

COMMUNICATIVE ENGLISH

HIGHER SECONDARY - SECOND YEAR

Untouchability is a sin

Untouchability is a crime

Untouchability is inhuman

**TAMILNADU
TEXTBOOK CORPORATION**
College Road, Chennai – 600 006.

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First Edition - 2005

Reprint - 2006

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This book has been prepared by The Directorate of
School Education on behalf of the Government of Tamilnadu

This book has been printed on 60 G.S.M. Paper

Printed by Web Offset at :

Nathan & Company, Chennai - 600 042.

THE NATIONAL ANTHEM

FULL VERSION

Jana-gana-mana-adhinayaka jaya he
Bharata-bhagya-vidhata.
Punjaba-Sindhu-Gujarata-Maratha-
Dravida-Utkala-Banga
Vindhya-Himachala-Yamuna-Ganga
Uchchhala-jaladhi-taranga
Tava Subha name jage,
Tava Subha asisa mage,
Gahe tava jaya-gatha.
Jana-gana-mangala-dayaka jaya he
Bharata-bhagya-vidhata.
Jaya he, jaya he, jaya he
Jaya jaya, jaya, jaya he.

SHORT VERSION

Jana-gana-mana-adhinayaka jaya he
Bharata-bhagya-vidhata.
Jaya he, jaya he, jaya he
Jaya jaya, jaya, jaya he.

AUTHENTIC ENGLISH TRANSLATION OF THE NATIONAL ANTHEM

Thou art the ruler of the minds of all people,
Thou dispenser of India's destiny.
Thy name rouses the hearts of the Punjab, Sind,
Gujarat and Maratha, of Dravid, Orissa and Bengal.
It echoes in the hills of the Vindhyas and Himalayas,
mingles in the music of the Yamuna and Ganges
and is chanted by the waves of the Indian Sea.
They pray for Thy blessings and sing Thy praise
The saving of all people waits in Thy hand,
Thou dispenser of India's destiny.
Victory, Victory, Victory to Thee.

THE NATIONAL INTEGRATION PLEDGE

“I solemnly pledge to work with dedication to preserve and strengthen the freedom and integrity of the nation.”

“I further affirm that I shall never resort to violence and that all differences and disputes relating to religion, language, region or other political or economic grievances should be settled by peaceful and constitutional means.”

INVOCATION TO GODDESS TAMIL

Bharat is like the face beauteous of Earth clad in wavy seas;

Deccan is her brow crescent-like on which the fragrant ‘Tilak’ is the blessed Dravidian land.

Like the fragrance of that ‘Tilak’ plunging the world in joy supreme reigns Goddess Tamil with renown spread far and wide.

Praise unto ‘You, Goddess Tamil, whose majestic youthfulness, inspires awe and ecstasy.

PREFACE

Someone has said,

*'If all my possessions were taken from me with one exception,
I would choose to keep the power of speech,
For, by it I would regain all the rest.'*

This book is an extension of standard XI communicative English book.

Why this book on communicative English?

Communicative ability in English today in the highly competitive world is your biggest asset if you are proficient. Not being proficient it will be the biggest liability. The difference no matter what your occupation, your success depends to a great extent on your ability to communicate. It gives a deciding edge over a candidate at odds with his skills. The book offers you the deciding edge.

Language is much more than a list of words and their forms and meanings as found in the Dictionaries and of structures and systems as defined in grammar books. The book tells you in unambiguous terms that language is not an artefact but a natural phenomenon, an effective social instrument.

Through this book you will realise that communicative competence is not only the ability to apply the grammatical rules of the language and form correct sentences, but also to know how when and where to use the sentences. It also gives you an idea of the topics to be talked about in different types of speech events and writing.

One point which we want to stress is that it is important not only to speak a language fluently but also to speak it accurately and convincingly.

Is it not a fact that one of the hallmarks of an achiever is to make a lasting impression with his language ability upon a person he meets?

This book, used properly, will help you to maintain a comfortable and cordial social relationship with all the people.

This book is offered with confidence that it will supply in full measure that linguistic inputs that are required for you to use the language to be at ease with all the people and in all situations.

I am sure that both the teachers and the students are in for an exciting but exacting linguistic journey.

- Overall reviewer

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MAIN MODULES

ENGLISH FOR SOCIAL PURPOSES – FUNCTIONS IN ENGLISH

FUNCTIONS DEALT WITH IN THIS MODULE

- UNIT I** - Asking for and showing preference
- UNIT II** - Inviting, accepting an invitation and declining an invitation
- UNIT III** - Offering, accepting and declining help
- UNIT IV** - Asking someone to say something again
- UNIT V** - Seeking, granting and refusing permission
- UNIT VI** - Expressing sympathy
- UNIT VII** - Giving reasons
- UNIT VIII** - Encouraging and enquiring after someone
- UNIT IX** - Asking if/Saying that one is obliged to do something

UNIT I

ASKING FOR AND SHOWING PREFERENCE

WARM UP

Indian government prefers negotiation to confrontation with Pakistan for solving the Kashmir problem.

Discuss -

- 1) What do we mean by 'negotiation' and 'confrontation'?
- 2) Why does the Indian government prefer negotiation to confrontation?

LET'S ROLE PLAY

In a stationery shop

- Student** : Have you got pens?
Shopkeeper : Would you like a ball pen or a micro tipped one?
Student : I prefer a micro tipped pen.
Shopkeeper : What colour do you want?
Student : I want green.
Shopkeeper : Here are some green colour pens. You can choose from them.
Student : (Chooses a pen) How much does this pen cost?
Shopkeeper : Cello pen? This costs Rs.11/-
Student : Here you are.
Shopkeeper : Thank you.

A telephone talk between a VIP and the Principal of a college. The VIP will be the chief guest for a function in the college.

- VIP** : Hello, Good morning, I'm Chandrasekar speaking from Bangalore.
- Principal** : Hello, Good morning, Sir. I'm the Principal of CAT College at Chennai. This is about your stay. The choice is yours, Sir. Our guest house or a suite in a hotel.
- VIP** : I generally find a suite in a hotel more satisfactory.
- Principal** : We'll book a suite in the Hotel Alankar.
- VIP** : That's very kind of you. I'll be there on Wednesday morning by nine.
- Principal** : We're looking forward to your visit, Sir.
- VIP** : Thank you, see you bye.
- Principal** : Good-bye, Sir.

FOCUS ON COMMUNICATION

The expressions asking for and showing preferences are detailed below:

Neutral Situations

- Asking for preferences** : Would you prefer or?
Which would you prefer or ?
Do you like ... better than?
- Showing preferences** : I think I like better.
I would go for
I'd rather have anytime.

Informal Situations

- Asking for preferences** : We can or ...; what do you say?
Do you prefer or?
What's your favourite?
- Showing preferences** : I think I like
I would go for
I'd rather have anytime.

Formal Situations

- Asking for preferences** : Do you find ... or more enjoyable?
The choice is yours; or ?
Which appeals more or?
- Showing preferences** : I have a strong preference for
I generally find more satisfactory.
I'd generally choose in preference to

ORAL PRACTICE

In a Hotel

- Receptionist** : Do you find an AC room or a Non AC more comfortable, Ma'am?
- Tourist** : I'd rather have an AC room because the weather here is a bit hot.
- Receptionist** : Would you like a room with a bath?
- Tourist** : I'd prefer a shower to a bath if possible.
- Receptionist** : I can give you one with a shower, Ma'am.
It's room No. 210 for you in the first floor.
- Tourist** : Thank you.
- Receptionist** : Welcome

TASK: *Fill in the blanks according to your preference.*

- 1) Would you like to wear a T-shirt or a safari while on a tour?
Ans: I'd rather wear a
- 2) Which do you prefer - coffee or tea?
Ans: I prefer
- 3) Do you prefer teaching or practising law?
Ans: I'd rather be a
- 4) Would you like lassi or orange juice?
Ans: I'd prefer
- 5) Would you like to watch a horror film or a social play?
Ans: I'd love to watch

ACTIVITY: Pair work

One can ask the questions above and the other will answer according to his preference.

UNIT II

INVITING, ACCEPTING AN INVITATION AND DECLINING AN INVITATION

WARM UP

Invitation for Wedding Anniversary

Mr. Mahesh and Ms. Vimala, children of Mr. Kumar and Mrs. Meena Kumar request the pleasure of your company at a party celebrating their parents' thirtieth Wedding Anniversary on Sunday 20th September 2005 at 7 pm, at their residence.

PREM VILLA
53, Nafiza Avenue
West Annanagar
Chennai.

Points to ponder:

- ❖ Note the verb phrase that is used for the function of inviting.
- ❖ How does this phrase sound - formal, informal or neutral?

LET'S ROLE PLAY

I

A : Would you like to come and watch a game of cricket with me tomorrow?

B : Thank you, I'd love to.
What time does the game start?

A : It's at nine in the morning.

B : Shall I come and pick you up around half past eight?

A : That's fine.

II

A : We should be delighted if you could come and have dinner with us this evening.

B : Thank you. That'd give me great pleasure but what's the occasion?

A : My daughter has passed her MCA Exam with distinction.

B : O great! My congratulations to her.

A : Thank you.

III

A : We're going to Ooty Flower show tomorrow.
Do you fancy coming along?

B : I'd love to, but I've got an exam tomorrow afternoon.

A : Its OK. Join us next time.

FOCUS ON COMMUNICATION

We see different kinds of phrases / utterances used for inviting in the above three dialogues. In the first dialogue, the situation being neutral, the expression for inviting is 'would you like to'. It could also be 'I'd like you to come and watch'. In the second dialogue, the situation is formal and the expression has to be polite and so it is 'we should be delighted if you could come'. In the third, the persons involved are

very close and the situation is informal and hence the expression, 'Do you fancy coming along'?

Similarly, in the first two dialogues, the invitees accept the invitation and in the third, the invitee declines it.

The following table gives the various expressions depending on situations, for the functions inviting, accepting an invitation and declining one.

Functions	Formal	Neutral	Informal
Inviting	We would be delighted if you could...	Would you like to..?	Do you fancy coming to...?
	Would you care to...?	I'd very much like you to...	What about joining us for...?
	Perhaps you'd care to...		Why don't you join us for...?
Accepting	We'd be delighted to...	With pleasure	Great/ lovely!
	That'd give me great pleasure...	That'd be very nice...	Thanks very much
	What a splendid ideal	I would like to ... very much	I won't say no...
Declining	Much to my regret, I can't.	I'm sorry I can't	I won't be here
	That's kind of you, but I...	I'm afraid I won't be able to	Sorry, I can't, thanks anyway
	Unfortunately, I will not be able to...		

ORAL PRACTICE

1. **A** : We are going out for dinner on Sunday. How about joining us?
B : Thanks a lot. I'll come along.
2. **A** : We'd be happy if you could attend my son's marriage next Monday.
B : That's very kind of you to invite me, I'd be delighted to attend.
3. **A** : You'll enjoy being with us for high tea at the 'Residency' day after. Won't you?
B : I wish I could, but I'm afraid I am away for a conference that day; but thank you very much.

TASK : *Rewrite the following jumbled turns in a dialogue in the correct order.*

- B** : Good evening! Where are you going?
A : Hello, Good evening.
B : I'd like to very much. Thanks a lot. Where's it held?
B : Island Grounds? Isn't it too far away?
A : It's in the Island Grounds.
A : To the book exhibition. Would you like to join me?
A : So what? We'll go by a taxi.

ACTIVITY

Role-play the above dialogue after getting it rewritten in order.

UNIT III

OFFERING, ACCEPTING AND DECLINING HELP

WARM UP

In what ways can you offer help to others in various life situations?

LET'S ROLE PLAY

Informal

Kaushik is exasperated as his scooter would not start. Anand offers to help him.

- Kaushik** : (Kicking his scooter) Oh, what a day!
I've been kicking for five minutes. This scooter wouldn't start. Oh God, I'm tired.
- Anand** : Hi Kaushik! Having trouble with the scooter?
May I help you?
- Kaushik** : How very kind of you, Anand!
Please try your hand.
- Anand** : (Starts it easily) Look, how easy it is to start.
You're impatient Kaushik.
You haven't put the keys properly.
- Kaushik** : Thanks Anand.

Formal

Association

- Secretary** : I need someone to give a vote of thanks in the function today. Everyone is backing out.
- Member** : Perhaps I could do it sir.
- A S** : Thank you for your offer. But I'm afraid you have a bad cough. That might come in the way of your performance.
- Member** : Of course, Sir. But I'll manage.

AS : Thank you for your spirit. But let's not take a risk.
You'll need your voice for next week's cultural.

FOCUS ON COMMUNICATION

Expressions in offering help, accepting it, and declining it are given in the following table:

	Offering	Accepting	Declining
Informal	Can I help out? Need some help? Want a hand?	Thanks lovely/ Great! That's just what needed	It's OK, thanks. Don't worry about it.
Neutral	Shall I...?	Yes, please	No, it's all right really
Formal	May I be of help? Would you like any help? If you like, I could...	You're most kind That's extremely good of you	It's very good of you, but... Please don't trouble yourself about...

ORAL PRACTICE

1. On the train, while getting down

Gentleman : Can I carry this luggage for you?
Old man : If you're sure it's no trouble for you.
Gentleman : Not at all.
Old man : Thanks a lot.

2. Mrs. Sarala is waiting at the station for her husband. Mr. Giridhar, her office manager is seen there in his car.

Mr. Giri : Can I drive you back home?

Mrs. Sarala : It's very good of you to offer, Sir. But I'm expecting my husband.

TASK: *Fill in the blanks with the appropriate expressions in the following dialogues.*

1. A teacher finds his principal unable to button his left hand cuff as he has fractured his right hand. He offers to help him.

Principal : Oh, heavens! My cuff is unbuttoned, I'm unable to reach it.

Teacher :

Principal : Please help me, it's Thanks.

2. At the railway station, Vivek finds an elderly man struggling with a reservation form, unable to read/fill it.

Elderly man : How forgetful I am! I've left my reading glasses at home. What can I do now?

Vivek : Sir, if you don't mind, fill up the form for you?

Elderly man : God bless you, my son; please do.

Vivek : *(Fills up the form and hands it over)*
Here it is, sir; please take it.

Elderly man : my son, very of you.

ACTIVITY

Role-play the above dialogues in pairs.

UNIT IV

ASKING SOMEONE TO SAY SOMETHING AGAIN AND ASKING FOR HELP

WARM UP

'I beg your pardon'.

Have you heard people using this sentence in conversation?
When do they use it?

LET'S ROLE PLAY

1. Father and Son

Son : I'm sorry to bother you, I need a help daddy.

Father : What help?

Son : I want ss...some...mm money.

Father : What was that?

Son : I said I want some money.

Father : Money? What for?

Son : I've lost my friend's cell phone Daddy.

Father : Your friend's cell phone? How did it happen?

Son : It was in my shirt pocket, Daddy. While travelling in a crowded bus, some thief picked it from my pocket. I have to buy a new one and give it to him.

Father : You're always careless. How much does it cost?

Son : Only Rs.3000 /-

Father : Go and get it from your mom.

Son : Thank you, Daddy.

2. A Telephone conversation

A: Hello, could I speak to Mr. Raveendran?

B: I'm sorry, would you mind repeating the name, please?

A: I said Raveendran.

B: Oh Raveendran. I'm afraid he is away at the moment.

A: I'd be grateful if you could pass on a message to him. I'm Livia. The book he wants is in my office with my personal secretary.

B: I've noted down the message. I'll pass it on to him as soon as he arrives.

A: Thanks a lot.

B: Welcome.

FOCUS ON COMMUNICATION

A. Asking someone to say something again

We ask someone to repeat when we can't hear what the person says. The expressions are given below:

Informal : What was that?

Sorry.

What did you say?

Sorry I didn't hear you.

Neutral : I'm sorry, what did you say?

I'm sorry, I couldn't hear what you said.

Pardon?

Formal : I beg your pardon.

I'm sorry, would you mind repeating the word (please)?

I'm sorry, could I ask you to repeat the word / sentence (please)?

B. Asking for help

Informal &

Neutral : Help me, please.

Can you help me?

Would / Could you help me?

Formal : I'm sorry to bother you, but
Would you mind
I wonder if you could
I'd be grateful if you could

ORAL PRACTICE

1. **Teacher (announces)** : Tomorrow you will take a test in Hydrostatics?
Student : I beg your pardon, Sir. Is it hydraulics?
Teacher : No, I said hydrostatics.
Student : Thank you, Sir.
2. **Jaya** : Hey, there was an interesting programme on TV last night. It was, 'The Bold and the Beautiful'.
(telephone rings)
Reena : Could I ask you to repeat that?
Jaya : 'The Bold and the Beautiful'.
3. **Anil** : Hello, Mohamad, you look sad. What's the matter?
Mohamad : I'm badly in need of money now. Can you help me?
Anil : Oh sure, how much do you need?
Mohamad : Five thousand rupees.
Anil : Pardon?
Mohamad : I want five thousand rupees; I'll return it within a week.
Anil : That's alright, shall I give you a cheque?
Mohamad : Of course, I'll encash it tomorrow. Thank you.
Anil : Welcome.

TASK: Write dialogues for the following situations. Let each person have about four turns in a dialogue.

1. You notice a snake in the backyard. There is no one else in the house. You seek the help of your neighbour.
2. You want a one-rupee coin to make a telephone call. You have no change on you.
3. You ask your friend over phone requesting him to book a ticket for Bangalore.

ACTIVITY: Pair work

Get your dialogues corrected by your teacher and role-play each dialogue.

UNIT V

SEEKING, GRANTING AND REFUSING PERMISSION

WARM UP

In our life situations who do we seek permission from? What for?

LET'S ROLE PLAY

Informal

Arthi : Sheela, I lost my calculator. Mind if I use yours?

Sheela : No, not at all. You can have it.

Arthi : OK if I have this until this evening?

Sheela : Oh, sure.

Formal

Raghu, the secretary of the English club meets the Principal.

Raghu : Good morning, Sir.

Principal : Good morning. Have you got the confirmation from the speaker for the inauguration?

- Raghu** : Yes, sir. Professor Mathew from St. Joseph's College has given his consent. He'll reach Madurai by 1 pm tomorrow. Would it be possible to send the car to pick him up, Sir?
- Principal** : I'm afraid it is not possible. You better hire a taxi. We'll pay the fare.

FOCUS ON COMMUNICATION

Expressions for seeking, granting and refusing permission in various situations are given below:

Formal Situations

- Seeking permission** : Might I have your permission to
With your permission I should like to...
Would it be all right if I
- Granting permission:** Permission is granted
We are pleased to permit
- Refusing permission** : I'm afraid we couldn't allow.
I'm afraid we don't have the authority.

Informal Situations

- Seeking permission** : Any chance of borrowing
Mind if I borrow
All right if I use
- Granting permission** : It's OK / fine / all right
Go ahead.
Of course, you can.
- Refusing permission** : I'd like to, but I can't
I can't possibly.
Sorry that's not on.
No way, I'm afraid.

Neutral Situations

- Seeking permission** : Would it be possible?
I wonder if you could
Do you mind if ?
- Granting permission** : By all means do
Please don't hesitate.
Yes, certainly, you can.
- Refusing permission** : I don't really think you can.
I'm afraid that's not possible.
I'm sorry I'm not supposed to allow.....

ORAL PRACTICE

1. **Shopkeeper** : May I help you, Sir?
Ravi : I'm looking for a pair of black cotton trousers.
Shopkeeper : Here's one, Sir.
Ravi : Do you mind if I try this on me?
Shopkeeper : No, not at all.
Ravi : Thank you (*after trying*). It's quite all right for me. I'll take this.
2. **Teacher** : Sir, class XII students want to go for a picnic to Malampuzha. Would it be all right if I take them this week end?
Headmaster : How about their revision test?
Are they through with it?
Teacher : Yes sir, they are.
Headmaster : In that case, I think you can go ahead.
Teacher : May I take the Zoology teacher with us?
Headmaster : I'm afraid we couldn't allow. For twenty students only one teacher can accompany.
Teacher : It's all right, Sir. I'll manage.

TASKS: *Fill in each blank with the appropriate expression.*

- 1. Assistant** : I wonder if I could possibly go on leave tomorrow?
Officer : (grants permission)
- 2. Two Friends**
Akila : (asks for permission to use Nikita's Scooty the next day)
Nikita : I don't think it's possible because I need to go to the public library tomorrow.
- 3. On the train**
Passenger :(asks permission to exchange berths)
Ticket collector:(grants permission)

ACTIVITY

After getting your answers checked with the teacher, role-play the dialogue.

UNIT VI

EXPRESSING SYMPATHY

WARM UP

The Newsreader on TV: Ninety children studying in classes I to V were burnt to death in a fire accident in a school in Kumbakonam.

Viewer: O God! How sad!

LET'S ROLE PLAY

1. Formal

Student : May I know why you look sad, Sir?

Teacher : I'm really upset; you know, my uncle passed away day before yesterday.

Student : I'm very sorry to hear that, Sir.

Teacher : In fact, it was he who brought me up. He was my godfather too.

Student : How sad, Sir!

Teacher : We'll miss him a lot.

Student : Time is the best healer, Sir.

Teacher : Thank you for the comforting words.

Student : It was the least I could do.

2. Neutral

A: Why do you look upset?

B: You know, I have lost my wallet somewhere this morning.

A: Oh, I'm very sorry to hear that. How much money did you have in it?

B: I had Rs.500 /- in it.

A: Which places did you visit from the morning?

B: I went to the restaurant for breakfast and then

A: Why don't you speak to the person in the cash counter?

B: Yes, let me try.

A: I hope you will get it back.

FOCUS ON COMMUNICATION

Some of the expressions we use for sympathising with people who are in distress in various situations are given below.

Formal

I am most upset to hear that.

What a terrible situation for you!

One should not worry too much

I do sympathise with you.

Informal

What a pity! That's awful.
How sad! Poor old you,

Neutral

O dear! I am sorry. I'm awfully sorry.
What bad luck! That's a pity!
You must be very upset / annoyed.

Task 1: *In each of the following exchanges, the one who sympathises is not using the appropriate expression, make his expression communicatively effective.*

- a. **A:** My cousin got his leg fractured in an accident.
B: He's poor.

A & B are watching a cricket match on TV

- b. **A:** How great Anil Kumble is! Look here, he's bowled out Muralidharan. (*Suddenly the power goes off*)
B: The power has gone; it is bad.

Task 2: *On the first day of the Pongal holidays, you ring up to your friend Arvind to invite him to a party that evening. He tells you he is running a high temperature. Write a telephone conversation between you and your friend.*

Task 3: *Your uncle has invested all his life's savings in a company. He has just heard that the company has gone bankrupt. Write a dialogue between you and your uncle.*

ACTIVITY

Pair work: *Play roles in the above dialogues.*

UNIT VII

GIVING REASONS

WARM UP

The quality of life of a villager in India is far inferior to that of a villager in the West because the people in India do not receive good education.

Do you agree with the reason for the poor quality of life in India?

LET'S ROLE PLAY

Formal

The principal has called Rahim into his chamber to talk to him about an offer of scholarship to study in Malaysia.

Principal : Don't you think the scholarship is a great boon you've got. Why do you decline this offer?

Rahim : I do realise the value of the scholarship, sir. But if I could explain, my mother doesn't want me to go overseas.

Principal : Why?

Rahim : You know, Sir. I am a fatherless boy and I'm the only son at home. My mother living alone for three years in my absence! She cannot even think of it.

Principal : Nobody to take care of her?

Rahim : My uncle, my mother's brother, is already in Dubai.

Principal : Oh, I see. Then you are justified.

Informal

Leela and Brinda are friends staying in a college hostel.

Leela : Hi! Good morning! Where were you all the while?

- Brinda** : I'm very much here.
Leela : But I couldn't see you at breakfast.
Brinda : Well, I woke up early this morning so that I could go for a long walk.
Leela : Didn't you have your breakfast?
Brinda : I did. I was the last person to come out of the dining hall.

FOCUS ON COMMUNICATION

The expressions that can be used for giving reasons effectively are as follows:

Formal Situations

- If I could explain
 The main reason is that
 I believe he's fully justified in supporting

Informal Situations

- The simple reason is that
 The point is
 Your father has a point in asking you
 Well, the thing is

ORAL PRACTICE

A telephone conversation between a father and his son who is in the hostel.

- Father** : Hello, Shyam! How are you?
Shyam : I'm fine, Dad. How's everyone at home?
Father : All are fine. Have you received the DD I sent?
Shyam : I just got it, it's for Rs. 500/-, Dad.
 But I'm afraid I may need another Rs. 500 /-
Father : What? Another Rs. 500 /-? What for?

Shyam : Well, Dad the thing is that the last month mess bill has gone up to Rs. 850 /-

Father : Has it? OK then. I'll send a DD for another Rs. 500 / - in a day or two.

Shyam : Thank you Daddy.

Father : Take care of your health.

Shyam : Yes, Daddy, bye.

Father : See you, bye.

TASK: *Choose the appropriate expression to fill in each blank from the two given in brackets.*

Most of the students taking entrance test for medicine want to become doctors (**because / so that**) they can earn a lot of money. The expenditure involved for completing the course (**justifies / satisfies**) their motive to earn money.

But 90 % of the doctors want to work only in towns and cities (**because / so that**) medical ethics is not imbibed in them. The (**idea / point**) here is that neither the college nor the parents give importance to ethics.

ACTIVITY

Pair work: *Fill in the blanks in the following dialogues with appropriate expressions and then role-play them.*

1. **Raghu** : Hari! I didn't see you in the class yesterday.
You didn't come to the assembly either.
Where were you?
Hari : I didn't come to school yesterday.....
that I was down with viral fever.
2. **Ramya** : Why do you look dull?
Sowmya : My father has bought me a Scooty
I have got the first rank in the exam.

- Ramya** : Oh, That's good news! You should be happy about that!
- Sowmya**: But he allows me to drive only around my colony. I can't take it on the highway.
- Ramya** : Sowmi, your father has a The traffic on the highways is heavy now-a-days. You haven't got enough experience yet.

UNIT VIII

ENCOURAGING AND ENQUIRING AFTER SOMEONE

WARM UP

Sachin Tendulkar strikes three sixers consecutively in a cricket test match.

Spectator: Well done, Sachin. Keep it up!

LET'S ROLE PLAY

1. Physical Education Teacher & Renuka

- PET** : Renu! You were mainly responsible for the victory of our team in hockey. That's great.
- Renuka** : But, Sir, I am anxious about playing for the state tournament.
- PET** : You are doing fine. There's nothing to feel discouraged.
- Renuka** : Thank you for your encouragement, Sir. I'm now going home for the week end.
- PET** : Convey my regards to your Dad.
- Renuka** : Yes, Sir. Let me take leave of you.

PET : OK, Bye.
Renuka : Good-bye, Sir.

2. School Pupil Leader (SPL) with senior students.

Student 1 : When are we getting the bus passes?
Many of our friends are asking for it.
SPL : I'm meeting the Headmaster this evening to represent the matter. But I am a little scared.
Student 2 : Why should you? Go ahead. We're right behind you.
SPL : Thanks a lot.
Student 1 : We were told that he was not too well yesterday. So, before opening the matter, please enquire after his health.
SPL : I'll try my best to convince the Headmaster about the problem.
Student 1 and 2 : All the best.
SPL : Thank you.

FOCUS ON COMMUNICATION

A. Encouraging:

The expressions that can be used to encourage people in their efforts and on their achievements, are detailed below:

Informal : Come on!
Keep it up!
You can do it!
Go on!
Neutral : Well done!
You're doing fine / very well!
That's fine / lovely / great!
Formal : You have our backing.
You have our whole-hearted support.

We feel you should go ahead.
That's most encouraging.

B. Enquiring after someone:

- Informal** : Say hello to Prithiv.
Regards to your Dad and Mom.
Give my love to your kids.
- Neutral** : Please give Mr. Baskar my best wishes.
Please remember me to your uncle.
- Formal** : Please give my regards to John.
Would you give your Dad my kind regards?
Please convey my best wishes to Rakhesh.

ORAL PRACTICE

- Principal** : I'm happy to know you are among the top five in the half yearly exam.
- Student** : I got 96% Sir.
- Principal** : 96 %! That's great! Keep it up.
- Student** : Thank you, Sir.

- A:** You seem to be in a hurry.
- B:** Yes, I'm taking a train to Chennai. I'm attending an interview for a job.
- A:** Good luck! By the way, will you meet our friend Sudhakar?
- B:** I'm actually going to stay with him.
- A:** Really? Give my love to him.
- B:** O sure. See you later.
- A:** Bye.

TASKS: *Write dialogues for the following situations. Each person in a dialogue can have four turns. Use both encouraging expressions and utterances for enquiring after someone.*

1. The District Collector encourages a police officer who has been awarded a medal for his meritorious service.
2. A boy encourages his younger sister who is participating in a dance competition for the first time.
3. A teacher conveys his enquiries to the Headmaster of another school through a friend working in that school.

ACTIVITY: Pair work

Get your dialogues corrected by your teacher and role-play them.

UNIT IX

ASKING IF/SAYING ONE IS OBLIGED TO DO SOMETHING

WARM UP

“You have to leave your footwear outside.”
Where have you seen this kind of instruction?
Why is it necessary to follow this instruction?

LET’S ROLE PLAY

- 1.Arundathi** : My son in Delhi has written to me asking me to go over there next Monday.
- Bhagyam** : What for?
- Arundathi** : It seems he has to attend a training programme at Kolkatta. Do I need to go?
- Bhagyam** : Yes, I think you ought to go. His family needs some elderly person to be with them.
- Arundathi** : In that case let me tell my husband to book a train ticket for me to Delhi.
- Bhagyam** : It’s better if he books today itself.
- Arundathi** : Yes, that’s a good idea.

2. In a Transport Company, the manager has received a court warrant for deposing before the magistrate about a bus accident.

Transport Inspector : Sir, did you see the warrant from the magistrate court?
Manager : Yes, but I didn't see the details.
Transport Inspector : You know, Sir. One of our buses plying to Trichy was involved in an accident a fortnight ago.
Manager : Oh! I see. Are we required to be present in the court?
Transport Inspector : I think we are under an obligation to depose before the magistrate.
Manager : Who will do it, you or me, Sir?
Transport Inspector : One of us can represent our company. I myself will attend because I know all the details of the case very well.
Manager : OK. Thank you.

FOCUS ON COMMUNICATION

	Asking if one is obliged to do something	Saying one is obliged to do something
Informal & Neutral	Have I got to?	I think you have to
	I haven't got to ..Have I?	I'm afraid you'll have to
	Must/should I?	I'm afraid you should/ought to.
		I think you are expected to ...
		I'm afraid you can't avoid

Formal	Are we under any .. obligation to	I think you are under an obligation to
	Are we / Aren't we obliged to/ required to?	I think it is compulsory/ obligatory.
	Is the onus upon me ?	I think the onus is upon us.

ORAL PRACTICE

1. Teacher : All the students except you, have submitted the assignment. I don't see how you can get away with it.

Student : Must I complete the assignment before this evening?

Teacher : Yes, you must.

2. Ravi brought a letter from his school to his father with a request to permit him to attend NSS camp for ten days.

Father : We're planning to go to Thiruppathi next week. Do you really need to attend the camp?

Ravi : Yes, Daddy. I'm an NSS volunteer. I am afraid I can't avoid it.

Father : What do you all do there?

Ravi : We have to render some social service to the villagers.

Father : OK then, go ahead with your camp.

TASKS: Write dialogues for the following situations, each person in a dialogue having at least four turns:

1. Your friend has to catch the train at 9 pm. You advise him that it is necessary to be at the station before 8.30 pm.
2. The postman delivers a parcel to you. He asks you to sign a form.
3. You are in a shop to complain about a camera you have bought, which does not work properly. You speak to the manager about his obligation to replace it.

ACTIVITY

Role-play the above dialogues.

ENGLISH FOR SOCIAL PURPOSES - COMMUNICATION FOR ALL PURPOSES AND SEASONS

You had experienced the thrill of observing people and things around you and enjoyed the ability of describing them with choice words and expressions during your Std XI course.

By now it must be an almost second-nature skill in you to spontaneously describe the weather, your friends, their character and attitudes, and you might have made more friends now through your conversational skills when you enquired after someone's health or discussed one's choice in clothes and hobbies.

This year you will widen your circle of friends and impress your acquaintances, and may be even strangers, with the added ability of discussing topics of social interest like games and sports, art and literature, theatre and cinema. You will talk knowledgeably on road safety and rules and on media, and if you need to make enquiries you would confidently approach information desks whether it be an employment exchange, higher education information centre, or even hotel reception or railway/airport booking office. You will be able to express yourself clearly on the phone and you will use the right words and expressions with reference to time.

After all communication is the art of connecting and efficient connection is the pathway to success.

COMPETENCIES

SPEAKING/VOCABULARY:

- Unit I - A. Discussing sports and games
B. Discussing media
- Unit II - Discussing art, music, literature, theatre and cinema
- Unit III - A. Saying about one's profession
B. Discussing higher education
- Unit IV - A. Describing travel
B. Discussing road safety/rules
- Unit V - A. Using different time references
B. Having a telephone conversation

UNIT I

A. DISCUSSING SPORTS AND GAMES

Warm up

A sports activity is always exciting to watch whether it is taking place on a field, a court or track; in a pool, a rink or in a ring; whether you are watching it from a gallery, in a stadium or on TV from your armchair in your home.

You may have seen a game so exciting, but unless you use the right words and expressions you may not convey what you want to say.

Note the difference in the following sentences:

1. Harbhajan threw the ball far away from the wicket.
Harbhajan bowled a wide ball.
2. Lara hit the ball with the bat. It rolled towards the edge of the field and added four runs.
Lara swept the ball to the boundary for a four.
3. At the end of the match both the teams had the same number of runs.
The match ended in a draw.

Sports journalists and commentators take great care to convey the emotions in the game as much as to highlight the actions. Here are a few sample excerpts from sports magazines and newspaper sections. Note the specific words used in relation to the respective game.

SPORTS NEWS

TABLE TENNIS

A series of brilliant forehand topspin returns with emphasis on backspin serve gave Korean Kim Tea Hoon the upper hand over Zheng Changgong. Zheng's lethal forehand drives proved to be the clinching factor after a see-saw battle saw the scores level seven times till eight all.

GOLF

At No: 7, Tiger Woods hit his most spectacular shot of the day, a wedge out of the rough from 153 yards that sailed over trees and onto green about 12 feet behind the flag. Woods buried the putt for birdie to take his first lead, and he went two up at the par - 5 No:8 wedging his third shot from 150 yards to five feet and making the putt.

TENNIS

Steffi Graf's powerful serve and vicious slice back-hand complemented her booming forehand on grass as she racked up seven Wimbledon crowns, second only to Martina Navratilova's nine and Helen Will's eight. She also amassed nine Grand-Slam on hard courts, five at the U.S Open and four at the Australian Open making her the only champion, male or female, to win at least four times at every Slam venue.

BOWLING

The "portslider" as left-handers in bowling parlance are called, hooked his strikes to a nicety with great regularity and even exhibited his uncanny knack of clearing the 'splits' with consistency. Hameed in his patent style struck 'baggers' (four strikes in a row) and 'turkeys' (three strikes in a row) time and again and even had six in a row on two occasions.

MOTOR RACING

Michael Schumacher had to resist a fierce wheel - to - wheel challenge from Montoya going into the first lane and again at the second bend on the first lap. Despite his victory, Schumacher admitted he had a panic situation when he emerged from the pit-lane after his second stop believing that Williams of Montoya had somehow got ahead of him.

FOOTBALL

Colombia reserve-forward Edixa Perea scored in the 89th minute on a looping header which sneaked over the outstretched area of Bolivia goal-keeper Leonardo Fernandez. In the first half, Fernandez easily handed a free-kick by Abel Aquilas in the 37th minute in the Colombian's best goal- scoring opportunity.

CRICKET

Finally, it was Virenda Sehwag's off-spin that fetched India the break-through with Youhana's aggressive intent only resulting in the catch being taken at long-off by substitute Irfan Pathan. Then Inzamam after completing a marvellous hundred, was caught at the wicket off left-arm spinner Murali Karthik who was otherwise expensive

... The Indian battling had taken wings earlier in the day and Rahul Dravid's effort was a classic piece of batsmanship. He essayed some delectable strokes with a lovely cover-drive off Shoaib Akthar standing out

.....Fleming batted beautifully, mixing slam-bang drives through the off-side with lofted shots into the leg-side and delicate nudges and cuts past the slip.

HOCKEY

The initial movements were restricted to some tentative measures. The players kept changing positions cleverly but failed to make inroads. The Indians had the trusted Viren Rasquinha manning the defence even as Pakistan probed on the right flank the Indians failed to exploit the left.... William Xalxo came up with a few superb tackles... Prabodh Tirkey was guilty of conceding the second penalty corner with a poor tackle. Pakistan capitalised on that error to take the lead in the 25th minute when Sohail Abbas' drive was blocked and the rebound was slotted in by Ghazanfar Ali..... Arjun Halappa improved to lend substance to the forward line but a goal remained elusive until Ignace got a lucky deflection in a crowded goal - mouth, off a free hit.

Task: Study the table given below.

Game	Basic Equipment	No. of players	Officials	Place
Archery	Target faces with score values, bow (cross bow, string bow) arrows, darts	individual competitors	most captain or judge	open area
Football	spherical leather ball, goal net	two teams, eleven players each	referee, linesman	field with goal area
Badminton	net, shuttle/ ball, racket	individual/double players on each side	referee	playing court

Baseball	ball, round bat	two teams, nine players each	manager, umpire	play field
Basketball	Two rings with netted baskets on mounted backboards, inflated ball	two teams with five players each	referee and umpire	court with goal area
Boxing	gloves, headgear, gum shields, bandages	two individual competitors	referee	square platform ("ring")
Cricket	bat, ball, stumps and bails, batsmen's and wicket keeper's gear	two teams with eleven players each	umpires	field with pitch and wicket area
Golf	balls, clubs	two competitors or two or more partners on a side	referee	'green' with 'teeing grounds' and 'holes'
Handball	ball, goal posts with nets	two teams with twelve players each	referee	court with goal area
Hockey	ball, sticks, goal net	two teams with eleven players each (+5 reserve players in each team)	umpire	field with goal area

Bowls	mat, jack bowls, heel- less footwear	two teams with two, three or four players each	umpire	green-square with a ditch, bank and rink
Ice hockey	skates, goal nets, sticks, puck, protective gear	two teams with six players each	one or two referees, two linesmen	rink/ice surface
Tennis	balls, rackets, net, net posts	single/double players on each side	referee or umpire with assistants	court
Table Tennis	table, net, balls, racket	single/double players on each side	umpire	court (indoor)
Volley ball	net, net posts, ball	two teams of six players each (maximum twelve)	referees	court (outdoor)

Task 1: Divide into two groups and quiz each other on the terms given above.

Read the following sentences:

1. Volleyball is a team sport played by two teams of six players each on a playing court divided by a net.
2. Baseball is a game between two teams of nine players each, under the direction of a manager played in an enclosed field under the jurisdiction of one or more umpires.

3. Archery is a sport where an archer aims with a bow and arrow or darts at a target area marked with scoring values.

Task 2: a) Attempt a broad definition of the games/sports given in the table above.

Read the following questions and answers:

1. Q. What do you call a person who uses the bow?
A. An archer
2. Q. What do you call a person who rides a race horse?
A. A jockey
3. Q. What do you call a person who is a trained expert in physical exercise ?
A. A gymnast
4. Q. What do you call the sport where a person throws a long pole across a horizontal distance?
A. Javelin
5. Q. What do you call the race where you run through fields, across hills, etc., rather than on roads and tracks?
A. Cross - country race

b) Match the following with the words given below:

1. an expert who trains others in mastering a game
2. a person who competes in sports events like running, jumping, discus, shot-put, etc.
3. a person who competes in short - distance (100 m) running races
4. a person who carries the golf clubs for the golfer on the green
5. a person who narrates on TV or radio the action taking place during a game
6. a person who leaps over a horizontal pole with the help of a vertical pole
7. a race across approximately forty two kilometres

8. the player who is due to strike the ball first in a rally in Table Tennis, Tennis, Badminton, etc.
9. a stage in a game of boxing, wrestling, golf, cards, etc.
10. one whose performance is the best ever reached, especially in sports

a caddie; an athlete; a server; a sports commentator; a round; a pole-vaulter ; a coach ; a record breaker; a marathon; a sprinter

Task 3: (a) *Given below is a list of events classified under athletics. Gather information from newspapers, sports magazines, encyclopaedia, Internet, etc., and describe the events to the class:*

- | | | |
|------------------|---------------------|-----------------|
| a) Hurdles | b) Pentathlon | c) Steeplechase |
| d) Javelin throw | e) Relay | f) Marathon |
| g) Triple jump | h) Putting the shot | i) polevault |
| j) Hammer throw | | |

(b) *Identify the sports or games in which the following words are used and give their meaning:*

- | | | |
|---------------|----------------------|----------------------|
| 1. lanes | 2. penalty | 3. advantage |
| 4. pitcher | 5. googly | 6. tie-breaker |
| 7. equestrian | 8. pit | 9. dribble |
| 10. baton | 11. butterfly stroke | 12. delivery |
| 13. checkmate | 14. right footer | 15. duelling targets |

Task 4: *The following are statements made in association with certain sports/games. Identify them with the help of the italicised cues.*

1. I must get the *oars* ready for the *regatta* next week.
2. The spectators in the stadium grabbed the *stumps* when the last *wicket* fell.

3. Her team was disqualified for dropping the *baton*.
4. She clinched the Gold in the Olympics through her perfect *ten* on the *pommel horse* and *parallel bars*.
5. He is good in *free style* but must improve his mark in 100m *backstroke*.
6. Oh! it's a *deuce* again!
7. I prefer *Indian* to *Greco - Roman* or *Sumo*.
8. I took the last *basket* on a *rebound* and that made us qualify for the Finals.
9. He scored the winner with a *free kick* from outside the *penalty area*.
10. He used his *knight* to capture the *black queen* and declared *checkmate* with the white *rook* and *queen* in positioned.

Task 5: *You have heard these words often in relation to sports competitions. Refer to sports magazines and newspapers and name as many events/games/sports associated with them.*

e.g: **The Davis Cup** - **Tennis**
The Sharjah Cup - **Cricket**
The Packer Series - **Cricket**
The Paralympics - **Track & Field events for the differently-abled**

- | | | |
|----------------------|---------------|-------------|
| 1. League | 2. Games | 3. Cup |
| 4. Regatta | 5. Tournament | 6. Open |
| 7. Test Match/ Match | 8. Series | 9. Olympics |
| 10. Grand Prix | | |

B. DISCUSSING MEDIA

Warm up:

Discuss and respond:

'Mass Media' is a means of communication which reaches larger numbers of people. In today's world we have the television, the

radio, the newspaper, magazine or journal, and the Internet which we refer to as the 'media'.

1. Do you read the newspaper everyday?
Do you listen to the news on Radio?
Do you watch the news programme on television?
Which do you find most informative?
2. Do you go to the newspaper/radio for the news only?
3. What programme do you enjoy the most on radio?
4. Which column of the newspaper do you read first?

The following is a conversation between two school boys:

Rajesh : Why are you worried about your project? Switch on to Discovery Channel or Animal Planet. You'll get enough information through the various documentaries on wild animals. Don't you read the newspaper everyday? The dailies carry magazine sections during the week, and the Sunday supplement has several features on Nature Science. I am sure you'll find sufficient material to work on.

Prasad : Thank you, Rajesh. I'll check the paper but how would I know when those programmes would be relayed on TV?

Rajesh : "A guide to Radio and Television" is a regular section in the paper. It gives you the various programmes under each channel and the time of relay - be it news, quiz, game or chat shows, comedy or drama series, documentaries, movies, sit.coms, soap operas or current affairs, live commentary or recorded highlights of games.

Prasad : You must be spending a lot of time on TV viewing!

Rajesh : Not at all! The TV is shared by the family - we are eight members! ... we have cable TV facility with

64 channels, so there is a constant tussle between us as to what should be watched, when and how! Either the volume has to be turned up for my grandmother who is short of hearing or it has to be turned down for my sister who is frequently writing entrance exams. And then, there's my younger sister and brother who quarrel over the remote control and keep switching channels. While one wants Cartoon Network the other wants a sponsored serial. I get to watch TV only when they're showing a good film or music programme. That's when there's a unanimous choice in the family. I do listen to radio programmes often. I can receive broadcasts from all over the world on my radio and I can pick up many interesting stations on the short wave. Even the radio comes in for tug-of-war between my brother and sister, especially when the FM radio is broadcasting 'Listener's choice' anchored by their favourite radio jockeys.

Prasad : Then how is it you know so much about TV programmes?

Rajesh : My source of information is the newspaper. There's everything under the sun in it. Some newspapers focus on sensational news whereas a quality newspaper reports facts and editors take care to be objective. I prefer a newspaper to TV or radio because I can choose what I want to know on my own time. If I am in a hurry I read only headlines and get to reading the news reports, the editorial and other feature articles at my leisure. The newspaper has so many other interesting sections. There's the regional, national, and international news, sports reports, the business news, the special supplements, cartoons,

crosswords, zodiac predictions, weather forecasts, classified ads, what not! Even an obituary column - my grandfather makes me read it to him everyday and most often he knows those old persons and tells me so many interesting anecdotes from their lives.

- Prasad : Don't tell me you read all the newspapers available?!
- Rajesh : No, I don't but it's not impossible! I'm told that a certain U.S President would read eight newspapers during his morning cup of tea, and was able to quote from them during his discussions in the White House. It is a matter of speed-reading really. The newspaper has no doubt helped me improve my reading skills!
- Prasad : Thanks Rajesh. You've been a great help!

Task 1: Fill in the blanks choosing the appropriate words / phrases given in brackets:

1. If you want to sell or rent your house, the in the local newspaper is the best place to announce it. (classified ads/city news column)
2. Did you read the Literary Supplement this week in The Hindu? (printed/published)
3. The film was before they showed it on television. (edited / censored)
4. Reports on the World War I and II were broadcast from all the radio(channels /stations)
5. The Epic Ramayana was shown as a on television every Sunday. (Series/Serial)
6. Comedy Time is a very popularon Sun television. (Series /Serial)
7. Congratulations! Your State rank in the Board Exam will be a news tomorrow! (headline / heading)
8. The medical college publishes a in which they bring out the recent research findings of their scholars. (tabloid / journal)

9. The tabloid started by the club last year has a of one thousand now. (circulation / circumscription)
10. The famous actor's marriage to his co-star was in the film magazines. (reported / featured)

Task 2: Compare two English newspapers circulated in your locality and state your observations on the following:

1. Total number of pages in each
2. Number of pages/space allotted for each of the following:
 - a. regional news
 - b. state news
 - c. international news
 - d. business review
 - e. sports news
 - f. feature articles
 - g. Editorial
 - h. readers' letters
 - i. commercial ads
 - j. classified ads
3. Do the papers contain the following?
 - a. Radio and TV programmes
 - b. Bus and Train timings
 - c. Weather forecasts
 - d. Cartoons
 - e. Crosswords
4. How many products do the papers advertise on a single day?

**Compare your observations with your friends' in the class.
Look at the following headlines with the news report below:**

RANA SIGNS OFF IN STYLE

Puneet Rana brought the curtains down on the 58th National aquatic championship in great style. The 21 year old shattered Deepak Kumar's National record in the 200m breaststroke by more than four seconds to fish out his third gold from the Talkatora Pool here on Sunday.

**Headlines are usually brief, and often have short words.
e.g. Row over tanker - residents arrested**

Residents of 1st Street and 3rd Street of Jayanagar were arrested today on a charge of causing public inconvenience and obstructing water tankers from carrying out their duties. The residents stopped the tankers and emptied water on the streets, complaining that the tanker drivers favoured 2nd street by supplying its residents first everyday. Police intervened when the residents threw soda bottles and damaged other vehicles on the road.

Task 3: Given below are headlines. Expand them into full sentences using the meaning of the underlined word given in brackets:

e.g. Government cuts tax on import (reduces)
The government has reduced the taxes on imported goods.

1. Water scarcity hits farmers (affects badly)
2. Key witness in murder case escapes (very important)
3. NGO backs new policy (supports)
4. Exnora's new bid to clear city garbage (attempt)
5. Madhavan to quit movies (to leave a job)
6. Row over telecast of film (argument or quarrel)
7. US Summit talks begin at Camp David (discussion)
8. Australia pulls out of Champion Trophy (not participate)
9. Crackdown on Terrorism - Airport security tightened (restrict /discourage)
10. Wipro's move to create more jobs (steps towards a desired end)

UNIT II

DISCUSSING FINE ARTS, MUSIC, LITERATURE, THEATRE AND CINEMA

Warm up:

The following is a news snippet from 'The Hindu's Friday Review':

For a 'Beautiful Sunday'

Virgin Record (India) Pvt. Ltd., has released an album, 'Beautiful Sunday', a collection of 21 numbers such as "Chirpy chirpy Cheep", "Walking back to Happiness" and "Sugar, Sugar". It also includes the evergreen classic, "Those were the Days" by Mary Hopkins and the old favourite, "Goodness Gracious Me" by Peter Sellers and Sophia Loren. Classified under the genre Classic Pop/Rock, the album is available in the form of CD (Rs.199/-) and Cassette (Rs.100/-) For details dial: 9840352528

1. What is the above information about?
2. What is the difference between a 'CD' and a 'Cassette'?
3. Look at the following words used in the passage: released, numbers, evergreen

These words commonly mean:

released - set free

numbers - a symbol or word indicating a quantity of units; numeral

evergreen - a shrub or tree having green leaves throughout the year

Can you guess the meanings of the words in the context of the above passage? See how they differ from the meanings given above.

The following is an excerpt from 'Transcending Time and Space,' an article by columnist Gowri Ramnarayan published in 'The Hindu Folio'.

The year 1988, the place Rachmaninoff Hall, Moscow. M.S. Subbulakshmi sings a resonant Kalyani, with the nuanced depth that would move a diehard Mylapore Connoisseur. But the packed hall of Russian listeners, some of them experts in western music

as performers, scholars and students are mesmerised by the vocal magic.

To most of them, this is the first exposure to Indian, and certainly Carnatic Music. During a pause, a woman comes up to the stage to offer flowers, with tears/spilling down her cheeks. There is rapt silence for the two hours of the recital. Then a roar of thunder, the standing ovation continues, the applauding listeners follow the artiste as she makes her way out of the hall, down the staircase and into the car on the street...

The underlined words in the excerpt clearly convey the quality of the response from the listeners. This is an example of the power of vocabulary and the register of language.

Task 1: Four friends have each spent the previous day at a museum, a theatre, a concert and a library respectively. Identify each one's place of visit from their conversation.

Pradeep : It was a comedy. The actors were in eighteenth century costume and dialogues were partly dubbed. The plot moved smoothly till the interval but after the break it got into a muddle. Dialogues were forgotten and sets were not appropriate for the scene. The casts were good but the direction was weak. However as it was a comedy we had no dearth of laughter and the main performers' histrionics was professional!

Kumar : The place was not crowded, so I could spend leisure time viewing each exhibit and studying it thoroughly. The abstract paintings with splashes of colour were in sharp contrast to the black sculptures placed near the masterpieces of landscape and collage. The oils and watercolours were so realistic! The miniatures were mostly pastorals but the murals were all cityscapes.

- Suresh : You seem to have spent quality time. Mine was initially a lazy afternoon as I spent most of it browsing through titles, editions, authors, till finally, I settled for a 21st century science fiction thriller. I chose a comfortable cushioned sofa, curled up in it and allowed myself to get absorbed. And when I finished it I found myself at the edge of my seat! If the climax had been a little longer I would have surely been on the floor!!
- Arvind : I accompanied my grandmother as she had two tickets for the show. I didn't realise I could enjoy classical as much I could Heavy metal and Rap! The acoustics in the hall was perfect and every item presented - whether it was solo, vocal, orchestra, choir or percussion - showed well-trained modulations and techniques as the criteria for good performance.

Task 2: *Given below are some words which are usually used with reference to music, art, theatre, cinema and/or literature. Look up the dictionary for their meanings, if necessary:*

Music	Art	Theatre and Cinema	Literature
composition	expression	theatre	story
accompaniment	artist	musicals	novel
concert	gallery	plays	poetry
raga	exhibition	films	play
overture	painter	horror	dramatist
rap	portrait	tragedy	poet
rock	landscape	thriller	author
refrain	collage	sci-fi	tragedy
opera	oils	sets	thriller

Music	Art	Theatre and Cinema	Literature
choir orchestra conductor acoustics	water colour miniature - painting line drawing mural pastoral still life statuette wax / wood- sculpture papiermâché origami	prop dubbing direction producer climax show shoot drama actors costumes orchestra dialogue script dancers	edition publisher plot character critic saga

Task 3: Which branch of art do you think is referred to in the following lines? Clues are provided below:

1. Her graceful movements match the rhythm.
2. It has too many chapters and a lengthy plot.
3. It's made of bronze and stands in the main market place. It's called the 'warrior'.
4. She rendered his composition mellifluously.
5. He has been miscast as the hero. He looked too old for the heroine.
6. The props looked realistic especially when the limelight was directly on them.
7. Just fourteen lines? Do they rhyme?
8. You can see his masterpiece at the gallery in this city.

9. The lyrics are good but you can't sit through that noise for long.
10. They are the originals from Russia. 'The Swan's song' is their finale in the programme.

Painting	Sculpture	Theatre	Poetry	Rock music
Film	Ballet	Classical Music	Novel	Solo dance

Task 4: Each of these sentences contains a mistake in the usage of words connected to music, literature or fine arts. Correct the mistake with the help of a dictionary for reference.

1. The novels in this collection are each only four pages long and short enough to read through within the hour.
2. He is the famous sculptor who built "The Thinker".
3. They are exposing the paintings of the Impressionists at the gallery this week.
4. Ilayaraja has compiled the music for this film.
5. The artist used watercolours to compose the portrait.
6. This is his first film and he is typecast as a villain in it.
7. The 'Bangle Sellers of Hyderabad' is a verse written by India's famous poetess, Sarojini Naidu.
8. Ravi plays the flute and Mohan assists him on the drums.
9. Van Gogh painted a picture of himself.
10. The young poet recounted his poems to a literary audience.

Task 5: Match items in Column A with those in Column B:

A	B
1. writes classical music	- ballerina
2. plays the flute	- percussionist
3. writes plays	- poet
4. takes part in plays	- composer

- | | | | |
|-----|----------------------------------|---|----------------|
| 5. | carves statues | - | producer |
| 6. | plays a drum in an orchestra | - | sculptor |
| 7. | writes verse | - | flautist |
| 8. | finances a movie | - | Autobiographer |
| 9. | dances traditional Russian dance | - | dramatist |
| 10. | writes about himself | - | actor |

Task 6: *Describe an art form you enjoy and give a brief appreciation of an associated artist whom you admire.*

Task 7: *The following are terms pertaining to poems:*

- | | | |
|-------------|---|--|
| Ode | - | lyric poem marked by exalted feeling |
| Blank verse | - | a poem that has no rhyme but has rhythm |
| Sonnet | - | a fourteen line poem |
| Limerick | - | a humorous verse rhymed <i>aa bb a</i> |
| Stanza | - | verse or a group of lines forming a unit |
| Haiku | - | unrhymed verse form with 17 syllables usually in three lines (Japanese origin) |
| Couplet | - | two successive lines of verse of equal length |

The words given below pertain to theatre. Find the meaning of the words from the dictionary:

- | | | |
|--------------|-----------------|-------------------|
| 1. burlesque | 2. closet drama | 3. farce |
| 4. masque | 5. musical | 6. road shows |
| 7. skit | 8. slapstick | 9. puppet theatre |
| 10. send-up | | |

Task 8: *Debate on the following in the class:*

1. Film vs Theatre
2. Television vs Radio
3. Museums vs Art Galleries

UNIT III

A. SAYING ABOUT ONE'S PROFESSION / JOB / CAREER

Warm up:

What do you want to be?

This has been the question put to you from the time you were a toddler. Your answer might have varied through the years. Now that you are on the threshold of adulthood, **What do you want to be?**

1. Express your choice and discuss reasons for your choice.
2. Do you think it is possible to shift from one profession to another? Why?

SMALL - TALK AT A WEDDING HOUSE

The following is a conversation among a group of wedding guests who are invitees or relatives of the groom's and the bride's families. It is the first encounter and the usual introductions take place in an informal manner.

- Ravi : Hi! You look familiar! Are you the groom's colleague?
- Prabhu : No, a close friend of the groom's brother. I'm Prabhu. He and I work in a publishing house. I'm an accountant in T S Publications.
- Ravi : Oh! Is that so? They are one of the leading publishers, I'm told, with a high turn over! Your work must be quite interesting.
- Prabhu : Far from it! It is a nine-to-five job, with a lot of paper work and a fixed salary with no perks. But it is my first job so I am learning the ropes to gain experience.
- Ravi : I'm Ravi. I am with a small-scale industry. We produce nuts and bolts for automobile ancillary units. I look after administration as well as quality control, though my designation is Senior Manager ,Accounts.

- Prabhu : You must be on your toes the whole day!
- Ravi : Not at all! It's a safe and sedate job especially when you have a responsible team under your command. Besides, there are no transfers, no chances of embezzlement and no bossy orders from the top. Everything works on set schedules and procedures, so I can go about my work in a mechanical way till I am ready for retirement.
- Kumar : I'm Kumar - Ravi's cousin. He calls his monotonous job a sedate one. Not my cup of tea! I'm in the State Fire fighting Department. I literally and figuratively keep climbing ladders.
- Prabhu : Wow! You are the kind of person the kittens like!
- Kumar : Yes! We do occasionally save kittens from trees and dogs caught in large garbage bins, but more often we are fighting fires in narrow streets and high-rise buildings.
- Prabhu : Interesting! What are your hours of work? Twenty- four hours? How about your salary?
- Kumar : Not always. It's not a nine-to-five job, nor a part time one. Nor is it exactly flexi-time. We follow a shift system on roster but adjust in a crisis with an over-time and often forego our time-off voluntarily. As for salary, its a government scale of pay with PF, CCA, HRA, increment, bonus name it, we have it!
- Prabhu : Do you have any other perquisites or privileges?
- Kumar : Of course! We are fully insured with medical facilities. Promotions are smooth and quick depending on our performance. We have our share of holidays with travel allowance and earned leave but "priority to the call of duty" is the unspoken law.
- Suresh : Duty is always the priority! I'm Suresh, a doctor - specialist in Cardiology and my cell-phone and keys are always within reach!

- Kumar : You look too young to be a doctor! And how is your job?
Is it as exciting as mine?
- Suresh : Well! ... exciting .. er... yes, in a way. It is as high-risk a job as yours, because one wrong diagnosis or a careless movement of the lancet and my career is as good as dead!
- Ravi : Do you have fixed working hours when there are no out-patients or theatre-operations?
- Suresh : No, we are not bound by time-schedules, only duty schedules. And other aspects like transfer are only in government hospitals and private chain-hospitals. Promotions .. well, you climb the career ladder on the percentage of patients you successfully send out with full recovery. In other words, your career growth is synonymous with your experience measured by the trust your patients have in you.
- Prabhu : How about you? Are you with Kumar? You look as young as him!
- Gopal : No, I'm the bride's cousin. I am a trainee at an engineering unit. I have been appointed through my Institute's placement interviews.
- Prabhu : Normally trainees are green at their jobs and are bound to get "kicked around" a bit before they get stream-lined into a specialised area of work. How is it with you?
- Gopal : Well, nothing to provoke complaints, but the boss is a demanding, tough task-master. He has a reputation of having sacked thrice as many trainees as he has had promoted. So I'm already on the look out for another opening so that I can quit before he dismisses me!
- Prabhu : You trainees are paid quite a sum these days ! Thirty years ago an "apprentice" as he was called then, earned a "stipend" of a maximum of Rs.100/- per month!
- Gopal : Yes, job benefits are sound and having a pay-slip showing a five-digit salary when we are just out of college, is quite

intoxicating. Besides, we have all other facilities and perks. There's travel allowance, over-time pay when we work late hours; and there are luncheons and dinners galore on the slightest pretext of a conference. And the work is really challenging enough, to not burn out with fatigue or boredom.

Prabhu : So when does your training get over?

Gopal : It's a six month traineeship, then if I satisfy my boss I am promoted right away into 'executive' position. From thereon success depends on quantitative and qualitative project completion. The more impressive my portfolio, the better are the chances of growth.

Prabhu : All the best Gopal!

Shiva : Hey! Don't leave me out! I'm Shiva, the bride's kid brother, and I am with the largest group in India. It's called the UGGI, the Unemployed Graduate Group of Idlers!

All : Ha! Ha! Ha! Ha!! ...

Task 1: The following are words pertaining to occupations:

- Job - regularly paid position, post or occupation
- Profession - a paid occupation that requires advanced education and training
- Career - profession or occupation with opportunities for advancement or promotions

Given below is a list of common occupations. Attempt a classification under the above categories:

- | | |
|-----------------|---------------------|
| Sweeper | Tourist guide |
| Architect | Teacher |
| Sales Executive | Vendor |
| Florist | Scientific engineer |
| Surgeon | Fire-fighter |
| Radiologist | Accountant |

Chauffeur (car driver)	Database Administrator
House cook	DTP Operator
Hotel Chéf	Graphic Designer
TV anchor	Counsellor

Task 2: *Column A lists a few occupations. In column B, you will find brief definitions of each. However they are not aligned with the list in Column A. Match and align the names in Column A with the definitions in Column B.*

A	B
1. Purser	One who is skilled in the treatment of animal diseases and injuries
2. Masseur	One who operates upon a person to correct bone deformities
3. Stevedore	Specialist in the treatment of mental illnesses
4. Cobbler	In charge of the preparation for large orders at a restaurant or hotel
5. Haberdasher	One who controls road traffic through the computer
6. Psychiatrist	One who gives expert advice for a specific professional need
7. Veterinarian	Looks after the passengers and stores on ship or plane
8. Chéf de partie Orthopaedic	Expert in the study of the earth
9. Surgeon	One who creates and promotes awareness of a web site and directs viewers to it
10. Web Traffic Manager	Retail dealer of needles, pins, etc. (Brit); retail dealer of men's clothing
11. Geologist	One who does loading or unloading on a ship
12. Consultant	One who makes and mends footwear One who practices massage as a profession

An expert on the study of the human mind

Task 3: Role Play

1. **Gather information on the following occupations.**
 2. **Imagine you are working in one of these and address the class about yourself and your job. You may use some of the words/phrases underlined in the reading passage with reference to**
 - a) **the hours of work**
 - b) **the responsibilities of the work**
 - c) **the promotion / growth opportunities**
 - d) **the retirement benefits**
 - e) **perquisites**
- | | |
|---------------------|---------------------------|
| 1. Radiographer | 2. Front Office Executive |
| 3. Security Officer | 4. Telephone Operator |
| 5. Nursing Staff | 6. Admiral |
| 7. Copy-writer | 8. Chemist |
| 9. Physician | 10. Ecologist |
| 11. Free-lancer | 12. Technician |

Task 4: Put the following questions to a neighbour, a family friend, your parents and your teacher and record their responses. The meaning of the words / phrases have been given in brackets for your benefit:

1. What is your occupation?
2. Do you have *job satisfaction* in your work place (A feeling that your job is worth doing and refreshes you)?
3. Do you get regular salary *increments* (increase in pay)?
4. Does your job require you to work hard or to get better qualified academically to keep you *climbing the ladder* (to get promotions)?
5. Would you *reach a glass ceiling* in this post (reach a level where you cannot get further promotion even if you deserve it)?
6. What is your *holiday entitlement* (number of days you have a right to take leave)?

Discuss the findings in the class.

B. DISCUSSING HIGHER EDUCATION

Warm up:

Answer these questions:

1. Did you go to a nursery school?
2. How many subjects did you study at the primary level?
3. How is the secondary school system different from the primary level?
4. At what age do you leave school?
5. When you leave school will you take up a job or go for higher education?

STUDYING IN COLLEGE / UNIVERSITY

You will soon pass the Higher Secondary Examination and if you have done well will get a seat (a place) in a College or go into/enter a University / an Institute. In a college you have the option of taking up a degree course or a diploma course. You could also avail of / receive / be awarded a grant / scholarship if you do extremely well in the Higher Secondary Examination. Your teachers will be known as lecturers and professors and your lessons will be lectures and dissertations / projects / field study. You will be an undergraduate while doing / studying the course and you will become a graduate when you complete the course. If you go in for further study and register for a second course or degree, you will be doing a post graduate degree and on completion you will be a post graduate. You could go on studying further through the M.Phil. course (Master of Philosophy) and end up with a Ph.D. (Doctor of Philosophy) by conducting / carrying out / pursuing research in the subject of specialisation. In the final analysis you could be considered a skilled / a technically trained or an academically / professionally qualified person.

Task 1: The subjects you have studied at the school level are quite different from those you would be studying at the higher

level. Here are a few subjects which are the courses for study. Each subject has its related branches. Name atleast three related branches for each subject.

e.g. Film Technology: Cinematography, Animation, Directing

- | | |
|--------------------|------------------------|
| 1. Medicine | 2. Business Management |
| 3. Law | 4. Architecture |
| 5. Politics | 6. Education |
| 7. Applied Science | 8. Humanities |
| 9. Catering | 10. Engineering |

Task 2: The following terms are frequently used by students who are at the Higher Secondary or undergraduate level:

To what do these terms refer?

1. Career Counsellors
2. Placement Agencies
3. Student Advisory Bureau
4. Human Resource Development Department

Collect information on the above through reference work in the library or Net.

Task 3: Role-play: Conduct a mock interview in the class between a 'career counsellor' and a 'student' who wants to go abroad for further studies. With the information gathered under Task 2 construct your dialogue, using the italicised terms from the write-up on 'Studying College / University'. Highlight the following:

1. The course chosen
2. Procedures for obtaining application form
3. Information on Universities which conduct the course without scholarships or grants

4. How to apply?
5. Are there research facilities available?
6. What are the tests and exams to be taken for admission?

UNIT IV

A. DESCRIBING TRAVEL

Warm up:

Read and discuss:

Come vacations, and we have an urge to wander off the beaten track, sling a knapsack on our shoulders and trek out into the woods; or better still, waddle upstream tripping over mossy pebbles and racing with fish as we go. This is often wishful thinking for most of us, as such places are now few and far apart.

So we tend to settle for a sight-seeing holiday instead where there would be five-star hotels, tourist guides, shopping arcades and many museums, art galleries and historical monuments. We may travel by road, rail, air or sea. The larger the family the more are the arguments and contradictions while planning the trips!

Where do you prefer to spend your vacation?

Would you prefer to stay in one place on vacation or would you rather travel to many places?

What mode of transport do you like to use?

Where would you like to take accommodation? Why?

AFTER A VACATION

Prabha : Hi Sudha! How was your vacation?

Sudha : Great! We had lots of adventure and excitement!

Prabha : Adventure?! How come? You were going to Pune for a quiet holiday at your grandfather's farm, weren't you?

Sudha : Yes. You see, we had to go to Pune en route Bombay to pick up my aunts and via Hyderabad for a stop-over as Dad had some business deals to complete. Dad came up with a suggestion that we try different modes of transport. So we booked air and train tickets at the booking counters, boarded the train to Hyderabad, took a flight to Bombay and from there we completed our journey to Pune by road.

Prabha : So that was the adventure!

Sudha : It was just one of the many. The adventure started from home when we couldn't get the car started so we had to phone for a call taxi. We were delayed on our way due to traffic snarls, and we managed to reach the railway station at the nick of time. Surprisingly, the train was starting out as scheduled so we scrambled into the coach with the porter pushing us in along with our luggage. With the train departing on time we arrived at Hyderabad, without much ado but it was difficult to find the three star hotel in which we had booked rooms well in advance. By the time we checked in we were exhausted!

As we had to catch a 7 a.m flight with the reporting time at 6 am we asked the reception to give us an early morning call at 4 a.m. He woke us only at 5.30 a.m. So we had to dash to the airport, run up to the check-in desk, weigh our luggage - fortunately we had no excess baggage - collect our boarding passes and rush to the departure lounge. It was only then that we noticed the weather conditions! Yes, you guessed right! There was heavy fog! So you can imagine what followed: the flight was delayed by fog! We finally boarded the plane at 8 am found our seats with the help of the air-steward and relaxed only after we had fastened our seat belts, and watched through the porthole the plane taxiing along the runway before it took off. The flight was not bumpy

in spite of the weather and the pilot being a veteran, the plane cruised at a comfortable altitude. The touchdown was so smooth that I didn't realise we had landed. When we alighted from the plane and walked to the terminal building we found our aunties waiting to receive us. They had rented cars for our drive down to Pune. So we piled in into two Ambassadors and from here the excitement began.

Prabha : I don't see what is so exciting about riding in a car. We are doing it everyday, aren't we?

Sudha : It's not the car ride I'm talking about! It's the road! The beautiful scenery on either side; the cool freshness of the air! There's nothing like travelling by road if you want to know your country!

Prabha : So, how did the rest of your vacation go?

Sudha : I'll tell you later, it's time for the Morning Assembly.

Look at the table of some words associated with modes of transport.

Mode of transport	Types of passenger vehicles/ flights	People working with it	Associated facilities
Air	chartered flight, scheduled flight, jets, supersonic aircraft, helicopters	pilots, stewards, air-traffic controller, ground staff, hostess	departure lounge, duty-free shop

Mode of transport	Types of passenger vehicles/ flights	People working with it	Associated facilities
Sea	liner, yacht, ferry, rowing boat	captain, stewardess, purser, docker	port, quay, lighthouse, docks, cabin, bunk, galley
Road	car, bus, coach, tram, van	driver, bus conductor, chauffeur	petrol station, service station
Rail	passenger train, express train, local train	engine driver, ticket collector, guard, porter, service staff	sleeping car, restaurant/pantry car, waiting rooms, ticket office, vestibule, coaches, cloak room

Note:

A hostess on a plane is synonymous with a stewardess on a ship, and so is a pilot on a plane with a captain on a ship.

A 'sleeping car' on a train is a 'cabin' on a ship.

A restaurant / pantry car on train is a galley on a ship.

Taks 1: Complete the following words which have been used in the dialogue.

- | | |
|--------------------|-------------------|
| 1. departure | 6. check - |
| 2. take - | 7. call - |
| 3. excess | 8. terminal |
| 4. boarding | 9. seat - |
| 5. railway | 10. air - |

Task 2: Fill in the blanks with words given in the table:

1. The film crew a flight to the island as there were no scheduled flights for that day.
2. The in the luxury liner are very cosy and comfortable.
3. There is service to cross over from the mainland to the island.
4. I need to find a or I may run out of gas on the highway.
5. This is a vestibule train so we can walk across to the for coffee.
6. I'm renting a car for the trip but I don't know whether I should hire a or drive it myself.
7. The planes were flying too close but the averted the major air mishap through prompt instruction.
8. As the train is delayed by five hours can I leave my luggage in the while I go sight-seeing?
9. No, there's no time for shopping now. I think I'll pick up some souvenirs from the when I check in for my flight.

Task 3: Think about your own experience of flying / travelling by train / by road and answer these questions.

1. What do you usually do while travelling?
2. Is there anything that frightens or troubles you?
3. Where do you often have delays or change in schedules? Why?
4. What is the most interesting part of the travel and what is the most uninteresting?
5. What are your suggestions to make the mode of travelling more pleasant?

Task 4: *Travel literature and travel guide books show difference in words and phrases between American and British English especially with words pertaining to transportation by train and road.*

e.g.

British	American
luggage	baggage
rail	railroad
coach	railcar
tube	underground railway
tram	street car

Given below are a few British words. Find their equivalents in American English with the help of a standard dictionary.

1. carriage
2. luggage van
3. tramway
4. wagon
5. guard
6. return ticket
7. lorry
8. petrol
9. car's bonnet
10. car's boot

Task 5: *Narrate your experience as a tourist or a traveller, to the class.*

B. DISCUSSING ROAD SAFETY / RULES

Warm up:

1. Do you know how to ride a bicycle? If yes,
 - a) When did you learn to cycle?
 - b) Do you ride your bicycle everyday?
 - c) Do you use the main traffic roads or by-lanes?
 - d) What are the traffic signals you cross on your way?
2. If you don't ride bicycles, how do you commute to school, shop, theatre, etc.
3. Who do you think is the most irresponsible person on the street: The private vehicle driver (cars, jeeps, vans), the public vehicle driver (autos, buses, lorries, etc.), the two-wheeler riders, the cyclists or the pedestrians? Discuss your opinions.

AT THE INSURANCE OFFICE - A MONOLOGUE

I must tell you about my brother Santharam's road sense! He's just twenty-five but he sits behind the steering wheel as if he's been there all his life! He will not speed beyond the 40kph limit nor will he overtake a vehicle going slowly ahead of him. He'll wait calmly at the signals and even if the amber has turned to green he will not accelerate if pedestrians are still on the zebra crossing, even if all vehicles behind him are hooting their horns.

When I turned twenty-one, I asked Dad to let me go to a driving school. Mom emphatically said 'No' but after a pause she said, "If you must learn driving you will learn only from Santharam and no one else". Santharam was at first reluctant, but bridling this scooterist in the confines of a car was a challenge he couldn't resist, so thus began my Sunday lessons!

"Be up at 5 am" he said, and added, "It's better to learn on a clear road with no traffic because, later when you start using a car regularly you get caught in traffic jams during rush hours and may not enjoy driving. So enjoy it while you may now!" He took me through the drill of identifying the parts of the car and finally made me sit in the driver's seat and very piously taught me how to fasten the seat belt.

"After getting into the car, always remember to fasten your seat belt," he said. "Yes, I'll do that," I answered, and took his instructions through the weekends on starting the car, revving the engine, controlling acceleration, clutch and brake, changing gears, steering the wheel till I was ready to take the car out during moderate traffic. I was taught to drive on the inside lane and avoid the fast lanes unless in an emergency. I was advised against overtaking on the left and going beyond the speed limit. He instructed me on identifying road signs, to look at them carefully and to follow accordingly. It might be a 'No Entry' sign, 'A school zone' or a 'One-way' sign. He told me to watch out for 'Speed breaker Ahead'

signs or ‘U-turn’ ones and insisted that I respect ‘No horn’ signs near hospitals.

The day I went for my driving licence is unforgettable.

The RTO officer was awe-struck when he saw the mature way I handled the wheel. He couldn’t believe it was the same guy who had come to him a year ago for a two-wheeler licence and had driven the scooter like a maniac!

Now I have my own car and I’m here at the Motor Insurance office to take an Accident Insurance Policy. My brother has taught me well, but he says that insurance is a must irrespective of how good a driver you are! I am now on to learning how to maintain my car, when and where to service it, and what a vehicle owner’s responsibilities are on the road and to the public. There is so much you must know before you take a vehicle on the road.

What? You want to learn driving from my brother?

Task 1: *A road sign often seen in crowded city roads is “For light motor vehicles only”. This refers to cars, scooters, auto rickshaws, cycles, etc. What vehicles would you list under ‘Heavy vehicles’?*

Task 2: *Fill in the blanks with the word / phrase given below using the words in brackets for guidance:*

1. It was a (running over someone and not stopping) accident.
2. Do not cross the yellow line. It is an offence for which you may have to face an (given at the scene of offence).
3. You need to take your vehicle for an (waste gases produced by the vehicle) check-up. It is polluting the air!
4. (not stopping) at a red light signal is a serious offence.
5. The road was wet and the driver (lost control of the steering) and crashed into the fence.

6. Make sure your car is (in a condition to be driven safely) before you take it for a long distance drive.
7. An ambulance has (is allowed to go before other traffic) however congested the traffic may be.
8. We often see wrecks of heavy vehicles on the highways and inevitably they are results of (two vehicles hitting each other directly).
9. Slow down! The sign says there's a ahead (a road directed away from the main road).

road worthy	jumping signals	on-the spot fine
tow away zone	head-on collision	the right of way
skidded	diversion	exhaust emission
	hit and run	

Task 3: *Refer to a Driver's manual. Learn the common road signs and their meanings.*

Task 4: *Discuss and debate in the class on how best to create an awareness on road safety rules and road sense.*

Task 5: *Fill in the blanks with the suitable phrases from the list given below:*

1. A: The car door swung open when it was taking a curve and I fell out.
B: You should have
2. A: My! the traffic is non-stop here! How do I cross the road?
B: You should use the
3. A: This is the latest car and it can run at a speed of 200 kph!
B: Well, that's fine, but you know the road rule, don't you?
.....
4. A: That driver is moving at a snail's pace in front of us!
Why don't you overtake him?
B: There is no space on the right and we should not

5. A: I want to go to that shop on the left, so can you cut across the lanes and park there, please?
B: Sorry Ma'am. I should not. There is a ahead. That's where we should cross over and I am allowed to park only at a You have to walk over to the shop from there.

- | | |
|------------------------------------|-----------------------------|
| 1. Don't go beyond the speed limit | 2. service lane |
| 3. pedestrian crossing | 4. fastened your seat belt |
| 5. parking zone | 6. Avoid rush hour traffic |
| 7. Avoid the fast lane | 8. Drive on the inside lane |
| 9. Stop at the red signal | 10. overtake on the left |

UNIT V

USING DIFFERENT TIME REFERENCES

Warm up:

1. What is the time now?
2. When did you last have a meal?
3. How long ago did you learn to write the English alphabet?
4. What did you do during the last holidays?
5. What are your plans for the next holiday?

TIME PERCEPTION

We most often perceive time as finite and refer all events and actions either within a duration or period of time, or as a fixed time or point in time, or even in relation to or proportionate with another period or point in time.

e.g. 1) **Fixed time:**

- a) She is celebrating her birthday on Tuesday, the twentieth of this month.
- b) I'll meet you at lunch-time in the office.

- c) India took the last wicket in the nick of time (just at the last minute) and levelled the series against Australia.

2) Period of time:

- a) When important foreign dignitaries visit our country the security staff keep vigil round-the-clock (at all times of day and night) till they leave the country.
b) He is always bullying me!
c) We've lived here since 1950.

3) Relative time:

- a) I'll wait here until you return.
b) Nowadays it is common to find families continually eating out.
c) Time and again he has been caught chatting in the class and each time he promises never again to do so.

Task 1: Read the words given below and find their meanings with the help of a dictionary:

Fixed time : dawn (daybreak), evening (eventide) dusk, mid-day, half-past/quarter to, at the stroke of the hour, Christmas Eve, anniversary, bi-weekly, monthly, fortnightly, millennial, 9/11 (with reference to the attack on the World Trade Centre USA), daily (occurring each day), everyday.

Period of time: afternoon, eternity,-break, age, era, fortnight, lifelong, fiscal year, summer, decade, millennium, during, all-day (lasting from morning to evening), for good (permanently), Friday, February, epoch, for ages (a long time).

Relative time : after, again, ahead of time (early), old, afterwards (subsequently), soon, continuous, formerly, before long, immediate, at the drop of a hat

(promptly), in a wink (at once), eventually (finally) by-and-by (future) meanwhile, recently (of late, lately) ancient, whensoever, time being, timely, therewith, thereafter, thereto fore.

Task 3: Use the following words and phrases in sentences of your own to bring out the meaning:

- | | |
|-----------------------|------------------------------|
| a) anniversary | b) at the stroke of the hour |
| c) for the time-being | d) life-long |
| e) throughout | f) during |
| g) by-and-by | h) formerly |
| i) ahead of time | j) bedtime |
| k) recently | l) for good |

Task 4: Fill in the blanks with words / phrases of time reference:

We woke up in the morning and set out at for a trek in the woods. We walked for almost an and reached a little cottage. It looked and uninhabited, but the door was ajar so we walked in and stayed a exploring the rooms. some time we decided to leave. At the door stood a huge bear. Though trembling with fright, we jumped out through the window and dashed home we dared go back to look at the cottage nor have we ever taken that route on our walks

B. HAVING A TELEPHONE CONVERSATION

Warm up:

1. How often do you use the phone in a day?
2. Do you make more calls or receive?
3. On an average, how long do you speak on a call?

A TELEPHONE CONVERSATION

- Kumar : (Picks up the receiver of ringing phone) Hello! This is phone number 25832411. This is Kumar here.
- Rajini : Hello! I'm Rajini. May I speak to Radha please?
- Kumar : Just a minute. Kindly be on the line.
- Radha : Hi Rajini! How are you? Where were you all these days? Everytime I called your landline, the answering voice from the exchange said that your number did not exist!
- Rajini : I've changed my residence. I now stay at Annanagar and my phone number is 26154848. I couldn't call you because I had taken up a new job - a telephone operator in a company in Annanagar.
- Radha : How do you like your job?
- Rajini : It's interesting but I find most people don't know how to talk on a phone. They yell into the receiver loud enough to shatter my eardrums! They don't introduce themselves either.
- Radha : Why should they?
- Rajini : Radha, it is an office. Someone I don't know by voice may ring up for a person who is not present in the office. I must either convey a message or atleast inform him who had called. The caller will just bang down the receiver before I can complete my enquiry for a name or message.
- Radha : I can well imagine your plight! Banging down the receiver without a 'sorry' or 'thank you' speaks poorly of one's behaviour. I've often experienced it myself. The phone will ring in the middle of the night, and when I pick up the receiver, the caller will ask for some unknown person. Before I can complete my answer that there is no such person here, the caller will disconnect without so much as a 'sorry' for disturbing my sleep!
- Rajini : I think we should start a short Summer Course on "Telephone Etiquette".

Radha : Yes, we should! Let's do it. We'll plan it! Summer hols is still far away!
Rajini : When do I get to meet you again?
Radha : Will you be free on Sunday?
Rajini : Yes, I'll call you up and fix the time, Ok? Bye for now.
Radha : Bye!

In the above conversation the following etiquette of manners are revealed:

1. When you pick up the receiver, mention your name and / or the phone number. Do not say "Hello" only.
2. If the caller wants to talk to someone at the same place, ask him politely to hold the line while you call him to the phone.
3. Do not talk loudly on the phone.
4. Do not talk too long on the phone. You may be preventing an urgent call coming in.
5. Do not make calls at odd hours (too early or too late) unless it is an emergency.
6. Apologise for wrong numbers and late calls.

Here are a few more tips on telephone etiquette and courtesies which will help the person you are talking with to form a good opinion of you and your efficiency in telephonic conversation.

- a. When making a call, always plan what you want to speak about so that you save time and show confidence through having prepared yourself.
- b. Suit your style to that of the person you are talking to. Busy people would like you to be brief and direct without unnecessary conversation and drawl in your tone. Others may want a more sociable and easy flow of conversation.
- c. When you are the caller, avoid talking to anyone else in the room while you are on the phone - unless it is directly related to the phone conversation.

- d. Respond to a ringing phone immediately. It could be an important call. Besides you will appear slack and inefficient if you let your phone ring too long and cause annoyance at the other end.
- e. Talk clearly into the phone. Avoid talking while eating.
- f. Take messages for members of the family / office who are not available to answer their calls and make sure you note the name of the caller, his/her phone number and the time of the call.
- g. End the call politely thanking the caller / receiver and assuring a return call if required.

Task 1: Fill in the blanks in the following dialogue:

Caller : Hello! Is it ?
 Receiver : No, I'm his brother Gopu. My brother has gone out.
 Caller : This is his friend. Do you know where he has gone?
 Receiver : I'm sorry, I don't know! But he'll be back by lunch time I'm sure. Could you or would you like to
 Caller : I'd prefer leaving a message. He is to report at the NCC room in College at 5.30 *am* tomorrow in full uniform for a special parade. If he needs any clarification ask him to call me up at phone number 28340068 after 3 *pm* OK?
 Receiver : I'll
 Caller :

Task 2: Choose the phrases from the list given below which would associate with each of the following:

1. All I hear is a long and short beep on the other side.
2. No, this is not 23614088; this is 23614080.
3. Please leave your number, I'll ask him to call you back.
4. One moment please, kindly hold on.
5. Yes, I'll tell him that ... yes, OK... sure !

transferring call a wrong number call
line engaged message taken
person not available calling the person to the phone

Task 3: *List the difficulties you have faced in receiving or making calls, other than those mentioned earlier.*

Task 4: *a) What in your opinion are the differences between land-line calls and cell phone calls?*

b) What are the advantages and disadvantages of each?

c) Is landline telephone etiquette sufficient for cell phone users?

Discuss and debate on the above in the class.

Task 5: *What would you say in the following circumstances?*

a) You telephone your doctor to fix an appointment.

b) You telephone to say that you will be late home because it is raining.

c) You have rung up a hotel to book a room. The hotel operator has just said, "Hotel Savera, Good morning".

Task 6: *Conduct mock telephone conversations between:*

a) yourself and a friend who wants you to go for movies with him/her

b) yourself and a partly deaf old gentleman who keeps getting your number by mistake

c) a shop-keeper and a customer

Glossary:

acoustics : the way in which the structural characteristics of a building or room affect the qualities of musical or spoken sound that is heard in it

cityscape : a large scene of a city

choir : organised group of singers

check in : register as a guest in a hotel or as a passenger on a plane

clinch	:	confirm or settle something finally
collision	:	crash
cruise	:	aircraft travelling at moderate speed efficiently using fuel
dissertation	:	a long essay on a particular subject
diversion	:	alternative route for use by traffic when the usual road is temporarily closed
dribbling	:	moving the ball forward with repeated slight touches
embezzlement	:	instance of using money in one's care in a wrong way to benefit one's self
emission	:	sending out or giving
en route	:	French for 'from to
equestrian	:	of horse riding
gallery	:	room or building for showing works of art
googly	:	ball bowled as if to turn in a particular direction after bouncing that actually turns the other way
Grand Prix	:	any of the series of races for the international motor-racing championships
histrionic	:	of acting or the theatre
hurdles	:	race in which there are a series of upright frames to be jumped over
lethal	:	causing or able to cause death
lounge	:	waiting room in the airport
mesmerised	:	hold the attention of someone completely
miniature	:	very small detailed picture
mural	:	painting done on a wall
nuance	:	subtle difference in meaning, colour, feeling, etc.
obituary	:	a printed notice of a person's death
orchestra	:	a group of people playing various musical instruments together

origami	:	a Japanese art of folding paper in various forms
ovation	:	great applause or cheering to express welcome or approval
papier-mâché	:	moulded paper pulp used for making various objects
penalty	:	disadvantage imposed on a player for breaking a rule
pentathlon	:	athletic contest in which each player takes part in five events
perquisite	:	perks; money/facilities given in addition to pay
pommel horse	:	one of the various types of apparatus used by the gymnast for physical exercises
portfolio	:	a record of achievements and positions held
porthole	:	window-like structure in the side of a ship or aircraft
rapt	:	spell-bound; so intent or absorbed
regatta	:	sporting event of races held between rowing boats or yachts
resonant	:	a sound continuing to echo or vibrate
rink	:	area of natural or artificial ice for ice skating
runway	:	prepared surface along which aircraft take off or land
saga	:	long story of heroic deeds
schedule	:	planned programme or event
symphony	:	long musical composition for a large orchestra usually in three or four parts
tabloid	:	a popular newspaper with pages half the size of regular newspapers
taxiing	:	aircraft moving along on the ground on its own power before or after flying
veteran	:	person with much or long experience
via	:	by way of; through
vigil	:	keep watch

**ENGLISH FOR SOCIAL
PURPOSES –
ENGLISH FOR SPECIFIC PURPOSES
AND FIELDS
ENGLISH FOR MEDICINE**

COMPETENCIES

A LISTENING: Listening to instructions

B SPEAKING: Calling for an ambulance

Interacting with paramedical personnel at the laboratory

Interacting with the pharmacist

Interacting with the doctor over the telephone/on a TV chat show

C READING: Transferring information of non-verbal signals, signs or symbols

Understanding through skimming/scanning

Interpreting posters and health literature

D WRITING: Transcribing what is heard

E VOCABULARY: Using words related to Medicine in relevant spoken/written contexts

F EXTENSIVE READING: Reading poems related to Medicine for appreciation

A. Listening

Task: Listen to a doctor's instructions to patients. The teacher will read them aloud twice:

(The teacher reads twice)

Answer the following questions:

1. Why should the patient come on Tuesday?
2. What should the patient apply on the abrasions?
3. What diet does the doctor suggest?
4. How should the patient lie down?
5. How many puffs are recommended by the doctor?
6. When should the patient get the test done at the lab?
7. How many capsules should be taken? When?
8. The doctor asks the patient to take of syrup.
9. The doctor asks the patient to his head.
10. What should the patient avoid?
11. How many tablets should be taken? When?

Doctor: Didn't I ask you not to take spicy food? You've come back with indigestion again!

Patient: It isn't my fault, doctor. You know, after all, 'To eat is human; to digest, divine'.

Doctor: ?!

B. Speaking

I. Hema's grandmother who is 80, has slipped and fallen in the bathroom. Hema is alone at home.

Hema: *(on the phone)* Hello, is it 'R U Hale & Hearty' hospital? This is an emergency. Please send an ambulance immediately to 9, 5th Cross, Indira Nagar, Adyar. My 80 yr old grandmother has had a fall. My telephone number is 24912031.

(The ambulance arrives and takes Hema and her grandmother to hospital.)

The doctor treats Hema's grandmother. He asks her to buy some medicines. Hema goes to the pharmacy. While Hema awaits her turn, there are others buying medicines.

- A : Can I have a strip of paracetamol tablets, a couple of band-aid strips and a roll of cotton, please?
- B : Can I have something for my cold? Something without sulphur. I'm highly allergic to sulphur.
- Hema : Can I have these medicines, please? *(hands over prescription)* I also need this injection and a disposable syringe One moment, let me check the expiry dates of the medicines Could you please put this injection vial and syringe in a separate pack? How much should I pay? *(pays and takes the medicines)*

On her way back, Hema meets her friend Sudha at the lab, who has come with her mother.

- Hema : Hello, Sudha!
- Sudha : Hello, Hema! One moment *(to the lab technician)*
The doctor has asked my mother to go in for a blood test. Here's the slip. I think she also needs an x-ray. Where do I go for the x-ray?
- Lab T : Please wait a minute *(busy with some tests)*
- Sudha : Sorry, Hema. You see I came with my mother. She's been running a high temperature for a couple of days. You seem to have got medicines from the pharmacy.
- Hema : Yes. It's for my grandmother. She had a fall in the bathroom.
- Sudha : How sad! Sorry, I think I'll have to go with my mom....
- Hema : It's alright. See you later.

Task 1: Practise the above conversations, taking roles.

Task 2: Prepare similar conversations –

- (a) Asking for an ambulance to be sent (over the telephone)
- (b) Interacting with the pharmacist
- (c) Interacting with paramedical personnel at the laboratory

Maruthi	:	Where are you off to?
Vaithi	:	To the pharmacy.
Maruthi	:	Oh! You mean to see the farmer.
Vaithi	:	No. I going to the pharmacy.
Maruthi	:	No, no, no. Your word order is wrong. It should be I'm going to 'see the farmer', not to 'the farmer see'.
Vaithi	:	No farmer. I'm going to buy medicines from the phar-ma-cy.
Maruthi	:	Oh! I see. You mean the medical shop.

II. In these days of telemedicine, unless one is able to describe symptoms clearly while asking health queries – over the phone – one cannot be ensured of correct diagnosis.

Read the following telephone queries of patients to a panel of doctors on the 'Sugam phone-in' show on TV:

- Compère : Welcome viewers to our 'Sugam phone-in' show! This week, we have with us Dr. Balan, Paediatrician, Dr. Ammaiappar, Geriatrician, Dr. Tholkappiar, Dermatologist, Dr. Brian D'Souza, Neurologist and Dr. Bonnie Rajkumar, Orthopaedic surgeon. We request our viewers to be brief in their queries and spell out their symptoms clearly. Remember our no. is 044-28279210. Here's our first call.. (*tr...ing...ng..*)
- Caller 1 : Question to Dr. Tholkappiar, please.
- Dr.T : Yes,
- Caller 1 : Doctor, I'm Harry, an 18 yr old college student. I have lost a lot of hair in recent months. I have an

- itchy scalp too. I have not changed my hair oil or shampoo, recently. I drive a two-wheeler and wear a helmet. Could that be the reason for my hair-fall?
- Dr.T : Certainly not, Mr. Harry. It is a myth that wearing a helmet will cause loss of hair. Your problem could be dandruff. Check if there are white powdery flakes on your scalp. It is dandruff that is a major cause of hair-fall. It causes itchiness too. Use anti-dandruff shampoo twice a week. Candid TV could prove effective. If you have an oily scalp, wash your hair regularly. Dust and dirt, combined with oil could cause dandruff. Also use your own comb, towel, etc.
- Caller 1 : Thank you, doctor.
- Compère : Our next caller (*tr...ing...ng..*)
- Caller 2 : Question to Dr. Bonnie Rajkumar.
- Dr. B R : Yes, please.
- Caller 2 : I'm Nikita, a medical transcriptionist. For the past six months I've been having pain at the joint of my neck and spine. It arises when there is a jerk while travelling on my bike, or when I bend down to work. Sometimes I also have giddiness. I had an x-ray taken and doctors said that I don't have spondilitis. I apply hot water fomentation and gels when pain occurs. How do I get rid of it?
- Dr. B R : Your complaint is common among computer professionals. You need to take a few precautions. Do not work for more than 45 minutes at a stretch. Always rest for 15 minutes every hour. Your keyboard should be close to your body, *i.e.* your elbow should be bent at an angle while working. Use a thin pillow at night. Neck exercises are useful. Try these exercises. (*Demonstrates a couple of exercises.*)

- Compère : There's our next caller (*tr...ing...ng..*)
- Caller 3 : Hello, is it 'Sugam phone-in' show?
- Compère : Yes, it is.
- Caller 3 : I'm Mrs. Guna. My question is to Dr. Balan. My daughter aged three, suffers from frequent cold, cough and wheezing with fever. On several occasions the child vomits food with mucus. We give her only boiled water. Doctors have diagnosed Upper Respiratory Tract Infection and prescribed medicines, which only give temporary relief.
- Dr. B : Many children have this problem, which is very recurrent when young. Don't worry provided the child is active, gaining weight and sleeping peacefully. A child vomiting, especially after a bout of coughing, is not a cause for worry because it clears the airways blocked by mucus. Some preventive measures could be taken like, preventing her from playing in the mud, drinking iced drinks or going into an AC room after sweating profusely and avoiding smoking around the child. Continue the medicines and her immunity will gradually improve.
- Compère : Viewers, please stay with us. We'll be back with you after a short break for the commercials.

Task 1: Practise the above questions and answers, taking turns.

Task 2: Prepare a list of queries to be asked to a doctor/panel of doctors. Practise them.

C. Reading

I. Read the following blood test lab reports of four patients:

A. Estimations	Patient Value	Normal Range
Sugar (Fasting)	120	60 to 100 mgs %
Sugar (Post Prandial)	153	80 to 120 mgs %
Cholesterol	158	Less than 180 mgs/dl

B. Estimations	Patient Value	Normal Range
Sugar (Fasting)	88	60 to 100 mgs %
Sugar (Post Prandial)	94	80 to 120 mgs %
Cholesterol	162	Less than 180 mgs/dl
C. Estimations	Patient Value	Normal Range
Sugar (Fasting)	92	60 to 100 mgs %
Sugar (Post Prandial)	104	80 to 120 mgs %
Cholesterol	235	Less than 180 mgs/dl
D. Estimations	Patient Value	Normal Range
Sugar (Fasting)	137	60 to 100 mgs %
Sugar (Post Prandial)	166	80 to 120 mgs %
Cholesterol	261	Less than 180 mgs/dl

Task: Answer the following questions:

1. Which patient can be termed a diabetic?
2. Which patient runs the risk of heart attack?
3. Which patient is healthy?
4. Which patient needs to have a strict diet regimen?

The best doctors: Dr. Diet, Dr. Quiet, Dr. Merryman & Dr. Walkman

II. Skim through the following report:

NATIONAL HOSPITAL

II Line Beach, Madras – 600 001. Phone 2511405/2511408

ADMISSION RECORD SUMMARY

NAME : Ms. P J Sarah	Age: 24	Sex: F
Add : 25, Chinnathambi Street, Chennai 600 013.	Dt. of Admission: 21.04.94	Dt. of Operation : 21.04.94
		Dt. of Discharge: 26.04.94

Hospital IP No.: 654/94 Admitted under Dr. U Shankar Rau

Room No. : 206 Referred by

Admission Diagnosis : Road Traffic Accident with head injury for evaluation and management.

Operative Procedure : Aspiration RT knee and tube slab left
both knees slab application done

Final Diagnosis : Road Traffic Accident – Effusion RT knee. Crack fracture left talus.

Complaints : Alleged to have involved in Road Traffic Accident at about 11.15 am today near SBI Main office, Chennai 1, being hit by an autorickshaw while she was riding her two-wheeler. Loss of consciousness for half an hour. No fits.

Past History : Not a known case of Ischaemic Heart Disease/ Diabetes Mellitus/Hypertension/Bronchial Asthma

Physical Findings : Patient conscious, not cyanosed, not jaundiced, not in respiratory distress.

CVS : Pulse: 92/mt CNS : No focal Neurological Deficit
 BP : 120/80 mm of Hg. RS : Vesicular Breath Sounds.
 S1S2 No murmur heard. No adventitious sounds.
 Abdomen: Soft. No organomegaly.

∨

Notes Dictated By: Dr. Krishnan MBBS Typed by: Ms. J Vasanthi

COURSE IN HOSPITAL

24 year old female admitted on 21.04.94 was alleged to have involved in a Road Traffic Accident and sustained injury to scalp, right knee and left foot. Investigated. X-ray skull was normal and X-ray ankle showed crack fracture of left talus, effusion in right knee and tube slab applied. Below knee slab applied to left leg. Case was seen by Dr. Thiagarajan, Neurosurgeon. CT scan taken which showed normal study. Patient was treated with IV fluids, antibiotic, analgesic, anti-inflammatory, antacid and other supportives. Patient was discharged at request with the following advice.

<u>Treatment given</u>		<u>Treatment Advised</u>
Inj. Polybion	Inj. Ranitin	Tab. Bactrim DS 1 tab. twice daily
Inj. Dolac	Syp. Gelusil	Tab. Voveran 1 tab. twice daily
Tab. Restyl	Tab. Bioclox	Syp. Gelusil 2 tsp. thrice daily
Tab. Nitravet	Tab. Aciloc	Cap. Becosules C forte 1 tab. once
Inj. Fortafen	Inj. Perinorm	daily
Tab. Eptoin	Tab. Domstal	ALL FOR ONE WEEK.

Notes Dictated by: Dr. Lakshmi Devi MBBS Typed by: Ms. J Vasanthi

Review with: Dr. Marthandam SSK

Review after one week with prior appointment
 PLEASE BRING THIS SUMMARY FOR REVIEW

Signature of Doctor

..... End of Report


Task 1: Answer the following questions:

1. Is the above (a) an admission report (b) discharge summary (c) both?
2. Is the report for the hospital records alone?
3. What is the patient's health problem?
4. Is the treatment complete at the time of discharge?
5. Is the report complete, *i.e.* does it contain all relevant details?

Task 2: Scan the above report for the following information:


1. How many days was the patient in hospital?
2. What are the injuries sustained?
3. Which specialist attended on the case?
4. What were the tests done?
5. For how long should the patient continue the medicines?

III. Read the following health poster:



HOW TO AVOID A HEART ATTACK

The reason for heart disease



indolence lack of exercise	wrong foods fatty foods smoking & drinking	tension emotional stress, fatigue high blood pressure
--------------------------------------	---	---

Precautionary measures

exercising regularly	avoiding fried fatty foods avoiding excess weight avoiding smoking & drinking	avoiding tension, hostility, anger getting plenty of rest controlling high blood pressure
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Remember: Coronary heart disease affects those who drive themselves too hard in everything they attempt to do. It will do you little good in the long run, to drive yourself to success and have a heart attack on the way.

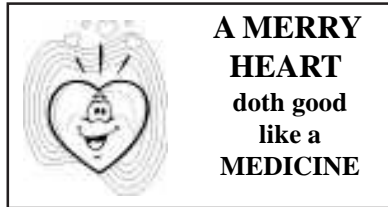
The rule: Moderation in everything.

Note: Medical specialists believe that heart disease can be prevented from attacking the middle-aged by doing something about it during the teenage years.

Task 1: Answer the following questions:

1. What causes heart attack and how could it be avoided?
2. When does a heart attack normally occur? When should the preventive measures be taken?
3. 'It will do you on the way' – explain.
4. What does the rule, 'Moderation in everything,' mean?

Task 2: What does this poster mean?



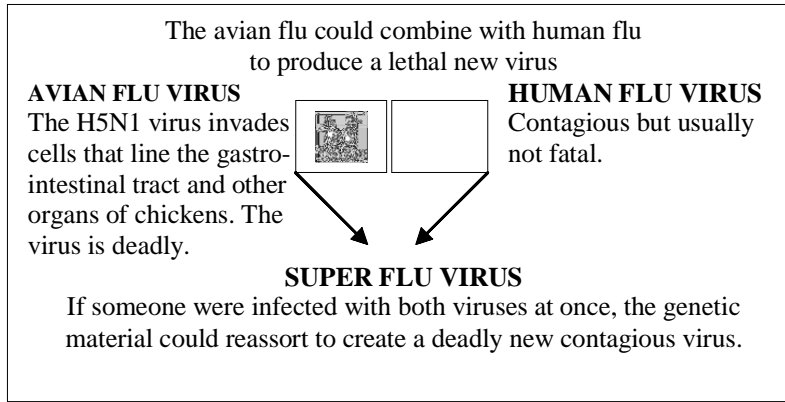
Read the following health literature:

The bird flu

The virus came to official attention in a bag of dead chickens. Early in March 1997, a Hong Kong farmer carried them into the Agriculture and Fisheries Department laboratory. Something had caused their internal tissues to haemorrhage. By the time inspectors reached his farm, most of the birds were dead. Cultures of their organs revealed they had died of avian influenza, type H5N1. In April there were outbreaks at two more farms. Mortality was nearly 100 percent. Then came more bad news. A three-year-old boy died of flu complications in a Hong Kong hospital. The virus was diagnosed as H5N1. Flus of the H5 subtype had never been known to infect humans. It wasn't over. In the next seven months, 18 Hong Kong residents fell ill with H5N1 and six died. In late December, public-health officials took a drastic step, ordering the slaughter of every chicken in every farm and marketplace in Hong Kong.

Flu viruses are among the most changeable viruses known to man. After we've been sick with one strain, it can mutate to infect us again. We are only immune to flus our bodies have seen before. A flu can also "jump species" to an animal it has never infected before. Once such a flu moves into humans, if it can "learn" to pass easily between them, it can spark a pandemic – a global outbreak.

The Hong Kong scare served as a wake-up call for pandemics - for better surveillance (to detect dangerous new strains early), for more vaccines and flu shots and for a strong pandemic plan involving health personnel, antiviral drugs, etc.



Task 3: Answer the following questions:

1. What do you mean by ‘Avian flu’?
2. How does a pandemic break out?
3. What are the preventive measures to be undertaken?
4. How could the bird flu produce a lethal new virus?
5. What is the difference between an epidemic, a pandemic and an endemic?

D. Writing

Medical transcription is a field that has been providing plenty of job opportunities, in the recent past, next only to the BPOs and Call Centres. In order to transcribe what is heard, one should have a good command of English, be familiar with various accents and be familiar with scientific terminology.

Task: Your teacher will read a discharge report. Attempt transcribing it. Listen very carefully. Use your own short hand, if necessary, as you write while she/he reads, and develop it later. (Those of you familiar with computer/ possess typing skills, could try this out in the computer lab.)

(The teacher reads)

E. Vocabulary

Task: In all the following words there are two blanks. Both are the same letter. Find the letter and complete the word. Clues are given in brackets. After completing the words, refer to a dictionary for their meanings:

ampu _ a _ e (sever - limb) _ nc _ logy (cancer)
_ an _ rene (diabetic - foot) co _ vulsio _ (fits)
path _ l _ gy (disease - study) m _ lign _ nt (bad growth)
_ teroid _ (substances - chemical)

F. Extensive Reading

MIGRAINE

At first you say, if I lie here, eyes
closed, not moving at all,
it will go away. Surely I can beat it.
It's only a twinge of headache.
It laughs. Showing only a tawny tail
the beast awaits, making you think, hopeful,
of aspros, codeins and cool drinks.
Then smiling slowly it shows itself.
Placing its paws carefully about your temple
begins to press. You rage and pretend you're dead.
But it's clever, goes on – until, tears streaming
from pain-destroyed face, mouthing
long, inarticulate screams your body
heaves up its very guts and you lie
reduced to sweat-drenched, shivering,
whimpering lump of agony, smelling of sickness
and vomit, humiliation.
Dizzily dragging yourself on pulpy haunches
you collapse on the white tiles below

the basin, half-blind with pain – it is the only
reality. What help now? Not love,
not medicine, not gods and ancestors. None.
Only your total humility and surrender
to this fact of pain.
It will retreat in the night for a month or two,
You can resume human disguise till its next advent
and masquerade as person, sane, intelligent,
loved and desirable. Till the next time then.

- *Gauri Deshpande*

1. How has the poet dealt with physical pain?
2. What is the figure of speech used in the poem – Simile, metaphor or personification?
3. What does the poet mean by, “Not love, not medicine, not gods and ancestors. None.”?
4. What is meant by, “Till the next time then”?

Read the following poem and enjoy:

Dieter’s prayer

Give me strength, O Lord, I pray –
Help me make it thro’ the day
Deliver me from snacks and sweets
Keep my mind off high-cal treats
Tempt me not with French cuisines
Bid me flee soft-drink machines
Turn my eyes from ice-cream bars
Stay my hand from biscuit jars
Till I’m back in shape again,
Hang in there with me, Amen!

Glossary :

vial	: a small container used for holding liquid medicines
immunity	: resistance to infection
Post Prandial	: occurring after a meal
aspiration	: drawing of fluid by suction from a bodily vessel or cavity
cyanosed	: (of the skin) discoloured with a blue tinge due to inadequate oxygenation of the blood
vesicular	: of a fluid-filled sac
adventitious	: formed accidentally or in an unusual position
effusion	: an escape of fluid into a body cavity
haemorrhage	: an escape of blood from a ruptured blood vessel
avian	: relating to birds
epidemic	: a widespread occurrence of an infectious disease in a community at a particular time
pandemic	: (of a disease) prevalent over a large region
endemic	: (of a disease) regularly found among particular people or in a certain area
afebrile	: not showing the symptoms of fever

ENGLISH FOR VETERINARY SCIENCE

COMPETENCIES

A LISTENING: Listening to talks and taking notes

B SPEAKING: Interacting with a veterinary doctor

Interacting with a dog trainer

C READING: Identifying through scanning

Understanding through skimming

Applying interpretive and reference reading skills

D WRITING: Preparing the script for an interview with a
Veterinary doctor

E VOCABULARY: Using words related to Veterinary Science
in relevant spoken/written contexts

F EXTENSIVE READING: Reading poems on Animals/Birds
for appreciation

A. Listening

Task: Listen to a talk on 'Rabies', by your teacher and take notes:

(The teacher gives a talk)

Use the following hints:

- What is Rabies?
- Statistical information on deaths due to Rabies
- Symptoms in animals
- Symptoms in humans
- What to do when bitten?
- Preventive measures

(Note: As you listen, you may get doubts clarified, note down any new terms, etc. Later refer to a dictionary to know the meanings of these terms.)

B. Speaking

I. Pets at the Vet's

Mr. Bhairav : Doctor, my dog is scratching like crazy all the time. She has lost lot of hair. I'm afraid she wouldn't win this year's Ms. Beautiful Hair at the Annual Dog Show.

Vet : Let me see. Well, she's infested with fleas. I'll prescribe a shampoo and powder. For now, my assistant will apply a lotion. Do not wash it immediately. Let it dry for three to four hours. Then bathe her with this shampoo. Dry her after her bath and apply this powder.

Ms. Kitty : Doctor, My cat hasn't eaten anything for two days.

- Vet : Let me take a look. (*inspects the cat*) By the way, Ms. Kitty, you seem to have gone down quite a bit since I saw you last.
- Ms. Kitty : Well, doctor. You're right. I've been attending a dieting and slimming course.
- Vet : Have you been taking her with you?
- Ms. Kitty : Of, course. She follows me wherever I go.
- Vet : No, wonder then. She's dieting too!
- Ms. Kitty : What do I do, doctor?
- Vet : Well, have you tried tempting her with a plateful of fish and lot of milk?
- Ms. Kitty : No, doctor. You see, I would be tempted on seeing a plateful of food. And what would happen to my Ms.Chennai dream?
-
- Anila : Doctor, I picked up a baby squirrel from the garden yesterday. She is bruised. Must've fallen off the tree.
- Vet : (*treats the squirrel*)
I've applied an antiseptic cream. That'll do. She'll be alright.
- Anila : Doctor, how do I feed her? She is too weak to drink from the saucer.
- Vet : Try tube-feeding her until she gets strong.

Task 1: Practise the above conversations, taking turns.

Task 2: You have adopted a stray pup. Prepare a list of questions to ask the veterinarian.

- Teacher : Arun, your composition on "My Dog" is exactly the same as your brother's. Did you copy his?
- Arun : No, teacher, it's the same dog!

II. 'Catch them young'

Andrew's grandparents have given him a pup on his birthday. He takes her to his friend's father, Nayakan who is a dog-trainer.

Andrew : Good morning, uncle. This is my pup, Minky. She's only three weeks old. I got her last week. Please tell me how to house-train her.

Nayakan : Hello, Minky! Cute little pup. Yes, Andrew. Let me give you a few tips. With young puppies, when the urge comes, they go -it usually doesn't matter where they are or what they are doing. If we didn't put diapers on human babies, they too would soil our carpets and floors. Confine your puppy to a dog-proofed area and line the entire floor with papers. The idea is that no matter where the puppy eliminates, it is on something that resembles her toilet area. Your goal is to never allow your puppy to eliminate on carpet, tile, hardwood, or anything that resembles the flooring in your home. Once a habit is established, it is difficult to break, therefore, do not let your pup form bad habits in the first place. Praise and reward your puppy each and every time possible for eliminating in her toilet area. Never hit, kick or slap your dog. Feed your puppy at regular times. What goes in on schedule will come out on schedule. Use a crate to help your puppy develop self-control. Provide constant access to the toilet area. If you are at home, take her there every 45 minutes or less. Be patient. It can take until the dog is 6 months old for her to be housetrained.

- Andrew : Uncle, all of us adore her and take turns feeding and bathing her. Is it OK?
- Nayakan : No. It is best that each one has a defined role. Decide who is responsible for feeding and cleaning up after her. Don't deviate from the schedule. Routine is especially important for your puppy.
- Andrew : And uncle, she is chewing our footwear, rugs, carpet, anything that is lying around. What should I do about this?
- Nayakan : This is only a phase and she'll outgrow it. This is only because of 'teething'. Provide a variety of toys for your puppy. Teach your puppy to play with these toys. Praise puppy every time you see her chewing or playing with her toys on her own. Any area that the pup has access to must be kept clear and clean. Put out of puppy's reach anything you don't want her to chew or destroy, such as trash, shoes, hazards, etc. Your puppy does not know what is valuable or dangerous and what is not. If you find your puppy with your best shoe in mouth, distract her away from it and replace the shoe with one of her toys. Praise her for chewing her toy. Do not reprimand her for chewing your shoe. Reprimand yourself for leaving it out where she could find it.
- Andrew : Should I start training her right away, or?
- Nayakan : Since puppies are so impressionable, it is important to begin explaining the rules right away. Don't give her special licence to get away with anything just because she is a puppy. If you allow her to have her way about certain things now, she will only be confused later when you decide to change the rules. Remember, puppies learn very quickly with proper instruction.

Andrew : Is there anything else that I need to know?
Nayakan : Yes, there's something very important - effective training requires good timing. This is the most difficult thing for most dog owners to learn. A critical difference between the way people learn and the way dogs learn involves the use of language. Language connects the present action with the past event. Dogs, for the most part, lack language skills. Good timing becomes critical to connect the action (your praise or correction) to the event. Learning how to communicate without words is the most important basic skill you need to learn. Learn to read your dog's body language and how and when to react to it, then you will be the proud owner of a polite, socially adept dog.

Task 1: Practise the above conversation taking turns.

Task 2: Discuss in groups on the general upbringing of pets.

Dog trainer :	What's your dog's name?
Pet owner :	'KROKODAIL'
Dog trainer :	How do you spell?
Pet owner :	'K-R-O-K-O-D-A-I-L'
Dog trainer :	No, that isn't how 'crocodile' is spelt.
Pet owner :	Maybe. But you asked me how I spell it!

C. Reading

Task 1: Skim through the following passage and answer the questions that follow:

Proper grooming is an important part of pet care. It not only makes a pet look better, but also contributes to his or her physiological and psychological health.

Coat: Brush your pet thoroughly every day. This helps keep his or her hair in good condition by removing dirt, spreading the natural oil throughout the coat, preventing tangles from forming and keeping the skin clean and free from irritation.

Nails: Trim your pet's nails about once a month. You'll need a clipper designed specifically for the kind of pet you have. Either a pair of scissors - or guillotine-style clipper can be used. You should also purchase a small bottle of blood-clotting powder.

Ears: Ear care is an important part of grooming. Ear infections can, not only be painful, but lead to permanent hearing loss. The signs of a problem with a pet's ears include redness, constant scratching, head shaking and odour.

Teeth: Pets can get cavities and develop periodontal disease, so their teeth should be cleaned with a pet-toothpaste at least twice a week. It is best to use a small toothbrush that has soft bristles.

Bathing: Bathe your pet once every two months or as often as needed. Be sure to brush him or her before each bath in order to get all of the mats out of his or her coat. Dry your pet with a towel and/or hair dryer.

1. Which of the following titles would be suitable for the passage?
 - (a) All about my Dog
 - (b) Dog grooming tips
 - (c) Pet care
2. Which pet is being talked about?
3. Is it necessary to bathe your pet?
4. Can you trim your pet's nails?
5. Who is the passage addressed to?

Task 2: Scan the following table on vaccines for dogs, and answer these questions:

1. When should the 'rabies' vaccine be administered?
2. When should the 'leptospirosis' vaccine be administered?

3. Which are the 'optional' vaccines?
4. Which vaccine is administered only at 8 weeks?

Age	Vaccines
8 weeks	distemper, infectious K9 hepatitis, parainfluenza, leptospirosis, parvovirus, coronavirus (optional)
12 weeks	distemper, hepatitis, parainfluenza, leptospirosis, parvovirus, coronavirus (optional), bordetella (optional), rabies
16 weeks	distemper, hepatitis, parainfluenza, leptospirosis, parvovirus, coronavirus (optional), bordetella (optional)
Adult	
Yearly	distemper, hepatitis, parainfluenza, leptospirosis, parvovirus, coronavirus (optional), bordetella (optional), rabies
Senior	distemper, hepatitis, parainfluenza, leptospirosis, parvovirus, coronavirus (optional), bordetella (optional), rabies

Task 3: Scan the following table and answer these questions:

- A. Which breed ...
 1. helps the police?
 2. helps the shepherd?
 3. has dark spots?
 4. has long, silky hair?
 5. has a square-shaped face?
- B.
 1. Which breeds are of small build?
 2. What was the Terrier once used for?
 3. Which breeds are of large build?
 4. Which breeds have a flat nose?
 5. Which breed has curly hair?

Breed	Description
Terrier	small, active dog, originally used for hunting and chasing animals into or out of their underground holes
Collie	long-haired, bred for controlling sheep
Bulldog	small, fierce dog, muscular body, short legs, large square-shaped face
Dachshund	small dog, long body, short legs
German Shepherd	<i>Am.E</i> for Alsatian – large, fierce, usually black and brown dog, used for guarding buildings and in police work
Boxer	medium size, short light brown hair and a short flat nose
Spaniel	long hair, and long ears that hang down
Golden Retriever	large dog with golden or cream-coloured fur
Dalmatian	big, white dog, with short fur and dark spots
Mastiff	large, strong, short-haired dog
Poodle	curly hair, usually cut short except on its head, tail and legs
Pekinese	small dog, with long, silky hair and a wide, flat nose

Did you know?

There are about 350 breeds of dogs.

Task 4: *Read the following mini-report and answer the questions that follow:*

Animal husbandry

Animal Husbandry is a State subject and the State Governments are primarily responsible for the growth of the sector. The following are promoted by the Animal Husbandry Division:

- ✿ Central Cattle Development Organisations
- ✿ Sheep Development
- ✿ Poultry
- ✿ Piggery
- ✿ Ram/Buck Production & Rabbit Development
- ✿ Meat & Meat Products
- ✿ Equines and Pack Animals
- ✿ Fodder Development
- ✿ Animal Husbandry Extension
- ✿ Live Stock Health
- ✿ Cattle Insurance

Fisheries

Fisheries is a State subject and as such the primary responsibility for development rests with the State Governments. The major thrust in fisheries development has been on optimising production and productivity, augmenting export of marine products, generating employment and improving welfare of fishermen and their socio-economic status.

Fisheries sector occupies a very important place in the socio-economic development of the country. It has been recognised as a powerful income and employment generator as it stimulates growth of a number of subsidiary industries, and is a source of cheap and nutritious food besides being a foreign exchange earner. Most importantly, it is the source of livelihood for a large section of economically backward population of the country. The main challenges facing fisheries development in the country have been

in assessment of fishery resources and their potential in terms of fish production, development of sustainable technologies for fin and shell fish culture, yield optimisation, harvest and post-harvest operations and landing and berthing facilities for fishing vessels.

1. What do you mean by pack animals?
2. Why do you think 'Live stock health' should be promoted?
3. Why do you think cattle should be insured?
4. How do you think, the 'fisheries' department, improves the socio-economic status of fishermen?
5. Why has the major thrust in fisheries development been on optimising production and productivity?

Task 5: Read reports on various animal welfare organisations – SPCA, PFA, Blue-Cross, etc. (Gather information from the Internet or from the organisations themselves.)

D. Writing

Task: Prepare questions to interview a Veterinarian.

Use the following tips:

Pet food (dry food/moist food/vegetarian/non-vegetarian) – vaccination – identifying the breed – food poisoning – skin allergies – de-worming

(Note: Contact pet owners for further details.)

E. Vocabulary

Task 1: What are the following? (Clue: All of them like milk and mice.)

American Bobtail, American Curl, American Shorthair, American Wirehair, Angora, Asian semi-long hair, Asian short hair, Australian Mist, Bengal, Bombay, Cherubim, Cheshire, Himalayan, Ragamuffin, Ragdoll, Siamese, Siberian, Snowshoe, Sphynx, Sterling, York Chocolate.

Task 2: Complete the following:

- gr ___ ing (cleaning an animal, esp. by brushing its fur)
br ___ in (to train an animal, esp. a horse to take a rider and
be obedient to control)
__ zz __ (the mouth and nose of an animal, esp. a dog)
___ gree (Pure-bred dogs)

F. Extensive Reading

CARING FOR ANIMALS

I ask sometimes why these small animals
With bitter eyes, why we should care for them.
I question the sky, the serene blue water,
But I cannot say. It gives no answer.
And no answer releases in my head
A procession of grey shades patched and whimpering,
Dogs with clipped ears, wheezing cart horses
A fly without shadow and without thought.
Is it with these menaces to our vision
With this procession led by a man carrying wood
We must be concerned? The holy land, the rearing
Green island should be kindlier than this.
Yet the animals, our ghosts, need tending to.
Take in the whipped cat and the blinded owl;
Take up the man-trapped squirrel upon your shoulder.
Attend to the unnecessary beasts.
From growing mercy and a moderate love
Great love for the human animal occurs.
And your love grows. Your great love grows and grows.

- Jon Silkin

What feelings does this poem arouse in you?
Why should we care for animals?
Do you think that when you love and care for animals, it will
lead to a greater love for mankind?

A CAT'S CONSCIENCE

A dog will often steal a bone,
But conscience lets him not alone,
And by his tail his guilt is known.
But cats consider theft a game,
And, howsoever you may blame,
Refuse the slightest sign of shame.
When food mysteriously goes,
The chances are that Pussy knows
More than she leads you to suppose.
And hence there is no need for you,
If Puss declines a meal or two,
To feel her pulse and make ado.

- Anon

Glossary:

- incubate : (of harmful bacteria or viruses) to grow and reproduce, but not yet produce the effects of disease in a human or animal
- salivate : produce saliva
- antibodies : proteins produced in the blood which fight diseases and kill harmful bacteria
- immunisation : protection against a particular disease by particular substances in the blood

ENGLISH FOR CATERING

COMPETENCIES

- A LISTENING:** Listening to instructions that go with demonstrations
- B SPEAKING:** Interacting with the bearer at the restaurant
Discussing cuisine
Interacting with a caterer
Discussing crockery, cutlery
- C READING:** Comprehending explicitly stated information
- D WRITING:** Writing a report on specific catering establishments
- E VOCABULARY:** Using words related to Catering in relevant spoken/written contexts
- F EXTENSIVE READING:** Reading poems on 'Catering' for appreciation

A. Listening

Task 1: *Work in pairs, A and B. Think of your favourite dish but don't say what it is. Write out the list of ingredients that are needed to make the dish. Show the list to your partner and ask him/her to guess the name of the dish. Did you guess right?*

Task 2: *Now, listen to a radio programme, 'Cooking can be Fun'. Your teacher will read it out for you. Listen and complete the notes given below. You can then try out the recipe for 'Mango-Fool' at home.*

Ingredients: 2ripe mangoes, ½ cup sugar, 1tsp,
1½ cupmilk/.....

Method

- A. First soak in warm water.
Stir till it is dissolved completely.
Keep the gelatine in a dish of cold water /ice to set.
- B. Wash and peel
- C. Now, put the in a
- D. Add
- E. Take the jelly, and add it to the mango in the blender.
- F.
- G. Transfer the mixture to
- H. Stir in the
- I. Finally,

Check your responses with your teacher.

B. Speaking

Task 1: *Work in pairs. Talk with each other about your favourite restaurant. What do you like most about it - the food, the ambience, the waiters, etc.?*

Task 2: Read the following dialogues and then role-play them.

Customer : Waiter, there's a dead fly swimming in my soup.

Waiter : That's impossible, madam. Dead flies can't swim.

.....

Customer : Waiter, there's a fly in my soup.

Waiter : Look, there's a spider on the bread, he'll catch it for you!

.....

Hari : Hello Ravi, How are you? I thought we could go out to a restaurant to celebrate Mittu's birthday.

Ravi : A great idea! We'll give her a treat. Where shall we go?

Hari : Let Mittu come. She can decide.....Here she is!

Ravi and Hari (*together*): Happy Birthday, Mittu!

Mittu : Thank you. So have you decided? Where shall we go?

Hari : You choose, Mittu.

Mittu : Let's try Asha Bhavan - that new place in Kanthi Nagar. I've heard they serve a delicious spread there, especially salads.

Ravi : It would be very crowded! Today is Saturday.

Mittu : I'll make a booking now. Then we could be sure of getting a place. Hari, please pass me today's newspaper.....Thanks (*Turning the pages of the newspaper*) Ammm mmm aha here it is! 24098765. (*dialling*) Hello, is that Asha Bhavan? I'd like to make a reservation for this evening. In whose name? mm... mmm... Mr. Ravi Arunkumar, please that's right a table for three, please at 7pm. Thank you. Bye!

Ravi : It's only 5.30 now. Let's play some Pictionary till it's time to leave.

7.03 pm - At the restaurant 'Asha Bhavan'

- Hari : The place looks very festive. I wonder if there is anything special happening?
- Ravi : Look there's the maitre d' hotel, I'll ask him (*going up to a gentleman smartly dressed in a suit*) Excuse me, but is there anything special today? Your restaurant is looking very festive.
- Maitre d'hotel : Good evening, sir Yes, today is the first anniversary of our restaurant. We are expecting a large crowd. Have you made a booking?
- Mittu : Yes. In the name of Mr. Arunkumar a table for three.
- Maitre : (*signalling to a lady dressed in the restaurant colours of lavender and gold*) Just a moment, madam. The hostess will show you to your table.
- Hostess : Good evening! Please come with me. (*Seats them at a table in a corner*) Is this alright?
- Mittu : Yes, thank you.
(*A waiter arrives with a tray of drinks. The Hostess serves them.*)
- Hostess : Please enjoy your 'welcome' drink.
- Mittu : What is it?
- Hostess : It's chilled tender coconut water with honey and mint.
- Ravi : (*sipping his drink*) It's delicious! Thank you!
- Hostess : Excuse me. I have to see to other guests. Enjoy your meal!
- (*The three of them sip their drinks and look around the restaurant.*)
- Mittu : We'll order the food a little later. Let's enjoy the ambience of this place first.
- Hari : I like the rich decor of the place and also the clever arrangement of green plants between tables to ensure privacy.

Ravi : And the music is not too loud ... we can carry on a conversation! (*Catching the eye of a waiter passing by and indicating to him that his service was required at their table by nodding his head.*) Let's order food.
(The Waiter dressed in a lavender and gold uniform appears at their table.)

Waiter : Good evening! Would you like to go for the buffet, Sir? Madam? We serve a very good buffet here. There is also a salad-bar.

Mittu : I think I'll go for the salad-bar. I've heard they do scrumptious salads here. Is it all freshly prepared?

Waiter : Yes, madam. All the food prepared here is fresh. Every night all left-over food is given away.

Hari : I'll try the buffet. I can see quite a spread there. Can you please bring the soup to the table, please?

Waiter : Certainly, sir. Which would you prefer? the chicken –noodle soup or the baby corn–mushroom soup?

Hari : The baby corn-mushroom, please.

Waiter : And, what about you, Sir?

Ravi : Do you have any à la carte service?

Waiter : Of course, Sir. I'll get you the menu-card.
(brings Ravi a menu-card)

Ravi : Give me a few minutes please.

Waiter : Would you care for some hors-d'oeuvres?

Ravi : No,thank you. We'll start with the soup. (*The waiter leaves while Ravi studies the menu card*) They serve quite a variety of food here. There's Chinese, Italian, Mexican, as well as Lebanese, in addition to Indian. Everything is also very reasonably priced! This dish of Tacos is only Rs. 75, and it has prawn, cuttlefish, and lots of vegetables in it, from its description on the menu But it would be too heavy for meMmm...let me see shall I have a plate of

vegetable spring rolls? ... or, maybe, I'll go for soup and kebabs? Oh dear, this is so difficult.

(Mittu returns to the table with a plate full of salad.)

Mittu : Come on Ravi, the waiter is waiting. Have a dish of steamed vegetables and some pita bread. Or, since you have been showing off your French, try a French dish!

Ravi : They don't have any. I think I'll have the soup and vegetable cutlets.

(The waiter returns with the soup and serves them.)

Ravi : I'll have the same soup and a plate of vegetable cutlets.

Waiter : Very good, Sir. *(Returns with the soup and cutlets and serves Ravi.)* Enjoy your meal, Sir, Madam.

Ravi : Bon appétit!

Mittu : What does that mean, now?

Ravi : It's like saying 'Enjoy your meal' in English.

(They eat in silence for a while, enjoying the music and the aromatic food on their table.)

Hari : This buffet is superb. They have such a variety of vegetables and salads. This corn and raw mango salad is out of this world! How's your cutlet, Ravi?

Ravi : It's good. I'm glad they haven't added too many spices in it. It has a nutty flavour.

(Noticing some activity at the entrance of the restaurant.)

Look, some celebrities have come in. O, I recognise that young starlet Faguni. I wonder who the other two people are?

Hari : I recognise that gentleman He does a cookery show on DD every Wednesday and runs a restaurant in Mumbai, that serves only Parsi food.

Mittu : And I know who that elegant lady is She is Lajmi Uday Sing, the gourmet cook who writes a weekly column on food in 'The Bondhu' every Saturday. Okay, people, are we done? Or, does anyone want dessert?

Hari : Of course I want dessert! There is such a tempting spread on the counter.

(Hari leaves to fetch the dessert.)

Waiter : Would you like some dessert, sir? Here is the menu card.

Ravi : Yes, please. I'd like the date pancake.

Mittu : I don't think I'll have any, thank you.

(They eat their dessert.)

Ravi : *(To the waiter)* Could I have the cheque, please?

Waiter : What about some coffee, Sir?

Ravi, Hari, Mittu : No, thank you!

(The waiter returns with the bill. Ravi pays. Waiter takes it to the Cashier.)

(The Hostess comes to their table.)

Hostess: Did you enjoy your meal? Was everything alright?

Ravi : O, yes! Everything was perfect! We enjoyed the meal very much.

Hari : I was wondering if you did any outdoor catering?

Hostess: Yes sir, we do. In addition to the food we also arrange for the crockery, cutlery, as well as serving.

Hari : Here is my card. Perhaps we could discuss this in detail when you are not so busy.

Hostess: Certainly, Sir. Here is our card. In case I am not available, my assistant Najab Hussain will be able to help you.

Hari : Thank you so much. Goodnight!

Ravi : We had a very pleasant evening. Goodnight!

Mittu : Thank you, my friends. I had a lovely birthday dinner. Goodnight!

Task 3: Your class is organising a farewell party for the seniors. You have been made in charge of the catering. First, work with a partner and draw up a menu for the occasion. You can't spend more than Rs.45/- per plate. The menu has to be vegetarian.

MENU

.....
.....
.....

When you have finalised the menu, place an order for 50 students with a caterer over the phone. Your caterer's name is 'Ajnabee Samayal'. Complete the dialogue given, then role-play it.

- You : Good morning! Is that the 'Ajnabee Samayal'?
- Cat : Good morning! Yes, this is 'Ajnabee'.
- You : I am calling from School, and our telephone number is I want to place an order for a farewell party.
- Cat : Please wait. I'll get an order form. Yes your? The name of your? The telephone number.....? What.....?
- You : We would like to have,, and
- Cat : That's fine. Anything to drink? We can serve hot or cold beverages.
- You : How much per plate?
- Cat : Per plate would cost including the beverage.
- You : That is too We can afford only.....
- Cat : I'm sorry. Our rates are fixed. I could give you the crockery and table-cloth free of charge.
- You : I think we will have to revise the menu. What do you?
- Cat : I suggest,, and..... And a cold drink each.
- You : Okay.
- Cat : Can you pay? Give me the date, time and of the party.

You : It's at, on the, at I'll bring
the

Cat : Thank you. I'll give you the confirmed booking order then.

You : Right! Good-bye!

Task 4: Your teacher Ms. Nethra is getting married. The class wants to give her a gift for her new home. Five of you have been selected as class representatives and have to decide what to present her. Have a discussion about your choice of item/s and give reasons for your choice. (Remember to keep the budget in mind.)

Multi-purpose silver bowls
Some crystal glasses
Crockery - tea set/dinner set
Stainless steel cutlery
Any other

C. Reading

Read the following advertisement:

Nims Institute of Hotel Management, Boa

The Institute

Nims Institute of Hotel Management, Catering Technology and Applied Nutrition, Boa, was first established in 1980 as a 'Food Craft Institute'. It was later upgraded by the Government of India, Ministry of Tourism, and comes under the National Council for Hotel Management and Catering Technology, New Delhi. NIHM offers comprehensive hotel management programmes where academic learning is combined with hands-on experience. The campus is spread across 15,000 square metres with approximately 10,000 square metres of built-up area. The campus has basic training kitchens, quantity food kitchen, advance training kitchen, training restaurant, computer lab, library and stack room, front office and hostels.

Courses

The Courses offered are as follows:

- *Bachelor Degree in Hotel Management - The duration of the course is three years. To apply, the candidate should have completed Plus-two.
- *Craftsmanship Course in Food Production and Patisserie - The duration of the course is 18 months. To apply, the candidate should have completed class X with English.
- *Craftsmanship Course in Food and Beverage Service - The duration of the course is six months. To apply, the candidate should have completed class X with English.
- *Certificate Course in Food Production and Patisserie - The duration of the course is three months. To apply, a candidate needs only a working knowledge of English.

For Application forms write to -
Nims Institute of Hotel Management, Boa 40352

Task: Complete the following:

Nims Institute of Hotel Management, Boa

- Started in:
- Original name of Institute:
- Number of Courses offered:
- Type of Programmes: academic as well as
- Area utilised for college buildings:
- Facilities available:
- Accommodation:
- Longest course offered:
- Duration of the shortest course:
- Minimum qualification required for any Course:

D. Writing

Read the descriptions of three restaurants in your city.

‘Soul Spice’

Set up in January this year, Soul Spice has already made its mark in the outside Catering Sector. The restaurant is run by Chef Divta and his team. According to Chef Divta, ‘traditional food worked in a modern way, (in other words, ‘fusion food’) is the secret of the restaurant’s success.’ Canapés are a speciality with smoked lamb; and Sushi made with special Malabar fish is proving a big hit with clients. Says the Chef, ‘When customers dine at my restaurant, they do so because they trust my team to present them a tasty meal, served in pleasant surroundings and at a price they are comfortable with. Their trust extends to our choice and sourcing of ingredients. They return to us time and again because the dishes comprise the freshest and best raw materials in the market.’

‘LEAN and LOVELY’

Housed in an 18th century style heritage building with wooden panelling running through the thirty-seat dining area, ‘Lean and Lovely’ is the latest attraction in Siddhapuram Nagar. Says the owner and Chef Virina, ‘People come to us for the unusual fare that we serve. Fairly ordinary Indian recipes are ignited with a dash of sauce and spiced with colour. There is a harmony and balance between taste, lightness and tradition. Wholly organically grown vegetables and flour are used. We use the freshest of ingredients that are cut and cooked so as to display their colour and individual texture. Meat and Fish are marinated, then steamed, braised, broiled, or grilled with herbs and spices to bring out their flavours. Minimum oil is used.’ This means that our margins are very low as the ingredients we use are costly. Our desserts are the most popular; especially the apple purr e with cream; And lemon-jelly, and the pastry filled with ‘mava’, nuts, and fruit.

‘QUICK and CHEESY’

*Pat-a-cake, pat-a-cake, baker’s man
Bake me a pizza –the best that you can
Peppers, Tomato sauce, slices of cheese
All on a crust of whole meal, if you please.*

.....reads a brightly lit board at the entrance of this tiny restaurant which has been serving “fast –food” for a decade now. Located at the corner of the Island Road Junction, this recently refurbished restaurant is attracting a lot of customers. The reason? Its brand new menu that changes daily! Says Chef Biro, “Our menu includes a variety of ‘chaats’, and curries, besides salads, burgers, pizzas, and milk-shakes. The most popular items on the menu include the ones that bring back aromas of 25 years ago the ‘bissi bela bhath, pepper chicken Chettinad, Indian fish curry and Nilgiri Korma with keema rice.’ A newly installed vending machine with fresh milk serves up to 100 cups a day. And makes perfect espresso, cappucino, and latte, in addition to tea, from different parts of the globe, at the touch of a button. “However,” adds Chef B ruefully, “it hasn’t been easy and we’re still waiting to break even.”

Task: Work in pairs and decide which restaurant you would like to visit. Imagine you visit the restaurant. Then write a report for the newspaper about the restaurant. Remember to plan your report and to write in paragraphs.

Here are some tips to help you:

1st para: name of restaurant and occasion

2nd para: description of restaurant - ambience, colour, decor, music, etc. - description of people working there - whether pleasant, clean, polite, quick to respond, etc. - description of food - presentation, taste, quantity, variety, etc.

3rd para: Conclusion - the overall experience

E. Vocabulary

Task 1: Work in pairs. Think of all the words people generally use to describe food. Some may suggest positive qualities, like 'fresh' or 'tasty'; others negative like 'stale' or 'rancid'. Yet other describing words may suggest both, positive and negative, like 'hot' or 'spicy'. Work together and make three lists a) Positive b) Negative c) Common words. Share your lists with another pair. If there are words unfamiliar to you, consult a dictionary.

Task 2: Here are some words that we associate with food. Some are names of food items; others are ways of preparing food; and yet others are ways of cooking food. Put them in the categories given below.

Names of Food items:

Fish/Shellfish
Poultry
Herbs
Spices
Dairy products
Nuts
Desserts
Beverages

Ways of Preparing food:

Ways of Cooking food:

oysters, chicken, parsley, cinnamon, chocolate mousse, cheese, chop, lobster, deep-fry, yoghurt, almonds, halwa, microwave, slice, bay leaf, Espresso, walnuts, turkey, grille, beat, buttermilk, latte, pepper, mussels, knead, saute, Christmas cake, nutmeg, basil, cream, pine-nuts, whip, butter, payasam, prawn, rosemary, cloves, grate, roast, pancakes, parboil, duck, ginger, cappuccino, cashews, steam, shark, stir-fry

F. Extensive reading

Read and enjoy the following poems:

The Mock Turtle's Song

Beautiful soup so rich and green
Waiting in a hot tureen!
Who for such dainties would not stoop?
Soup of the evening, beautiful soup!
Beau.....ootiful soo.....oop! Beau....ootiful soo.....oop!
Soo.....oop of the e—e—evening, Beautiful , Beautiful Soup.

-Lewis Carroll

... from the Canterbury Tales

They had a cook with them who stood alone
For boiling chicken with a marrow bone,
Sharp flavouring powder and a spice for savour.
He could distinguish London ale by flavour,
And he could roast and boil and seethe and fry,
Make good thick soup and bake a tasty pie
As for blanchmange, he made it with the best.

-Geoffrey Chaucer

Read aloud the poems in groups of three.

Which poem has rhyming words?

What title would you give to the 2nd poem? Give reasons for your choice.

Glossary :

- cuisine : a style or method of cooking, especially as characteristic of a particular country or region
- crochery : plates, dishes, cups, etc., made of earthenware or china
- cutlery : knives, spoons and forks used for eating or serving food

gelatine	:	a colourless and tasteless water-soluble protein used in food preparation
ambience	:	the atmosphere of a place
à la carte	:	(of a menu) food which can be ordered as separate items, rather than part of a set meal
hors-d'		
oeuvres	:	a savoury appetiser
Tacos	:	a Mexican dish with a meat/vegetable filling
Sushi	:	a Japanese dish
kebabs	:	a dish of pieces of grilled/roasted meat, fish or vegetables
pita bread	:	flat, hollow unleavened bread
beverage	:	a drink other than water
pâtisserie	:	pastries and cakes
canapés	:	a small piece of bread or pastry with a savoury topping
purée	:	a smooth pulp of liquidised or crushed fruit or vegetables
espresso	:	strong black coffee
cappuccino	:	coffee made with frothy milk
latte	:	a drink of frothy milk to which a shot of espresso is added
rancid	:	(of foods containing oil) smelling or tasting unpleasant as a result of being stale
mousse	:	a smooth, sweet/savoury dish made of cream/egg white

ENGLISH FOR ENGINEERING

COMPETENCIES

- A LISTENING:** Listening to quiz programmes
- B SPEAKING:** Discussing construction
- C READING:** Comprehending a passage on civil engineering
Understanding blue-prints/plans for construction
- D WRITING:** Writing a technical manual/flow-chart
- E VOCABULARY:** Using words related to Engineering in
relevant spoken/written contexts
- F EXTENSIVE READING:** Reading poems related to
Engineering for appreciation

A. Listening

What are the major feats of engineering that you know of? (e.g. Walls – Tunnels – Bridges – Roads - Railways, etc.) Discuss with your partner. Then share your information with your class.

Task: Listen to a Quiz Master asking questions about some of the ‘holes’ that man has made in the ground. These are counted among his greatest feats of engineering. As you listen, fill in the information in the spaces provided. (This is only part of a quiz.)

Feats of Engineering

- 1 The world’s deepest open mine is
- 2 The deepest water well is It is in the USA.
- 3 The deepest mine in the world is called and it is in
- 4 Almost all the deeper mines are mines.
- 5 Poland has the in the world. It is the Warsaw
- 6 When we say that the Kolar Mines has run dry, it means that
- 7 The deepest drilling to a depth of feet was done in the

After you check your answers with your teacher, share any other similar statistical information you have with your class.

B. Speaking

Read the following advertisement for a Do-It-Yourself Canopy.

‘Do – It – Yourself’ Canopy

Build an extension to your home - a car-port, a covered play-area, or a place to dry your washing when it is raining! ... Up to 10ft high! Made entirely of treated rubber wood and galvanised steel with white poly-urethane finish, Green or Yellow PVC sheets for the roof. Posts, frame brackets, gutter and drain pipe all supplied.

A complete Do – It – Yourself – kit for only Rs. 8000/-
Contact: Shaik Maistry at 28765482 / 98765-43210

Task 1: Susai, has bought a kit and is trying to build an extension to his house. Venu has agreed to help him. Role-play the dialogue given below after you have read it a few times.

- Venu : Have you got all the equipment? Let’s check screw-driver, spanner, drill and drill bits.
- Susai: (*checking material*) a plumb line, ladder, a marking out tool, a chisel, a hammer, a spade, a measuring tape and the Kit. Yes, all here.
- Venu : (*instructing Susai, after reading from the manual*) Lay out the main frame on the ground, first.
- Susai : OK. Now, I mark the positions for all the posts on the ground.
- Venu : Pass me the spade, Susai. We have to dig the holes for the posts.
- Susai : (*after digging and making the holes*) Now that’s done, let us fix the posts in the holes.
- Venu : OK, here are the posts. Now, ... er ... (*reading*) ... mark the holes for the wall-plate screws.
- Susai : Right! Pass me the drill. Let me drill the holes for the wall-plate screws.
- Venu : Here Susai, let me do this now. Er mmm ... OK wall-plate is screwed to the wall now.

Susai : Now comes the tricky part - fixing the main beam to the top of the posts. Venu, pass me the hammer.

Venu : I'll help you Ahhhhh-Ouch!!—hey—careful!..... There that's done!

Susai : What is next? Just read from that manual, Venu.

Venu : (*reading*) Fix the cross members between the wall-plate and the main beam.

Susai : Fine! Let's do that. Help me with the beam. All right That's in place. What is next?

Venu : Now we fix the purlins in position.

Susai : Great work! This is exhausting work! Now for the final bit.

Venu : (*wiping perspiration*) Phew! Let's place the roofing sheets on top. Just pass them to me. This is hot work, Susai!

Susai : Fix the roofing sheets to the frame and the purlins. Finally, the gutter and the drain pipe. Slowly Slowly ... you don't want me to drop it!

Venu : Good work, Susai! Now you have a shaded area to park your new car! I think we deserve a long cool drink let's sit here and have one!

Task 2: *You want to remodel two windows of your room. You want to replace them with a French window and a bay window. Using the information below, write down the discussion you have with your parents.*

You:	with French windows can use as sit-out more light / air, etc.	with bay window more seating for friends always wanted one cosy place to read
-------------	---	--

Father: expensive
could use more chairs
son will go away to college soon

Mother: French windows unsafe
Too much expenses as it is, with college fee, etc.

Remember: Use the language of 'persuasion'.
e.g. Please, could we could I, etc.

C. Reading

Read the following text about bridges:

Spanning the gap

The world's first bridge was probably built by an inquisitive member of some prehistoric tribe who put a tree-trunk across a stream to find out what was on the other side.

Today there are four main types of bridges - rigid beam bridges which are based on the idea of simply putting a beam or plank across a stream; cantilever bridges, where two beams are used, one extending from each bank; suspension bridges consisting of steel cables strung between high towers, with a roadway below and the arch bridge, in which one or several arches are the main support.

The earliest bridges were built from whatever material was at hand - stone, tree trunks or vines. They were useful for crossing narrow stretches of water.

The Romans made a great advance in bridge building, by using the arch. They built hundreds of stone arch bridges throughout the empire.

The use of metal in bridge building was another great breakthrough. The 'Iron bridge', built in 1779 over the River Severn in England, is the oldest cast-iron bridge still standing.

The Humber Bridge in England is the world's longest suspension bridge with a main span of 1,410 metres. The bridge is made of giant steel cables strung over 163 metre high concrete

towers. The concrete towers are hollow. Inside are lifts that carry engineers to the top, to carry out cable inspection.

The Sydney Harbour Bridge in Australia is 48 metres in width – the widest in the world. It has eight lanes of traffic and two overhead railway lines. Built in 1932, the bridge is a familiar part of the Sydney skyline and is fondly called the ‘old coat hanger’.

The longest steel arch bridge in the world is the New River Gorge Bridge in West Virginia in the USA. It has a span of 518 metres. The bridge completed in 1977, took just three years to build. Sections of steel arch, weighing up to 86 tonnes, were lifted into place with special cranes.

- ‘Building Wonders of the World’
Patricia Bahree (Macdonald & Co.1982)

Task 1: Prepare a flow-chart, to show the history of bridges:

Pre historic times to Bridges today

Task 2: Name three of the world famous bridges and say why they are famous.

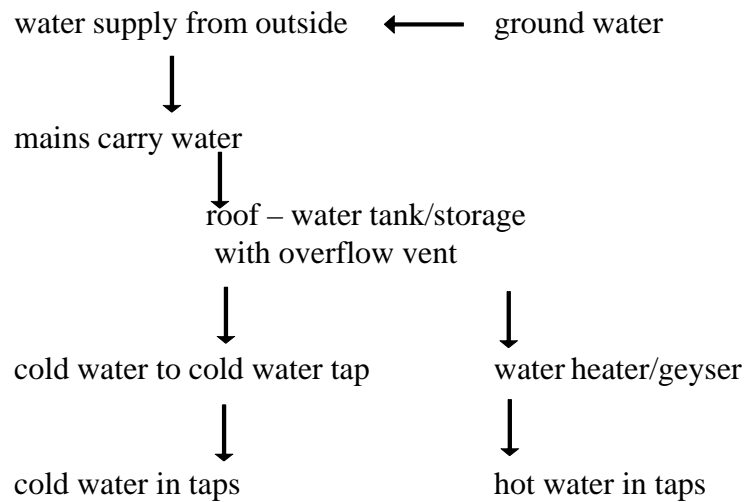
Task 3: Work in pairs. Four main types of bridges have been mentioned in the passage. Name them. Then say how they are different from each other. If you don’t know, refer to an encyclopaedia / your teacher / an architect. Draw/collect pictures of different types of bridges.

D. Writing

Task 1: Read the text under ‘Speaking’. When constructing or building any structure you need a plan (called the blue print) and very clear instructions to go with it. Work with a partner and write down a ‘check list’ to help you when you write an instruction manual.

e.g. First make a blue print.
Then
etc.. etc.

Task 2: Study the flow chart given. It shows how hot and cold water is supplied to the bathroom of a house. Then write a step – by – step description of the process. Your description should be clear and concise. (Also give an illustration if you can.)



E. Vocabulary

Task 1: Fill in the blank spaces with the appropriate word from the two given:

1. The lower part of a wall, which is treated differently from the remainder is the (dado / dodo)
2. The parts that project from the wall are called (eves/eaves)
3. A window with a recess or one which projects from the wall is a (bay / boy) window.

4. The rectangular cross section of wood, placed in a building to support load between two points is the (bean / beam).
5. In a building, a vertical support consisting of a base, cylindrical shaft and capital is called a (colon / column).
6. A long member of concrete / steel driven into the ground to provide foundation for the building is called the (pile / piles).

Task 2: What do the following items have in common?

Putty - concrete - bitumen - mortar

How are they used? (Refer to the glossary, if you don't know.)

Task 3: Refer to the glossary and find words that name the different parts of a building. (Find at least five.)

F. Extensive reading

Read the two given poems aloud. Work in pairs. What are the poems about?

GREEK ARCHITECTURE

Not magnitude, not lavishness,
 But Form the Site;
 Not innovating wilfulness,
 But reverence for the archetype.

- Herman Melville

a poem

The lines of the nearest wall
 Diminish in perspective
 Forms become planes
 Planes become lines
 Lines, continuous points,
 And points are nothing far away.....
 The form disappears
 Vacancy flow seamlessly
 From within to without
 In Silence.

Glossary:

amphitheatre	:	oval or circular building without seats rising in tiers round an open arena
aqueduct	:	artificial channel conveying water from its source to its destination
atrium	:	open central hall or court of a Roman house
attic	:	a room in the roof of the house
bay window	:	window which projects from the wall
beam	:	rectangular / square cross section of wood / steel / reinforced concrete, placed in position in a building to support load between points
bitumen	:	tar-like, water proof mixture used in production of asphalt
canopy	:	roofed covering / projecting roof which gives cover over a pavement or entrance
cantilever	:	projecting beam / slab / floor supported at one end only
mortar	:	plastic mix of lime/cement, with sand and water, for joining and bedding bricks, stones, etc.
parapet	:	the low wall built on the top-most moulding of a building, often to hide the roof
patio	:	a courtyard with colonnades for protection from the heat
pile	:	one of the long members of concrete/ steel/ wood driven into the ground to provide foundation for building or to prevent the ground from collapsing
plinth	:	projecting square block at the base of a wall
purlin	:	longitudinal timber / steel / passing between roof trusses and supporting the rafters

putty : plastic material which subsequently hardens, made of whiting and linseed oil, used for glazing and stopping

shaft : the part of a column between its base and its capital

archetype : that which is considered perfect or typical

span : from one end to the other

plane : a flat, level surface

ENGLISH FOR COMPUTERS

COMPETENCIES

A LISTENING: Listening to the latest technological advancements

B SPEAKING: Discussing word processing skills
Interacting at the Internet Café

C READING: Reading and interpreting a manual
Applying literal comprehension

D WRITING: Creating and posting information on a web-site

E VOCABULARY: Using words related to Computers in relevant spoken/written contexts

F EXTENSIVE READING: Reading poems related to Computers for appreciation

A. Listening

Work in pairs. Talk to each other about the latest developments in technology. Share your information with your class.

Task: *Now listen to an expert speaking about some of the latest technological developments. (Your teacher will read it out for you.) Make notes as you listen. Then answer the questions given.*

- | | A | B |
|----------------------------------|-------|-------|
| 1) What item is being described? | | |
| 2) Describe it. | | |
| | | |
| | | |
| 3) What is it used for? | | |
| | | |

Compare your answers with your partner. Refer to your teacher if you have any doubt.

B. Speaking

Task 1: *Work with a partner. How skilled are you with the word processor? Tell each other how to use the various tools.*

I. Read the following dialogue between Manav and his mother. She is doing some work on the computer, but is not very adept at it and often needs his assistance.

- Mother : Manav, do you know how I can move this paragraph?
I need to put it at the end of this page.
- Manav : Yes, I think so. First, you move the mouse to select the text that you want to move like thisThen you go to the Edit menu and choose the Cut command.
- Mother : A....mmm E....dit...then ... Cut.... Like this?
- Manav : Very good, mother! The selected text disappears and goes onto the Clipboard. Next, you find where you

want the text to appear and you click to position the insertion there.

Mother : Okay. I want the text here so I position the cursor here and click. Right?

Manav : Yes – right! Now, choose Paste from the Edit menu, or hold down Command and press V. Finally, check that the text has appeared in the right place.

Mother : Mmm Paste and click. Oh dear what did I do wrong?

Manav : Your cursor shifted when you were clicking! It doesn't matter - Go to Edit again and choose Undo this time. This will reverse your last editing command Now, try again.

Mother : Thanks so much, Manav. You are a patient teacher.

Manav : You are most welcome, Ma. You are a er - quick learner!

Task 2: Working in pairs, role-play the dialogue. You could swap roles, or, change the characters if you don't want to play mother and son.

II. Have you been inside a Cyber Café?

Task 1: Working with a partner list out the things you can do there. Some ideas have been given to start you off:

- check e-mail
- play computer games
- drink coffee
-
-
-
-
-

Task 2: *Write out the three things you would most like to do at a Cyber café. Talk about your choice with your partner.*

Task 3: *Work with a partner. Your partner does not know how to get information from the Web about cyber cafés in India. Help him, using the information given below. Then role-play, taking turns. Interview each other about the cyber café he/she has researched.*

Information (for you)

- activate 'Internet'
- look for 'Cyber café' SEARCH
- you can also use a search engine like 'yahoo.com', or 'google.com'
- explore websites of the Cyber cafés
- choose the cyber café that interests you most
- note down relevant information

Questions your partner could ask:

- What's the name
- Where
- When open
- How much
- What games.....?
- etc., etc.

Task 4: *Discuss which cyber café you prefer - yours or your partner's? Why?*

C. Reading

Task 1: *What is the function of the operating system in a computer? Discuss in groups of four.*

Task 2: *Read the following descriptions of various operating systems, then answer the questions given.*

Operating Systems:

MS DOS: This operating system was developed by Microsoft in 1981. Today it's used in old PC's. Some basic DOS commands include - DIR (shows a list of all the files in a directory), COPY (makes a duplicate of a file), DEL (deletes files).

WINDOWS: Most home PCs use Windows.

With Windows 98, Internet access becomes part of the user interface. The system includes Outlook Express for e-mail, NetMeeting conferencing software, a chat programme and a Web-page editor.

Windows 2000 is designed for business uses.

Windows Millennium is designed for home use. It includes new system safeguards and supports DVD, music players and mobile computers.

Windows XP is an update to all Windows versions, with a new visual design. It's more secure and reliable. It offers support for the latest technologies.

POCKET PC This is developed for handheld computers (or palmtops) that use a stylus or a small keyboard for input.

Mac OS The Mac OS combines the elegance of Macintosh and the power of UNIX. The new Mac OS, offers Internet capabilities, support for Java, and Airport technology for wireless connections.

OS/2 Warp This is the PC world's most technically sophisticated operating system. It provides true multi-tasking, allowing a programme to be divided into 'threads', many of which can run at the same time. Thus, not only can numerous programmes run simultaneously, but one programme can perform numerous tasks at the same time.

UNIX This OS, designed by Bell Laboratories for minicomputers and workshops, has been widely adopted by many corporate installations. From the very first, it was designed to be a multi-tasking System. It is written in C language. Unix is the most commonly used system for advanced CAD programs.

LINUX (Linus Torvalds) Protected under the GNU general public licence, Linux is the open source, cooperatively-developed multi-tasking operating system. Linux is used as a high value, fully functional UNIX workstation for applications ranging from Internet Servers to reliable work group computing.

SOLARIS This is a Unix based operating system developed by Sun Microsystems. It supports multi-processing – many CPUs and processes on a single system. It includes Java technology, which allows Web pages to display animation, play music and interact with information.

Which operating system do the following lines refer to?

1. This is the most secure and reliable version of the **Windows** family
2. This system combines the elegance of Macintosh and the power of UNIX
3. This system was developed for computers that use a stylus
4. This was designed for minicomputers
5. This system is now used in old PCs
6. This system includes new system safeguards and supports DVD, music players and mobile computers
7. This system was designed as a multi-tasking system and is written in C language
8. This system can run not only several programs simultaneously, but also enables each program to perform numerous tasks at the same time

Task 3: *Several Acronyms have been used in the given text. Work with a partner and make a list. Then say what each Acronym stands for. Ask your Computer teacher to help you with the words you don't know.*

D. Writing

Task 1: *Have you ever surfed the Web sites? What are your favourite Web sites? Tell your partner about it.*

Web sites are used to offer services such as e-mail, forums, on-line shopping, etc.

Read the following Web page created by Surya, a student, about herself.

NETSCAPE: STUDENTS HOME PAGE

Welcome to My Web Page

Hi! My name is Surya, I live in Pareli, a small town in Central India. I like music and computers. I can play the sitar. My favourite sports are badminton and swimming. I study at the Public School in Pareli. My favourite subjects are Geography and Science. I have studied English for ten years. I like reading science-fiction books. In the future I would like to be a Scientist.

You can contact me at esuri@satyam.net.in

Task 2: *Now it is your turn. Set up a Web site for your school. In it, give important information about your school. Ask your computer teacher to help you. Use the following ideas to get started.*

Name of the school:

When started:

What kind of school: Primary/ Secondary / Higher secondary

No. of students: boys/girls

Activities: Curricular/ Co-curricular

E. Vocabulary

**Task 1: Complete the sentences by using the appropriate word.
Check your responses with your partner when you have completed. (If you need help, look at the box below.)**

- 1) In order to personalise a standard letter you can use “mail (a technique which consists of combining a database with a document made with a word processor)
- 2) Records can be automatically into any order.
- 3) You can decide how many fields you want to have in a
- 4) Files can easily be by adding new information or deleting the old one.
- 5) A programme can be used to store, organise and retrieve information of any kind.
- 6) The of the records can be designed by the user.
- 7) Each piece of information is given on a separate

database field layout merging record sorted updated

Task 2: How well do you know your Internet vocabulary? Work with a partner and check how many of the given words you know. Your teacher will help you if you do not know any word.

e-mail, Website, database, link, password, e-mail address, surfing Login, Web browser, username, Web search engine, download, Web page, Internet, World Wide Web.

F. Extensive Reading

Read the following poem about a Computer, written by a student. First read the poem aloud, (in groups of three/four).

(Pronounce the words carefully)

‘An Ode to the Spell Checker’

Eye have a spelling checker
It came with my pea sea
It clearly marks four my revue
Miss Steaks eye kin knot sea
Eye strike a key and type a word
And weight four it two say
Weather eye am wrong awe write
It shows me strait a way
As soon as a mist ache is maid
It nose bee fore two long
And eye can put the error rite
It’s rare lea ever wrong
Eye have run this poem threw it
Eye am shore your pleased two no
It’s letter perfect awl the weigh
My checker tolled me sew!

Did you enjoy reading the poem aloud?

Read independently and write down examples of the lines that rhyme.

Re-write the poem as if you were writing it.

Glossary:

- Cyber café : a place where one can browse the Internet, check/send e-mail, play video games, etc.; a Net café
- animation : moving pictures
- surfing : browsing through the web-sites on the Internet
- download : to copy or move programs or information into a computer’s memory

hybrid : anything that is a mixture of two very different things

virtual reality : a set of images or sounds produced by a computer which seem to represent a place or a situation in which a person experiencing it can take part

simulation : a model of a problem or course of events

propelled : caused to move forwards

ENGLISH FOR BUSINESS AND COMMERCE

COMPETENCIES

A LISTENING: Listening to stock trends

B SPEAKING: Discussing brands/manufacturers

Interacting with telemarketing personnel

Interacting with a company MD/Manager on behalf of a Market

Research Bureau

C READING: Applying literal comprehension

Skimming

D WRITING: Preparing a write-up about a business
establishment

E VOCABULARY: Using words related to Business and
Commerce in relevant spoken/written contexts

F EXTENSIVE READING: Reading poems on Business and
Commerce for appreciation

A. Listening

Change is typical of Nature. Weather is changeable, moods are changeable, Where else could change be more evident than in the stock market where men become bulls, bears, stags and lame ducks.

Task 1: *Listen to some excerpts from stock analysis reports from the newspaper. The teacher will read them. Listen carefully. As you listen, complete the following headlines and match them with the reports:*

(The teacher reads)

- A. Sensex gains 36 points
- B., stocks shine in a dull market
- C. Govt. grants freedom to fix fuel prices
- D. suffer setback

Task 2: *The teacher will read the stock analysis reports again. Listen carefully. As you listen, fill in the blanks given below:*

(The teacher reads)

1. Banking shares suffered on the Bombay Stock Exchange today due to selling.
2. The Sensex 4973.88 and a high of 5041.19.
3. The market ended fractionally lower in activity amidst alternate of buying and selling by foreign institutional investors.
4. Oil PSUs smartly and scored gains as the decision to allow state-run oil companies to fix petrol and diesel prices within a narrow was in the interest of the sector.

Glossary

- holding - something owned such as shares in a company, or buildings or land which is looked after and owned or rented
- hogged the limelight - draw more than one's share of attention
- rally - to return to a better condition

B. Speaking

*And whatsoever Adam called every living creature,
that was the **name** thereof.*

If there is one thing that every individual takes pride in it is one's name – be it the name in full, in its clipped or diminutive form – 'My name is My name'. A name doesn't end with you and me, with a pet or with a place. 'Everything' has a name. Beginning from food products, clothing, electrical gadgets, household utilities, cosmetics, stationery, footwear, Mind you what we are referring to is not the mere common noun, but the proper noun.

In these days of consumerism, unless one knows enough brand names/labels one would be a Rip Van Winkle.

*What's in a name? That which we call a rose
By any other name would smell as sweet;
- Shakespeare, 'Romeo and Juliet'*

I. Read the following conversations:

A: Would you like to try Van Heusen, Louise Philippe, Peter England, John Players, S. Kumar's, Vimal?

B: I'd just like to try a size 42 shirt, please. Something of moderate price.

.....

A: You can take a look at Samsung. In fact Onida should be better. It could make your neighbour envy you. You can think

about BPL too. How about Philips? And don't forget LG and Sony.

B: (Looks around silently)

A: What exactly do you want?

B: A TV.

.....

A: Gosh! I forgot to bring water.

B: Doesn't matter I can get you a water sachet.

A: No! No! No! I don't want that. Get me a Bisleri pet bottle.

B: What if it isn't available?

A: It should be. Otherwise, try Kinley, Aquafina, Team See that it is cold. Oh my! I also left behind our dinner packets. Pick up something from Planet Yumm. Maybe a couple of Marry Brown burgers or Domino's Pizzas or even Saravana Special Dinner Thali. Also get me a Revlon lipstick 201 Cherry Red – if it isn't available Lakme Forest Fire 207. Wait a minute I've left behind my mobile recharge card too. Get a 540 Aircel recharge card. Remember, Aircel not Airtel. Yours is Airtel, mine is Aircel. Get back soon, the train leaves in 40 minutes.

B: (*thinks*) How I wish I had spent my honeymoon at home!

(*B returns after 38 minutes*)

A: What took you so long? You almost missed the train.

B: (*thinks – 'I would have definitely missed the train if I had gone shopping your long list.'*) Well, here's a bottle of boiled water from our refrigerator, here's the dinner that you'd left behind, here's your Revlon whatever it is, the Aircel card that you'd bought and here I am all in one piece and on time.

Task 1: In each of the three pieces of conversation above, who is A and who is B? Where does each conversation take place?

Task 2: Practise the above conversations taking turns. You can add more brand names for more products.

Task 3: You are planning to buy a two-wheeler. Discuss the different makes and models with a friend before deciding to buy.

II. The following is a conversation between a tele-marketing personnel (TM) and a prospective client (PC):

TM : Hello! Good morning! This is Mr. Alex Graham from Bell Resorts. I would like to let you know about our special scheme.

PC : Excuse me. But you know, I'm a little busy.

TM : Could you just spare two minutes? I won't take much of your time, Ma'am. This is a special offer for college students as part of friendship day celebrations. You can enjoy a free holiday with your friends.

PC : I see. That sounds interesting. How many friends can I bring along?

TM : Well, you can bring along two friends.

PC : What's the duration of this holiday package?

TM : Five days and four nights. It costs Rs.12,000/- for a family of four. This includes food, stay and sight-seeing.

PC : Wait, wait, waityou said it costs Rs.12,000/- for a family of four?

TM : Oh! Didn't I mention it? This is a family cum friends holiday. You pay for your family and your friends can come along for free.

PC : But you didn't mention it earlier. Anyway, where is this resort? And where do we get to sight-see?

TM : It's a package tour to all the ancient temples in Madurai, Kancheepuram and Thanjavur. Can I register you for this scheme, Ma'am?

PC : Uh no, I may have to think it over.

TM : Shall I call you up again tomorrow?

PC : No I don't think Sorry, there's somebody at the door. Excuse me, I'll have to go. Thank you.

Task: Practise the above conversation taking turns.

III. Alice has taken up a summer job at Curious Market Research Bureau. She meets the manager of 'Wonder looks', a firm manufacturing mirrors:

- Alice : I'm Alice Caroll. I'm on a summer job at Curious Market Research Bureau.
- Manager : Please be seated.
- Alice : Dormouse is planning to introduce a unique printer. Before launching their product, they'd like to have a feel of the field. Can I ask you a few questions in this connection, please?
- Manager : Yes, please proceed.
- Alice : How many printers do you have in your office?
- Manager : We have seven.
- Alice : How many inkjet and how many laser?
- Manager : Three laser and four inkjet.
- Alice : What make do you have right now?
- Manager : Three HP and four Canon.
- Alice : Do you have a printer cum copier cum scanner?
- Manager : Yes, we do have.
- Alice : What about a 4-in-one – printer, scanner, copier and fax?
- Manager : Yes, we do have one of that too.
- Alice : Now this product that Dormouse is launching, is a 6-in-one.
- Manager : What is that?
- Alice : It can print, copy, fax, scan, skim and skip.
- Manager : Skim and skip?
- Alice : Yes. You see, you have a Board meeting in 10 minutes. There's a 40 page report in your system, which has just been mailed to you. You ought to go

through it before the meeting. The skim facility, skims the entire matter, skips all unnecessary /additional details, puts together the overview alone in bullet format and gives you the hard copy – maybe a couple of pages – all in twenty seconds flat. This saves a lot of time, ink and paper. Doesn't that sound interesting?

Manager : Yes, it does.

Alice : Would you like to buy one, when it is launched?

Manager : Yes, we would. But, what would be the cost?

Alice : You could skip that question. It would cost the same as your 4-in-one.

Manager : How sleek would it look?

Alice : Skip that too. It's as sleek as your 'Wonder looks'.

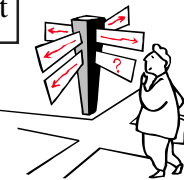
Task 1: Practise the above conversation taking turns.

Task 2: You work for a Market Research Bureau. A herbal company would like to launch a new range of beauty products. Interview a few college students as to whether they would buy it.

C. Reading

I.

Takeaway	Chemist	Hosiery
Exit	Lobby	Eatery
Supermarket	Florist	Optometrist
Cosmetics	Entry	Escalator
Net Café	Parking -Basement	



Task: A shopping mall has come up near your place. You and your friend go there one evening.

1. As soon as you enter, where will you find yourself?
Where will you go when -
2. Your mother has asked you to buy vegetables, a packet of butter, a loaf of bread and a packet of flour.
3. You want to buy nail enamel and kohl pencil for your sister.
4. Your friend wants to buy sunglasses.
5. You want to buy samosas and bhel puri for your brother.
6. Your friend wants to buy medicines for his grandma.
7. Tomorrow being Mother's day, both of you want to buy flowers to surprise both your mom and his.
8. Your friend wants a pair of stockings.
9. Both of you feel hungry.
10. You want to check your mail.
11. You are through with the ground floor and would like to go to the first floor.
12. You want to leave the mall.

II. Task 1: Read the passage that follows and answer the questions given below. Do not read in detail. Skimming through would do:

1. What is the passage about?
2. What product does it talk about?
3. Does it discuss the process of manufacturing, factory set-up, etc?
4. What do the words in bold suggest?

Nestle SA is the largest food company in the world and operated 468 factories in 2001. The company's **transparent business practices, pioneering environment policy** and respect for the fundamental values of different cultures have earned it an enviable place in the 84 countries it operates in. Nestle's activities contribute to and

nurture the sustainable **economic development** of people, communities and nations.

Nestle India is a subsidiary of Nestle SA of Switzerland. With six factories and a large number of co-packers, Nestle India is a vibrant company that provides consumers in India with products of **global standards** and is committed to a **long-term sustainable growth** and **shareholder satisfaction**. The company is today acknowledged amongst India's 'most respected companies' and amongst the 'top wealth creators' of India.

The company **supports various community projects** in education, health and welfare, and infrastructure around its factories. In Moga, Punjab, for example, Nestle invested substantially to establish milk collection centres with cooling tanks, milking machines and provided farmers with training in breeding and feeding practices to increase the yield of their herd. This has helped to improve the quality of milk produced in the region which in turn helped local farmers increase their income. The company has facilitated various initiatives to provide clean drinking water for students of local schools around its factories and also organises projects with the Indian Red Cross which include blood bank services, ambulance services, immunisation and health awareness.

The company also provides scholarships to deserving students in some schools and awards the Nestle scholarships for young business managers in six different management institutes.

Task 2: From the business section of any English daily, skim through the columns on any business establishment, factory, etc. Skim through at least two such pieces.

D. Writing

The Murugappa Group is a well-known Indian conglomerate with diverse activities. The Murugappa Group's varied business interests fall under the following broadly classified business groups:

1. Agri and Allied Businesses
 - Farm Inputs
 - Plantations
 - Sugar
2. Manufacturing
 - Engineering
 - Material Sciences
 - Sanitaryware
3. Services
 - Financial Services
 - IT enabled Services
 - Marketing Services

1. Agri and Allied Businesses

Farm Inputs: The Farm Inputs business group comprises *Coromandel Fertilisers Ltd.* and *Godavari Fertilisers & Chemicals Ltd.* Coromandel has many firsts to its credit and is rated among the top 10 green companies in India.

Plantations: The Plantations business group comprises *Parry Agro Industries Ltd.* (PAI), *New Ambadi Estates Pvt. Ltd.* (NAE), *Kadamane Estates Company* (KDM) and *Parry Nutraceuticals Ltd.* (PNL). The main products are tea, coffee, natural rubber, vanilla and algae based nutritional supplements. PAI cultivates organic tea and vanilla apart from the regular cultivation of these crops. Parry Nutraceuticals brands of the nutritional supplements are *Parry's Spirulina* and *Parry's Natural Beta Carotene*. It has a very strong R

& D team on algal research and has many exciting new algal products in the pipeline ready for launch.

Sugar: The Sugar business group comprises the sugar and bio products division of EID Parry (India) Ltd. The bio-products division is a pioneer in neem based organic pesticide, which is branded as *Neemazal* and has been approved by the USFDA. Apart from the domestic market it is exported to the USA, Europe and Australia. It also produces organic manure from the sugar factory press mud.

2. Manufacturing

Engineering: The companies under this business group are *Tube Investments of India Ltd. (TII)* and *TI Diamond Chain Ltd. (TIDC)*. *Tube Investments of India Ltd.*, a leading Engineering company, is known for its wide variety of products. Tube Investments of India has three SBUs under its fold – *TI Cycles of India*, *Tube Products of India* and *TI Metal Forming*.

TI Cycles manufactures cycles both in the Standard and specials segment and has recently made a foray into the exercisers segment. Hercules and BSA - some of its most popular brands have carved an exclusive niche for themselves, claiming 27% market share of the overall Indian cycles market. It has two manufacturing facilities in Chennai and Nasik which cater to all its needs across the country. *Tube Products of India* commands the largest market share in high-frequency welded (HFW) and precision cold drawn welded (CDW) steel tubes in India and exports a substantial part of its production to countries in Europe, South East Asia and to the SAARC region. *TI Metal Forming* caters to the needs of the automobile sector and supplies door frames to Hyundai Motors and Maruti Udyog Ltd. *TI Diamond Chain* manufactures industrial chains, agricultural chains, engineering class chains, silent chains, timing chains and automotive chains. TI Diamond Chain has a very strong and dedicated in-house R & D team.

Material Sciences: The Material Sciences business group comprises *Carborundum Universal (CUMI)*. CUMI's major business segments are the *Abrasives Division and The Ceramics Division*.

Sanitaryware: The Sanitaryware business group comprises the sanitaryware division of EID Parry (India) Ltd. It has a very strong presence in the premium segment of the Indian Sanitaryware business.

3. Services

Financial Services: The financial services group comprises *Cholamandalam Investment and Finance Company Ltd.* Cholamandalam is a pan Indian, multi-product, multi-company financial services provider. It offers solutions in general insurance, vehicle finance, mutual funds, investment advice, distribution services, stock broking and risk management services.

IT Enabled Services: The Murugappa Group's recent foray into IT Enabled Products is through *Net Access (India) Ltd.* and *Webword Holdings & Management Pvt. Ltd.* Carborundum Universal (CUMI) has a controlling interest in both. Webwords provides IT enabled services for the book publishing industry through its two subsidiaries *Laserwords* and *Apex*. Net Access provides Internet based business solutions including web-based mail and messaging solutions.

Marketing Services: Marketing services has *Ambadi Enterprises, Parry Murray, and Parry & Co. under its fold.* Ambadi and Parry Murray export furnishing fabrics and floor coverings mainly to Europe. Parry & Co. markets flavours, food colours, citric and acetic acid, processed food, industrial adhesives and provides travel and tourism related services through its wing called Parry Travels. Netlon India, a division of Parry & Co. manufactures extruded polymer meshes, insect screens, agri-shading nets and garden fencing kits.

F. Extensive reading

Success, especially success at business and commerce does not involve miracles, easy tasks or for that matter even luck. It means a lot, lot more than that.

Read the following poem and ponder on the above:

LUCK

He worked by day
And toiled by night.
He gave up play
And some delight.
Dry books he read,
New things to learn.
And forged ahead,
Success to earn.
He plodded on with
Faith and pluck;
And when he won,
Men called it luck.

- Anonymous

Glossary:

- conglomerate : a large corporation formed by the merging of separate firms
- algal : of algae
- pesticide : substance for destroying insects and pests
- abrasives : substances capable of polishing or cleaning a hard surface
- subsidiary : controlled by a holding or parent company
- extruded : shaped by forcing through a die

ENGLISH FOR LEGAL PURPOSES

COMPETENCIES

A LISTENING: Listening for specific details

B SPEAKING: Discussing civic sense

Interacting in a moot court

Interacting in a mock parliament

C READING: Scanning affidavits/notices/certificates

Applying interpretive reading and reference reading

Understanding legalese in warranty forms

D WRITING: Preparing the minutes of a meeting with a lawyer

E VOCABULARY: Using words related to law in relevant
spoken/written contexts

F EXTENSIVE READING: Reading poems related to law for
appreciation

A. Listening

The teacher will read a section of an Act. Listen carefully. As you listen, you can take down notes, any new terms, etc.

(The teacher reads)

Answer the following questions:

1. Name the Act, year and section.
2. What does the law concede?
3. What is considered man's property?
4. Give the definition spelt out in the section.
5. State any two of the listed items in the definition.

<p>Liberty is the only thing you can't have unless you give it to others.</p>
--

B. Speaking

I. I, me, myself?

A: Aren't you coming to the poll booth. We've got to vote.

B: Why should I? It doesn't matter to me as to who rules the state or country.

A: You're wrong. It is our duty to exercise our franchise. We will be failing in our duty to ourselves, if we refrain from voting.

.....

A: There's a crowd. Looks like an accident. Come, let's go help.

B: Why invite unnecessary trouble?

A: You're wrong. What will happen if everybody says the same? Imagine what would happen if you were the victim and somebody said this. It's our duty. Come on.

.....

A: Eve-teasing has become a regular affair at this bus depot. We have to do something about this. Let's complain at the nearest police station.

B: It's not our problem. Why should we bother?

A: It is very much our problem. We cannot stand by and be mute spectators. We ought to do our bit in getting rid of these evils.

Task 1: Practise the above conversations taking turns.

Task 2: Form pairs and discuss civic sense, one's obligations and duties as a citizen, etc.

Freedom of speech

When Jean Rousseau was hunted and hounded from one place to another on account of his opinions, Voltaire heard of it and although he did not share Rousseau's views, he invited him to come and live in his home. And when Rousseau finally arrived, Voltaire embraced him and said, "I do not agree with a word you say, but I will fight to the death for your right to say it".

II. A mock trial was held to determine the true authorship of the Shakespearean body of work. Although a mock trial, the judge was a real federal judge, the witnesses were expert witnesses, and counsel were experienced senior trial lawyers. The fourteen-member jury was composed of school headmasters, library directors, lawyers, academics, judges, a journalist and a psychiatrist. The jury found for the Earl of Oxford, four ballots; for William Shakespeare, ten ballots.

Excerpts from the trial:

WILLIAM: I'd like to welcome everyone here this evening for what should be a very interesting time. My name is William. I represent the petitioner. You all are in a court room. You're watching a trial and you're expected to follow proper court room decorum and behaviour. Now let me take a moment to tell you the names of the participants here The judge is the Court Officer is the Court Clerk is The counsel for the Oxfordians is For the man from Stratford's position

..... Now we have a jury. The jury is composed of some very distinguished people and I want to tell you who they are

COURT OFFICER: All rise for the jury. Please be seated.

JUDGE: The petitioner may proceed.

WILLIAM: Thank you, your Honour. May it please the court and members of the jury, I represent the true Shakespeare and I have tonight for you an expert witness from, a professor of Shakespeare, indeed, a Shakespeare scholar for 63 years. Mr. Louis will be my expert witness.

JUDGE: You have one half-hour on direct testimony and a 15-minute cross-examination of each witness. You may proceed.

WILLIAM: Good. Could you tell the court and jury your name, please?

LOUIS: Louis.

WILLIAM: And would you describe briefly the evidence that shows that William Shakespeare of Stratford-on-Avon, who became William Shakespeare of London, was born and raised and was a living being in Stratford-on-Avon?

.....

JUDGE: Mr. Louis, the counsel for the Oxfordians (CO) has some questions for you, so if you could be patient and stay there.

.....

CO: Let's now talk about this fellow from Stratford. I gather he was christened, at least that's what the Church says, as Gulielmus Shackspere. That's correct, is it not?

LOUIS: That's true.

CO: And his father was illiterate. Is that right?

LOUIS: Um, yes, his father was illiterate.

CO: And his daughters were illiterate?

LOUIS: Suzanna could sign her name.

CO: She could sign her name. Could she do any more than sign her name?

LOUIS: No.

CO: Neither could his wife.

LOUIS: No.

CO: So all of these people — father, wife, daughters — were all illiterate in the family of this man who was the greatest writer in the English-speaking world?

.....
.....

JUDGE: Mr. Foreman, Ladies and Gentlemen of the jury, have you reached a verdict?

JURY: Yes we have.

JUDGE: Announce it to the court and to the assemblage.

JURY: The Jury finds as follows. For the Earl of Oxford, four ballots; for William Shakespeare, ten ballots. [applause]

JUDGE: So say you, Mr. Foreman; so say you all, members of the Jury. The verdict is made a record of this case. These proceedings are concluded. [applause]

Note: The above mock trial took place in the USA, where the jury system is prevalent. The jury system is not present in the Indian judicial system now.

A mock trial or moot court is a simulation of an appellate court's proceedings. Two teams examine a legal problem and present arguments for both sides of the case to a group of appellate judges. The judges review the teams' arguments and ask them questions about the case. (It includes opening statements, examination/cross-examination of witnesses, display of evidences, closing statements and the pronouncing of the verdict.)

Task 1: *Practise the above mock trial taking turns. (If possible complete the arguments.)*

Task 2: *Form two teams, choose a judge and argue whether advertisements exploit women and children. One team should represent the ad world, and the other women and children.*

III. Here are a few tips to help you plan a mock parliament in your school:

Order in the House

- Find a room big enough to accommodate all participants.
- Use desks or simply chairs for benches, if possible giving frontbenchers desks and backbenchers chairs.
- Make sure to have a raised speaker's platform and chair.
- Using a slightly extended lunch hour once a week, for the mock parliament allows enough time for government business without completely rearranging the students' (and teachers'!) schedules.
- The speaker is a key player in the proceedings and should be familiar with parliamentary procedure.
- All issues for discussion must be submitted in the form of questions to the Parliamentary Secretary two weeks before the session.
- The questions will be forwarded to the respective Ministers by the Secretaries.
- Finally, make sure to develop a detailed schedule before the mock parliament begins.
- At the beginning of the week before the real session takes place, hold party conventions. Each party signs up members, elects the party leadership (*i.e.* house leader and whip), and selects Cabinet ministers or critics. (Could have ballot papers for the elections.)

The following members could constitute the Parliament:

Prime Minister
Deputy Prime Minister (if necessary)
Speaker (Must)
Minister for Education
Minister for Cultural
Minister for External Affairs
Minister for Environment
Minister for Sports

The teachers could act as the Secretaries/Advisers to the Ministers.

The following could be the format for the submission of questions to be raised during Question hour:

Name of the Member of Parliament: A. Priyanka

Question: Why are Class XI & XII students exempt from participating in the cultural?

Signature

.....

For the Parliamentary Secretary's Office

Received at 8.00 a.m (time) on 22.11.05 (date)

Forwarded to Culturals Minister

Signature

.....

Minister's acknowledgement

Received

Signature

Note: Questions could be - 'Lack of playground facilities', 'Why should uniform be a must?', 'Toilet facilities', 'Quality of food in the hostel canteen,' 'Adequate number of school buses', etc., etc., etc.

All said and done, it's high time we thought of a model parliament, not a mock parliament!

C. Reading

I.

PUBLIC NOTICE

This notice is issued upon the instruction of our clients, M/S Fusion Industrial Minerals Pvt. Ltd., having their office at 2B, II floor, 102, GST Road, Guindy, Chennai 600 032. Ph. 2232 8976 Our clients are the beneficial owners of 30 lakh shares in M/S Fashion Transworld (P) Ltd., having paid the consideration in respect thereof.

The details are set out hereunder:

Reg Folio No.	Certificate Nos.	Distinctive Nos.	No. of Shares of Rs.10/- each
003	011	11284121 - 12284120	10,00,000
003	012	12284121 - 13284120	10,00,000
003	013	13284121 - 14284120	10,00,000

The aforesaid share certificates and the blank transfer deeds were in the custody of the Managing Director. Under coercion and criminal intimidation, the aforesaid certificates and transfer deeds were handed over to Mr. Sethuraman of Sundaram Textiles, 4G, Akshaya, Velachery Main Road, Chennai 600 042, a representative of one Mr.S.Kumar. A Police complaint in relation to the same has been filed and the Police are investigating the same. Mr.S.Kumar is absconding and the share certificates and the transfer deeds have not been traced and are missing.

Any person who has custody of the aforesaid share certificates and the transfer deeds or, has any information relating to the same is hereby called upon to deliver up to, or inform, M/S Fashion Transworld (P) Ltd., 540, MTH Road, Ambattur, Chennai 600 053, Tel. 26584377 within 7 days from the date of publication of this notice. On such failure, the said share certificates and the transfer deeds shall be taken as lost or destroyed and my clients will be entitled to take appropriate steps for obtaining duplicate share certificates in lieu thereof. The Public are hereby warned against dealing in any manner with the aforesaid share certificates and transfer deeds to the prejudice of my clients and no right, title

or interest can be passed in respect of the aforesaid share certificates and transfer deeds to any person who deals with the same.

Singh & Siva

Advocates & Notary

153, Outlaws Street, Chennai 600 001.

Task: Scan the notice and answer the following questions:

1. Who has issued the notice?
2. To whom is the notice addressed to?
3. To whom do the share certificates belong?
4. Who has taken the share certificates? How?
5. Who should be informed, in case the certificates are found?
6. Within how many days should the certificates be found?
7. In the case of the certificates not being found, what will be assumed?

Do you know where such legal notices are issued?

Q. Can you define inheritance? A. Will-gotten gains.
--

II.

SALE DEED

THIS DEED OF SALE MADE AND EXECUTED AT CHENNAI ON THIS 31st DAY OF MARCH 2001 BY:

WEST INDIA INDUSTRIES (MADRAS) PRIVATE LIMITED, incorporated under the Indian Companies Act, 1913 (No.41/39-40) having its Registered Office at No.234, Gold Street, Chennai-3, represented by its constituted Attorney Mr. Tejas D. Maher, son of late Sri Surajlal M. Maher, aged about 34 years, under Registered Power dated 26.06.1996 registered as Document No.212 of 1996 in the office of Sub-Registrar of Royapuram, hereinafter called the “VENDORS”, which term shall wherever the context so permits or requires and wherever it occurs shall mean and include the said Vendors, their Directors for the time being, their present

Directors, their successors-in-office, administrators, executors, assigns and person or persons claiming through, under or in trust for them and the person or persons through whom the Vendors derived the title of the FIRST PART:

TO AND IN FAVOUR OF

- (1) Mrs. HANNAH S RAJ, aged about 55 yrs.,
W/o Mr. S RAJ, and
- (2) Mr. S RAJ, aged about 60 yrs.
S/o Late S Peter,
residing at

71, Eve's Street, Queensland, Chennai 600 013.

hereinafter called the "PURCHASER/S" which term shall wherever the context so permits or requires and wherever it occurs, shall mean and include the said Purchaser/s his/her/their heirs, legal representatives, administrators, executors, assigns and person or persons claiming through under or in trust for them of the OTHER PART:

Task: Answer the following questions:

1. Explain the terms 'VENDORS' and 'PURCHASERS'?
2. What sale deed could this be?
3. Where is this deed registered?
4. What does the term 'IN FAVOUR OF' mean?
5. Is 'West India Industries (Madras) Pvt., Ltd., a registered one?

III. Replacement Warranty

This beetle telephone instrument is warranted for a period of 12 months from date of purchase. Any defective instrument will be repaired or replaced by Bharti Systel Ltd. (hereinafter referred to as 'The Company') at its option free of charge within the period of warranty subject to the following conditions:

1. This warranty card must be duly filled in, stamped & signed by the Dealer.

2. This warranty is not valid for
 - (a) damage resulting from accidents, mishandling, negligence, tampering, unauthorised repair, failure to follow instructions
 - (b) Items not purchased from authorised dealers of the Company.
 - (c) Batteries
3. While the Company or its Authorised Service Dealer will make every effort to carry out repairs or replacement under this warranty as soon as possible it is expressly made clear that the company shall not be held liable for any direct or indirect loss to user, due to delay in providing this service.
4. Claims, if any to this warranty shall be only made before the courts having jurisdiction in New Delhi.

Task: Answer the following questions:

1. What is meant by ‘is warranted for’?
2. What is the period of warranty?
3. State one condition that the warranty is subject to.
4. When is the warranty not valid?
5. What is meant by ‘shall not be held liable for’?

D. Writing

Task: Vimal has had his leg amputated after an accident in the factory where he was working. The factory management has not taken any responsibility, either for the medical expenses or by way of compensation. Vimal has filed a suit against them. He has had his first meeting with the lawyer.

Write the following minutes of his meeting.

Day & Time:	Steps to be taken:
Duration of meeting:	Documents given:
Briefing about the case:	Time of next meeting:
Questions raised:	Issues discussed:
Any other	

E. Vocabulary

Task: Meet a lawyer and learn the meanings of these words. You could also invite a lawyer for a talk in your school, on 'Law as a career'.

extradition, mandamus, quorum, writ, aberration, judgement reserved, pliant, summon, power of attorney, litigation, claimant

F. Extensive Reading

THE LAW FOR THE WOLVES

Now this is the law of the jungle, as old and as true as the sky,
And the wolf that shall keep it may prosper, but the wolf that shall
break it must die.

As the creeper that girdles the tree trunk, the law runneth forward
and back;

For the strength of the pack is the wolf, and the strength of the
wolf is the pack.

Wash daily from nose tip to tail tip; drink deeply, but never too
deep;

And remember the night is for hunting and forget not the day is
for sleep.

The jackal may follow the tiger, but, cub, when thy whiskers are
grown,

Remember the wolf is a hunter—go forth and get food of thy own.

Keep peace with the lords of the jungle, the tiger, the panther,
the bear;

And trouble not Hathi the Silent, and mock not the boar in his lair.

When pack meets with pack in the jungle, and neither will go
from the trail,

Lie down till the leaders have spoken; it may be fair words shall
prevail.

When ye fight with a wolf of the pack ye must fight him alone and
afar,
Lest others take part in the quarrel and the pack is diminished by
war.

The lair of the wolf is his refuge, and where he has made him his
home,
Not even the head wolf may enter, not even the council may
come.

The lair of the wolf is his refuge, but where he has digged it too
plain,
The council shall send him a message, and so he shall change it
again.

If ye kill before midnight, be silent and wake not the woods with
your bay,
Lest ye frighten the deer from the crop and thy brothers go empty
away.

Ye may kill for yourselves, and your mates, and your cubs as they
need and ye can;
But kill not for pleasure of killing, and seven times never kill man.

If ye plunder his kill from a weaker, devour not all in thy pride,
Pack-right is the right of the meanest; so leave him the head and
the hide.

The kill of the pack is the meat of the pack. Ye must eat where it
lies;
And no one may carry away of that meat to his lair, or he dies.

The kill of the wolf is the meat of the wolf. He may do what he
will,
But, till he is given permission, the pack may not eat of that kill.
Lair right is the right of the mother. From all of her years she may
claim

One haunch of each kill for her litter, and none may deny her the same.

Cub right is the right of the yearling. From all of his pack he may claim

Full gorge when the killer has eaten; and none may refuse him the same.

Cave right is the right of the father, to hunt by himself for his own;

He is freed from all calls to the pack. He is judged by the council alone.

Because of his age and his cunning, because of his gripe and his paw,

In all that the law leaveth open the word of the head wolf is law.

Now these are the laws of the jungle, and many and mighty are they;

But the head and the hoof of the law and the haunch and the hump is—Obey!

- *Rudyard Kipling*

Reflect:

Would you agree that ‘the law of the jungle’ is prevailing in our society today?

Glossary:

concede : admit unwillingly or allow
franchise : the right to vote in an election
petitioner : one who requests action from a court of law
intimidation : threat

ENGLISH FOR HUMANITIES

COMPETENCIES

- A LISTENING:** Listening to speeches/talks
- B SPEAKING:** Interacting with personnel at the Archives
 - Interacting with a tour guide
 - Discussing population break-up
- C READING:** Scanning
 - Inferential reading
 - Using critical reading to conclude, deduce, differentiate, etc.
- D WRITING:** Preparing a survey questionnaire
- E VOCABULARY:** Using words related to Humanities in relevant spoken/written contexts
- F EXTENSIVE READING:** Reading poems related to Humanities for appreciation

A. Listening

Listen to an excerpt from a talk on history. Your teacher will read it. You can take notes as you listen.

(The teacher reads)

Task 1: Answer the following questions:

1. Who are the 'philistines' referred to in the talk?
2. Why is Gandhi compared to David?
3. Why does the speaker say, "History to us has been an intangible collective memory of facts, myths and magic"?
4. What is the speaker trying to explain?
5. Do you agree with the speaker?

Task 2: Listen to talks/speeches/lectures on TV/Radio on history, geography, arts, etc., and take notes. Try to listen critically.

History teacher :	Balu! Go to the map and show N America.
Balu :	Here it is.
History teacher :	Good! Now, class! Who discovered America?
Class :	Balu!

B. Speaking

I. Enter a treasure trove and keep your date with history!

- Charithra : I'm working on a project on Indian history – I need to refer to papers on the East India Company, especially on the battle of Plassey and on Robert Clive. Could you tell me where to find the material?
- Booma : Well, my aunt is a professor in history. She often goes to the Tamilnadu Archives & Historical Research Centre.

- Charithra : Could you tell me where it is?
 Booma : Yes. I accompanied her once. It is a red Gothic building on Pantheon Road, Egmore.
 Charithra : Thank you!

Task 1: Complete the following conversation:

At the Archives

- Charithra : Sir, of Class XII. I'm working on a project on Indian history. some material related to the battle of Plassey and on Robert Clive. help me?
 Official : Please come with me. This section has all the material you want. Would you like to read the letters of Robert Clive before and after the capture of Calcutta?
 Charithra : Of course,
 Official : You will find the letters here.
 Charithra : What about papers on the early East India Company? them?
 Official : They are in this stack over here.
 Charithra : Thank you, Sir.

Task 2: Practise the above conversations.

II. Enter Ajanta!

- Tour Guide : The Ajanta Caves is listed on the World Heritage Monuments. The caves portray Buddhist architecture and sculpture in India.
 Joy : How old are these caves?
 Tour Guide : They date back to some period between 200 BC and AD 600. The caves were accidentally discovered in 1819 by a group of British Officers on a hunting expedition.
 Ullasam : What do the paintings and sculptures signify?

- Tour Guide : They illustrate the major events from the life of the Buddha and tales from the 'Jatakas'.
- Joy : What are these scenes?
- Tour Guide : They depict the contemporary court life.
- Ullasam : How many caves are there in all?
- Tour Guide : Thirty.

Task 1: Practise the above conversation taking turns.

Task 2: Choose a place you've visited/like to visit. Gather information about it, if you haven't been there before. Prepare a conversation between you and the tour guide. Practise it.

III.Task : Form pairs/groups and discuss the statistical information given below and its impact.

The **population of India** as at **0:00 hours on 1st March 2001** stood at **1,027,015,247** persons. (**Males:** 531,277,078 **Females:** 495,738,169) With this, India became only the second country in the world after China to cross the one billion mark. India's population rose by 21.34 % between 1991 and 2001. The sex ratio (*i.e.*, number of females per thousand males) of population was 933, rising from 927 as at the 1991 Census. Total literacy rate in India was returned as 65.38%.

As per the **2001 Census: Tamil Nadu Population**

	Total	Male	Female
	62,405,679	31,400,909	31,004,770
Rural	34,921,681	17,531,494	17,390,187
Urban	27,483,998	13,869,415	13,614,583

The data showed that the literacy rate in the State was 73.47 per cent with 82.33 per cent males and 64.55 per cent females being literate. Tamil Nadu continues to maintain the 3rd position behind Kerala and Maharashtra in the overall literacy rate.

As per the **2001 Census: Chennai Population**

Total 42.16 lakh
Density of population: 24,231 persons per square kilometre
Male-Female break-up: 21,61,605 male and 20,54,663 female
Sex Ratio: 951 females to 1,000 males
Literacy: 80.14 % (Male: 84.71 % Female: 75.32 %)

Rodent Population!!
Another Hamelin? Whither Pied the Piper?

MEXICO CITY, OCT. 29. There are some 2,50,000 rats in Atascaderos, a farm village. The authorities wanted to send in up to 700 cats for a frontal attack. But only 50 cats were gathered and some died soon. Attempts to poison had little success. The Mayor offered the equivalent of Rs.18/- for each rodent killed. But the plan had to be withdrawn after concerns were raised that children could be bitten by the rats when trying to kill them so that they could collect the rewards.

C. Reading

I. 'Nalvaravu'



One of the oldest civilisations with rich traditions and abundant natural beauty beckons you.



The **Rock Temples**, the **Western Ghats** and the **waterfalls** are things you cannot afford to miss. So also the travel comforts made possible by **TTDC**.

TAMILNADU is a tourist's paradise. A glorious culture. A rich tapestry of history. A nature's paradise of blue beaches and clear skies. You'll be lost in this enchanting wonderland.



Chennai - Planetarium, Vandalur zoo, Beach resorts, Art gallery	The Gateway to the South
Hogenakkal - Falls	Misty Enchantment
Kancheepuram - Tiruttani, Vellore, Vedanthangal, Elagiri Hills	The City of a Thousand Temples and Silk
Kodaikkandal - Palani, Hill range	Princess of hillstations
Madurai - Alagarkoil, Pazhamudircholai, Thiruparankunram, Thiruvadavur, Tiruvedagam	The Glory of the Pandyas
Mamallapuram - Tirukkalukunram, Crocodile bank	Poetry in Stone
Thanjavur - Thiruvaiyaru, Swamimalai, Tirubuvanam, Darasuram, Kumbakonam, Thiruvarur, Nagapattinam, Velankanni, Nagore, Tirunallaru, Vedaranyam, Kodikkarai (Point Calimere)	The Chola Legacy
Tirunelveli - Tiruchendur, Manappad, Thuthukudi, Panchalamkurichi, Ettaiyapuram, Kazhugumalai, Sankarankovil, Tenkasi, Courtallam, Krishnapuram	The Nine falls
Udagamandalam (Ooty) - Hill station Mudumalai, Coonoor	Queen of Hill Stations
Yercaud - Boat house, Hill station	Jewel of the South

And many, many more

For further details, please contact:

Tamil Nadu Tourism Development Corporation Ltd.,
Tourism Complex, Wallajah Road (Near Kalaiivanar Arangam)
Chennai - 600 002
Ph: 00 - 91 - 44 - 25383333, 25389857, 25360294
Email: ttdc@md3.vsnl.net.in

Task: Scan the above items and answer these questions:

1. What does the abbreviation TTDC stand for?
2. Which picture stands for 'glorious culture'?
3. Where can one find beach resorts?
4. Which place should one visit for waterfalls?
5. Which are the hill-stations?
6. If it is a Hindu religious pilgrimage, where should one visit?
7. Where could one find stone sculptures and carvings?
8. Which place should zoophilists visit?

II. Read these news items:

Death toll mounts in India quake

NEW DELHI, Jan. 26. A severe earthquake rolled across the entire Indian subcontinent on Friday, killing scores of people and injuring hundreds as it rocked buildings in Pakistan, India and Nepal. The 6.9-magnitude quake killed 136 just in India's arid western state of Gujarat.

Moderate earthquake rocks State

By Our Special Correspondent

THIRUVANANTHAPURAM, DEC. 12. An earthquake of moderate intensity rocked Idukki, Kottayam and nearby districts this morning. Widespread damage to houses and other buildings occurred in the two districts. Much of these are in the form of cracks on walls.

Mild tremors were felt in Thiruvananthapuram and several districts north and south of Kottayam at 6.54 a.m. Reports from

Tamil Nadu said the shock was experienced in districts adjoining Idukki. Tremors were felt in Kozhikode district as well.

The Weather Bureau here reported that the shock was of the magnitude of 5.0 on the Richter Scale, the highest to be recorded in Kerala.

NEW DELHI, Oct. 3. Two low intensity earthquakes rattled Kutch region of Gujarat today. Meteorological department sources said here that an earthquake of 4.1 intensity on the Richter Scale was experienced at 2.31 p.m. Its epicentre was 23.5 degrees north latitude and 70.1 degrees east longitude.

CHENNAI, Sept. 25. A 'moderate' earthquake, measuring 5.6 on the Richter scale, shook parts of Tamil Nadu, Karnataka, Andhra Pradesh and Pondicherry around 8.30 tonight. Its epicentre lay 50 km east of Pondicherry, in the Bay of Bengal.

.....

An earthquake is one of the most terrifying phenomena that nature can dish up. We generally think of the ground we stand on as "rock-solid" and completely stable. An earthquake can shatter that perception instantly, and often with extreme violence. An earthquake is a vibration that travels through the earth's crust. Technically, a large truck that rumbles down the street is causing a mini-earthquake, if you feel your house shaking as it goes by, but we tend to think of earthquakes as events that affect a fairly large area, such as an entire city.

Did you know?

We only hear about earthquakes in the news every once in a while, but they are actually an everyday occurrence on our planet. According to the United States Geological Survey, more than three million earthquakes occur every year. That's about 8,000 a day, or one every 11 seconds!

Task: Answer the following questions:

1. What is meant by the following?
(a) 6.9-magnitude (b) magnitude of 5.0
(c) 4.1 intensity (d) measuring 5.6
2. What is the device used to measure the above?
3. What is meant by 'epicentre'?
4. Why is the first New Delhi quake said to be 'severe', whereas the Tiruvananthapuram and Chennai quakes are said to be 'moderate' and the second New Delhi quake said to be 'of low intensity'?
5. What do you infer from the 'Did you know?' box?

III. Did you know?

Chennai's vehicular population touches 11,51,626 of which there are over 8.5 lakh two wheelers alone. The tailpipes of all these spew out 1450 tons of pollutants comprising Particulate Matter, Respirable Dust Particles, Nitrogen Oxide, Sulphur Dioxide, Carbon Monoxide and Lead.

Read the following news item:

Hazardous pollutants envelop T.Nagar

By Our Special Correspondent

CHENNAI July 15. Two of the deadly pollutants breathed in by residents in some city areas were more than twice the permitted limit through a full year, studies of the Tamil Nadu Pollution Control Board (TNPCB) reveal.

Respirable Dust Particles (RDP) and Suspended Particulate Matter (SPM), both linked to serious health problems, were way above the limit in Thyagaraya Nagar, an area facing rising congestion.

Kilpauk and Vallalar Nagar also encountered very high levels of the two pollutants, while Anna Nagar followed next.

Pollutants	Sources	Effects
Carbon Monoxide (CO)	Automobiles, trucks, heavy vehicles, construction and industrial equipment.	Affects the oxygenation of tissues. It causes headaches, and decreased mental alertness.
Lead (Pb)	Leaded Petrol	Brain damage and kidney damage. Children exposed to this pollutant often acquire learning disabilities.
Nitrogen Oxides (NO _x)	Automobiles	Respiratory infections and lung damage. Retards the growth of plants. Reacts with certain atmospheric elements to form acid rain.
Ozone (O ₃)	Formed when NO _x and organic compounds react in the presence of sunlight.	Irritates the nose and throat, and causes headaches. It also damages vegetation.
Particulate Matter	Caused by the incomplete combustion of any fuel.	Causes respiratory disorders and lung damage. It is also a suspected carcinogen.
Sulphur Dioxide (SO ₂)	Produced when fossil fuels are burnt.	Causes lung diseases and breathing problems for asthmatics. It also forms acid rain.
Volatile Organic Compounds	Produced by automobiles and the use of solvents.	Respiratory disorders and carcinogenic effects caused by benzene.

Task 1: Answer the following questions:

1. What do the news item, 'Did you know?' snippet and the table convey?
2. What are the probable solutions to this problem?
 - (a) banning all vehicles
 - (b) wearing masks
 - (c) evacuating Chennai
 - (d) any other (please specify)

Task 2: Read news items / articles on dumping of toxic wastes, oil slicks, air / noise / water pollution, etc., from newspapers / magazines. Analyse what you could do, on your part, to solve these problems.

D. Writing

You must have come across a number of surveys in newspapers and magazines – How often do you watch TV? Which programmes do you watch? Do you watch commercials?/ How often do you eat out? What's your favourite dish? Which is your favourite cuisine?/ Do you drive a two-wheeler? Do you wear a helmet? etc., etc., etc. These are all, in a way, social surveys, though not strictly in the sense of the term. Social surveys generally study people's problems, attitudes, etc. They help arrive at generalisations. In order to undertake a survey the main tool is a questionnaire.

How do you prepare a survey questionnaire?

- keep in mind the problem/topic and the target group
- discuss with as many people as possible on the topic
- read related literature (articles, similar surveys, etc., on the topic)
- try to be exhaustive
- use simple, precise language

- ✱ ensure accuracy in eliciting the answers; let there not be scope for ambiguity
- ✱ let the questions be objective without any bias
- ✱ let the questions be such that scoring would be easy
- ✱ let not the questions be too personal
- ✱ ensure confidentiality (the subjects' names should be withheld) maintain clarity of ideas
- ✱ give clear instructions on how to fill the questionnaire

Task: As a class, complete the following questionnaire on students' reading, focussing on the Harry Potter series. After framing the questionnaire, make copies and distribute to students of Std. XI and XII in your school and get their responses. With the help of your teacher, segregate the responses into girls/boys (if it is applicable in your school). Display the results of the survey in your school notice-board. If possible, with the help of your mathematics teacher attempt a graphic representation. Those of you who are familiar with computers, could key in the data and get the graphs.

Questionnaire on J K Rowling's Harry Potter series

Class:

Gender:

Instruction: Circle Yes or No, against each question. You need not write your name. Please be honest in your answers. This questionnaire is for survey purposes alone.

- | | |
|--|--------|
| 1. Do you read books other than your school books? | Yes/No |
| 2. Are you a member of a local library? | Yes/No |
| 3. Have you heard of the author J K Rowling? | Yes/No |
| 4. Have you heard of Harry Potter? | Yes/No |
| 5. Have you read any Harry Potter book? | Yes/No |

Add a few more questions. Include titles, characters, places, etc., of Harry Potter books, how many times a particular book has been read, whether they liked that particular book, whether they like the whole series, whether they have read all the books in the series (if not how many, include another column for response here), do you own any Harry Potter book (if yes, how many), was Harry Potter gifted to you, would you like to receive it as a gift, do you think the books are too expensive, etc., etc.

I have leaves, I'm not a plant; I have a spine, I'm not human; I'm black, I'm not the night; I'm white, I'm not daylight; Tell me please, Who am I?

E. Vocabulary

Task: Read at least one book (fiction, biography, travelogue, etc.), a couple of magazines and a week's supplementary sections from an English daily. Refer to the dictionary for the meanings of unfamiliar words.

F. Extensive Reading

THROWING A TREE

The two executioners stalk over the knolls,
Bearing two axes with heavy heads shining and wide,
And a long limp two-handled saw toothed for cutting great boles,
And so they approach the proud tree that bears the death-mark on
its side.
Jackets doffed they swing axes and chop away just above ground
And the chips fly about and lie white on the moss and fallen
leaves;
Till a broad deep gash in the bark is hewn all the way round,
And one of them tries to hook upward a rope, which at last he
achieves.

The saw then begins, till the top of the tall giant shivers;
The shivers are seen to grow greater each cut than before:
They edge out the saw, tug the rope: but the tree only quivers,
And kneeling and sawing again, they stop back to try pulling once
more.

Then, lastly, the living mast sways, further sways; with a shout
Job and Ike rush aside. Reached the end of its long staying powers
The tree crashes downward: it shakes all its neighbours
throughout
And two hundred years' steady growth has been ended in less
than two hours.

- *Thomas Hardy*

Ponder:

1. What does the poem talk about?
2. Who are the two executioners?
3. What is man's relationship with Nature?
4. Should Nature be obeyed?
5. 'And two hundred years' steady growth has been ended in less than two hours.' – Explain.

Glossary:

- myth : a widely held but false belief
Holy Grail : referring to the cup held by Christ at the Last Supper, especially as the object of quests by knights
archives : a collection of historical documents or records
zoophilists : lovers of animals

ENGLISH FOR MASS MEDIA AND JOURNALISM

COMPETENCIES

A LISTENING: Listening to advertisements

B SPEAKING: Interacting with a Radio Jockey

Interacting in a talk-show

C READING: Pronouncing correctly while reading aloud

Reading aloud with expression/emotion – presentation skills

D WRITING: Proof-reading and editing

E VOCABULARY: Using words related to Mass media in
relevant spoken/written contexts

F EXTENSIVE READING: Reading poems related to Mass
media for appreciation

A. Listening

You have seen advertisements on TV/ magazines / newspapers / hoardings, etc. Think of one advertisement that you like and one you don't like. What are the reasons for you liking the one and not liking the other? Working in pairs, tell each other about it.

Task 1: *You will hear four products being advertised. Listen and fill in the details required. After you complete, compare notes with your classmates.*

Name of Company	Product/service	Qualities highlighted
-----------------	-----------------	-----------------------

- 1)
- 2)
- 3)
- 4)

B. Speaking

Task 1: *Read the following dialogue between Suma and her favourite R J (Radio Jockey) Riya. Then role-play it.*

Ring.....a.....ring.....trrrrrnnng...!

- Riya : Good morning! This is Radio Chili Hot! Who's calling?
Suma : Good morning! My name is Suma.
Riya : Hello, Suma! Are you a student?
Suma : Yes, I'm a class XII student.
Riya : So, Suma ... What do you have to say about stray dogs?
Suma : Riya, first I want to say how much I appreciate your programmes, especially, the general discussions you have between playing songs.
Riya : Thank you. Now, listeners! Let's hear what Suma has to say about the problem of stray dogs.

- Suma : About stray dogs – I think most people are cruel to them.
The other day I read an item in the newspaper about stoning stray dogs to death! I think that was barbaric!
- Riya : I agree. So what's your suggestion?
- Suma : I know a girl from my locality, who takes care of them by feeding all stray dogs twice a day. If we can't take care of them like her, I think we should ask the Blue Cross to come and fetch them. They could then be sterilised. Then their numbers could be controlled.
- Riya : Great idea Suma! Thank you for your suggestion.
What song would you like me to play?
"Tra.....la.....la.....la.....la"

Task 2: *Four of your friends have been invited for a talk-show on hobbies, in the programme 'Children – today' on your local radio. Suja, Rishi, Meenu and Bharath prepare for it. You are the compère. Using the information given, role-play the situation:*

(At the radio-station)

Compère: Greets audience - asks the four to speak about their hobbies, asks them questions about their hobbies, concludes the programme.

Suja's hobby is collecting costume dolls:

- large collection
- keeps on shelves in room
- gives knowledge about dress, culture, etc.
- needs care / careful dusting

Rishi's hobby is collecting leaves:

- dries leaves between blotting sheets
- in album
- has three albums in his room
- collects from wherever he goes

- has leaves of all shapes, sizes, colours
- tries to find Botanical names

Meenu's hobby is collecting coins:

- from all parts of the world
- from people who travel, including father
- learns about different units and currency, metal made from, etc.
- compares old and new
- learns history - about rulers - important events

Bharath's hobby is gardening:

- has a patch with many plants
- in flower beds and pots
- knows about different types of soil / manure / seedlings
- has flowers and vegetables
- loves to present them fresh to his parents

Do you have any interests? (Watching TV, reading books, listening to music, etc.) Tell your class about it.

C. Reading

Work in groups of four. Discuss the different types of reading you do. Do you read a newspaper / magazine / manuals / railway timetable, etc.? Do you read them all in the same way? Discuss in your group.

Read the various items given below:

At Chennai Egmore		Dep	Arr
2605/2606	Chennai-Tiruchi Pallavan Exp	1530	1150
2631/2632	Chennai-Tirunelveli Nellai Exp	2100	0600
2637/2638	Chennai-Madurai Pandiyan Exp	2130	0530
6607/6608	Chennai-Egmore Erode Exp	2200	0515

Personal

Hypnomusic therapy for total relaxation, relief of depression, insomnia, etc. By appointment only.
Tel: Smt.N. Kulkarni
289462301

LONG NAILS

We can transform bitten, split or flaking nails permanently.
For appointment
Tel 24536272

Position required

Widow, with young daughter, seeks secretarial position with accommodation.
Write to Box No. L620
The Express Chenglepet

Thugs beat up elderly couple

Police are investigating two vicious attacks on elderly couples in two parts of the city yesterday. Mr. and Mrs. Suri, living in Anna Nagar West were attacked and robbed.

Actor Returns

Actor Ninu Dayal is back after her battle with cancer. Ninu is playing the lead role in C.T.Vasudevan's latest film 'Payal' which was released in the theatres last week. Smiling her characteristic smile, she said at the Press interview, "My doctor has told me to go right ahead."

Task 1: Answer the following questions:

- (i) Where would you find such extracts?
- (ii) What are each of the items about?
- (iii) If you had to be in Bangalore by 1 pm, on Tuesday which train would you take?
- (iv) Which number would you dial for an appointment if you wanted long nails?
- (v) Why is Ms. Ninu Dayal's appearance in a film, making news?

Task 2: *Have you listened to announcements at the station / airport, etc? In pairs, make up a brief announcement. Then say it aloud with the appropriate pronunciation and stress.*

Task 3: *Have you watched the news on TV? Working in groups of six, work on the different aspects that make up a News Bulletin.*

- e.g. (1) the headlines (at the beginning and at the end)
(2) the general news in the country
(3) the International news
(4) sports news
(5) local news
(6) breaking news, if any
(7) Any other

Write down the News and then practise saying it a few times. Then present it to your class.

D. Writing

Proof reading – editing content and language, is an essential part of writing. Before you send any written material, it must be revised thoroughly and all errors corrected (punctuation, spelling, organisation, grammar, etc.). Remember, once it leaves your hands, you cannot retrieve it.

Task 1: *Read the following report. You will notice that it has been written in a hurry. Imagine you are the proof-reader of a newspaper and this material is sent to you. Correct and rewrite it:*

A man was beaten and robbed by two tugs in Parry Street on Wednesday evening. They had followed him into a multi-story car park where he had left his car while shopping. They made off with Rs. 5000/- in cash, leaving the driver bruised and cut. the

victim from Tambarum had just sat in the driving seat when two men wrenched open the door pulled him to the ground punched and steal his walet. The attackers where both between 18 and 20 years Of age of medium height and were wearing dark glases and dark shirts. The other had 3 gold earrings in his left year. One was wore a gold chain around his neck. Anyone with information please contact the local police station.

Task 2: Read the given extracts from a Newspaper page before it has reached the Editor. Make the editor's task easier for him by correcting the errors.

(a) From an interview with a celebrity clown:

Q: Why do you always look so sad?

A: Whenever I'm not smiling, people allways ask me wether I'm feeling depressed, its an awful nuisance because no one can wok round grining on every occasion and i don'tbelieve that basicly other people are any happyer than me. Psycholgists (or do i mean psychiatrists?) would probably say that im lieing to myself but i sincerely believe its true. Although I try to practice smiling in front of the mirror. It doesn't seem to have any affect. My friends say, "Come on, cheer up. Its not that bad!"

(b) Here are a few more items from the 'Masala' page of a local magazine. In his hurry, the Sub-editor has not only made a number of mistakes, but also mixed-up the headings! Rewrite them correctly.

1. Check Out this Nawab

A dog has somewhat diminish the treat of leopards straying out of the Sanjay Gandhi National Park for food. After a series of loepard attack on people, forest officials and local people managed

to nab a few beasts using the dog as a bait. The dog which attracted leopards into a cage is something of a local hero for people around the park.

2. Heroic Bait

The ride on the escalator at metro stations has caught the fancy of delhiites. People young and old throng the stations for a go on the escalator. Even during peak hours many go for a second or a third ride. Meanwhile, the lifts at the station lie deserted.

3. Capital Joy Ride

The nawabs of Lucknow are now kept in small perforated cardboard boxes. What pity for the royalty of Lucknow you think. Not really, for the nawab is the brand name - like Neelam, Banganpalli, HimaamPassaad - of a variety of mango that is packed in swanky little packets for export. The packaging is designed to protect the mangoose from the traumas of the 'indian transport system.

Note: The language used in the above examples may be outlandish, but done with a deliberate design to highlight the importance of proofreading.

E. Vocabulary

Task 1: Match the words in A with their meanings in B:

A	B
Critic	to tell
Sensationalist	a written examination and judgement of a situation / person's work / ideas
Punchline	news article or broadcast which gives information about something that has just happened

Critique	a person who writes and expresses his opinions about things
To inform	usually the last sentence or phrase which gives a joke / story it's humour
A report	news reports that present facts in a way that makes them seem worse or more shocking than they really are

Task 2: Think of other words that the media uses e.g. deadlines. Work with a partner and compile a list for your scrapbook. Also find their meanings.

F. Extensive reading

Read the two poems aloud. Both poems are about the poets' experience with mass media.

'My poetry speaks of life'

My poetry speaks of life
 And sometimes life isn't pretty
 In life we encounter the beautiful, the ugly,
 The joyful and the sorrowful.

- Armando Ibanez

From 'The Mass Media War'

Late night's haze, minds dull glaze
 Is excited by the tube's war craze!
 Fighting shy, I crave for more
 Front row coverage of this mass media war.

Imbedded journalist, pundits – all the press corps seek
 Surrealistic, sensational and emotional peaks

Achieving success by reporting death destruction, and gore,
Risking body and soul to bring us this mass media war

Are our leaders saving us from mass destruction?
Or feeding the greed of crude oils corruption?
To more hate and terror are we opening the door?
When they drop leaflets and bombs in this mass media war.

So, I sit and think, pondering evil and good
Disturbing possibilities of what would, could or should?
I pray with my whole mind and soul's inner core,
For peace, love and forgiveness of this mass media war.

- *John Kelly*

Can you relate the poems with what you have been reading in the newspaper? Discuss in groups.

Glossary:

- barbaric : extremely cruel and unpleasant
- flaking : coming off in small thin pieces from a layered surface
- semi conductor : a material which allows electricity to move through it more easily when its temperature increases
- multi lingual : able to use more than two languages for communication

ENGLISH FOR ACADEMIC PURPOSES – WITHIN THE CLASS ROOM

COMPETENCIES

- A LISTENING:** Listening to a Radio/TV programme and taking notes

- B SPEAKING:** Participating in conferences / meetings, raising issues, suggestions, solutions, discussions, etc.
Making presentations

- C READING:** Interpreting what is read
Increasing reading speed

- D WRITING:** Writing bibliography and references
Interpreting non-verbal data

A. Listening

A valuable skill for students to develop is to be able to take notes from a speaker and a recorded or live TV/Radio programme. This is a difficult skill for two reasons. First you cannot go back over a speaker's lecture in a way you can with a written passage. Secondly, many speakers/lecturers do not organise their lecture in as helpful and logical a way as writers arrange their materials.

Given below are 10 steps for effective note taking:

STEP 1:

Take and keep notes in a large, loose-leaf notebook; use only one side of the paper.

STEP 2:

Sit close to the source, if it could be helped. There are fewer distractions and it is easier to hear, see and attend to important material.

STEP 3:

Be selective; don't try and write down everything you hear verbatim; you won't have time.

STEP 4:

Write legibly and use abbreviations (use abbreviations of your own invention when possible) (*e.g.* ~ = approximately, + = and, ref = reference, vs = versus) and acronyms to save time when writing.

STEP 5:

Record notes in paragraph form; skip lines to show end of ideas or thoughts.

STEP 6:

Capture general ideas, not illustrative ideas; spend more time listening and attempt to take down the main points.

STEP 7:

Listen for cues: transition from one point to the next, repetition of points for emphasis, changes in voice inflections, enumeration of a series of points, etc.

STEP 8:

Review or read through your notes and make it more legible if necessary.

STEP 9:

Develop and use a standard method of note-taking including punctuation, abbreviations, margins, etc.

STEP 10:

Jot down ideas or key words. (REDUCE) You will have to spend a little time re-organising and correcting your notes while you can still remember the lecture/talk; re-read the ideas and reflect in your own words.

Task 1: Listening for the main idea - Listen to the teacher read out a portion of the narration from a TV programme. Try and identify the overall idea expressed in the passage. Jot it down in your notebooks.

(The teacher reads)

A. This passage is about

.....

Note : The teacher reads the passage again for each of the following tasks.

Task 2: Listening for details - Listen for groups of words and phrases that are important for understanding the context of the passage and their relevance; then match the words or phrases in Col. A with its synonym in Col. B

Col. A

1. population growth
2. economic activity
3. industrial scale
4. urbanisation
5. consumption
6. irrigation

Col. B

- famine
- type of weather
- chopping down of trees in forests
- money-making activity
- environmental balance
- increase in the number of people

- | | |
|------------------|---|
| 7. deforestation | manufacturing of goods to a large extent |
| 8. ecosystem | water used for farming |
| 9. climate | use or utilisation of materials |
| 10. drought | housing or residential development and growth |

Task 3: Listening for specific information –

While listening to the passage -

A. Note down the words in the passage that mean -

- | | |
|-----------------------|---|
| 1. reduction | : |
| 2. use | : |
| 3. hold | : |
| 4. irregular | : |
| 5. expected | : |
| 6. drop | : |
| 7. cutting down trees | : |

B. Fill in the blanks in the following sentences –

1. The reasons for the depletion of water resources are to understand.
2. Population and the spread of activity on an industrial scale have led to a dramatic in the demand forwater.
3. The rapid spread of has changed the patterns of consumption.
4. The need to increase the area of productive land has caused for irrigation.
5. Another “key” factor isThen, there are the effects ofchange.
6.patterns are becoming more erratic, with in some places matched by severe in others.

7. Without any reduction ofemissions, annual is projected to decline by 10 to% by 2100.

Task 4: Post-Listening -

A. Compare your notes and discuss what you have understood in pairs or small groups.

B. Pairs of students can write a summary of the main points. Then compare summaries to check if all the main points have been covered.

C. In groups make a list of comprehension questions to ask each other.

D. Make a list in your notebooks of any new vocabulary you feel is useful.

E. As homework listen to a TV or radio programme and take down notes on the given guidelines. Present to class the next day.

B. Speaking

I. Participating in conferences / meetings

It is necessary to develop certain cooperative skills to function successfully as members of a group or team when participating in a meeting or seminar. You need to practice communication techniques and interactive behaviour because the most effective teams spend time “working” on their team as well as working on the project they have been assigned.

Meetings need to have three defined roles:

- The **Facilitator** helps the group achieve their goals, guides the process of the meeting and creates an environment for open discussion.
- The **Recorder** records what happens in a meeting on newsprint, stays neutral and captures distinct ideas.

- Group **Members** contribute ideas, make sure the recorder writes down ideas correctly, state concerns openly, encourage participation of other group members and share the power of decision making.

The Principles of a Successful Meeting are:

- **Shared Responsibility** - everyone in the meeting should play an active role in making the meeting a success.
- **Collaborative Attitude** - It is the mind-set that guides individuals to act in a cooperative manner. It is the realisation that it is important to take time to get everyone on board - going slow to go fast.
- **Strategic Thinking** - The process of selecting an appropriate course of action during a meeting.

Some methods help create a productive environment for team cooperation and collaboration. These include,

Preventions - actions used before or during a discussion to keep the group focussed and

Interventions - actions used during a meeting to help get the team refocussed.

At the end of the meeting, the process by which we reflect on an experience and come to conclusions based on that experience is called 'closure' or 'debriefing'. This is when much of the learning takes place. This involves asking questions which allows members of the group to think through an experience from beginning to end. It is another way of making observations about group processes and applying what is learned to new situations.

Task 1:

- Three managers are holding a meeting. Put the sentences in the box into the correct spaces to complete the conversation.*

b. Find out the meanings of the words and phrases that have been highlighted in the conversation.

- a. Are we sure it would save money?
- b. Yes, I am.
- c. That's true. We can't expect long-term commitment from people who have short-term contracts.
- d. That's a good point. Any reaction to that Ramesh?
- e. It wouldn't be right. It would cause disputes.
- f. It's a very good idea. It'd enable us reduce our wage costs.

Rupa : We need to decide whether we should **subcontract** the security work to independent operators. What do you think, Manoj?

Manoj : (1)

Ramesh : Are you suggesting we should make the present security staff **redundant** then?

Manoj : (2)

Rupa : How do you feel about that, Ramesh?

Ramesh : (3)

Manoj : Not in today's **economic climate**. We'd **consult the unions** and we'd try to get our present **staff** taken on by the subcontractors.

Rupa : (4)

Manoj : Yes – and it'd save time as well. We'd be able to **delegate** all the **management tasks** associated with security to the subcontractors. It'd mean we could concentrate on the **core business**.

Rupa : (5)

Ramesh : Yes, I don't like it. It'd be risky to have **security staff** who were not **directly employed** by us. You know how these security **firms** are like. People work for them for a couple of weeks and then disappear.

Rupa : (6)

Ramesh : Exactly. It would be very short-sighted to subcontract this work.

Task 2: You are the senior manager of a large company which employs approximately 400 people. Last year staff absenceism due to stress-related illnesses cost the company Rs.5,85,000. You have a budget of Rs.10,00,000 to spend over the next three years on reducing staff stress levels. You must make a decision during this meeting as the managing director must report your suggestions to the board of directors tomorrow.

Use the following options while discussing:

1. How many employees could benefit
2. The physical and mental health advantages
3. How long the benefits might last

Also include the provisions to be made for implementing the programme -

1. small multi-facility gym
2. swimming pool
3. stress management course
4. on-site doctor, masseur and counsellor
5. subsidised health food in staff canteen
6. flexitime for all workers
7. unwind rooms with comfortable furniture, books, plants, etc.

II. Making Presentations

Speaking in public is an essential skill, be it participating in conferences, seminars, symposiums or meetings. Taking time to prepare and rehearse your presentation will ease the anxiety and the following notes are provided as guidelines to help you.

Planning the Presentation

1. Prepare

The first step in making a really effective presentation is to prepare. As the saying goes, “failing to prepare is preparing to fail.” You will also need to spend some time thinking about the audience. Who will be there? What will their expectations be? What level of knowledge do they possess at the moment, and so on.

2. Structure

Once you know what you want to include in your presentation, you will need to put it into a structure so that you can speak coherently. Your structure will look something like this:

Introduction - Opening courtesies, purpose of the presentation, and an outline. Don't forget to introduce yourself!

Main Body - Go through the main points in a logical and coherent fashion. Back up what you say with supporting facts, and remember to summarise often so people know where you are.

Conclusion - Summarise your main points again and emphasise what you want the audience to remember about your presentation. Thank them for their time.

Questions - This is a compliment, showing that the audience has been paying attention. Admit when you don't know an answer, as you can always get back to them in the future.

Making the Presentation

To make a really effective presentation, you will need to do more than just get the words out in the right order.

- Enthusiasm is essential. Try to smile, and make eye contact with members of the audience as often as possible. Remember, if you look bored, why should anybody else want to listen.

- Never mumble or gabble. Remember to speak slowly and clearly, and keep your voice at a steady pitch. Pause regularly to allow the audience to digest what you have said.
- Short words and simple sentences will have more impact than the long and complicated syntax. Be sure to avoid jargon, too.
- Experienced presenters will use gestures to emphasise their points.
- Convert statistics into charts and graphs wherever possible, and put any lengthy detail into a handout which people can read at their leisure. PowerPoint is a very useful program for using in presentations.

Task 1: Using the following notes and suitable aids, make a short presentation of 1 minute on ‘The Works of Shakespeare.’

Any discussion of William Shakespeare’s life is bound to be loaded with superlatives. The 37 plays, 154 sonnets and miscellaneous verse constitute the literary cornerstone of Western civilisation. Taken individually, several of them are among the world’s finest written works; taken collectively, they establish Shakespeare as the foremost literary talent of his own Elizabethan Age and, even more impressively, as a genius whose creative achievement has never been surpassed in any age.

*Between the early 1590s (**The Comedy of Errors**) and the second decade of the seventeenth century (**The Tempest** written in 1611), Shakespeare composed the most extraordinary body of works in the history of world drama. His works are often divided into periods, moving roughly from comedies to histories to tragedies and then to his final romances capped by a farewell to the stage in **The Tempest**.*

In general, Shakespeare’s work falls into four major periods. The first period, 1590-1594 includes history plays and the early

*farces, **The Comedy of Errors** and **The Taming of the Shrew**, as well as the early romantic comedies, **The Two Gentlemen of Verona** and **Love's Labours Lost**. The second period, 1595-1600, includes additional history plays, the great comedies, and **The Merry Wives of Windsor**. The third period, 1600-1608, is the period of Shakespeare's great tragedies, and his three unusual "problem plays," of which **All's Well That Ends Well** is an example. Even in comedy, Shakespeare seems to be concerned with the darker aspects of the human spirit, and it is only because **All's Well** and its companion piece, **Measure for Measure**, end happily that they are classified as "comedies." There is a great deal of bitterness and near tragedy in both. The final period, 1609-1613, seems totally different in tone from the former works. This is the time when Shakespeare is writing his dramatic romances, represented here by **The Winter's Tale**. The playwright is moving away from his earlier methods and is creating a new, symbolic, and reconciliatory kind of drama which is extremely subtle in its presentation of ideas. These late romances always contain elements of tragedy, but they conclude in reconciliation and, in their almost circular organisation, they seem to represent the repetition and varied occurrences of life itself.*

*The most famous of his comedies were **As You Like It**, **A Midsummer Night's Dream**, **The Taming of the Shrew**, **The Merchant of Venice** and **Twelfth Night**. Of the history plays, portraying the lives of kings and royalty in most human terms, **Henry IV** and **Richard II** were greatly acclaimed. It's in the tragedies that Shakespeare is at his best – they include, **Antony and Cleopatra**, **Hamlet**, **Julius Caesar**, **King Lear**, **Macbeth**, **Othello**, and **Romeo and Juliet**. **The Tempest** and **The Winter's Tale** were Romances. Shakespeare also wrote poetry of which the **Sonnets**, 154 in number, is the most noteworthy.*

Task 2: Collect information on ‘The Great Barrier Reef’ to prepare a 2 minute presentation. Elaborate on the points given below to prepare notes:

The Great Barrier Reef is undisputed as one of the world’s most important natural assets. It is the largest natural feature on earth stretching more than 2,300 km along the northeast coast of Australia from the northern tip of Queensland to just north of Bundaberg...

Task 3: Answer the following questions by going through the extract below. Then make a 3 minute presentation on the information gathered.

1. What is the Jarkov-mammoth?
2. Where was it found?
3. How old was the mammoth?
4. How was the age of the mammoth determined?
5. What was taken to laboratories for analysis?
6. Briefly explain the methods used by scientists to thaw the ice block.
7. How are the expectations of the scientists different from what they are hoping?
8. What are the larger outcomes of the project?

The icy block containing the remains of the so-called Jarkov mammoth was carved out of the permafrost in northern Siberia. In essence, the giant block and other remains constitute a “slice of life” as it was 20,380 years ago, the age of the Jarkov mammoth as established by radiocarbon dating.

Samples of everything from mammoth hair to bone marrow to tiny Pleistocene plants have been taken to laboratories around the world for analysis. Much of the material comes from the original 23-ton block that was airlifted to an ice cave in the town of Khatanga. It still isn’t clear how complete the Jarkov mammoth’s

remains are, as the gradual process of defrosting the giant chunk of permafrost continues. Scientists are using hair dryers in a frozen cave to thaw the block, millimeter by millimeter, and collect everything that doesn't melt. Only a small fraction of the block has been revealed, but mammoth bones, hair and other items have been found. It is still possible that meat or even organs lie farther down, but scientists have seen enough to determine that the mammoth is not as unbroken as they had originally hoped.

However, the project has never been just about a single mammoth; the intent has always been to learn about the animal in its environment, to find out about all the other fauna and flora that existed in the Pleistocene epoch in which it lived.

Task 4: Prepare a 5 minute presentation on any topic of your choice.

C. Reading

The ability to read quickly and accurately is an essential skill. Reading slowly will not improve comprehension because we are interested not in the meanings of separate words but in the meaning of a whole passage or sentence. Accuracy is of great importance if you are studying a scientific document.

I. Interpreting what is read

The following is an extract from an interview given by Indian born American astronaut Kalpana Chawla just before taking off on her final mission. Read through it carefully but as quickly as you can and then try to answer the comprehension questions with as little reference as possible to the passage.

“I was not born for one corner. The whole world is my native land.” So said Seneca, the philosopher. I have felt that connection and stewardship for Earth for as long as I can remember. And not just for Earth, but the whole universe. In summers, while growing

up in India, we often slept in the courtyard under the stars. We gazed dreamily at the Milky Way, and once in a while caught some shooting stars. Times like those gave me the opportunity to wonder and ask all those very basic questions. That sense of awe for the heavens started there. The family and the surrounding community were mostly folks who had come to the area after Partition, most of them without many possessions. You couldn't lose by working hard and everyone seemed to follow that rule. It helped instil the notion that no matter what the circumstances, you could indeed follow your dreams.

The central element of success, in one word – is perseverance. There have been other factors too, like reading and exploring, that have helped widen perspectives and enriched the journey.

My message for Indian children is that material interests are not the only guiding light. It is something you'd enjoy doing in the long run. Take time to figure out how to get there. The quickest way may not necessarily be the best. The journey matters as much as the goal. Listen to the sounds of nature. Wishing you the best on your trek towards your dreams. Take good care of our fragile planet.'

Task 1: Answer the questions by saying whether true (T) or false (F):

1. Kalpana Chawla believed that she was a citizen of the world. (___)
2. She did not feel a sense of responsibility for the Earth and the universe. (___)
3. During winter she slept in the courtyard under the stars. (___)
4. Chawla's fascination with space began when she was in the USA. (___)

5. Chawla's family & surrounding community were very rich people. (___)
6. 'You couldn't lose by working hard', was the rule followed by the community Chawla belonged to. (___)
7. Three things, according to Chawla, led to success – perseverance, reading and exploring. (___)
8. Material prosperity is of prime importance. (___)
9. The quickest way is always the best. (___)
10. For Chawla the goal was more important than the journey. (___)

Task 2: Scan through the passage and find the words whose synonyms are given below:

1. home land:
2. thinker:
3. managing:
4. open space:
5. galaxy:
6. meteor:
7. sense of amazement:
8. separation:
9. belongings:
10. determination:
11. point of view:
12. delicate:

Task 3: Read the passage carefully and answer the following questions in one or two sentences:

1. Which lines tell you that Kalpana Chawla's fascination for space began at an early age?
2. What experience paved the way for a career in NASA?
3. Why was the concept of dreaming important to her?
4. What was the message she had for future generations?
5. What highlights her great sense of responsibility?

II. Increasing reading speed

You can improve your learning power very much by speeding up your reading. It is equally important that you are able to comprehend the meaning of what you are reading. You can lose speed in your reading in three ways:

- By reading one word at a time – You should read in groups of words.
- By going back over what you have read – Your eyes should move steadily forward.
- By moving your lips or tongue while you are reading – Keep your lips closed and your tongue and head still.

Task 1: The following passage has 106 words in it; read it in one minute making sure you are not just automatically reading the words. Make sure you understand what you are reading.

Shelly Mann loved to swim; it came naturally to her. But breaking an Olympic Record was a distant dream, afflicted as she was with severe polio at age 6. But then Shelly was mentally strong. She took up swimming when she was 10 and by the time she was 12 she began competitive training in Washington, DC.

In the early 1950s she won the US National Championship. And by sheer hard work and grit Shelly moved mountains, not just muscle! She set a 1 minute 11 seconds Olympic record in the 100-metres butterfly in the 1956 Olympic Games in Melbourne at the age of 17.

Now answer these questions without looking at the passage:

1. What came naturally to Shelly Mann?
.....
2. What was a distant dream for her?
.....

3. What was she afflicted with?
.....
4. And at what age?
.....
5. Where did she take up competitive training?
.....
6. What record did Shelly set at the age of 17?
.....

Task 2:

1. *Write the most important sentence in the passage.*
2. *Write the least important sentence in the passage.*

Task 3: *Take a passage of about 250 words and read it rapidly within 2 minutes. You could do the same with passages of varying length and time your reading.*

Task 4: (Note to the teacher: Find an interesting text, which you think may appeal to most of your students such as a joke from a magazine, a brochure about Disneyland, or anything that is colourful and fun. Then, type that passage on a page using large margins so that the text itself is not spread from one end to the other but rather it is squeezed up into a thin column. Make enough copies to go around and then grab a pair of scissors as you go to class. Cut along a line so that the last one or two words at the end of each line are cut off. Hand out the papers and ask the students to read the text and try to find the missing word(s) for about five minutes. You can tell them to work in pairs or groups and discuss it. They will engage in a true communicative negotiation while they are attempting to prove to the others that what they have come up with as the answer is correct. After you let them work for a while, you will hear the words they have found. You will be amazed to find out how creative they may become when they shout out words that are not the originals but are quite correct as alternatives.)

D. Writing

I. Writing Bibliography and References

A **bibliography** is a compilation of or a list of information of the works of a specific author or publisher. It could also be a list of writings relating to a given subject: *e.g. a Bibliography of Latin American History*. It is also a list of writings used or considered by an author in preparing a particular work.

The reader must be able to trace the works you have used. Therefore you should add a bibliography in which you provide as much information as possible about the books or articles. The books and articles must be presented in alphabetical order. The items marked * must always be mentioned.

1. Books

*Name of author (if more than 3, give the 1st + “et al.”)

*Title of book (*italics* or underlined)

Name of editor or translator, if any

Number of edition, if other than the first

*Place of publication (if no place is given, write “n.p.”)

*Name of publisher (if no publisher is given, write “n.p.”)

*Date of publication (if no date is given, write “n.d.”)

EXAMPLES:

Cannon, T., *The World of Business*, Chicago: University of Chicago Press, 1989.

Wit, T., et al., *A Study on Recession*, edited by W. Roos, translated by F. Baker, 2nd ed., London: Blackpool Press, 1998.

2. Articles

*Name of author (if unknown, start with the title)

*Title of article (in quotation marks)

*Name of magazine (*italics* or underlined)

*Volume number (if the magazine is issued weekly or monthly)

*Date of issue

EXAMPLES:

Simeonova, V., "The Bulgarian Solution?", *Time* 152, 28 September 1998.

Bush, R., "Agriculture in Jeopardy", *The Middle East* 211, May 1992.

"Getting General Motors Going Again", *The Economist* 323, 2 May 1992.

Example of a book and its entry in a bibliography:

<p style="text-align: center;">Title page</p> <p style="text-align: center;">Bluff Your Way in Publishing</p> <p style="text-align: center;">DOROTHY M. STEWART</p> <p style="text-align: center;">Ravette Limited</p> <p style="text-align: center;">Horsham</p>

<p style="text-align: center;">Imprint Page</p> <p>Published by Ravette Limited 3 Glenside Estate, Star Road, Partridge Green, Horsham, Sussex RH13 8RA Copyright c. The Bluffer's Guides 1987 All rights reserved, including the right of reproduction in whole or in part in any form. Series editor - Anne Tauté Printing and binding - Cox and Wyman Ltd.</p>
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The bibliographic entry for the **example** given will look like this:

Stewart, D. M. *Bluff your way in publishing*. Horsham: Ravette, 1987.

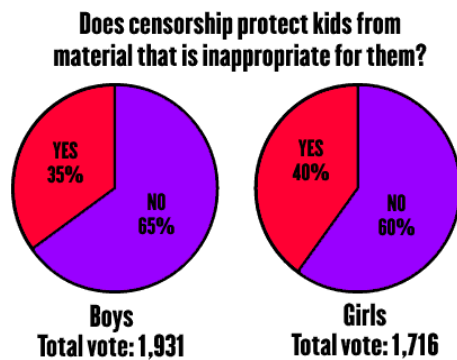
Task: Write a 300 word essay on “Blood Circulation” and make a bibliography of 5 books you read or referred to as shown in the example above.

II. Interpreting non-verbal data

In everyday life very often you will be confronted with information that is not written or is different from the conventional way of representing information, *i.e.* in writing or in speech. This kind of information in the form of graphs, charts, maps, tables and even photographs is called non-verbal data. It is necessary to be able to interpret this kind of data and it calls for a different kind of orientation.

Task 1: Given below are a few examples of non-verbal data. Go through the different diagrams and answer the questions that follow.

The pie chart below is a diagrammatic representation of a study conducted to find out the opinion of children, both boys and girls, on censorship and its effectiveness.



The question asked was: Does censorship protect kids from material that is inappropriate for them?

The total number of boys who took part in the survey was:1,931

The total number of who took part in the survey was:1,716

The percentage of boys who agreed that censorship protects them was: 35%

The percentage of girls who disagreed were:

The percentage of who agreed were:

The percentage of who were: 65%

The boys sample had more respondents than the girls.

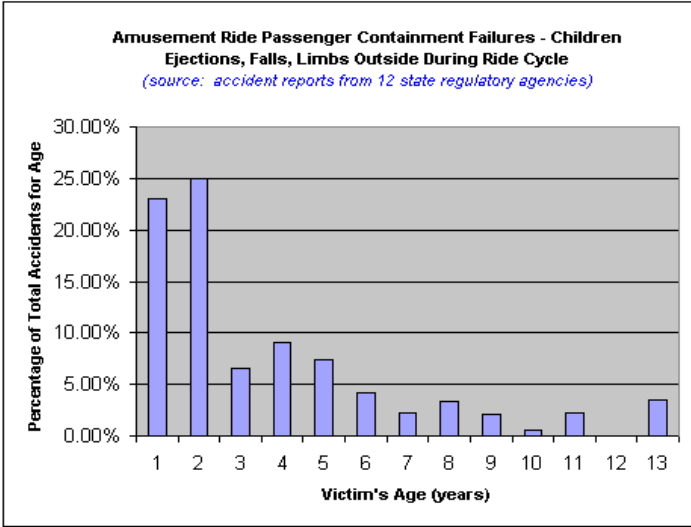
Looking at the percentages what do you think is the final outcome of the survey?

Task 2: Study the following graph and interpret the data represented. Then write a short descriptive passage stating all the relevant information.

Kids Have Pets

Dogs	IIII
Cats	IIII II
Birds	IIII
Turtle	II
Fish	IIII III
Snake	

Task 3: Study the graph below and write 6 statements on the information represented.



ENGLISH FOR ACADEMIC PURPOSES – COMMUNICATIVE GRAMMAR

- UNIT I – Specifying time and place of activities and indicating location of persons, places and things
- UNIT II – Talking about the frequency of an activity / event
- UNIT III – Talking about possibility and capability and asking for and giving permission
- UNIT IV – Talking about compulsion and obligation
- UNIT V – Expressing likes, dislikes and intentions
- UNIT VI – Describing cause-effect relationship / outcome of events
- UNIT VII – Giving the time of actions
- UNIT VIII – Giving / indicating reason and purpose
- UNIT IX – Reporting events
- UNIT X – Highlighting actions carried out

UNIT I

SPECIFYING TIME AND PLACE OF ACTIVITIES AND INDICATING LOCATION OF PERSONS, PLACES AND THINGS

PREPOSITIONS OF TIME, PLACE, LOCATION AND DIRECTION

WARM UP

A ride on a tiger

There was a young lady of Riga
Who went **for** a ride **on** a tiger
They returned **from** the ride
With the lady inside.
And a smile **on** the face **of** the tiger.

- * Do you understand what happened to the lady after the ride?
- * Look at the words (prepositions) in bold. Try to make out the meaning without these prepositions. The meaning is either funny or not clear.

THEME FOCUS

Role-play the following dialogues:

A. : Anand is a student of Physics studying at Presidency College in Chennai. He is interviewed by an officer from a charitable organisation for a scholarship.

Anand : Good morning, Sir.

Officer : Hello, Anand! Good morning, be seated.

Anand : Thank you, Sir.

Officer : Anand, please tell me something about your present studies.

Anand : I am a first year student of M.Sc Physics at Presidency College in Chennai. I was indeed a success at school.
Officer : How about your parents?
Anand : My father works on a farm and my mother in a school.
Officer : OK Anand, say something about your aim in life.
Anand : My aim! I want to become a scientist at the Indian Institute of Science.
Officer : That's fine. Do you know where IISc is?
Anand : It is in Bangalore.
Officer : Where is it located in Bangalore?
Anand : It is on the Tumkur Road.
Officer : Well, how much of financial help do you expect from our charity?
Anand : I'd be grateful to you Sir, if I could get the course fee reimbursed.
Officer : Oh, I see, we'll try to help you.
Anand : Thank you, Sir.

B.

A : Hello, could I speak to Mr. Dinesh?
B : May I know who I am speaking to?
A : I'm his friend Satish.
B : I am afraid he isn't here at the moment. Just a minute!
Yes, here he comes.
Dinesh : Hello, Satish. How are you?
Satish : I'm fine and you?
Dinesh : I'm fine too.
Satish : By the way, where are you now?
Dinesh : I'm in my office at the moment.
Satish : When will you be available at home?
Dinesh : I hope I'll be at home on Friday.
Satish : What time shall I come?
Dinesh : Either in the evening or at night.

GRAMMAR FOCUS

A. Prepositions of place:

My aim is to become a scientist at the IISc	at – IISc as a point
IISc is located in Bangalore	in – within the city
It is on the Tumkur Road	on – as a line such as road
I was a great success at school	at – suggests the period of study
I am a student of Physics at Presidency College in Chennai	at – Presidency College as a point in – within the city
My father works on the farm and my mother in a school.	on – for farm with open space in – for school as an enclosed building

B. Prepositions of time

In this conversation, compare the use of ‘at’, ‘on’ and ‘in’ for time reference.

He isn’t here **at** the moment.

I will be available **on** Friday.

at is used for referring to the time of the day.

e.g. **at** 7 o’ clock

at sunset.

in is used for

(a) longer periods of time

e.g. **in** the middle ages

in the 90’s

in 2004

(b) a time in the future

e.g. I will be back **in** a few minutes

Hari will pick up his studies **in** three months.

on for days and dates

e.g. **on** Monday; **on** my birthday;

on 15th August 2005.

in time / on time

The principal announces to the candidates appearing for the public exam:

“As the examination is very important in your life you all should make it a point to be in time (a little before the scheduled time). You had better avoid coming on time (just at the scheduled time) but never come late.”

C. Preposition of Location

Some of the prepositions of location are between, beside, behind, above, below, etc.

- e.g.*
1. The state of Andhra Pradesh is situated **between** Tamilnadu and Orissa on the East Coast.
 2. Kanyakumari assumes importance because it is a town **beside** the sea on the southern-most tip of land.
 3. When the police was on search operation for the poacher, he suddenly ran from **behind** a tree and disappeared.
 4. As for her studies Nithya is well **above** average in her class.
 5. The BP of the patient is **below** normal; call the doctor.

TASK 1: Pick out the prepositions and say whether each indicates place, time or location.

Shyamala from India writes a letter to her pen friend Miss. Caroline in England.

Dear Caroline,

Thank you for your letter describing your life at school. What a world of difference between your situation in England and mine here!

As you are eager to know about my daily routine, I am writing about it.

In my family as both my parents go to work, life is hectic for everyone here.

My parents get up at 5 in the morning. My mother would be busy cooking in the kitchen and my father reading newspaper till eight. All the three of us leave home around nine. I have to be in the school by half past nine.

At the end of the day all of us return home after six in the evening. My father arrives a bit late. We all can meet only at dinner.

During the exam days I have to be reading throughout the day except those three hours I write the exam. I even burn the midnight oil if I have a lot to read for the next day's exam.

My birthday is on April 4th and the celebration this year will be simple because my brother is not with us. He is in Malaysia at the moment. I think your birthday is in the middle of May. I'll surprise you with a novel gift.

Please write me how you spend your holidays in your country.

Looking forward to your early reply.

With love,
Shyam

TASK 2: Eleven people live in a block of flats. Complete the sentences with on / between / behind / above / below. One is done for you.

1. Mani lives **on** the ground floor.
2. Ragul lives Senthil and Ahamed.
3. Mohamad lives Ragu.
4. Jose lives Ragul.
5. Srinath lives the first floor Ahamed.

TASK 3:*In the following dialogue, fill in the blanks each with one of the following prepositions, appropriate to the context:*

at, in, above, behind, beside and between

A: What day is day after?

B: Day after? Let me check. Where is the calendar?

A: It is the shelf.

B: It is Friday today.

A: Friday? O my goodness! Today is the last day for paying the electricity bill.

B: Shall I go and pay the bill? But I don't know where the electricity office is.

A: Walk down the main road. the signal, turn right, you will see the Hotel Tamilnadu. Just this Hotel you will see the office.

B: I think I have seen this. Is there a theatre the office?

A: Exactly. That is theatre Ramya. In fact, the office is the hotel and the theatre.

B: Give me the bill and the money. I'll be back an hour.

ACTIVITY

Role-play the above dialogue.

UNIT II

TALKING ABOUT THE FREQUENCY OF AN ACTIVITY / EVENT

ADVERBS OF FREQUENCY

WARM UP

Truth always triumphs

Where do you find this slogan?

Choose the correct meaning of this slogan from those given below:

1. Mostly truth wins.
2. Truth often wins.
3. Truth is never defeated.

THEME FOCUS

A. *Read the following dialogue silently. Then role-play it.*

A: Hari, what time do you get up?

B: I normally get up at 6 o' clock but **sometimes** I have to be up by five.

A: Do you practise pranayama in the morning?

B: Of course, I do.

A: How often do you practise in a week?

B: I practise it **everyday** because that gives me the energy for the day. How often do you do?

A: I **never** do it. I must learn how to do it. Will you teach me?

B: Oh, sure.

B. Talking about the frequency of an activity / event.

A QUESTIONNAIRE

Respond to the statements that follow using the adverbs of frequency. Give the corresponding number in the box:

Never	Rarely	Sometimes	Often	Always	
0	1	2	3	4	
1.	I include fruits in my diet everyday.				[]
2.	I drink water just after getting up in the morning.				[]
3.	I eat food items made of cereals and pulses (other than rice)				[]
4.	I eat a quantity of food that fills only half the stomach.				[]
5.	The quantity of vegetable in my daily food is equal to or more than the quantity of rice / wheat stuff.				[]

Add the number in the boxes:

Your food habit is -

- | | |
|--|--------------|
| (i) quite conducive for a healthful living | 15-20 |
| (ii) fairly helpful for your health | 10-15 |
| (iii) needs improvement | Less than 10 |

GRAMMAR FOCUS

Adverbs of indefinite frequency say in an indefinite way how often something happens.

e.g. I **regularly** do pranayama.

Adverbs of indefinite frequency are: usually, normally, regularly, occasionally, never, often, always, seldom, etc.

Adverbs of definite frequency are those that say definitely as to how often something happens.

e.g. Our family attends mass in the church **every week**.

There's another class of adverbs called **degree adverbs**. In the questionnaire in B we use the adverbs **never, rarely, sometimes, often** and **always** for assessing the degree of frequency, if required, by assigning values to them in terms of numbers, (as given above) for some research purposes.

Another class of degree adverbs are **very, too, extremely, quite**, etc., which can be used before adjectives, verbs or other adverbs.

e.g. 1. The students are sad to hear about the fire accident in a school.

How sad are they?

They are **extremely** sad.

e.g. 2. Geetha will get a state rank in the public exam.

Are you sure?

I am **quite** sure.

TASK 1: Match each part of the sentence under A with the appropriate ending under B:

A

Hema goes to temple every Friday

She usually writes well

Ravi has got the first place in sprinting

Harsha often visits the library

As his uncle lives in the US

B

because he was regularly taking practice.

to refer to the encyclopaedia.

to worship Lord Shiva.

but in the public exam she didn't do well.

for watching TV.

he occasionally visits them.

TASK 2: *Here is a family of three, the officer, his wife and his daughter. A representative from the Star Movies Channel, who is taking a survey, interviews the officer on a Sunday. The officer is at home in the evening only on Sundays and Wednesdays but he never likes movies. His daughter, who usually comes home early, is very fond of watching films on Star Movies; so is his wife. But she watches this channel whenever she gets time.*

Taking clues from the above description, fill in the blanks:

- Representative** : Could you tell me whether you watch TV, Sir?
Officer : Yes, I do.
Representative : How often do you watch in a week?
Officer : (twice a week)
Representative : How about your daughter?
Officer : (everyday)
Representative : Which channel does she like?
Officer : She likes Star Movies.
Representative : How do you know?
Officer : (always)
Representative : Do you watch Star Movies too?
Officer : (never)
Representative : Does your wife watch Star Movies?
Officer : Of course, she does.
Representative : How often does she watch?
Officer : (quite often)

ACTIVITY

After checking your answers, role-play the above dialogue.

UNIT III

TALKING ABOUT POSSIBILITY AND CAPABILITY, AND ASKING FOR AND GIVING PERMISSION

MODALS - I

WARM UP

PUN

- 1) The culprit might have been lying in the hospital for weeks together.
- 2) Flying planes could be dangerous.
What is the pun in each statement?

THEME FOCUS

A. *Read the dialogues silently and role-play with a partner:*

Father : How long to wait for your friend? We have only 20 minutes left for the train. He **may** not come.

Son : No Daddy, I've already written to him.

Father : He **might** not have received your letter.

Son : He **must** have received because I wrote to him a week ago. Anyway **can** I speak to him over phone, Daddy?

Father : Yes, you **can**.

B

Student 1 : **May** I come in, Sir?

Teacher : Yes, you **may**. (*to another student*)

Can you recite the whole poem now?

Student 2 : I'm sorry. I **may** not be able to.

Teacher : Why?

Student 2 : I'm afraid I **might** forget in the middle.

Teacher : Never mind. Go ahead.

GRAMMAR FOCUS

The modal auxiliary verbs that are used to denote

- (i) possibility are 'may', 'might' and 'could'
- (ii) ability, 'can' and 'could'
and
- (iii) permission 'may' and 'can'
- He **may** not come (probability)
(He is unlikely to come)
- **Can** you recite the whole poem?
(Asking about his ability)
- **May** I come in sir? (Asking for permission)
(Please permit me to come in)
- Yes, you **may**. (Giving permission)

Read the following pairs of sentences and understand the implications of the use of modal auxiliaries:

1. Five rupee notes **may** cease to be legal tender.
(likely to) (possibility)
You **might** have lost the key in the bus.
(possibility)
(There is a possibility, you have lost it in the bus)
2. Sarah **can** speak six languages. (ability)
Sachin **could** score centuries. (past ability)
3. Martin needn't wait; he (is permitted to) **can** go.
(permission)
Work is over; you **may** go. (are permitted to)

TASK 1: Match the following:

- | | |
|---|---------------|
| 1. You can see me tomorrow. | - capability |
| 2. I can't walk to work. | - possibility |
| 3. They might have forgotten the date of interview. | - permission |

TASK 2: Fill in the blanks using one of the modals given in brackets for each blank in the following passage:

You (may / might) borrow books from the library during library hours. You (could / can) keep a book for 15 days, if you finish with it earlier. You should return it so that other students (might / can) borrow it.

You are not allowed to borrow reference books. You (may / could) read them in the library.

You (may / can) want a book that has already been borrowed. In this case you (may / can) ask the librarian to reserve it for you.

Talking aloud in the library causes inconvenience to others and (can / might) even be a nuisance.

TASK 3: Fill in the blanks with the appropriate expression retaining the meaning of the sentence given in brackets.

A: Why hasn't she returned yet? It's getting dark now.

B: She (may / might)

(It is likely that she is still working).

A: (could) (How is it possible?)

B: Who knows? They (might)

(Probably they have to send a consignment this night)

Anyway why don't you give a ring to the office?

A: (After phoning) Nobody lifts the receiver,

The office (must)

(It is almost certain that the office is closed).

ACTIVITY

After checking your answers with your teacher, role-play the dialogue.

UNIT IV

TALKING ABOUT COMPULSION AND OBLIGATION

MODALS - II

WARM UP

Three commandments to students

You ought to obey your parents.

You must respect elders.

You have to follow rules of discipline.

Do you follow these three commandments in your life?

THEME FOCUS

Imagine the Principal / Headmaster of your school speaking in the assembly, read the following speech silently.

Good morning students,

I am here to speak to you on some of your duties and responsibilities at school here. I noticed many of you walking in a very disorderly way during interval. When you use the staircase, you should keep to your left. When you disperse from the assembly, you must form a line. When the teacher has already arrived in the class, you have to take his permission to enter the classroom.

Every morning when you meet a teacher, you should first of all, greet him or her. When you need to clarify a doubt with the teacher, you must ask him or her politely. When you want to enter the teacher's room, you mustn't barge in. You have to wait to me and get the permission of one of the teachers sitting there. Only then can you get in.

This kind of conduct will help you become respectful and responsible citizens of our country.

Questions:

Look at the speech again and pick out the verb groups such as 'must form' which denote obligations.

GRAMMAR FOCUS

A. The modals 'should', 'ought to' are generally used to denote obligation and probability.

Obligation

★ **Giving advice or making a recommendation.**

This bulb doesn't burn; you should/ought to replace it with another.

You'll be drenched if you go in the rain; you should/ought to carry an umbrella.

Caution:

We should use 'should' or 'would' and not 'ought to' when we give advice.

e.g. If I were you, I should/would accept that job in Malaysia.

★ **Probability**

I enjoyed the lunch in this restaurant last week, so the dinner also should/ought to be good.

★ **Responsibility / Duty**

The students should/ought to respect their teachers.

B. The modals 'must' and 'have to' are used to denote compulsion, that is, when it is necessary to do something.

e.g. 1. If you want to be sure of your ticket to Mumbai, you must / have to book in advance.

2. To secure a seat in medicine, you must / have to work hard throughout the year.

Caution:

A subtle difference between ‘must’ and ‘have to’ need to be understood.

You have to meet the warden (the warden has already called you).

You must meet the warden (If you want a change of room).

TASK: Which of the pairs of sentences convey the meaning given under each pair?

1. You have to obey your parents.
You ought to obey your parents.
(The speaker is giving advice)
2. You have to submit the assignment.
You must submit the assignment.
(You are required to submit)
3. The manager should be at the office by now.
The manager should have been at the office.
(In fact he wasn't)

ACTIVITY

In the following dialogue, the turns are scrambled. Unscramble them and role-play.

- A. That's fine, you have to meet him very soon.
B. Do you know my coach has already sent word for me?
A. Have you heard that India has got five gold medals in the Olympics?
B. You must be kidding.
A. O.K. Go ahead.
B. Yes, I'll have to request him to coach me 2 hours a day.
A. You are a sprinter; you must get ready for the next Olympics.

UNIT V

EXPRESSING LIKES, DISLIKES AND INTENTIONS

(INFINITIVES, GERUNDS AND PARTICIPLES)

WARM UP

Mourners, Be alert!

Being buried alive was a great concern to those living in the late 1800s and early 1900s. Luckily for them, Count Kernice-Karnicki of Russia invented a device in 1896 **to solve** this problem. A glass ball was connected by a spring to a box above the grave. If the chest of the buried person moved, the spring was released and the box lid popped open, **letting** light and air reach the coffin. It also rang a bell and raised a flag **to alert** unsuspecting mourners.

- *World's Weirdest Gadgets*

What do you think is the reason for fixing the device to alert the mourners?

THEME FOCUS

Read the following and answer the questions below:

Licensed To Clone

Cloning human embryos with an express intent of harvesting stem cells has got the official seal of sanction from the British Government. This licence given to scientists can be used **to do** further researches, but the issue of using this technique **to produce** babies is ruled out.

The permission granted by Human Fertilisation and Embryology Authority (HFEA) is **to study** how **to clone** early human embryos efficiently and use them as a source of stem cells.

These stem cells have the potential **to develop** into any type for medical treatment and **to understand** diseases.

This licence will allow scientists **to insert** cell nuclei taken from a human body into human eggs from which the nuclei have been removed. This together with **inserting** the nuclei from another person and artificially **stimulating** the egg **to start growing** into a normal embryo is called therapeutic cloning.

Say whether each of the following statements is TRUE or FALSE:

1. The British Government has given licence for cloning human embryos. []
2. Cloning human embryos can be used to produce babies. []
3. Human embryo can be used for medical treatment. []
4. The licence allows the scientists to insert cell nuclei into human eggs. []
5. Therapeutic cloning is stimulating the egg to grow into an embryo. []

GRAMMAR FOCUS

In the above passage we come across the use of verbs in two forms, ‘verb + ing’ (cloning) and ‘to +verb’ (to do). The form ‘verb + ing’ is called **present participle** and ‘to-verb’, **to – infinitive**.

Gerund

Look at the following set of sentences:

I prefer swimming to walking.
Teaching is a noble profession.

The words ‘swimming’ and ‘teaching’ are used as object and subject respectively each in the place of a noun. The ‘v+ing’ forms function as nouns. So, they are known as **verbal nouns** or **gerunds**.

Gerunds have various uses. Some of them are illustrated in the following sentences:

- e.g. 1. **Smoking** is injurious to health. (Subject)
2. I hate **waiting** for the bus. (Object)
3. My favourite hobby is **collecting** photographs.
(Complement)
4. I look forward to **hearing** from you. (after a preposition)
5. He is talking about **winning** a medal in Olympics.
(after a preposition)

To – infinitive

Look at the following set of sentences:

- Teachers are trying to improve the communicative ability of the students.
- Paes wants to become a top-seeded tennis player.

For these sentences “to improve” and “to become” are complements (as noun equivalents) that complete the sense in these two sentences respectively.

Infinitives have various uses and some of them are given below:

1. It's nice **to talk** to you. (complement)
2. **To err** is human. (subject)
3. His brother seems **to be smoking** a lot. (progressive infinitive)
4. I am pleased **to have met** you. (perfect infinitive)
5. There is a lot **to be learnt** about computers. (passive infinitive)
6. You are careless **not to have** locked the door. (negative form)

Whether to select a gerund or infinitive or either of the two, depends upon the use of certain verbs.

After **like, love, hate, remember, prefer**, etc., the gerund is used to denote habit and past actions and the infinitive for future actions.

I remember **meeting** your friend. (past)
I will remember **to attend** your birthday. (future)
The young people hate **getting** up early. (generally)
My mother hates to **get up** late. (all times/future)
I prefer **to browse the** Internet to watching a film on TV. (all times/
future)

Consider verbs followed by a gerund:

enjoy, admit, avoid, stop, give up, go on, etc.
We enjoyed **visiting** Manali.

Verbs followed by an infinitive:

decided
The collector **wanted** to help the farmers.
offered

TASK 1: Now read again the passage LICENCED TO CLONE, this time focussing on gerunds and to - infinitives and say how each is used. One in each category is done for you.

Gerunds

Cloning human embryos (Subject)

To - infinitives

To do (as complement)

TASK 2: State the difference in meaning between the paired sentences.

1. The child likes to ride a tricycle.
The child likes riding a tricycle.
2. We prefer going by train.
We prefer to go by train.
3. You ought to work harder.
You ought to have worked harder.

4. I saw the old man cross the road.
I saw the old man crossing the road.
5. He stopped watching TV.
He stopped to watch TV.

ACTIVITY 1: *(Pair-work) Play roles in the following dialogue:*

- A. Why are you going on arguing with me?
Stop talking now.
- B. I regret annoying you, sir
I was only trying to show I am sincere.
- A. I know you; you don't need to argue for that.
- B. I'm extremely sorry, sir.

ACTIVITY 2: *Write a dialogue using both to - infinitive and gerund, get it corrected by your teacher and role-play it.*

UNIT VI

DESCRIBING CAUSE-EFFECT RELATIONSHIP / OUTCOME OF EVENTS

CONDITIONALS

WARM UP

A warning to ticket-less travellers!

If you have the ticket, it's good.
If you don't have it, it's fine.

Did you get the two meanings for the word 'fine'? Which meaning is appropriate here?

THEME FOCUS

Read the dialogue silently and then role-play it:

A mail to Wisconsin

A: If I send an e-mail to Wisconsin, we'll get a reply.

- B:** How do we know that Chandru will check his mail? He is on a tour to Boston.
- A:** If he checks his mail within six hours we will get a reply before we board the plane tomorrow.
- B:** I wish I had mailed the message yesterday.
- A:** Yes, if you had done it yesterday, you would have got the reply by now.
- B:** Why didn't you speak to him over the phone?
- A:** If I spoke to him over phone, he would reply. But unfortunately he doesn't carry his cell phone with him this time.
- B:** Oh, I see. Then the only alternative is to postpone our US trip to next week.
- A:** That's right; let me speak to the travel agent.

GRAMMAR FOCUS

'First', 'Second' and 'third' conditionals.

First Conditional:

If we send an e-mail to Wisconsin, we'll get a reply soon.

Subordinate Clause

Main clause

If + present

will + infinitive

e.g. If I buy a car I will win a lot of rich friends.

Implication:

There is a possibility of buying the car.

Second Conditional:

If I spoke to him over phone, he would reply.

Subordinate Clause

Main clause

If + past

would + infinitive

e.g. If I bought a car I would win a lot of rich friends.

Implication:

The speaker is imagining the situation and does not expect to buy a car in the immediate future.

Third Conditional:

If you had done it yesterday you would have got the reply by now.

Subordinate Clause

Main clause

If + past perfect

would have + past participle

e.g. If I had bought a car I would have won a lot of rich friends.

Implication:

The speaker didn't buy a car; he couldn't win any rich friends.

If... not... = Unless:

In the first condition, if the verb in the conditional clause has the negative, 'if' can be replaced by 'unless'.

e.g. **If** he does **not** work hard, he will not be able to score high.

Unless he works hard, he will not be able to score high.

Caution:

'If and 'Whether'

e.g. I couldn't decide whether / if I should take science group or not.

Implication:

We use 'if' or 'whether' to say that two possibilities have been talked about or we are not sure about something.

TASK 1: Identify the type of the conditional (first, second or third) used in the following passage.

Unemployment in India has always been a menacing problem. Unless the government takes a drastic step to secure employment for the young people they will create problems to themselves and of the society. If the government had already addressed this problem some of the young people wouldn't have become

terrorists. If only the government ensured employment for at least one person in a family, the suicide deaths could be avoided. It is a pity no government has realised this fact so far. If the problem of unemployment is given top priority, that will reduce poverty as well as terrorism.

TASK 2: Fill in the blanks in the dialogue with the correct form of the verb given in brackets, appropriate to the type of the conditional.

- A:** Who are you waiting here for?
B: My son is attending the counselling session for engineering seat.
A: My daughter too.
B: Did she write the test for the medical seat?
A: She did, but didn't get through. If she (secure) 1.5 marks more she (get) a medical seat. (Third conditional)
B: One more thing. If students (take) more care about their studies, they (not, be) in trouble. (Second conditional)
A: Let's hope for the best.
B: If they (secure) high scores in engineering, they (get) a better placement. (First conditional)

ACTIVITY

Role-play the above dialogue.

UNIT VII

GIVING THE TIME OF ACTIONS

ADVERBIAL CLAUSES OF TIME

WARM UP

Creator's hands

Everything is good
when it leaves the Creator's hands;
Everything degenerates
while in the hands of man.

- *Rousseau*

Do you agree with this saying?

If yes, how do things degenerate in the hands of man?

If no, why not?

THEME FOCUS

Do you know?

- 1. A female mouse is ready to have babies **when** she is seven weeks old.
- 2. The swift (a bird) sleeps, feeds and even mates **while** it is flying.
- 3. The male penguin incubates the eggs laid by the female **until** it hatches about two months later.
- 4. **Whenever** a stick insect is attacked it falls to the ground and lies still so that it cannot be seen by its enemy.
- 5. A sperm whale can spend over an hour under water **before** it comes to the surface to breathe.
- 6. An orb spider weaves its web **after** it fixes threads in a box shape.
- 7. **As soon as** a lizard flicks out its tongue it can pick up signals about food.

GRAMMAR FOCUS

In all the sentences above each has a main clause and an adverbial clause of time, having one of the following as conjunction: **when, while, until, whenever, before, as soon as, after.**

In sentence 1, ‘when’ is used to talk about two events that happen at the same time, sometimes if one causes the other.

e.g. When you press the button, the door opens automatically.

In sentence 2, ‘while’ is used to show two longer actions that go on at the same time.

e.g. While I was reading my lesson, all others at home were watching TV.

In sentence 3, ‘until’ is used to say how far away a future event is.

e.g. I was reading the newspaper in the library until my friend joined me.

In sentence 4, ‘whenever’ is used to denote the action repeatedly occurring.

e.g. Whenever my friend called me over phone, I was not able to be at home to receive it.

In sentence 5, ‘before’ is used when the action in the main clause continues until the time represented in the adverbial clause.

e.g. My friend used to live with me before he got a transfer to Madurai.

In sentence 6, ‘after’ is used to denote two separate actions taking place one after the other.

e.g. After you switch on the computer, press ENTER key.

In sentence 7, ‘as soon as’ is used to mean ‘immediately after’.

e.g. As soon as I turned the ignition key, the engine started.

Caution

In the use of ‘before’ and ‘until’, depending upon the context (a) both may be interchangeably used (b) only ‘before’ can be used or (c) only ‘until’ can be used.

‘until’ or ‘before’

e.g. I didn’t like yoga until/before I tried.

Only ‘before’ (at some time before)

e.g. I left home before my father arrived.

Only ‘until’ (upto the time)

e.g. Wait here until the bus number 72 comes.

TASK 1: Match the sentence parts from A with their corresponding parts in B:

- | A | B |
|--|--|
| 1. While I was walking along the road | a) the scooterist tried to escape. |
| 2. As the policeman walked towards the place | b) a scooterist came to me from behind and snatched my gold chain. |
| 3. As soon as I realised it | c) until people gathered around us. |
| 4. I didn’t loosen my grip | d) I handed over him to the police. |
| 5. When the policeman reached us | e) I caught hold of his shirt and stopped him. |

TASK 2: Underline the appropriate conjunction from the two printed in bold letters:

1. **While** / **Whenever** I go in the rain I catch cold.
2. Immediately **after** / **before** I get up in the morning I sneeze many times.
3. **While** / **when** I take the medicines prescribed by the doctor they cause side effects.
4. Sneezing stops **until** / **soon after** I take the medicines.
5. **Until** / **Once** I stop taking the medicines, cold relapses.

TASK 3: Fill in the blanks with the conjunctions given below:

before, until, while, when, after

Sometimes it rains the sun shines. We call this a sun shower. strong winds blow it rains from the clouds that are far away. Sometimes the sun shines it may rain from very high clouds. The clouds disappear the rain can reach the ground. Children enjoy these showers jumping in the open air these rains stop.

UNIT - VIII

GIVING/INDICATING REASON AND PURPOSE

ADVERBIAL CLAUSES OF REASON AND PURPOSE

WARM UP

Laws grind the poor

Because rich men rule the law.

- Oliver Goldsmith

Which of the following is the implication of the statement?

- a) The laws of a state torture the poor people.
- b) The rich men exploit the poor with the help of laws.
- c) The rich men want to grab power to enact laws.

THEME FOCUS

A. Read the points 'for' and 'against' the dog and answer the questions using 'because':

The Points of View

The Dog friend or foe?

Against

* Company for old, handicapped
and lonely people

For

* Can carry rabies and
other diseases

- * Help farmers round up cattle and sheep
- * Police dogs catch criminals
- * Guide the blind through their way
- * Dog races provide entertainment
- * Have bad temper - often postmen attacked
- * Can be frightening, especially to old and nervous people
- * They leave live worms that can cause brain damage to humans
- * Stray dogs can cause accidents

Questions:

Why is the dog a Friend?

Ans: The dog is a friend because it gives company to old, handicapped and lonely people.

Why is the dog a foe?

The dog is a foe because it can carry rabies and other diseases.

Write similar sentences on other points using 'because'.

B. Role play the following dialogue:

- X : How do you learn your lessons?
 Y : While learning lessons, I always make notes so as to refer to it later.
 X : I see, let me do it too.
 Y : OK. Why are you going to school so early today?
 X : I am going early in order to do the experiment which I missed yesterday.
 Y : Let me also join you so that I can refer to the Science Encyclopaedia in the library.
 X : Let's go.

GRAMMAR FOCUS

- A.** In the answers using the points 'for' and 'against' the dog, the word 'because' is used to give a reason for a particular situation. It is also acceptable to use 'because' in the beginning of the sentence.

e.g. 1. Because the moon has a very thin atmosphere it cannot sustain life.

One of the words ‘as’ and ‘since’ is also used to give a reason.

e.g. 2. As it was getting dark I started walking towards home.

e.g. 3. Since he is visiting India to get married, he will take his wife with him to US.

Caution:

‘because’ and ‘because of’

e.g. 4. The plane did not take off at the scheduled time because of bad weather.

In *e.g.* 1, ‘because’ is a conjunction used along with a subject and verb. It forms a subordinate clause that is, an adverbial clause of reason.

But in *e.g.* 4, ‘because of bad weather’ is only a phrase.

B. ‘So as to-infinitive’ and ‘so that’ are used to show the expected result of the action mentioned earlier in the sentence.

I always make notes *so as to refer to it later*.

The italicised part is a phrase.

The same sentence can also be written as -

I always make notes *so that I can refer to it later*.

The italicised part is a subordinate clause, that is an adverbial clause of purpose.

‘In order’, to -/(infinitive)’ and ‘in order that’ are used to state the purpose of the first action mentioned.

Look at these sentences:

I am going early **in order to do the experiment.** (Phrase)

I am going early **in order that I may do the experiment.**

(Adverbial clause of purpose)

TASK 1: Complete the sentences with an item from A and an item from B, using 'as' or 'since' or 'because':

A

1. I had a headache
2. The headache became severe
3. It was raining
4. I switched on the TV
5. The serial portrayed the story of a quack

B

1. I couldn't move out either
2. It was a serial about a doctor
3. I wanted to meet the doctor
4. I felt I was feeling better
5. I decided not to go to office

TASK 2: Fill in the blanks choosing the appropriate word from the following ones:

because, since, in order that, so as to, as
In the hostel lounge

A: it is getting late, let me start, I don't think Rahim will join me.

B: You know Rahim spoke to me over phone a few minutes ago. He cannot make it he has met with a minor accident.

A: Oh, really? Why don't you go and help him?

B: Let me wait here I meet my mother who is visiting me today.

A: I will rush to the spot help him you can attend the first period.

B: O, sure I will inform your classmaster.

A: OK. See you.

ACTIVITY:

After filling in correctly, role-play the dialogue.

UNIT IX

REPORTING EVENTS

USING REPORTED SPEECH

WARM UP

An eye for an eye

Gandhiji said that an eye for an eye
makes the whole world go blind.

What does the phrase ‘an eye for an eye’ mean?

THEME FOCUS

Role-play the following dialogue between a Police Inspector and Reena who witnessed an accident:

- Police Inspector** : Madam, you say you saw the accident.
Where were you at that time?
- Reena** : I was on the pavement near the place of
the accident.
- Police Insepctor** : How did the car hit the van?
- Reena** : The car driver was quite unmindful of the
traffic and he didn't reduce the speed while
overtaking the van.
- Police Inspector** : Was the van driver also driving very
fast?
- Reena** : No, the speed might be less than 20kmph.
- Police Inspector** : What's the car number?
- Reena** : It's TN 13V 111 White Maruti.
- Police Inspector** : TN 13 V 111? That's my car. Good heavens!
How am I going to recover my car!

*The above coversation is reported in the following passage
without omitting any point:*

The police inspector told Reena that she said she had seen the
accident. He asked her where she was at the time of the accident.

Reena replied that she was on the pavement near the place of the accident.

Then the Inspector asked Reena how the car hit the van. She told him that the car driver was quite unmindful of the traffic and did not reduce the speed while overtaking the van.

The Inspector wanted to know whether the van was being driven very fast. For this, Reena replied in the negative and said that the speed of the van might have been less than 20 kmph.

When the Inspector asked for the car number she gave the number as TN 13 V 111 White Maruti. The inspector was shocked to hear the number and the make and said that it was his car. He was desperate and exclaimed how he was going to recover his car.

GRAMMAR FOCUS

The following table shows how a few types of sentences in the direct speech are reported in the passage above:

<p>1. Police Inspector: Where were you at that time? The Inspector used a Wh-question.</p>	<p>The Police Inspector asked Reena where she was (had been) at that time. The reporting verb is 'asked'. Past tense 'Were' remains the same 'was' or tense changes to past perfect 'had been'.</p>
<p>2. Reena: The car driver was quite unmindful of the traffic. Reena spoke to the inspector The sentence spoken is a statement.</p>	<p>Reena told him that the car driver had been quite unmindful of the traffic. So, the reporting verb is 'told'. So the conjunction 'that' is used. Past tense 'was' changes to past perfect 'had been'.</p>

<p>3. Inspector: Was the van driver driving very fast? This is a Yes-No Question.</p>	<p>The Inspector asked her whether the van driver had been driving very fast. The conjunction 'that' is used. Past continuous 'was driving' changes to past perfect continuous 'had been driving'.</p>
<p>4. Inspector : Good heavens! How am I going to recover it! 'Good heavens' is an expression of desperation.</p>	<p>The inspector was deperate and exclaimed how he was going to recover it. So the reporting word is 'exclaimed'. The present continuous 'am going to' changes to 'was going to'.</p>

Caution:

Use of 'said' and 'told': The word 'said', is used followed by 'to + noun or pronoun' or said alone.

e.g. Henry said (to her) that he wished to study Biotechnology.

But the word 'told' is used followed by noun or pronoun. 'Told' is not used without being followed by a noun or pronoun.

There are other reporting verbs that can be used according to the context. Some of them are announce, promise, command, request, advise, etc.

Now read the following sets of sentences :

The Principal said, "Tomorrow is the last day for paying the school fees."

The Principal announced that the next day was the last day for paying the school fees.

Arun said to James, "Please lend me five hundred rupees tomorrow."

Arun requested James to lend him five hundred rupees the next day.

James said, "I'll certainly get you."

James promised that he would certainly get him.

TASK 1: Report the following conversation using the reporting verbs - predict, warn, plead, tell:

Mahesh : I bet Paramesh won't join us for the tour.

Ahamed: You can't jump to conclusions.

Mahesh : Please don't criticise me. I am speaking with evidence.

Ahamed: What evidence do you have? Come on, show me.

Mahesh: His sister's marriage is held tomorrow. Here is her wedding invitation.

Ahamed: Oh, I see. What a surprise! How could he promise me that he would join us?

TASK 2: Match the reporting verbs under A with the sentences under B:

A	B
Commanded	Will you help me to learn computer? (Susi to Vivek)
Asked	How great my teacher is! (Ravi to Ram)
Exclaimed	Don't play with fire. (Mother to child)
Warned	March towards the enemy camp. (Captain to Soldiers)
Advised	I'll pick you up at six. (Father to daughter)
Promised	Take only liquid food for three days. (Doctor to patient)

TASK 3: Write the sentences above in reported speech.

UNIT X
HIGHLIGHTING ACTIONS
CARRIED OUT
PASSIVES

WARM UP

Read the following statement and try the answers for the questions given below:

Virtue

Virtue is persecuted by the wicked and it is loved by the good.

- Cervantes

- a. *Who, in your opinion, are 'the good' and 'the wicked'?*
- b. *Why is virtue loved by 'the good'?*

THEME FOCUS

Read the following description and answer the questions:

NAVEL OF THE WORLD

The tiny Easter Island is separated from the rest of the Polynesian chain by the ocean water. The Island is surrounded by three volcanoes. Its inhabitants are cut off from the rest of the world. As it is situated in such a remote place, it is called the Navel of the world.

The tiny island was first discovered by the English woman Katherine Routledge in 1914-15. She described the island as 'the one where the past is present' ... 'the land is still possessed by the shadows of the departed builders'.

This island is famous for statues. These statues are built of buff-coloured volcanic stone called moai. About 1000 of such statues have been found which are 12 to 15 ft tall and weigh about

20 tons. The largest of such statues is 32 ft. tall and weighs 80 tons.

The Europeans did notable researches on these statues. Because of these researches, many fallen statues were restored to the original positions. Archaeologists did some careful experiments and concluded that a 16 ft. long statue could be completed in a year but by many sculptors.

Questions:

1. Which island is called the 'Navel of the World'?
2. How is the island described by Katherine?
3. What kind of stone are the statues built of?
4. By whom were the researches done?
5. What was the conclusion of some experiments?

GRAMMAR FOCUS

Meaning

Look at the following sentences:

- (a) The Europeans did notable researches on these statues.
- (b) The archaeologists did some careful experiments.
- (c) The Island is surrounded by three volcanoes.
- (d) The tiny Island was discovered by Katherine.
- (e) The inhabitants are cut off from the rest of the world.
- (f) The statues are built of volcanic stones.

In the sentence (a) 'who did researches' *i.e.* the subject of the verb 'did' is focussed. So it is in the active voice. Similarly, in the sentence (b) too.

But in the sentence (c) 'what is surrounded' *i.e.* the object of the verb 'surround' is given more focus than the subject. So, it is in the passive voice. The same is the case with the sentence (d) too.

In the sentence (e) the state of the inhabitants being cut off from the rest of the world, is focussed. That is, the action is focused and so it is in the passive voice without a 'by-phrase'. The same explanation applies to the sentence (f) too.

Caution:

Here we have to see the subtle difference between

- (i) the active voice and the passive though the message of the sentence remains the same
- (ii) and between the passive with a by-phrase and the passive without a by-phrase

Form

The passive in English is generally formed in the following ways:

- (i) be + the past participle
e.g. Many fallen stones were restored.
Weather reports are prepared by the Meteorological Office.
- (ii) have + been + the past participle
e.g. About 1000 such statues have been found.
Boyle's Law has not been understood by the students.
- (iii) modal + be + the past participle
e.g. A knife can be used for cutting fruits as well as killing a person.
- (iv) be + the passive participle
e.g. The candidates in the waiting list are to be appointed very soon.
- (v) get + the past participle
e.g. Ninety one children got burnt to death in a fire accident in a school.
My niece got married last month.

- (vi) have + object + the past participle
e.g. Tim had his hair cut yesterday.
- (vii) verb + being or be + the past participle
e.g. The children enjoyed being taken to the zoo.
The girl deserves to be given a bravery award.

TASK 1: Underline the passive forms of the verbs in the following passage and identify each with one of the above forms given:

Prior to 1994, Indian cars weren't required to fit even front seat belts and only in the last few months belts for the rear have become mandatory. Although child safety seats are available as an accessory, they are rarely used in this country. Indeed adults seated in front regularly hold infants in their laps. In the event of a crash, the child may be crushed between dashboard and adult, so kids should always be made to sit at the back and strapped in properly. If the child has to be held it is safer for the adult and the child to sit at the back.

TASK 2: Fill in the blanks using the appropriate form (active or passive) of the verb given in brackets:

The World Wide Web is a glossy multimedia magazine with text pictures, sounds and video. It (can / use) for academic research. It (make) up of various kinds of information provided by countless individuals and organisations. In theory everything you ever (want), (can / find) with the click of a mouse. Information (link) in a way that (give) it a web-like structure.

TASK 3 : Change the sentences in the following passage into passive wherever possible:

In 1626, the Dutch bought Manhattan Island. They built a settlement there and called it New Amsterdam. The English settlers

did not like this. The Duke of York sent a fleet. This fleet sailed to New Amsterdam and captured the town without firing a shot. They changed the name from New Amsterdam to New York to honour the royal duke.

You can begin as follows:

In 1626, Manhattan Island was bought by the Dutch

ACTIVITY

Note the difference between the following passages:

Direction : First boil the water. Then pour the required quantity of hot water into the teapot and put the tea in. Stir it and let it stand for a minute or two. Now pour the tea out and add sugar and milk.

Description : First the water is boiled. Then the required quantity of hot water is poured into the teapot and the tea is put in. It is stirred and left to stand for a minute or two. Now tea is poured out and sugar

Ingredients:

Ripe red tomatoes – ¼ kg
 Finely chopped onions – 1½ Tbl. Sps
 Green chillies – 2
 Chopped coriander leaves – 1 Tbl. Sp
 Salt – as required
 Grated fresh coconut – 2 tsps
 Oil – 1 Tbl. Sp.
 Mustard seeds – ¼ tsp
 Fresh thick curds – ¾ cup

Method:

1. Wash and chop tomatoes into very fine pieces.
 2. Fry with little oil till it becomes pulpy and moisture is absorbed.
 3. Allow to cool. Mix with chopped onions, grated fresh coconut, coriander leaves.
 4. Heat little oil, and mustard and then sliced chillies.
 5. Add to the tomato pulp.
 6. Mix fresh whipped curds just before serving.

Similarly, in the following recipe, the directions are given. Describe how to prepare it.

TOMATO PERUGU PACHADI

ENGLISH FOR OCCUPATIONAL PURPOSES

COMPETENCIES

A. READING AND WRITING: Using of jargon, of academic
and technical skills and language

B. SPEAKING: Handling Presentations

Appearing for a telephonic interview

Preparing for an interview

Preparing for an interview over the Internet
(Chat with web camera)

A. Reading and Writing

The use of jargon:

The language used in business is distinct from other 'kinds' of English. We tend to use an abundance of business jargon, non-standard English terms, phrases, or acronyms that quickly convey an idea or concept. Jargon works if the people we are communicating with know the meaning of these terms. Business jargon is colourful, useful, but also dangerous. It excludes people who are not familiar with the terms or phrases. It is also sometimes used by people to make themselves or their ideas sound important; they deliberately use business jargon to show they are in control and therefore more credible.

Read the following passage:

Two '**ISO**' certified schools run by a leading industrial group in Chennai are working on an '**excellence model**'. The '**USP**' (**Unique Selling Proposition**) of the schools is that they would take total responsibility of helping children achieve their career dream. The staff members spent three full days in 1995 to arrive at the '**Vision statement**'. A **freelance HR consultant facilitated** the programme. Two years later they did a '**Vision Audit**' programme and found that the school had no clear boundary between the '**task**' and '**sentient**' systems. To draw a clear boundary between the '**task**' and '**sentient**' systems a '**future search**' programme was organised involving the entire community. In 2002, the schools started working on the '**excellence model**'. The approach paper was presented to a panel comprising the Chairman of the industrial group, a leading HR consultant, the Head of an NGO and a Senior Ayurvedic medico with strong conviction in Gandhian philosophy and Ancient Indian Culture.

With the inputs given by the panel members a '**road map**' is being prepared by the schools to achieve '**excellence**'. The goal is

to make the two schools most sought after in their respective geographic areas of function. The excellence model considers four **pillars of excellence** (*i.e.* areas in which the school would excel) – academics, extra curricular activities, **life-skills**, values and career.

Streams and **sub-streams** of each ‘pillar’ are being defined to include **objectives, input, output, cycle time and completion criteria**. Care is taken to see that the completion criteria are clearly measurable. Each sub-stream is broken into several modules for convenience. The definition of each module will lead to listing major and minor activities to be initiated for **achieving excellence**.

The final phase would be to draw a ‘**road map**’ for each school which will define **responsibilities, target dates, rewards for achievements and punishments for failures**.

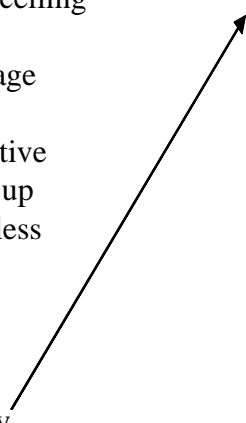
(Note: Even schools run by imaginative managements and headed by dynamic individuals could become productive units -productive not in the material sense, but in the academic and spiritual sense. The above is a standing example of how a school will vie with enterprising corporate sectors in all aspects, like developing human resources and leadership qualities and inculcating human values. This is only the tip of the iceberg. There is more to come.)

Look at the words in bold in the above passage. They are corporate terminology/jargon which have been, in this context, transferred to the field of education.

Task 1: Give the full forms of the following acronyms:

1. GDP
2. WTO
3. RBI
4. SEBI
5. NSE
6. CMD
7. CEO
8. EPF

Task 2: Given below is a list of business jargon. Match them with the standard form in the next list.

- | A | B |
|--------------------------|--|
| 1. at the end of the day | (a) improve |
| 2. business model | (b) benefits two opposing groups |
| 3. corporate ladder | (c) to strengthen |
| 4. glass ceiling | (d) cooperative interaction among groups |
| 5. leverage | (e) renew a line of communication |
| 6. proactive | (f) faultless |
| 7. ramp up | (g) lessons |
| 8. seamless | (h) an unacknowledged discriminatory barrier to advancement, especially for women and minorities |
| 9. synergy | (i) design of the operations of a business |
| 10. touch base | (j) ultimately |
| 11. win-win | (k) practical |
| 12. learnings | (l) company's hierarchy or order |
- 

Task 3: Fill in the blanks with words from the box:

1. We the bill but were told it was correct.
2. If you have got the receipt the shop will your money or exchange the goods.
3. I'm writing to the order for 1800 spark plugs.
4. There was no money in his account so the cheque
5. The company will 50 of its employees.

6. The bank is planning toover 80 new graduate trainees.
7. After a boardroom battle, the chairman was forced to
8. As a cost-cutting measure, several senior executives have been made
9. We have overseas in Germany and in the UK.
10. Despite the the company did pretty well.

confirm	bounced	redundant	subsidiaries
queried	lay off	induct	recession
	refund		resign

Task 4: *Can you give the synonyms of the words given below? Make sentences with the words after writing the synonyms.*

1. sack
2. deadline
3. troubleshooting
4. bottom line
5. crunch
6. downtime
7. turnaround
8. clinch

B. Speaking

I. Handling Presentations

Presentations must have a clear and realistic purpose. The purpose of your presentation indicates how you want to achieve the aim of your presentation. The purpose can be: to describe, to instruct, to persuade or to entertain.

Describe

In this type of presentation the aim is usually to give information or explain a situation. The content is often rather

general and factual. When the speech is over the audience should have knowledge that they did not have before they started listening.

Instruct

In this type of presentation the aim is to teach the audience knowledge and skills. After the presentation the listener should be able to do something he did not know how to do.

Persuade

In this type of presentation the aim is to stimulate people to do something. After the presentation you want the listener to believe something he did not believe before he started listening.

Entertain

In this type of presentation the aim is to entertain people. The aim of this type of presentation is mostly to make the audience feel happy, but there may be hidden goals. For example, to reveal important truths or move ideas forward. A crucial element in this type is humour. For most people it is very difficult to give a humorous presentation because the humour is not spontaneous.

Task 1: Read this introduction to a presentation. Choose the correct word or phrases in italics:

Good afternoon ladies and gentlemen and welcome (1) *in/to/for* our seminar on corporate property development. I would like to (2) *begin/starting/commence* by (3) *drawing /telling/ outlining* some of the main (4) *explanations/matters/issues* in corporate property management (5) *so that/for/in order* you will be able to judge whether your company is devoting sufficient time to this question.

I will then (6) *look/turn/change* to some of the legal and financial (7) *queries/aspects/pieces* of property management, and will (8) *tell /look/explain* how your companies may be affected by

current and future legislation. I will (9) *illustrate/give examples/discuss* of the kinds of problems our clients have faced and explain what was done to solve them.

I will finish (10) *by/with/giving* a brief resume of the consultancy services that we offer, and I will explain what you (11) *need/shall/should* do if you would like to look into the matter further.

As we are rather (12) *hurried/pressed/short* for time, I would be grateful if you could (13) *rest/stay/save* any questions you may wish to (14) *rise/raise/arise* until the end, when I will (15) *do/make/have* my best to answer them.

Task 2: The introductions to two different presentations are jumbled below. Separate the two and put them in the correct order.

- a. At the end, I will suggest practical ways in which you as students can motivate yourselves to get better marks.
- b. Good morning students and welcome to our session on the dynamics of motivation.
- c. Then I will give you a short demonstration of our prototype and explain what we have already achieved.
- d. Please feel free to raise any questions at any time and I shall do my best to answer them.
- e. To begin with, I shall outline the main goals of the project.
- f. I would like to ask you to keep any questions you may have until the end, when I hope we will also have the time to discuss your personal experiences.
- g. Finally I shall move on to the major commercial applications and potential return on investment.
- h. I will then return to what we really mean by motivation and look at the internal and external factors that play a part in creating it.

- i. Good afternoon ladies and gentlemen. I would like to talk to you this afternoon about why we feel our interactive video project is worth investing in.
- j. I shall begin by looking at why motivation is so important and why the ability to self-motivate oneself is a vital skill.

Task 3: Prepare a 3minute presentation on any one topic given below:

- a. Your plans for the future
- b. Aziz Premji
- c. Motivation

II. Telephonic Interviews

The dearth of time has set off a new-fangled recruitment practice these days - most organisations have now begun to interview the candidates telephonically as a preliminary assessment to sift through the large number of applicants. The desired response of a telephone interview is to secure a face-to-face interview. The response of a telephone interview is slightly different from that of a face-to-face interview.

Telephonic Interview Tips

- ✱ Although, it is customary for interviewers to give you an advance notice of a telephone interview, some will not. They will just ring up and go for it. Once you start sending out applications, be prepared for telephone interviews. That call can come at 8 am Monday morning, 7 pm Friday evening or 9 pm Sunday night.
- ✱ Practise your voice projection. Speak aloud to practise. Ask someone else to listen to you or even record and play yourself back. It's amazing how different you sound. You will notice the bad habits...the "errrrrrs" and "ummmmmms."
- ✱ Obviously, telephone practice as well as general interview and question practice are essential. Further, you should be able to

demonstrate a good knowledge regarding the job, the company, its products and services and even its competitors...that means undertaking research.

- Try to anticipate the questions you'll be asked that demonstrate you can do the job. Then, prepare accordingly. Technical questioning on the telephone is common - as a means to screen candidates. The questions may not be in great depth, but should be known by a good candidate.
- During the interview, the interviewer has only ears with which to judge you, and that is something you must exploit.
- Have your research and company notes to hand. You should also have a copy of the résumé that you sent to that company. Remember, the most effective résumés are those that are especially tailored.
- Take a "surprise" call in your stride. If you are looking for work then no telephone interviews should really be a "surprise."
- Be calm and collected. Remember to slow your breathing...at least try by counting to 5 with each inhale and exhale.
- Smile - it really makes a difference in your voice so much so that the person on the other end can tell when you are smiling.
- Sound positive, friendly, and collected.
- If you need time say... "Thank you for calling. Would you wait just a moment while I close the door?" Rest the phone as you pull out your resume and company information.
- Be professional, as if it was a face-to-face interview. Don't be over-familiar with the interviewer. It does happen!
- You should always refer to the interviewer by his or her surname until invited to do otherwise.
- Listen carefully to the interviewer. Listening and communication skills are essential.
- Be factual in your answers.
- Do not smoke or eat while on the phone.

- ✱ Shut out all background noise, such as pets, children playing and the television.
- ✱ Take notes. They will be invaluable to you in preparing for the face-to-face meeting. No need to record the conversation...that is a bit over the top!
- ✱ Prompt the interviewer to invite you to interview by saying, "I am immediately available for interview if you would like to arrange one now."
- ✱ Taking care to ascertain the correct spelling and pronunciation of the interviewer's name shows your concern for the small but important things in life - it will be noticed.
- ✱ If you require more details like a Job Description or Person Specification ask for one.
- ✱ Thank the interviewer for her time and that you hope to hear soon. No harm in saying that you are very keen for a face-to-face interview. One school of thought asserts that you should ask three times for an interview; subtly of course.
 "I am immediately available for interview."
 "I really would like an opportunity to meet you and look around the company."
 "I will be in the area on Monday and it is no problem to pop in."
- ✱ It is difficult to evaluate an opportunity properly over the telephone. Even if the job doesn't sound right, go to the interview. At the very minimum it will give you practice. Moreover, once you attend a face-to-face interview the job may look that bit more attractive as you gather more facts. You might even discover a more suitable opening elsewhere within the company; it does happen.

Task 1: Role-play the following dialogue between a company representative and a job seeker.

- Ram: Hello, can I speak to Ms. Gita?
- Gita : This is Gita. May I know who's calling?
- Ram: I'm Ram Prakash from Accel Computers. You have been short-listed for the first round of interviews. I need some more information from your side.
- Gita : Oh sure Mr. Prakash. Please go ahead.
- Ram: You have completed your MCA with high first class. Why did you apply for this job?
- Gita : Market sources say Accel Computers is among the front runners in computer education. I therefore thought it was the best place to start a career.
- Ram: I see. But given your academic background, won't you be tempted to try for bigger and better prospects abroad? What kind of a commitment can you give us?
- Gita : I have no intention of going abroad, Sir. I prefer to work for an indigenous company rather than faceless MNCs or foreign companies.
- Ram: That's very interesting. When will you be available for employment?
- Gita : Immediately, Sir.
- Ram: Great. I will get back to you in a couple of days through e-mail.
- Gita : OK, Sir. And thank you for your time.
- Ram: You are welcome Gita. Have a good day.
- Gita : Thank you, Sir.

Task 2: In pairs role-play the taking and making of calls from different employers.

e.g. A Call Centre Supervisor for a prospective team member.

III. Preparing for an interview

Attending interviews is a normal activity for most job seekers. But it calls for a great deal of preparation. Given below is a checklist on how to face an interview.

Before the interview

- Organise all necessary documents and testimonials.
- Find out the exact location of the office along with the time and date of the interview.
- Wear formal, neat attire.
- At the office be polite and patient; not nervous or irritable.
- Walk with confidence.

At the interview

- Wish all members of the interview panel collectively - “Good morning ladies and gentlemen”.
- Do not sit unless you are asked to. Say a polite ‘thank you’ once seated. Sit comfortably without slouching.
- Place the file you are carrying on the table and your palms should rest lightly on the knees.
- Be alert and listen intently. If you have not heard the question, politely ask the interviewer to repeat it.
- Be confident.

How to prepare for an interview

- Be thorough in the subject of your specialisation.
- General Knowledge questions (on politics, economic affairs, scientific matters, sports, etc.) are most likely to be asked. Brush up your knowledge on these subjects.
- Be sure of the nature of the job you have applied for.
- Talk about your work experience if any.
- Do your homework on the organisation you are seeking employment at.

- Be aware of your strengths and weaknesses. Don't over or under-estimate yourself.
- Unusual questions will be asked sometimes. If you don't know the answer boldly say so.
- Do not show frustration or irritation if this is the nth interview you are attending
- Speak simple, grammatically correct English with clarity. Do not use pompous language.

This is a list of “magic words” (words that employers love to hear or see, either in your résumé or in person).

- Teamwork
- Motivation
- Cost-cutting
- Increased sales or profits
- Organisation
- Innovative solutions

Task 1: The following mock interview will give you an idea of what to expect from a potential employer, as well as suggested responses and answers to avoid. Practising with a friend or teacher will give you confidence for when you have to do the real thing.

The Interviewer

Ms. Lalitha Raj -
Associate Director of Personnel Services
Retail Services Corporation (RSC)

Introduction Session

Interviewer: “Hello, I’m Lalitha Raj, Associate Director of Personnel Services. It is very nice to meet you this morning. Please follow me back to my office. Could I offer you a cup of coffee or a soft drink?”

Recommended Answer: “Thank you, Ms. Raj, it’s very nice to be here. I appreciate the opportunity to speak with you this morning. Thank you for the offer of coffee, but I’m just fine right now.”

Answer to Avoid: “I’m just glad I could find the place. Sure, I’ll take a cup of coffee, extra cream and sugar. Nice office you have here.”

Remember: Maintain eye contact and offer a firm handshake.

The Interview

Interviewer: “Have a seat; I’d like to ask you a few questions this morning if I may. Tell me a little bit about yourself, what you like to do in and out of school. How would you describe the way you deal with people?”

Recommended Answer: “Thank you for the opportunity to meet with you today. I would describe myself as a typical teenager. I enjoy school, extracurricular activities, and I work a few hours a week after school. Dealing with people is one of my strong points, as I seldom find someone I cannot work with. I have many friends at school and get along with all kinds of people. I’m involved in a club at school in which I am often called upon to mediate between groups with very different ideas.”

Answer to Avoid: “I don’t do much besides going to class. I hang out with my friends a lot and we play video games. I guess I get along with people OK, and this job looks like it is something fun to do.”

Next Question

Interviewer: “What makes you interested in retail sales as a place to start your career? Have you ever had any retail sales experience?”

Recommended Answer: “I have retail experience in several areas, from selling raffle tickets for the marching band to my experience

in the high school bookstore. I'm interested in a retail career because I enjoy working with people, and I'm looking for a position which offers both personal and financial growth based on my sales initiative."

Answer to Avoid: "I don't have much work experience. I've done a few things in higher secondary school sort of like this, but I don't know how much it is really like it."

Next Question

Interviewer: "It sounds like you've had interesting experiences; I appreciate your honesty. Would you describe yourself as a punctual person? How would you rate your maths and computer skills compared to others in your class?"

Recommended Answer: "I have always been an early riser and enjoyed getting to high school on time. I don't think I've been late for school during my entire high school career. I enjoyed maths, although English was my favourite subject. I have taken several computer courses and feel my skills are among the best in my class. I used a computer to track the inventory and ordering in the school bookstore."

Answer to Avoid: "I get to school on time most days and don't skip classes. I really didn't like maths much. I took a computer class; it seemed pretty easy. I play video games, so I know how to use one."

Next Question

Interviewer: "Unfortunately, many young people do not develop a strong commitment to their work; how will you be different? Why should I hire you for this position?"

Recommended Answer: "Sticking with a job to its completion is a value I truly believe in. I've learned through my school studies and my music lessons that the only way to succeed is to do the

best job from beginning to end. You should hire me for this job because I am the type of person you need to continue your success. I'm a hard worker who learns quickly, I already possess many of the skills you're looking for, and I have the personal motivation to get the job done right!"

Answer to Avoid: "I don't mind working; it's what we all have to do. I know you will make it clear what I have to do and I'll get it done. I think I can do a good job for you and you won't have to watch over me all of the time."

Exiting the Interview

After the interview, don't forget to say thank you and good-bye to any individual with whom you have had contact during the day. Leaving the potential employer with a positive attitude is as important as walking in the door with one!

Interviewer: "I've enjoyed our conversation today. Thank you for your answers and observations. We have several days of interviews scheduled for the position, so I will be in touch with you over the course of the next several weeks. Good-bye."

Recommended Answer: "I have enjoyed the opportunity to learn more about the Customer Service Representative position. The opportunity this job affords me is of great interest. I look forward to hearing from you soon. Again, thank you for taking the time to see me today."

Answer to Avoid: "Thanks. I am interested in what might develop out of this, too. Bye."

Additional Suggestions

Watch your language. You are in a professional setting, and your choice of words should reflect that. Avoid using slang or any trendy phrases. And for heaven's sake, don't swear.

Remember that everything you say and do is being observed and evaluated. Be careful to avoid other possible turnoffs, such as:

- chewing gum
- smoking
- slumping in your chair
- fidgiting
- cracking your knuckles
- wearing excessive makeup or jewellery
- checking your watch
- failing to use proper titles (Mrs., Dr., Mr., etc.)
- mumbling

Task 2: You have been called for an interview in a reputed school for the post of teacher of Mathematics. A panel of experts on the subject is conducting the interview. Complete the mock interview given below and role-play with a partner.

- Savita : Good morning gentlemen.
- Member 1 : Good morning Ms. Savita. Please take a seat.
- Savita : Thank you, sir.
- Member 1 : We learn from your bio-data that you have an excellent academic record. Why do you want to teach and not study further?
- Savita : Teaching is my passion sir. And teaching mathematics to children is a real challenge. I want to excel in it and plan to take up higher studies after gaining some teaching experience.
- Member 2 : Have you taught before?
- Savita : Yes sir. I worked in a rural school in South Tamil Nadu for three years, soon after completing my graduation.
- Member 3 : As you must be aware this school places a lot of importance on academic excellence. How will you motivate students to give their best?

Savita : Sir, I believe in making learning fun and that's the only way students will enjoy learning. Once they enjoy themselves they will apply it in the examinations.

Member 1 : Well, we have If selected when would you join us?

Savita :

Task 3: *In pairs go through the Classifieds section of any English newspaper. In the "situations vacant" section choose any one job that you might be interested in applying for. Write down the job requirements and other relevant information and write a role-play using the mock interview as model. Then present to the class.*

Task 4: *Given below is a job profile. Using it as a model make a job profile of your own 'dream job.'*

Creative Director

As a Creative Director, the responsibilities are to develop graphic representation of company product lines in print and electronic media, and to create and implement plans for introduction of new product lines.

Education A Bachelor's degree in graphic arts, marketing or related field.

Experience A minimum of two-years' experience working with manufacturers in creative development, and familiarity with computer design and word processing software.

Résumé Builders Work with start-up sporting goods manufacturer. Develop computer experience with broad range of software packages.

Salary Ranges from Rs.25,000, average Rs.35,000, to the top Rs.50,000.

IV. Preparing for an interview over the Internet (Chat with web camera)

Hiring experts are using the Internet to conduct interviews more often these days because it is a cost-effective way to sort through candidates without flying them all in.

Tips for preparing for an interview over the Internet:

- Be sure to spend time up-front to chat informally with the interviewer; get acquainted and feel comfortable, just as you would for in-person interviews.
- Be careful of what information you are passing over because the electronic record of an interview can theoretically be used to discriminate against a candidate based on their appearance, a violation of equal opportunity laws.
- Look at the camera, not at the screen: it creates the impression that you are looking directly at the person at the other end.
- Dress smartly and sit comfortably. Be conscious of your body language. You are on camera!
- Make sure the headphones or microphones are adjusted properly.
- Chat room lingo is highly informal; in an interview avoid being too casual; and ‘flaming’ (insulting remarks) is definitely unacceptable.
- Be alert and prompt in answering questions.

Task: At the computer lab or Internet centre conduct a mock interview in pairs based on the transcript given in the section ‘Preparing for an Interview’. Make sure you follow the instructions. Save the chat transcripts and review in class.

ENGLISH FOR CREATIVE PURPOSES

COMPETENCIES

A. SPEAKING: Giving an extempore lecture/talk

Giving an inaugural address

Giving a farewell speech

B. WRITING: Writing a poem

Writing a book review

A. Speaking

I. Giving an Extempore Lecture / Talk

When you are required to give a talk / lecture without prior information and time for preparation, you are giving an extempore talk or speech. Such an occasion is challenging; but it can also be an interesting experience, if you learn the basic skills of speaking effectively. Mastering the art of speaking is the most important requirement today to find a good job and to chart a good career.

In this section you will learn the basics of ‘effective speaking’ in general, and giving extempore talks and speeches for specific occasions in particular.

Structuring your speech with ‘3 Ts’

A good speech has generally the following simple ‘structure’, called ‘3 Ts’:

- (a) ‘T’elling the audience what you are going to tell them
- (b) ‘T’elling them (what you want to tell them)
- (c) ‘T’elling them what you told them

In the first part of your speech, tell the audience your major points in outline form. (“Tell ’em what you’re going to tell ’em”)

In the middle part of your speech, repeat your points, filling them out. (“Tell ’em”)

In speeches, repetition is not only required, it’s good. A speech is very different from a book. Because a listener can’t go back and review, it is important that you repeat your main points.

At the end of your speech, say the points again. Announce that you are repeating, or recapping, or summarising, so the audience doesn’t think you are making a mistake (“Tell ’em what you told ’em”), but don’t skip this step.

The “3 – T” structure works like a charm. It makes it easy for your audience to follow, and believe what you say.

Sticking to ‘4 Points’

One of the biggest mistakes speakers make is trying to say too much. That’s understandable: a speech is a golden opportunity, so you want to say all you can. The problem is, the more points you make, the less likely the audience is to remember what you say. It’s much better to limit yourself to four points and hammer them home. Ideally, the first two or three points should add up to your last point.

Five Fundamentals

➤ Plan an effective opening

The first few minutes of a speech are the most important, to capture the audience’s attention. Hence an effective opening ensures a ‘successful speech’. You can have a good start, by complimenting the audience, offering valuable information of current relevance though not directly related to your topic (like latest cricket scores or the latest developments on War, Elections, release of hostages – anything the audience would not have known), putting the audience in a state of suspense or even breaking the protocol.

Your greeting is important. If you were personally introduced, start with a short ‘thank you’ while you are looking toward the person who made the introduction. Next, with your head up and eyes to the audience, give them a hearty “Good morning” or “Good evening”. You can go for one of those conventional openings like “Ladies and gentlemen, distinguished guests, esteemed colleagues and my dear fellow students” (depending upon the situation and nature of the occasion) as shown below in the sub-lines for specific situations. The point is to establish a dialogue with the audience.

➤ **Have something to say**

If you don't believe what you are saying, your audience certainly won't either. Let them know why you are talking. Tell them why they should care about the topic. If you're giving a sales pitch, don't forget to ask for the order. If you're talking about disaster relief (like, for the victims of Kumbakonam fire tragedy), ask the audience for their prayers, and perhaps their money.

➤ **Be yourself**

Forget the fact that you are speaking to a crowd. Imagine you are speaking to a close friend. Use the words that you would normally use, not the big impressive ones you find in the dictionary. If you normally use big gestures, use even bigger ones when you speak.

If you are really comfortable, leave the lectern and walk around. Walk into the audience. The more comfortable you are with the audience, the more comfortable they will be with you.

➤ **Don't panic if things go wrong**

Once you are in control, you should stay in control, no matter what happens. Few speeches are delivered without a hitch, but we've never seen an audience fail to be sympathetic and attentive to a speaker who acknowledges problems as they occur and keeps going.

If, for example, the previous speaker has said half of what you were going to say, don't repeat the material. Instead, shorten your speech and refer back to hers: "As Sheela has just pointed out, the Auto fuel price in Asia is dangerously volatile....."

➤ **Close your speech with a bang**

Your close is the last chance to reach your audience; it's the part they're most likely to remember. Make it memorable. After

you have “told them what you told them”, end on a strong, positive note.

All these strategies work as well in ‘extempore talks’ as in prepared speech for various occasions.

Extempore lecture / talk - some basics

- When you are asked to give an extempore talk, expectations from the audience are lower than if you had weeks to prepare. So, relax.
- You may do your best speaking when you have less time to prepare.
- Your comments are less rehearsed and hence may sound more sincere and spontaneous.
- Your ideas will sound fresher.
- The standards for speaking are very different from the standards for writing.
- When you speak, your tone is expected to sound like you are talking, not as if you are reading.
- Feel free to use sentence fragments and abbreviations: ‘isn’t’ instead of ‘is not’, ‘you’re’ instead of ‘you are’, etc.
- You don’t have to necessarily ‘fill’ the whole time slot; you can use a little less than the amount of time assigned to your speech.

Task 1: Given below is an outline of an extempore talk on ‘Rain Water Harvesting’; let the class practise it, giving opportunity to every student to add his/her own ideas in the outline:

- ❑ **Preamble:** Formal salutations and greetings
Good morning / Good evening. Respected chairperson & other dignitaries on the stage and my dear friends. I am glad to present my views on.....

- ❑ **Introduction –Topic:**
I would like to present my views on Rainwater harvesting.
- ❑ **Issue:**
There is scarcity of water throughout the State.
- ❑ **Speaker’s motive:**
Since the ground water level has gone down, remedial measures have been taken by the TN Govt. to provide drinking water facility all over the State.
- ❑ **Supportive points:**
No water release from the neighbouring State:
 1. Insufficient water due to various factors.
 2. Insufficient rain in the catchment areas.
 3. Large use of motor to tap the ground water for irrigation and domestic purposes.
- ❑ **Conclusion:**
Due to the reasons mentioned above RWH cannot be neglected & serious steps have to be taken by every individual on a war-footing, to save ourselves from the cruel hands of draught.
- ❑ **Recommendations and obligations:**
I request the public to install RWH infrastructure in their homes and offices.

Task 2: Take more practise in other topics of current interest like:

- a) The importance of computers in today’s life
- b) Spirituality as the universal binding force
- c) Education should help students develop their total personality, not just the intellect
- d) Actors must stay away from politics
- e) The telecast of TV channels must be regularised in both quantity and quality

II. Formal, Prepared Speeches

a) Giving an Inaugural Address

Follow all the suggestions given above and the outline shown below, to practise formal speeches for inaugurations of various functions, seminars and conferences:

- Preamble:** Formal salutations and greetings
Good morning / Good evening to the assembled. Respected chairperson, and other dignitaries on the stage and my dear friends.
It is a golden opportunity to inaugurate this conference / seminar / workshop on “the need for computer literacy”.
- Importance of the topic:**
Nothing can be achieved without computers in this world of technology. I hope this meet will throw new light on the different aspects of computer literacy.
- Inaugurating:**
I declare open the conference / seminar / workshop / science meet.
I wish all success.

b) Giving a Farewell Speech:

Follow all the suggestions given above and the outline shown below, to give farewell speeches :

- Preamble:** Formal salutations and greetings
Respected Principal, teachers and my dear friends.
- Introduction:**
With a heavy heart I stand before you today. I stand here as a representative of my batch.
- Reminiscing:**
Our association with this institution over the years, has moulded us positively to face the future even against any odds.

We have benefited much from this association. The education and experience gained here will go a long way in shaping our future.

□ **Thanking and taking leave:**

Parting is very much a part of life and it is inevitable.

As we stand at the crossroads of life, we owe our sincere gratitude to this renowned institution. I also wish a bright future for my friends and batch-mates.

Thank you

Task 1: You have been selected to chair the child jury for the best documentary. Using the tips given above prepare an inaugural address.

Task 2: It is the last day of a national meet for youth leaders. Having represented your school, you take leave. Prepare a farewell speech.

Task 3: Recall the famous speeches that have changed the world. Practise them.

B. Writing

I. Writing a Poem

This section offers step-by-step strategies for helping students to write poetry.

Getting Started

Before the process of writing can begin, it's important to brainstorm as to what a poem is. Some possible responses could be:

- A poem tells a story
- A poem can rhyme, but it doesn't have to
- A poem is suggestive in meaning
- A poem can be about anything

Some people say that poems are feelings or experiences set to words. Share with your neighbours what comes to mind when you think about poetry. Write a response to each question below to help you clarify your ideas.

1. Are poems harder to understand than stories? Why?
2. Are the best poems the ones that are funny or silly? What other kinds of poems can you think of?
3. Should poetry always rhyme?
4. Why is reading poems aloud a good way to appreciate them?
5. Can poems be about anything? List some things you might like to write poems about.

Poets' Word Box

In poetry, more than almost any other form of writing, every word counts!

The glossary given below on this page provides definitions of some key words used to discuss elements of poetry.

alliteration the repetition of beginning consonant sounds (jingle, jangle, jamboree)

assonance the repetition of vowel sounds (same, rain, makes, pavement)

consonance the repetition of consonant sounds anywhere in the words (Carlos wore a black jacket)

end rhyme the rhyming of words at the ends of two or more lines of poetry

free verse poetry that does not include patterned rhyme or rhythm

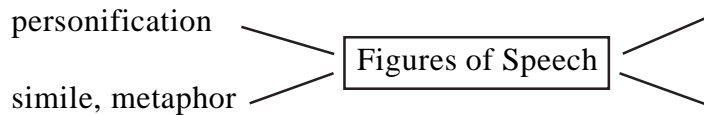
haiku a three-line Japanese poem about nature; the first line has five syllables; the second, seven; and the third, five

imagery pictures that are created with words

limerick a funny verse in five lines; lines one, two and five rhyme, as do two and four

metaphor a comparison without using the words *like* or *as*
narrative a poem that tells a story
onomatopoeia words whose sounds make you think of their meanings
personification a comparison in which something that is not human is described with human characteristics
repetition the repeating of a word or phrase to add rhythm
rhythm the pattern of accented and unaccented syllables in a line of poetry
simile a comparison that uses the words *like* or *as*

Task 1: Poetry Word Webs - Try to web these words around common concepts, for example, ‘The Sounds of Poetry’ (alliteration, assonance, consonance), ‘Figures of Speech’ (simile, metaphor), ‘Forms of Poetry’ (ballad, couplet, haiku), and ‘Poet’s Helpers’ (rhyming dictionary, thesaurus). As you meet new terms and explore other poetic forms in activities, add those terms to the webs. You can also play a word web game by filling in everything but the central words. Challenge a partner to fill in the missing centre of the web.



Task 2: Annotate the above list of terms with examples drawn from the poems you will explore during this section. For example, “Packing Up” is a good example of personification, and Poe’s poem “The Bells” illustrates onomatopoeia:

Packing Up

Winter,
Put your things away!
Into your store-box
Let there go
The myriad flakes of whirling snow.
Pack up the winds
That sway the trees
And fold them neatly.
Over there,
Pile the layers
Of ice and frost
One by one, stack on stack,
Put the crystal icicles back—
Let none be lost!
When all are in, shut the box,
And turn the key, and snap the locks.
Then, leave a note for all to read:
WINTER HAS GONE TO SPRING AND SEED

- *Grace Cornell Tall*

From The Bells

Hear the sledges with the bells—
Silver bells!
What a world of merriment their melody foretells!
How they tinkle, tinkle, tinkle
In the icy air of night!
While the stars that oversprinkle
All the heavens seem to twinkle
With a crystalline delight;
Keeping time, time, time,
In a sort of Runic rhyme,
To the tintinnabulation that so musically wells
From the bells, bells, bells, bells,
Bells, bells, bells –
From the jingling and the tinkling of the bells.

- *Edgar Allan Poe*

Scrap book Journals

A poem begins long before it's written down. It often begins with sudden sights and other sensory impressions. No wonder so many poets keep a small journal handy in which to capture those fleeting, vivid impressions. By setting up and keeping scrapbook journals, you will build your sensory awareness and learn to value it as a source of poems that are yet to be.

A scrapbook journal is a way to “bank” sights, sounds, and other sensory impressions so they won't be forgotten. Head each page with the day's date. Ideally, these pages will record an example of each of the senses and show objects or pictures as well as written phrases. Record your most vivid sensory impressions.

Your journal pages will be private, to share or not to share as you wish. You should use your scrapbook journals at least three times a week.

Poets move from impressions and sensations to words. As you build your scrapbook journal pages, you can begin to add to them phrases and sentences that represent the three special characteristics of poetry: imagery, feelings and insight.

Imagery Words, phrases, or sentences that are interesting in themselves because of the way they sound or because of the mental pictures they conjure up. *Examples:*

- I heard someone say blue poodle.
- I saw floating feathers on a silent pond.
- My dad said, “I need a dollar”, but I thought he said, “I need a collar”.

Feelings Statements or questions based on emotional reactions to what was sensed. *Examples:*

- I felt angry that someone would dye a poodle blue.
- Why do I feel sad when I see those floating feathers?
- I felt giggly picturing my dad with a collar.

Insights Ideas or beliefs that pop into the mind. *Examples:*

- Pets have to put up with a lot of nonsense from their owners.
- The natural world is like a mirror for my mind.
- You have to listen closely to hear the message.

Moving into Poems

You will now realise that the images, feelings, and insights you noted in the scrapbook journals are the stuff of which poems are made. To affirm this, use the modelling strategy to know to juggle and play with, add to and subtract from, written phrases and sentences to create a poem. *Example:*

Floating feathers, silent pond.....
Why am I sad to see them?
May be I am sad already,
And the pond is my mirror.

Task: Work with your partners or independently to write poems that emanate from journal notes; share your poems with the class.

Note: Poetry is a thoughtful way to explore everyday environments through the use of their senses and feelings. It provides a vehicle that is so versatile; it can offer insight into those odd, funny moments we encounter every day. Poetry assists you to make eloquent, daily commentaries about the joys and sorrows happening in your lives, but it doesn't stop there. It can also suggest worlds of subject for you to explore, such as the life cycles of plants, animal habitats, newspaper headlines, imaginative kingdoms, biography and autobiography, or the personification of kites, toasters, dwellings, blades of grass, sunsets, snow, etc., etc. The list of possible subjects for poetry goes on and on. Poetry, ultimately, is a language of the heart.

More Concepts

The 'Like What' List

The building blocks for all good poetry programmes are similes and metaphors, the most frequently used figures of speech. The following activities will help you recognise and even write them on your own.

What is a Simile?

A simile is a comparison between two things using the words *like* or *as*. For example, "My eyes are like two meatballs sitting on white plates, and my feet are as long as two boats sailing on a green tiled sea".

Now, read the given poem, and see how the poet uses similes to describe a poem. Listen carefully to the pictures the similes create, so that you will be able to write similes yourself.

Give me a Poem

*Give me a poem as soft as sleep;
as dangerous as money;
as bitter as a nasty pill;
as sweet as summer honey;
and wrap it in a web of words,
as strong and fine as silk;
as free as flocks of wheeling
birds;
as nourishing as milk.*

*If you give me a poem like that,
I'll tell you what I'll do-
If you give me a poem like that,
I'll give one back to you!
- Helen H. Moore*

Task 1: Using Similes to Write Self-Portraits - Touch your hair. "What does your hair feel like?" Possible answers might include -

"My hair feels like dry summer grass."

"My hair feels like tangled thread."

Besides the texture of your hair, you might consider its colour and shape. For instance, someone with long flowing hair might say: “My hair looks like a waterfall flowing down rocky mountain shoulders”.

Using the following tips write a few lines on your hair:

colour like	–
looks like	- (shape)
feels like	– (texture)

What is a Metaphor?

A metaphor is similar to a simile since it also compares two things. What makes a metaphor different is that it is a more powerful assertion of the comparison and doesn't include *like* or *as*.

For example, removing the word *like* in the following simile transforms it into the stronger comparison of a metaphor.

“My hair is like a swirling black cloud” becomes
“My hair is a swirling black cloud”.

Task 2: Metaphors, Similes, and ‘Me’ - You can now create a self-portrait with words. Use this chart as a guide to write similes and metaphors about yourself. Use lots of interesting details and add more spaces if you need them. You can cross out or add words to make each simile and metaphor your own special creation. Have fun! When you're done, you'll have a poem about you!

My	is like
My	are like
My	is a
My	are
.....	

Imagery Colours

Images can create moods and impressions about the seasons. What senses do the following images stir in you?

May is lavender -
A spray of lilacs.
August is yellow -
Butter melting on sweet corn.

***Task 1: Write a brief image of your own for each month of the year.
Follow this form:***

(Month) is (colour) -
(an idea for the colour and season)

When you have images for all twelve months, use them to make a poetry calendar. Or, as a group, combine images about the same months or seasons.

Task 2: Write a poem on any three of the following. A model is given below.

If I were a

computer	desk
radio	teacher
toaster	math quiz
planet	poster
telephone	coffeepot
globe	book
pencil	

Things

If I were a toaster
I'd heat up like a brainstorm.
My mind would pop ideas up
like golden toast.
I'd have etc.

Animals

If I were a(n)(animal)
I'd (sound)
I'd (slither, hop, creep, etc.)
like
I'd and and

Habitats

If I were a(desert, ocean, rainforest, etc.)
I'd be
I'd have
I'd

If people were

Another way to use the 'If' format is to shift the focus from the writer to someone else. This shift allows for a more objective kind of observation.

If people were weather
their hair would be clouds.
Their breath would be great winds.
Their would be etc.

or more particularised:

If people were buildings
Uncle Zack would be a skyscraper
with steel girders for bones
and big windows for eyes.
But mom would be a tepee
in a field of goldenrod
with deer skin flaps for
her soft ears and the
smoke of a cookie baking fire
swirling upward towards
the stars.

- Tasks:** *1. Pick a topic for comparison (weather, buildings, trees)*
2. Brainstorm parts of the chosen topic.
3. Compare each part to its human counterpart.

Poems as Stories

Some activities lend themselves more easily to a story format, for example, “If I Were from Outer Space”, “Music Poems” and “Kingdoms”. “Writing a poem as a ‘story’ does not compromise the nature of a poem. Words sometimes need to spill out as stories before they can be constructed into poems. But poems often tell stories in their own right. It’s the careful choice of words and use of language (similes, metaphors) that sets a poem apart from prose. In fact, many small stories are often structured to look like poems.

Read the following poem:

ALEXANDER THE GREAT

Alexander, you are like a gold lightning bolt.
 Alexander, you have steel for arms and legs.
 I am envious toward you, Alexander,
 You have the strongness of an ox pulling a cart.
 You are a vicious night in winter
 You grab me into your time
 When you conquered the world, a place
 Where I can wonder about life as it was.

Task: *Write a poem on each of the following personalities using the model given above.*

Mahatma Gandhi

Gandhi, you are like a.....
 Your body.....
 But your spirit.....,your smile.....

President Abdul Kalam

Mr. President, you are like a.....
Your hair.....
Your heart.....
Your love for children.....
Your vision of India.....

Sachin Tendulkar

Sachin, you are like a.....
Your

Rhythmic Patterns

Recognising Rhythm

Rhythm is an important part of poetry. These activities can help you get a better idea about what rhythm is and how it works in poetry.

What is Rhythm?

Imagine the sound of a horse galloping. “Listen” for the strongest part of the hoof beats. Now say each of these words out loud: lion, elephant, kangaroo. Which word has that galloping feel?

Rhythm in poetry comes from the way words are chosen and combined. We feel accents (strong beats) in words.

Lyrics

Some songs are really poems set to music. Lyrics, or the words of a song, are written so that the rhythm of the tune and accents of the words fit together.

Task: Think of lyrics to a song you know. Write them out as if they were a poem. Then highlight the words (or syllables) that get accents. Draw vertical lines with a pencil to show where the main beats are, or the places where you might clap to keep time.

For example:

Jingle	bells,	jingle	bells,
jingle	all the	way,	
Oh what	fun it	is to	ride
On a	one-horse	open	sleigh!

Rhyme Patterns

Cat - Hat, Mouse - House

Many poems rhyme, while others don't. If you choose to use rhyme in a poem, here are some rhyme patterns you can play with.

Pattern 1: Two by Two

You can make pairs of line rhyme, as in the poem below:

Storm

Wind growls	(a)
Wind prowls	(a)
Gust batters	(b)
Gust clatters	(b)

Breeze brushes	(a)
Breeze shushes	(a)
Peace falls	(b)
Sleep calls	(b)

Task: In the poem "The Dawn Wind," find the 'a' rhymes and the 'b' rhymes. Write or say the rhyming words in the order they appear.

The Dawn Wind

At two o'clock in the morning, if you open your window and listen,
You will hear the feet of the wind that is going to call the sun.
And the trees in the shadow rustle and trees in the moonlight glisten,
And though it is deep, dark night, you feel that the night is done.

- Rudyard Kipling

The rhyme pattern in “The Dawn Wind” is called abab. This is -

Pattern 2: Skip - Skip

Make Up Some Rhyme Patterns of Your Own

You can be playful with poetry. One way is to create rhyme patterns of your own.

An abba pattern:

The moon is bright.
A star glows.
Little towns doze.
Through the friendly night.

An abcb pattern:

The moon shines.
The stars are bright.
Sleepers dream.
In a blanket of light.

Task: Make up a rhyme pattern. Jot down some lines for a poem. See if you can make your poem fit the pattern. If the pattern doesn't fit your ideas and word pictures, change to a pattern that does fit them. Remember that ideas and images are the most important parts of poems. Rhyme is what you add later, if you want.

Post-writing Strategies

1. Listen to one another's poems. Let each one come to the front of the room and read his or her poem.
2. Display your poems on notice boards for other classes to view.
3. Collaborate with the computer teacher and have your class take the poems to the computer lab where you can type them and possibly illustrate them with computer art.
4. Have a poetry reading for the entire school at an assembly, or have a series of mini-readings where students present their poems to selected groups from other classes.
5. Make a booklet of students' poems and put it in the library on a designated shelf for all student publications.

II. Writing a book review

Why a book report?

Before you decide to spend your hard-earned money on a movie, you most likely check your local newspaper to see what the movie reviewer had to say. You know that you can rely on his ratings – so, you are selective. The same holds true for the book review. We expect the professional reviewers give us their reactions before we decide whether or not to read the book.

Ideally, the function of the reviewer is to let you know if it will be worth your while to read the book. Of course, the reviewer, in order for his judgments to have validity, must have certain qualifications much as the sports writer must know all there is to know about the sport he is reporting on.

What is a Book Review?

The review is basically a statement of opinion about a piece of writing (or any other work of art, such as dance, sculpture, or music) which is substantiated with specific facts and incidents from the work itself. Its primary purpose is to let the reader know whether it would be worth their while to read the work under discussion. Though you will have to include some information about the content of the work, never forget that the object of the review is the presentation of the reviewer's opinion.

Thus the primary concern is to make the reader aware of what you think and/or feel about the work of art. When the work is being analysed is literature, the critical essay is called literary criticism. It is this type of essay that encompasses the book review, and, hence, the primary concern of this section.

In the book review, you as the critic can concern yourself with any one or several of the following:

1. **Impressions** – What are your reactions to the work? Did you like it? Did it appeal to your emotions, to your intellect, or to both?
2. **Analysis** – How does the author accomplish his/her avowed objective? Is the style effective? Is the genre appropriate for the subject matter? How effective is his/ her diction? The character delineation? The choice of setting? Is the work too long or too short? How extensive is the author's knowledge of the subject matter?
3. **Interpretation** – What does the work mean? What is the author trying to tell us? Can the work be understood without relying on such extrinsic factors as the author's background?
4. **Orientation** – Where does the work fit within the history of literary development? How does it relate - to other works written by the same author? to works on the same subject by other authors? to comparable works of different time periods?
5. **Valuation** – Does the work have some general value - some unique value? Is its appeal limited to any special group or would it appeal to most readers? Is its appeal limited in time or is it universal?
6. **Generalisation** – What broad, general statements can be made about the work?

Authoritative vs Impressionistic reviews

Book Reviews can be either authoritative or impressionistic. The kinds of reviews you will find in scholarly journals and in literary magazines will generally be authoritative. Here, the writer is extremely well qualified by nature of his/her education, training, extensive reading, and scholarly background to discuss the work with great authority. Such a critic can readily cite other works, critical theories, and literary history to substantiate the views. Needless to say, this is not the kind of review that you are expected to write.

You will be expected to write impressionistic reviews, which are honest reactions to the work you have read. That, of course, is not to say that your review can be superficial; any expression of taste must be substantiated with ample proof. But your review should be an expression of your personal reaction bounded by your experience, your knowledge, and backed up by sound reasoning and logic. Such reviews, when effectively organised, logically thought out, and cogently presented, are perfectly valid forms of literary criticism.

Subjectivity vs Objectivity

A good review should incorporate both a subjective and an objective view of the work. Although the impressionistic review is essentially a subjective reaction, if the review lacks any kind of objectivity, it lacks validity. As a reviewer you should be fair to the author, judging his work on how successfully he has attained his objective.

The only thing worse than a totally subjective review is an objective review. Actually, an objective review is not a review at all. At best, it is a report, for the term review strongly implies and demands the reviewer's statement of opinion.

Remember, then, that a good review is the proper blending of the subjective with the objective; the writer's opinion of the work, his critical judgment substantiated with details from and about the book, and the factual density that lends credence to the review. The review should never be only one or the other.

Substantiation

Any expression of opinion – or taste - not backed up with facts or sound reasoning is not very acceptable. You want more than someone's statement that "that's a great little car". You want to know why and you want proof. This is substantiation. Telling

someone that ‘The Lord of the Rings’ was the greatest movie you’ve ever seen is not very convincing unless you can also explain why. This is substantiation.

The same holds true when reviewing literature. Reviewing demands a careful thinking and analysis of the work under discussion; it demands that you keep asking yourself why you reacted the way you did; it demands that you present ample proof to your reader to substantiate your views. This does not mean that your reader will automatically agree with you, but at least she will know on what you based your judgment. It is the substantiation, the citing of specific details and incidents from the work, which lends credence to your impressions and judgments.

Preparing to write the review

Now that you have some understanding and awareness of what constitutes a book review and what qualifications you will need as a reviewer, you are ready for the next step – preparation for the writing. This does not mean that you sit down and jot down whatever comes to mind, making your first draft your last draft. The emphasis here is on preparation, which is getting ready to write. Good writing requires preparation, organisation, writing, revision and rewriting.

Reading the work to be reviewed

Here is a checklist you can use for your reading:

1. Avoid reading blurbs, summaries, and commentaries prior to the reading of the work.
2. Read only when you are fresh and alert.
3. Read with proper lighting and with a minimum of disturbances and interruptions.
4. Give careful thought to the title of the work and its significance and implication.

5. Read the preface to familiarise yourself with the author's intent.
6. Look over the table of contents (if there is one) so that you will be aware of the book's basic organisation.
7. Know the genre to which the book belongs so that you may judge the work accordingly.
8. Get your own copy of the work, if possible, so that you can read actively.
9. If you use somebody else's book, then keep slips of paper available for jotting down your reactions. Insert these slips within the book.
10. Read the entire book: Get a general impression and think about the work. Let it lie fallow in your mind until you see it in proper perspective.
11. Read the work again, this time for details to substantiate your initial impression or to modify that impression.
12. Be thorough and perceptive in your reading so that you can be fair to the author.

Taking notes

No doubt your normal pattern is to avoid taking notes at all costs, especially if you are reading aesthetic literature. After all, you argue, why destroy the pleasure of reading by stopping to jot down notes. Besides, you feel that your reaction to what you have just read is so firmly implanted in your mind that you will never forget it, certainly not within the next few days. But as experience has probably taught you by now, you know that this isn't true; that although you may recall that you had a reaction, by the time you finish reading the work you are no longer quite certain what that reaction was. The only logical solution, then, is to take notes. You will find that the time spent doing so will be very worthwhile in helping you to organise the review when the time comes to write.

Do not begin by taking copious notes on long sheets of paper. Rather, as has been suggested before, try to get a personal copy of the work so that you can underline and make marginal notes. If not, put in slips of paper to mark those pages that you want to refer to later. In this way, there will be a minimum of interference with your reading pleasure, but do keep that pencil by your side and read actively, much as you would if you were involved in a direct discussion with the author. Don't be passive: react, agree, argue, debate and rebut!

Here are some of the items that you should concern yourself with as you read:

1. ***Point of view*** – From what point of view is the work written? This is especially important in the realm of fiction writing. Does the writer write in the first person (referring to herself as “I”)? Is the “I” of the work (the person) actually the writer speaking or is it a literary device where the “I” is one of the characters in the work? Would the work be more effective if we could see the story through the eyes of another character? Is the omniscient point of view used?
2. ***Title and preface*** – How accurate and effective is the title? Having read the work, do you feel that the title effectively created the tone and mood? Did the title become increasingly meaningful as you continued reading? Was the title mainly a means of capturing the reader's attention? Was it too broad or too narrow in scope? How much does the effectiveness of the title depend on the reader's outside knowledge? Does the title perhaps appeal to only one segment of the reading public and is it the same segment that the work is aimed at? If the author stated her purpose in the preface, how effectively did she accomplish that purpose in the work? Did she adhere to her stated thesis? To what extent did she introduce tangential material? Is

the reading of the preface necessary for an understanding of the work?

3. **Organisation** – How well is the work organised? If the work is fiction, then is the story told chronologically or in medias res (beginning in the middle and relating events through a series of flashbacks as in Homer’s ‘The Iliad’)? If the work is nonfiction, does one chapter logically lead to the next? Is there ample substantiation? Are chapter titles clear and concise? If the work is a collection, how sound is the rationale for the selection of the shorter works? Are they logically organised? Is it necessary to read the selections in order? If so, is this a weakness in the organisation?
4. **Style** – What style of writing does the author utilise? Is it formal or informal? Is it apropos to her subject and to the tone? What about her diction? Is it too difficult for the average reader? Does the style tend to appeal to only a select audience, for example, one ethnic group? How effective is the style in furthering the theme, that is, is how the author is saying it an aid or a hindrance to what she is saying? How much effort is required on the reader’s part in comprehending the work (e.g. Joyce’s stream-of-consciousness)?
5. **Theme** – What is the theme of the work? How readily apparent is that theme? How effectively does the writer make the reader aware of the theme? Is it logically and/or cogently presented? If the work is fiction or poetry, then how much symbolism does the writer employ and is the symbolism apparent to the astute reader? How convincing is the writer?
6. **The ending** – The ending of any work should be a logical outgrowth of what has been presented to that point. How effectively has the writer achieved this goal? Does the

ending seem contrived, or deus ex machina? Does the work just sort of stop? Is the main character's conflict resolved satisfactorily, albeit not necessarily happily? Should the work have been ended before it did? After you have finished reading the work, how do you feel? Do you forget about it almost immediately or does it stay with you for a while? Were you able to guess the ending long before the end of the work?

7. ***Accuracy of information*** – Assuming that you are qualified to make such judgments, how accurate was the information in the work? Were the facts distorted in any way? Were the author's prejudices apparent? Did she omit some significant events, thus affecting her accuracy? Does she document her sources? Are they reliable sources? In works of fiction, does she make ample use of factual density and supply enough facts to make the work credible?
8. ***Literary devices*** – What kinds of literary devices does the author employ, if any? Does she use symbolism? Allusion? Figurative language? Are the devices recognisable? Are they effective? If they seem obscure, could it be your misunderstanding?
9. ***Typography*** - What about the layout of the book? Is the type too small? If pictures and/or illustrations and graphs are used, do they add anything to the work as a whole or are they simply there to fill out the book? Are the illustrations and graphs clear and readily understandable? Does the work contain an overabundance of footnotes? Are any textual notes clearly and concisely presented on the same page, or must one constantly turn to the back of the book? Is the overall layout attractive? How relevant is the book jacket to the book's content?

Of course, you will not be able to incorporate all of the foregoing into any one review, nor should you. But even though some of these items may not even be applicable to the work you are about to review, it is good to keep them in mind as you read. Which of these you will use will depend on the work and on your reaction to the work.

Once you determine which of these items you will utilise, look the book over again (better yet, reread it) and begin marshalling the details, incidents, examples, quotations, and paraphrases to help you substantiate your viewpoint. Choose your documentary evidence carefully. Avoid citing or quoting portions out of context so that the author's meaning is distorted. Do not focus on minute points. In quoting, quote accurately, and be sure to punctuate the quotation correctly; but do not over-quote. Avoid lengthy quoted passages.

At this point, do not be overly concerned with the relevance of your notes. You should be taking many more notes than you will actually use in the writing of your report. The main purpose at this time is to collect all information that might have some potential value for you and that will help you later on in formulating your thesis and in outlining your paper. Where possible, avoid taking notes on separate sheets of paper, but utilise the margins of your copy of the work. Or insert slips of paper with such comments as "Quote from 'Humble to language' in last para", or "good example of humour" or "ridiculous argument". Don't hesitate to use abbreviations, since these notes are there only to serve as reminders to you.

Sample review

The following is a sample review. In reading this sample, concentrate on how the reviewer presents his/her thoughts.

Sample review – novel

The Adventures of Huckleberry Finn. By Mark Twain. Edited by Henry Nash Smith. Boston: Houghton Mifflin Company, 1972.

By Sy K. Dellick

Those who have been attacking Mark Twain's 'Adventures of Huckleberry Finn' for almost fifty years for its racism and anti-Negro stance are totally wrong: they have missed the essence of Twain's work – the humanism of Jim, the runaway slave. The book, written in 1885, a mere twenty years after the end of the Civil War, is a strong indictment of slavery – certainly stronger than Stowe's 'Uncle Tom's Cabin' – and of society's view of Blacks. Jim is the only character in the book who does not change; he is a good person throughout. It is Huck's perception – and ours along with his – that changes, making us realise that Jim is a kind, compassionate human being, more so than any Caucasian in the book. Through the characters of Huck and Jim as they travel down the Mississippi, Twain, with humour and pathos, makes us aware of the conflict between the individual mores and society's mores.

It is to Twain's credit that through deft characterisation of Jim we become fully cognizant of Jim's humanity. At first, we perceive him as the stereotypical slave – lazy, superstitious, and subservient. But Jim is like this because these are society's expectations. Once on the raft with Huck, however, he seemingly takes on a new personality, much to Huck's amazement. The raft, symbolising freedom from society's restrictions, enables Jim to be himself. He selflessly shields Huck from knowing that the body in the house floating down the river is that of Huck's Pap by throwing some rags over it. He teaches Huck about human dignity by making him aware that "... Trash is what people is datputs dirt on de head er dey fren's en makes 'em ashamed" (73), so ashamed that Huck humbled himself to a "nigger", and he "... warn't ever sorry

for it afterwards, neither” (74). We are truly touched when Jim recounts how bad he felt after punishing his daughter for not listening to him only to realise that she was deaf. Then there is Jim’s native intelligence in pointing out that the famous story of Solomon’s wisdom in resolving the conflict of the rightful mother wasn’t so wise. After all, Jim points out, it is in the way Solomon was raised: “..... a man dat’s got ‘bout five million chillen runnin’ roun’ de house as soon chop a chile in two as a cat” (67). A careful reader of the book will realise that Jim is innately good.

It is through Jim that Huck unconsciously learns about Jim’s humanity and counteracts society’s attitude that Blacks are unfeeling property. Huck’s limited education was not sufficient to instil society’s corrupt values in him, but enough to make him think that when he did something good in our eyes that it was bad. For example, in the most powerful moment in the book he has to decide between returning Jim to his owner or go to Hell for “..... people that acts as[he’d] been acting about that nigger foes to everlasting fire” (178). After thinking about all that he and Jim had been through together and how good and kind Jim had been to him, Huck makes the most difficult decision of his life: he would rather go to Hell than return Jim to slavery. This is all the more significant when contrasted with how the “good” people looked upon Blacks. Aunt Sally is a good, kind, woman; she’s no Simon Legree. But when she hears that a Black was killed in a boat accident, she responds, “Well, it’s lucky; because sometimes people (emphasis added) do get hurt” (185). Here, again, Twain has managed to capture society’s mores, emphatically emphasising Huck’s heroic decision.

There can be no doubt that Mark Twain has written a sharp, clear indictment of slavery and society’s attitude towards Blacks as well as the corrupting influence that society can have. No other

character in the book exemplifies natural goodness, as does Jim for he rises to heights of natural dignity. This is especially noteworthy, for most of the other characters tend to be cruel, wittingly or unwittingly. As Huck so often observes, “Human beings can be awful cruel to one another” (194). Through Huck we can see that man’s natural mores are superior to those of society. By all means, read ‘Adventures of Huckleberry Finn’; it is, as considered by many, Twain’s finest work.

Task 1: Read the book reviews in English dailies.

Task 2: Read at least two books of your choice from your school/ local library and write reviews keeping in mind the points dealt with in this section.

**SUPPLEMENTARY
MODULES**

WRITING LETTERS

COMPETENCIES

1. Writing Formal letters
 - Letters for various functions
 - (a) inviting
 - (b) accepting/declining an invitation
 - (c) asking for information
 - (d) asking for permission to visit
 - (e) asking for permission for projects
 - (f) requesting goods to be supplied (placing an order)

2. Writing letters to the Editor
 - (a) congratulating
 - (b) criticising
 - (c) discussing social problems

Although form and formalities in letter writing change with time, there are basic rules and methods of approach that should be followed in all kinds of letters, for all occasions, under all circumstances.

The general principles of letter writing are outlined in the first few pages of this unit, with advice on basic points. They are then applied to the writing of communications with the authorities, businesses and the media.

Thus, in this unit you will learn:

- how to lay out your letter
- the correct way to begin and end a letter
- the advantages of making a rough draft before you write or type the final version
- which punctuation is best to use, and which is best avoided

Whatever kind of letter you are writing, there are important rules to be observed. Whether you are making an application for a job, raising a query about a holiday booking, or writing a protest to the local authority, if these rules are followed you are more likely to achieve the results you are looking for.

You will want your letter to be read easily, and without too much effort by the reader. You will want the letter's contents to be taken seriously and to create an impression that you are a person whose requests, complaints or views cannot be brushed aside.

Laying out your letter

In a semi-formal letter, if the paper has no printed heading, your address should be written in the top right-hand corner. Slightly below this goes the date on which you are writing. Opposite, on the left (or on the left at the bottom of the page, level with your signature) goes the name and address of the person to whom you are writing; this is necessary with business letters, but not with private letters.

Mr. Vijay
Secretary
Star Tennis Club
32, Burton Avenue
Nungambakkam
600 034

10, New Street
K K Nagar
Trichy
620 021

January 2nd, 2004

Dear Mr. Vijay,

My wife and I have only recently moved to Nungambakkam. When we lived in Bombay we enjoyed playing tennis at our local club, and I would be most grateful if you could let me have membership details for the Star Tennis Club.

Yours sincerely,
James

Sub: (subject) When writing a business letter it is sometimes useful to put a brief, underlined heading as an indication of what the letter is about just below the 'Dear Mr. Brown'. It might be, for instance, claim for cancelled hotel booking or Proposed Ending of a Bus Route.

Ref: (Reference) If you are replying to a business letter, this may have a reference number, in which case you can put this in place of the identifying words above – *i.e.* Your Ref. No. 123. This should at least prevent your letter from floating around various uninterested departments before finding its way to the right desk.

There is now the layout itself to be considered, and this will depend on the length of your letter. It will look at its best if it is well spaced on the page, with rather more white space below the end of it than there is at the top, and with good margins at the sides. Two problems should be avoided. The first is writing a short letter with the lines close together, so that the final product has an immense area of white space filling the bottom two-thirds of the paper. The second is bringing the end of your letter so close to the

bottom of the paper that there is hardly any room left for the conclusion and signature. The first mistake can be avoided by double - or even triple-spacing the letter if you are typing, or by giving enough space between the lines, an equal amount of 'air' if you are writing by hand. In the second case just leave an inch or two of white at the foot of the page and continue on the other side.

Drafting a letter

Whether you are writing a letter of invitation to a friend or a letter of complaint to your Member of Parliament, it is important to start with a rough draft of what you want to say. This will make for a more concise and effective end result. For some of us letter writing comes easily, but although words may flow when writing to a friend, stating a case or making a forceful complaint needs careful thought and exact expression.

First work out precisely what you want to say, the points you need to make, and the most telling way of putting them across. Always remember that it is vital to have these points clear in your mind before you even begin the rough drafting. A mind churning with words and phrases, but without any firm ideas to harness them to, will get you nowhere.

When preparing to write a letter, decide what the main point is. This should come first, followed by the 'evidence', or similar material, and then a brief conclusion. If you think the result sounds too abrupt and clinical, remember that a good letter writer could well follow the advice given to a public speaker: 'Stand up, speak up. And shut up.' In other words, say what is essential, but no more.

Language

Making a rough draft will also enable you to weed out from your letter certain phrases that are natural and acceptable when

spoken but which can be damaging if they appear in a formal letter. When you read over your draft before writing or typing the final version, make sure you remove those phrases.

Be careful about phrases like 'OK', 'haven't a clue', 'couldn't care less' and 'puts you off'. Cut out all the slang expressions and colloquialisms, which you might normally use in casual conversation. They can make easy reading in a newspaper or magazine article, where they are quite appropriate, but are out of place in a formal letter. Furthermore, they are a sign of the inexperienced letter-writer, and that is not the impression you want to create.

You must also avoid phrases that go to the other extreme and which are left over from a business age that is long dead.

You should not write of 'your letter of the 10th inst.', but 'your letter dated the 10th of this month'. One should not 'beg for the favour of an early reply', but ask 'for a reply as soon as possible'. 'I am desirous of' is only a more pompous way of saying 'I wish to'. Avoid saying 'This is OK by us', but also avoid saying that you 'find the aforementioned entirely in accordance with our views'. It will be better if you just say 'I approve of your idea'. People 'die' rather than 'pass away', and it is better to say that you 'do not think' rather than that you 'are not of the opinion'. Another horror is 're' when what you really mean is 'about'.

There are also some words, which are quite suitable in one context and utterly unsuitable in another. For instance, it is correct to write of 'per cent' or 'per capita', but wrong to write as per my letter' when what you really mean is 'as I said in my letter'. The rule should always be to use short, simple phrases which are quite clear, rather than those which are complicated and ambiguous.

These are examples of the stilted English which try to give an air of importance to a simple statement and should be avoided at

all costs. The rule of thumb is to use the plain, straightforward expression, the precise word in an economical sentence, so ask yourself whether you have said what you wanted to say exactly and simply. You can get a lot of help in this very essential process from *'A Dictionary of Modern English Usage'* by H.W. Fowler, published by the Oxford University Press.

Punctuation

Right punctuation should be used to make your meaning clear. Whether you are writing a complaint to a business concern, or an application for a job, making yourself clear is essential.

Every sentence requires a full stop at the end to show that it is completed, and long sentence may require one or more commas, a semi-colon or even a colon. Commas should not be scattered about; instead, each should indicate there is a pause in the sentence. In other words, there would be a physical pause to help make the meaning clear if the sentence were being read aloud. There should be a mental pause if the sentence is being read to oneself.

The purpose of the comma in bringing about a pause is the reason behind most of the 'rules' which have grown up about its usage. One of these rules is that when an adjective is immediately followed by one or more adjectives, a comma is always placed after each except the last. For example, 'I am selling a good car', 'I am selling a good, economical car', 'I am selling a good, economical, trustworthy car'. But if the succession of adjectives is interrupted by 'and', then this itself has the effect of creating a pause and you would write: 'This is a good, economical and trustworthy car'.

Sometimes the use or non-use of a comma can affect the actual meaning of a sentence. If, for instance, you write: 'I am returning your cheque, which lacks a signature' you are really saying: 'I am

returning your cheque. It lacks a signature'. If, however, you leave out the comma and write: 'I am returning your cheque which lacks a signature', this means that you are returning one out of many cheques received, i.e., the one which lacks a signature.

In some cases the job done by commas can be carried out by brackets or by two dashes. These devices were more popular years ago, when sentences in most business letters, as well as some private letters, tended to be longer than they are today. A long sentence spattered with commas can be confusing, however well they are used, and it was quite common to see such sentences as 'Mr. Jones (who was not very co-operative at our last meeting) seemed most anxious to help, although it is still apparent, I am afraid, that he is not very much in favour of the scheme – if, in fact, he is in favour of it at all – and that we may well face opposition in the future'.

Shorter sentences are less confusing, and the use of both brackets and dashes could be avoided. Do not use either, unless you feel that it is really necessary.

Other important marks of punctuation are the semi-colon and the colon. The semi-colon is used to break up a long sentence into more easily understood parts. The head of a firm might write, 'We are going to give the staff an outing; we are going to take them to the Golden Beach for the day; and if the idea is a success we are going to repeat it next year'. The colon is used when you have to make a statement and then follow it up with an explanation. For example, 'There were six of us present: Ram, John, Kumar, Mary, Mala and myself'.

If the colon is used before a number of words, phrases or even paragraphs, it shows that all these are governed by the preceding sentence, which does not have to be repeated. This is a way of setting it out:

Would you please note the following points?

1. Whatever dates are arranged, it is vital we are back in Chennai by the end of May.
2. The total cost of the trip must not exceed Rs.10,000/-
3. Train travel must be kept to a minimum.

A punctuation mark to avoid is the exclamation mark, particularly in business letters. In private correspondence it does not matter so much, but it should still be used with care. If you feel that an exclamation mark is necessary and that the sentence is not sufficiently emphatic without it, try re-wording the sentence. There is no rule against writing: 'You have done this entirely without my permission!' but it is better to re-word the sentence as follows: 'I want to protest strongly against this having been done without my permission'.

Another form of punctuation where caution should be taken is the inverted comma or quotation mark (either single or double), which is always used in pairs. There are three general uses for quotation marks:

1. To show the words between them are not the writer's own, but someone else's, and at the same time to emphasise their importance.
2. Another use of inverted commas is to show that a word or phrase is not used in its normal literal meaning. Thus you might write: 'What I am most concerned about is the "atmosphere" of the meeting'.
3. The third use involves enclosing in inverted commas a phrase that is not normally used in a letter. You might write: 'If we did this the younger members of the group would probably think that we were not "with it".'

WRITING FORMAL LETTERS

You have already learnt (last year), the various kinds of letters and the essential features of a good letter. You have also learnt how to write letters for different occasions under '**informal**' or '**personal**' type, and a few sample situations under '**formal**' type.

Let us now recall the layout, and the various parts of a **formal** letter.

The Parts of a Formal Letter

A formal letter contains seven parts:

1. the heading
2. the inside address
3. the salutation
4. the body
5. the closing
6. the signature
7. address on the envelope

There are two styles used frequently for formal letters. With the **block form**, every part of the letter begins at the left-hand margin, and paragraphs are not indented. In the **modified block form**, the heading, the closing, and the signature are aligned along an imaginary line just to the right of the centre of the page. The other parts of the letter begin at the left-hand margin. All paragraphs are indented.

The Heading: The heading usually consists of three lines:

- your street address (or post office box number)
- your city, state, and PIN code
- the date of writing

The Inside Address: The inside address shows the name and address of the person or organisation you are writing to if you're writing to a specific person, use a courtesy title (such as Mr., Ms.,

Mrs., or Miss) or a professional title (such as Dr. or Professor) in front of the person's name. After the person's name, include the person's business or job title (such as Owner or Sales Manager), followed by the name of the company or organisation and the address. If you are writing to the organisation use 'Messrs'.

The Salutation: The salutation is your greeting. If you are writing to a specific person, begin with Dear, followed by a courtesy title or a professional title and the person's last name. End the salutation with a colon, or a comma (like Dear Mr.; or Dear Dr.) If you don't have the name of a specific person, you can use a general salutation, such as Dear Sir or Madam. You can also use a department or a position title, with or without the word Dear. To address the organisation use 'Sirs'.

The Body: The body, or main part, of your letter contains your message. If the body of your letter contains more than one paragraph, leave a space between paragraphs.

Sub: (Subject) & Ref: (Reference) (Please refer to pg. 311)

The Closing: In closing, you should end your letter in a courteous manner. Closings often used in formal letters include Sincerely, Yours truly, Respectfully yours, and Regards. Capitalise only the first word of the closing.

The Signature: Your signature should be written in ink, directly below the closing. Sign your full name. Do not use a title. If you type your letter, type your name neatly below your signature.

Address on the envelope: Give correct address with pin code here.

Guidelines for the contents of a formal letter

Formal letters usually follow a few simple guidelines:

- Use a courteous, positive and professional tone. Maintain a respectful, constructive tone – even if you're angry. Rude or insulting letters are counterproductive.

- Use formal, standard English. Avoid slang, dialect, contractions or abbreviations. Formal letters are usually formal in tone and use of language.
- State your purpose clearly and quickly. Assume that the person reading your letter is busy. Tell why you are writing in the first or second sentence of the letter.
- Include all necessary information. Provide all the information your reader needs to understand and respond appropriately to your letter.

As in the case of personal letters, there are various types of formal letters, like: Request or Order letters, Complaint or Adjustment letters, Appreciation or Commendation letters.

In this unit, we shall learn how to write letters of request and order.

Request or order letters:

Often, you may require something that you can obtain by writing a request letter. For example, you might write to a college to request a catalogue of courses offered, or you might write to a state's tourism agency to request a brochure about a travel destination. An order letter is a special kind of request letter that is written to order merchandise by mail, especially when you do not have a printed order form.

Here is a sample “letter of request for information”. The writer is asking a college to send information and an admission form.

The Principal
The City College of Engineering and Technology
13, College Road,
Chennai – 31.

13, Aug. '04

Sir,

Sub: Requisition for catalogue of courses and application form for admission

Please send me a catalogue of courses as well as an application form for admission to your College. I am now in Class XII, and beginning to consider my choices among colleges.

Along with the catalogue and application, please also send a list of the admission requirements for both the School of Computer Science, and the School of Engineering.

Yours sincerely,
.....

Encl. A self-addressed stamped envelope

When you are writing a request or order letter, follow these guidelines.

1. State your request clearly.
2. If you're asking for information, enclose a self-addressed, stamped envelope.
3. If you're asking an individual for a special request, make sure your request is reasonable and that you have allowed enough time for the person to answer you well in advance of the time you must have the information.
4. If you're ordering something, include all important details, such as the size, colour, style and price. You might include information about the magazine or newspaper in which you saw the item advertised. Compute correctly if there are costs involved, including any necessary sales tax or transport charges.

Task: *Write a letter to the Manager, Land Mark Books, Spencer Plaza, Mount Road, Chennai, ordering books for your classroom Library.*

**Task: You are the Secretary of the Sports Club of your school.
Write a letter to a sports dealer requesting him to supply
you some sports material for the coming Sports Meet of
your school. (A model is given below.)**

St. George School
Model Town
Ooty, The Nilgiris

June 10, 2004

The Manager
Modern Sports Company
R.S. Puram, Coimbatore

Dear Sir,

I am pleased to place the following order with you in view of the Annual Sports Meet to be held in the first week of August. Kindly send the goods latest by the 28th of this month. Please also see that the goods supplied by you are of good quality and in accordance with the specifications quoted by you earlier.

S. No.	Items with description	Quantity
1.	Cricket balls	2 dozen
2.	Badminton rackets	1 dozen
3.	Shuttle cocks (duck feather)	5 boxes
4.	Hockey sticks	32
5.	Volley balls	1 dozen
6.	Foot balls	1 dozen
7.	Badminton nets	3

The goods should be neatly packed and the parcel should be addressed to the Principal of the School. Payment will be made immediately after the parcel is received.

Yours faithfully,
Ravi Shankar
Secretary, Sports Club

Address on the envelope

You should be familiar with two types of letters of request: from an individual to an individual and from an individual to an organisation.

Letter from an individual to an individual:

When you want to invite/thank someone formally, respond to an invitation extended to you, or congratulate someone on an accomplishment, you should write letters that are formal in style and language.

INVITATIONS

An invitation should contain specific information about a planned event, such as the occasion, the time and place, and any other special details guests might need to know.

The text of the invitation should be short, and should mention:

- (i) the name of the person sending out the invitation
- (ii) the name of the person to whom the invitation is sent
- (iii) the object of the invitation, *i.e.*, School Day, Inauguration, Farewell, Conference, etc.
- (iv) the exact time and date when the guest is expected to attend
- (v) the place where the function is to be held

Sample Letter of Invitation

From
D. Ravi Kumar
School Pupil Leader
WISDOM Vidyashram
K.K. Nagar
Trichy

27.08.05

To
Dr. R. Ganapathy
Professor of English
Bharathidasan University
Trichy

Sir,

I am happy to invite you to be the Chief Guest at the inauguration of 'Literary Club' to be held at our school auditorium at 3 p.m. on Monday, 13th Sep. 2005.

We request you to confirm your availability on that date, so that we can proceed further.

Thank you,

Yours sincerely,

.....

Address on the envelope:

LETTERS OF ACCEPTANCE OR REGRET

If you have been invited to a function and will be able to attend the function it is good to send your acceptance or, if you will be unable to attend, it's polite to send a letter of regret. A written reply is especially appropriate if you were sent a written invitation.

Task: Using the model given above, write a letter of invitation to the Chief Education Officer of your District, inviting him to be the Chief Guest at your School Day Celebrations.

THANK-YOU LETTERS

The purpose of a thank-you letter is to express appreciation for a gift or a favour someone gave you. Try to say more than just “thank you”; Give details about how the person’s gift or how his efforts were helpful or appreciated.

LETTER TO GET PERMISSION

Example:

Write a letter to the Manager - HR, TI Cycles of India Ltd., Ambattur, Chennai 600 053, seeking permission to visit the factory. Give the number of students and the date on which you propose to visit.

Chennai Public School
R. A Puram
Chennai.

July 19, 2005

The Manager - HR
TI Cycles of India Ltd.,
Ambattur
Chennai 600 053.

Sir,

This year, visiting some factories to see the actual working of their plants is a part of our science curriculum. In this connection, the members of the Science Club of our school wish to visit your factory during August 2005. Being the Secretary of this Club, I have been deputed to make all necessary arrangements.

We are a group of thirty students and two teachers. I hope you will grant us permission and encourage us.

We are looking forward to hearing from you soon.

Yours faithfully,
Raman Lamba
Secretary, Science Club

Address on the envelope

LETTERS TO THE EDITOR

Read the following letters to the editor published in a leading English daily:

Sir, - Veerappan is no martyr who lost his life fighting for the nation or a cause. The undue hype in the media over him and his family is unwanted.

B K Moorthy,
Chennai

Sir, - Veerappan was a nightmare for many people and a Robin Hood for some. Our social structure needs to be revamped to prevent Veerappans, Phoolan Devis, naxalites and others from challenging the existing order. They are manifestations of social imbalance.

K Singh,
Gopalganj, Bihar

Sir, - All praise to the STF for ending the menace afflicting TamilNadu and Karnataka for almost two decades....

V. Ravi,
Chennai

Task 1: Which of the above letters -

- (a) appreciates?**
- (b) criticises?**
- (c) looks at a social problem?**

Here is an example of a letter, a type which is seen often:

Sir, - In the 5th lane of Subramanian Garden Cross Street in Perambur, sewage mixed with rainwater has been stagnating for the last one year. We have requested the Corporation to clean the street, but nothing has been done.

B. Abdullah,
Perambur

Task 2: Write letters to the editor –

- (a) appreciating**
- (b) criticising**
- (c) highlighting a social problem**

USAGE PROBLEMS AND ERRORS

You have learnt already that usage refers to the customary manner in which a language is spoken or written by its educated users; and that unless you are careful you are likely to be trapped into 'problems' or 'errors' leading to communication of wrong meanings.

Further to some of these problems you learnt previously, this unit helps you to be aware of other types of common usage problems/errors. Classified under different heads, the problems are presented with relevant explanations and ways to avoid them in your use of English.

Number: is the form of a word that indicates whether the word is singular or plural.

A word that refers to one person or thing is singular in number. A word that refers to more than one is plural in number.

Agreement of Subject and Verb:

A verb should agree with its subject in number.

Singular subjects take singular verbs

Examples: My grandfather trains dogs.

The senator is in favour of the bill.

They own and operate a video store.

Like the one-word verb in each of these examples, a verb phrase must also agree in number with its subject. The number of a verb phrase is indicated by the form of its first auxiliary (helping) verb.

Examples: This song was performed by Bonnie Raitt. (*singular subject and verb phrase*)

These songs were performed by Bonnie Raitt.

(*plural subject and verb phrase*)

Intervening phrases and clauses:

The number of the subject is not changed by a phrase or a clause following the subject.

Examples: This tape is by the Boston Pops Orchestra.

This tape of songs is by the Boston Pops Orchestra.
(The prepositional phrase **of songs** does not affect the number of the subject tape.)
The characters represent abstract ideas.
The characters in an allegory represent abstract ideas.
(The prepositional phrase in an allegory does not affect the number of the subject characters.)

The number of the subject is also not affected when the subject is followed by a phrase that begins with an expression such as **along with, as well as, in addition to, and together with**.

Examples: The history teacher, as well as her students, was fascinated by the exhibit of artefacts at the Dusable Museum of African History. (*singular subject and verb*)

The history students, as well as their teacher, were fascinated by the exhibit of articles at the Dusable Museum of African American History. (*plural subject and verb*)

Task: Identifying subjects and verbs that Agree in Number - For each of the following sentences, identify the subject of the verb in parentheses. Then choose the verb form that agrees in number with the subject.

Example: The many varieties of American quilts (reflect, reflects) the spirit of the people who developed them.
varieties – reflect

1. The abilities that someone needs to make a quilt (include, includes) patience, coordination, and a good sense of colour and design.
2. A scrap-bag full of colourful bits of cotton and wool fabrics (was put, were put) to good use in a quilt.

3. Amish quilts, which are often brightly coloured, (seem, seems) to convey the joyous spirits of their makers.
4. Several quilters, gathering at one person's home for a quilting bee, often (work, works) on a quilt together.
5. Quilts designed by the Amish usually (include, includes) only solid- colour fabrics, not patterned ones.
6. This quilt, which features colours typical to Amish quilts, (glow, glows) with red, purple, blue, pink, and green.

Indefinite Pronouns

The following indefinite pronouns are singular:

one, anybody, anyone, each, either, everybody, everyone, neither, nobody, no one, somebody and someone

Examples: **Neither** of the books **contains** any illustrations.
 Everyone in the Pep Club **is** wearing the school colours.
 One of the most beautiful places in North Carolina **is** the Joyce Kilmer Memorial Forest.

The following indefinite pronouns are plural:

both, few, many and several

Examples: **Both** of the poems **were written** by Claude McKay.
 Many of our words **are derived** from Latin.
 Several of the juniors **have volunteered**.

The following indefinite pronouns may be singular or plural:

all, any, most, none and some

These pronouns are singular when they refer to singular words and are plural when they refer to plural words.

Examples: **Some** of her artwork **is** beautiful. (*Some refers to the singular noun artwork*)
 Some of her paintings **are** beautiful. (*Some refers to the plural noun paintings.*)

None of the equipment **was damaged**. (*None refers to the singular noun equipment*)

None of the machines **were damaged**. (*None refers to the plural noun machines.*)

Most of the food **has been eaten**. (*Most refers to the singular noun food*)

Most of the sandwiches **have been eaten**. (*Most refers to the plural noun sandwiches*)

Note: The word none is singular when it means “not one” and plural when it means “not any.”

Examples: **None** of the hats **fits**. (*No one fits*)

None of the hats **fit**. (*Not any fit*)

Task: *Identifying Subjects and Verbs that agree in Number - For each of the following sentences, identify the subject of the verb in parentheses. Then choose the verb form that agrees in number with the subject.*

Example: Not one of the pears (look, looks) ripe.
one-looks

1. Many of the recipes in this cookbook (is, are) adaptable to microwave cooking.
2. Neither of my parents (has, have) any trouble using the metric system.
3. I know that all the workers (is, are) proud to help restore the Statue of Liberty.
4. Most of the English classes in my school (stresses, stress) composition skills.
5. Few of the students (was, were) able to spell bureaucracy correctly.
6. (Do, Does) each of you know what you’re supposed to bring tomorrow?

Compound Subjects

A compound subject is two or more subjects that have the same verb.

Subjects joined by ‘and’ usually take a plural verb:

Examples: Basil and thyme are plants of the mint family.

A compound subject may name a single person or thing. Such a compound subject takes a singular verb.

Examples: The secretary and treasurer is Govind. (*one person*)
Grilled chicken and rice is the restaurant’s specialty.
(*one dish*)

Singular subjects joined by ‘or’ or ‘nor’ take a singular verb:

Examples: Neither Juan nor Jeff wants to see the movie.
Either Faridha or Tara plans to report on Latha.
Has your mother or your father met your teacher?

When a singular subject and a plural subject are joined by ‘or’ or ‘nor’, the verb agrees with the subject nearer the verb:

Examples: Neither the performers nor the director was eager to rehearse the scene again. (The singular subject **director** is nearer the verb.)
Neither the director nor the performers were eager to rehearse the scene again. (The plural subject **performers** is nearer the verb.)

Task: Correcting Errors in Subject-Verb Agreement - Most of the following sentences contain verbs that do not agree with their subjects. If the verb does not agree, give the correct form of the verb. If the verb agrees with its subject, write C.

Example: Each of the issues were resolved.
was

1. One or both of the Shakespearean plays about Henry IV are likely to be performed this summer.
2. The effective date of the new regulations for nuclear power plants have not yet been determined.
3. The fact that compact discs do not wear out and do not have to be flipped over make them attractive.
4. The sales representative, with the help of her assistant, are making plans to expand her territory.
5. Not one of the speakers in the debate on South America were eager to suggest a solution to the problem.
6. Neither the proposals of the air traffic controllers nor the report of the FAA's committee have been heeded.

Collective nouns may be either singular or plural:

A collective noun is singular in form but names a group of persons or things.

Common Collective Nouns

army	club	family	squadron
assembly	crowd	group	swarm
audience	fleet	herd	team
class	flock	public	troop

A collective noun takes a singular verb when the noun refers to the group as a unit and takes a plural verb when the noun refers to the parts or members of the group.

- Singular : The band practices every day.
(The band practices as a unit.)
- Plural : The band buy their own uniforms.
(The members of the band buy separate uniforms.)
- Singular : The tour group is on the bus.
(The group as a unit is on the bus).
- Plural : The tour group are talking about what they expect to see. (The members of the group are talking to one another).

- Singular : A flock of geese is flying over.
(The flock is flying as a unit.)
- Plural : The flock of geese are joining together in a V-shaped formation.
(The members of the flock are joining together.)

An expression of an amount may be singular or plural: An expression of an amount is singular when the amount is thought of as a unit and is plural when the amount is thought of as many parts.

- Examples:* Five thousand bricks is a heavy load for this truck.
(The bricks are thought of as a unit).
Five thousand bricks are what we need.
(The bricks are thought of separately).

A fraction or a percentage is singular when it refers to a singular word and is plural when it refers to a plural word.

- Examples:* One fourth of the student body is employed part-time after school. (The fraction refers to the singular noun student body.)
One fourth of the students are employed after school. (The fraction refers to the plural noun students.)
Seventy-five percent of the junior class is sixteen years old. (The percentage refers to the singular noun class.)
Seventy-five percent of the juniors are sixteen years old. (The percentage refers to the plural noun juniors.)

Expressions of measurement (length, weight, capacity, area) are usually singular.

- Examples:* Four and seven-tenths inches is the diameter of a CD.
Eight fluid ounces equals one cup.
Two hundred kilometres was the distance we flew in the hot-air balloon.

Note: In the expression of number, the word **number** is singular when preceded by **the** and is plural when preceded by **a**.

Examples: The number of students taking computer courses has increased.

A number of students taking computer courses belong to the Computer Club.

Task: *Selecting verbs that agree with their subjects - For each of the following sentences, identify the subject of each verb in parentheses. Then choose the verb form that agrees in number with the subject.*

Example: The band (is, are) tuning their instruments.
band - are

1. The gigantic Colossus of Rhodes (was, were) one of the Seven Wonders of the Ancient World.
2. The stage crew (is, are) working together to make a rapid scene change for Hamlet's entrance.
3. On display in the entrance to the library, there (is, are) several oil paintings of famous local people.
4. In our block alone, over two hundred rupees (was, were) collected for the Cancer Society.
5. Rice and dhal (is, are) often served as a main dish at lunch.
6. Either brisk walks or jogging (serves, serve) as daily exercise.
7. A number of the seeds (has, have) failed to sprout.

The title of a creative work (such as a book, song, film, or painting) or the name of a country (even if it is plural in form) takes a singular verb:

Examples: Those who ride the night winds was written by the poet Nikki Giovanni.

"Tales from the Vienna Woods" is only one of Johann Strauss's most popular waltzes.

The United States calls its flag "Old Glory".

The Philippines comprises more than 7,000 islands.

The name of an organisation, though plural in form, usually takes a singular verb:

Examples: The United Nations was formed in 1945.
Avalon Textiles is located on King Street.

The names of some organisations, however, may take singular or plural verbs. When the name refers to the organisation as a unit, it takes a singular verb. When the name refers to the members of the organisation, it takes a plural verb.

Examples: The New York Yankees has won the World Series twenty-two times.
(The New York Yankees has won as a unit.)
The New York Yankees are signing autographs.
(The players are signing autographs.)

Many nouns that are plural in form are singular in meaning:

(1) The following nouns always take singular verbs

Civics	genetics	mumps
Economics	mathematics	news
Electronics	measles	physics

Examples: **Measles is** a contagious disease.
The **news was** disappointing.

(2) The following nouns always take plural verbs

Binoculars	pliers	shears
Eyeglasses	scissors	trousers

Examples: The **scissors are** in the sewing basket.
The first modern **Olympics were** held in Athens.

Note: Many nouns ending in -ics, such as acoustics, athletics, ethics, politics, statistics, and tactics, may be singular or plural.

Examples: **Statistics is** a collection of mathematical data.
The **statistics are** misleading.

If you do not know whether a noun that is plural in form is singular or plural in meaning, refer to a dictionary.

Subjects preceded by ‘every’ or ‘many a’ take singular verbs:

Examples: Every sophomore and junior is participating.
Many a person supports the cause.

Task: Selecting the Correct Verb - For each of the following sentences, choose the correct verb form in parentheses.

1. The girl guides (is, are) a scouting organisation that began in Great Britain.
2. (Does, Do) every boy and girl in the city schools vote in the student council elections?
3. Two teaspoonfuls of cornstarch combined with a small amount of cold water (makes, make) an ideal thickener for many sauces.
4. One indication of African Americans’ influence on our culture (is, are) the use of many black-originated slang expressions by people of other ethnic backgrounds.
5. “Seventeen Syllables” (recounts, recount) the story of a Japanese American family.
6. This (doesn’t, don’t) make sense to me.
7. Microelectronics, the area of electronics dealing with the design and application of microcircuits, (has, have) made possible many of the tremendous advances in computers and robotics in recent years.
8. There (is, are) many a slip between the cup and the lip, as my grandpa says.
9. When she is doing needlepoint, Aunt Chandra’s scissors always (hang, hangs) around her neck on a red ribbon.
10. The majority of high school juniors (think, thinks) that computer literacy is important.

Forms of Modifiers

A **modifier** is a word that limits the meaning of another word. The two kinds of modifiers are the adjective and the adverb.

An adjective limits the meaning of a noun or a pronoun:

Examples: strong wind an alligator
 a loud voice the original one

An adverb limits the meaning of a verb, an adjective, or another adverb.

Examples: drives carefully suddenly stopped
 extremely important rather quickly

Most modifiers with an –ly ending are used as adverbs. In fact, many adverbs are formed by adding –ly to adjectives.

Adjectives	perfect	clear	quiet	abrupt
Adverbs	perfectly	clearly	quietly	abruptly

However, some modifiers ending in –ly may be used as adjectives.

Examples: a daily lesson an early breakfast a lively discussion

A few modifiers have the same form whether used as adjectives or as adverbs.

Adjectives	Adverbs
a hard job	works hard
a late start	started late
an early arrival	arriving early
a fast walk	to walk fast

Uses of Modifiers

Use an adjective to modify the subject of a linking verb:

The most common linking verbs are the forms of be: am, is, are, was, were, be, been and being. A linking verb is often followed by a predicate adjective – a word that modifies the subject.

Examples: Our new computer system is efficient.

The Governor's comments on the controversial issue were candid.

Use an adverb to modify an action verb:

Action verbs are often modified by adverbs – words that tell how, when, where, or to what extent an action is performed.

Examples: Our new computer system is operating efficiently.
The Governor candidly expressed her view on the controversial issue.

Some verbs may be used as linking verbs or as action verbs.

Examples: Geetha looked frantic. (Looked is a linking verb. The modifier following it is an adjective, frantic.)
Geetha looked frantically for her gold ring. (Looked is an action verb. The modifier following it is an adverb, frantically.)

To help you determine whether a verb is a linking verb or an action verb, replace the verb with a form of 'seem'. If the substitution sounds reasonable, the original verb is a linking verb. If the substitution sounds absurd, the original verb is an action verb.

Examples: Geetha looked frantic. (Since 'Geetha seemed frantic' sounds reasonable, looked is a linking verb.)
Geetha looked frantically for her gold ring. (Since 'Geetha seemed frantically for her gold ring' sounds absurd, looked is an action verb.)

Like main verbs, verbals may be modified by adverbs:

Examples: Barking loudly, the dog frightened the burglar. (The adverb 'loudly' modifies the participle 'barking'.)
Not fastening the bracket tightly will enable you to adjust it later. (The adverbs 'not' and 'tightly' modify the gerund 'fastening'. The adverb 'later' modifies the infinitive to 'adjust'.)

Task: Selecting modifiers to complete sentences - Select the correct modifier in parentheses for each of the following sentences.

Example: When you look (careful, carefully) at these pots, you can see the tiny figures etched on them.
carefully

1. The woman in the picture is Rosemary Apple Blossom Lonewolf, an artist whose style remains (unique, uniquely) among Native American potters.
2. Lonewolf combines (traditional, traditionally) and modern techniques to create her miniature pottery.
3. In crafting her pots, Lonewolf uses dark red clay that is (ready, readily) available around the Santa Clara Pueblo in New Mexico, where she lives.
4. These miniatures have a detailed and (delicate, delicately) etched surface called graffito.
5. Because of the (extreme, extremely) intricate detail on its surface, a single pot may take many months to finish.
6. The subjects for most of Lonewolf's pots combine ancient Pueblo myths and traditions with (current, currently) ideas or events.

Six Troublesome Modifiers

Bad and Badly:

'Bad' is an adjective. 'Badly' is an adverb. In standard English, only the adjective form should follow a sense verb or other linking verb.

Non-standard If the meat smells badly, don't eat it.

Standard If the meat smells bad, don't eat it.

Note: Although the expression 'feel badly' has become acceptable in informal situations, use 'feel bad' in formal speech and writing.

Good and Well:

'Good' is an adjective. 'Well' may be used as an adjective or as an adverb. Avoid using 'good' to modify an action verb. Instead, use 'well', an adverb meaning 'capably' or 'satisfactorily'.

Non-standard The school orchestra played good.

Standard The school orchestra played well.

Non-standard Although she was nervous, Arathi performed quite good.

Standard Although she was nervous, Arathi performed quite well.

Used as an adjective, ‘well’ means ‘in good health’ or ‘satisfactory in appearance or condition’.

Examples: He says that he feels well.
She looks well in that band uniform.
It’s midnight, and all is well.

Slow and Slowly:

‘Slow’ is an adjective. ‘Slowly’ is an adverb. Avoid the common error of using ‘slow’ to modify an action verb.

Non-standard Do sloths always move that slow?

Standard Do sloths always move that slowly?

Note: The expressions ‘drive slow’ and ‘go slow’ have become acceptable in informal situations. In formal speaking and writing, however, use ‘drive slowly’ and ‘go slowly’.

Task: *Determining the correct use of ‘bad’ and ‘badly’, ‘well’ and ‘good’, and ‘slow’ and ‘slowly’. Each of the following sentences contains an italicised modifier. If the modifier is incorrect, give the correct form. If the modifier is correct, write C.*

Example: When I painted the house, I fell off the ladder and hurt my right arm bad.
badly

1. The renowned conductor Leonard Bernstein led the New York Philharmonic Orchestra well for many years.
2. Despite the immense size and tremendous power of this airplane, the engines start up slow.
3. I can hit the ball good if I keep my eye on it.
4. Before Uncle Chand’s hip-replacement surgery, his gait was painful and slow.
5. After studying French for the past three years in high school, we were pleased to discover how good we spoke and understood it on our trip to Quebec.

6. Some of the experiments that the chemistry class has conducted have made the corridors smell badly.
7. During the Han dynasty in China, candidates who did bad on civil service tests did not become government officials.
8. Whenever I watch the clock, the time seems to go slow.
9. When my parents correct my little sister, they tell her not to behave bad.
10. After hearing how her grandmother overcame many problems, Anne felt well.

Misplaced Modifiers:

A modifying phrase or clause that sounds awkward because it modifies the wrong word or group of words is called a misplaced modifier.

Avoid using a misplaced modifier:

To correct a misplaced modifier, place the phrase or clause as close as possible to the word or words you intend it to modify.

Misplaced : Uncle Bill saw a dog gnawing a bone on his way to work. (Was the dog on his way to work?)

Clear : On his way to work, Uncle Bill saw a dog gnawing a bone.

Misplaced : They were delighted to see a field of daffodils climbing up the hill.

Clear : Climbing up the hill, they were delighted to see a field of daffodils.

Misplaced : The anxious hunter watched the raging lion come charging at him while readying a bow and arrow.

Clear : While readying a bow and arrow, the anxious hunter watched the raging lion come charging at him.

Two-Way Modifiers:

Avoid placing a phrase or clause so that it seems to modify either of two words. Such a misplaced modifier is often called a two-way, or squinting modifier.

Misplaced The prime minister said in the press interview her opponent spoke honestly. (Did the prime minister speak in the press interview, or did her opponent?)

Clear In the press interview, the Prime Minister said her opponent spoke honestly.

Clear The Prime minister said her opponent spoke honestly in the press interview.

Misplaced The Mayor said when the city council met he would discuss the proposed budget.

Clear When the city council met, the Mayor said he would discuss the proposed budget.

Clear The Mayor said he would discuss the proposed budget when the city council met.

Misplaced The manager told the two rookies after the game to report to the dugout.

Clear After the game, the manager told the two rookies to report to the dugout.

Clear The manager told the two rookies to report to the dugout after the game.

Task: Revising sentences by correcting misplaced modifiers - The following sentences contain misplaced modifiers. Revise each sentence so that its meaning is clear and correct.

Example: We listened eagerly to the stories told by Scheherazade in *The Arabian Nights*, munching peanuts and crackers. Munching peanuts and crackers, we listened eagerly to the stories told by Scheherazade in *The Arabian Nights*.

1. Louise projected the photographs on a large screen that she had taken at the zoo.
2. Mr. Martinez promised in the morning he would tell a Native American trickster tale.
3. I pointed to the fish tank and showed my friends my new puffer, swelling with pride.
4. Roshan said during an interview Richard gave him inspiration to become a writer.
5. I talked about the problem I had in writing my first draft with Mohan, and he said he had the same problem.
6. My aunt had finally mastered the art of making stuffed cabbage, filled with a sense of accomplishment.

Dangling Modifiers:

A modifying phrase or clause that does not sensibly modify a word or words in a sentence is called a **dangling modifier**.

Avoid using a dangling modifier

You may correct a dangling modifier by adding a word or words that the phrase or clause can sensibly refer to or by adding a word or words to the phrase or clause.

- | | |
|-----------------|--|
| Dangling | Having selected a college, a trip to the campus was planned. (Who selected a college?) |
| Clear | Having selected a college, my friend and I planned a trip to the campus. |
| Clear | After we selected a college, my friend and I planned a trip to the campus. |
| Dangling | After winning the Pulitzer prize for poetry, the novel Maud Martha was written. |
| Clear | After winning the Pulitzer prize for poetry, Gwendolyn Brooks wrote the novel Maud Martha. |
| Clear | After Gwendolyn Brooks won the Pulitzer Prize for poetry, she wrote the novel Maud Martha. |

Dangling While correcting papers, the message came from the principal.

Clear While correcting papers, the teacher received the message from the principal.

Clear While the teacher was correcting papers, the message came from the principal.

Note: A few dangling modifiers have become standard in idiomatic expressions.

Examples: **Generally speaking**, Americans now have a longer life expectancy than ever before.

To be honest, the party was rather boring.

Task: *Revising sentences by correcting Dangling Modifiers - The following sentences contain dangling modifiers. Revise each sentence so that its meaning is clear and correct.*

Example: Waiting at the bus stop, my older brother drove by in his new car.

While I was waiting at the bus stop, my older brother drove by in his new car.

1. Frightened by our presence, the rabbit's ears perked up and its nose twitched.
2. To interpret this poem, a knowledge of mythology is helpful.
3. All bundled up in a blanket, the baby's first outing was a brief one.
4. When performing onstage, the microphone should not be placed too near the speaker cones.
5. To be a good opera singer, clear enunciation is extremely important.
6. To help colonial soldiers during the Revolutionary War, Solomon's efforts raised money to buy food and clothing.

The Double Negative:

A double negative is a construction in which two negative words are used where one is enough. Although acceptable until Shakespeare's time, double negatives are now considered non-standard.

Non-standard She has not read none of Nadine Gordimer's books.

Standard She had not read any of Nadine Gordimer's books.

Standard She has read none of Nadine Gordimer's books.

Non-standard I do not know nothing about the Peloponnesian War.

Standard I do not know anything about the Peloponnesian War.

Standard I know nothing about the Peloponnesian War.

Nonstandard Grandma said that she hadn't never seen another pumpkin that was as large as this one.

Standard Grandma said that she hadn't ever seen another pumpkin that was as large as this one.

Standard Grandma said that she had never seen another pumpkin that was as large as this one.

Common Negative Words

barely	never	not (n't)
but (meaning 'only')	no	nothing
hardly	none	only
neither - no	one	scarcely

Note: Avoid the common error of using n't, the contraction of not, with another negative word, especially barely, hardly, or scarcely.

Nonstandard I can't hardly take another step in these new boots.

Standard I can hardly take another step in these new boots.

Nonstandard The film is so long that we couldn't scarcely see it in one class period.

Standard The film is so long that we could scarcely see it in one class period.

The words 'but' and 'only' are considered negative words when they are used as adverbs meaning 'no more than'. In such cases, the use of another negative word with 'but' or 'only' is considered informal.

Informal Whenever I see you, I can't help but smile.

Formal Whenever I see you, I can't help smiling.

Task: Revising sentences to eliminate double negatives - Revise each of the following sentences to eliminate the double negative. Although the following sentences can be corrected in more than one way, you need to give only one revision.

Example: He hadn't no pencils on his desk.

He had no pencils on his desk.

Or

He hadn't any pencils on his desk.

1. Tom didn't have no time to buy the books.
2. Haven't none of you seen the dog?
3. Isn't nobody else interested in going to visit the exhibition this morning?
4. We haven't but one day to visit the fair.
5. She didn't contribute nothing to the project.
6. The lights were so dim that we couldn't barely see.

IDIOMS

What are idioms?

Idioms are groups of words with special, specific meanings. They are often confusing because the meaning of the whole group of words that form an idiom has little, often nothing, to do with the meanings of the words taken one by one.

Idioms appear in every language, and English has thousands of them.

In order to understand a language, you must know what the idioms in that language mean. If you try to figure out the meaning of an idiom literally, word by word, you will get befuddled. You have to know its “hidden” meaning.

For instance, to “let the cat out of the bag” means to reveal a secret. Today the phrase has nothing to do with a cat or a bag, but hundreds of years ago, it actually did.

We use idioms:

- to be different
- to play with words
- to be amusing or witty
- to put other people at ease, even in the most formal situations
- to communicate more clearly and more visually
- to express something which other words do not quite express

Where did all these idioms come from?

Idioms come from all different sources, from the Bible to horse racing, from ancient fables to modern slang. Sometimes famous authors and storytellers such as Homer, Aesop, Geoffrey Chaucer, or William Shakespeare made them up to add spark to their writings. The authors were popular, so the expressions they created became popular. Often, however, we don’t know the name of the first author or speaker who used a particular expression.

Some idioms come from Native-American customs (“bury the hatchet”) and others from African-American speech (“chill out”). Some became popular because they rhyme (“snug as a bug in a rug”) or have alliteration (“spic and span”).

Some idioms originated as colloquialisms (informal speech) or slang (casual, playful, non-standard language). Some were well-known proverbs and adages (short sayings that express practical, basic truths). Some popular idioms began as folksy sayings used in particular regions of the country and spoken in local dialects. Many came from other countries, although most of the idioms in this book are Americanisms. Some idioms go back in time to the ancient Greeks and Romans, thousands of years ago. Others are more recent.

Ace up your Sleeve

“I don’t know how Henry is going to get his mom to buy him a bike, but I’m sure he has an ace up his sleeve”.

Meaning: a surprise or secret advantage, especially something tricky that is kept hidden until needed.

Origin: Back in the 1500s most people didn’t have pockets in their clothes, so they kept things in their sleeves. Later on, magicians hid objects, even small live animals, up their sleeves and then pulled them out unexpectedly to surprise their audiences. In the 1800s dishonest card players secretly slipped a winning card, often an ace, up their sleeves and pulled it out when nobody was looking to win the game.

Achilles’ Heel

I’m an ‘A’ student in math and science, but English is my Achilles’ heel.

Meaning: the one weakness, fault, flaw, or vulnerable spot in one’s otherwise strong character.

Origin: In the *Iliad*, the famous story about the Trojan War by the Greek poet Homer, Achilles was a great hero and warrior. However, he had one weak spot, the heel of one foot. When he was a baby, his

mother wanted to be certain that her son could never be harmed, so she dipped little Achilles upside-down in the magical River Styx. Wherever the water touched his body, he became invulnerable. But since she was holding him by his heel, that part of him never got wet. Years later Achilles was killed in the Trojan War by an enemy who shot a poisoned arrow into his heel.

Add Fuel to the Fire

“I was already angry with you, and when you forgot to pick me up, that really added fuel to the fire”.

Meaning: to make a bad situation worse; to do or say something that causes more trouble, makes someone angrier.

Origin: Thousands of years ago the famous Roman historian Livy used this expression. If you pour water on a fire, it goes out. But if you put fuel (like coal or wood) on a fire, you make it burn hotter and brighter. If “fire” represents any kind of trouble, then anything you do to make that trouble worse is “fuel”. A similar expression is “fan the flames”.

All Ears

“You said you had something important to tell me. I’m all ears!”

Meaning: eager to listen; sharply attentive; curious

Origin: The ear is the organ by which a person hears. So, if we figuratively say that you’re “all ears,” it means that at that moment you’re keenly listening to whatever is being said. It’s as if no other part of your body mattered except your ears. This idiom is about three centuries old.

Apple of your Eye

“Kareem is the **apple of my eye**”.

Meaning: a person/thing that is greatly loved/treasured/ adored.

Origin: This saying is used in the Bible. Ancient people thought that the pupil of the eye was solid and shaped like an apple. The pupil (“apple of the eye”) was precious because without it, you couldn’t see.

Back to Square One

Our design for a solar-powered washing machine didn't work, so it's **back to square one**.

Meaning: return to the beginning because of a failure to accomplish the desired result.

Origin: There are many board and street games that have squares or boxes. Each player must start at the first square and try to advance to the finish line or last box to win. If, for any reason, you have to go back to square one, you're starting over from the beginning. A similar saying is "back to the drawing board", where architects begin blueprints or sketches for each project. When a project fails to work out, you may have to start over again from the original drawings to improve your chances for success.

Beat around/about the Bush

"Stop **beating about the bush**. What exactly are you doing now?"

Meaning: to avoid answering a question; to approach something carefully or in a roundabout way.

Origin: This expression goes all the way back to the 1500s when hunters hired people called beaters to drive small animals out of the bushes so the hunters could get a better shot at them. The problem for the beaters was that they might drive the birds or rabbits or foxes out too soon. They had to be careful not to drive the animals into the open before the hunters arrived. So the beaters might use their long sticks "around the bush" rather than directly on it. Today, the expression "to beat around the bush" means talking about things in a roundabout way without giving clear answers or coming to the point.

Bed of Roses

"Life is not always a **bed of roses**."

Meaning: a wonderful, pleasant situation or position; an easy, comfortable life.

Origin: English poets have used this phrase for centuries. Roses are such lovely, sweet-smelling, soft-petaled flowers that a bed of them

suggests a lively, sweet, and soft condition. The meaning was stretched to mean any easy and comfortable situation in life. **Beggars can't be Choosers**

“Beggars can't be choosers. If you don't have money to go out for pizza, you'll have to eat in the cafeteria.”

Meaning: needy people have to take whatever they can get and cannot be concerned about the quality if they cannot afford to buy it for themselves.

Origin: This proverb has been around since the mid-1500s. It means that people who need something but who have little or no control over their situations can't choose what they get. They have to accept what is offered.

Better Half

I'm not making a decision until I check with my **better half**.

Meaning: either partner in marriage.

Origin: Puritans were English Protestants in the 16th and 17th centuries who favoured strict religious discipline. They said that each person was made up of two halves, body and soul, and that the soul was the better half because it was the spiritual side. Sir Philip Sidney, an English writer, said that a marriage was made up of two halves, and that the better half was the better spouse. Today when the phrase “better half” is used, it almost always means someone's wife, although there's no reason why a wife can't use the term to describe her husband. In either case, “better half” is a compliment.

Between the Devil and the Deep Blue Sea

“Guna had to choose between confessing that he hadn't studied or trying to fake it. He was **between the devil and the deep blue sea.**”

Meaning: caught between two great dangers and not knowing what to do; in a very difficult position.

Origin: In the early 17th century the heavy plank fastened to the side of a vessel as a support for guns was called the devil. Sometimes a sailor had to go out onto this plank to do repairs to the boat. In heavy

seas he would be in great danger of falling overboard and drowning because he was between “the devil and the deep blue sea.” Over the centuries the meaning of this expression expanded to include being between two equally difficult perils of any kind.

A Bird in the Hand is Worth Two in the Bush

Take this job now because you don’t know if you’ll get the other one. Remember that a **bird in the hand is worth two in the bush.**

Meaning: what you already have is better than what you might or might not get in the future; a guarantee is worth more than a promise.

Origin: This saying began as an ancient Greek proverb. Aesop used it in some of his fables. The ancient Romans repeated it, and in the 1400s it was translated into English. It comes from the sport of hunting birds. Hunters thought that a bird that you had already captured (“in the hand”) was better than two you hadn’t yet caught (“in the bush”). Today we often hear the same advice: It is better to be content with what you already have than to reject it because you hope that something better will turn up.

Birds of a Feather Flock Together

“Everyone at that table plays soccer. No wonder they are friends. After all, **birds of a feather flock together.**”

Meaning: people who have things in common, such as interests and ideas, usually hang out together; people who are alike often become friends.

Origin: This saying, which is over 2,000 years old and comes from the Bible, is based on the observation that birds of the same species flock together on the ground as well as in the air. The meaning has been broadened over the years, so that “birds” means “people” and “of a feather” means “of the same type”.

Bite off more than you can chew

“You can’t captain the team, keep wickets and open the innings. Don’t **bite off more than you can chew.**”

Meaning: to take on a task that is more than you can accomplish; to be greedy, overconfident, or too ambitious by taking on more jobs or responsibilities than you can deal with at one time.

Origin: Versions of this saying were used in Europe in the Middle Age and ancient China. If you take a bite of food that's too big for your mouth, you won't be able to chew it. This idea came to mean undertaking ("biting off") a job that's too much for you to handle ("more than you can chew").

Bleeding Heart

"Ravi is such a **bleeding heart**. He'll donate to any charity that asks him for money!"

Meaning: an extremely soft-hearted person who feels compassion or pity towards all people, including those who may not deserve sympathy.

Origin: This controversial term comes from America in the 20th century. Some people say that government or private charities should do more to help relieve the suffering of the sick, the homeless, or the unemployed. These well-meaning citizens might be called "bleeding hearts" by others who feel that many people on welfare or charity should stop taking so much from others.

Blessing in Disguise

"We thought Summer school denied us holiday pleasures. But it proved to be a **blessing in disguise**. The next year we were ahead in our class."

Meaning: something that at first seems bad but turns out to be good; a hidden benefit.

Origin: This saying was first used in a poem 200 years ago by a writer named James Hervey. When something looks like bad luck, it may turn out to be a false appearance.

(a "disguise") that hides something that's really useful or fortunate (a "blessing") of course, you don't know that at first because the blessing is in disguise.

Blood is Thicker than Water

"Mrs. Ponni chose her grandson, instead of me to work in her store. I guess **blood is thicker than water**".

Meaning: one can expect more kindness from a family member than from a stranger; a person will do more for a relative than for anyone else.

Origin: This saying, that means that family ties count more than friendship, comes from Germany in the 12th century. Perhaps it comes from the idea that water can evaporate without leaving a trace, but blood leaves a stain and is more permanent. This suggests that relatives (“blood”) are more important (“thicker”) than people who are not related (“water”).

Blow your own horn

Try to be modest in spite of your achievements. Don't **blow your own horn**.

Meaning: to praise yourself; to call attention to your own merits (intelligence, skills, success or abilities); to brag about yourself.

Origin: In ancient Roman times, a blare of trumpets announced the arrival of a great hero. So the blowing of horns meant someone important was coming. Today, people who blow (or toot) their own horns are boasting about their superior qualities. Sometimes you have to do that a little (when you apply for a job, for instance), but if you do it too much, you could be called a braggart.

Bolt from the Blue

Tendulkar's tennis elbow injury on the eve of the match came as a **bolt from the blue**.

Meaning: something sudden, unexpected, and shocking.

Origin: This expression has been used since at least the early 1800s. Picture a calm, clear, blue sky. You'd probably be surprised, even startled, if a bolt of lightning suddenly cracked down. In the same way, any big surprise is like lightning shooting out of a clear, blue sky. You just don't expect it to happen. (Note: this expression usually refers to very bad news.) A related idiom is “out of the clear, blue sky”.

Born with a Silver Spoon in your Mouth

Frank always buys the finest, most expensive things. He could afford for he was **born with a silver spoon in his mouth**.

Meaning: born to wealth, comfort, and privilege.

Origin: A spoon made out of pure silver is expensive. Sometimes a silver spoon is given as a gift to a newborn baby. If a rich baby has many expensive things from the start of life, like a silver spoon (almost as if he or she were born with the spoon in his or her mouth), we can use this well-known idiom to describe that person. The phrase was used by Cervantes, the Spanish writer, in the early 1600s in the book *Don Quixote*.

Bottom Line

“If we don’t win this match, we’re out of the finals. That’s the **bottom line**.”

Meaning: the most crucial fact; the net result.

Origin: For hundreds of years accountants have added up the profits and losses of companies. The sum appears at the bottom line of a column of numbers. While “bottom line” still means a bookkeeping figure showing profit or loss; it has taken on a more general meaning since the mid-1900s and now refers to any crucial decision or final result, financial or not.

Break the Ice

“Pozhil was very shy when she met Pavithra. She didn’t know how to **break the ice**.”

Meaning: to overcome the first awkward difficulties in a social situation by a friendly gesture; to ease the nervousness in a situation.

Origin: As early as the late 1500s and early 1600s, writers like Shakespeare were using this expression. It originally came from navigation through waterways frozen over with ice. Special boats had to break through the ice, clearing the way before any ships could sail. The meaning was transferred to getting a conversation started or making an acquaintance. “Ice” in this idiom represents a cold or awkward feeling among people, especially strangers.

Burn the Candle at both Ends

“Mr. Murphy goes to college during the day and works in a restaurant at night. He doesn’t have rest at all. He’s **burning the candle at both ends**.”

Meaning: to overwork yourself mentally or physically and until you’re exhausted.

Origin: This was a French expression that came into English in the late 1500s. If you really took a candle and burned it at both ends, it would be used up twice as fast. That image changed to refer to people who work hard night and day and use up all their strength. We also say that you can “burn yourself out” this way.

Burn the Midnight Oil

I have a crucial test tomorrow, so I have to **burn the midnight oil**.

Meaning: to stay up very late at night studying or working.

Origin: This saying goes back to the days when lamps were lighted by oil and people went to bed earlier than they do today. When you burned the midnight oil in those days, you were up late working or reading by the light of an oil lamp.

Task 1: Match the idioms in column A with their meanings in column B. Then make sentences with each:

A	B
by hook or by crook	practical; sensible
call the shots	make all possible efforts to carry out a task/search
chip off the old block	earn just enough to live within one’s income
down-to-earth	spend one’s salary as fast as it’s earned without saving for the future
eat your words	by any means possible (legal or not)
hand-to-mouth existence	almost never; very seldom
in the driver’s seat	in control
in the pink	to make decisions and be in charge

A	B
leave no stone unturned	take back what you said
make ends meet	a child who resembles a parent in behaviour, looks or abilities
mince words	to be firm about something
once in a blue moon	to reverse the situation
put your foot down	not come straight to the point
turn over a new leaf	in excellent health physically and emotionally
turn the tables	to correct one's behaviour and make a fresh start

Task 2: Complete the following idioms. Then make sentences with each so as to bring out their meanings.

1. buy a _ i _ in a poke
2. c _ _ _ it a day
3. catch someone r _ _ - h _ _ _ _ _
4. close s _ _ _ _
5. _ _ _ humble p _ _
6. e _ _ _ _ _ _ hour
7. _ _ _ _ out of w _ _ _ _
8. _ _ _ as a fiddle
9. hard _ _ _ to c _ _ _ _
10. in a n _ _ sh _ _ _
11. keep one's _ _ _ _ _ _ _ crossed
12. pay through the _ _ _ _
13. put your best _ _ _ _ forward
14. raining c _ _ _ and d _ _ _
15. throw _ _ _ _ water on something

APPENDIX

English for Medicine

A. Listening

A doctor's instructions to his patients:

- Come back on Tuesday for the dressing.
- Use this antiseptic cream on the abrasions.
- Tilt your head.
- Avoid exerting yourself too much.
- Take one capsule twice a day – one in the morning and one at bed-time – both before every meal.
- You should go to the lab, on an empty stomach for the test.
- Take two teaspoons of this syrup at night.
- Take a bland diet. Avoid hot, spicy food.
- Take half a tablet after every meal, three times a day.
- Lie down with your feet raised. You could use a pillow.
- Take one puff of this inhaler in the morning and one at night.

D. Writing

BE POSITIVE HOSPITAL DISCHARGE SUMMARY

Name: Master Joseph
Add: S/O Mr. Raj
8, V lane, SN Road
Chennai 600 013

Gender: Male
Age: 12 years

Referred by: Dr. J Prabhakar MBBS
Consultant: Dr. SS Manohar MS., DLO
Diagnosis: Tonsillitis
Surgery: Tonsillectomy

Dt. of Admission: 03.04.05
Dt. of Operation: 03.04.05
Dt. of Discharge: 03.04.05

Case Summary: Child admitted with H/o recurrent sore throat – fever – treated for tonsillitis each time – No ear discharge – Nasal stuffiness present – Admitted for Tonsillectomy

Examinations: Afebrile – comfortable – BP 120/70 mm. Hg – Pulse 82/mt. Reg. – Throat-no congestion

Operation Notes: Tonsillectomy – Under GA tonsillectomy done both sides fossa clear

Post Operative Course: Uneventful

Treatment Given: Syp. Chemotrin forte 2 tsp./bd
Syp. Ultragin 2 tsp./tds
Syp. Ostocalcium B₁₂ 2 tsp./bd

Condition on Discharge: Pt conscious
Afebrile
Pulse 92 mt
No bleeding from oral cavity

Advised: Syp. Chemotrinforte 2 tsp./bd for 7 days
Syp. Ultragin 2 tsp./tds

Diet Advised: 1st day – ice cream, rose milk, ice water
2nd day – biscuits, bread, tea, coffee, bournvita, horlicks, curd rice
3rd / 4th / 5th day- idli, rice kanji, curd rice, pongal, bread and biscuits
6th & 7th day – vegetable rice, green rice, dhal rice
No ‘hair wash’, no hot, spicy food – 15 days.

Notes dictated by: Dr. S S Manohar MS., DLO Typed by: Ms.Kavitha

Doctor’s Signature

(Abbvs. H/o-history of; GA-General Anaesthesia; bd - twice a day; tds – thrice a day)

English for Veterinary Science

A. Listening

Rabies – a terrifying and deadly viral infection of the central nervous system is still very common in Asia, but eradicated in much of the rest of the world. It’s usually transmitted by bites

from infected animals. Over three million Asians are bitten by rabid animals each year, and 45,000 die. According to the World Health Organisation (WHO), in India alone the disease kills a staggering 30,000 people annually.

How can you tell if an animal is rabid? A common clue is a sudden change of behaviour, like drooling, unprovoked aggression, biting, aimless running and difficulty in breathing.

In humans, rabies symptoms can sometimes take weeks or months to appear. When an infected animal bites a person, the rabies virus travels along the nerves to the central nervous system, where it may incubate for up to three months. During this time, the victim shows no outward signs of illness. By the time symptoms develop it's always too late to prevent death. At the end of this incubation period, the virus multiplies rapidly, spreading to the brain and throughout the body. Initially the symptoms may be mild – a slight fever, headache, nausea and a persistent cough. There may also be pain, itching, tingling or a sensation of cold at the bite site. Later the symptoms become increasingly frightening. For the next two to seven days, the patient becomes nervous, agitated, restless and irritable, and may salivate excessively. As the virus replicates in the brain, the victim experiences eye problems such as enlarged pupils, weakness of the facial muscles and hoarseness. In one out of six persons, there's hydrophobia – a fear of water. Finally, the virus overwhelms the brain and central nervous system. The patient falls into a coma, becomes paralysed and dies.

What should you do if you're bitten by an animal? Attend to the wound immediately. Wash it with plenty of soap and running tap water. Then apply an antiseptic like iodine or Betadine. Once the wound has been cleaned seek medical help immediately. Victims must be immunised as soon as possible, so that antibodies have time to develop and kill the virus before it incubates. Once the virus reaches the brain, the antibodies are no longer effective.

Prevention is the best defence against rabies. One of the most effective weapons is pre-exposure vaccination, especially for children in areas where rabies is endemic.

Vaccinating pets and livestock can help prevent rabies, too. Pets, especially dogs, are the usual carriers of the rabies virus. Rabbits, squirrels, cats, bats, rats, chipmunks, mice may also be infected. If they bite or scratch you, see your doctor. In dogs and cats, immunisation usually involves a single shot, but it is important that booster shots are taken regularly once a year.

English for Catering

A. Listening

Hello listeners! This is your host Poovan, with your favourite radio programme 'Cooking for fun'. With us, in our studio today is the famous Chef, Jeevan Khana, from the 'Parris-Trichy Restaurant.' And he is going to tell us how 'Mango Fool' is made. This is a favourite dish in his restaurant, during the Mango season. Over to Chef Khana.

Chef K: Good afternoon, listeners! I'm here to tell you how to make 'Mango Fool'. Get your note-books and pencils ready. First the ingredients.

You need 2 large ripe mangoes

½ cup sugar

1 tsp gelatine

1½ cup thick milk/cream

Method

First soak gelatine in 6tsp of warm water. Stir it until all the gelatine is dissolved. Keep the gelatine in a dish of cold water, or on ice, to set. The jelly will be ready in ½ an hour. Now wash the mangoes well. Then peel and chop them into pieces. Put the mango pieces in a blender. Beat well. Add sugar and beat again. Now add the jelly to this mixture and beat again in a blender till it is smooth. When done, pour this mixture into a ceramic/glass bowl. Stir in

the thickened milk/cream, gently with a spoon. Place on ice / or over a bowl of cold water to set. After an hour or so it is ready to eat.

Enjoy your 'Mango fool'! Here's a tip for you. You can also use seasonal fruit like pineapple or papaya instead of the mangoes.

That's all for today. Good-bye!

English for Engineering

A. Listening

Quiz Master : Now on to some of Man's greatest feats of engineering – man-made 'Holes' in the ground!

QM : Team A -
How deep is the world's deepest open mine?
(a) 2000 feet (b) 2540 feet (c) 2700 feet

Team A : 2540 feet!

QM : Right! Now team B -
How deep is the world's deepest water well?
(a) 7320 feet (b) 5000 feet (c) 9000 feet

Team B : 5000 feet!

QM : Wrong! The correct answer is 7320 feet. And do you know where it is? You get a bonus point if you answer correctly. Team B? No? Team A?

Team A : In India?

QM : No, It's in Montana, USA.

QM : Next question to Team A -
Where is the deepest mine in the world?

Team A : Sorry we pass.

QM : Team B?

Team B : Is it in South Africa?

QM : Yes indeed, it is. Do you know what it is called?
..... No? 'The Western Deep'. And do you know that nearly all the deeper mines are gold mines?

Question to Team B now,

Where is the tallest structure in the world?

- Team B : In Poland! the Warsaw Radio Mast.
 QM : Correct! Now a simple question to you Team A -
 Where is the only gold mine in South India?
 Team A : In Karnataka.
 QM : Right! And do you know what it is called?
 Team A : Is it the Kolar Gold Mine?
 QM : Yes! But the mine has run dry now and there are
 no longer any mining operations today.
 Now one last question each to both the teams.
 Team B first - Where was the world's deepest
 drilling done?
 Team B : *(after much whispering)* Sorry
- QM : The question passes to Team A -
 Team A : *(after a quick discussion)* Was it the USSR?
 QM : That's right, it was! Well done, Team A! Did you
 know they had drilled to a depth of 31,911 feet!
 Right! Well done, both teams! It's time to say good
 bye now.
 Good bye and good luck!

English for Computers

A. Listening

Not long ago, mobile phones could just transmit voice and SMS messages. Now they can display Internet information thanks to Wireless Application Protocol or WAP. Some hybrid models combine a phone with a PDA. They look like a regular phone with a dial-pad and a small screen on its front. But if you flip up the front cover you find a larger screen that is touch-sensitive. Some include a virtual keyboard, which pops up when you want to enter email text or a WAP address. But the future is called 'Third-generation' (3G) mobiles. They transmit a caller's picture and voice simultaneously. UMTS mobile phones deliver users information, e-commerce, games and videoconferencing via fixed wireless and satellite networks.

Virtual reality lets people interact with artificial objects and environments through three – dimensional computer simulation. In a VR system, you are hooked to a computer through a controlling device, such as a glove, and head-mounted displays give you the feeling of being propelled into an artificial three – dimensional world. The computer brings to life events in a distant, virtual world using databases or real-time objects and sounds. Your senses are immersed in an illusionary yet sensate world. VR can be applied to anything from video games, testing motor vehicle, visiting a virtual exhibition, to checking out imaginary kitchen designs.

English for Business and Commerce

A. Listening

- I. Banking shares suffered sharply on the Bombay Stock Exchange today due to heavy selling following the Reserve Bank of India proposal regarding the maximum holding by a group in a private bank.
- II. Trading was in a narrow range for most part of the session. The 30-share BSE sensitive index ended with a gain of 35.88 points to close at 4993.76. The Sensex opened at 4973.88 and touched a high of 5041.19.
- III. Reliance Industries and IT counters hogged the limelight even as the market ended fractionally lower in lacklustre activity amidst alternate bouts of buying and selling by foreign institutional investors coupled with short-covering by operators a day ahead of expiry of July contract in derivatives.
- IV. The Government's decision to grant oil public sector undertakings freedom to fix fuel prices prompted a smart stocks rally helping the Sensex end higher by 45 points on Monday. Oil PSUs rallied smartly and scored impressive gains as the decision to allow state-run oil companies to fix petrol and diesel prices within a narrow price band was in the interest of the sector.

English for Legal purposes

A. Listening

Copy-cat, Copy-cat!

Authors and artists consider the result of their creative effort their most valuable property. The law concedes this sentiment and protects them from theft. It has been decided long ago by English courts that whatever a man produces through his labour, intellect or skill is his property. This principle was followed in this country for a long time. Now the law of copyright is governed by the Copyright Act, 1957 which treats copyright as a form of moveable property. Section 14 of the Act defines copyright. It means the exclusive right in the case of a literary, dramatic or musical work to do and authorise the doing of any of the following acts, namely:

- (1) to reproduce the work in any material form
- (2) to publish the work
- (3) to perform the work in public
- (4) to produce, reproduce, perform or publish any translation of the work
- (5) to make any cinematograph film or a record in respect of the work
- (6) to communicate the work by radio, loudspeaker, or any other similar instrument
- (7) to make an adaptation of the work
- (8) to use a translation or adaptation in any of the ways mentioned above

English for Humanities

A. Listening

Truth vs Myth

Once upon a time our land came to be invaded by white philistines. They were so strong that neither the blade of steel nor

the blast of gunpowder could destroy them. However, like Samson with long locks or like Superman who dreaded Krypton, the white philistines had one weakness – they could be destroyed by salt. So they banned salt-making in the lands they occupied. Then came a prophet – who told the enslaved people that there was salt on the golden shore of a sea on the other side of their land. A man of purity of mind and body alone could procure it. One day there came such a David, frail and semi-clad. The great knights of the land scoffed at him, but he undertook the difficult journey, procured the Holy Grail of salt and sprinkled it on the philistines. They vanished.

Couldn't the story of Gandhi's Dandi march be mythified thus? Not in this age of the Internet and interplanetary voyages. But if Gandhi's salt satyagraha had happened, say, when the Buddha lived, a story like the one above would by now have been part of our great mythology.

Each culture has its own ideas of history. If every Chinese emperor believed that history began with him (so he burnt all the records of preceding reigns), we Indians mythified everything and became the world's greatest myth-makers.

Often it is the myth that stays in the mind of the listener more than the history. No wonder, the fictitious Anarkali is better remembered than the historical Nurjehan.

Perhaps we are bad in history because we have more myths. History to us has been an intangible collective memory of facts, myths and magic

Courtesy - 'The Week'

English for Mass Media and Journalism

A. *Listening*

- (1) It taught us all we know.
It's not all bad being a tortoise.
They do live to a very old age.
They suffer few mechanical breakdowns.
They have a very poor appetite
They're not, as we know, the swiftest of creatures.
But need we remind you of the story of the hare and the tortoise?
So – it's 'Cedar' for you – yes – 'CEDAR' - the age old – reliable car!
- (2) With more people in more places you can always count on our in-depth knowledge to deliver on time, every time – without wasting time.
Your shipment is cleared for customs even before it lands.
We move the world - That's us – 'Swift' - as swift as swift can be!
- (3) No more Travellers' cheques. No more cash. Just carry this magic card to access ATM and shop anywhere in the World.
A prepaid card for travel abroad - the 'Vishwa Yatra' card – with you all the way! - From the 'Bania Bank'.
- (4) 'Kaana' a leader in TFT technology, memory chips and semi conductors, brings a host of unique and never before features – Phones - styled by world famous designers – larger screens - more colours - multi lingual - easy to use menus - crystal clear sound in every call - so no matter what your addiction is, there's one for you - go for it!

English for Academic purposes - within the class room

A. Listening

Task 1: Listening for the main idea -

Some of the reasons for the depletion of water resources are simple to understand: population growth and the spread of economic activity on an industrial scale have led to a dramatic increase in the demand for fresh water. Meanwhile, the rapid spread of urbanisation has changed the patterns of consumption, while the need to increase the area of productive land has caused greater demand for irrigation. Another “key” factor is deforestation. Forests act like vast sponges, retaining water and gradually releasing it into freshwater ecosystems. Take the forest away, and that water is going to be wasted. Then, there are the effects of climate change. Weather patterns are becoming more erratic, with drought in some places matched by severe flooding in others. As a result, there is no water where it is needed and too much where it is not. Without any reduction of CO₂ emissions, annual rainfall is projected to decline by 10 to 40% by 2100. (*Data source: Green peace*)