability to:

- read an interview and give the main ideas discussed
- explain the role of the interviewer in an interview
- identify the genre of the piece of writing from the language
- locate new lexical items in the text using cues provided
- make inferences from the text
- respond to the text and provide personal opinion
- relate the ideas given in the text with real life
- use thematically linked words in speech and writing
- make and respond adequately to requests, offers and invitations
- write a report

8.3 Reading Skills

8.3.1 Passage for Reading

Read the interview and answer the questions that follow.

How Anaesthesia Works

Excerpts from an interview with Dr. Emery Neal Brown- by Claudia Dreifus

Dr. Emery Neal Brown is a professor of anaesthesiology at Harvard Medical School, a professor of computational neuroscience at MIT and a practising physician at Massachusetts General Hospital. He heads a laboratory seeking to unravel one of medicine's big questions: how anaesthesia works.

Anaesthesia-what drew you to it?

It's a very important price of modern medicine. If you think about what occurs when we do surgery, it's a very traumatic insult to the body. You're cutting people open, removing organs or possibly even transplanting them. The anaesthesiologist puts people into a condition where they can tolerate such extreme assaults.

Is anaesthesia like a coma?

It's a reversible drug-induced coma, to simplify. As with a coma that's the result of a brain injury, the patient is unconscious, insensitive to pain, cannot move or remember. However, with anaesthesia, once the drugs wear off, the coma wears off.

Anaesthesia was first demonstrated right here at Massachusetts General Hospital in 1846. Does that historical fact drive your research?

There's quite a story to how that first public demonstration happened. Apparently, there was a social practice in that era called "ether follies". People got together and they sniffed ether. One of those, people fell and cut himself, but felt no pain. And the story got out, which led a Boston dentist to start experimenting with ether for painless oral surgery. He brought the idea to the great surgeon John Collins Warren, and together they used it in an operation here to remove a neck tumour. "Gentlemen, this is no humbug," Dr. Warren declared after the successful procedure, meaning that this was the real thing and that it was going to change medicine. Before that, surgery was mostly butchery. The most successful surgeon was the one who could lop off a limb quickest. To this day, most inhaled anaesthetics are ether. They have been improved a bit, but they are basically ether.

Is it true that we don't really know how anaesthesia works?

It's viewed as a mystery, and that's wrong. It's not a black box. There's a lot that is actually known, and more is developing as neuro-science moves forward. We've certainly known how to make anaesthesia safe. We watch the patient while he or she is "under" We know what's normal in terms of heart rate, blood pressure, temperature, gases, etc. If things start to deviate from that, we intervene. We've got very far by creating high standards for care while under anaesthesia.

In your research, you've been trying to figure out how anaesthesia actually works. How do you go about doing that?

Since 2004, we've been taking volunteers and giving them anaesthesia, though not in the midst of actual surgeries. As our subjects go "under", we image their brains in functional MRI scanners and measure brain activities with EEG monitors. We can watch people lose consciousness-see how the various parts of the brain change in activity. We can watch the changes, what parts of the brain are turned on and off.

Were the ethical problems in designing a study where you rendered your subjects unconscious?

The way we overcame potential objections was by recruiting a unique set of study subjects. They were patients who'd already had tracheostomies-surgical holes in their throat. We could place a tube into the hole and connect it to a breathing circuit. If anyone got into trouble while in the scanner, we'd immediately be able to help them breathe.

Was there resistance to your doing the study?

There's a large body of people in my field who feel that very little progress needs to be made because the process works well enough. My answer is that we could improve anaesthesia tremendously if we knew more neuroscience. This is a golden moment in neuro-science, and anaesthesiologists-who, after all, work with the brain everyday-ought to be a part of it. Instead, people ignore what's happening over there and go, "It's never been solved, people have been working on this since 1846, it's fine as is, why bother?" There's a strange complacency.

What has your research shown so far?

Under general anaesthesia, the brain is not entirely shut down. Certain parts are turned off; others are quite active-not only "active" but there is a level of activity that is quite regular. Our observation is that it is this regular activity that prevents the brain from transmitting information and contributes to a state of unconsciousness. It's analogous to stopping communication down a phone line when transmission is blocked. You could block transmission another way: by sending a loud signal down the line so that the signal was the only thing you hear. So in some parts what we see is that activity is turned off, leading to unconsciousness. In other parts, we see activity that is more active than normal. This also leads to unconsciousness in sum: the drugs alter the way the brain transmits information.

(Published in Sunday Express, under Knowledge section, March 6, 2011, Originally-New York Times)

8.3.2 Glossary

1. traumatic	:	mental condition caused by serious shock, extremely unpleasant and causing you to feel upset or sad
2. assaults	:	physical attacks on someone or something
3. reversible	:	that can be changed so that something can return to its original state or situation
4. drive (your research)	:	provide power or force to make your research move in a certain direction
5. ether	:	a clear liquid obtained from alcohol used in industry as a solvent and in the past to make people unconscious before surgery

- | | | |
|--------------------|---|--|
| 6. ether follies | : | the habit of people sniffing ether for intoxication |
| 7. tumour | : | a mass of cells growing in or on a part of the body where it should not |
| 8. neuro-sciences | : | the scientific study of nerves and their diseases |
| 9. deviate | : | to do something in a different way from what is usual or expected |
| 10. image | : | a picture seen in a mirror, through a camera, or a television or computer |
| 11. MRI scanner | : | magnetic resonance imaging machine which uses the method of using a strong magnetic field to produce an image of the inside of a person's body |
| 12. EEG monitor | : | a medical test that measures and records electrical activity in the brain |
| 13. tracheostomies | : | a medical operation to cut a hole in somebody's trachea (windpipe) so they can breathe |
| 14. compliancy | : | practice of agreeing with other people, or a set of rules |
| 15. analogous | : | similar in some way to another thing or situation therefore able to be compared with it |

8.3.3 Reading Comprehension

I Understanding the basics of the text

Complete the following sentences.

- The passage is a part of an
- Its theme is connected with the field of(engineering/literature/medicine)
- The interview helps us to understand something about.....
- The person being interviewed is a well-knownwho has been
- The language used is so that the ordinary person can understand. (technical/not technical)

II Understanding the text

A. Answer the questions

- What happens when one is under anaesthesia?
.....
- How did people discover that ether could be used in the medical field? What experiments did they do?
.....
- How was surgery done before anaesthesia was discovered?
.....
- What did Dr. Warren mean when he said that 'this was the real thing and that it was going to change medicine'?
.....

5. What is the meaning of the word “under” used in the interview?
.....
6. How do the doctors ensure that nothing happens to the patient under the effect of anaesthesia?
.....
7. What kind of volunteers did they take for their research study?
.....
8. How does anaesthesia work? Does the brain completely shutdown?
.....

III Understanding words in context

Find the following:

1. A word in response 1 of Dr. Brown that means the same as ‘to take an organ, skin etc. from one person, animal, part of body etc. and put it into or onto another’.
.....
2. A word in the response 2 which means the same as ‘caused by a drug’.
.....
3. A word in the response 6 a word which means the same as ‘to find new people to join a company, an organization, the armed forces etc.’
.....
4. A word in response 7 which means ‘persons who administer anaesthesia’.
.....
5. A word in response 8 which means the opposite of ‘passive’.
.....
6. A word in response 8 which means the opposite of ‘keep in the same state’.
.....

8.4 Vocabulary

8.4.1 Using a Dictionary

If you wish to expand your active vocabulary and bring in variety and vividness to your writing, you would need to consult ‘word-books’ like dictionaries and thesaurus. A dictionary provides, in addition to the meaning a lot of other information about a word. A thesaurus gives you words similar in meaning to a certain word (synonyms) and words opposite in meaning to a certain word (antonyms).

Let us consider what information a dictionary contains.

- Meaning/s (in different contexts)
- Word class -What part of speech a word is
- Derivations (how the word came into language)
- Synonyms and antonyms (opposites)

- Pronunciation guide (British English/North American English)
- Usage note (whether 'obs' obsolete, informal use 'inf' or old English)
- Phrasal verb (in case of verbs)
- Idiomatic usage

Given below are a few of the common symbols that are given in a dictionary. They may vary slightly from one dictionary to another but are basically the same.

Abbreviations and symbols one comes across

- | | |
|---------------------------------|--------------------------------|
| • abbr. - abbreviation | • pl. - plural |
| • adj. - adjective | • pp. - past participle |
| • adv. - adverb | • prep. - preposition |
| • AmE - American English | • pron. - pronoun |
| • BrE - British English | • pt. - past tense |
| • C - countable noun | • sb. - somebody |
| • conj. -conjunction | • sing. - singular |
| • det. - determiner | • sth - something |
| • IDM - idiomatic use | • SYN - synonym |
| • n. - noun | • U - uncountable noun |
| • PHR V - Phrasal verb | • v. - verb |

8.4.1 Looking up a dictionary

Locate the following information from the dictionary.

I. Find the meaning of the following words:

1. ateliar
2. behemoth
3. mesmerize
4. furtive
5. eke
6. luminary
7. neologism
8. panacea

II. Consult the dictionary and answer the following questions.

1. What is the synonym of the word 'elucidate'?
.....
2. What is the meaning of 'on the front burner'? (Look up 'front')
.....
3. What is the idiomatic use of the word 'gold'?
.....

4. What is the full form of IOU?
.....
5. What part of speech is 'lead off'?
.....
6. What part of speech is 'minimize'?
.....
7. With which game is the term 'slam dunk' associated?
.....
8. Is the term 'restroom', English or American?
.....
9. Who is a 'chiropodist'?
.....
10. Is the term 'in the ascendant' formal or informal/ (Look up ascendant)
.....
11. How many idiomatic expressions are listed under 'fort'?
.....
12. Is Molotov Cocktail a drink?
.....

8.5. Language Use

8.5.1 Requests

In unit 10 you learnt about the form and function of language and noticed that different structures can be used to perform a certain function.

You learnt that requests can be in the form of an assertion, a question or as an imperative sentence.

We also know that there are some stock phrases and expressions for certain functions in every language. In order to make a request you would use words like 'please', 'kindly', 'would you mind', 'if you do not mind' etc. Alternately we could use 'May I', 'Can I', 'Could I' while asking for things or permission to do things.

The choice of vocabulary and structure depends upon three things:

- our audience (the person who we are talking to and what is our relationship with him or her)
- our purpose (why we are speaking or writing)
- context (what the situation is- formal or informal, place where we are)

I Given below are a few requests. Read them and match them with the situations given in the box.

ordering food in a restaurant	asking for a thing at a shop
asking for services	asking for permission
asking for someone	asking for information

asking someone for a favour

making a formal request

making an informal request

asking for direction

1. May I have a packet of tea, please?

.....

2. Can I have my car serviced tomorrow?

.....

3. I'll have a dosa and some coffee, please.

.....

4. Could you pass me the sauce, please?

.....

5. May I leave office a little early today?

.....

6. Could you lend me a hundred rupees, if you do not mind?

.....

7. Have you got any walking shoes?

.....

8. Could I have a cup of tea, please?

.....

9. Could you clean up my room, please?

.....

10. Can I go out with Roma today?

.....

11. Would you be able to include my name in the list, please?

.....

12. Could I have your address, please?

.....

13. Could you exchange your seat with mine, please?

.....

14. Would it be possible for you to watch my bags while I am away?

.....

15. Excuse me, could you tell me where the post office is?

.....

16. May I talk to Mrs. Singh, please?

.....

II. Given below are some situations. Write what you might say in each situation.

1. You want to know when the supermarket will open.

.....

2. You are at dinner with your family. You need the sugar.

.....

3. You want to the dialling code for Uttarakhand? (You may begin with 'what' also)
.....
4. You want to reserve two seats for Ranikhet for the 5th of September.
.....
5. You are talking to someone who is speaking very softly. You want the person to speak a little louder.
.....
6. You are lost in a new city. You want to reach the Convention Centre.
.....

Please note that when we make requests formally in the written form we use sentences like these:

- I request that my application be accepted for the post of Forest Officer.
- I would be grateful if leave of five days is granted to me.
- Should it be possible for you to process my file within a week, I would be highly obliged.
- I would be thankful if the tickets are sent to my address given below.

8.5.2 Making offers and Responding to Offers

Many a time we see someone in difficulty and offer to help. Sometimes we offer food and beverages to people who are visiting us. And at times we feel like sharing something that belongs to us with others.

Here are a few common expressions for making offers and their likely responses.

- A: Would you like something to eat?
B: No, thanks, it's all right. I can manage.
- A: Can I help you with your bags?
B: Thank you, that's very kind.
- A: How about a cup of tea?
B: Yes, please. I'd love some.
- A: Can I pass you the dictionary?
B: Thanks very much.
- A: Let me help with the cooking.
B: Yes, please. That'd be a great help.
- A: Would you like my umbrella?
B: No, thanks, I can manage.

I Match the offers given in Box A with the responses given in Box B. Write them in the space below. Then practise saying the sentences.

A	B
1. Let me open the door for you.	a) Yes, please. I'd like a sandwich.
2. Would you like some paper to write on?	b) Thanks. That's a great idea.
3. How about a quick cup of coffee?	c) No, thanks. I've some in my bag.
4. Would you like some tea? I'm having some.	d) Thanks very much.
5. Would you like my seat?	e) That's very kind of you.

6. Let me help you with your typing.	f) No, thanks. I can manage.
7. Would you like something to eat?	g) Yes, please. Thank you.
8. Let me get you something to sit on.	h) No, thanks. Not at the moment, please.

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8

A few points to remember:

- The answer to 'a' or 'an' is 'one'
- The answer to 'some' is 'some'
- We do not repeat the noun in the answer. (We don't say 'Yes, please. I'd love an apple.)
- For offering something we use 'Would you like/How about...?'
- For offering to do something we use 'Can I/Let me...'

II A few situations are given below. Frame appropriate offers and their responses and write them in the space provided.

1. You offer a glass of water to someone. The other person accepts it.
2. You offer to collect the clothes from the dry cleaner. The other person refuses your help.
3. You offer to switch the fan on. The other person accepts your help.
4. Someone offers to lend you his/her dictionary. You accept.
5. You offer something to eat. The other person refuses saying he/she is not hungry.
6. You offer to give your seat to a lady. She refuses saying that she'll manage.

.....

8.5.2 Making suggestions

We make suggestions about what we or someone can do. Given below are some ways of making suggestions. Here the person is making a suggestion which may be agreed to or not agreed to.

- How about a walk to the market?
- Should we rest a while?
- Shouldn't we meet the Principal?

- Let's book our tickets now.
- They need not be so worried.

Some suggestions we make have a sense of compulsion. We use 'must' or 'should' in these. These suggestions imply that not following the suggestion may have some undesirable outcome.

Here are some more:

- You must eat less sugar.
- You must have that wound tended to.
- You must reply the mail by tomorrow.
- You must see a doctor.
- You should go home now.
- She shouldn't leave her baby alone.

I Frame appropriate suggestions to the situations given below.

1. The train has stopped at the station. You suggest that you and your friend get down there.
2. Your friend has a bad cough. You suggest that she must take some medicine for it.
3. You are passing the fruit chaat stall. You suggest having some fruit chaat.
4. An important letter needs to reach its destination as soon as possible. You suggest that it should be posted the next morning. (Use 'tomorrow')
5. The holiday season has begun and there are very few train tickets available. You suggest that tickets be booked right away.
6. The school is good. They take care of the children well. You suggest to the mother not to be worried about her daughter.

.....
.....

8.6 Writing

8.6.1 Writing an email with a request

In today's world much of the written communication has shifted from letters to emails which are letters of a kind but with a difference. They are the most efficient way to ensure that your message reaches the recipient within the least possible time. Though emails have a less formal format they may vary in their level of formality.

Here are a few points:

- Emails vary in formality depending upon who you are writing to and what is your relation with them.
- Emails are generally written in a polite fashion but again the level of politeness varies according to your relationship with the receiver.
- Even if we are writing to our colleagues in the office who are not senior to us, our emails should be polite and friendly.

Let us imagine that Gurmeet Mann, wishes to interview Dr. Achutan Pillai, a professor in the department of Anaesthesia at the Christian Medical College. She writes an email to Dr. Pillai, seeking an appointment to interview him. Let us see the email she would probably have written to him. She decides to mark a copy to the department so that in case Dr. Pillai is not in the office his secretary can see the email.

To: a_pillai@cmc.net.in
CC: deptanaesthesia@cmc.net.in

Subject : Interview on Anaesthesia for Punjab Herald

Dear Professor Pillai,

I am the Health Correspondent for the daily Punjab Herald. I am writing to you to say that our newspaper wishes to cover the topic of anaesthesia in their Sunday supplement, to help lay people understand how it works.

Since you are renowned for your research and expertise in this area, we wish to interview you on certain aspects of this topic.

Could you please indicate your convenience for an interview sometime in the next week? We would indeed be grateful for your valuable time.

Looking forward to your reply

Regards

Gurmeet Mann

Correspondent, Health and Family Welfare

Punjab Herald

433, Gurudwara Road

Ludhiana, Punjab

Tel. 0161-2345890, 0161-2345894-6

www.punher.com

- Clear subject line
- Greeting with designation
- Your introduction with your job or designation (not name) and explaining why you are writing.
- Use of 'we' and not 'I' makes the message more formal.
- Use of words like 'renowned', 'indicate' and 'convenience' make it formal and polite.
- Formal and friendly ending
- Use full name in the first email
- Give position and contact details.

A few things to remember:

Greetings : Formal to individual- Dear Ms. Sen/Dear Professor Shukla/Dear Ranbir Nautiyal (Do not use first name as in Dear Ms. Neelam)

Formal to a group- Dear All

FAQ/For the attention of the Head of the Department

Closing : Regards/Best regards/ Best wishes and then your full name with position and contact details

Request : Very polite.

Give the person the option to say 'no' Use expressions like 'Would it be possible...'/We would be grateful if.....

Imagine you are the Technical assistant of Uttarakhand Testing Laboratories. You are sending an email to the office of Uttarakhand Chemicals, which is a new company set up in the Special Economic Zone. You wish to know more about the company and their products. Ask them to send their literature and promotional material if any. Also ask for a price list of their products.

.....

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.....

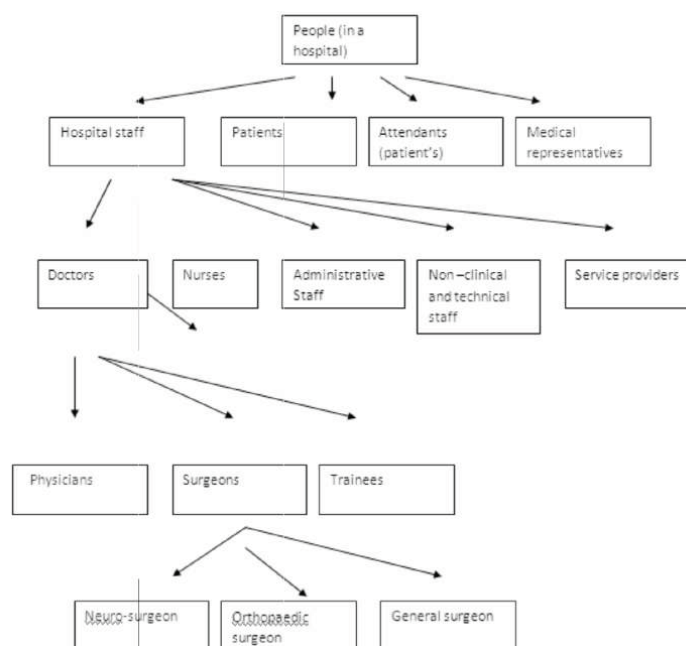
.....

.....

.....

.....

8.7 Answers to check your progress



8.3.3 Reading Comprehension

I Understanding the basics of the text

Complete the following sentences.

1. The passage is a part of an interview
2. Its theme is connected with the field of medicine.
3. The interview helps us to understand something about the way anaesthesia works during an operation/the effect of anaesthesia on the brain.
4. The person being interviewed is a well-known professor of anaesthesiology who has been working on/doing research on how anaesthesia works.
5. The language used is not technical so that the ordinary person can understand.

II Understanding the text

A. Answer the questions

1. What happens when one is under anaesthesia?

The body goes into a coma for the time the drug has its effect. This allows the body to bear the pain and assault caused during the surgery.

2. How did people discover that ether could be used in the medical field? What experiments did they do?

In earlier days some people used to sniff ether as a habit. They discovered that if they got hurt while they were under the effect of ether, they did not feel any pain even if the skin or flesh was cut due to the injury.

Dentists began to experiment with ether when they did oral surgery. Later a surgeon used it to remove a neck tumour. Their successes confirmed the fact that ether could be used to make surgery painless.

3. How was surgery done before anaesthesia was discovered?

The patient must have been tied down or held down by assistants of the surgeon. A good surgeon was one who could cut off a limb as quickly as possible without causing much pain while he did so.

4. What did Dr. Warren mean when he said that 'this was the real thing and that it was going to change medicine'?

He meant that ether would help to make surgery painless and doctors would be able to undertake long operations without the fear of causing the patient pain or trauma.

5. What is the meaning of the word "under" used in the interview?

It means unconscious under the effect of ether.

6. How do the doctors ensure that nothing happens to the patient under the effect of anaesthesia?

They monitor the blood pressure, heart rate and temperature of the patient. If any of these appears to be abnormal then they provide they try to regulate it with the help of machines or medicines.

7. What kind of volunteers did they take for their research study?

They experimented with patients who had undergone tracheotomies which means they had a hole in their wind pipe. If the patient found difficulty in breathing while

under the effect of ether, the doctor could put a tube into the hole and attach the tube to a breathing circuit and the patient would continue to get the oxygen he or she needed.

8. How does anaesthesia work? Does the brain completely shutdown?

No, the brain does not shut down completely. Only certain parts shut down. Remaining parts continue functioning normally. This regular activity prevents the brain from transmitting information and creates the state of unconsciousness.

III Understanding words in context

Find the following:

1. A word in response 1 of Dr. Brown that means the same as 'to take an organ, skin etc. from one person, animal, part of body etc. and put it into or onto another'.
transplanting
2. A word in the response 2 which means the same as 'caused by a drug'.
drug-induced
3. A word in the response 6, which means the same as 'to find new people to join a company, an organization, the armed forces etc.'
recruiting
4. A word in response 7 which means 'persons who administer and study the effects of anaesthesia'.
anaesthesiologists
5. A word in response 8 which means the opposite of 'passive'.
active
6. A word in response 8 which means the opposite of 'keep in the same state'.
alter

8.4 Vocabulary

8.4.1 Looking up a dictionary

Locate the following information from the dictionary.

I Find the meaning of the following words:

- | | |
|--------------|---|
| 1. atelier | : a room or building in which an artist works |
| 2. behemoth | : a very and powerful company or organisation |
| 3. mesmerize | : (usually passive) to have such a strong effect on people that they cannot give their attention to anything else |
| 4. fugitive | : behaving in a way that shows that you want to keep something secret and do not want to be noticed |
| 5. eke | : (something out) to make a small supply of food or money last longer by using only small amounts of it |
| 6. luminary | : a person who is an expert and a great influence in a special area or activity |
| 7. neologism | : new word or an expression or a new meaning of a word |
| 8. panacea | : something that will solve all the problems of a particular situation |

II. Consult the dictionary and answer the following questions.

1. What is the synonym of the word 'elucidate'?
Explain
2. What is the meaning of 'on the front burner'? (Look up 'front')
(of an issue or plan) Being given a lot of attention because it is considered important
(informal, North American use)
3. What is the idiomatic use of the word 'gold'?
A crock/pot of gold
As good as gold
4. What is the full form of IOU?
A written promise that you will pay somebody the money you owe them
5. What part of speech is 'lead off'?
Phrasal verb
6. What part of speech is 'minimize'?
Verb
7. With which game is the term 'slam dunk' associated?
Basket ball
8. Is the term 'restroom', English or American?
American
9. Who is a 'chiropodist'?
A person who looks after other people's feet
10. Is the term 'in the ascendant' formal or informal/ (Look up ascendant)
Formal
11. How many idiomatic expressions are listed under 'fort'?
Two (1) hold the fort (2) hold down the fort
12. Is Molotov Cocktail a drink?
No, it is a large bomb that consists of a bottle filled with petrol/or gas and a piece of cloth in the end that is made to burn just before the bomb is thrown.

8.5. Language Use**8.5.1 Requests****I. Given below are a few requests. Read them and match them with the situations given in the box.**

1. May I have a packet of tea, please?
Asking for a thing at a shop
2. Can have my car serviced tomorrow?
Asking for services
3. I'll have a dosa and some coffee, please.

Ordering food in a restaurant

4. Could you pass me the sauce, please?

Making a formal request

5. May I leave office a little early today?

Asking for permission

6. Could you lend me a hundred rupees, if you do not mind?

Asking someone for a favour

7. Have you got any walking shoes?

Asking for a thing at a shop

8. Could I have a cup of tea, please?

Ordering food in a restaurant

9. Could you clean up my room, please?

Asking for services

10. Can I go out with Roma today?

Making an informal request

11. Would you be able to include my name in the list, please?

Asking for a favour/Making a formal request

12. Could I have your address, please?

Asking for information

13. Could you exchange your seat with mine, please?

Asking for a favour

14. Would it be possible for you to watch my bags while I am away?

Making a formal request

15. Excuse me, could you tell me where the post office is?

Asking for direction

16. May I talk to Mrs. Singh, please?

Asking for someone

II. Given below are some situations. Write what you might say in each situation.

1. You want to know when the supermarket will open.

Excuse me, can you tell me when the supermarket will open.

2. You are at dinner with your family. You need the sugar.

Can you pass me the salt, please?

3. You want to the dialling code for Uttarakhand? (You may begin with 'what' also)

a) What is the dialling code for Uttarakhand, please?

b) Hello, could you tell me the dialling code for Uttarakhand, please?

4. You want to reserve two seats for Ranikhet for the 5th of September.

Could you reserve two seats for Ranikhet for the 5th of September, please?

5. You are talking to someone who is speaking very softly. You want the person to speak a little louder.

Excuse me, could you speak a little louder, please?

6. You are lost in a new city. You want to reach the Convention Centre.

Excuse me, could you tell me where the Convention Centre is, please?

8.5.2 Making offers and Responding to Offers

I Match the offers given in Box A with the responses given in Box B. Write them in the space below. Then practise saying the sentences.

1. A: Let me open the door for you.
B: Thanks very much.
2. A: Would you like some paper to write on?
B: No, thanks. I've some in my bag.
3. A: How about a quick cup of coffee?
B: Thanks. That's a great idea.
4. A: Would you like some tea? I'm having some.
B: No, thanks. Not at the moment, please.
5. A: Would you like my seat?
B: That's very kind of you/ No, thanks. I can manage.
6. A: Let me help you with your typing.
B: Thanks very much.
7. A: Would you like something to eat?
B: Yes, please. I'd like a sandwich/Yes, please. Thank you.
8. A: Let me get you something to sit on.
B: No, thanks. I can manage.

II A few situations are given below. Frame appropriate offers and their responses and write them in the space provided.

1. A: Would you like a glass of water?
B: Yes, please. Thank you.
2. A: Let me collect the clothes from the dry cleaner. /Can I collect the clothes from the dry cleaner?
B: No, thanks, I can manage.
3. A: Can I switch the fan on?
B: Yes, please. Thank you.
4. A: Would you like my dictionary?
B: Thanks a lot.
5. A: Would you like something to eat?
B: No, thanks, I am not hungry.
6. A: Would you like my seat/Can I offer you my seat?

B: No, thanks, I can manage.

8.5.3 Making suggestions

I. Frame appropriate suggestions to the situations given below.

1. Let's get down here/at this station.
2. You must take some medicine for your cough.
3. How about some fruit chaat/Why don't we have some chaat?
4. You must post it tomorrow morning.
5. You must book the tickets right away.
6. You needn't worry about your daughter. They take care of the children here.

8.6 Writing

8.6.1 Writing an email with a request

Imagine you are the Technical assistant of Uttarakhand Testing Laboratories. You are sending an email to the office of Uttarakhand Chemicals, which is a new company set up in the Special Economic Zone. You wish to know more about the company and their products. Ask them to send their literature and promotional material if any. Also ask for a price list of their products how they would like to be paid.

To: ukchemicals@net.in

CC: hr_ukchemicals@net.in

Subject: Query about products

Dear Mr.

I am the Technical Assistant of Uttarakhand Testing Laboratories. I am contacting you to say that we have learned about you are the Technical Assistant the establishment of your company in SEZ in Uttarakhand and would like to learn more about the products you deal in.

Could you please send us some information or promotional material, if you have any, regarding your products? It would be most useful in making our decisions regarding our future purchases.

We would also require a price list and payment terms.

Looking forward to your reply

Regards

.....(Full name)

..... (Name on top of address), Technical Assistant

Uttarakhand Testing Laboratories

201, Sahastrdhara Road

Dehradun

Tel: 135-2658944-7

Fax: 135-2789990

www.uktestinglab.com

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Unit 9: BASICS OF ESSAY WRITING

9.1: Introduction

You have already read in paper I about the various grammatical rules and regulations that prepare you to speak and write correct English. By now you seem in a proper frame of mind to write something of your own in your own style. Your reading of the previous blocks has prepared you for writing various things for various occasions. Such writings are called composition. To be more specific, in a composition you give your ideas a shape. Since various occasions necessitate a composition to conform to the contextual needs, the treatment of words and the intended meaning of the writer make the matter readable and effective. Hence, the success of any writing depends largely on the aim of writing. No writing, as you all will agree, can be considered successful unless it has convinced its readers. Therefore, we have to understand the various parameters that help in convincing the readers.

Imagine reading an essay that you had read in your previous classes. On most of the occasions, your experience of reading them might not have been pleasant. On nine out of ten occasions you might have kept your book aside or decided to read something else. If you ask yourself why such a thing happened, you will come up with several reasons. The reason for your keeping the book aside doesn't lie with the writer of the essay but with your lack of understanding. Actually many of us, most often think every writing to be easy, interesting and full of entertainment. We tend to forget that not all compositions have the same nature and treatment. Every writing, for that matter, has its own limitations and is distinct and unique in its own way. A poem or a story will be different from an essay a letter or some other composition. Thus, we have to understand the basics of writing an essay.

Most of us have the experience of not getting good marks in the essay paper. This reflects, as we have discussed above, our inability to understand the expectations of a good essay. An essay is not like other answers which many students memorize and write. It is more of an original than a reproduced version. An essay tests a student's use of language and his understanding of a topic. The word essay, as per dictionary meaning, means an attempt. The Concise Oxford Dictionary defines essay as 'a literary composition (usually in prose which is short) on any subject'. Though there are different definitions of essay given by reputed scholars but we have to restrict ourselves to what is common among them. For understanding an essay, can be thought of as a prose piece that is spread out in the form of paragraphs properly organized and connected with thoughts on a given topic.

As essays are written on specific topics, let us find out what can be written on a particular topic. Since an essay is divided into paragraphs, every paragraph has pieces of information. As beginners, you often find yourself lacking in information. But there is nothing to worry about. There are different ways to gather information. Think of the various topics that you came across in your school days. Of course, you might not have any information on every topic but the continuous reading and experience which you gain as you grow in years provide you with more and more details. This takes time, no doubt, but you cannot wait for the examination when you start preparing for writing essays. You have to start practising much in advance.

9.2 Steps for writing Essays

- H. Martin in his book on College Composition has suggested three steps which can prepare us to write essays. These are:
- a. Reading
 - b. Observation
 - c. Conversation

9.2.1: Reading:

Most of you remember well the sayings of the famous English essayist Francis Bacon who said-'Reading maketh a full man', i.e. reading can help you imbibe numerous qualities. One cannot deny the fact that books are a rich source of information on all subjects. They can provide us with a variety of information on various subjects. Libraries, the world over, are busy spreading knowledge to people in all corners of the world. Reading provides you not only with information but it also enriches you with vocabulary and writing style. It further can develop other skills such as speaking and writing. It is a fact that reading requires time but it provides rich dividends. Anyone who falls short of ideas on any subject is because of his poor habit of reading. Hence extensive reading can always save you from the drought of thoughts. In addition, regular reading can ignite your thoughts.

9.2.2: Observation

If you think about the information provided in books you will feel that they form a part of the writer's observation and experiences. People have different ways of sharing their information. While some expresses their feelings through the medium of poetry, some do so by writing in the form of prose. Many writers also take recourse to imagination and hence, include their surroundings while writing. In fact, there are so many things and incidents that at times make us think. They have many things to say. It is no wonder that Words worth, Keats, Shelley and for that matter all poets and artists get influenced by objects and incidents that surround them. Most of you too see a rose, a skylark a tiger or a lamb but you do not see them so seriously. No two individuals look at a thing in the same way. They have their different view point. You can write your own experiences and thus keep describing your observations. You will later realize that your continuous practice at describing objects and experiences helps in touching upon various issues that need serious deliberations.

9.2.3: Conversation-

Conversation is one of the easiest ways of gathering matter for your essay. When you hear people talking to each other, you will find them conversing on various subjects. As children, most of us are eager to hear what others say. There are various advantages of conversation since people often talk about their experiences of life and their work place experience. For one who has less exposure to the outside world can learn a lot from people's conversation. Talking and listening to many people provides you with rich resources. This can lend you a helping hand in your attempts at essay writing. But while gathering material for your essay you need to exercise some restraint and caution. Remember that not all conversations can be useful for the specific purpose of essay writing. There are many conversations which are light hearted and often intended to pass time than as a useful activity. So, one has to be careful while extracting grain from the chaff.

9.3: Manner of Presentation

Thus the three methods discussed earlier teach you how you can gather matter for your essay. But gathering materials alone doesn't mean that your task is over. Actually, these are the activities needed for pre- writing processes. You may have the matter of course but what matters the most is the manner in which you present the matter. As we have discussed earlier for any writing to be effective it has to be convincing. The readers may not get convinced unless your writing is systematic and confirms to certain steps.

Suppose you have been asked to write an essay on 'Friendship' what are the things that come to your mind spontaneously. You will have lots of things in your mind such as:

- What is friendship?
- Qualities/merits of friendship
- Some examples of friendship
- Things that can break friendship

- Importance of friendship

These are some points which will have many sub points. These will have many more points also occurring to you. You will soon find that you are in a sea of ideas. All you need to do is to organize them systematically in order to give your thoughts a proper shape. You can divide your ideas and put them in proper heads. Once you start doing that you will have a feeling that proper information is being put in the proper head.

9.4: Dividing the matter of your essay

At a broader level, every essay can be divided into three parts namely introduction the body/ middle and the end or conclusion.

9.4.1: Introduction

Once the major task of information gathering is over, you may choose the points that can be put in the introduction. Introduction which is the beginning of an essay should set the tone for the essay. It has to be short but attractive. It should grab the reader's mind in the first instance. Though in most of the cases it defines the topic, however, it can start with an anecdote a quotation or a statement. The introduction may vary according to the nature of the essay.

9.4.2 : The body/Middle

The body of the essay usually will contain the development of the points stated in the introduction. In the introduction you seem to familiarize your readers with the topic but in the body you add emphasis with the help of facts and various examples. The body of the essay may have several paragraphs and as a writer you will get enough room to argument your ideas. Suppose you are to write an essay on 'The importance of games and sports in life,' your points of discussion in the body of your essay will be the advantages of games and sports, the training of the body and the mind, the ability to work in groups, the lesson of co-operation and co-existence rivalry and team spirit, discipline self-control the way to drive away monotony and loneliness etc. You will find that while developing all these points you will not only entertain yourself but also provide more food to your readers. But while doing so, you should not forget the notion of compactness. This is because at times your readers may lose interest in your essay if your points are too long and exhaustive. You cannot keep a restraint over the length of your essay unless and until it has to follow the instructions say as in examinations.

9.4.3: The conclusion/End

The conclusion of your essay is as important as the introduction. In many cases if a writer raises a question in the introduction the readers of ten look for the answer throughout the essay. But the conclusion of the essay provides him the authentic answer. Hence the conclusion should be the solution to a problem or the most satisfying answer or observation. Though the concluding paragraph should be the gist of the essay it should never introduce any new idea or information. You have to be careful enough to make conclusions brief but not ambiguous. The conclusion of any essay talk or speech hence should give the impression that the writer has been able to drive home the point he wanted to make in the introductory paragraph.

9.5 Language and Style

You may often think what type of language and style should be used in an essay. Though the style of the essay may vary according to the type of the essay language has to be plain and unambiguous. For plainness and clarity of thoughts sentence have to be short and to the point. You should remember that unnecessary use of words may help in expanding your line of thinking but may mislead the readers. Familiar words lend readability and makes reading smooth. One should aim for conciseness and this can be achieved by using one's

own judgement. Remember that it is always better to substitute longer constructions by easy and familiar words. Most of us have a fascination towards flowery expressions. This has to be controlled. You have to be aware that you are not writing a poem but an essay. If your ideas are not conveyed you won't be able to convince your readers. Hence aim at directness, simplicity and conciseness.

You have already read that an essay is a combination of several paragraphs. You would also be able to know what other things should be kept in mind while writing an essay once you collected information.

9.6: Division of paragraphs

In school, you must have done paragraph writing on various topics but when you write essays at college level or in competitive exams, the essay spreads out into several paragraphs. All the paragraphs of your essay should hinge on a particular idea. The first sentence is the topic sentence and other sentences should relate to the same theme.

9.6.1: Coherence

While collecting information for your essay, you gather various points. You should also take the trouble to arrange them and sub-divide them into various heads. The divided ideas when put into paragraphs should be coherent or show relevance. Coherence in paragraph can ensure unity of thought. Any information that seems alien in a paragraph may appear undesirable and unconvincing. You should take care to find out the topic sentence. One has also to remember that the topic sentence is not necessarily the first sentence of a paragraph. Sometimes it may come after one or two sentences which many people write to create a background.

9.6.2: Logical ordering-

As conscious beings, you all know the importance of logical ordering in any essay. Suppose you are listening to a talk or speech on 'cloning'. Your curiosity would be aroused from the speaker's definition of cloning, how it can be done, its advantages disadvantages and finally its concluding remarks. This is called systematic arrangement and every speaker or writer tries to put it in his essay. While this logical ordering helps writers to present their views in an effective manner it also helps the reader or listener to understand and analyse even difficult topics easily.

9.6.3: Variety

An essay must have a variety in structure as well as in style. While all the paragraphs may not be of the same length the sentence length and type also varies. The use of linkers adds variety to sentences and paragraphs as well. You will all agree that in order to keep the reader's interest, it becomes essential to maintain variety. Any writing that lacks in variety becomes dull and monotonous.

You have read about the essentials of essay writing. Hence you should remember that before you start writing your essay, do adequate planning, make an outline and conclusion. You are sure to write effective essays.

Test Yourself

Answer the following questions:

1. What are the steps involved in writing essays?
2. How does reading help one in writing an essay?
3. How does conversation help in writing an essay?
4. How do we divide an essay?

5. Write a note on 'Language and Style' used in essay writing.
6. Write a paragraph on the following topics:
 - a. Coherence
 - b. Logical Ordering
 - c. Variety

Unit 10: Essay Writing and Varieties of Essay

Introduction

Essay is a short composition in which the writer gives his personal interpretation of an event, a situation, an object or a problem. It is a presentation based on his personal experiences and perceptions. It is regarded as a literary composition in which more than the originality of ideas, the view point or the approach of the writer is valued. Essay is written keeping the reader in mind. If the reader does not enjoy reading it, the purpose would be defeated and it would not be considered a good essay. The reader should be able to respond to it and appreciate it the way he does any other piece of literature. An essay is generally defined as a literary piece which tries to evaluate the grammatical, communicative and literary competence of the writer. Therefore, an essay makes an attempt of assessing:

- The Grammatical Competence
- Communicative Competence
- Literary Competence
- Planning
- Organic Structure of the essay etc.

Varieties of Essay:

Generally, a writer expresses the ideas of his mind in more than one form, the form can be narrative, descriptive, expository or reflective, augmentative and imaginative and depending upon the forms we may have five different types of essays which are as follows:-

I. Narrative Essay

The word narrative is derived from the word narrate which means to say something in a coherent and chronicle order. Here, the narrator expresses all possible events in a systematic and sequential form. It is written either in the first person narrative like I or we and the omniscient or the third person narrative like he, she, they, or one. A good, striking beginning and truthful account of the events, an element of suspense and excitement presented in interesting style will make narrative essays effective. Narrative essay can be written on the following topics:

- My journey to a village
- My first day in college

Let us take an example of the narrative essay:

When a beloved one is dying

When a person finds out that his or her loved one is seriously ill, he or she avoids talking to people. This period may last from a couple of days to several weeks. To tackle this problem the best way out would be to start attending a support group, where the person will learn that a lot of people face the same problem and that there are ways to cope up with this situation. He will meet people who have gone through a situation like that and will inspire the person to concentrate on providing support to their loved ones by making their "last days" beautiful and bright.

The main thought at this stage is "Why did it happen to him? Why did it happen to me?". The feeling of the unfairness of the present situation makes the person mad. The best "recipe" to let the anger out is to write a journal, describing the internal feelings. Doing

active exercising is a good anger-reliever remedy too. Another important aspect is not to be alone. Attending a support group or just talking and being honest about your feelings with family members will help a lot.

This is the time when a person needs special help and emotional support. At this stage the best thing to do is to ask a psychologist for a qualified help if the help of a close friend and family members is not sufficient. It is vital to take care of yourself, get enough sleep and eat nutritious food. Going to church, in order to gather thoughts, might be helpful. It is important not to let yourself to pour your emotional condition on another person. There is no need to pretend that everything is fine – it is important to be open and active. Attending a support group may solve a lot of these problems at the same time.

This is not about denying the existence of the illness. It is about learning how to live with this “future loss” and being ready for it. Reading about the illness will help to know everything about it and be sure how to help the loved-one. Keeping a strong emotional contact with the loved-one is needed extremely due to the possibility to help him going through his stages of accepting the fact that he has the illness. The understanding that death is just a part of life is to bring the feeling of peacefulness of the outside worlds. Spending time with nature may help a lot.

Of course, it is impossible to fit all the emotions a person will experience between the lines describing these four stages. Nevertheless, a person who is facing a problem of a future “loss” needs to remember that he is not alone, that he does not have to hide his feelings, he needs to take good care of himself in order to help himself to cope with the situation, he may use various “creative” techniques and he may ask for help of a psychologist and a support group. And the most important part is to make the day of the dying person unforgettable by being close and “holding his hand” no matter what!

II. Descriptive Essay

Introduction:

The writer describes an object, a place, an event or a natural phenomenon. He tries to create visual images and works on his subject like a painter. Before starting the essay the writer must be clear about his /her objective- the central idea that the writer wishes to convey or the main impression that he/she wants to create.

The purpose of descriptive writing is to make our readers see, feel, and hear what we have seen, felt, and heard. Whether we’re describing a person, a place, or a thing, our aim is to reveal a subject through vivid and carefully selected details. Let us now read some examples of descriptive essays.

In the following paragraph, observe how the writer moves clearly from a description of the head of the clown (in sentences two, three, and four), to the body (sentences five, six, seven, and eight), to the unicycle underneath (sentence nine). Notice also how the concluding sentence helps to tie the paragraph together by emphasizing the personal value of this gift.

1) A Friendly Clown

On one corner of my dresser sits a smiling toy clown on a tiny unicycle—a gift I received last Christmas from a close friend. The clown’s short yellow hair, made of yarn, covers its ears but is parted above the eyes. The blue eyes are outlined in black with thin, dark lashes flowing from the brows. It has cherry-red cheeks, nose, and lips, and its broad grin disappears into the wide, white ruffle around its neck. The clown wears a fluffy, two-tone nylon costume. The left side of the outfit is light blue, and the right side is red. The two colors merge in a dark line that runs down the center of the small outfit. Surrounding its ankles and disguising its long black shoes are big pink bows. The white spokes on the wheels of the unicycle gather in the center and expand to the black tire so that the wheel somewhat resembles the inner half of a grapefruit. The clown and unicycle together stand about a foot high. As a cherished gift from my good friend Tran, this colorful figure greets

me with a smile every time I enter my room.

2) The Blond Guitar, by Jeremy Burden

My most valuable possession is an old, slightly warped blond guitar—the first instrument I taught myself how to play. It's nothing fancy, just a Madeira folk guitar, all scuffed and scratched and finger-printed. At the top is a bramble of copper-wound strings, each one hooked through the eye of a silver tuning key. The strings are stretched down a long, slim neck, its frets tarnished, the wood worn by years of fingers pressing chords and picking notes. The body of the Madeira is shaped like an enormous yellow pear, one that was slightly damaged in shipping. The blond wood has been chipped and gouged to gray, particularly where the pick guard fell off years ago. No, it's not a beautiful instrument, but it still lets me make music, and for that I will always treasure it.

In the next descriptive paragraph, the writer focuses less on the physical appearance of her pet than on the cat's habits and actions.

3) Gregory, by Barbara Carter

Gregory is my beautiful gray Persian cat. He walks with pride and grace, performing a dance of disdain as he slowly lifts and lowers each paw with the delicacy of a ballet dancer. His pride, however, does not extend to his appearance, for he spends most of his time indoors watching television and growing fat. He enjoys TV commercials, especially those for Meow Mix and 9 Lives. His familiarity with cat food commercials has led him to reject generic brands of cat food in favor of only the most expensive brands. Gregory is as finicky about visitors as he is about what he eats, befriending some and repelling others. He may snuggle up against your ankle, begging to be petted, or he may imitate a skunk and stain your favorite trousers. Gregory does not do this to establish his territory, as many cat experts think, but to humiliate me because he is jealous of my friends. After my guests have fled, I look at the old fleabag snoozing and smiling to himself in front of the television set, and I have to forgive him for his obnoxious, but endearing, habits.

The following paragraph opens the third chapter of Maxine Hong Kingston's The Woman Warrior: Memoirs of a Girlhood Among Ghosts (Knopf, 1976), a lyrical account of a Chinese-American girl growing up in California. Notice how Kingston integrates informative and descriptive details in this account of "the metal tube" that holds her mother's diploma from medical school.

4) The Magic Metal Tube, by Maxine Hong Kingston

Once in a long while, four times so far for me, my mother brings out the metal tube that holds her medical diploma. On the tube are gold circles crossed with seven red lines each—"joy" ideographs in abstract. There are also little flowers that look like gears for a gold machine. According to the scraps of labels with Chinese and American addresses, stamps, and postmarks, the family airmailed the can from Hong Kong in 1950. It got crushed in the middle, and whoever tried to peel the labels off stopped because the red and gold paint come off too, leaving silver scratches that rust. Somebody tried to pry the end off before discovering that the tube falls apart. When I open it, the smell of China flies out, a thousand-year-old bat flying heavy-headed out of the Chinese caverns where bats are as white as dust, a smell that comes from long ago, far back in the brain.

<http://grammar.about.com/od/developingparagraphs/a/samdescpars.htm>

III. Argumentative Essay:

Introduction:

Argumentative essay deals with subjects on which people hold conflicting views and opinions. They are written on topics which can be debated and on which people can advance heated arguments for or against the view. For instance, in recent times, a lot of people debated whether India should develop its nuclear programme or should concentrate

only on peaceful uses of nuclear energy. Similarly, we have been discussing several ways and means of controlling rampant and uncontrolled form of corruption. Some agree to a particular model of controlling corruption however, some dissent to that model. It has generated a great amount of debate among the people of this country. To write this type of essay, the candidate must first make up his mind as to which view he support and why. The candidate must have his argument to support the position that he takes up, however, it is advisable to keep the views of others in mind which may help the candidate in shaping the agreement coherently and cohesively. The positive as well as negative aspects of all topics must be carefully reflected so that the essay may become logical and coherent. The essay must not reflect any bias or prejudice.

Now, let us take an example of the Argumentative Essay

World Hunger

No wonder that so many people now a days live beyond the borderline of poverty and do not have basic needs in order to survive. Global stratification has put these counties in the lowest division and has called them The Third World countries or if to speak in financial terms the low-income nations. The second world nations are nations with moderate development patterns. The major condition in order to belong to the First World is wealth. This hierarchy is inevitable as it reflects the nature of relations between the nations of the world. According the UN data - 1 billion people suffer from starvation. That is a great number of people as it is 1/6 of the population of our planet. So, no matter how wealthy the First World is, the problem of hunger and death in "underdeveloped" countries is not to be forgotten? Different theories and interpretations of the global stratification in their context offer suggestions of these "poor" nations.

The modernization theory is one of the points of view on the way the global stratification works. According to this theory the process of development of "weak" counties occurs throughout the help they get from the First World. It emphasizes the beneficial influence of economically developed countries over underdeveloped nations. Within this theory the advanced nations provide different kinds of help but primarily technological aid to those countries that need it and therefore provide a stimulus for their further development.

Dependency theory is an opposition to the above-mentioned theory. It claims that the First World simply exploits the countries of the Second and the Third worlds. That it takes advantage of its uneducated population, cheap labour-force and inexpensive raw materials. According to this theory, that kind of dependency prevents the countries from their potential development as the counties are almost completely controlled by the "powerful" nations technologically, economically and even politically. Elimination of starvation is not a synonymy of global stratification elimination. The utopia of "equality" remains a utopia, until the "Third World Countries" start understanding the advantages they can get from external aid. The first step to the elimination of starvation is starting educating the populations of these nations. As the economic giants build their enterprises, "The Second World Countries" need to start offering corresponding specialists. 70% of the starving population consists of women and children. The "Second" and "Third World Countries" need to copy the patterns from their "powerful" friends. The welfare programmes can allow women to prevent their children from child labour and children would start schooling and therefore becoming valuable citizens. The contemporary economic world requires changes and people and nations that are not eager to take advantages that other countries offer in order to become "attractive" for financial inputs are doomed. Another important factor is the necessity to maintain the fertility on the same level, which means – sex education for the populations of these counties. Of course, the word "dependency" produces the discontent of various nations. Nevertheless, the modernization approach also offers dependency, as its core is an external stimulus, too. Any help may be interpreted as dependency because without it no changes can be done. But is it really so?

The modernizations of the dependency theories are the two sides of the same coin. The nations that are not so advanced as the "First World Countries" need to realize

that simple technological help is not sufficient in order to maintain the development of the country on a proper level. Such fields as education and politics need to prosper, too. And if they can be developed in exchange of using these countries as suppliers of raw materials, then why not? The prevention of World Hunger can be set through mutual dependency that can be accumulated from both of the theories. Rich nations need poor nations to prosper as much as poor nations need rich nations in order to develop. The main conclusion for the countries that can be made on the basis of both the theories is the necessity of the ability to state what the country wants in exchange for what they take. This is a clearly tactical step that the government should follow.

Expository or Reflective Essay

Reflective essay contains the thoughts of its author. It can be written on abstract topics or some important problems. A reflective essay tests the level of your general awareness, the grasp and understanding of the given topic, the ability to think clearly of the various aspects of the problem, and the maturity of your ideas. The ability to organize these ideas logically and draw correct conclusions from your discussions is an important requisites for writing affective essay of this type. In the reflective essay, you are required to develop and present your own view point. Some of the examples of this category are:

- 1- Value of discipline
- 2- Importance of technical education
- 3- Problem of environmental degradation

Imaginative Essay

It is a type of essay in which you can imagine yourself in a situation or take up a hypothetical position. You can indulge in flights and fancy and imagination which may further allow you to express yourself in imaginative manner. Some of the topics of the imaginative essay type can be

- 1- India of my dreams
- 2- How man will communicative in 22nd century
- 3- If I were a multi millionaire

Unit 11: Narrative Composition

Introduction:

Incidents or happenings are narrated chronologically in a narrative essay. We try to give a sequential account of whatever has happened. In such essays, you are required to adopt the approach and style of a narrator or story teller trying to gradually move towards the climax or the main event. While the focus in these essays is on the main event, the events leading to it are not lost sight of.

Steps to writing narrative composition:

1. Striking beginning
2. Truthful account of the events
3. Element of suspense and excitement
4. Direct presentation

Sample narrative composition:

Sample narrative composition 1

1. Attitude Is Everything

I was working in the restaurant industry when I met Jerry. Jerry was the kind of guy you would love to be with. He was always in a good mood and always had something positive to say. When someone would ask him how he was doing, he would reply, "If I were any better, I would be twins!"

He was a unique manager because he had several waiters who had followed him around from restaurant to restaurant. The reason the waiters followed Jerry was because of his attitude. He was a natural motivator. If an employee was going through a rough time, Jerry was there telling the employee how to look at the positive side of the situation.

Seeing this style really made me curious, so one day I went up to Jerry and asked him, "I don't get it! You can't be a positive person all of the time. How do you do it?" Jerry replied, "Each morning I wake up and say to myself, 'Jerry, you have two choices today. You can choose to be in a good mood or you can choose to be in a bad mood.' I choose to be in a good mood. Each time something bad happens, I can choose to be a victim or I can choose to learn from it. I choose to learn from it. Every time someone comes to me complaining, I can choose to accept their complaining or I can point out the positive side of life. I choose the positive side of life."

"Yeah, right, it's not that easy," I protested. "Yes it is," Jerry said. "Life is all about choices. When you cut away all the junk, every situation is a choice. You choose how you react to situations. You choose how people will affect your mood. You choose to be in a good or bad mood. The bottom line is that it is your choice how you live life." I reflected on what Jerry said.

Soon thereafter, I left the restaurant industry to start my own business. We lost touch, but I often thought about him when I made a choice about life instead of reacting to it. Several years later, I heard that Jerry did something you are never supposed to do in the restaurant business: he left the back door open one morning and was held up at gunpoint by three armed robbers. While trying to open the safe, his hand shaking from nervousness, slipped off the combinations. The robbers panicked and shot him.

Luckily, Jerry was found relatively quickly and rushed to the local trauma centre.

After 18 hours of surgery and weeks of intensive care, Jerry was released from the hospital with fragments of the bullets still in his body. I saw Jerry about six months after the accident. When I asked him how he was, he replied, "If I were any better, I'd be twins. Wanna see my scars?" I declined to see his wounds, but did ask him what had gone through his mind as the robbery took place.

"The first thing that went through my mind was that I should have locked the back door," Jerry replied. "Then, as I lay on the floor, I remembered I had two choices: I could choose to live, or I could choose to die. I chose to live."

"Weren't you scared? Did you lose consciousness?" I asked.

Jerry continued, "The paramedics were great. They kept telling me that I was going to be fine. But when they wheeled me into the emergency room and I saw the expressions on the faces of the doctors and nurses, I got really scared. In their eyes, I read, 'He's a dead man.' I knew I needed to take action."

"What did you do?" I asked.

"Well, there was a big, burly nurse shouting questions at me," said Jerry. "She asked if I was allergic to anything. 'Yes,' I said. The doctors and nurses stopped working as they waited for my reply. I took a deep breath and yelled, 'Bullets!' Over their laughter, I told them, 'I am choosing to live. Operate on me as if I am alive, not dead.'"

Jerry lived thanks to the skill of his doctors, but also because of his amazing attitude. I learned from him that every day we have the choice to live fully. Attitude, after all, is everything.

Sample narrative composition 2

2. Lost Generation: Cause and Benefits

"It's great, hey? It's a feast, Paris."

"Yes, I said, "but it's a sort of moveable feast, isn't it?"

It leaves you with memories so powerful that you can never really forget them. They stay with you forever".

- From Satterthwait's "Masquerade"

It is common knowledge that the term "Lost Generation" introduced by Gertrude Stein is generally used to define a group of people who left America for France in the years after the First World War. People belonging to this group were not ordinary people for they were American artists and writers who were so sadly impressed by the entire set of events, which occurred during the WWI. This disenchanting experience gave birth to an enormous desire to have another place to live in. The disappointment of these people made them relocate in Paris, Montparnasse, France. American culture and its "mutation" during the war changed the attitude of these writers and artist towards anything American. So, the 1920's became the period when there was no other way for this group of people than to find their shelter in France. The Lost Generation rebelled against the new nature of American life, society and culture as America converted into a "business arena" where money was the most important thing for each society member. America was a slave of business and creative people could not find their place in it, as they did not have the literary freedom they needed so much. According to Jill Tripodi and Jackie Gross it was the metropolitan culture that was so appealing to the representatives of the Lost Generation; they needed a culture in which all the values, backgrounds and beliefs had the right to exist. America in its 1920's was the country of white protestant's values and nothing else was taken into consideration.

The American culture protested against new way of writing that the representatives of the Lost Generation proposed and so it tried to dictate them the subject, the direction and the style of writing. These generation rejected American materialism and was searching

more “spiritual food” for their works. A lot of famous and respected writers joined this group called the Lost Generation: John Dos Passos, Ernest Hemingway, F. Scott Fitzgerald, Ezra Pound, Gertrude Stein, Sherwood Anderson, Kay Boyle, Hart Crane, Ford Maddox Ford, Zelda Fitzgerald and others. They all were a generation of the “purest sense” and their emotional responses to the changes in the world around them were very alike. By the end of the war they were completely irritated by the numerous senseless patriotic slogans of the senseless war that too so many priceless lives. And Paris promised freedom, excitement, love and inspiration. The majority of these people got to Montparnasse, Paris through volunteering and obtained the status of American gentlemen volunteers.

It must be said that Ernest Hemingway was the informal leader of the Lost Generation for he was the one who helped all the other authors to acquire the naturalistic technique in writing. The reason he became an integral part of this generation was because the WWI influenced him irreversibly in the literary sense. He rejected the pathos of the American culture of that time with its self-proclaimed heroes telling people about what glory and honour is and American’s Protestantism that was not accepted by his new perception of the world. It can be easily seen in his works what a tremendous impact the WWI had over him: *A Farewell to Arms*, *The Sun Also Rises*, *Big Two Hearted River* and others resembled the disillusionment of the post-war period. He tried to give every reader the notion of what war really was. He wanted to show what life back then truly was and his goal was to make the reader feel the hero of the novel:

“From the time he had gotten down off the train and the baggage man had thrown his pack out of the open car door things had been different. Seney was burned, he knew that. He hiked along the road, sweating in the sun, climbing to cross the range of hills that separated the railway from the pure plains” (from *Big Two Hearted River*.)

John Dos Passos also wrote the novel that was the reflection of the values of the Lost Generation. His novel *Manhattan*, resembled a dull, pessimistic, and grey-colored life of the greatest American city. This was not just his personal view of the American social life but the fact of treating the whole American culture without any acceptance.

Scott Fitzgerald was not an exception either. His famous *Tender is the Night* told the world about the disillusionment of all the writers belonging to the Lost Generation: “This land here cost twenty lives a foot that summer...See that little stream—we could walk to it in two minutes....another Empire walked very slowly backward a few inches a day, leaving the dead like a million bloody rugs. No Europeans will ever do that again in this generation”.

It was for the Lost Generation that the world and America got their most prominent literature works because this generation became a major literary source of the post-WWI era. This group of writers qualitatively changed the existing writing style and came up with something absolutely new: a new way of expression which included symbolism that in its turn left the Victorian style far behind giving the way to modern literature. They changed the pattern of writing and created a completely transformed and positive attitude towards the American culture.

Montparnasse became the place where the Lost Generation tried to escape the spiritual emptiness of the post-war American culture.

Montparnasse is a region in Paris known for having an extreme high concentration of talented people for each square inch. All types of creative people: artists, writers, sculptors came from all over the world to find inspiration and freedom in this place. As it became a shelter of the Lost Generation, it was also the place where such people as Manuel Ortiz de Zarate, Henri-Pierre Roche and Pablo Picasso were seen. Gertrude Stein was one of the brightest figures of Montparnasse. She was the one who opened the talents and guided them in their creative activity. She became the person who taught the Lost Generation how to make the best of the time of their voluntary exile. She was the one who helped all these American writers to find a new style, their own idiom and unique writing techniques of emotional expression and therefore, to develop as creative personalities. She explained to

them that they are the Lost Generation and they can gain a lot more from this loss than without it. And Montparnasse became the right place for these transformations...

The countless bars and cafes of Montparnasse, which was situated on the left bank of the river Seine, became the place of birth of ideas for numerous literary masterpieces. So, it became the place where wonderful American writers congregated and even more than that as it was their "voluntary exile" from the world that did not accept anything that went against its "old ways".

Montparnasse was a place where many influential and famous people let their time pass by. Numerous artistic, musical and literature works that affected the whole globe in general and America with its innovative style can help to estimate the influence of that place and certain people. Montparnasse played one of the most important parts in the history of literature as it became the "headquarter" of the Lost Generation and the place of the ideas for the most brilliant masterpieces of mankind which affected the life of ordinary people socially, culturally and even economically providing new patterns of living for the stereotyped thinking of the human minds. The Lost Generation brought many cultural endowments to American culture: *"The great Gatsby"* by F. Scott Fitzgerald, *"The Sun also Rises"*, *"The Old Man and the Sea"* by Ernest Hemingway and many others.

Montparnasse also became the birthplace of the Dada. Dada gave direction for the development of literary creations of the Lost Generations. Dada was the: "the sociological zero of Dos Passos, the romantic hopelessness of Fitzgerald, the "nothing again nothing" of Eliot...the implicit denial of society in Stein...". Dada could be found in any work of the representatives of the Lost Generation and it was reflected into a kind of Lost Generation motto: "If you must speak of Dada you must speak of Dada. If you must not speak of Dada you must still speak of Dada".

"You are all a lost generation" once said Gertrude Stein and she was right and no wonder that Hemingway used his quotation as an epigraph to his legendary novel *"The Sun Also Rises"* for he felt it with all inside his heart. He and his followers had the same heart bleeding from the materialism of America of the 20th century.

Yes, maybe all these people were a generation that lost many things but they found and brought to life something very important for each living person of that time – new values. These values established a completely new culture in America – called a cosmopolitan culture and owing to the outstanding works of the Lost Generation America's society and culture started being recognized by the rest of the world as a unique, exclusive and potential culture.

Montparnasse became the "fresh air" which the Lost Generation so desperately needed and the contribution of this "fresh air" to the original country of the "victims" of the "voluntary exile" known as the Lost Generation, is immense. The immortal works of the Lost Generation take us back to the post-WWI time and lets us inhale the air and the atmosphere of changes and new perspectives that were born there.

"We are the hollow men

We are the stuffed men

Leaning together

Headpiece filled with straw

Our dried voices, when

We whisper together

Are quiet and meaningless

As wind in dry grass

Or rat's feet over broken glass

In our dry cellar"

-from "The Hollow Men" by T.S.Eliot

Sample narrative composition 3

3. Merit Pay for Teachers

Making a Merit Pay as a part of the educational reform will definitely contribute certain complication in the process of the functioning of the educational system. It especially concerns the process of evaluation of the eligibility for this pay. A series of tests, observations and introspection has to be done in order to keep choosing the right "nominees". One can have a greater amount of years of education but be less worthy of the Merit Pay due to faulty teaching. This may cause people to lose their jobs, but at the same time it may eliminate the presence of incompetent teaching at schools. At the same time this reform brings the hope that only really pedagogically talented people will educate children and prevent people that can be successful in any other profession from becoming "faulty" and incompetent teachers. There are also a lot of "environmental" conditions that prevent children for getting the best of their education: poverty, family troubles, low motivation and so on. Nevertheless, if a teacher can give a student sufficient motivation for learning all these "environmental" conditions may lose their power and influence over the child. The only way for the teacher to motivate students is to be motivated on his own. Merit Pay provides this motivation, making the teacher realize that the efforts will not be left unnoticed.

So, in spite of all the complications, Merit Pay is believed to be a great solution for the contemporary educational system. It will ensure the presence of quality teaching in schools. It is a stimulus for taking a great step from reproductive teaching to the "creative approach". "Without individual merit pay, teacher evaluations remain perfunctory best". "Teaching offers tenure, a solid middle-class income, and plenty of vacation time", this becomes a sort of protection for those "average" teachers that do not search for more and will not work more than they are required. What merit-pay system does is, it drops the "average" teaching off the schools and therefore it makes a tremendous step towards improving the academic achievements of the students. "But simply raising teacher pay without fundamental reform won't give us better teachers-it will just give us higher pay for good and bad teachers alike".

Merit pay has a lot to do with the motivation of teachers. High motivation afterwards leads to a high level of professional performance. The situation in the educational sphere is very unstable due to the constant decline of the general student achievement. No one states that the salaried around \$42,000 that the teachers get are unbelievably small. There is even more to add on the grounds of the U.S. Department of Education statistics: "Teacher salaries have increased steadily over the past 20 years, while student achievement has steadily declined".

The merit-pay system becomes a "tool" to encourage teachers no only to "attend" work in order to get their stable salaries, but to come up with something new and improve their general level of performance greatly in order to be rewarded. The president of America Federation of Teachers (AFT), Sandra Feldman stated: "Salaries must at least become competitive to attract and keep quality teachers", and she was right because as long as the worker feels unremunerated, the quality of his performance will never come to its maximum potential. It is similar to any other job: good initiative and an outstanding work always result respectively in the salary. Merit Pay should definitely become a part of the educational reform because due to all of the listed positive moments above it will certainly start a new "educational millennium" where teachers do really make a difference for kids.

Sample narrative composition 4

4. Science and Art

Throughout the ages, science and art have been two different sides of the very same coin. Initially, these two terms were considered to be completely irrelevant and sometimes even as a contraposition to each other. Along with the progress came the understanding that the connection does exist and even more than that – in some way these terms are inseparable. The priority of Science is finding the truth and the priority of Art is creating beauty. Obviously, these are two different goals from the first sight but this issue has a lot of “undersea stones”.

To learn if the connection does exist, in spite of all the superficial differences, it is necessary to examine the goals of these activities relatively to each other. If science is directed towards the truth, it is also possible to say that art is moving in the same direction. Science demands truth and is always very exact and categorical; it does not accept any overshoots and is restricted by scientific laws. It finds “mathematical” truth, the truth that leads to changes. Art in its turn searches for truth, too. But this is the truth of expressing feelings, the irrational component. What can be more truthful than emotions in their pure state? Art’s truth does not have limits and does not have to obey any laws. Therefore both need truth as a result. Both of them are parts of one substance, its rational and irrational components that cannot exist without one another. Irrational ideas lead to the rational searching for the truth.

The opinions about truth representing science and beauty representing art do have enough foundation to exist. Living in the era of technical progress, it is obvious that any scientific discoveries made are used to apply in practice and change people’s life for better. What science produces is a “pure truth”, a scheme, and a formula, something that cannot be used immediately. And this is the phase that art comes into the scene. With its beauty it helps to adjust the inventions to people and their world of consumers, to make it look esthetic. This complementation is the start point from where all these opinions concerning beauty and truth start.

The impact that science and art bring to the world is immense. And no wonder, it is so hard to imagine lives without them. Exploration of the world through analysis, comparison, syntheses and calculation in science faces the very same analysis, comparison, and syntheses of the outside world in art. Nevertheless, the benefits they bring to the world are irreconcilably different. Art makes the world more beautiful and science finds the truth to control the world. And it is up to each person to decide which is more important for him: beauty or truth.

Art is creative activity in general: literature, architecture, sculpture, painting, music, dancing, theatre and many others. It reflects the forms of mastering of the world through the creative activity. It is an imitation, a sensitive expression of something supersensitive. Science’s main function is the production and theoretical systematization of the objective knowledge about reality. It is an activity aimed to get new knowledge (truth) and to obtain the result of this knowledge (the amount of knowledge forming the scientific “tableau” of the world). Art in comparison to science does not describe, explain and predict processes and phenomenon of reality, using the existing laws. Art simply reflects the phenomenon of reality. Art uses the tool of reflection to imitate beauty it observes. Art is subjective and science is completely objective.

Beauty is always subjective and what is beautiful for one person may be not for another one. The endeavors to explain science and art in terms of truth and beauty are completely motivated. The attempts to distinguish them have a lot to do with what they produce to the world, but still they have a lot in common.

TEST YOURSELF

Now, write an essay in about 250- 300 words on the following topics:

1. My Visit to Dehradun.
2. Your First day in your school.
3. Your First day in the examination hall.
4. When you were very happy.
5. When you got a gift from your friends.
6. Your birthday celebrations.
7. When you saw an accident.
8. When you helped a needy person.
9. Your most difficult some day.
10. The happiest day of your life.

Unit 12: Argumentative Composition

12.1: Introduction

Argumentative essay deals with subjects on which people hold conflicting views and opinions. They are written on topics which can be debated and on which people can advance heated arguments for or against the view. For instance, in recent times a lot of people debated whether India should make nuclear weapons or should concentrate only on the peaceful uses of nuclear energy. Similarly, we have been discussing several means and ways controlling the rampant and uncontrolled form of corruptions, some agree to a particular model of controlling corruption however, some dissent to that model. It has generated a great amount of debate among the people of our country. To write this type of essay, the candidate must first make up his mind as to which view he supports and why. The candidate must have his argument to support the position that he takes up, however, it is advisable to keep the views of others in mind which may help the candidate in shaping the agreement coherently and cohesively. The positive as well as the negative aspects of all topics must be carefully reflected so that the essay may become logical and coherent. The essay must not reflect any bias or prejudice.

12.2: Steps to Writing an Argumentative Composition

1. Select a topic on which you may have some idea.
2. Arrange ideas coherently in a systematic format.
3. First, present the main thesis of the topic and try to develop it a bit further.
4. Give an antithesis of the thesis and elaborate it
5. Now, bring a balance between the thesis and antithesis.
6. Conclude by whatever has been articulated before.

12.3: Sample Argumentative Composition:

Sample Argumentative Composition I

1. Competition in food industry

Food is an integral part of the human's life. Men cannot live without consuming nutrients. From the very beginning of the existence of humanity, food has been like petrol for humans and animal alike. Food is what gives strength and hence the life continues. People have always benefited from food and will continue consuming it till their last breath. The contemporary business world revealed that demand always results in the corresponding supply. The demand of food caused the growth of a variety of the food products and the growth of a number of companies, professionally, providing food products for people. It is common knowledge that quantity does not always imply quality. As the industry is very lucrative, because people will buy food even during a hard financial crisis, a lot of companies have introduced eatables of a very low quality but in great amounts and cheap price. These products are often not so useful to eat. It can even be said the general foodstuffs quality has significantly decreased in the recent years, along with the growth of product quality in a number of major food-producing companies. People now a days are not quite so ready to pay more money in order to get excellent-quality food that will not damage their health condition. It is natural that the companies which are interested in being in the market for many years and have constant consumers have to offer the best quality of products. Basically,

as the demand on food is always high, the food industry has become a “battle-field” for many companies causing a great competition.

As it has been mentioned earlier, one of the key issues of the competition in the food industry is the quality of products. The quality of food-products is achieved through the well-coordinated process of co-operation of food retailers, manufacturers, suppliers of ingredients and food makers. If any of these links perform a disorganized and unqualified activity, it always results in a damaged product and a damaged product is always a guarantor of health problems of the consumer. The price challenge is a vital issue in food industry now a days because low-quality products sometimes have a high costs, affirming the fact that this is all about profit even by the price of negatively affecting the people’s stomachs. This has caused a lot of problems in the sphere of the relations established between the retailers and the suppliers. The difference of prices makes the suppliers look for new retailers and rather often it influences the quality of the foodstuffs, too. Competition in food industry grows tremendously and this is primarily due to the fact that the pressure within the industry is growing. The customer now a days has become more demanding and in case of not fulfilling his requirements to the product, it will not be claimed and bought by the customer, causing the company a significant profit decrease. Of course, there is such a phenomenon as “minute-companies”. Such companies do not last long but are interested in selling one specific type of food product in a rather limited quantity. Such companies are not to be investigated as serious industry competitors but nevertheless, sometimes, they manage to catch the attention of the customer from his usual product. Contemporary competition is characterized by the fact that companies tend to look for chemical firms that produce only top-quality ingredients for their products in order to build new markets. Having a qualified chemical firm as the supplier of ingredients means that the company is able to face the competition and pressure of not only domestic, but also international customers. The aim of the competing companies is to create a high quality product at the lowest possible price or in other world to find the “golden middle”. The price is an integral factor in the process of the customer making the choice – he needs to save money to feed his family or to pay a credit. Well, this dilemma has found its solution in the activity of such companies as Campina that realizes that the majority of customers are motivated to shop at discount stores. The real situation is that in the time of general financial instability, people do care about the safety of their food, but have no financial opportunities to purchase healthy products.

A traditional nutrition label now a days has become a guarantee of sufficient demand on it. Customers get used to certain companies that satisfy their basic needs and offer an appropriate price for their foodstuffs. Such “traditional” brands that have proved their “faithfulness” to the customer over the years may be viewed as companies that are sort of out the general competition. This is the issue of the traditional nutrition labels and their quiet competition that is so hard to win. Nevertheless, this does not by any means imply that the stores should have only these traditional labels on the shelves. In order for a healthy food industry competition to exist a fewer food choice is not a productive option. Such situation will simply mean a loss of many potentially qualified brands, which eventually hurt the customer more than anybody else.

The big issue of the regulation dealing with standardized nutrition labels has resulted in an artificial decrease of the food brands. Though the policies are created to promote healthy food market competition, such a decrease makes the market weaker and kills the growing future food giants. The existing market legislature policies do limit its possibilities. According to Moorman, before creating policies legislators must, think about the differential effects across firms and attempt to write policy that levels the playing field” (Moorman, 2005). The fight for customers has become intense lately. The ideas for new products are kept in strict secrets that are never to be reveals to a competitor. The giant food companies try to affirm themselves through sinking small companies, which sometimes offer a substitution product of the same quality. The companies have to take decisive moves all the time in order to stay on the water surface.

The market of food products, though supposed to be wide in reality, is experiencing

competition troubles. According to this the term, the market had obtained several meanings in term of the recent development of the food industry. The term got one additional branch and that is the fast food industry. So, the fast food market consists of various sellers such as Burger King, McDonald's and Kentucky Fried Chicken and all the customers choosing this type of food and it is primarily guided by the factor that the people, being very busy, have very little time to cook and prefer buying half-finished food products from the stores. So the totality of all the real and potential customers is directed to semi-finished foodstuffs. The competition in the sphere of half-finished food products is very strong and is growing with the growth of competition between the fast food restaurants.

Competition in food industry is harsh indeed. But there are certain things to be done in order to protect companies from unfair competitors. This protection is being completely honest with the customer by performing food and nutrition studies of their products. Selling a food product is not just putting it in a bright wrap and waiting until a sleepy customer chooses it from the rest. It is about a lot of actions such as: hiring health and nutrition professionals, having strong public relations specialists. There is no secret in the fact that the competition within the food industry is characterized by discrediting nutritional recommendations given by the health specialists. Well, this is one of the key issues which will work in earning the customer's respect and trust. The food industry requires scientific honesty.

Many products are usually not healthy for the consumers and the quality of the product suffers in the struggle to get more sales and therefore, lowering the price of the product. Having several constant food industry leaders is not good either, as they start controlling the situation on the market completely. The customers simply seek for a good product at a low affordable price and the companies play on that providing unhealthy product. The status of competition in the food industry is very poly semantic but is characterized by harsh methods and discrimination of small food companies! Such competition is not just a fight for customers – it is a war!

Sample Argumentative Composition II

2. Death Penalty for Children

The death penalty issue has always been one of the most important issues of the contemporary system of justice. Years ago, the majority of the criminals were male over twenty years of age, but now a days the situation has changed. Not only grown-ups but also by children who are under eighteen years old, commit murders and other terrible crimes. Ordinarily, a young criminal is not applied the same restrictions for his crime as a grown up criminal is, nevertheless, if it especially goes about capital crimes, people start talking about the death penalty for such juveniles.

A child always remains a child and if he commits a crime, it is not because he has had a good life. It is not the guilt of the children, but their big misfortune. It is a misfortune of not having anybody to love and truly support them and lead them in the correct direction. Along with that, it is common knowledge that the age from eleven to seventeen is a period of an especially intensive change both in the organism and the mind of a child. That is why it is not fair to put a child in the same line with a grown up that can be completely responsible for his actions. A child is not mentally capable of comprehending the crime he or she commits. The system of values in the age under eighteen is not built yet, other people can easily influence children and the psychic processes are not stable yet. Under these conditions a child should never be sentenced to death or a life sentence for they still have a chance to change and re-evaluate their life. If the aim of the prison is to change criminals for better, then children under eighteen should become the material for changes of the highest priority.

The year 1988 was an extremely important year of the United States of America in terms of the death penalty for adolescent criminals. Before that time even a fifteen year old could be a subject to a death penalty for capital crimes. The Supreme Court in 1988 refused to issue death penalty over those criminals who were under the age of sixteen. Nevertheless

the 1988 decision did not influence many states and for instance, the state of Texas conducted its last death penalty over a juvenile in 2002. The U.S. Supreme Court has always called the execution of children a violation of the Constitution, where a child is every person under the age of eighteen years old. The death penalty to children who are under eighteen years is immoral, for killing a child implies killing a weaker human being who simply required supervision and attention from the side of his parents. As each society tends to be more humanistic, the probability of the fact that an eighteen-year-old is as guilty as a grown-up criminal starts being completely neglected. One of the main cases of the modernity was the case of *Roper vs Simmons* in 2004. This was a fight between two completely opposite opinions – one was of the opinion that death penalty for juveniles is completely normal, as the capital crimes they commit are sometimes even worse than those committed by the grown up criminals; and the another group believed that death penalty for juveniles was completely unconstitutional and absolutely immoral as they were only children and not mature and hence, were unable to take a judicious decision and it is precisely because the prefrontal cortex, situated in the frontal lobe of a human being which is responsible for the formation of the most important functions of the brain, is not completely developed and hence it does not allow the child to take an opposite decision. According to the *Wall Street Journal*, the prefrontal cortex is the management center of the human brain as it is the part responsible for the most important function – planning, anticipation of the consequences, controlling the impulses and is responsible for abstract thinking. And the most important fact is that this part of the brain is subject to continuous formation till a human being is twenty-years-old. The second vital piece of information is that the decision-making process in adulthood is controlled by amygdala, known as the most primitive part of the human brain and therefore is the center of impulses and emotions. These facts emphasize the notion that the change of the brain during the period of adolescence is immense and this is the reason why young people reveal a big deal of the irrational behavior. Children should not be sentenced to death as the development and therefore, the functioning of the brain is not the same for teenagers and adults. The line for death penalty should be drawn at the age of eighteen because at this age, a majority of the processes get stabilized, as the brain attains full growth. Even if a child knows what is not right to do, he or she may still behave in a manner that would not be socially appropriate and may even damage the lives of other people because of the their mental incapability to evaluate their behavior properly.

Each human being is born innocent and it is important not to forget that 2/3 of the negative manifestations are acquired from the way parents bring their child up and due to the child's social environment. If the child sees only aggressive and violent examples in his social environment, is not accepted and guided by his parents, not supported by his teachers, then the child's personality deforms. For instance, it is obvious that if a child is abusive he has a deficit of tactile contact and gentleness. These deformations may have the harshest forms: emotional instability of the child, aggression, and violence against other people. A juvenile is not an adult criminal and should never be treated alike, and especially be a subject to death penalty. The death penalty is meant to make criminals scared of committing serious crimes, but in reality, this does not work this exact way. It is more important to prevent children from committing crimes and to remember that children do not commit crimes on the basis whether the crime is in accordance with the punishment for it put simply reflect what the family and the society have put into his "head".

The fact of giving a life sentence to a fourteen-year old shocked the society because everybody understood that a child in his twelve years couldn't be judged as a mentally developed adult. It was for the panel of the 4th District Court of Appeal that a new trial was set in order to identify if Tate comprehended the proceedings held against him. The competency of a fourteen-year-old child to stand the trial was very questionable. This revealed the understanding that such a child cannot be mentally capable of taking responsibility for his own actions. It is obvious that Lionel Tate has committed a serious crime and the consequences of his actions are simply terrible because the life of another child was taken away. None says that the boy should not be punished, but not with death penalty or life imprisonment. The decision of home arrest and probation is right for Lionel Tate. Lionel

Tate deserves being punished but not made to spend his whole lifetime in a prison for a crime he committed when he was twelve years old and could not take full responsibility for his actions and completely realize the consequences of his actions for the little girl and himself. That is the reason this example should always be kept in mind by Congressmen before they make another juvenile lethal injection suggestion.

Sample Argumentative composition III

3. Good and Bad Teachers

The term education connotes to the situation where the great impact of parents on the future personality of their child is examined and established. But this also includes school education, because nowadays, when parents are very busy, it is the school teachers who teach children about what beautiful and ugly is, what right and what wrong is. Through them children learn to perceive the inner world. And the way they perceive it, depends on the teacher's personal particularities that are transmitted to children through interaction and the knowledge that the teacher offers them. Therefore, there is much more to a teacher than high professionalism. What makes kids hardly wait until the lesson starts, in one case and hating the subject in others? Of course high professionalism in the field of the taught subject is very important, but when it comes to being a bad or a good teacher, this is not the weightiest factor. A good teacher is a person who not just reproduces the knowledge he or she possesses not just a person that only brings up the interest to the subject, but is a person who finds an individual approach to every pupil, taking care about the child's adaptation in class, increasing one's social status in class and making sure the children learn to take into account and respect the thoughts of other people. A good teacher is one who just does not play a teacher's role but also shows the emotions of a human being. A person who can show emotional response. For example, if the teacher is professionally good enough but does not take criticism from the pupils constructively or does not explain why he thinks he is right this makes a huge gap between the students and the teacher. And when there is no emotional contact the learning cannot be called successful, for the students are not completely involved. A good teacher is never a hard task master. He or She should be understanding towards the pupils and explain things in a simplified manner to them. A good teacher is creative. One of the indicators of a "good" teacher it is his desire to teach in a new, original form, adding something new and personal to make the learning process as exciting as it can possibly be. A bad teacher is a person who focuses only on the information he provides, not taking into account the children. Such a person can be very good in the theoretical part of his subject but he will never have students who will be emotionally attached to him. A good teacher does not let his personal mood influence the way he treats his students. Being a good teacher is about loving children and wanting to give them only the best the teacher has inside of him.

Sample Argumentative composition IV

4. Technology and radio industry

Radio industry plays an important part in the lives of modern people. Due to the busy lifestyle of people, it becomes the only source of vital information and entertainment of people. There is a lot of competition between various companies for the best production concerning this matter. A large number of consumers seek high quality production and a lot of numbers of companies are eager to satisfy their demand. As the technology develops every company tries to catch up and be on top of the technological progress. The question of technology rendering the regulation of the radio industry has become obsolete in the 21st century. It can be viewed from the point of view of producing and performing technological support to the radio industry. Spreading the broadcasting is also very important for it is one of the main characteristics of a radio industry to become popular. Of course it has to be on the background of a very qualified content of what is broadcasted. Radio has a lot of competition, but it still remains one of the most popular informational sources. One of its advantages is that a person can keep doing whatever he may have been doing but at the same time he can listen either to news or to good music on the radio. People do not

have to spend their time riveted to the screen of their TV's and very limited in their possible actions. When it goes about radio people do not have to spent time of visual perception – it is all auditory. For example, the only time business people can listen to something is when they drive their cars. In this case radio carries the responsibility of giving checked and reliable information. In order to give such information radio industry has to be very up-to-date and high-speed. According to this, radio industry is a lot dependent on the technological progress and technology itself. Through technology radio industry realizes its primary goals, follows its priorities and reaches the audience. This is very important now, when industries hit the consumers not by quality, but by quantity. The demand on tested information is high, and the supply sometimes is sufficiently low. Technology becomes a method, a tool and a way of putting the radio industry on a proper level of development. Technology dictates a lot of rules to the radio industry. Thought at the same time it enlarges its borders and makes it accessible and suitable for a way bigger audience. The audience, which is adjusted to a necessary radio-wave, listens to news, music. Interesting property of a broadcast is the ability to inform the audience about various information. All these features have allowed the broadcasts attract the largest audience. Though the broadcast is listened instantly and easily, process of its preparation, beginning from record of a sound before distribution in ether, requires the special responsibility, accuracy and efficiency. This essay is written to make it understandable that when someone says “radio industry” it is not right to think only about radio stations, but unfortunately people sometimes do it. The beginning was about that stereotype and proved that it is really supported by the reality, but there is much more to radio industry than that. Radio technology is a thing that is connected almost with every aspect of our lives, whether we talk on the phone or doing anything else. For twenty years there seemed no prospect of innovation in radio systems but increasing complexity of silicon devices at falling cost. This has brought about a revolution in thinking and in opportunities for new communication systems.

The borders of radio technologies are disappearing dramatically. Nowadays one of the most prosperous branches of the radio industry is wireless technology. Personal communications, business data distribution and computer-to-computer communication are only some of the significant areas already in the process of being developed by the new radio technology. Developments in linear technology and cellular techniques, together with the now recognized advantages of short-range radio, mean that new radio systems will support a far greater number of users from the available spectrum. All these innovations are on a very high demand and radio technology is expected to speed up the velocity of its development. Nevertheless, if we take for example broadcasting it is not possible to say its progress is realized very fast.

What is made to make it better? All the work that is being done concerns the improving and upgrading the radio systems that already exist, though it definitely will be better to take the plunge and apply the computer industry even more into the world of radio superhighways. Create something new and do not get stuck on the old. Our radio industry environment needs a strong point and this strong point should be some new, unbelievable technology, a revolution in this industry. Digital audio broadcasting is one of the creations that start up this revolution. Digital Audio Broadcasting (DAB) offers a full-digital radio broadcast system for fixed, portable and especially mobile receivers. It brings a super sound quality and powerful data service to homes and cars. We consider this creation to be one of the most important technological innovations since the start of broadcasting. The quality of the sound is a result of using the “psycho-acoustic properties of the human ear”. It is leveled to a compact disc sound and it even includes picture transmission. This breakout in the radio industry owing to the new technology predestines the directivity of the radio technological progress.

What is the most essential problem for the radio industry consumers? Of course it is Transmission quality. The new technology offers high spectrum efficiency and unimpaired reception in moving vehicles. This is a step that will definitely make modern people seek for this exact type of broadcasting when turning to the radio industry products. So broadcasting is one of the primary cares of the industry and depends on the technology. At the same moment the role of a broadcast in delivery of the important, necessary, urgent news to the

audience is unchallengeable. Besides the radio was always the source of information necessary in education of growing up generation and spreading the knowledge of advanced experience.

Today, despite the development of video engineering, radio industry is not going to give up its positions. Another technology that intensifies the radio industry is web radio. Nowadays Internet is a very popular and is an integral part of the lives of all the people of our planet. This technology offers a person an opportunity to start his "own global adventure in radio" owing to this new mean of audio communication. There is a lot of literature to help people to learn how to use the web radio and to get the best of it. A person can gain technical and practical know-how to enable the station to go live, but also an appreciation of the legal and copyright implications of making radio, potentially for international audiences and in the rapidly evolving environment of the web. Radio industry is changing: radio on the Internet, AM stereo, cable and satellite radio, niche formats, mergers and consolidation, future prospects, and digital technology – all these makes radio industry very attractive for the audience provides insight into this ever-changing field.

If we take a smaller issue of the radio industry we can see that a lot of things have been done to improve the old-fashioned technologies, too. This is fulfilled because a lot of people cannot afford expensive technological products and prefers stay with what they are all used to. We can take a radio receiver as an example. Radio receivers are obviously a very important part of radio and wireless technology. Their performance is critical to many applications. The basic radio receiver concepts including the superhet and other topologies such as the direct conversion receiver are of great interest. Elements such as selectivity, sensitivity, dynamic range, and many more are of great importance to any radio receiver. So too are some of the circuits and techniques employed. Mixers, demodulators and synthesizers are only three examples. The main technological step made concerning radio receivers is the issue of their dynamic range. Sensitivity is one of the main specifications of any radio receiver. However the sensitivity of a set is by no means the whole story. The specification for a set may show it to have an exceedingly good level of sensitivity, but when it is connected to an antenna its performance may be very disappointing because it is easily overloaded when strong signals are present, and this may impair its ability to receive weak signals. The overall dynamic range of the receiver is very important. It is just as important for a set to be able to handle strong signals well as it is to be able to pick up weak ones. This becomes very important when trying to pick up weak signals in the presence of nearby strong ones. Under these circumstances a set with a poor dynamic range may not be able to hear the weak stations picked up by a less sensitive set with a better dynamic range. Problems like blocking, inter-modulation distortion and the like within the receiver may mask out the weak signals, despite the set having a very good level of sensitivity. Ordinary people face these kinds of problems. And though it may be considered some kind of detailed description of what a receiver is the reason we described it all in detail is to allocate what qualities people are seeking for in one of the most popular products of the radio industry. This is the radio receiver technology and it is an integral part of the contemporary radio development.

Everything that has once been invented in the radio industry has to gain a new life or a decent substitute. What is the reason of such a phenomena? The main reason is that the products of such a prosperous industry have to follow the progress in the outside world. The outside progress is strongly influenced by the demand of the current society. The society, in its turn, dictates the demand being influenced by lots of factors. One of them is that people need high quality service in a very small amount of time. People need to save their time and obtain qualified products at the same moment. It is all about demand and supply. People have numerous business connections and deals all over the world. What they need is a guaranteed any-minute connection to any place they what to connect to. They are ready to pay proper money for it because quality means – high prices, especially when it concerns technologies.

It would be right to say that technology has rendered the regulation of the radio industry obsolete in the 21st century. Technology controls the development of the radio

industry and without it this industry would be dead by now. It is not dead, but it is not the same anymore. Radio industry should be represented throughout technology. Technology means changes, changes for something new and hopefully much better. Technology is a system that has been designed and realized on practice. It is a model of solving current technological issues. All the technologies persecute one goal – satisfaction and projection of possible demands and changes that may be needed in order to keep the industry up. As long as we talk about radio industry it becomes a “law”. Technology is the essence of every modern industry. Radio gets older and older. That is the reason it does render the regulation of the radio industry obsolete. Every fact that was listed above proves it in its very core. Radio industry needs to change and even more than that it need a constant change, a constant spreading. It needs a constant offer of new techniques. In this case it will stay as up as it is. Millions of people worked in the radio industry and dedicate their thoughts and lives to the creation of something we may be already consuming. Technology cannot be the heart of the radio industry, because technology is growing and reaching its blossom. Owing to technology our houses are more comfortable and completely serve to our convenience. And as for business people - they are the ones that will say without a doubt that that due to the technology the radio industry obsolete was inevitable.

Test Yourself

Now, write an essay in about 250-300 words on the following topics:

1. Should all banks in India be privatized?
2. Should education be privatized in India?
3. Science is boon or bane.

Unit 13: Descriptive Composition

Introduction:

The writer describes an object, a place, an event or a natural phenomenon. He tries to create visual images and works on his subject like a painter. Before starting the essay, the writer must be clear about his /her objective- the central idea that the writer wishes to convey or the main impression that he/she wants to create. Let us now read some examples of the descriptive essays.

Steps to writing Descriptive Compositions:

1. The writer must be clear about what he wants to write.
2. Proper planning of the topic
3. Organization of the content in a particular sequence
4. Bring out coherence and cohesion
5. Maintain grammatically correct sentences

Sample Descriptive Composition

Sample Descriptive Composition 1

India

India is one of the countries that plays a rather important part in the development of the world's culture and economy in some spheres. India is also one of the most beautiful countries of the planet. Its culture and traditions can fairly be called the richest and the most authentic. Unfortunately, concerning the economic impact India makes into the world's economy, it must be mentioned that India is not very developed and it is regarded as a developing and not a developed country. Nevertheless, the word developing is not with reference to the cultural peculiarities of India. India is not similar to any other Asian country. This is primarily due to the fact that India consists of 28 states and each state has its own state language, religion and ethnic pattern. India is basically a constellation of religions, as it is a country where almost every world's religion is represented. The Republic of India is also rather interesting in terms of its geography, government structure, political parties and social stratification.

The Republic of India is situated in South Asia. It is the seventh largest country in the world. The Indian subcontinent is predominantly occupied by India itself. The Indian subcontinent in its turn is situated on the Indian Plate. The Deccan Plateau makes up a large part of the Southern Indian Peninsula. Some of the states in India are in the Himalayan Mountain Range and a majority of the states possess fertile soil for agriculture as they are situated in the Indo-Gangetic plain. In addition to the part of India situated on the peninsula, it has islands - Sri Lanka, Maldives and Indonesia. Basically, the country also has three archipelagos. The first is Sunderbans, situated in the Gangetic delta in the West Bengal, the Andaman and Nicobar Islands in the southeast and Lakshadweep in the southwest coast. India borders with several countries and a desert on its west. This desert is known as a Thar Desert in the southeast of Pakistan. India also borders with Afghanistan, China, Nepal, Bhutan in the north-east, Bangladesh and Myanmar in the east (1). The territory on which India borders with China is the longest as it goes along the Himalayan Mountain Range. The maximum length of the mainland part of the country is 3200 kilometers from the north to the south and 2700 kilometers from west to east. India's coastline is around 7000 kilometers. There are several main rivers on the territory of the Indian Republic, such as – Krishna, Narmada, Kaveri, Godavari, Yamuna, Brahmaputra and Ganga.

The climate in India varies depending on the part of the country. It is tropical in the south and temperate in the north, due to the Himalayan Mountains. Another factor, which does have a strong influence over India's climate besides the Himalayas is the Thar Desert of Pakistan. The true reason the Himalayas are so important for India's climate is because along with the Hindu Kush mountains they convert into a barrier that prevents the cold Central Asian winds from passing to the territory of the Republic of India. For the same reason India is a "warm" country. Basically India's location on the continent is favorable for agriculture and for attracting guests in spite of the hot temperature of the country.

One of the most important aspects required for understanding the contemporary life of the Republic of India is the history of the country. The first human life on the territory of India was found over 9000 years ago. Since then India has always lived out a unique way of life that was not influenced by outside factors. Nothing changed till the invasions of the tenth and the twelfth century conducted by different parts of Central Asia. It was these invasions that made the territory of the future Republic of India stretch greatly over the Indian subcontinent. India's life in the sixteenth century was marked with the beginning of the trade with United Kingdom, France, Portugal and Netherlands and the appearance of the first colonies that brought European tendencies to India. As the matter of fact the second half of the nineteenth century the majority of the country was under the control of the British Empire. These events made the nation strive for independence and strongly fight for it. The First War of Indian Independence did not succeed, but the beginning of the twentieth century was the start of the greatest struggle for independence India has ever known with Mahatma Gandhi as a head. On August 15th, 1947 India became independent from the British Crown and by the 1950 it became the Republic of India with its own newly applied constitution. Nowadays India tries to keep its democracy on the highest level of development.

It is common knowledge that India is the country with the second biggest population in the world. Its population is estimated as one billion people in 2006. This huge population is rather diverse but there are three main things that united the whole nations. They are: language, religion and of course the caste. The language is highly respected by the citizens of the Republic of India and its traditions are kept with strict discipline. The native languages of India are Sanskrit and Tamil. The languages of the population of India are mainly within the Indo-Aryan language family and the Dravidian language family. There are also a great number of dialects, depending on the state, or a part of a state in India. The first one is the most spoken on the territory of the Republic of India and is represented by 74% of the population. Nevertheless, many other languages are also freely spoken in the country, as the constitution mentions twenty-three languages recognized as official ones. The government of India uses two languages to construct official documents – Hindi and English. Religion means a lot for the population of India. India has the representatives of many religions: the Hindus, Muslims, Sikhs, Christians, Buddhists, Jains, Jews, Zoroastrians, Ahmadis and representatives of other religions. Over eighty percent of the population is Hindu, but nevertheless the left twenty percent is 20 million people with diverse religious views. Religion is the integral part of the society of the Republic of India. Belonging to a definite religion in India implies absolute belief into spiritual doctrines and following the rules. It also is vital to understand the importance of the caste for the social and political life of the country, both social stratification and political orientation is chosen according to the caste.

The society of India highly values education and it is obtained according to the socio-economic status of the family. The problem of the Republic of India is the gap between highly educated people with European and American education and people who are not educated at all. The level of education for a person sometimes is still determined on the bases of the sex of the child, therefore many women in India are not educated. The rate of literacy of the country is 64,4%, which is made by 75,6% of males and 54,2% of females. Among the most educated states of India, Kerala occupies the first place with its 94% of literacy rate.

India is recognized as the second fastest growing economy. In spite of this positive tendency India, being a developing country has an extremely uneven wealth distribution

system, where ten percent of the population gains thirty three percent of the whole income of the country. The per capita income (PPP) of the Republic of India is 3,400 United States dollars. It is believed to be the one hundred twenty-second in the world. The GDP is 3,63 trillion of United States dollars. It also occupies the fourth position as to the purchasing power parity of the country. The republic also has a growing economy which is proved by the GDP rate of growth of 9,1% according to the first quarter of the year 2006.

The external trading process is of a vital importance for the country. The country exports fabrics, clothes, jewelry, and precious stones, agricultural and provision products, cars, medicaments, software, technological services and other products. India produces 33% of the world's amount of tea. India considers the United States of America, The United Kingdom, China, The United Arab Emirates, Belgium, Hong, Kong and Switzerland to be major exporting-trading partners.

496,4 million people make up the labor force of the Republic of India(5.35). The distribution of this, labor force is different and consists of the next sectors:

1. Agriculture -has 60% of the India's labor force;
2. Mainstream industry - has 17% of the India's labor force;
3. Service industries - has 23% of the India's labor force.

Agriculture is the dominant labor supplier as the country produces potatoes, sugarcane, tea, jute, cotton, oilseed, wheat, and rice. The industry is oriented on machinery, petroleum, mining, cement, transportation equipment, steel, food processing, chemicals and the textile industry (6.22).

As for the government it has an immense control over the private sector due to the debates around the privatization process, the foreign trade and over foreign direct investment.

The society is oriented on democracy and that is the reason the country offers a wide range of political parties with different goals and ways of their realization. Basically, India has a multi-party political system, which is realized through a large amount of regional parties. Regional parties are often very small; nevertheless there is a list of national parties of the Republic. A party is considered to be a national one in case it is elected by at least four states. As India consists of 28 states it is possible to image the possible amount of political parties in India (4.76). After the elections are held out the election results are reviewed and the Election Commission of India gives the party either the status of the national or a regional party. The party cannot be considered official unless it is approved by the decision of the Election Commission. The status of a national party gives certain privileges to the party such as: choosing the party symbol and other identities. In other words there is two kinds of political parties in India: national parties and regional (state) parties. The more influential the party is the more opportunities it has to become a national one. It is possible to identify six of the most influential national parties approved by the Election Commission of the Republic of India: the Communist Party of India, BahujanSamaj Party, the Communist Party of India (Marxist), BharatiyaJanata Party, the Indian National Congress and the Nationalist Congress Party.

As it has been mentioned before the Republic of India has a democratic orientation. It is considered to be the second largest democracy in the world for the reason of having the second largest population and therefore electing population in the world. The Republic of India has a bicameral parliament consisting of RajyaSabha (Council of States) and LokSabha (House of People) and a federal form of government. RajyaSabha has 245 members being the upper house and LokSabha has 545 being the lower house of Parliament. The head of the country is the President, but his power is limited by the Parliament, as he has no real executive power. The President is elected every five years and this process is indirect as the Electoral College approves the candidate. The President gets the command over India's Armed Forces. The country has three main branches that conduct the control over the whole process of government functioning: the legislative, executive and judiciary

powers. As the role of the President is more of a nominal character the Prime Minister is the real head of the government of the Republic of India.

As one of India's greatest concerns has always been the maintenance of its unity, several issues has severely influenced the country. This primarily deals with the territorial disputes that India with China, Kargil and especially Pakistan. In addition to that the India's nuclear tests are still fresh in memory, making the conflict even more severe. India and Pakistan cannot truly find a common language as the territory Pakistan claims is there is an area of high economical interest for India. This is the reason the governments of India and Pakistan constantly try to achieve a consensus in order to keep peace in the countries. India is not holding an aggressive position, but nevertheless being a member of the United Nations makes it a strong opponent in terms of the world's economy.

India, owing to the proper functioning of the government, correct politics and ethnical peculiarities make one of the most interesting nations all over the world. With its highly growing economical rates and its huge population India converts into one of the potentially strongest countries, especially in terms of Armed Forces. India is a big country and fits a lot of diverse things: religions, political parties, languages, castes and others. This makes India a country of contrasts where you can find either an educated wealthy man or a person that cannot even read and is starving. The Republic of India keeps revealing all its economic, political and cultural potential, which lead the country to the group of the most influential countries on the planet.

India's economic-geographic position gives it certain advantages the country is successfully using and getting profit from it. The country is perfecting the trading and economic skills; therefore it will continue to be converting from a developing to a developed country.

Sample Descriptive Composition 2

George Washington

George Washington was born on February 22, 1732. His parents were Augustine and Mary Ball Washington. Mary Ball Washington was Augustine's second wife. George had two brothers. One of them – Lawrence, became a substitution of his father when Augustine Washington died in 1743. Lawrence's home, Mount Vernon, became George's real home after his father's death. Young George did not get proper formal education and had to grow up very quickly as he had to occupy his brother's place in the Army and inherit Mount Vernon. By 1754, George Washington was already a lieutenant colonel and everything he went through while being an aide to General Edward Braddock turned him into the commander of Virginia's entire military force. After this, in 1759, George married a beautiful widow Martha Dandridge Custis and started a happy life with her and her two children. Though George Washington was in love with his wife, his heart was constantly worrying for everything happening to the country and it was very hard for him to stand away from the most prominent events. In 1775, he visited the Second Continental Congress assembled in Philadelphia and became the Commander-in-Chief of the Continental Army. During this period George Washington tasted both victories and defeats while fighting the French.

The wars that he fought were very hard as the troops did not have enough supply of arms. In spite of being one of the best commanders, he did not have enough experience to fight and those were the moments when he turned on his improvisational-powers. He always showed his soldiers the courage to keep for going ahead no matter what and did not consider retreating a crime if it saved priceless lives of healthy soldiers. He was the one who defended Boston and New York City, showing American strength to the British Army. In 1781, George Washington made the Cornwallis army surrender and brought America one of its outstanding victories. After that Washington came back to Mount Vernon but did not spend much time there. His heart always stayed with his country no matter how much he loved his home and family.

The year 1789 became the time when he was elected as the first president of the United States of America and stayed there for two terms until 1797, showing dedication and love for his country. A lot of myths are connected with the name of George Washington; nevertheless most of them are not true and are usually the creation of the authors who dedicated books to one of the most outstanding men in the history of America – George Washington. He died a happy man back in Mount Vernon surrounded by his family. This brave man was and will always stay an example for every single young person. George Washington was an example of how a man can stay pure in his heart even going through so many hardships.

TEST YOURSELF

Now, write an essay in about 250- 300 words on the following topics:

1. A River in Flood.
2. A Road Accident.
3. An Earthquake.
4. My Favorite Film Star.
5. My Family.
6. An Ideal Actor.
7. My country.
8. My Neighbor.
9. Science and Life.
10. Indian Films

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Unit 14: INTRODUCTION TO OFFICIAL AND BUSINESS WRITING

14.1: INTRODUCTION

14.2 BUSINESS WRITING

14.3: CHARACTERISTICS OF BUSINESS WRITING

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14.3.2: Precision

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14.8: REPORT WRITING

14.8.1: Organization and structure

14.8.2: Types and importance of report

14.8.3: Test Yourself

14.1: INTRODUCTION

The title of the unit itself suggests that official and business writing are perhaps different from other forms of writing. It would be better to know if you compare your experiences of various forms of writing. Prior to these advanced courses you might have come across various forms of writing. Do you find all these forms of writing following the same pattern? Say for example you have read several stories, poems, dramas and novels. The language used in them hinges on a literary style which consists of idiomatic expressions exaggerations figurative language sometimes descriptive while at other times quite epigrammatic. If you have read the plays of famous English playwrights you might have come across various characters speaking varieties of languages and it is no wonder that not all of their languages are polished. Actually their languages reflect their background station and identity. All of us will agree that we often take pains to understand the essence of their message. That is why in many books of Shakespeare hints are given to make readers task easier. On the other hand literary reading is time consuming and people often read as per their own comfort and are not guided by any deadline.

You will agree that literary writings are often vague and circumlocutory; the same cannot be applied to official and business writings. It would be pertinent to understand the types and salient features of business writing. Let's try to understand what makes any writing official and business?

14.2 BUSINESS WRITING

Business writing even to a layman's understanding is a writing through which business transactions are done. Business especially as an adjective shouldn't be considered as only necessary or commercial deals. There are other dealings too which come under business writing. It would be appropriate to call it writing for official purpose. These official or for that matter business writings comprise letters, notices, memos, reports, minutes, agendas, proposals etc. All these writings involve people who are not necessarily men of letters. Hence what is of utmost importance in business writing is the language that everybody can understand. However, there are other characteristics too.

14.3: CHARACTERISTICS OF BUSINESS WRITING

Business writing is different from other forms of writing in many ways. While other forms of writing have certain flexibilities, business writing caters to certain formalities. One can begin a poem from anywhere and end anywhere but business writing has to follow a particular format. Moreover, business writing does not approve of vague and roundabout expressions. As time plays a major role in business writing, everyone who goes for official and business writing must aim at clarity, conciseness and specific word choice. Anything written in a vague manner may confuse and unnecessarily delay the business process. Suppose one has to write a complaint letter and out of anger, he writes the letter full of sarcastic words and phrases but misses to mention the type of inconvenience, nothing substantial can be done. Again, if an angry letter of a customer is replied in the same angry tone, the business relationship will become strained.

14.3.1: Clarity

Clarity is the hallmark of business writing. Since your business writing may go to different tables and different people, there is every possibility that it may be distorted or misinterpreted. Hence one has to be very careful while drafting a business document. Whatever you want to express, express clearly without using a flowery language.

14.3.2: Precision

Precision is another merit of business writing. As your business writing will be read by officials who are most of the time busy, you need to make it precise. Don't choke your

thoughts by using difficult words, vague expressions, longer sentences and paragraphs. Lengthy expressions often tire the reader. Hence try to be precise.

14.3.3: Choice of Words

While drafting your business document avoid words which are vague and difficult. Since the basic aim of business writing is to express and not to impress select words that are familiar. Use of difficult and archaic words may irritate the readers and create a poor impression. Since readers of your business documents are not omniscient, try to avoid the use of slangs, jargons, clichés and redundancies.

Jargons

Spam	Sensex	Pedagogue	summons	Disbursement
freeware	chauvinism	debit	Arrears	credit
Canonical	cognizance	Blog	Writ	

Jargons are technical words used by people of the same profession.

The use of the word 'pedagogue' for a teacher is a case of point.

List of Cliché

Iron hand of the law	Bottom line	By leaps and bounds
'Spare no efforts	Head over heels	
Irony of fate Acid test	Below the belt	
Wannabe	Part and parcel	

Cliches are words or phrases that may appear attractive but have lost their relevance because of overuse.

Examples of cliché are iron hand of the law; spare no efforts part and parcel etc.

Redundancy is mere repetition. It is often seen that as beginners we often end up using words which are needless repetitions. Words such as repeat again return back basic fundamentals final decisions are examples of redundancy. You need to avoid such usage in order to be effective.

14.3.4: Tone:-

Tone is an important feature of all official and business writing. Care has to be taken that while drafting a business document we are neither being domineering nor instructive. The tone has to be humble and convincing. Imagine writing a complaint letter by an aggrieved customer. True that these have been some sort of inconvenience but that cannot be sorted out simply by using an offensive alleging and insulting tone. Instead a proper explanation of the inconvenience stated in a humble language may help your complaint heard and remedy sought.

14.3.5: Presentation

You often admire or envy a person the way he presents himself. A person wearing an expensive suit too may not appear as attractive as the one who wears a simple outfit but knows how to wear it. Business writing too because of its proper presentation may work wonders if it is specific. For example while seeking a job for quality control engineer specify your qualification in quality control rather than describing all courses you took while studying engineering. Likewise, while writing a complaint letter to a particular organization mention the exact model number, date of purchase name of the item and the specific problem rather than blaming all the products of the organization. Remember the fact that all of us have ideas. How one presents that idea is more important than simply boasting of it.

14.3.6: Organization/Formatting

All business and official writing follow a particular format. While every business document has information the information has to be put in a proper format. A business report must have front matter body and back matter. Likewise a business letter has to follow the style relevant in a firm organization. Business letters must follow letter head, date line, salutation body, leave taking and complimentary close. Depending upon the content, sentences and paragraph too ought to be organized accordingly. Apart from formatting you also have to ensure that care is taken for grammar spelling and effective paragraph construction.

14.3.7: TEST YOURSELF

1. What do you understand by business writing? How is it different from other forms of writing?
 2. Give an example of how lack of clarity can affect a business document.
 3. What is the role of presentation in business writing?
 4. How important is the role of tone in business writing?
 5. Give examples of some words that can create confusion in business writing.
-

14.4: TYPES OF OFFICIAL AND BUSINESS WRITING

There are different types of official and business writings. They are letters, memorandum, notices, electronic mails and reports. Official and business writing can be classified into different categories, such as;

Official letters

Memorandum

Reports

Electronic mail

14.4.1: Official letters

Most of you either as student and even as prospective job seekers or later as employees have to write and respond to a lot of letters. These letters may be of different types as depending upon the nature and function of purposes. But what is quite common in most of the letters is the level of formality and care for clarity and precision. While the content is of utmost importance all the parts of the business letter are also given due consideration. The letter that you write as an individual or on behalf of the company or firm you are working for reflects the image both of a person as well as of the organization.

14.4.2: Components of a business letter

The various components or parts of a business letter are the following:

Letter head:- If you are working in an organization you would quite often get an opportunity to write on the letter pad. It does have its complete address and is usually marked on the centre. This can also be called as heading.

Date line: - In most of the letters business or personal date line is placed at the right hand margin of the letter. However if you are using a full block format which of late is becoming very popular date is written on the left hand margin. There are different ways of writing the date such as:

16 June, 2011

16th June 2011

June 16, 2011

16.6.2011

Remember that people in U.S. put month before the day. Hence 16th June 2011 will be written as 6/16/2011

Inside address:- Written on the left margin of the letter this is the address of the receiver of the letter. The address has to be complete and correct. It includes the name, designation, street/road, town/city, state and exact postal index number:

Prof. Pashupati Jha

Chairman, Association for English Studies of India

10, Civil Lines, Roorkee, Uttarakhand-247667

Do not forget to add Dr./Prof./Lt./Major before the name if the person holds such a title.

Salutation:- Written just below inside address and on the left hand margin salutation is the way recipients of your letter are addressed. Though in most of the business letters, Dear Sir/Madam is used nowadays. At times there are changes because of the relationship too. In certain cases people are also addressed by their first name or at times by their title too. Here are some examples

Dear Sir/Madam

Dear Raghu

Dear Mr. Sinha

Dear Ms. Sharma

Though many business organizations or firms often address their customers or clients by names to show cordiality they also write 'Dear customer', 'Dear Member' etc. while sending letters to large populace.

Remember that if you have to address an organization or an association 'Dear Sirs' is used.

References and attention line:- In many cases where so many letters are exchanged references are also given. It includes some numbers and the date on which the letter is written. Many business organizations write your references and our references when a letter is written to an organization but addressed to an individual the name and assignment of the person is mentioned in 'Attention.'

Look at the following:

Your reference LT. no. 24/3/11

Our reference 54/dhn/5/11

Attention: Shri Raghav Prasad, Financial Manager'

Subject line:- Just below the salutation subject line is written to draw the attention of the reader. Actually in business world people are often busy and hence subject line helps readers to know the purpose of the letter without going through the entire letter. The content of subject is brief but clear.

Sub: Regarding damaged goods

Body:- The body of the letter contains the information and serves the purpose for which the letter is written. The body of a business or official letter can be divided into two to three parts. While the first paragraph is often a connecting paragraph if previous exchanges have been made, the second paragraph mentions the exact message and the third one suggests the action the letter writer wants to be taken.

Care has to be taken that proper punctuation marks be used in the body of the letter. While sentences and paragraphs should be short, grammatical correctness also should not be disregarded.. Most of the business writings have to follow the KISS formula, which says—Keep it simple and short.

Leave-taking and complimentary close:- Once you have completed your letter you need to take leave and bring the letter to a close. Most of the business letters end by a 'thank you' note or have a polite line that indicates courtesy

Thanking you

With Regards

The expression 'Yours faithfully' is used to close the business letter. Letters addressed to people with whom you feel either to be at equal terms or little informal, 'yours truly' or 'yours sincerely' are also used. The examples below can make things more clear.

Salutation	Complimentary Close
Dear Sir/Madam	Yours faithfully
Dear Sir/Madam	Yours faithfully
Dear Raghu	Yours sincerely
Dear Ravi Kumar	Yours sincerely
Dear Reader/Customer	Yours sincerely

Signature- A letter writer especially while ending a business letter must write his name below complimentary close. In case the person holds an official position, the designation must be mentioned below such as

Ravi Juneja

Business Head (North)

Ms.Rajni

Editor

Enclosure:-The last component of a business letter 'enclosure' mentions any additional document attached to the letter. Any receipt, additional documents, if attached can be mentioned in this head.

Format/ Style of business letter:- Though the components of business letter are some way or the other same there are different styles of formatting them. There are four styles of formatting a business letter. They are block modified block, semi block, and simplified.

Block style has become the most common format of business letter as it is easy to type. In this format all the components namely the date, in salutation, complimentary close and signature are flushed left. Moreover while the body also begins from the left margin the paragraphs are not indented.

Modified block format is different from block style in terms of date line and complimentary close. Date cc and signature are on the right hand margin and paragraphs are not indented.

Semi block format too has date line, complimentary close and signature on the right hand margin. What distinguishes it from modified block format is that the paragraphs are indented.

Simplified format is an informal style of letter. In this format while the date line and signature are placed on the right there is no salutation and complimentary close. This format includes a subject line where the subject is written in block letters.

14.4.3 TEST YOURSELF

1. Which format of business letters according to you, should be used and why?
2. Mention the different components of a business letter.
3. Why are letters still considered important in business organizations though telephones can send message faster than letters?
4. Write a letter inviting the principal of your college as the chief guest in the annual sports of your college. Imagine yourself as Ranjeet Kumar secretary of sports union.
5. Write a letter to the editor of a local daily drawing his attention towards providing a health column in his newspaper.
6. Write a letter to the Vice-principal of your college requesting him to arrange some extra classes for poor boys who cannot afford private tuitions.
7. You are to attend the marriage ceremony of one of your relatives. Write a leave application to your boss requesting him to grant you two days' leave. Use full block format.
8. Write a letter to your boss requesting him to allow you to attend a conference in New Delhi. The conference is organized by Engineers India Ltd. There is no fee for attending the conference. Use full block format in your letter.

14.5: MEMORANDUM

Memorandum or in short memo is a piece of official as well as business writing which is circulated within the organization. Since it is an internal communication it is also called inter office memorandum.

Memo is written in a conventional format and the language used in it is objective and free from any emotional outpourings.

The purpose of a memo is not only to help smooth flow of information in the organization but also to establish sound business relationships.

Structured like a letter a memo does not have either inside end salutation or complimentary close yet it ends with the writer's name written on the right hand side towards the end of the message.

Many organizations have a printed memo form which has the following heads:

- | | |
|---|---|
| a. Name of the organization in top centre | b. To & from on the left hand side |
| c. Subject | d. Ref. date on the right hand side |
| e. C.C. towards the end on left hand side | f. Signature of the person issuing a memo |

Kalpan Business School

58, Rajendra Prasad Path, Niralanagar.

To: All Heads

Reference: FDD/48

From: Dean, Admission

Date: 12 April, 2011

Sub: Training for faculty members

It has been observed that campus placement in our institution has been dissatisfactory. This has badly affected the admission process for the last two years. It is high time we realise the need of recruiters. I would like you to propose faculty Development training for all departments.

Send two training proposals and names of experts in the said area from each department.

I would like to meet all the departmental heads before giving shape to training programme.

Himanshu Joshi

SAMPLE MEMO

14.5.1: TEST YOURSELF

1. Write a memo for circulation to all employees regarding the increase of refreshment and tea changes of the canteen. Explain the reason for the same. Consider yourself as Chairman, Canteen.
2. The employees of Birla Soft spend more time than required during tea break. This has affected the work of the organization. Considering yourself as general manager of Birla Soft write a memo to be circulated to the employees.
3. Given below is a badly written memo. Rewrite the memo to make it look official as well as effective.

Vedanta Institute of Hotel Management

35, Tilk Marg, Vilaspur.

To: All faculty
2011

Ref: VIT/201/

From: Librarian

Date: 4 June, 2011

Sub: Refund of library books

I have been put to convenience as most of the students and faculty members never return the books in time. Should they not understand that library is not anyone's personal property? If they do not return the books in time how can other people get books. Moreover, in case they are fined, they never come to the library.

It is hoped that they understand the gravity of the situation and do all things possible to return the books and also keep coming to the library without creating any bad blood between themselves and library staff.

Harendra Pratap Singh

4. As the management of your organization has decided to make their offices paperless, write a memo to your Chief Manager seeking his permission to provide laptops to all employees on priority basis.
5. Look at the language of the memo given below. Suggest changes and rewrite fresh memo:

It has been reported to me that most of the employees do not bother about the garbage and throw it outside their flats. This causes problems to many people. Even the sweepers that we had employed on hire basis complain that they have become jobless. Actually, the employees are not worried because even if they fall ill, they have been provided with free hospital facilities. Hence I seek your suggestion that if hospital facilities are banned, perhaps people will come to their senses.

Kindly send me your views within three days whether the hospital facilities should be stopped. If educated people like you are not serious on this issue, who will be?

D. Shiv Shanker

Director

6. Write a memo to all employees telling them about the electricity cut on Friday because of load shedding. This will also affect the water supply. All employees are informed in advance to keep stock of water for that day.
7. Write a memo to the junior managers to attend a workshop on 25th August 2011. The General Manager of Wipro Bangalore wants to share his work experience of thirty long years in the same organization.

Mention specifically that attendance of all junior managers is compulsory.

14.6: NOTICE

Notice is also a part of business writing. This is written to inform members of a particular group or organization about any new event announcement of a new programme or an important issue to be discussed with large number of people.

You may often wonder why notice is given. During your school or college days you often saw a notice board where students would flock or sometimes create a chaos too. They either wanted to see their exam or result dates announcements of picnic trips or games week etc. At times notice board also has information about things lost and found.

As you complete your college life and enter an organization you will again come across notice boards. Here usually the organization puts its policies, achievements and targets.

As an employee in an organization you may also get several other opportunities to write notices. Thus you will have to discuss several issues by calling a meeting. The members who attend the meeting have to be informed well ahead of time so that everyone may assemble at a particular venue at a decided time to carry out further transaction.

It is quite pertinent that notice is circulated to all the members concerned so that they attend the meeting. Though the fast pace of technology has provided other ways of informing people yet a written notice is still considered official.

Given below is a sample notice.

SPORTS COUNCIL
UTTARAKHNAD UNIVERSITY OF TECHNICAL EDUCATION,
HALDWANI
Dated: May 03, 2011
NOTICE
No.IITR/ISC/swimming/235
<p>The Sports Council of the university is organizing a three days' Swimming Camp for Faculty and Staff with effect from May 07, 2011. Those who are interested may please get themselves registered in the Sports Council Office during working hours by May 06, 2011 Forenoon.</p> <p>The charges for the camp Rs. 200/- per person. Those interested are to bring two photographs and a declaration form duly signed by their parents (in case of students) at the time of registration.</p>
Mahesh Kumar
Secretary

14.6.1: TEST YOURSELF

1. Your college is going to host a state level football championship. As the Secretary of the Sports council, write a notice to be sent to all the colleges of the state.
2. Write a notice for your college notice board inviting articles, short poems, and short stories for the college magazine.
3. You have been asked by the principal to organize a college week. You want to seek the suggestions of your friends and teachers in this regard. Write a notice to be circulated to students and departmental heads of all streams. Mention clearly the date and venue for the same.
4. Write a notice to be circulated to all students of third year to attend a meeting for the finalization of their projects. The meeting will be held on Thursday, 15 September, 2011 in the Physics Seminar room at 3 p.m.
5. As Secretary to the principal, write a notice to all wardens to arrange a meeting their respective hostels and persuade students to vacate their rooms during summer vacation for necessary renovation work.

14.7: ELECTRONIC MAIL

Electronic mail is one of the fastest ways of sending and receiving messages. Though informal in nature, e-mail has of late become an official medium of sending and receiving messages. There is no wonder if you get the intimation of your interview by mail. Though e-mail has become quite popular people who are not acquainted with it would be curious to know how they too can use this facility.

First, one has to open an account with any of the mail providers such as Hotmail, yahoo, Google, Sanchar and many more. Once you open an account you get an email id which is your license and has to be preserved by you. You have to create a password which acts like a key and helps you open your mail every time. Remember that you should not share your password with any one since it may be misused. Your mail account has various facilities such as inbox, draft, sent items and many other things. You can preserve all important mails in your inbox and you can refer to it whenever you need them. A judicious e-mail user can minimize the use of papers.

Since e-mail is a fast medium of sending and receiving messages there are certain considerations to be followed.

They are:

- E-mail messages should be short one should avoid writing long mails as it tires the readers.
- Avoid using filthy, ironical language as it may sometimes go against you in the future.
- Avoid writing your mail in capital letters. It means the writer is shouting.
- Mention the subject in the column meant for it. This helps in informing your readers about the purpose. Busy officials may often ignore a mail which is without a subject.
- E-mail has a cc (carbon copy), bcc (blind carbon copy) facility. Use it only if you need to send it to so many people. Sending the copy of your mail to people who do not need it may create a bad impression.
- Though E-mail is an informal medium, care for language and grammar should be taken. However it is people's greatness that spelling errors and bad grammar on the part of writer is excused, yet it gives a clue about writer's carelessness.

- Before sending an e-mail, check clearly that the sender's id is correct otherwise the mail may bounce back.
- In case you are sending any additional information in attachment ensure that the matter has been properly attached.
- Once you get used to writing E-mails there is no wonder that you receive a number of mails everyday. It is facility for which one doesn't have to wait for days and sometimes weeks looking in the direction of the postman. Your e-mail is just a click away at your choice of time and place provided you have an internet connection. Nowadays people are seen checking their mails even on their cell phones, thanks to technology.
- As electronic mail is one of the fastest modes of communication, you should learn how to send mails. The moment you open a service provider, go to compose/write option and write the correct mail id in the 'to' column, in case you have to give any subject, do mention that and then go to the space provided for writing your message. Address the person by name or in case the message is to be official, address the person by his title or 'Sir'. After the message is complete, take a complimentary close and mention your name below. What should be borne in mind is that the message should be short and to the point. Avoid writing anything that may annoy the recipient. Moreover, try to maintain the level of decency since at times; controversial issues may appear damaging in the long run. E-mail message too of late are being considered proofs.

Look at a sample mail given below.

From Kalluri Ram Chandra <ramchandrakalluri@yahoo.co.in>

Sent Wednesday, May 11, 2011 4:17 pm

To binodfhs@iitr.ernet.in

Subject Greetings

Respected Prof.Mishra,

Pranam.

I hope this mail finds you in good health and cheers. I invite your kind attention to the following. As you are aware, I did my PhD while working in a private engineering college with very limited resources. I have very little exposure to real time academics. Hence, I could not send many papers for publication. The college I work with assigns lots of non-academic tasks which is of course one of the prime reasons. Any way, I could not concentrate on Publications in journals. Now, I wish to take up publication activity rigorously.

I beg your support in that direction. I need help from you sir. I very much request you to extend your valuable cooperation in this regard.

Thanks and Regards

K. Ramchandra

Head

Dept.of English

V.R.Siddhartha Engineering College

Vijayawada-520007(A.P), INDIA

Mobile. +91 9848128339

Another sample e-mail:

From manish.negi@thomsonreuters.com

Sent Friday, June 17, 2011 1:55 pm

To binodfhs@iitr.ernet.in

Subject Appointment Request

Dear Prof. Binod Mishra,

To introduce us, we are an online scientific database providers called Thomson Reuters and are producers of some of the eminent information resources like Web of Science, Journal Citation Reports (Impact Factors), BIOSIS-Biological Science database, Thomson Innovation (Patent Database), Zoological Records and many others.

The purpose of this mail is to request an appointment on 23rd or 24th of June to have a small discussion on a few of our information resources.

Could you please advise if we can meet on either of the dates!

Regards,

Manish Negi

Account Manager

Healthcare and Science

Thomson Reuters

Phone: 91 11 30446671

Mobile: 91 9810735773

manish.negi@thomsonreuters.com

science.thomsonreuters.com

14.7.2. TEST YOURSELF**I. Say whether the following statements are true or false:**

- a. E-mail is a formal medium of communication.
- b. One should write mails and send it to many people so as to let everyone know about the matter.
- c. One can write everything in mail as it is an informal way of communication.
- d. Since you don't pay for mails, write messages as long as you can.
- e. There is no need of any salutation in e-mail.
- f. There should be no restrictions of language and words in writing an e-mail.
- g. E-mails can be sent to anyone in the world because Internet knows everyone's address.
- h. You should never write anyone's id in capitals.
- i. when you are conveying some good news, write your messages in capital letters.
- j. One need not necessarily have a computer to send e-mail.

II. Answer the following:

1. You have returned from a hill station after a week's trip. Write your friend about the same telling him to visit it during the holidays.

2. Send an E-mail to the Director of Alpha Electricals Ltd. telling him about your plan to join his company next week. You have recently been selected as junior engineer in the same organization.
3. Write an e-mail to your professor requesting him to grant you a make up as you were ill last week.
5. You want to attend a workshop likely to be held at Jaipur. Write an e-mail to your mother seeking her permission.
6. Look at the e-mail given below. Rewrite it according to norms of proper e-mail writing:

Ai have come to no dat you r coming to out town did month. Pliz inform me ur train schedule so that I should be at stn to riciv u .

If it is a nite train don't move away. I shall be there b/w 9-10 along wid mai friend. C u. gud nite.

Sincerely urs

Abhyu

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

14.8: REPORT WRITING

Report writing also comes under official and business writing. Writing a report has nowadays become quite common in most of the organizations. The main function of report is to analyse the progress, find out truths and resolve problems emerging in organizations. Major decisions are taken on the basis of report in an organization. Moreover the reports help an executive to perform different tasks such as evaluating men and materials and suggesting further action for the fulfilment of the desired task.

A report is a factual description of an event or process. It is based on data and also tells how the data was collected. A report on the basis of the data gives a conclusion and recommends further course of action, if required.

Report writing is an art and it follows various phases of data planning, data collection, logical presentation of ideas and information. Since a report helps people at the helm of affairs to take decision it should be written in a language which everyone can understand. People who read reports are not necessarily men of letters, therefore proper selection of words, choice of sentence correction and division of paragraphs gets due consideration. Report can be long and short depending upon their need and types.

While you collect data and come up with heap of information you have to be very objective as to which piece of information needs to be included and which one to be rejected. Much care and caution are required while deciding the resource for data collection. Though both primary and secondary sources are important more care is to be taken during data collection from primary sources.

14.8.1: Organization and structure

Though a report is a piece of factual information it has a proper structure. Business organizations see to it that report is properly structured. The length of a report varies depending upon the type but usually it is bulky in nature.

A report can be divided into several parts, such as the front matter, the main body, and the back matter. Apart from these, there are several graphs, charts, questionnaires, interview sheets and other items that act as supporting materials to a report. Information, which cannot be put inside the report are often placed in the appendixes. In longer reports there are several appendixes and are separately named as per their content.

14.8.2: Types and importance of report

As school students, you might have learnt writing newspaper reports or many other short reports. As you enter college, you come across lab reports, project reports, seminar reports etc. But as you start your professional life, you will come across annual report, inspectional report, confidential report and various informational and analytical reports. You will read more about report in details in a separate unit.

Reports have gained a lot of importance in a present day business world. Actually, progressive organizations ensure that their place in the market and their brand image is kept; this can be possible when they come to know about the response of their products or policies from time to time. Reports help in knowing the gaps in thought processes and also suggest measures to combat a particular problem.

Though report is a structured and organised piece of information, you need to be extra careful in revising your information. You will read in Unit 21 how your report will enhance your stature in your company or organization. A report is bulky no doubt, yet it is free from various literary writings where fictitious or artificial language outweighs factual description. A report requires a lot of research; hence as a report writer, you have to plan carefully how to approach writing it. Since it will help audience or readers try to know their background. This will help you write your report in the language of your reader, their attitude and also their possible reaction. Writing a report without knowing your reader is like taking a leap in the dark. Knowing the reason behind writing the report will help you stick to the purpose. As conscientious report writer, you would always endeavour to write reports that aim at enhancing your own as well as your organization's reputation. You should always remember that the decision taken on the basis of a report may be important for an individual and also for an organization.

14.8.3: TEST YOURSELF

I. Say whether the following statements are true or false.

- a. A report is more of a factual information than a fictitious one.
- b. Reports are written like any other business document.
- c. The language in a report should always be in the first person narrative.
- d. Both structure and content play a vital role in a report.
- e. A report can be divided into three parts.
- f. The cover is the only important component of a report.
- g. A report necessarily is written only when things go wrong.

- h. One should never think of reader while writing the report as he may be biased.
- i. Conclusion comes under the back matter of a report.
- j. Both conclusion and recommendation can be combined in short report.
- k. A lab report can be called a routine report.
- l. Major decisions are taken on the basis of a report.
- m. Any organization can continue to progress even without reports.
- n. Reports help in discovering the gaps in thinking.
- o. The data collection is a major component of a report.
- p. A letter can be called a short report.
- II. Given below are certain points. Develop them to make short report about the arrival of the education minister in your college:**
- April, 23 2011.
 - A big pandal
 - All students and teachers well dressed
 - College gates opened before time at 8. 10 am
 - Education minister arrives at 10.15
 - Garlanding of the minister by the principal and secretary of the college
 - Lighting the lamp at 10.30
 - Front rows occupied by dignitaries such as DM, SP, Councillor
 - Inauguration of the new library by the minister
 - Education minister's speech at 11 A.M.
 - Auditorium packed to the full
 - Minister's speech focus on sincerity and hard work
 - Announcement of a prize in the honour of previous principal, Shri Mishra, a visionary
 - Programme ended at 12.30 pm

Your report should begin with the following:

April, 23 2011.

It was really a very important day for our college. The minister of state for education had agreed to come to R.M. College to inaugurate the new library building. There was an air of enthusiasm and excitement on all sides and both students and teachers were eagerly waiting for the arrival of the education minister. _____

Unit 15: WRITING OF SUMMARIES AND EXPANSION OF IDEAS

15.1: Introduction

15.2: Definition

15.3: Importance

15.4: Steps in summarizing

15.4.1: Selecting the core idea

15.4.2: Rejecting

15.4.3: Substitution

15.4.4: Revision

15.5: Sample Summary

15.6: Test Yourself

15.7: Test Yourself

15.8: Test Yourself

15.9: Expansion of Ideas

15.9.1: Steps in expansion

15.9.2: Sample Expansion I

15.9.3: Sample Expansion II

15.9.4: Test Yourself

15.1: Introduction

You might remember well how you often got tired of reading longer lessons in your school and college days. Again, while writing your answers in the examination hall when you knew a lot on a particular subject you often missed out a question because of the shortage of time. Yet again, sometimes when telling somebody something time and again you might have been warned to be short. Actually, it so happens that when you have a lot of information on any topic you want to write or say everything you know. But as you don't like a longer description so does everyone. With changing times and people's manifold involvements they often find it hard to bear someone who talks or preaches too much. As you enter a professional life you will again realize how specific information works. Most of us run short of time. In a world of diverse responsibilities and divided aims, people want to perform numerous tasks in a limited time. Since the world is fast driven by technological advances people have also been oriented to work technically. Here 'technically' is meant to the point, specific and time saving. This can be done only when you are trained to write scientifically with objectivity and detachment for truth.

The present day world is a world of communication where you can find people occupied by several tasks. If you visit an executive's office you will find him busy either over his computer or his phone. Most of the times he is either responding to a query or convincing clients or customers about a particular product, new proposal or policy. Now suppose you approach him with a lengthy proposal which requires a lot of explanation you are either bound to be refused appointment or asked to come with a synopsis some other day. If you make a serious deliberation over the entire episode you too will realize that the content of the matter had certain shortcomings. Had your proposal been short or there had been only a brief explanation or summary of the entire thing, you might have been granted time. This is why summarising has become quite important nowadays.

15.2: Definition

You would be curious to know what summarising is and how it can be learnt. The term summarising is not something uncommon. In your school and college days you have practised *précis*. Summarising too is like *précis*. What you do in summarising is to provide the summary of a piece of information bulky in nature. Like *précis*, summarising too is to condense or shortened form of a longer paragraph or passage in order to make it easy for readers. Though in *précis* the revised information is to be essentially one third of the original while in summarising, this is not essential. R.A.Kelly in his book entitled 'The use of English for Technical Students' says about summarising.

Whatever the name you may give to the process – abstracting, *précis*, writing, summarising, reducing, digesting——it is a useful technique in the world that depends increasingly upon a heavy load of communication.

15.3: Importance

As you have already read in the previous unit how official writing is to be precise and specific. There are various situations where the art of summarising will help you. While writing an abstract or synopsis, your term paper, short report such as memos and letters, reports summarising comes to your aid. It also helps you in reading and remembering your topics well. You might have found many of your classmates making notes. What they did in this process was to summarize. In organizations too, executives appreciate a brief but to the point matter. Summarising makes it possible both while giving and receiving instructions. It saves time and energy. No one today has the patience to read or listen to an exhaustive text. Most of us are interested in knowing the main points either of findings or recommendation. Likewise, people at the lower rung of organization want what needs to be done and how. They are not at all interested in knowing the background history. Hence most of the business executives highlight the main points and stick to them both while

writing and speaking. Hence, summarising has manifold advantages.

15.4: Steps in summarizing:

Since we know that summarizing is to shorten a longer text or paragraph, hence it becomes necessary to know the various steps that can help in summarizing. It is to be remembered that in every text not everything is important. A careful reader can very cleverly distinguish between things which are both of prime and secondary importance. Everyone will agree that every text is the expansion of an idea. In order to drive home his point, the writer takes recourse to various things. At times, he quotes examples, uses various ploys to bring cohesion in his line of thinking. Moreover in order to emphasize a particular thing he also has to make use of repetitions. Especially in literary pieces, one finds innumerable phrases and decorative sentences which carry more weight in form than in meaning. There are certain things which should be taken into consideration while summarizing. Certain expressions can be eliminated without any loss of meaning.

Though there are many steps involved in summarizing the following four can be considered useful. They are:

- Selecting the core idea
- Rejecting unimportant and superfluous details.
- Substituting longer words, expressions/phrases with simple and familiar ones.
- Revising to ensure that content is not altered.

15.4.1: Selecting the core idea

When you get any text for summarising, first try to find out the core idea. This can be done by looking at the topic sentence and many subordinating words and phrases from different paragraphs. While selecting the main idea jot or underline the main points. This will help you in writing the summary.

15.4.2: Rejecting

In this process you have to reject unimportant details. In any text you will come across repetitions, examples and various clichés that can be removed without any loss of meaning. The removal of unnecessary words and redundant expressions also help in shortening the length of the passage.

15.4.3: Substitution

Substitution means changing either a longer sentence, clause or phrase with a smaller one. At many places you will find that certain empty words can easily be deleted. You will also come across two sentences whose contents can be summarised in merely one small sentence. Phrases can be substituted by a single word and a sentence can be substituted by a clause. In addition, ornamental and superfluous expression too can be simplified. Given below are some examples:

The oxygen is used for respiration by all living organisms except the anaerobes, which can sustain life by anaerobic respiration and fermentation.

Revised: All living organisms except the anaerobes use oxygen for respiration.

The calendar hanging in the middle of the side wall seems to be an outdated one.

Revised: The calendar on the front wall seems outdated.

The study of sound is really the study of vibrations of material bodies.

Revised: We study in sound about the vibrations of material bodies.

There are four fundamental principles on which the geological basis of oil finding depends.

Revised: Oil finding depends on four geological principles.

15.4.4: Revision

While summarising aims at making any longer passage shorter, one should ensure that the content of the original passage is not changed. Moreover, after you have summarised a passage, take extra care to see that the sentences are grammatically correct and you have taken special care of spelling, punctuation and sentence length. The main purpose of summarising is to ensure understanding with consideration for unity, coherence and smooth flow of information.

15.5: Sample Summary

You have read about the various steps of summarising. Given below is a passage produced by British Petroleum Company. Read the original passage and then read the summary to understand how the methods suggested above have been used.

There are four fundamental principles on which the geological basis of oil finding depends. First, the search must be in area where considerable thicknesses of rocks which have been formed in a pre-historic sea or estuary are present; second, these rocks must contain porous or fractured components capable of holding fluids; thirdly, the rocks, originally nearly flat must have been bent up by earth pressures into a suitable attitude for accumulating any oil which may have been formed; fourthly, the porous or fractured rocks must be overlain by some non porous rock to serve as a seal.

The earliest clear statement of these principles was made by T. Sterry Hunt of the geological Survey of Canada in 1865, and it is remarkable that, in spite of all later scientific work, based on enormously improved knowledge of the surface geology of the world and the results of tens of thousands of deep bore holes, Sterry Hunt's early ideas still remain sound.

The rocks of interest to the oil explorer are called the sedimentary rocks, formed from the mud, sand or shell banks which for millions of years accumulated on the sea beds of pre-historic seas in areas where the earth crust was sinking slowly. Most of this material has come from the wearing down of neighbouring lands by the action of frost, heat, wind and rain, but a proportion of it consists of the hard parts of microscopic organism which continually rain on the sea bed when the parent organism dies. As this material accumulates it gradually compacts and hardens, the muds turning into clays and shales, the sand into sandstones, and the shell banks into limestones.

It is now generally accepted that oil is formed from organic matter of animal or vegetable origin, which is deposited with the mud, sand, or shell banks which form the raw material of the rocks. The proportion of original organic matter to rock material is probably small, usually less than 2 percent, but even if only a fraction of this 2 percent is ultimately converted to the mixture of hydrocarbons which we call crude oil, the enormous bulk of sedimentary rock available can provide very large quantities of oil. For example, every one-tenth part of a percent of organic matter present in one cubic mile of rock could produce about 7 million tons of oil, if directly converted to oil, and one cubic mile is a very small volume of rock compared with the amount available in the immediate vicinity of most oil-fields.

The disseminated organic matter, once safely entombed beyond the reach of atmospheric oxygen, is gradually changed by chemical, physical and bacteriological action into minute drops of crude oil which float in the salt water filling the remaining space between the grains of rock matter. As the rock material compacts, the salt water and the oil droplets will gradually be squeezed out of it via the easiest paths of escape, which will be through the porous sandstones or lime stones. It is during the movement of the fluids through the

rocks that the oil droplets begin accumulating in any porous or fissured sand or limestone layer that may be available. This accumulation is partly due to the tendency of the oil to float upwards through the water and partly to other physical processes. It is the floating upwards which causes the oil to be finally trapped in suitable rock structures. All these processes, of course, take place very slowly, the rate of oil and water movement being probably only a foot or two a year, the period of accumulation of an oilfield being measured in millions of years.

An important part of the process of oil accumulation is played by the mountain-building movements which periodically affect the earth's crust. It is now well known that the mountain-building movements are particularly prone to occur where the earth's crust has been sinking gradually for millions of years, and where the hollow so formed have been gradually filling up with sedimentary rock. It is in these very areas that our oil droplets have been forming and it is the mountain-building movements which form the traps which will subsequently accumulate the oil. The oil geologist, therefore, having satisfied himself that an area fulfils the primary conditions of an oil-prospect, which he will do by an examination of all the rocks visible at the surface, or penetrated by previous bore holes, must map the attitude of the rocks to see whether suitable traps are present. The anticline, or dome of rock, is the most simple form of structural trap. One of the main tasks in oil exploration, therefore, is to make a three dimensions map of the rocks, and for this work the geologist and his colleague the geophysicist use whatever tools are most appropriate for the particular are under examination. The complexity of the tools has increased enormously since the oil industry began. (824 words)

Summary

Oil finding depends on four fundamental principles of geological basis. First, the search of an area where rocks are thick since prehistoric sea or estuary are present; second these rocks should be porous or fractured to hold fluids; thirdly, the rocks, though originally flat must have been bent up by earth pressure so that it can accumulate any oil formed; and fourthly, the porous or fractured rocks must be overlain by some non porous rock to serve as a seal. The first clear statement, which still holds true, was by made by T. Sterry Hunt of the geological Survey of Canada.

Oil explorers are mostly interested in sedimentary rocks. Formed from the mud, sand, or shell banks, these materials come from neighbouring lands by action of frost, heat, wind and rain but a proportion of it consists of the hard parts of microscopic organism. As this material accumulates it gradually compacts and hardens. Muds turn into clays and shale, the sand into sandstones, and the shell banks into limestones.

It is believed that oil is formed from organic matter of animal or vegetable origin which is deposited with the mud, sand, or shell banks which form the raw material of the rocks. Even a small proportion of original organic matter is ultimately converted to the mixture of hydrocarbons called crude oil. Still the enormous bulk of sedimentary rock available can provide very large quantities of oil.

The disseminated organic matter once safely laid beyond the reach of oxygen is gradually changed by chemical, physical and bacteriological action into minute drops of crude oil which float in the salt water. As the rock material compacts, salt water and oil droplets will gradually be squeezed out of it through porous sand or limestone layer. The accumulation of oil results because of its tendency to float upwards though very slowly.

Mountain building movements also play an important part in oil accumulation. These movements occur in an area where earth's crust has been sinking for millions of years. Oil droplets are said to be formed in the hollows created by such movements. The oil geologist examines the rocks first to ensure whether suitable traps are available or not. The geologist and his team use appropriate tools to map the attitude of the rocks for such operations. They have to be very selective in the choice of tools from the complex nature of tools since the start of oil industry. (404 words)

15.6: Test yourself:

I Read the following passage and make a summary of it.

Do you know that the humble cow dung can be used in a high technology agricultural practice? Researchers from the Department of Agricultural Chemistry and Soil Science, Bidhan Chandra Krishi Viswavidyala and MSV Laboratories Private Ltd demonstrated the potential use of irradiated cow dung as a carrier of bio-fertilizers.

On July 9, this year the Board of Radiation and Isotope Technology (BRIT), Department of Atomic Energy (DAE) signed a Memorandum of Understanding (MOU) with MSV Laboratories Private Limited for setting up a radiation processing plant at Midnapur, West Bengal. The plant will process 60,000 Te of cow dung compost annually for use as a carrier of bio-fertilizers.

BRIT will offer technical guidance including dosimetry to the company and the company will bear the entire capital investment.

Mobilizing nutrients

According to the International Crop Research Institute for Semi Arid Tropics (ICRISAT), "bio-fertilizers are ready to use formulates of such beneficial microorganisms which on application to seed, root or soil mobilize the availability of nutrients by their biological activity in particular, and help build up the micro-flora and in turn the soil health in general".

ICRISAT lists the following: for fixing nitrogen, Rhizobium for legume crops and Azotobacter /Azospirillum for non legume crops; Acetobacter for sugarcane only; Blue-green algae and Azolla for low land paddy; for phosphorus mobilization, phosphatika is to be applied with Rhizobium, Azotobacter, Azospirillum and acetobacter; for enriched compost, Cellulolytic fungal culture or Phosphotika and Azotobacter culture.

Researchers prepare bio-fertilizers as carrier-based inoculants containing effective microorganisms. This enables easy-handling, long-term storage and high effectiveness of bio-fertilizers. According to the FENCA's Bio-fertilizer Manual, a good carrier must be nontoxic; it should have good capacity to absorb moisture; it should be easy to process and should be free of lump forming materials.

The requirements

Good carrier material must be easily available in adequate quantities; it should be inexpensive and should have good adhesion to the seeds.

The carrier should be easy to be sterilized either by autoclaving or by gamma irradiation.

Charcoal, lignite and peat are costly and are not readily available in the market; so the scientists from the Department of Agricultural Chemistry and Soil Science, Bidhan Chandra Krishi Viswavidyala and MSV Laboratories Private Ltd chose low cost cow dung compost (CDC) as a satisfactory carrier material (Journal of Interacademecia, Jan- Mar. 2011).

CDC is non toxic to the desired strains of the inoculants. It has good moisture absorption capacity and is easy to process. The authors found gamma sterilization is effective and less time consuming than autoclaving.

Normally, most carrier materials are contaminated with other bacteria. Sterilization offers nutrient and place to the inoculant bacteria against the occupation by the contaminated and/or native bacteria. This is important to keep the number of inoculant bacteria on carrier during the storage period before use.

Unsterilized carrier material will cause undesirable dispersion of pathogenic bacteria into agricultural fields.

Scientists exposed the samples of raw material in low density, 65 to 70 micron thick polyethylene bags to various doses of gamma radiation

They found that CDC, irradiated with a gamma dose of 50kGy, can be used as a carrier for bio-fertilizers (Gy is a unit of radiation dose. When the dose is one Gy the radiation energy absorbed per kilogramme of material is one joule; since during radiation sterilizing we use large doses of radiation, multiples of Gy such as kiloGy or 1000 Gy are used).

High initial cost

The initial cost of gamma irradiation installation will be high, at Rs.50 million compared to autoclave (Rs.20 million).

A ton of irradiated cow dung compost carrier will cost only Rs.2583 as against Rs.20,370 for a ton of sterilized charcoal. The major reason for this is the cost of charcoal (Rs.20,000) compared to cow dung (Rs.2, 250)

A major difficulty with the project may be the collection of enough "raw material". MSV Laboratories Private Limited may have to set up a chain of cow dung collection centres to keep the programme running.

K.S.Parthasarathy

From: Irradiation makes cow dung bio-fertilizer safer, The Hindu, 4 Aug.2011

15.7: Test yourself II

Summarise the passage given below:

Healthy locks help you get noticed as much as your face does. After all hair, they say, is one's 'crowning glory'. Any kind of hair loss, whether temporary or permanent, has a deep psychological impact, irrespective of age or gender.

Therefore, it is essential to take some steps in order to prevent hair fall and preserve or enhance the locks we are blessed with. The first step in this direction is to understand the reasons behind hair fall. These could be multiple and both internal and external.

The intrinsic causes that may lead to hair fall include nutrient deficiency such as that of iron, calcium, proteins, vitamins that can result from crash dieting, weight loss programmes and poor eating habits, or disease states like thyroid disease or typhoid.

Then there are extrinsic causes. These include environmental factors such as pollution. Besides inappropriate hair care like excessive blow drying or use of wrong hair care products can also harm your tresses making them lacklustre and dull!

Here's what you should do...

Eat right: Giving proper nutrition to your hair is important. Include protein rich foods in your diet such as fish, lean meat, eggs, soybean, tofu, pulses, beans... Balance them with lots of green leafy vegetables and fresh fruits. Eating right provides the necessary vitamins, minerals and micronutrients to your hair root follicles.

Avoid crash dieting or selective dieting: Some people believe in eating only protein rich foods but it has been observed that diets rich in only certain nutrients like "high protein" can deplete the body of other important nutrients needed for hair growth.

Keeping a close watch: Hair fall is aggravated by existing diseased conditions especially those involving hormonal imbalance such as Polycystic Ovary Disorder (PCOD).

Watch out for any abnormal signs or symptoms that may be indicative of a specific disease process. For example loss of appetite, cold intolerance and lethargy can be indicative of hypothyroid. The earlier these are recognised, the sooner one can seek medical help and avoid an impact on the hair.

Know your hair type: In terms of hair care, the important thing is to know one's hair type and then pick the right hair care products. For example, if someone has oily scalp and dry hair ends then they need a shampoo for oily hair and a conditioner for the ends. Failure to use a conditioner would result in dry brittle hair and subsequent hair fall and breakage. Similarly, oiling of scalp prone to dandruff will aggravate the problem causing weakening of hair roots and hair shedding.

Use certain hair products minimally: Excess use of chemicals on the hair to alter the hair type also leads to hair fall. For example, repeated use of straighteners for curly hair or perming agents for straight hair. This results in damaging the hair shaft.

Similarly, excessive blow drying causes 'bubbles' to form in the hair shaft making it weak and susceptible to breakage.

Colour it right: Hair colour per se is not responsible for hair fall. The only precaution one has to take is not to use colouring agents at short intervals. The aim should be to increase the gap between colouring sessions as much as possible and try to do 'touch-ups' in between where the colour is applied specifically to the grey hair only.

The one time that hair colour can cause hair fall is when the person is allergic to a particular type or brand. In this case there will be itching and redness over the scalp and surrounding skin soon after application. If this happens, the hair should be washed immediately and medical advice sought in case of severe reactions.

It is best, therefore, to choose hair colours devoid of ammonia and with as few chemicals as possible. Also, choosing a good quality brand that specialises in hair care products is helpful rather than picking inferior quality brands that may be cheaper.

With sensible options and a little care, excessive hair fall is not only manageable but can be stopped as well.

Dr. Vandana Chatrath

From: No more hair raising days, The Hindu, 14 Aug, 2011

15.8: Test yourself III

Use the information given below to make a summary.

Surfing online takes some memory skills. Whether you want to check your emails, visit with your Facebook friends, look at your bank account online or play an Orc in World of Warcraft, you need to remember your password to get there. Each service requires its own password. That has prompted many to come up with a single password for a multitude of services. While simple, that approach isn't particularly safe. Which is where password managers come in? When used properly they can ease your worries and help you with your bad memory. But users need to take time before they decide to which service to give the keys to their entire digital life.

Managers work by putting your data in a kind of digital safe, which the user can open with a single password. There's a multitude of services around to help jog your memory. "Which service is practical depends upon your individual needs," says Marit Hansen, a data protection agent with the Independent Data Security Centre of the German state of Schleswig—Holstein. Free products are not necessarily any worse than bought ones. Some programmes only work on an individual computer. Others exist on USB sticks, so users have the access codes at the ready anywhere.

Browsers also offer some memory assistance by routinely asking whether input data should be remembered. Firefox relies on a master password: without it the browser saves data in an unencrypted form.

Some services put the key to your digital codes into the cloud, i.e. on their servers. That's handy, because it means you can access them from any internet—capable computer.

But recent events have shown that a lot of these cloud services are not adequately protected from hacking attacks, warns Hansen.

Whichever service for which you opt, the key is the encryption.

And no level of encryption will help you if thieves can guess the code or crack it by applying enough computing power.

That means if you save all the codes to your various digital needs in one place you must come up with a secure password. That means at least eight — preferably 12 — characters with a mix of letters, numbers and special characters. Common words are taboo.

But all password managers have one weak point. They notify attackers when they've incorrectly guessed a master password, simply because they do not then allow access to private data. That leaves the hacker free to attempt the hack with other word and letter combinations.

This is why Germany's Fraunhofer Institute for Secure Information Technology recommends its MobileSitter, which always gives up passwords when anyone inputs a master password, either real or false. The trick is that the passwords are only accurate if the master password is the right one. The rest are just a diversion.

"Our system lets you come in and find passwords with any master password," says computer scientist Ruben Wolf. "But you don't know whether they're real or fake passwords." But whichever system for which you opt, Hansen recommends some basic security steps. Keep an eye on the news so you're aware of security gaps or updates. And make a backup of your encrypted password data and save it on an external medium, like a USB stick.

Then save that somewhere safe.

Emma Clark

From: Password Managers Boost Security, Save Memory, The Hindu, 17 Aug, 2011

15.9: EXPANSION OF IDEAS

Expansion is the opposite of summarising. While in summarising, we have to shorten the passage, in expansion we have to expand a single idea. But this does not mean we should bring unnecessary information in order to lengthen the passage. In most of the cases, you are supposed to support the idea or statement by explaining and also by giving examples. In précis writing too, one has to squeeze the content to one third of the original and care is taken that there are no changes in the matter except reducing the length. While compressing the matter is easier, expanding a proverb, line or a statement is a challenging task. In précis you have several passages which have to be compressed in a united structure. But in expansion, you do not have choices. It will always be a short sentence or an idiom which has to be expanded in a paragraph. There is no limit as regards the length of the paragraph but you have to ensure that it should not be too long. A standard expansion is usually about one hundred words.

15.9.1: Steps in expansion

1. Read the topic of expansion carefully to ensure that you have grasped the full meaning. A clear understanding of the topic will enable you to expand the statement or the idea.
2. After ensuring the meaning of the topic, elaborate it by providing more details, examples, or justification to support the idea. Expand the topic to an extent that it makes a paragraph but not an essay.
3. While expanding the topic, you should ensure that no irrelevant details should be provided. No new information should be included.

4. You should work hard to ensure that both the opening and the concluding line of the expansion should be captivating. Care should be taken that towards the end of the expansion; you have been able to prove the point.
5. A good expansion should look like a properly woven paragraph. It should ensure a smooth reading.
6. While expanding, take care to see that grammatical rules are not ignored.
7. Revise the passage and make sure that sentences are effective and readable. Care and concern for spelling and punctuation should be made.

15.9.2: Sample Expansion I

All That Glitters Is Not Gold

Humans have a tendency to be fascinated by glittering things. Most of us are often tempted by things that appear quite bright. But all things that glitter may not be gold. There are many objects that look like gold because of their brightness. But they may not have the qualitative and materialistic worth of gold. The value of other articles may reduce with time but gold never loses its sheen. The colour of gold may lose its brightness in course of time yet it does not lose its worth. Other objects which shine from outside may not have the qualitative worth of gold. Outward pomp and show may attract us for sometime but not for ever. The worth of a thing or a person lies in its quality. Quality is an inner thing and does not appear on the surface. Dew drops shine for sometime but it cannot face the scorching rays of the sun. Things that glitter are fake, often short-lived and fade once it faces the reality. But the real quality, like gold, continues to glitter all through. Gold shines because of its truth and hence it is beautiful. Truth does not require any outward manifestation. A high structure devoid of human reach, a beautiful building without any occupant, a beautiful flower without any fragrance may glitter yet cannot be considered worthy since they do not benefit people when in need. Hence it is apt to say — all that glitters is not gold.

15.9.3: Sample Expansion II

A ROLLING STONE GATHERS NO MOSS

A stone that always keeps rolling cannot gather moss. A stone that rolls may not be fixed and may roll from one place to another. Hence there is no question of gathering moss in it. A rolling stone is like a man who always keeps moving from one place to another. One who keeps moving always cannot call any place his home. He keeps changing his vocation and is always in search of greener pastures. Such a person fails to belong to a place and also fails to be loyal to anyone. As change becomes his nature, he is not able to concentrate on a particular task and cannot be successful. He often deviates and since there is no limit to his movement, he loses faith in everyone. A person having the nature of a rolling stone can neither achieve a good health, wealth and hence success too. Such a person often forsakes certainty and keeps plunging in uncertainties. One should always remember that success is not just one day affair but integrated efforts of several years in the right direction.

15.9.4: Test Yourself

Expand the idea contained in each of the following:

1. Birds of a feather flock together.
2. Child is the father of a man.
3. It is never too late to mend.
4. A bird in hand is worth two in the bush.
5. The hand that rocks the cradle rules the world.
6. Strike the iron while it is hot.

7. Sweet are the uses of adversity.
8. God helps those who help themselves.
9. Those who live in glass houses should not throw stones.
10. Rome was not built in a day.
11. Example is better than precept.
12. The crown and glory of life is character.
13. Death spares neither the rich nor the poor.
14. Where there is a will there is away.
15. Uneasy lies the head that wears a crown.
16. Slow and steady wins the race.
17. A man may smile yet be a villain.
18. Face is the index of mind.
19. Something is better than nothing.
20. Beauty is truth, truth beauty.

Unit 16 NOTE TAKING AND REPORTS

16.1: Introduction

16.2: Stages in note-taking

16. 3: Advantages of Note-making

16.4: A Sample Note-taking

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16.9.1: TEST YOURSELF I

16.9.1: TEST YOURSELF II

16.9.1: TEST YOURSELF III

16.1: Introduction

Do you remember you often saw the principal of your college dictating something and somebody writing on a small note-book? You often wondered how a man could write everything just on one page while the principal had said a lot. Likewise, you also might have seen your teacher putting a piece of paper on the lectern and speaking throughout the period. How could all this become possible? Actually, these people were either taking notes or using notes.

Note-making or note-taking is actually a process of writing points or facts that can be further developed at the writer's ease. It is not possible to remember everything while listening to a lecture, talk or speech. As students, you might have observed how difficult it was to remember everything that the teacher had said in the class. Hence, you jotted certain points which you could further develop with the help of books or other materials. On many occasions your attempts failed because you could not jot every important point. But had you been aware of the process of note –making, you could not have failed miserably.

16.2: Stages in note-taking

Note –making is a skill that can be developed. There are different stages in note-making. You will often find that the task of note-making is required to make a big essay or a lecture short without losing its content. Hence, what one can do is to first find out the important things in an essay. You will also find that a writer often talks about various things in a single essay. What you need to do is to divide the entire essay into certain areas, which will be your topic heads and the corresponding information will come under sub heads. Again in order to remember certain things you can also make use of certain signs and structures. But remember that you should always keep in mind what these structures or symbols mean. Nowadays you could see many people using symbolic words in their mails and messages but these cannot be interpreted by others except the writer. Many people also use abbreviations for certain words or sentences though it is not like the earlier days' shorthand which had only certain connotation for a certain expression.

Actually, successful people use note-making a useful tool to remember important things. Even longer essays and paragraphs can be made easier with the help of note-taking. You will agree that everything that is said or written is not equally important. While taking notes, one has to arrange them in order of their importance and preference.

16.3: Advantages of Note-making

Note-making is advantageous especially for written texts where the note-maker is conscious of every piece of information. But while taking notes from a lecture or a talk, everything cannot be noted. You have also read in earlier units about the various techniques to reduce the number of words, longer paragraphs and difficult sentences. These can be utilized while taking notes.

Note-taking helps a professional in many ways. While one goes for data collection, note-taking becomes very important. Likewise, while interviewing somebody, one does not have the time enough to write down everything and moreover, people often do not feel comfortable when their responses are recorded. The interviewer has the facility of note-taking here. Many researchers use note cards to jot important pieces of information, which they later categorize and arrange as per their needs.

Notes can help in a variety of ways. When we are asked to write a report on a particular topic, we have to collect information from different sources. We can take notes while gathering materials and later organize them according to our needs. Notes, as said earlier, are cut pieces of a cloth likely to be tailored in order to give a proper outfit.

Given below is a note made from an extract of Arnold Allcott's *Plastics Today*.

16.4: A sample Note-taking

The Uses of Plastics

1. Construction Materials and its disadvantages
 - Liable to rust
 - Corrosion
2. Collective properties of Plastics
 - Does not rust
 - Immune from attack by insects and worms
 - Not heavier than hardwood or heavy metals
 - Non-conductors of heat and electricity
3. Limitations of plastics
 - Serves as satisfactory alternative but with exceptions
 - No substitute to metals, bricks, wood and stone
 - Substituting them as conventional fabrication disappointing
4. Multiple uses of plastics in industry
 - 3.1 Electrical engg:
 - fuse boxes, switch and plug bodies by electrical engg
 - 3.2 Mechanical engineers:
 - silent running gear wheels and heavy duty bearings
 - 3.3: Motor industry
 - moving parts such as brake linings, fitments
 - upholstery and car bodies
4. Universal uses of plastics
 - in making conduits for corrosive liquids, protective clothing, food packs and general packaging
 - use in foundry as core binders and shell moulding
5. Use of plastics as adhesives
 - resin bonded plywood
 - metal to metal bonding
6. Use of plastics by general people
 - domestic utensils as they are light and free from scratches
 - various household things such as board, floor coverings and wall tiles
 - used in garden as hosepipes
 - used as substitute to glass frames and cloches
7. Plastics as an innovative alternative
 - true potentialities

meets standard specifications for moulding and finished products

multiple uses

Following this example, you can attempt making notes of various extracts taken from different sources.

Note –making will help you in drafting reports and also in developing other arduous writing tasks. But here we will read about the technicalities of writing a report

16.5: Reports

You have already read in unit 19 about the various forms of official writing. Writing a report is also a form of official writing. Before we read about the various characteristics of a report, it is mandatory to know what differentiates a report from other forms of writing.

A report is a piece of factual writing and is based on data. You might have come across various forms of report and if you just recall, you will find that all of them were based on facts. And in many cases the facts are derived only after going through an investigation or inquiry. Again, based on the data further analysis is made.. For example, a patient complaining of a pain goes to a doctor for some remedy. The doctor advises him some tests and the findings of the test alone can determine the nature of illness. For the doctor to come to any solid conclusion, the report has to be factual. Likewise, for all other reports, the data has to be authentic. As reports help in taking decision, any wrong step in data collection may damage the fate of a person or an organization.

16.5.1: Definition

A report can be defined in a variety of ways. There have been a number of definitions given about a report. We should try to find out the commonalities of a report. The word report has been derived from the Latin word reportare, which means to carry back. Hence a report carries back the information to someone who does not have this information. As students when you used to get your report card, you were not aware of your own merits and demerits. It was pointed out by your teacher. In organizations too when we get reports, we come to discover many things which we were not aware of. Of course, before coming to a conclusion, the report writer makes a lot of analysis and examines the problem very carefully.

Reports may be long or short and it depends on the purpose for which it is written. But in most of the cases, reports which are of very serious nature are often longer and more time consuming. In many cases they are analytical and are often guided by certain guidelines proposed by someone who authorizes you to write the report. The guidelines are called 'Terms of reference'. The terms of reference dictates what kind of report you have to write. It is in this context that we can say a report cannot be written as other forms of writing.

A report, as it is factual, follows various formalities, such as requirements, structure and a language free from ambiguities. Written on request or instruction, a report has to follow the formalities such as objectivity, detachment and truth. While other forms of writing have varied audience, reports have fixed audience and hence any linguistic experiment in it will mar its efficacy. Since most of the reports aim at decision making, report writers have to be objective as even a little casual approach may be disastrous.

A report can thus be defined as a factual piece of writing which involves various stages of data collection and interpretation leading to a conclusion. Recommendation in a report is often not mandatory and it can be given only if asked.

16.5.2: Objectives

As said earlier, a report is not written unless we have been asked to do so. It is not like writing a story or a poem which is based on our imagination. As fact is involved in the writing of reports, they are bound to have certain objectives. Reports are need based and

therefore they are written with certain purposes. In majority of cases, reports have the following objectives:

- To provide the existing status and further requirement of men and materials in a project
- To discover the lapses in thoughts or process
- To spread knowledge and awareness
- To check the validity of an action or step
- To provide a logical analysis for further action
- To provide solution to a problem
- To serve as repository of information

16.5.3: Importance

Reports are written for various purposes. The purposes of the report denote their category. The types of report may range from examination report to police investigation and inspection report. As children, all of us were either afraid or eager about report card after every examination. Once you become an employee, you will be afraid of not only your own confidential report but also anxious about writing reports for your organization if asked. You will also be required to write reports of all sorts. Sometimes you have to write about the progress of a project, sometimes about the assessment of some of your employees and sometimes about finding the remedy to a particular problem as well.

16.5.4: Types of report

We have already discussed that the purposes of report determine the type and as such many reports are short while many are long. Reports can be both written as well as oral. Short reports are usually in the form of letters and sometimes simply between two to ten pages' observation based on one's investigation. While reports in the form of letters or memorandum often follow the format of letter, short reports do not have much details and illustrations in the form of graphs, charts or tables. They are in most of the cases a description of the problem and the nature of investigation and the conclusion reached at. Such reports are free from the formalities of bibliographical details and other supportive elements.

Long reports are formal in nature and are often bulky because of the details involved in it. The primary focus in such reports being the analysis of data, it follows the stages of comparison and interpretation of the data from various angles in order to reach valid conclusions. Moreover, as per the requirements of data collection for a report, the method is decided. Long reports are also called analytical or interpretive report.

Apart from long and short reports, you will also come across another category of reports which are called routine reports. As the name suggests, such reports are of ordinary nature and are written from time to time in an organization. Such reports often appear repetitive to a common reader and does not interest much. Conforming to a prescribed format, it does not have much scope for the report writer to give his inputs except filling in the required column or selecting any of the options. The writer of the report is allowed only a little space to present his remarks. Examples of routine report include progress report, inspection report, confidential report, lab report, etc

16.6: Steps involved in writing reports

As a report is a piece of factual information reached at after going through a lot of investigation and interpretation, we have to ensure the various steps that can help us in preparing to write the report. In order to make our report authentic, we have to undergo various stages, such as;

- Scope and purpose
- Background of audience
- Sources and methods of data collection
- Organizing the data
- Making Outline

We have discussed that a report leads to decision making and hence, we have to be clear about the purpose of report and also its scope. This will help us in concentrating on the topic. Hence ask yourself why you are writing this report and what good will it do.

Again, as a report creates awareness by spreading knowledge, it has to be written in a language that suits the need of readers. In case, the reader fails to get convinced of the report writer's conclusions, any decision made on the basis of the report may have catastrophic effects. Hence ask yourself— for whom am I writing this report.

Only the right ways can lead to the right act. Likewise, the authentic source and the authentic method alone may help the report writer get the appropriate data. In order to know why a certain project got postponed, one has to go into the details of the entire project and not simply by asking any individual about what went wrong. Therefore, decide which sources and which method can lead you the authentic data. There are various ways of collecting data, such as observation, interview, questionnaire etc. The topic of your report will decide which method will be more feasible for data collection. Every method of data collection, despite its advantages, has some shortcomings.

There are two sources of data collection— the primary source and the secondary source. In the primary sources, the report writer himself acts while in the secondary sources one can have various supporting materials. The sources of primary information are Personal observations and investigations, Interviews, Questionnaire and Surveys. Magazines, journals newspapers, various internal records and Internet are examples of Secondary sources.

While collecting data, one comes across various pieces of information. But everything that you have collected may not be useful. Moreover, the data has to be given an order so that it helps in reaching a conclusion. Hence arrange your data.

Only arrangement of data is not the culmination mark of the report. In order to write the report, you have to formulate an order. As a report, apart from maintaining a factual unity has also to conform to a structural unity. The various pieces of information have to be divided into various heads and sub heads like the various cut pieces of a fabric waiting to be given a proper shape. Therefore, make an outline of your information dividing the labyrinth into different sections and sub sections. This will help you in writing the report and will also enable you to stick to your purpose.

16.7: Structure of a report

A report can be divided into three parts, namely the front matter, the main body and the back matter.

16.7.1: Front Matter

The front matter of a report has the following elements:

- a. Cover: the cover of any report is made either of any thick paper or some hard art paper which can preserve the report. In many cases, especially in bound reports, the cover is also bound by leather in order that the report not only looks beautiful but can save it from being damaged. The cover has some information mentioned on it, such as the title of the report, the name/s of report writer and also the name of the person and the organization where the report is often prepared. You can look at

a sample cover.

A Report

On

SOLID WASTE DISPOSAL MANAGEMENT

Prepared by

Vineet Jain

06011287

Indian Institute of Technology, Roorkee

July, 2008

- b. Frontispiece: A thin transparent paper, which comes before the title page of the report.
- c. Title page: appearing after the frontispiece, the title page usually has all the information like the cover page. It also has the sub title and in some cases the name of the authority who supposedly approves your report.
- d. Copy right notice: given on the back of the title page, copy right ensures that the report writer is the sole authority of the report. It mentions the year and the name of the person who possesses the copy right of the entire matter. It is usually written as:

© 2008 Vineet Jain

© All rights reserved. No part of this book/report may be reproduced without the prior permission of the author.
- e. Forwarding letter: This is written in the form of a short letter. Forwarding letter is written to the person to whom the report is going to be presented. In some cases, the forwarding letter serves the function of an introductory letter and provides in brief the findings, scope and limitations of the report.
- f. Preface: Preface is written by the author of the report and provides just the main ingredients of the report. In many reports, foreword is also given. But the preface should not be confused with the foreword as both differ in their treatment. Foreword is written by someone who either happens to be an expert in field or who is conversant with the specifications of the said report.
- g. Acknowledgement: This is the page where the report writer pays his gratitude to people who have been helpful in the preparation of the report. The acknowledgement should not be long and in case you have to write many sentences, care ought to be taken that every sentence follows a different structure

Acknowledgement

I would like to thank Dr. Binod Mishra who gave me an opportunity to write a report on 'Waste Disposal Management'. My report was possible because of the support of our honourable Director, Prof. S.C. Saxena. I have deep sense of gratitude for all our professors who provided us with valuable inputs from time to time.

I also acknowledge the help provided by the officials of various organizations in providing the data for the report.

I am thankful to Mr Yogendra Singh, the Chief Librarian for making me access all books and journals. The help extended to me by my friends especially Neeraj Mehta, Piyuush Agarwal, Rohit Singh in organizing the data deserves special mention.

- h. Table of Contents: Long reports often have several pieces of information divided into various heads. Table of contents describes the location of the information and helps the readers to go to the particular page and thus saves time. The items of the table of contents have the page numbers along side.

Table of Contents	
Preface	i
Acknowledgements	iii
Abstract	iv
1. Introduction	1
2. Profile of Solid Waste Management	3
3. Measures to minimize environmental impacts of land filling	15
4. Planning, Monitoring, Enforcement and Compliance Approaches	30
5. Conclusions	34
6. Recommendations	36
Appendix A	37
Bibliography	38

- i. List of illustrations: In long reports you will often come across various graphs and charts which support the analysis made by the report writer. List of illustration mentions the location of these items and their location in the text.
- j. Abstract and Summary: Abstract is a brief description of what the report writer has discussed in the report. Summary, a little longer than the abstract gives the substance of the report. Busy professionals often read the summary of the report in order to save time.

Example of an abstract:

Abstract

Solid waste management techniques vary from country to country depending upon physical geography, demographics, and level of economic development. Most industrialized countries have regular solid waste and disposal services. Most waste disposal sites are required by laws to have at least some environmental prevention and control technologies. In contrast, most developing countries provide formal waste collection and disposal services to only a portion of the population

The present report discusses the various ways to control solid waste and provide alternative ways to improve fertility of land. Attempts have been made to find out an integrated approach in the planning of waste disposal in conjunction with waste collection, area cleaning, waste minimization and other waste management functions.

16.7.3: MAIN ELEMENTS:

After the front matter, the main body of the report assumes greater importance. The front matter, to a great extent, provides a structure while the main body of the report has the major function to provide. The content of the main body has the following sections:

- **Introduction:** The introduction of a report gives a historical background of the problem. It also mentions the scope, and limitation. While the introduction of a report describes the method of data collection, it also mentions the authorization of the report. It talks about the division of the report and enlists technical terms if used in the report. The length of a report's introduction may be between one to two pages. In short reports, introduction is not given separately.
- **Discussion:** Next to introduction, discussion is the crux of a written report. It contains the analysis and interpretation of the data and provides the necessary illustrations to support the line of argument. As the information in this section is huge, there are various divisions and sub divisions and all of them are numbered. The analysis made in the discussion section should be such as to lead the readers towards conclusion. One has to be careful enough to ensure that the language used should conform to the understanding of the reader. No attempt to add anything from the writer's part except the analysis based on the data is expected. In case, a prior study has been done on the topic, the writer gets a chance of comparing his analysis to validate his findings.
- **Conclusions:** The report writer provides his findings in this section. The result of his reasoning and analysis should appear logical as it can alone provide scope for further study or recommendation. Conclusion should be short and free from any new data.
- **Recommendations:** This section shows the writer's suggestion. But no recommendations should be provided unless asked for otherwise it can be considered differently. In short reports conclusions and recommendations are often combined. If as a report writer, you suggest recommendations, they should be practical. Both conclusions and recommendations should be short and should not exceed one and a half page. Many people also suggest that the points in both the conclusions and recommendations should be written separately and should be numbered. Moreover, too many recommendations are also not liked.

16.7.4: BACK MATTER

The back matter of a report includes information which cannot be covered in the text of the report. Important as they are, these are also called supporting material.

- **Appendices:** Though the main contents of a report usually come to an end with conclusion or recommendation yet there are certain elements, which are important enough in the making of report. These are various sources, data sheets, interview sheets and some other materials that have helped the writer yet they cannot be presented in the text of the report as they can impede the reader's flow. Such pieces of information can be put in Appendices. In case, the number and type of such information is more than one, we can divide them separately.
- **List of references & Bibliography:** These are the places where one can mention the names of several books and journals that helped in writing the report. The names of authors, texts and place and year of publication are mentioned in order to help other researchers for further research.

Written alphabetically, the bibliography is an extended list while the list of references is specific. List of references does not have information of works not cited in the paper or report. Bibliography includes books even other than cited so as to help people working in related area. You can look at the following examples:

List of References:

- Adiga, Aravinda. *The White Tiger*. New Delhi: HarperCollins Publishers India, a joint venture with India Today. Fifth Impression. 2008. P.10
- Bellow, Saul.(1985) *The Victim*. Suffolk: Richard Clay Ltd. Bungay. P.182

- Nair, Anita. *Mistress*. New Delhi: Penguin Books India Pvt. Ltd. 2005. P-9

Bibliography

- Cointreau, Sandra. *Environmental Management of urban solid wastes in Developing Countries: A Project Guide*. The World Bank, 1982.
- Cullierso Yepes and Tim Cambell, *Assessment of Municipal Solid Waste Services in Latin America*, The World Bank, Technical Department, Infrastructure and Energy Division, Urban and Water Unit, Latin America and the Caribbean Region, June 25, 1990.
- Kulshrestha, Chirantan. (1978) *Saul Bellow: The Problem of Affirmation*. New Delhi: Arnold Heinemann Publishers. P.62.
- Glossary: Glossary is an alphabetic list of words used in the report. Most often certain unfamiliar or technical terms along with their explanations help the readers in understanding them. It often benefits readers who do not have acquaintance with the specialized vocabulary of a particular field.
- Index: Index is also an alphabetic list of words but it more exhaustive and page numbers are also provided for every word. Index also has facility of categorization.

16.8: Language of the report

As report is a formal and factual piece of writing, the use of language, thus has a very important role to play in it. Every report is intended to bring some changes in the existing condition. That can be possible by the decision prompted by the report. Again as a report spreads knowledge, the same knowledge cannot be possible unless the readers understand the implication. Hence, the language in which the report is written assumes a great significance. The readers of reports are not men of letters and even while reading, no one likes to carry a dictionary. Hence the language of a report has to be plain, straightforward and free from the ambiguities. In stead of using decorative phrases and flamboyant expressions, the writer has to use precise, concise and simple language.

You have already read in previous chapters how one can attain objectivity by using a jargon free language. In addition, you have to make your report readable by avoiding the use of slangs, redundant expressions, use of clichés and also the use of foreign words and longer sentences and paragraphs. Successful report writers strive for clarity and precision, which are possible by the use of familiar words and short but effective sentences. While writing a report, the writer should adopt a neutral tone keeping his personality totally out of the context. As a report writer, we have to ensure that we act like observers appointed to find out facts from the data collected from different sources. While keeping a watch over maintaining precision, concern for grammatical correctness should not be sacrificed.

Thus, your knowledge of the structural part of the report will enable you to write a report on your own. It is difficult to provide a sample report in this unit. Yet a sample of a short report, which acts as Letter report is given below:

16.9: Sample Letter Report

3 March, 2008

The chairman

Energy Development & Conservation Council

New Delhi-11006.

Sub: Sector wise power consumption pattern

Dear Sir

Please refer to your letter dated 29 January, 2007 expressing your concern about the recurring mismatch between the demand and supply of electricity all over the country. I had been asked to study and analyze sector wise power consumption pattern and suggest ways to reduce the gap between the demand and supply.

Findings:

The following table shows sector-wise power distribution (in billion units). The data for three consecutive years is given below:

Sector	2004-05	2005-06	2006-07
Agriculture	70.70	79.30	85.74
Commercial	34.91	39.52	41.30
Domestic	43.82	45.56	48.64

Results:

1. In the year 2004-05, the agriculture sector shows the highest consumption of power and commercial sector the lowest. This trend continued for three consecutive years.
2. The number of unit consumed per sector increased with every passing year. For the domestic sector it was less in 2004-05 but it increased by 5 billion units in two years.
3. No effective survey seemed to be conducted to know the demand of power in various sectors. The mismatch between the demand and supply in commercial sector is grave.. Ironically, while this sector demands the most but shows to consume the least.
4. In the year 2004-05 there was shortage of water in the country. The monsoon had failed and so various irrigation facilities had to be provided to encourage farmers to carry on agricultural activities. Tube wells and other facilities require power to run, hence the consumption was more.
5. Despite favorable rainfalls over the years, agriculture sector shows the greatest consumption.
6. Domestic sector ranks second in consumption. The use of various electrical appliances to reduce manual work has resulted in heavy demand of power supply over the years.
7. The various development organizations, which lead to nation's progress, also add to the increasing demand of electricity in Commercial sector. Next to government services, these organizations employ a vast number of people and as such, the demand of electricity becomes more.
8. The frequent power cuts slow down the manufacturing process resulting in the loss of time and money.

Recommendations:

A periodic survey of all sectors is essential to monitor the process. The supply of electricity should be controlled to stop the mismatch. Proper readings should be taken to avoid any confusion. The commercial sector cannot be forced to have constant supply of electricity as the development plans, construction plans and different manufacturing processes require different voltages and different magnitudes of current. But there should not be any indiscriminate supply. Proper control measures should be directed to ensure full

and proper use. The domestic sector should be provided with more power during winters. Frequent power cuts should be controlled with fewer hours and once in a week. Efforts to balance the demand and supply should be taken on the basis of feedbacks from time to time. Since the production of electricity requires heavy manpower and resources, the excess supply which is not used and wasted should be redirected to the sectors where high demand exists.

I hope that the suggestions of the report will be utilized in conserving energy for using it in proper direction and prosperity of the nation.

Thanking you

Yours sincerely

Manjari

Secretary

16.9.1: TEST YOURSELF I

Write 'True or False' against the following:

1. A report is like any other form but written in a plain language.
2. A report is a record of human feelings and emotions.
3. A report can be written in a downward manner.
4. A report can be written any time if you are in a mood to write.
5. A report is written in a conventional format.
6. A report is written in response to a specific need and demand.
7. A report reflects the writer's feeling of discontent.
8. Reports lead to decision making.
9. The practice of writing reports is checked when an employee has to be promoted.
10. Writing a report is like any other routine affair having no meaning at all.
11. When one feels overburdened, he can relax himself by writing a report.
12. Information reports do not have any recommendation.
13. Routine reports are dull and boring.
14. Informative reports are known as analytical reports.
15. Language plays a vital role in report writing.
16. A report written like a letter is called letter report.
17. The success of a report depends upon the reader, writer and the analysis done in the right manner.
18. A report is written in such a language that only the bosses can understand.
19. Data collection is an important ingredient of report writing.
20. A report reveals the gaps in reasoning.

16.9.2: TEST YOURSELF II

Given below is a badly written Acknowledgement. Rewrite it by making necessary changes.

- I offer my utmost regards to my superintendent for allowing me to write this report. I could have never learnt how to write a report without his cooperation. In fact, the report is an outcome of his order and my obedience.

- I express my sincere thanks to my juniors who never allowed me to take pains and did everything to prepare this report. I can never forget their reverence for me.
- It is my duty to thank the director who has been kind enough not to assign me any role during the time I was busy making this report.
- It will be a gross injustice not to mention the help of the library members who always kept newspaper cuttings ready for me so that I should not waste my time unnecessarily.
- I am thankful to my family members who always appreciated me for the way I took the help from my juniors in getting the report prepared without any complaints. Last but not the least I thank God who kept the weather fine so that there is a congenial atmosphere all around.

16.9.3: TEST YOURSELF III

1. You are Vipul Prakash , secretary in the department of Road and Transport, New Delhi. It has been observed that because of heavy traffic flow between New Delhi Railway Station and Secretariat of Delhi government, the office going people often get delayed at their workplaces. This affects the work too much. You have been asked to study the pattern of traffic flow and suggest ways to reduce the heavy rush of private vehicles on this road so that work in government offices do not get affected. Make notes for your report, which has to be submitted to the transport minister of Delhi government. Also write the complete report. Invent necessary details.
2. India Call, a non-government organization wants to start free schooling for the five underdeveloped villages of Uttarakhand. The NGO wants the local people to provide proper location and some teachers from the villages. While the NGO is ready to provide all sorts of financial help, it wants the people of the surrounding areas to help them with information regarding the geographical difficulties, weather conditions and background of students. You as the officer on special duty have been asked to survey five villages and submit the report so that further work on this project starts. Write the report which has to be submitted to Director, India Call .
3. Write a report on the damages caused by the sudden earthquake that shook the hilly regions of Uttarakhand. Suggest immediate measures required for the victims and also ways to rehabilitate them. The report is to be submitted to the Chief Secretary, Uttarakhand government. Invent necessary details.
4. Recently there was a strike in Print & Press Company, Jagdalpur. The management has sent you to study the causes of the strike and suggest possible remedies. Write a short report in the form of a letter. Invent essential details.
5. The popularity of distance learning courses has brought a drastic fall in the admissions of regular courses offered even by reputed institutes. The state boards of education are worried over admissions, attendance records and credibility of institutes offering regular programme. You have been asked to study various reasons behind students' disenchantment with regular courses and suggest remedies to attract students towards regular courses. Your report has to be submitted to Education Minister, Central government, New Delhi. Your report should include Introduction, Discussion, Conclusion and Recommendation besides Acknowledgment, Preface and Cover Page.

Unit 17 MINUTES, MEMORANDUM AND AGENDA

17.1: Introduction

17.1.1: Minutes

17.1.2: Items of the Minute

17.1.3: Language of the minutes

17.1.4: Sample Minutes

17.1.5: Test Yourself I

17.1.5: Test Yourself II

17.2: Memorandum

17.2.1: Purpose

17.2.2: Language

17.2.3: Format

17.2.4: Sample Memo I

17.2.5: Test Yourself I

17.2.6: Test Yourself II

17.3: Agenda

17.3.1: Test Yourself I

17.3.2: Test Yourself II

17.1: Introduction

You might have often come across the word 'minutes' and have been curious as to what they actually mean. Minutes describe the happenings of the meeting. They can also be called as the written description of the events of the meeting. Whenever a meeting is called, the members often sit and discuss a particular issue, exchange each other's views and try to come to a consensus. In business organizations, meetings have become quite common. The popularity of meeting has risen to such an extent that issues demanding serious attention are often discussed in video-conferencing.

17.1.1: Minutes

When a meeting is held, there is often a group of people and apart from discussions on the main issue, certain deviations also take place. Sometimes the situation also becomes very chaotic because of some debatable issue. As a result, what is to be recorded as part of the minutes is very important. As said earlier, minutes are the record of happenings but only of important issues. Events of the meeting cannot be recorded verbatim. The important parts such as what was discussed and what were proposed must form a part of the minutes.

You might often think about who writes the minutes. Minutes are written by the secretary of the meeting. The secretary usually listens to everything in the meeting and jots down important points which he develops later in the form of minutes. The secretary also mentions the names of persons who propose something new in the meeting. The acceptance or rejection of the proposal also gets mentioned in the minutes. Thus, minutes are the logical sequencing of the happenings of the meetings. They serve as records for future references.

17.1.2: Items of the Minute

Minutes have the following items:

- a. Name of the organization/office
- b. Date, time and place of the meeting
- c. Names of the members both present and absent
- d. Name of the Chairman
- e. Record of discussions
- f. Signature of the Secretary and the Chairman

17.1.3: Language of the minutes

The language of the minutes should be simple and to the point. In most of the cases, minutes are written in the past tense. While on the left hand agenda is written, details of minutes are discussed on the right hand along side. Before we provide a sample minutes, it becomes essential to know about agenda.

Agenda is the list of items which are to be discussed in the minutes. Usually, while the notice for a meeting is given, the agenda is often attached. Agenda helps the members to know in advance what is going to be discussed in the meeting. It is prepared by the secretary in consultation with the chairman. Sometimes when an urgent meeting is called, the agenda is also kept a secret. But as a usual practice, agenda is attached to the notice of the meeting.

17.1.4: Sample Minutes

JACOBSONS LTD

HARSHIT ENCLAVE, FARRUKHABAD-234076

Minutes of the 12th meeting of Board of Directors held on at 3.45 PM in the Board Room on 23rd July, 2011.

- Present** : Shri Susheel Kumar, Chairman
 Shri R.K. Choudahry
 Shri Narottam Narayan
 Shri Akhil Kumar Pandey
 Ms. Alka Rani
 Shri Brajesh Bahadur Roy
 Shri Arun Kumar, Secretary
- Absent** : Shri Atul Prakash
 Shri Pranay Anand
- 12.01** : **Confirmation of the Minutes of the previous meeting**
 The minutes of Executive Council's meeting held on 25th April, 2011 were read and approved by the members.
- 12.02** : **Chairman's report**
 The chairman presented the last year's report. All the members expressed their satisfaction over the organization's performance.
- 12.03** : **Provision of laptops to office staff**
 The request of some senior staff for providing laptops to office staff was discussed. The chairman expressed the organization's inability to provide laptops to all senior staff at the same time. Ms. Alka Rani proposed that the distribution can be done phase wise in three phases. Shri Brij Bahadur seconded the proposal and said that such a bid would prompt the office work and valuable data will be available without adding to the burden of too much paper work.
- 12.04** : **Dividend to share holders**
 The secretary proposed that in the light of the company's progress, all the share holders be given a dividend of 10 percent. Shri Narottam Narayan also proposed that the employees of the organization should also be given company shares. While there was consensus on both the proposals, the provision for number of shares to an employee will be decided in another special meeting, the members said.
- 12.05** : **Any other matter**
 Shri Akhil Kumar Pandey suggested that the company's canteen should be asked to arrange food at subsidized rates as many employees (especially working in shift duties) find it difficult to bring since they are not able to bring food from their home. The Chairman assured that steps in this direction were being taken.

The meeting ended with a vote of thanks to the chair.

Susheel Kumar
 Chairman

Arun Kumar
 Secretary

26 July, 2011

17.1.5: TEST YOURSELF 1.

Say whether the statements are true (T) or false (F)

1. Minutes are always written before a meeting takes place.
2. Minutes are written in the form of a letter.
3. All the members write minutes when their turn comes.
4. The chairman dictates and the secretary writes the minutes.
5. Minutes become final when either the secretary or the chairman puts his signature.
6. Minutes have a provision for the names of all members who are present.
7. The names of absent members do not figure in the minutes.
8. The language of minutes should be embellished so that others do not understand the inside story.
9. Minutes serve as official record.
10. While the members discuss in the meeting, the secretary keeps on writing the minutes.

17.1.5: TEST YOURSELF II.

1. Vishwamitra Education Group, Nainital wants to start an Engineering College in Dehradun. But before going for the final move, they want to discuss various issues. Supposing yourself as secretary, write the minutes of the first meeting. Invent agenda.
2. In the second meeting of Vishwamitra Education Group, the following were the agenda:
 - Confirmation of the minutes of the previous meeting
 - Development of College website
 - Building construction and campus facilities
 - Advertisement campaigns
 - Appointment of Zonal Advertisements Officer
 - Admission Criteria
 - Any other matterConsidering yourself as Veerendra Kumar, the Secreatry, write the minutes of the meeting.
3. Meghna Metals Ltd. Behrampur is going to hold its annual meeting on 5th September, 2011 in the Committee room. The meeting will discuss the issue of rising price of various commodities. In order to bring a check over expenditure, the organization has come up with several measures. Considering yourself as secretary of the meeting write the minutes of the meeting. Invent necessary details.
4. Sinclair Hotel, Nainital is concerned about its poor reputation among foreign visitors. The chairman of Sinclair Group of Hotels after consultations with famous hoteliers has called a meeting of its staff and advisory group members. In consultation with the secretary, the following items were listed to be discussed in the meeting:
 - Confirmation of the minutes of the first meeting

- Chairman's report
- Appointment of foreign chefs
- Complaint regarding poor room service
- Renovation of wash room and dining space
- Introduction of foreign food
- Twenty four hour electric supply
- Telephone and Internet Connection in every room
- Any other matter with the permission of the chair

Considering yourself as Prashant Piyush, Secretary in attendance, write the minutes of the meeting.

5. As secretary of the employees union of Srinagar Degree College, write the minutes of the 6th meeting where the following transactions were made
- Confirmation of the minutes of the 5th meeting
 - Chairman's report of the last financial year
 - Introduction of new staff members
 - Appointment of office executives
 - Increasing the membership fee
 - Deciding the date for the staff dinner
 - Any other matter with the permission of the chair

17.2: Memorandum

Many people feel at times that both writing and reading is a cumbersome task. If the same information can be put in a short form and informal manner, time saved could be utilized for some other official purposes. Memorandum seems to be the discovery of such thinking.

Memorandum is an informal piece of information circulated within an organization just to inform its employee about any new programme or policy. In many cases memos are also circulated to supply some important information to some member in order to help him write some long reports. While memos are short in length, they, at times include findings and conclusions or recommendations. Since memos are circulated within the organization, they are also called inter office memorandum.

17.2.1: Purpose

A memo performs various purposes. When it is addressed to many people, it may announce or explain a new policy or procedure. But it is addressed to a particular group of people or also to individuals; it may seek clarification or explain something. It can also be used to modify a previous announcement, validate a new policy statement or make request for some specific purpose. Memos act as reminders too at times and serve as internal record.

17.2.2: Language

As memorandum is informal in nature, the language used in it is familiar and to the point.

Any attempt at beautifying the language will result in miscommunication. The messages in the memo should be direct and clear. No endeavour should be made to use longer sentences and paragraphs. It has been observed that memos are written just to avoid face to face meeting. There is no need to make the language unnecessarily polished as in business letters. Since the memo may go to an ordinary employee as well, the tone has to be informal and language very simple. However, caution should be taken to see that the memo uses grammatically correct English.

17.2.3: Format

Many organizations have printed memo proforma. In printed memos, the name of the organization is written on the top right or middle. The columns such as to, from, date and subject are mentioned. In such cases, you only need to write the relevant information in the spaces left for them. The memo writer simply writes the message and sends for circulation. The information put in a memo is very specific and care should be taken to avoid giving irrelevant details and making it unnecessarily longer.

In case where printed memos are not in practice, you should go for the following structure:

Name of the organization (in block)

Inter Office Memorandum

To:

Reference:

From:

Date:

Subject:

Message:

Cc: (Name of the person issuing memo)

With changing times, many organizations have started writing their memos in the form like that of an e-mail. This may be because of the influence and popularity of e-mail messages. The formats of such memos are as under:

FERGUSON LTD.

Memo

To:

From:

Date:

Subject/Re:

Message

Cc: (Name of the person issuing memo)

You can read the sample memos given below:

17.2.3: Sample Memo I

Lakhoti Bank and Financial Corporation Ltd.**Inter Office Memorandum**

To: All Employees

Reference: LM/L-11/35

From: Chief Manager

Date: 28 July, 2011

Subject: Grant of Leave

Please refer to my previous Memo No. 35/4/2011 in which I had requested the entire unit heads to ensure that no leave would be granted unless the employees apply at least one week in advance. But it does not seem to be in practice still.

Last week when I was out of station, it was intimated to me that at least ten people had been on C.L. on 25th June, 2011 and that affected the workings of our bank. It is surprising that only an amount of Rs. 50000-00 could be deposited on the said date as all the three people meant for taking the collection were on leave. All of you are aware that our average collection amounts to 2 lakh per day. It is not only the duty of unit heads alone but also of individuals to ensure their support in the functioning of the bank.

I hope all of you will realize the lapse and ensure full co-operation by applying for leave in advance unless in emergency.

Arpit Tyagi.

Cc: (Name of the person issuing memo)

17.2.4: TEST YOURSELF I

1. Say whether the following statements are true or false.

1. A memo is a formal piece of writing.
2. Memos are circulated outside the organization
3. Memo can be written to avoid verbal clashes.
4. The main aim of a memo to be kept as an internal record.
5. The language of a memorandum should be trite.
6. A memo can be addressed to a single person.
7. A memo is very much like a letter.
8. A memo can substitute a long report.
9. In a printed memorandum, the name of the organization is written at the bottom.
10. A memo can replace a letter report.

17.2.4: TEST YOURSELF II

1. Write a memo to Safety engineer asking him to make an inquiry into the explosion that took place on 15th July, 2011 at Site No. 21. You are the Safety Manager of the organization. Invent necessary details.
2. Assuming yourself as Safety Engineer of Birla Chemicals Ltd. write the reply to the Safety Manager's memo explaining the reasons behind the explosion and the necessary action taken in this regard.

3. Write a memo to the junior level managers to show their preference for joining in-service training on 'Soft Skills Development' likely to be conducted for them in two slots 5th December to 12th December, 2011 & 15th December to 22nd December 2011. Their participation in the training is compulsory and all of them will be provided with certificates
4. Gayatri Metals Ltd in its seventeenth meeting decided to cut short certain facilities given to its employees in order to rationalize its budget. This has brought dissatisfaction among grade II and III employees. As secretary of Employees Union, you have been asked to inform the management about the sentiments of the affected employees and suggest remedies to the problem. Write a report to the Manager, HR. The report has to be written in the form of a memo.
5. Sinclair Hotel, Nainital is concerned about its poor reputation among foreign visitors. The chairman of Sinclair Group of Hotels after consultations with famous hoteliers wants to know the feasibility of the required facilities to be implemented in the hotel. As Business Chief of Sinclair Group, you have been asked to write a memo to all the managers of Sinclair Group of Hotels. Write the memo. Invent necessary details.

17.3: AGENDA

The word agenda is the plural of the English word *agendum*. But the plural form of the word has become an accepted use. Agenda is the official list of items discussed in a meeting. The word agenda often is used in meetings and hence it apprises the members of the business transactions that necessitate the purposes of the meeting.

The agenda of a meeting is prepared by the joint efforts of the secretary and the chairman. The aim of the agenda is to familiarize the members with the items likely to be discussed in the meeting. In many cases while the agenda of the meeting is circulated along with the notice, in some cases the agenda is not divulged

When the agenda is given along with the notice, the items to be discussed are mentioned as given below:

- 12.01: Confirmation of the Minutes of the previous meeting
- 12.02: Chairman's report
- 12.03: Provision of laptops to office staff
- 12.04: Dividend to share holders
- 12.05: Any other matter

In the agenda mentioned above, the numbering shows the meeting number and also the number of the item to be discussed in order. The agenda given above talks about the various items for discussion in the twelfth meeting.

In case, the number of items to be discussed is more, the agenda is attached separately. In this case, all the elements given below are mentioned:

- i. Name of the organization/office
- ii. Date, time and place of the meeting
- iii. Supporting papers, if any
- iv. Signature of the Secretary

In every agenda, the first item is most often 'Confirmation of the Minutes of the previous meeting'. Also the last item is 'any other matter'. This has been a practice. The other items of the agenda are decided in order of their importance and preference. The items of agenda are always written not as sentence forms but only as headings.

Nowadays many organizations also mention time against each item based on the planning and also the nature of discussion. In such cases the agenda is mentioned as given below:

The agenda of the 3rd meeting is attached:

- 3.15 PM: Confirmation of the Minutes of the previous meeting
- 3.25 PM: Chairman's report
- 3.45 PM: Provision of laptops to office staff
- 4.05 PM: Dividend to share holders
- 4.15 PM: Any other matter

The mention of time prepares all the members to stick to the plan. Moreover, it also helps in avoiding unnecessary discussions that often eat away a lot of precious time. Though agenda works as a regulation but quite often it does exceed the time allotted since it becomes very difficult to gather all these people again and hence sometimes the discussion extends longer. But to a great extent, the members also try their best to follow the agenda but as humans we are not able to do so at times.

17.3.1: Test Yourself

Write true or false against the following:

1. Agenda is the singular of agendum.
2. Agenda is always attached to the notice of the meeting.
3. Agenda is the list of views (official or unofficial) expressed in the meeting.
4. The last item of every agenda is most often 'Confirmation of the Minutes of the previous meeting'.
5. The agenda necessarily mentions the time for the discussion of every item.
6. A note of consensus is reached in a meeting after all the items have been discussed.
7. The items of agenda must necessarily be discussed in the order as mentioned.
8. The agenda must be circulated to all the members in advance.
9. Mentioning the meeting number is an integral part of an agenda.
10. The agenda of the meeting is prepared by the chairman and signed by the secretary.

17.3.2: Test Yourself

1. Hindustan Coppers Ltd. Saharanpur is going to hold its annual meeting on 3rd September, 2011 in the Committee room. The meeting will discuss the issue of rising price of various commodities. In order to bring a check over expenditure, the organization has come up with several measures. As secretary of the meeting prepare the agenda of the meeting.
2. CAIRN & CORN, a private firm located at Moradabad had the following business transactions in its fifth meeting held on 15th July, 2011. While the secretary was dictating the agenda, the PA was busy attending to a call. Hence the items of the agenda got mixed up. Given below is the list of items which had to be discussed. Arrange them in order and prepare the agenda to be circulated separately:
 - Appointment of new junior managers
 - Chairman's report
 - Any other matter with the permission of the chair

- Confirmation of the minutes of the previous meeting
 - Budget allocation for the year 2011-12
3. The Employees Union of Rungta Mills Private Ltd has decided to discuss the following items in its seventh meeting. But as the paper having the agenda was lost somewhere, items got mixed.
- Introduction of new staff members
 - Appointment of office executives
 - Confirmation of the minutes of the 5th meeting
 - Chairman's report of the last financial year
 - Any other matter with the permission of the chair
 - Increasing the membership fee
 - Deciding the date for the staff dinner

Prepare the agenda as per the standards so that it may be circulated to the employees. Assume yourself as the secretary of the employees union.

Unit 18 JOB APPLICATION AND RESUME

18.1: Introduction

18.2: Format/structure of job application

18.2.1: Sample Job application I

18.2.2: Sample Job application I

18.2.3: TEST YOURSELF

18.3: RESUME

18.3.1: Drafting Your Resume

18.3.2: Dividing Your Resume

18.3.3: Writing your Resume: Language and Style

18.3.4: Sample Résumé I

18.3.5: Sample Résumé I

18.3.6: Sample Résumé I

18.3.7: TEST YOURSELF

18.1: INTRODUCTION

You have learnt in your previous units about the various types of official and business writings and their requirements. One starts learning to write official and business writings right from one's student days. This begins with writing application to principal, sometimes hostel warden and also at times to the editors of newspapers etc. But by the time one completes one's education, he seems to be ready for writing job applications. It is thus natural to be curious about the mechanics of writing job application. Most of you might often wonder what makes a job application different from other applications written during one's school and college days.

Job application or a letter of application, as the name itself suggests, is a kind of letter which one writes for procuring a job. It is a short piece of information in which the applicant states his age, education and experience. Written in the form of a letter, it is a formal intimation to the employer in response to an advertisement for a post. A job application is short in length though it gives the employer a hint about the candidate's capabilities. It is actually a means to draw the employer's attention towards reading one's resume.

18.2: FORMAT/STRUCTURE OF JOB APPLICATION

Job application too is like other official letters which contain all the elements such as address of the applicant and of the employer, date line, salutation, the inside matter having the body and also the complimentary close. While the candidate's signature is mandatory, enclosures too cannot be ignored.

Address

As a prospective job seeker, write your address on the right hand side of the letter. In case you are also attaching a resume, writing the address can be dropped. Because in resume, the candidate is supposed to give his complete address along with his e-mail id and cell numbers too.

But care must be taken to mention the employer's name and address.

Date

The date can be written either on the right hand margin or on the left hand.

Salutation

You should address your employer by Dear Sir or Dear Madam. In no case should they be addressed by their surnames.

Inside matter

In inside matter you are talking about your purpose and should write like other letters but the tone has to be official. Usually the job application letter, which is as discussed above a form of business writing and hence should follow the necessities of a business letter.

It can be divided into two to three paragraphs. The first paragraph of any job application has to be catchy and should state the fact about the source of the advertisement. But catchy does not mean you should write vague statements, such as;

I am highly excited to apply in our prestigious organization for a suitable post that can help me use my knowledge of computers.

You will find that even though it sounds well, the line mentioned above is not specific. It does not talk about the source of information about the job, nor does it talk about the type of job the candidate is interested in. Hence it is vague. The right way of opening your job application could be as under:

The advertisement for the post of data operator in your organization as advertised in The Times of India dated 5th May, 2011, tempts me to apply for this post. It will help me utilize my knowledge of data entry and programming learnt during my graduation.

There can be other ways of beginning your job application too:

My knowledge of data entry and programming as a graduate enables me to apply for the post of data operator as advertised by your reputed organization in The Times of India, dated 5th May, 2011.

In the second paragraph, the candidate should emphasize on the strongest quality that makes him or her stand a distinct candidate than others. The recruiter gets interested in a specific qualification that can satisfy his needs and expectations. One should remember that the recruiters may be highly impressed with a candidate's qualifications, no doubt but they usually don't select anyone simply on the basis of job application. One may get an interview call but the final selection depends on how one's performance in the interview matches the claims made in the job application as well as in the resume. Hence, the right way is that one should not over estimate oneself about one's qualification either in job application or in resume. The lines of the second paragraph should be written like the following:

During my graduation, I got interested in data entry and some of my programme also brought me appreciation by my college authorities. In fact, one of the programme is being used by our principal's office. Besides C++, I am also conversant with Java. I have also done a training with CETPA.

Concluding paragraph

The concluding or the last paragraph of job application should show your readiness for face to face interview with the employer. Your keenness to face the selection committee impresses the employer. But remember that you should not be very fussy about your appointment both for and after interview. Leave the ball in the court of recruiters to contact or call you any day or any time for interview. You can conclude your letter with any of the following lines:

- I expect to get an interview call and perform satisfactorily to get this coveted position.
- I hope that I shall be called for an interview to prove myself.
- I look forward to hearing from you.
- I look forward to receiving an interview call from your company.
- I would be pleased to be called for an interview.

Complimentary close

Here you are closing your job application. Hence as in other business letters, write 'Yours faithfully'. Nowadays many people also write 'Yours truly' and sometimes 'Yours respectfully'. But especially for entry level applications, writing 'Yours faithfully' is the ideal one.

Signature

Put your signature in your own writing. Over enthusiasts often forget to sign on their application and simply type their names.

Enclosure:

This tells about the additional papers attached to the application. Usually one should write 'Resume' and mention the number of pages attached.

Job application is only the introductory letter. The claims made by a candidate in job application should necessarily be mentioned specifically in the résumé. In addition, one

also needs to perform accordingly in the interview, if called. Therefore, while drafting job application, use your own discretion and avoid exaggerating.

Read the following job application letters to be more confident before you start writing your own.

18.2.1: SAMPLE JOB APPLICATION I

27 June 2011

Director

Dhirajlal Gandhi College of Technology

2/6 Ranganathan Avenue

Narasohipatti, Salem-636005.

Dear Sir

The recent advertisement for faculty as advertised in The Hindustan Times, dated 15th June, 2011 attracts me to send my application for the post of lecturer in English. I am a fresh post-graduate in English and satisfy the criteria for the said post as mentioned in the advertisement.

Besides being an M.A in English, I have attended a several language teaching, workshops. I have presented three papers in different conferences and one of my papers has been accepted for publication. My dissertation on 'Enhancing Communication Skills of Students: A Case Study' motivates me to experiment my findings on students. It would provide me with ample opportunities to utilize them in your reputed institute.

I expect to get an interview call and perform satisfactorily to get this coveted position.

Thanking you

Yours faithfully

Veerendra Kumar

18.2.2: Job application II

March 25, 2008

The Managing Director

Google (India), MGM Road

New Delhi- 110001

Dear Sir

I have carefully gone through the job requirements for the part of architect, advertised by your company in the Times Job, dated 26th March, 2011 and I feel confident that I have prerequisite qualification to fulfill the job's needs.

While pursuing my core-courses at the Institute, I got really inclined towards the real life application of computer-programming techniques and their implementation to provide ingenious cyber-solutions. Following my interest I opted for three core-elective courses specializing in application-based programming skills. I am sure your organization would provide me enough opportunities to apply my skills in improving your company's profile.

I would be highly obliged if you give me a chance to be interviewed so that I can further convince you of my suitability for the post.

Yours sincerely

Harish Verma

Encl : Resume (12 pages)

18.2.3: TEST YOURSELF

Given below are sentences which some of the job applicants have written in their job applications. The sentences do not conform to the standards of job application. Reframe the sentences to make them look standard.

1. I am applying for a job in your organization because I am in dire need of a job.
2. You could call me for a job as some of my friends in your organization have spoken highly about the working environment.
3. The lunch and breakfast facility besides a good pay package attracts me to your organization.
4. Since your requirement for a field executive and my love for travel match, we can work together without any impediment.
5. I topped the list of successful candidates in my degree examination and I think your organization will value my abilities.
6. Please refer to The Hindu's opportunities' page and consider my request for data operator in your organization.
7. I am hopeful that you will call me for an interview because I am the first among my friends to send you my short resume.
8. If you can believe my words do call me for an interview as I can submit my documents only if called.
9. My references should be best to get me a call for an interview.
10. Please give me a chance in the hope that I am a hard worker though you may not be pleased with my spoken English. But I assure you that experience alone can make one perfect.
11. I know that you will not disappoint me by not calling for the interview.
12. It would of course be a favour to me and my family members if I am called for an interview.

18.3: RESUME

You have read about job application but this alone does not ensure that you will be called for an interview. Job application is only a formality and it is also called a covering letter. In job applications as discussed above, you simply give a hint about your qualification in addition to the source of your information about the opening. But as you mention in the enclosure part of your job application, you must attach your resume to it. In fact, your resume gives the recruiter detailed information about your qualification especially specialization for which they are looking. Suppose you forget to attach the resume, it also shows your casual attitude. In such a situation there is every possibility that you may not be called. You should remember that in most of the advertisements, it is specifically mentioned that incomplete applications will not be entertained. Moreover, however, talented you are, your credentials cannot be judged simply by job application. Most of the time people scrutinizing your application are not the bosses who could just have a foresight about your

talent and may consider your application too. Since there are huge number of applications and the people employed to scrutinize simply see that your job application has a resume attached to it. Hence it becomes essential to ensure that your resume is attached to your application.

A resume is a detailed account of your birth, age, qualification and experience. It gives the employer a background of the candidate and the expectations from him. Every recruiter tries to look at what he can make use of the candidate's potential and where he can utilize him. A resume is thus a bridge between the candidate's abilities and the recruiter's expectations. If a candidate's qualification matches the expectations of a recruiter, the candidate gets a call for interview.

Resumes can be divided into two categories— one for the fresher and the other for the experienced ones. While the entry level resume is short, the resumes of experienced people usually are longer as it contains the candidate's experience and various achievements.

18.3.1: DRAFTING YOUR RESUME

If you keep reading newspapers, you will find in many cases organizations advertise posts for walk in interview too. This does not mean you need not come with your application and resume. In fact, this done just to save time spent but in such cases too, as candidate one should go with one's resume. Will you start making your resume at the eleventh hour? No. One should always keep one's resume ready. One never knows when one can be called even at short notice. So keep your resume ready.

Before you draft your résumé, you have to analyze your abilities. Sending a resume just out of enthusiasm, writing all big things about yourself may sometimes get you an interview call but remember that you alone will have to face the volley of questions put by the experts. When you are analyzing yourself, take care to judge your abilities honestly. Make a proper estimate about your skills and abilities. Of course, papers in support of your degrees are there yet there are certain things which cannot be judged by paper. Hence, never over-estimate yourself.

18.3.2: DIVIDING YOU RESUME

Your resume usually has a lot of information. The right way is to divide your resume into certain parts. It will make your task easier. While there are various sections where you will find some of your qualification can be placed. Certain pieces of information about yourself, which includes your name, age, date of birth, father's name, address— both residential and address for correspondence including your e-mail and phone number are provided in personal details column. There are others, namely, education, skills, extra-curricular skills, experience, training, etc. to be put in the sections related to them.

Start your resume by writing your name and address at the top centre or top right of the resume. Write your name in block letters or mark it blocked just to avoid any confusion. Also write your address along with phone numbers below your name. Remember that these things may be written again in Personal details section. While you can also put personal details section in the beginning, many people also put it towards the end just in order that the recruiter may first have a look at his credentials and specializations to generate more interest.

Write an objective statement where you can specify the quality and your area of interest , which can make the recruiters task easier. It should be short but to the point.

In the section named education/Academic credentials, you can write about the degrees you have earned. Begin with your highest qualification and end with the school examination. Remember that the year and the institutes must be specifically mentioned.

Likewise, there are other sections, namely Skills, Extra-curricular skills where you can put the relevant qualifications. The recruiter is also interested in your abilities of leadership, communication, decision making etc.

While entry level candidates do not have any experience yet they can mention their practice school experience or summer trainings/ workshops etc. In case of higher positions where experienced people are required, experiences matter a lot.

In the reference section, give names of two or three referees along with their complete address. Remember that it is mandatory to tell the referees in advance about your application since they may be asked any moment about your qualification. Referees should not be the people such as your family friend or close relative. They should rather be the people who are acquainted with your work.

18.3.3: WRITING YOUR RESUME: LANGUAGE AND STYLE

There is no need to draft your resume in a vague and confusing language. The style of the resume has to be simple and specific. However, care should be taken that your resume is free from grammatical errors. In addition, longer sentences should not be given preference over shorter one. A care for parallel construction is to be taken into consideration. The right way is to use action verbs in stead of dull expression. To give you an example, the expression; 'I was sent as company's representative to Asian Engineers meet 2009 at Manila' can be written as 'represented WIPRO India chapter in Asian Engineers Meet 2009 at Manila.'

Most of the action verbs are written in past and you can bring parallelism by writing handled, co-coordinated, commissioned, recommended etc.

Once you have drafted your resume, check it again to see that it is error free. Take a print out of your resume keeping into consideration that it has been formatted properly. Make several copies and always keep some copies ready with you.

Look at the sample resumes. Make your own resume following any of the sample.

18.3.4: Sample Résumé I

HARPREET SINGH

152, Murali Marg, Mohsinpur Area

Phase II, Hyderabad.

Mob: 09829776660

E-mail: harpreetsingh92@gmail.com

Objective Statement: To obtain job as an Instrumentation Engineer who can utilize his knowledge of Fiber Optics & Optoelectronics

Personal Details

Name: Harpreet Singh

Date of Birth:

Father's Name: Col. B. N.Singh,

Home Address: House No: 52, Chukhu Wala, Dehradun. Uttarakhand 248001

Height: 5 ft 7 inches

Weight: 68 Kgs

Hobbies: Watching English movies

Home Ph: (0135) 2650630, Mob: 09829776660

E-mail: harpreetsingh92@gmail.com

Category: General

Education

2010: BITS, MESRA.

Bachelor of Electronics & Instrumentation Engineering, CGPA: 8.53/10.0

Elective: Analog & Digital VLSI Design, Security Analysis and Portfolio Management,

Image Processing, Fiber Optics & Optoelectronics, Financial Engineering & Management.

Credited with transfer from Chemical Engineering. to Electronics & Instrumentation Engineering. for excellence in first year courses.

Projects completed:

- § Implemented Blind and Non-Blind Image Watermarking Algorithm using MATLAB
- § Designed the Schematic and Layout of a 4-bit Flash ADC using CADENCE.
- § Conceptualized Automated Tracing Device during APOGEE 2008, Technical Festival, BITS-MESRA

Leadership, Sports and Extracurricular activities:

- § 2007-2008 Student Coordinator (2nd National Convention on “Energizing Entrepreneurship through Innovation”) EDIPR Unit, BITS, MESRA
- § Project Leader (Stimulus-The Business Game) Center for Entrepreneurial Leadership
- § Nucleus Member (Conquest 2007- The International B-Plan Competition) CEL
- § Nucleus Member Center for Entrepreneurial Leadership

2002-2003 ST. MARY'S SCHOOL, RANCHI

Indian School Certificate Examination, March 2003, with 90.8 %

Adjudged the best athlete in Inter-state athletics Meet

§ Won second prize in National Science Quiz organized by IRDE, Dhanbad.

§ Elected Secretary of Academic Fest, 2001

2001-2002 ST. MARY'S SCHOOL, RANCHI,

Indian Certificate of Secondary Education Examination, March 2001

§ Marks Obtained : 93 %

§ Scored 100% marks in NAM Test, District level Exam, organized by TSEVM, twice.

§ Directed a one-act play on the life of tribal in Cultural Week, DAV School Dhanbad

Training

Summer 2008: CBRI Dhanbad & GAIL Jamnagar

Student Co-Instructor (PS I)

§ Guided 21 students in their projects and monitored their progress

reports.

§ Involved in project allotment and development of evaluation components for students

§ Won appreciation from Dr. M O Garg, Director, IIP & CBRI as well as PSD BITS-PILANI for successful completion of PS I Program.

Summer 2007: INDIAN INSTITUTE OF REMOTE SENSING, DEHRADUN
Summer Trainee (PS I)

§ Project: Developed LU/LC Class Extraction and Change Detection Tool using MATLAB.

§ Won appreciation from Dean of IIRS for successful completion of project.

§ Assisted as P.A for 15 days

§ Conducted Tutorials and Lab sessions for students registered in the course.

Professional Skills

§ Knowledge of C++ , Matlab, Spectre, Eldo, Xelga, PSPICE, Leonardo Spectrum,

§ Presentation Skills in English and Hindi

(Harpreet Singh)

18.3.5: Sample Resume II

HARISH VERMA

245, Malviya Marg, Dehradun, Uttarkhand.

e-mal: harish_verma_iitr@yahoo.co.in

Ph: 09917743754

Career Objective:-To handle interesting and challenging R&D projects focusing on out-of-the-box thinking, moving up the corporate success ladder through some practical real-life application of IT which could benefit the common-man.

Personal Details:-

Name: Harish Verma

Mobile Number: 09917743754

E-mail : harish_verma_iitr@yahoo.co.in

DOB: - 15th October, 1988

Age: - 23 Years

Permanent Address:-

Harish Verma s/o Sh.Girraj Prasad

Near Railway Station, Regar Mohalla,

Gangapur City, Sawai Madhopur (Rajasthan)

Health: - Excellent

Hobbies: Playing cricket and listening to English songs

Marital Status: - Unmarried

Nationality: - Indian

Skills:-

- Excellent command over c/c++, JAVA, VISUAL BASICS programming.
- Strong grip on designing with PHOTOSHOP 7.0, PAINT.
- Proficient in kernel programming with linux, windows, design patterns.
- Specialization in Information Technology
- Also good knowledge of computer hardware.

Education:-

Year	Examination	Percentage/CGPA	Institute	Remarks
2011	M.Tech in IT	8.5 CGPA	IIT Roorkee	
2009	B.Tech in C.S	8.8	IIT Roorkee	
2006	Senior Secondary	88.8%	J.N.V,Jaipur.	Distinction in all subject
2004	High School	86.54%	J.N.V. Jaipur	Distinction in Maths.

Professional Training:-

- Summer Internship: - Two months internship in Infosys Bangalore.
- Industrial Training: - Three months industrial training in Texos Pvt. Ltd. in New Delhi.
- Industrial Tour: - Two, one week each, industrial tour of best IT companies like yahoo, Wipro etc.
- Industrial tour: 15 days Industrial tour of the major IT sector of India

Other Interests:-

- Keen interest in all sorts of outdoor games viz. Table tennis, Cricket, Basketball etc.
- Interest in various arts of unarmed sports.
- Active member of Cognizance (technical festival)

Achievements:-

- Being the co-conveyer of Cognizance (annual technical festival of IIT Roorkee).
- Won the district level Science-Quiz in 2004.
- Being the part of the volleyball team securing first place in Inter-IIT..

References:-

- | | |
|------------------------------------|---------------------------------------|
| • Dr.S.C.Saxena, Director | • Mr. Udit Sharma, Technical Engineer |
| Indian Institute of Technology | Infosys India Ltd. NOIDA, U.P-125439. |
| Roorkee (301019), Ph: 01332-254362 | Ph: 987607543 |
| e-mail: saxeba.dir@iitr.ac.in | E-mail: ussharma@infosys.ac.in |

Declaration:

The above pieces of information provided by me are true to the best of my knowledge and belief.

(Harish Verma)

25 June, 2011

18.3.6: Sample Resume III

POTPELWAR ABHIMANUEAUDUMBERRAO

S-164, Ravindra Bhawan, IIT Roorkee, Uttarakhand-247667

Cell No: 09960869547

Name: Potpelwar AbhimanueAudumberrao

Area(s) Of Interest: Advanced Manufacturing Processes, Operations Management, Tool Engineering

E-mail ID: abhimanue17@gmail.com

Educational Qualification:

M. Tech in Mechanical & Industrial Engineering with a C.G. P.A of 8.5 from Indian Institute of Technology Roorkee, Roorkee in the year 2009.

B. Tech in Mechanical Engineering from Shri Guru Gobind Singh College of Engineering & Technology, Nanded in 2005 with 65 percent.

Intermediate in Science from Maharashtra State Board of Secondary and Higher Secondary Education, Pune in 2001 with 77 percent marks

Secondary from Maharashtra State Board of Secondary and Higher Secondary Education, Pune with 73 percent marks with *GPA on a scale of 10

Computer Skills:

Computer Languages: C, Visual Basic 6.0

Software Packages: AutoCAD, Arena

Additional Courses Taken: Computer Aided Process Planning, Product Design & Development, Operations Research

Languages Known: English Hindi and Marathi

Internship:

Study of manufacturing of clutch and working of industry at Ceekay Daikin Limited, Pune from 13th Jun, 2004 to 12th Jun, 2004

PROJECTS/RESEARCH PUBLICATIONS

2009 : Micro hole drilling by electro jet drilling (EJD) process at Indian Institute of Technology Roorkee, Roorkee

2008: Investigation on going work contains to find effect of process parameters on the quality characteristics of micro hole such as surface roughness, taper and roundness, Indian Institute of Technology Roorkee, Roorkee

2004-05: Visual Basic Programming for Single Model Assembly Line Balancing at Shri Guru Gobind Singhji College of Engineering & Technology, Nanded.

Extra Curriculars

- Passed Maharashtra State Secondary Scholarship Examination in 1996
- Awarded certificate from Indian Institute of Personality Development in 1998 with B+ grade
- Participated in Utsav 2002-Maharashtra Darshan , 2002

- Edited Utsav 2005-Drishti 2005
- Co-ordinated Utsav 2005-Art contest, 2005

Training

- Three weeks full time course of advanced training in CNC Machine Programming, Operation and Maintenance 2004
- CAD-Storm , 2005

Personal Details:

Date of Birth: 17/05/1984

Gender: Male

Category: OBC

Marital Status: Unmarried

Nationality: Indian

Hobbies: Rafting and trekking

Permanent Address: SILAI TO SILAI, TILAK PATH, AURANGPURA.

Present Address: S-164, RAVINDRA BHAWAN, IIT ROORKEE Ravindra Bhawan

Cell No: 09960869547

References:

1. Dr. N. K. Mehta, Professor
Department of Mechanical Engineering
IIT Roorkee, Uttarakhand, India-247667
Ph: 91-1332-285675
E-mail: mehtafme@iitr.ernet.in
2. Dr. N. K. Jain
Assistant Professor
IIT Roorkee, Uttarakhand, India-247667
Ph: 91-1332-285824
E-mail: njainfme@iitr.ernet.in

18.3.7: Test Yourself II.

1. Draft a resume to be sent in response to the following advertisement:

Principal Required for Pakistan Education Center DOHA, QATAR

The candidate he/she should fulfill following criteria

- MA/M.Sc +B.Ed/M.Ed(or equivalent) from recognized University/institution
- Over 7 to 10 years teaching experience in renowned English Medium School/ College in Pakistan /abroad
- At least 3 to 5 years experience as Principal of reputed English Medium School/College
- Age limit 45- 50 years

The emoluments and benefits offered are:

- Over QR.8000/- per month
- Free furnished accommodation
- chauffeur driven car
- 30 days annual leave
- Yearly air passage from to Pakistan for spouse and two children under 18 years on first joining completion of contract and for annual leave

The eligible candidates may forward their C.Vs to zamans9@yahoo.com with in two weeks from the date of advertisement.

EAGLE SYNDICATE 409 St 01, Sector I-8/4 Islamabad, Ph: 051-4448452

2. Mahyoo requires frontline sales staff. They have given the following advertisement.

FRONTLINE SALES STAFF

TAMILNADU

We require B.Sc/M.Sc with 3-5 years' experience in Sales/Marketing function of any Agri. Input/ seed industry. Please apply within 7 days to Mahyco, NO. 96, NMR & Sons complex, 2nd floor, 5th main road, Chanmrajpath, Bangalore-18.

Freshers with dynamic attitude can also apply.

Draft a resume to be sent to their head office at Mahyco, No. 96, NMR & Sons complex, 2nd floor, 5th main road, Chanmrajpath, Bangalore-18.

3. Given below is a resume which is to be sent to a job opening. But the candidate has not been able to make it impressive. Make the resume effective by incorporating the changes and attaching a job application letter to it.

BHARTI SINGH

G-11a, kasturba bhawan,

IIT Roorkee

9807654811

bhartisingh@gmail.com

Personal information

Date of Birth :20 november,1987

Place of Birth: Delhi

Citizenship : Indian

Gender : Female

Marital status : Unmarried

Career Objective:

To find a challenging position to meet my competencies, capabilities, skills, education and experience

Academic Qualification:

- Completing B.tech from IIT Roorkee in 2010
- Summer internship from Fredkhd International School of Science(2008)
- Summer project: Making communication systems much more reliable and safe using optical communication technology.
- JEE AIR: 1130(2006)
- 12th: 92.4%(2005)
- 10th : 90.2%(2003)

Field of Interest:

- Optical Communication

- Artificial Intelligence
- Robotics
- Embedded systems

Relevant Information:

- Proficient in Microsoft Word, Excel, Access, PowerPoint, C++, C#, Adobe Dreamweaver, HTML and MATLAB.
- Part of campus's literary magazine kshitij's finance team.
- Managed events in thomso-2006 & 2007
- co-convenor cognizance -2009.
- Lifetime Member of IEEE.
- Always active in all extracurricular activities organized in school and college.
- Proficient in Japanese , English and French.
- Hobbies include reading novels, listening music and creative writing.

References:

1. Dr.(mrs.) shreya kulshrestha
Professor,
Electronics and communication deptt.
2. Dr. harsh sharma
Assistant professor
Electronics and communication deptt.
4. Draft a job application and attach your resume to be sent to Cognos architects by mail oncognosindia@bang.ac.in. Read the advertisement given below.

Cognos architects design analytics application that run on multiple platforms and utilizes the IBM Cognos Adaptive Analytic Framework. Other cognos jobs include Application developer, Client technical manager for COG. Cognos-Analytic application, COG.Cognos-business intelligence, COG.Cognos-business viewpoint, COG.Cognos-controller, COG.Cognos-Enterprise Planning, COG.Cognos-SPSS; Cognos application architect, etc. Experience in COGNOS Powerplay Transformer, COGNOS Planning PL/SQL CRN , PL/SQL CRN, Cognos 8.3/8.4 , Framework Manager, Metric Studio, Report Studio, Query Studio, Analysis Studio,

Data Manager, BIDW Concepts, DB2 Knowledge, ETL will be advantage. You should have 4-5 years experience in Cognos 8.3 report Development and Metadata Modelling along with hands on knowledge of SQL Server 2000/2005 and Oracle TOAD.

Unit 19 CORRESPONDENCES

19.1: Introduction

19.2: Planning and preparation

19.3: Types of business letters

19.4: Letters of Enquiry

19.4.1: Sample Inquiry Letter 1

19.5: Letters for Ordering goods

19.5.1: Sample Order letter I

19.5.2: TEST YOURSELF

19.6: Letter of Invitation and acknowledgement

19.6.1: Sample Invitation Letter I

19.7: Sales Letter

19.7.1: Sample Sales Letter I

19.7.2: Test Yourself

19.8: Credit & Collection Letter

19.8.1: Sample Credit Letter

19.8.2: Sample Collection Letter

19.9: Complaint and Adjustment letter

19.9.1: Sample Complaint Letter

19.9.2: Test Yourself

19.1: INTRODUCTION

You have read about the structure of official writing in previous units. In this unit you will read about different types of letters. You should remember that all business writings aim at clarity and this clarity comes from the practice of writing specifically. In this unit you will get an idea of how to write a variety of letters for various purposes.

Writing business letters is different from writing personal letters. This is because you do not have any acquaintance with the recipients of your business letters. Hence care has to be taken that the person does not feel either ignored or insulted. Usually, people in business often have to write letters and sometimes they have to do so in a very short time's notice. Since all of us are human beings and at times our emotions often make us write things which we have to repent for later. For example, sometimes you do not get favour from your boss or at other times you get a wrong consignment in place of things ordered or your principal does not award you a free studentship; you are bound to get hurt. But if you come to know about the other person's helplessness in not giving you the favour you wanted, you will realize and may regret for your words you had written in your letter. Hence, one has to remember that while writing business letters you have to keep your cool and not write anything just out of reaction. Your writing not only reflects your mental condition but it also reflects your background. There are many ways which can help you avoid yourself from being harsh, indifferent and callous. The best method is to plan well in advance before writing any business document.

19.2: PLANNING AND PREPARATION

If you think well in advance who you are going to write, naturally you will also know what you should write. Much depends upon the type of letter you are writing. For example, if you are writing a letter of inquiry, naturally you have been very courteous in seeking information. Likewise, if you are writing a sales letter you have to be convincing and in case you are writing a letter of complaint you have to be rational since you are complaining against a certain product or policy and not against a person. Personal prejudices must be kept out of business as well as official writing.

People at work often appreciate specific queries since time is a great asset in business. Every client or customer expects timely reply to their queries as well as timely adjustment to their grievances. As a letter writer, you have to bear in mind that you write specifically and to the concerned person or department otherwise the fate of your letter may hang in balance moving from one department to the other.

In addition what matters more is the tone of your letter. Every organization would like to know about the feedback of its product but only few would appreciate a sarcastic tone. Hence, maintain a courteous tone however bad the situation may be. Official expectations are often higher and more demanding than personal ones. Therefore, you have to maintain a formal level of cordiality.

19.3: TYPES OF CORRESPONDENCE

With the ever changing environments at workplace, there are different types of correspondence being exchanged. But broadly they can be classified into the following categories:

- Letters of enquiry
- Letters for ordering goods
- Credit letter
- Letter of acknowledgement

- Sales Letter
- Claim/complain letter
- Adjustment letter
- Collection letter

19.4: LETTERS OF ENQUIRY

Once you are in an organization, you have to get things from different sources for your organization. In many cases you may be given the responsibility of handling correspondences for buying things on order. But before knowing what exactly do you need and what are the alternatives available becomes essential. You can first ask for these related things before you go for order.

While you are making an enquiry about goods, see that you state your requirement specifically and be clear about your dealings. Even though you are writing for your organization, it has to be ensured that anything wrong may bring a bad name to yourself and also to the organization. Make sure that you are polite in terms of language. Moreover, there is no harm in seeking clear information on all issues. Vague statement or information often delays the entire process and everyone in business values time.

You will read some sample letters of enquiry enable you drafty your own letters. and order. These letters will

19.4.1: SAMPLE INQUIRY LETTER 1

**Goodluck Institute of Technology
Baghpat, Haryana.**

www.glt@haryana.com

Ph: 0130-2243567

Fax: 0130-224356

3.5.2011

The Director

CETPA, Noida.

Sub: Regarding Summer training programme

Dear Sir

I would like to know about the summer training programme conducted by CETPA for students of Computer Science students.

We have a group of 15 students of IIInd year Computer Science branch. Since most of them are girl students, they want the training to be provided at our institute. It is quite difficult for them to stay in Noida and participate in your summer training programme. We are ready to provide you the lab and other required facilities. Kindly send us the details such as the fee per candidate, course content, course duration and other time slots so that we can proceed in this matter.

We would be glad to receive a quick reply in this regard.

Thanking you

Yours faithfully

Pankaj Mehta, Admission and Placement Officer.

Reply

CETPA INFOTECH PRIVATE LTD.
NOIDA, Uttar Pradesh-234376
ISO 9001:2008 CERTIFIED
www.cetpa"up.ac.in

Phone: 0120-276542

Fax: 0120-27675

Admission and Placement Officer
Goodluck Institute of Technology
Baghpat, Haryana.
Dear Mr. Mehta

Thanks for your letter dated 3 May, 2011 regarding summer training workshop. We appreciate your interest in our institute and also eager to conduct the training programme at your end.

We are sending one of our representatives to your institute. He will discuss all the related issues and also give a presentation about the course. Your students can decide the choice of their courses and we will be able to design the course accordingly. As regards conducting the programme at your end, it entails some more cost. I hope with the facilities provided at your end, cost matters less. In addition, we would expect the host institute to provide us with the local hospitality.

We shall send our representative as soon as we hear from you.

Thanking you

Yours faithfully

Geetendra Kumar

Director

Sample Inquiry Letter II

19.5: LETTERS FOR ORDERING GOODS

Letters for ordering goods are just like letters of inquiry. The only difference is that the writer of the letter is convinced to buy things from a particular company. Now all he has to do is to know about the availability. Hence he ought to be very specific about the goods. For example, if he wants to buy books, he has to procure the list mentioning the title of the book, the name of the author, the year of publication and also the name of the publisher. This would make the other party's task also easier in remitting goods as per order.

Read the sample letters to make yourself more confident before you place your orders.

19.5.1: Sample Order letter I

UMD STUDY GROUP

Bhaibhavpuri, Modipuram
Modi Road, Modipuram Extension, Modipuram.
www.umd@md.ac.in

Letter no. 243/umd/lib/2011

Ph: 0121-276543

Fax: 0121-276543

e-mail:lib @umd. ac.in

27.5.2011

Adhyayn Publishers & Distributors

Daryagaunj, New Delhi-110003

Sub: Order for books

Dear Sir

We have come to know that you are a supplier of both Indian and foreign titles especially for college libraries. A friend of mine has recommended me to communicate with you in this regard.

We would like to know whether the books mentioned below can be made available for our college library. In addition, we would be grateful to know if you have any rebate for bulk supply of books. In the first round, we would like to get the following books latest before 30th of July:

- | | |
|--|-----------|
| 1. Communication Skills for Engineers and Scientists— | |
| Sangeeta Sharma and Binod Mishra. PHI. 2009 | 50 copies |
| 2. Selected Short Stories— H.H. Munro (Saki) Maple Press. 2009 | 50 copies |
| 3. Silent Steps and Other poems—— Binod Mishra. APD. 2011 | 25 copies |
| 4. Creative Writing—Anjana Neira De et al. Pearson. 2009 | 50 Copies |
| 5. Word Power Made Easy—Norman Lewis. 2010 | 75 copies |

Kindly let us know at the earliest so that the orders may be placed soon.

Thanking you

Yours faithfully

Nikhil Taneja, Librarian.

Reply

Adhyayn Publishers & Distributors

Daryagunj, New Delhi-110003

Ph: 011-235649

Fax: 011-23786

1.6.2011

Shri Nikhil Taneja,

Librarian

UMD STUDY GROUP

Bhaibhavpuri, Modipuram.

Sub: Regarding your order for books

Dear Sir

Thanks for your letter dated 27 May, 2011 showing interest in our publishing and distribution house. You will be glad to know that we are quality producers of both Indian and foreign manuscripts. In addition, we are doing well as supplier and distributors. We shall really be glad to receive orders from educational institutes like yours.

The books mentioned in your list are presently available with us. We would be glad to serve your needs and expect the orders to be sent without any delay. We are also sending our detailed catalogue for your consideration. There is a provision of 10 per cent discount for the bulk purchase. The orders can also be booked through mail. This would help us fulfil your requirements at the earliest.

We look forward to hearing from you soon.

Thanking you

Yours truly

Manuj Joshi

Sales Manager

19.5.2: TEST YOURSELF

Ex 1.

1. Write a letter to the manager of Lingua Soft, Dehradun asking him to send you a catalogue of their software for the language laboratory of your college.
2. Write a letter to the manager of Modern Furniture & Software Suppliers asking him to supply the following items for your newly established language laboratory:

Computer Tables:	25
Chairs:	25
Split ACs	04
Printers	02
File Racks	05
3. You are Ankit Shukla, the Sales Manager of Janardan Food Suppliers & Provisional Stores. Write a letter to the in-charge of Sudha Milk, Gorakhpur to supply you 150 litres of milk per week at wholesale rate for helping you cater to the sudden demand of milk products from a residential school.

19.6 : LETTER OF INVITATION AND ACKNOWLEDGEMENT

Letters of invitation should, like all other business letters, mention specially the purpose behind inviting anyone. While the language has to be polite, care should be taken to provide the other party some more room.

The letter of acknowledgement is quite often the reply to the invitation letter. While the letter writer has to be thankful for invitation, it becomes mandatory to state whether you are interested to oblige him or not. In case you do not want to go, mention specifically since the host organization could have option to invite some body else.

It is not a good practice not to reply if you are not interested in going to a particular place. If you have any suggestion, do inform the host organization.

Given below are some sample letters, which will help you both accept an invitation or refuse if the situation so demands.

19.6.1: Sample Invitation Letter I

ACADEMIC STAFF COLLEGE BHARTHIYAR UNIVERSITY CHENNAI.

Clayton Road, Chennai.

Ph: 040-3424326

www.acs@bh.ac.in

3rd February, 2011.

Prof. N.K. Suryabansi

Department of English

R.P.S University Vishakhapatnam.

Dear Sir

The Academic Staff College is organising UGC sponsored Refresher Course in English for teacher participants from 10th March, 2011 to 30th March, 2011 on the theme of *English Teaching Today: Trends and Techniques*. We would be delighted to invite you to deliver 03 lectures (s) to the participants on the topics beneficial to them. Your vast knowledge in the field of English teaching will provide them with suitable teaching methodology and widen the horizons of their knowledge. This, in turn, would equip them to perform better in their professional life.

Kindly send your consent along with the topic, tentative dates, and time for your lectures. This will enable us to book your tickets and make necessary arrangements in the university guest house.

We look forward to hearing from you soon.

Thanking you

Yours faithfully

Ram Karan Karn

Co-ordinator.

Reply:

7 February, 011

Prof. Ram Karan Karn

Co-ordinator

Academic Staff College, Bhartiya University

Chennai.

Sub: Regarding invitation to act as resource person

Dear Sir

Thanks for your letter dated 3rd February, 2011 inviting me to deliver lectures in Refresher course. I gladly accept the invitation. But at the same time I am sorry to say that I shall not be able to stay for three days.

I would like to deliver two lectures on 15th and 16th March, 2011 on the following topics:

1. Role of delivery in effective English teaching
2. Methods of developing Vocabulary

If the time and topics mentioned suit your schedule and fulfil the requirements of participants, kindly confirm.

Thanking you

Yours faithfully

N.K. Suryabansi

19.7: SALES LETTER

It is no wonder that you often get unnecessary mails and letters telling you about their products. You may, at times, get angry with these letters. But nowadays in a competitive market, every organization wants to make customers know about their products. The customers too come to know about the products through advertisements and at times from

their neighbours or friends who have bought a new product.

Whatever be your profession, you may at some point of time are required to promote the sale of your product in the market. May be your job is not to sell; still sometimes you have to promote something that your company manufactures. In fact, you actually act as the brand ambassador of your organization and as such at times you may have to be a part of promotional venture.

Suppose you are working for an insurance company your job is to make the customers aware of the new policies launched and also about their benefits. Likewise, if you work for a manufacturing unit, you have to be acquainted with the items your organization makes. You may any time be asked to lead the promotional campaign of your company.

Though televisions, telephones and newspapers have made the task of this promotional campaign easier yet there are still rural areas where these facilities are still not available easily. Sales letter becomes the best way to promote things in such areas.

You may often think what makes a sales letter different from other business letters. Though the language of a sales letter is polite yet the claims made in it have to be realistic. The beginning of a sales letter should be attractive where you can either begin with a question or give examples or present your statement in a tantalizing manner. The writer of a sales letter should apart from making unusual beginning should also reveal the product he wants to promote. This can be done by talking about the good qualities of the product. In addition, create the customer's a desire and persuade him to buy the product. Provide them with some lucrative offer so that they are converted from the reader of the letter to a customer. It has been rightly said that a sales letter reads like an advertisement. You can have a look at the sample sales letter to know how it reads like an advertisement.

24.7.1: Sample Sales Letter I

Vaidyaraj Herbals & Costmetics
Sevagram, Abhilasha Marg,
Jabalpur, Madhya Pradesh-452001
Ph: 0731-2543777
vaidyarajherbals@jab.ac.in

12 June, 2011

Mr. Neelesh Mahajan

23 Vidyapati Marg, Naitital

Uttarakhand.

Dear Shri Neelesh Mahajan

How many times have you been called old by little children? Are you really getting old? These are the questions you often feel within when you look at some fresh guys who have just joined your organization. Once in a life time everyone comes to such a pass. There is nothing to worry. We have a solution to your problem. It is only because of your hair losing its colour. Our colour naturals will reduce all your fears and you will be like your young colleagues—smart, good looking and dynamic.

Natura Hairblack cream provides you with natural –looking colour not only on the surface but from the roots. It doesn't have any side effect rather the natural herbs in it also stop hair loss. In addition, you need not apply it every month. It provides your hair the natural glow and nourishes it making it look soft and silky.

Available in all sizes, every pack of Natura Hairblack provides a free shampoo to its users. Launched recently by the manufacturers of various herbal products, we do not have our dealers and orders can be placed directly to our head office. All interested users will be sent their Natura Hairblack by couriers. The company will also bear the courier charges.

To give us an opportunity, please fill in the enclosed proforma mentioning exactly your address and phone numbers. As part of our company policy, the amount is to be transferred in the company bank account only after the safe delivery of goods.

Yours truly

Mohit Kalra

Sales Manger

Encl: Proforma of Vaidyaraj Herbals & Costmetics

19.7.2: Test Yourself

1. As sales Manager of Bajaj Electricals, write a sales letter to promote the quality brand Mixer and Grinder. The mixer and grinder has in built an auto switch device which helps in saving electricity.
2. As distributor of books for higher studies, write a letter to the principal of senior secondary schools to promote the new book on 'Vocabulary building'. Think of necessary details.
3. Harit Rath, the new tractors is being talked of by farmers in rural areas of India. Draft a sales letter to promote the sale of this farmer friendly new tractor.
4. Write a sales letter to promote the sales of *Yuva-prem* mobiles among the younger generation. The mobile has the facility of camera, Bluetooth, scientific calculator, music player, video calling and Internet facility –all in one device at a reasonable price specifically launched for students.
5. You are the sales manager of PHI, Delhi. You have asked to promote the sales of the recently released book entitled *Communication Skills for Engineers and Scientists* written by Sangeeta Sharma and Binod Mishra. Draft the sales letter keeping in mind the students of various technical instates.
6. Given below is a badly written sales letter. Rewrite it to make it a standard sales letter.

We deliver values
EFT Couriers & Movers Ltd.
12, Connaught Place, T. Nagar, New Delhi
www.eftc.

Ph: 011- 2765432
Fax: 011: 24343829
September 21, 2011

Mr. Naveen Ahuja
CEO cum Managing Director
Simon Pvt. Ltd, Delhi- 110 011

Dear Sir

As your company deals in chemicals and pesticides, it is very important to handle them with care and your company badly needs a courier service that ensures safe and sound delivery of these items. We at EVER FAST TRACK COURIERS provide you with this service and propose to become your official courier partner in all such deals. We offer you this service on a contractual basis of 3 years giving you a discount of 11.27% on all the documents related to paper. We have our branches widely spread all over India and we make it a point to deliver the goods as soon as possible

Are you not receiving your goods safely? Then we at DTDC will be pleased to deliver all your goods, documents and mails in time without any damage. We believe in delivering values and you would agree that values are the most important part of our lives.

All you need to do is to sign the MOU attached with this letter and send it to us at the address mentioned with and cheque of Rs.5000. We would be pleased to offer you our service.

For more details, you can go through our manual attached with this letter.

The service is purely contractual and cannot be withdrawn during the contractual period. But you should clearly remember that if any damage to your goods takes place, you can deduct a compensation of 25% on the cost of goods damaged. The service comprises of free delivery within the NCR region. All this at a very affordable rate of Rs.35, 550 p.a.

Yours truly

Shivam Kalra

Manager (Sales & Service)

19.8: CREDIT & COLLECTION LETTER

In a world of business, organizations often have to buy things on credit. But easy as it may appear, it is very difficult to get things on credit unless the other party gets assured that payment will be received. Before one gets goods on credit, one has to write a credit letter that is convincing and valid. While writing a credit letter, the following should be kept in mind:

1. Mention the source of information about the product/item you want to buy.
2. Place the order and impress the other party by explaining reasons for buying on credit.
3. Mention suitable credit references

At the same time, if someone at the other end has to grant the credit, he has to keep the following in mind:

1. Thank the customer for his interest in your product.
2. State the conditions if you are granting credit.
3. In case the credit is not granted, state the reasons. Assure the customer that his credit can be entertained in future. Encourage for purchase on cash.

19.8.1: Sample Credit Letter

TTK PRIVATE INDUSTRIES LTD

Puhana Road, Roorkee

ttk.ind@india.ac.in

Ph: 01332-243543, Fax: 01332-267543

11 April, 2011

Manager
Amrit Enterprises
23, Chandak Marg, Vindeshwari Phase II
Muzaffarnagar, U.P-

Dear Sir

We have come to know about your water coolers and water filters through one of our distributors supplying us the required materials since 1998. We have also come to know that in addition to manufacturing water filters and purifiers, you have also made a name in ensuring customer satisfaction with your Vacuum cleaners.

Since your office is at a short distance from our unit, we would like to place orders for your products and reduce our costs on transportation. At present, we are in need of the following item:

- | | | |
|----|-----------------|----|
| 1. | Water Purifier | 35 |
| 2. | Vaccume Cleaner | 20 |
| 3. | Water Filters | 10 |

As a part of our business policy, we buy items on credit and pay the bill through cheques. Our credit references are one of the most trustworthy people and organizations located at different places. We would like you to verify the following references before making any decision in accepting us as credit customer:

1. Shri Ajeet Kumar Dhiman
Chartered Accountant, Birla Soft Company
Nariamn Point, Mumbai-
2. Chiranjeev Dalmiya, Chairman
Dalmiya Group
Kolkata-

We would like to provide all sorts of clarification if the need be.

Thanking you

Yours faithfully

Anirban Banerjee

Sales Manager

Reply

AMRIT ENTERPRISES

23, Chandak Marg, Vindeshwari Phase II

Muzaffarnagar, U.P.-

E-mail: amritent@muz.sanchar.net

Anirban Banerjee

Sales Manager

TTK PRIVATE INDUSTRIES LTD

Puhana Road, Roorkee, Uttarakhand-246767

Sub: Supply of items on Credit

Dear Sir

Thanks for your letter dated 11 April, 2011, it is indeed a pleasure to be considered quality manufacturers and suppliers of water filters, purifiers and vaccume cleaners. You will appreciate that in an age of fierce competition, maintaining quality is often challenging.

We have verified your credit references and found them satisfactory. We accept you as our credit customer. But at the same time, you will appreciate that as per our company policy; we supply item son credit though on an advance of 25 percent of the total amount. In addition, our credit has to be cleared within six months. In case the duration exceeds, interest as per bank rates is levied on the total amount.

I hope you will accede to our policy and send the order in the proper format sent to you as enclosure.

Thanking you

Yours truly

Beerendra Parihar

Credit Chief

Refusal Letter

AMRIT ENTERPRISES

23, Chandak Marg, Vindeshwari Phase II

Muzaffarnagar, U.P.-

E-mail: amritent@muz.sanchar.net

Anirban Banerjee

Sales Manager

TTK PRIVATE INDUSTRIES LTD

Puhana Road, Roorkee, Uttarakhand-246767

Sub: Supply of items on Credit

Dear Sir

Refer to your letter dated 11 April, 2011 we are pleased to know about the good response of our product in the market. We would really have been happy to accept you as credit customer. But since we are quite new in this area and do not have too sound a background, we cannot accept your credit request this year.

Looking at your credit references, we assure you that we will entertain your request soon as our financial condition improves. However, we are sending you our price lists and expect you to place orders on cash if you require anything. We offer 15 percent discount on cash purchase.

We look forward to serving you in future.

Thanking you

Beerendra Parihar

Credit Chief

19. 8.2: Sample Collection Letter

Anirban Banerjee

Sales Manager

TTK Private Industries Ltd

Puhana Road, Roorkee, Uttarakhand-246767

Sub: Regarding payment of dues

Dear Sir

It has come to notice that an amount of Rs. 1, 06, 425 =00 is pending against your company. This amount is against the credit sale of water coolers, water purifiers and vaccume cleaners vide credit receipt no. 324/11/ttk dated 23rd May, 2011.

Since you are our bonafide customer, it is time you paid the amount before it gets late. As a market leader, you know how difficult it is to manage business relationship in a volatile market conditions.

We look forward to receiving the payment by 15th June, 2011.

Thanking you

Yours faithfully

Beerendra Parihar

Credit Chief

19.9: Complaint and Adjustment letter

Whether you are handling letters for yourself and also for some organizations, there are times when you often get angry letters. These are because of some fault on your part or because of some inconvenience caused to people in course of making business exchanges. Things may go wrong as all of us are human beings. Though utmost care is taken while sending consignments, yet at times things go beyond our control. There may be different reasons for inconveniences. While sometimes things get damaged in transportation, at other times there may also appear manufacturing defects. The customers, since have paid are bound to get angry. They have every right to approach the company from which they bought goods. Companies also take care to see that their customers encounter fewer problems. The only possible remedy during such situations is to write complaint letters.

When a customer writes letter to an organization telling him about the problems he faced, the letter is termed as complaint letters. Though making complaint in the letter, the writer has to be polite and explain the nature of inconvenience. One has to be very specific and furnish the information, such as; the exact model, date of purchase, receipt number, nature of difficulty or damage etc. clearly. This would help the other party in finding the proper solution to the problem. Take extra care not to use abusive language as you are complaining not against the person but a product.

The company as a policy matter examines the problem and tries its best to find an amicable solution to the problem. The letter written for this purpose is called adjustment letter. The complaint letter is promptly replied. In this letter while charge is entertained, care is also taken to retain the faith of the customer. The complainant's claims are given due consideration and the language of the letter has to be kept very mellow. It is not fair to reply the customer in the angry or sarcastic tone. If the customer's claims are genuine, prompt replacements are sent. In case the grievances are unreasonable, an explanation should be given. What matters most is that the customer has to be placated.

Read the sample complaint and adjustment letters to learn more about them.

19.9.1: Sample Complaint Letter I

Ramco Industries

Bhulinagar, Dhanbad.

www.ramcoind@dhn.ac.in

Ph: 0326-23468

Fax: 0326-2346791

Ram/245/6/11/dhn

27.6.2011

Manager

Customers care, HP Computers

Mumbai-42356

Sub: Regarding malfunctioning of HP Pavilion DV 6 model laptops

Dear Sir

We had bought 10 laptops of HP pavilion DV 6 model from your authorized dealer, Ms. Vijai Kumar Computer Suppliers last month for our newly recruited Assistant Managers. This was done against our order no. Ram/234/4/11/dhn Receipt No. 243/57, dated 27May, 2011. Our employees had expressed their keen interest in HP products. In the beginning everything went well. But only after a week, the employees started complaining of its malfunctioning.

On enquiry from the dealers, it was stated that there might be some problem with the hard discs of the laptops. Our requests to change the laptops too have not been entertained by them. They expressed their helplessness in this regard and said that nothing could be done unless the head office intervened. We feel ourselves in a difficult situation.

Since every reputed company keeps a track of its products, we look towards you to find a suitable remedy. May we request you to change the laptops with any suitable model so that we may continue to have our faith in your products? We can send our men with the laptops to your head office in order to get the replacement at the earliest.

Thanking you

Yours faithfully

Sidharth Sinha

Purchase Manager

Reply

HP Computers

Boriballi, Mumbai-42356

www.hpco@hp.ac.in

Ph: 4000128

Fax: 4000028

Dear Sir

Thanks for your letter No. Ram/234/4/11/dhn, dated 27 June 2011 drawing our attention towards the malfunctioning of HP pavilion DV 6 laptops. Sir, we are really sorry about the inconvenience caused to you.

Today we are sending our company engineer to your company. He will check the laptops and report to us immediately. In case of serious damage of laptops, we will tell our dealer in your town to provide you the new laptops urgently. They will also collect the damaged laptops. You need not send anyone from your company. In fact, it is a lapse on our part.

We are extremely grieved to know about the discomfiture caused. Your writing to us has indeed made our quality control division to take extra care that customers do not face any difficulty in future.

Thanking you for putting faith in us.

Yours faithfully

Monica Sharma

Manger, Customer Care

23.5.2011

Sample Complaint Letter II

The Post Master

Main Post Office, Nainital.

Sub: Regarding a lost registered letter

Dear Sir

I would like to draw your attention towards a registered letter lost in post. The letter contained a DD of Rs. 4500, the premium of my life insurance policy sent to the manager of Life Insurance Corporation of India, Jeevan Deep Bhawan, Patna. It has been more than a month and the letter has neither been received at Patna nor returned to me. I have received reminders from LIC in this regard and have to pay a fine on my policy. The details of the registered letter are given below:

RL 307, dated 23.6.2011

Manager, LIC of India,

Jeevan Deep Bhawan, Patna-80001

I shall be grateful if you kindly look into the matter and help me in this regard.

Thanking you

Yours faithfully

Meena Kumari

Reply:

HEAD POST OFFICE, NAINITAL

UTTARAKHAND

25.5.2011

Ms Meena Kumari

25, Ganga Villa

Nainital.

Sub: Regarding your complaint about RL 307, dated 23.6.2011

Dear Ms Meena Kumari

Thanks for your letter regarding the complaint for a lost registered letter. You will be pleased to know that efforts are being made to find out the exact condition of the registered letter. At times they often are sent to other places just by mistake. We are hopeful that the letter would be traced though it may take some time

We are really sorry for the inconvenience. However, we assure you that the postal department will bear the amount of fine levied on your policy. In addition, you will also be paid the registry charge spent on your registered letter.

Thanking you

Yours faithfully

Arun Kumar

Post Master

19.9.2: TEST YOURSELF

I. Given below are the parts of certain correspondence. They have been written casually. Rewrite them making simple, businesslike and effective:

- a. You should not refuse to accept us as credit customers because we are not known to you.
- b. Please supply us 50 tonnes of iron by checking our credit in the market. You will feel proud to supply goods to us.
- c. Kindly accept our invitation to deliver lectures in our institute because our resource persons are not as capable as you are.
- d. We are not bothered about your comments as you can think whatever you like. We stick to our policy.
- e. How can we accept you as credit customers as we do not know you and are not interested in knowing you
- f. Can you supply books without charging any extra amount spent on transportation?
- g. We are inviting you as there is none who can compete with you in terms of your knowledge and experience.
- h. You should give your consent to be our guest because you will be feeling proud to be called as one of the distinguished guests.
- i. Time should not be a problem as we too go to various places if we are called as special invitees since most of us sit idle.
- j. We will pay you an honorarium but cannot ensure hospitality.
- k. We have received your application for the post of electrical engineer. You cannot be called for interview as your resume is not attractive.
- l. You should keep on applying. We can call you when we do not get any suitable candidate.
- m. Please pay our dues otherwise we will expose you in the market.
- n. We look forward to listen from you.
- o. We shall not be liable to any damage caused during transportation.
- p. It is not in our interest to find out where the goods have been dispatched.
- q. The adjustment you seek was not apart of the deal. Once we deliver the consignment, our duty ends.
- r. We are not here to listen only to your complaints

II. Answer the following:

- 1. Write a Credit letter to the manager of Unitech Computers, Coimbatore to provide to your firm 30 Computers with printers. Imagine yourself as Umesh, Tyagi, the Credit Manager of Rohtash Computers' Institute, Rishikesh.
- 2. Write a letter to the Office Superintendents of various business organization in North India requesting them to seek finance for establish their new offices. You are Vivek Ahuja of Mittal Finance and Investment Ltd. Gorakhpur.
- 3. Write a complaint letter to Bright Tutorials, Delhi, who despite taking the money in advance is not sending you the study materials.
- 4. Write a reply to a credit letter. You are refusing credit to an organization because their credit references are not satisfactory.

5. Write a collection letter to a customer who has failed to pay their dues despite several reminders.
6. Write a letter to the General Manager of Uttarakhand Electricity Board complaining against a wrong bill. Also seek adjustments as you have already paid the enhanced bill to avoid fine.

Answer to badly written complaint letter

(Given below is a badly written complaint letter. Find out the errors and rewrite the letter in the standard format)

We deliver values

EFT Couriers & Movers Ltd.

12, Connaught Place, T. Nagar, New Delhi

<http://www.eftc.com>

Ph: 011- 2765432

Fax: 011: 24343829

September 21, 2011

Mr. Naveen Ahuja

CEO cum Managing Director

Simon Pvt. Ltd, Delhi- 110 011

Dear Sir

Are you not receiving your goods safely? Then we at EFTC will be pleased to deliver all your goods, documents and mails in time without any damage. We believe in delivering values and you would agree that values are the most important part of our lives.

As your company deals in chemicals and pesticides, it is very important to handle them with care. We understand that your company requires a courier service that ensures safe and sound delivery of these items. We at EVER FAST TRACK COURIERS provide you with this service and propose to become your official courier partner in all such deals. We offer you this service on a contractual basis of 3 years giving you a discount of 11.27% on all the documents related to paper. We have our branches widely spread all over India and we make it a point to deliver the goods as soon as possible

The service is purely contractual and cannot be withdrawn during the contractual period. But you should clearly remember that if any damage to your goods takes place, you can deduct a compensation of 25% on the cost of goods damaged. The service comprises of free delivery within the NCR region. All this at a very affordable rate of Rs.35, 550=00 p.a.

All you need to do is to sign the MOU attached with this letter and send it to us at the address mentioned with and cheque of Rs.5000. We would be pleased to offer you our service.

For more details, you can go through our manual attached to this letter

Yours truly

Shivam Kalra

Manager (Sales & Service)