

DMC 8113

**MASTER OF COMPUTER
APPLICATIONS**

COMMUNICATION SKILLS LAB – I



**CENTRE FOR DISTANCE EDUCATION
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SYLLABUS

Unit 1 **COMMUNICATION - ONE TO ONE**

LISTENING: Listening to conversation - Listening to telephone conversation

SPEAKING: Taking part in a conversation - Telephone conversation - Role play

READING: Technical Vocabulary - Sentence level comprehension - Reading emails –
Reading telephone messages - difference between formal & informal text

WRITING: Writing telephone messages - Formal & informal writing

GRAMMAR: Coherence – Link words

Unit 2 **COMMUNICATION – ONE TO MANY**

LISTENING: Listening to different kinds of announcement – From various media sources

SPEAKING: Making announcements in both formal and informal context

READING: Reading Notices – Circulars – Memos –Group emails – Reading for specific
information –Reading for general information

WRITING: Writing memos – Circulars – Notices – Use of appropriate language

Unit 3 **NARRATION**

LISTENING: Listening to short talks - Listening to narratives / oral reports of events / incidents

SPEAKING: Giving extempore talks – Narrating an anecdote – Narrating case study problems

READING: Reading narratives / technical scenarios - Reading case studies

WRITING: Writing formal letters / complaints narrating problems – Writing narrative paragraphs

Unit 4 **DESCRIPTION**

LISTENING: Listening to short descriptive lecture – Listening comprehension questions

SPEAKING: Taking part in small group discussion

READING: Describing a product – process description - Interpreting flowchart - table

WRITING: Essay writing – Descriptive essay – Channel conversion (flowchart to verbal)

Unit 5 COMPARISON AND CONTRAST

LISTENING: Listening to lecture comparing two things – Listening comprehension questions –
Filling a table based on lecture

SPEAKING: Making presentations comparing and contrasting two products / ideas – Assessing /
Evaluating on the basis of comparison

READING: Reading compare contrast paragraphs – comparing on the basis of parameters

WRITING: Writing compare contrast / analytical essays

GRAMMAR: Compare contrast words / phrases – comparative adjectives



COMMUNICATION SKILLS LAB – I

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COMMUNICATION SKILLS LAB – I

UNIT 1 COMMUNICATING ONE TO ONE

LISTENING: Listening to conversation - Listening to telephone conversation

SPEAKING: Taking part in a conversation - Telephone conversation - Role play

READING: Reading emails - Reading telephone messages - difference between formal & informal text

WRITING: Writing telephone messages - Formal & informal writing

GRAMMAR: Coherence – Link words

LEARNING OBJECTIVES:

- To identify the language structures required for communicating one-to-one through different media.
- To understand the general as well as the implied meaning of spoken and written text.
- To use appropriate language forms in both spoken and written communication with another person.

LEARNING OUTCOMES

By the end of the unit, the learner will be able to:

- Identify the required language structures to communicate with another person through different media
- Restate a message received through one medium in another form to communicate the information.
- Construct a meaningful message in both spoken and written form

You must complete the following activities to complete this unit.

- **Listening Comprehension**

Listen to formal / informal conversations and try to decipher the message
Listen to different samples of telephone / online conversation and try to understand the message

- **Speaking**

Take part in a role play activity – conversation – face-to-face or telephone conversation. Use the appropriate signaling words / phrases for the context

- **Reading Comprehension**

Understand the relevant vocabulary from the Reading text
Read the email / telephone message and try to comprehend the gist of the message. Focus on the unfamiliar words and find meanings. Answer comprehension questions discuss the main issues of the mail

- **Writing**

Learn the difference between formal & informal writing
Attend to a telephone call and write a message – both formal & informal
Writing emails – Responding to email

UNIT 1

COMMUNICATION ONE – TO – ONE

1.1 OVERVIEW

The communication process is usually thought of as a circle with a sender and at least one receiver of a message. The process may happen through the oral or the written channel. In order to communicate effectively we need to develop our listening, speaking, reading and writing skills apart from mastering the vocabulary and grammar.

In the communication process the sender and the receiver interchange their roles several times. In one to one communication the role change happens relatively easily. (When there are more than two participants in the communication process, it becomes more complex.)

In this unit we are going to look at the one to one communication process between two individuals in both the oral and the written channels. The unit is broadly divided into four sections, Listening, Speaking, Reading and Writing.

1.1.1 Oral Communication

Oral communication involves at least two people. When two people are involved in the process of oral communication, they are said to be engaged in a conversation. Conversations are interactions between two or more people about a topic of common interest. Conversations may be about serious topics where information is shared or exchanged. Such conversations are called as transactional communication, because one or all the people involved in the conversation are impacted in some way by the information that is shared or exchanged. They are expected to use that information in a certain way to get certain tasks done.

Take a look at the following conversations and see if you can identify the information that is being shared.



In the first conversation between the teacher and the student, two important pieces of information are shared. The student shares the information that his system crashed and because of that he could not submit his assignment on time. This information makes the teacher decide not to penalize the student. The teacher then gives the student the information that his deadline has been extended till the next day. This helps the student take necessary action to submit his assignment on time.

In the second conversation, the organizer of the event on the right informs the Principal / Chairman / HOD on the left about the arrival of the chief guest. This vital information helps the latter decide to go out immediately to welcome the guest.

Both these are examples of transactional communication.

In some conversations, no important information is shared. However they serve the purpose of establishing a good relationship between the speakers. Conversations like these are called as small talk. Such communication for the purpose of establishing good relationship between the people who are talking is known as interactional communication.

Take a look at the following samples of conversation to see how these people use language to establish a relationship.



The first conversation has two people, possibly colleagues discussing the weather. The information about the weather is not important to either of them, but it helps them maintain a friendly conversation in the workplace.

Similarly the second conversation between two youngsters about their state of mind is not important for the information that is shared. It only serves as an opportunity for the two of them to strengthen the friendship. It may also serve as an invitation from the youngster on the right to the boy on the left to join him in his game.

Both these are examples of small talk.

A conversation involves both listening and speaking. Both the participants in a conversation have to use both these skills. So when one participant speaks, the other has to listen. Then the listener takes over the role of speaker when he / she react to the other person's words. This time the earlier speaker becomes a listener. This switching of roles happens throughout the conversation. Therefore, it is important to practice both listening and speaking skills to be successful in conversations.

Although all of us have conversations everyday with other people, some people may find it difficult to keep a conversation going, mainly because they are anxious about what to say and whether it is the right thing to say in the context.

There are certain unwritten rules that are generally followed in successful conversations. When these rules are not followed conversations can fail.

- **Conversations are one to one exchanges.**

Conversations are one to one exchanges with the participants taking turns to speak and listen. After one person speaks and the other listens they usually interchange roles and the listener becomes the speaker and the speaker becomes the listener.

- **Conversations flow when the participants use ‘signals’.**

‘Signals’ are indications given by the participants that they want to take the conversation in a specific direction and speak about a particular topic / subtopic. ‘Signals’ could be both verbal and non verbal. Verbal signals could include questions asking for opinions, information, clarification and statements showing agreement or disagreement. By asking a question or a clarification the speaker gets the attention of the listener and when the listener takes the turn of speaker he / she responds to the question or clarification. In this way the conversation is continued, and the topic of the conversation is established by the first speaker. The first listener by asking a question or clarification of his / her own could make further changes to the topic of the conversation. Such questions, clarifications and statements function as signals in a conversation.

- **Conversations are aided by non verbal cues.**

Conversations are aided by non verbal cues which convey insights into the participants’ feelings and attitudes. Many ‘signals’ may be given through non verbal cues, such as facial expressions, gestures, eye contact and even tonal inflections and voice. If you have used emojis in your text messages, then you must be familiar with the emotions that facial expressions convey.

Can you identify the emotions conveyed by the following expressions?



Apart from facial expressions our gestures and movements also convey our thoughts and emotions.



What does the body language of the characters shown in these pictures convey? If possible discuss your ideas with your friends.

- **Even telephone conversations use non verbal cues**

Conversations may be face to face or over the telephone or of late over online meeting platforms. Each of these conversation types is different because the medium through which the conversation takes place adds its own unique features to the conversation.

When you talk over the telephone or through the online medium, you cannot see the person with whom you are talking. So you may not have any idea about their body language. Under such circumstances, you will have to rely on the voice, the tone (rising tone, falling tone) or pitch (high or low pitch) to guess the emotions of the other person. Therefore the challenge in conversations over the telephone or through the online medium is to decipher the message without the aid of visual cues (body language, expressions, gestures, movements etc).

Also when you talk over the telephone, it is necessary to use certain strategies to understand what is being spoken. When you are listening to message conveyed over the telephone it is important to ascertain the accuracy of the message. For this you may need to use questions and repetition to make sure that you have got the correct message. Similarly when you convey a message to someone over the telephone it is important to speak slowly, pronounce every word clearly and use repetition to ensure that the person at the other end of the telephone has got the correct message.

- **Conversations flow when there is a rapport between participants.**

Conversations may focus on small talk to create emotional or social connections. Conversations are pleasant as long as the participants are polite and respectful to each other and show their eagerness to listen to each other. Even in informal conversations between friends there is a rapport between the participants and they listen to each other. Such rapport building is aided by small talk. Small talk may even be made by people who are either complete strangers or who are passing acquaintances in order to establish a rapport.

1.1.2 Listening

In this section you are going to listen to some sample conversations to understand how conversations work when two people exchange roles as speaker and listener. The objective of the tasks / exercises is to help you understand each of the features of conversation explained in the previous section.



1.1.2.1 One to one exchanges

Exercise 1

The following conversation illustrates how the two people exchange the roles of speaker and listener throughout the conversation. The questions given below are meant to help you understand the relationship between the two participants in the conversation and how they use words to strengthen their friendship.

Listen to the conversation and answer the questions given below.

Answer the following questions by choosing the correct options.

- a. What is the relationship between Anisha and Sitara?
 - i. They are strangers
 - ii. They are friends
 - iii. They are teacher and student
 - iv. They are sisters
- b. What is the topic of their conversation?
 - i. Their holidays
 - ii. Their eating and sleeping habits
 - iii. Their opinions on different cities
 - iv. Their academic activities
- c. Which of the following helps both Anisha and Sitara keep the conversation going?
 - i. Both of them disagree with each other and refuse to share information
 - ii. Both of them agree with each other and voluntarily share information
 - iii. Both of them answer each other's questions and then ask another question
 - iv. Both of them praise each other

- d. Which of the following statements sums up Anisha's trip to Delhi?
- i. It was satisfying both professionally and personally
 - ii. It was personally satisfying but professionally unsatisfactory
 - iii. It was unsatisfactory both professionally and personally
 - iv. It was professionally satisfying but personally disappointing.
- e. Which of the following does Sitara do when Anisha complains about her trip?
- i. She mocks at Anisha for wasting her time.
 - ii. She consoles Anisha by pointing out the positive aspect of her trip.
 - iii. She sympathizes with Anisha by agreeing that her trip had been difficult.
 - iv. She dismisses Anisha's claim by pointing out that she is not stating the truth.

1.1.2.2 'Signals' in conversation

Exercise 2

In this exercise you are going to listen for verbal signals. The objective of the exercise is to help you understand how questions and statements are used to convey to the other participant in the conversation that the speaker wishes to speak about a specific topic.

Listen to the following conversation and then match the verbal signals in the first column with their purposes in the second column in the table given.



Verbal Signal	Purpose
Excuse me	Asking for additional information for clarification
Could you please tell me...	Calling for attention
Which one do you want to go to?	Expressing understanding of given information and asking for directions
Ok... Do you want ...	Indicating puzzlement and requesting explanation
Home Computer Centre?	Request for information
Now how do I...	Trying a different approach for problem solving

1.1.2.3 Non verbal cues in (telephone) conversation

Exercise 3

In this exercise you are going to listen to a telephone conversation to hear how the participants use strategies such as questioning, repetition and slow pace to convey their messages accurately.

Listen to the following telephone conversation and answer the following questions.

Based on the conversation, fill in the given form for non-receipt of course materials.

AAA UNIVERSITY
DISTANCE EDUCATION CENTRE
FORM 16: NON RECEIPT OF BOOKS

Date: _____ Complaint No. _____

Name of student: _____

Programme: _____

Registration Number: _____

No. of books not received: _____

Courses for which materials not received:

1. _____

2. _____

Reason (Tick one of the following):

☐ 1. Programme Fee not paid

☐ 2. Books out of stock

☐ 3. Lost in transit

☐ 4. Other

If Other, mention reason: _____

If reasons 2 & 3 alternatives advised:

☐ 1. Dispatch scheduled on arrival of stock

☐ 2. Replacement books

☐ 3. Study Notes

☐ 4. Online PDFs

☐ 5. Other

If 1. or 2. mention date of scheduled dispatch: _____

1.1.2.4 Small talk to establish rapport between participants in a conversation

Exercise 5

In this exercise you are going to listen to a conversation in which the participants make smalltalk to establish a rapport between each other.

Listen to / View the following conversation and then answer the questions that follow. After viewing / listening to this conversation, answer the following questions.

- a. Where are the two people meeting?

- b. What is the common ground that both of them share?

- c. What topic do they talk about to establish a rapport?

- d. Why is it important for these two strangers to build a rapport?

- e. What other words / sentences do they speak to establish a rapport?



1.1.3 Speaking

Responding to another person

As we saw in the earlier section conversations are one to one exchanges with the participants taking turns to speak and listen. Many people have difficulties responding appropriately to what another person says. This makes conversations awkward.

Some of the challenges involved in speaking / making conversation are as follows:

- **Establishing social connections**

As we already saw in the earlier section, words are used to establish social connections with others. So when we do not know how to make these social connections using the appropriate words, then making conversation can become a challenge.

- **Interpreting the other person's expressions and body language**

Very often in conversation, the participants try to hide their real thoughts and emotions by controlling their body language. In such circumstances, interpreting the other person's thoughts and responding accordingly may become a challenge.

- **Finding the appropriate words**

If we are making conversation in a language that is not our mother tongue, then we may face challenges in finding the most suitable words to express our ideas in a conversation.

- **Hesitancy while speaking**

Many of us experience hesitancy or shyness when speaking to other people. Overcoming this hesitancy and speaking is also a challenge.

Most of these challenges may be easily overcome with practice. In this section you are going to practice speaking in conversations to give the appropriate response to another person's words.

Exercise 6

The purpose of the following role play exercise is to find the right words and sentences to respond to another person's statements or questions.

The following dialogue is taking place between A and B. Only the words of A are given here. Take the role of B and complete the dialogue. (Try and practice this as a spoken conversation if you can get a partner to take the role of A.)



A: Hi Ria. Are you going to attend the guest lecture at 10.30?

B: _____

A: No I don't think it's compulsory to attend. At least the circular only said "All are welcome to attend." But our course instructor said that it would be very useful. So I am planning to attend.

B: _____

A: The circular said that the guest speaker is a former IAS officer. But a friend of mine said that she is very interesting to listen to.

B: _____

A: Ok. I will wait for you near the library. And we can walk up to the auditorium together.

1.1.3.1 Using 'Signals' in conversation

We have already seen how conversations flow when the participants use 'signals'. When you are engaged in a conversation you must use both verbal and non verbal signals to indicate to your conversation partner that you wish the conversation to flow in a particular direction. As we already saw, verbal signals could include questions asking for opinions, information, clarification and statements showing agreement or disagreement. Non verbal signals could include gestures, expressions and movement. Non verbal signals are usually used unconsciously and therefore it would be artificial to practice them. However, verbal signals may be used appropriately with practice.

Exercise 7

Fill in the blanks in the following conversation with signaling words / phrases as required(choosing from the words / phrases in the box).



Is there any other way No? Excuse me take the left turn
Do you know?

A: _____ sir. I am trying to get to the exam centre. But this road is blocked. _____ to get there?

B: Exam centre? Ok, let me see. _____ the new canteen?

A: No sir.

B: _____ Ok if you _____ just ahead you will come to a junction. Turn left again at the junction. Almost immediately you will reach the new canteen. Adjacent to that is the back entrance of the exam centre.

Exercise 8

Practice speaking with a partner in the following situation.

You missed a class and you wish to find out what you missed. Speak to a friend asking him / her to summarize what happened in class for you and pass on any notes that he / she might have made during the class.

Record your conversation if possible and then note down the non verbal cues that both of you used for the following:

To explain a situation

To make a request

To accept a request

To deny a request

1.1.3.2 Telephone and Online Conversations

We have already discussed the unique challenges of speaking over the telephone and other online media. When you have a face to face conversation, you can see the other person and you can read his / her body language, gestures and facial expressions. These are known as non verbal cues and these generally give you an insight into the other person's thoughts, feelings and attitudes even if his / her words sound simple or straightforward. For example, when you make a statement and the other person does not reply, you can find out from the person's facial expression whether he / she is not responding because he / she has not understood what you said or whether he / she is surprised or offended. This non verbal cue will help you amend your statement so that the other person understands you better or does not take offence.



When you talk over the telephone, such non verbal cues are unavailable and you have to depend entirely on the tone and voice to deduce the thoughts, feelings and attitudes of the person at the other end.

Online meeting platforms while providing you with the facility of having video conversations bring their own complexity into the mix because they allow you to blur your background, mute your audio, focus your camera only on your face and make other adjustments that are not possible in either face to face or telephone conversations. These adjustments also serve as an entirely different set of non verbal cues in a conversation.

Therefore when you speak over the telephone or through the online medium, you should make it a point to speak slowly and with clarity. You should be especially clear in enunciating numbers, addresses etc.

Exercise 9: Participating in a telephone conversation

The following is one side of a telephone conversation. What would the responses be from the other side? Assume you are B and you are making an enquiry regarding an exam. Try and practice this telephone conversation with a partner.

A: Hello. This is the Computer Science and Engineering Department.

B: _____

A: The schedule for the examination has not yet been announced sir / madam. Once it is announced it will be posted in the website.

B: _____

A: It is the Centre for Academic Courses that makes this decision sir / madam. You will have to check with them. You could send them a mail regarding the issue.

B: _____



A: Yes, please hold on... right... the intercom number is 7002. The email id is given in the website.

B: _____

A: Thank you sir / madam.

1.1.3.3 Small talk to establish rapport between participants in a conversation

As we already saw in the previous section, we need to establish a rapport with another person during a conversation and we need to be polite and respectful to each other and show our eagerness to listen to the other person.

Building a rapport with others during a conversation is difficult for many people. They may not be able to find the right words to speak and their body language may be awkward. But with some people it becomes easy to establish a level of comfort after which conversation becomes easier. When you find a common ground, a shared topic to talk about, rapport building becomes easier. This common or shared topic may not necessarily be an important topic. In the earlier section you listening to samples of “small talk”. Though there is no important information shared in small talk, it still creates a rapport or social connection between the participants. This is known as “phatic communication.” It is especially helpful when you are in a situation where you are sharing a space with complete strangers or passing acquaintances and you have to fill the time by talking to them. In such situations, when you are waiting for something and you have some time to pass you can make small talk. For eg, while waiting for a bus or train, while waiting in a clinic or an office and so on. The small talk is made around topics that are usually considered safe and that do not become too personal.

Exercise 10

Role play the following conversation with a friend / partner. Only the first part of the conversation is given. Continue the conversation in real time and make a note of the smalltalk topic(s) that your conversation covered.

(A enters staff canteen and sees only one seat at a table free. He orders something at the counter and then goes up to the only free seat. B is already sitting at the table.)



A: Hi. Is someone else coming here?

B: No, no. Please sit.

A: It's really crowded today.

B: Yes. Students have come back to the campus.

A: You are in the CS department aren't you?

B: (Nods). Yes. And you are from the IT department?

1.1.4 Reading

Reading at Tertiary Level

In school days reading is facilitated by the teachers. Apart from the study materials, most of other reading is very casual. As one comes to college, reading also gets more complex. As college student, one is expected to read more and further read on their own. If one spends an hour in class, he or she is expected to spend more hours in library to prepare for the assignments given by the teachers. College textbooks are also written in a different style which might be dry and not easy to comprehend. The text could also be much more complex and not easy to decipher. After reading such books students are expected to write lengthy essays as assignment. They are expected to understand what they had written and come to class to discuss and present those materials. To do all these, every student should have clear understanding of what they read. So reading becomes very important.

In college, students are expected to read various kinds of texts other than what is given in their textbooks. They might be asked to read news articles and academic articles. Both of them belong to different genre though the aim is to inform the reader about something in particular each text has its own register, vocabulary and tone unique to its genre. Students are expected to identify the unique features of each genre and respond. This requires specific reading strategy. It is no longer enough to do a loud reading and check for meanings and spellings.

Exercise 11

Look at the following materials and guess what type of text it is based on the



A. "Love looks not with the eyes, but with the mind, and therefore is winged Cupid painted blind."

B. As radial categories the four main categories of communicative acts differ along many dimensions in the communicative situation and are kept together to one category by many family resemblances that are not shared by all four categories, but only of a couple of them.

C. Data from Solidarity (including the French Discovery trial data) and the recently announced results from the UK's Recovery trial both showed that hydroxychloroquine does not result in the reduction of mortality of hospitalized COVID-19 patients, when compared with standard of care.

D. A gymnastics test event for the postponed Tokyo Olympics that would have included athletes from outside Japan was cancelled on Tuesday.

E. You have vacation dreams. We have dreamvacations.

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

G. Hello, I saw your ad in the OLX website regarding the car. I am interested in buying it. Can you tell me which year model is the car? Is it automatic? And what is the mileage?

Each type or genre has its own register and language structure. In this unit we are going to study about telephone messages and emails. See if you can identify a few of them.

Eg. The conversational style and 'Hello' in G type clearly shows it is a telephone conversation



1.1.4.1 Reading Comprehension

Before we learn in detail about various reading strategies, we need to find a few basic details as we read a new text:

- What is the context in which the text was written?
- Who is the target audience?
- What is the purpose of the author in writing the text?
- What kind of writing is it – descriptive? Compare and contrast? Argumentative?
- Is it formal or informal?

Exercise 12

Read the following email and try answering the Wh- questions asked above: Dear Sheena

Did you finish the assignment for our online course? The deadline is US time at Sunday 11.59 p.m. We will have time till Monday afternoon. I am banking on Sunday to complete the assignment. By the way, I can't make head-or-tails about this assignment. Can you please send me yours if you had finished it? I will have a better idea if I see one finished assignment. Please send it ASAP.

Regds

Sunitha

Now, try answering questions given earlier to understand the text.

- What is the context in which the text was written?
- Who is the target audience?
- What is the purpose of the author in writing the text?
- What kind of writing is it – descriptive? Compare and contrast? Argumentative?



- Is it formal or informal?

The answers to the question should reveal the following:

- Both receiver and sender are doing an online course in American Institution and have pending assignment.
- The sender is not clear about how to do her assignment, so is requesting to see her friend's assignment.
- It is an informal context.

Let's try answering more questions:

1. Based on the mail, what kind of person do you think Sunitha is?
2. What is the meaning of the phrase 'cannot make head-or-tails about the assignment'?
3. When the deadline is 11.59, how come Sunitha says they have time till next day?
4. What does ASAP stand for?
5. Can you suggest three more phrases like ASAP that are popularly used in emails?

1.1.4.2 Reading Strategies

As student go to higher studies, the books they read also become more complex. They cannot depend on simple comprehension tools to understand the text. They need to more reading strategies to comprehend new elements in a reading text. This unit discusses a few of those strategies.

1.1.4.2.1 Skimming

If we want to get a main idea of a text, we skim through it. Looking at the title, sub-headings, highlighted words, and a cursory glance at the introduction and conclusion will give us a clear idea about the theme of the text and what is it about. It gives us the overall impression about the text.



Why do we skim?

- To look through a book and decide if we want to read
- To get a general idea of what is happening around us from newspaper
- Browse the websites while searching for some information
- To get some information about the world around us from magazines
- To get the main idea of a passage

Steps for Skimming

- Read the title – It will give us an idea about the text
- Read the blurb in the back of the book – It gives a gist of the text
- Read the table of contents – It will give an idea about the text
- Skim through the headings and subheadings to get an idea about the outline of the text
- Check the visuals and the captions to get the main focus of the textbook. Visuals are generally used to reiterate the main ideas.
- Look out for text that is highlighted (bold), italicized, or underlined. These are reading aids that try to get the reader's attention. It will give an idea about the text even before we read it.

1.1.4.2.2 Scanning

This is a reading technique used when we want to find some specific information quickly. We check specific part of a passage to find answer for a specific question. In order to scan for specific information, it becomes mandatory to look for key words. Using key words we can search for specific information. Sub-headings, visuals and highlighted words can guide us to the right information. One need not read the complete passage while scanning for information.

Why do we scan?

- To search the meaning of a word in dictionary
- To find the timing of a specific programme in TV schedule
- To check the price of a specific product in a catalogue
- To find the phone number of someone in a directory

Steps to Scan

- We need to have a good idea about the passage
- We should be familiar with the structure of the passage.
- We should search for key words that would lead us to the required information
- Numbers and highlighted texts will give cues in the scanning



1.1.4.3 Reading & Writing

Use either or both skimming and scanning to complete the next few reading exercises:

Exercise 13

Read the following Telephone Conversation:

Ram: Hello, Can I talk to Mr. Nataraj?

Vishal: Dad has gone for walking and he didn't take his mobile too. May I know who is calling? Should I tell him something?

Ram: Hmmm, Will you please tell him that Ram from Nanganallur called. I need to talk to him regarding the car he is selling. I need more details.

Vishal: I will ask him to call you back. Can you give your phone number?

Ram: My phone number is 1234567899. Please tell him I will be reachable in the evenings after 7 p.m.

Vishal: Sure uncle, I will tell him that.

Ram: Thank you and bye.

Vishal: Bye!

As Vishal is leaving for his hostel, he leaves a message to his Dad about the phone call he had attended. He seems to have forgotten a few pertinent details. Help Vishal complete the message:

One Mr. Ram_____.

He is interested in_____.

He is_____1234567899.

He is_____.



Exercise 14

Vinay received a message from his friend Raghav. Read and see if you could get the gist of the message.

Try answering the questions below:

1. Who is upset?

2. Why is he upset?

3. Who should call whom?

4. Which word shows the urgency of the message?

5. From the message what can you infer about Raghav's opinion in this issue?

6. Rewrite the message to make it easier to understand

Exercise 15

You are receiving a mail from an unknown contact. Read and respond to the following questions:



anya@gmail.com

Your writing.com Account: anyawriter

Writing.Com Support <support@writing.com>
To: anya@gmail.com

Mon, Mar 8, 2021 at 5:11 PM

Hello Anya!

How about a [Random Read](#)?

This is a reminder that you haven't used your Writing.Com account in about ten months. There are plenty of activities going on to spur your creativity! If you get a spare moment, please visit us again. To stop by, just click below:

https://Writing.Com/main/my_account
Your Writing.Com Username: anyawriter

Thanks for participating and Write On,
--- Support @ [Writing.Com](#)

You are receiving this email because you are a member of Writing.Com.
Your Writing.Com username is: anyawriter

Forgotten your password? Visit:
<https://Writing.Com/forgotten?user=anyawriter>

To cancel your Writing.Com membership, please visit:
<https://Writing.Com/cancel?user=anyawriter>

Writing.Com, PO Box 22131, Lehigh Valley, PA 18002

1. What kind of mail is this?
(a) Enquiry (b) promotional (c) support (d) none of these
2. What does the writer want Anya to do?
(a) To visit the website (b) To write again
(c) To join their group (d) To write a reply
3. Did Anya use the website earlier? Which line tells us that?

4. Is there a way to stop such emails?
(a) by not responding to this mail (b) by immediately responding
(c) by visiting their website regularly (d) by unsubscribing them
5. From the mail can you guess what kind of website is writing.com?

1.1.4 Writing

Look at the following messages and guess which one is formal and which one is informal?

Hi, Long time no see! How are you? Why don't we meet for lunch?
It's been ages we went out together! Let's have lunch together and go
for a movie. We'll call the rest of the gang too! We all need a break!

It has come to our attention that some employees are extending
their lunch time for an additional 30 minutes. They go out for
lunch but do not return within their lunch time. Strict action
will be taken against such people.

How did you guess the answer?

The language, Style of speaking, use of words etc show the type it belongs to.

Any written communication has these components that can be categorized as grammar, vocabulary, organization, style, coherence and cohesion. Written communication can either be formal or informal. Formal writing is that form of writing which is used for business, professional, academic or legal purposes. Informal writing, on the other hand, is used for personal or casual purposes. In formal writing, tone and language should be formal, whereas, in informal writing, we can use personal or emotional tone and casual language. This unit explores one form of professional communication – Email communication.

1.1.4.1 Writing emails

In modern times, email communication has become the primary form of communication in business. Even in personal relationship email communication is very common. But some emails can also cause tension, confusion or other negative consequences at times. We need to learn how to structure and compose emails to get the most out of our formal communication. In personal email communication, we may not follow those rules strictly. But it becomes essential to follow the rules of email communication to avoid making mistakes in formal context.

1.1.4.1.1 Types of Emails

Apart from personal mails, formal emails have different types – Inquiry email, Action email, No-reply email, Open-ended email.

Inquiry emails are sent for making an inquiry, action emails on the other hand is sent expecting some kind of action to be taken. No-reply emails are mostly marketing or promotional emails which is sent to create awareness. Open-ended email keeps the communication open between the participants. It is similar to a small talk in conversation. The focus is not on any specific reason – inquiry or complaint but the main focus is to build relationships. In future, further communication can continue between the participants if needed.

1.1.4.1.2 Format of an Email



To – Sender's email id to be written

CC – This is Carbon copy of mail – This field allows you to send a copy the email to recipient of your choice.

BC – This is Blind Carbon Copy of mail – It is a way to send copies of email to people. Other recipients will not know about who is receiving the mail.

Subject line – Very important in an email. It is not advisable to send an email without a subject line. It should be informative, direct and states the main issue in the email. It should be concise. It should be in sentence case not in CAPS!

Look at the following Subject lines and tell which is better?

Quick Question?

Meeting on October 5th?

The first one only hints about a question, you need to read the mail to get a better idea about the topic. In the second subject line, it is very clear that the mail is about organizing a meeting on 5th. The question mark indicates the sender is waiting for confirmation. So, the second one is much more comprehensive than the first one. Personal or formal, good subject line is mandatory for email communication. It will ensure people will read your mail based on the concise subject line.

Salutation is not as formal as written letter writing. But in a formal context it becomes essential to maintain decorum.

Sir / Dear Sir / Dear Madam / Dear Mr. XXXX – are all acceptable

Sender's name should be mentioned in email without fail. Though mail id is available, still name is important. Sometimes, email ids may not have a proper name. So it is better to mention who is sending the mail.

Using appropriate email id:

In a formal context it becomes important to have an appropriate email id. Using quirky names or fandom names are fine when one is younger, but as we get into professional context, using such email ids become embarrassing. It is better to use email id with your name.

praveendontheking@gmail.com

praveen.kumar2021@gmail.com

Email messages should be short not very lengthy. No lengthy introductions needed, but brief introduction about the purpose and who is sending. This is followed by the main message, what action is required. This is concluded with polite thanking phrase. If the content is lengthier, it can be given as attachment. If it's too lengthy, we might get response like TLDR – Too Long; Didn't Read!

While writing your email, particularly in a professional context, you need to know to whom you are sending. You should be aware of their personality and values. You need to be with the tone of the letter. People get easily offended by rude emails. In a formal context, it is essential to keep it professional and not use emojis, caps and inappropriate jokes.



There are quite a few Dos & Don'ts in email writing:

Do's	Don'ts
Write well defined subject lines	Forget to sign your name
Know your audience	Use inappropriate jokes in professional mails
Be careful with the tone of your letter	Use silly fonts or emojis
Keep it short	Use all CAPS
Be prompt in responding	Use Reply-all
Proofread your mail	Use buzzwords (acronyms & abbreviations that may not be professionally used)
Use appropriate punctuation marks	Too many exclamation marks
Keep it professional	Be too brief
Use appropriate closing statement	Finish abruptly

Exercise 16

You have got the following email; as the person in charge write a response mail following the email etiquette. Apologize for the lack of response and give details about the course. Use of stock phrases like 'I regret to inform..', 'I am sorry for the ...', 'My sincere apologies..' to show your regret to the receiver. Please ensure you provide all the details asked by the customer along with a polite and humble tone. Your letter should not only have apologetic words but also humble tone regretting the lack of answer for the customer's early mail.



Dear Sir

This is the second mail I am sending regarding joining a course in your institute. I had earlier requested details about computer courses offered by your institute. But I did not receive any information. I would like to join in one of the diploma courses offered by your institution. It is called Diploma in Networking. Can you please let me know when are you starting the next batch and what is the fee? I would like to get an outline of what will be covered in the course. I hope you will respond at least to this letter. Your phones too don't work.

Hoping to get a response!
Neeraja

Exercise 17

Listen to the following telephone conversation and write the message to the person in charge:

Help the receptionist write a message and send it to the meeting hall through the attender who is serving tea inside the meeting room.

In this context, the receptionist needs to write the main information that a customer is angry and insisting on talking to an authority figure. She need not write exact dialogue. But she needs to give adequate information to the manager so that he knows how to respond to the call. The customer has paid money which has not been acknowledged. She should also brief the technical team about this issue, so that manager can get some explanations to give to the customer. Write using appropriate language and necessary details. It will be useful if the receptionist take note of the important information.

Note-taking is an important strategy to keep track of the information we are listening or viewing. There are different types of note taking – Cornell method, mind mapping, outline method are to name a few. Each one can develop their own style of note taking.

Cornell method utilizes graphical columns to organize key points, mind mapping starts with broad idea and narrowing to specific ones with related ideas branching out. Outline method focuses on key points only. Most of these methods are used for lengthier listening materials. But for telephone conversation, it becomes essential to note down the key points so that we don't forget when we pass the message.



1.1.4.2 Coherence in writing

Coherence refers to the organization of the content of any information. While writing it becomes essential to ensure there is coherence in the writing. There should be a logical continuity in any written communication. There are logical links between words, sentences and paragraphs so that reader is able to understand the information given in the passage. There are logical bridges to connect ideas as well as between words and sentences. While writing telephone messages or emails, care should be taken there is a flow of information arranged coherently so that it makes sense to the reader.

Exercise 18

Rearrange the following sentences in the right order so that it makes a coherent passage.

- (1) The career of the inventor Thomas Edison serves as a good example for this saying.
- (2) But did you know that Edison discovered the light bulb after nearly a thousand failed attempts?
- (3) Learning to cope with failure makes one strong enough to view every defeat as another step toward success.
- (4) People who are unwilling to risk failure are not capable of achieving great success in their lives.
- (5) When asked what he had learned from those one thousand mistakes, Edison responded that he had found one thousand ways in which a light bulb could not be made.
- (6) Without Thomas Edison, we might still be reading in the dark today.

1.2 SUMMARY

In this Unit we examined various aspects of one to one communication, such as conversations, in person and over the telephone and small talk. We discussed the challenges that most people face when they are involved in a conversation and the ways in which one can overcome these challenges. We also discussed the professional email communication and reading messages.

1.3 EXTENSION ACTIVITY

- a. Your friend wants to know about a short term computer course for his younger brother. Call a computer institute and find details about the course. Write a short email to your friend about the details you had collected and give your recommendation. Try using an authentic institute and its courses.



- b. You had gone to collect reports about the pharmacies that are under your pharmaceutical company. When you were visiting one such pharmacy, you end up attending a customer call as others were not free. The following is a transcript of a telephone conversation you had with the customer. Write the message to the pharmacy incharge about the telephone call.

You: Hello, How can I help you?

Caller: Is this We Care Pharmacies?

You: Yes it is. What medicines do you need?

Caller: I need to talk to the person incharge. Where is he?

You: Sorry madam, he has gone out at the moment. I am from head office. Can I please take the message?

Caller: I need 50 tablets of Xalium 500.

You: Can you send someone with the prescription? Or you can scan and send us the prescription. I can send the tablets with a delivery person.

Caller: No, I don't have a prescription. My doctor told me to take it over the phone. With COVID scare I have not gone in person.

You: I understand mam. But we have rules regarding medication. We cannot sell certain medicines without doctor's prescription. I am sorry mam.

Caller: (feebly) can you please make an exception? I need those tablets!

You: If you can ask the doctor to whatsapp the prescription, we can send the medicines.

Caller: Doctor is not available right now.

You: Then we cannot help mam. Please send us the prescription as soon as you can.

Caller: I will call little later. Will you still be here?

You: No, I will be leaving. I can inform others.....
(Phone cut off)



1.4 SELF ASSESSMENT CHECKLIST

S.No	Question	Yes	No
1.	Can you identify the different language structures such as statements, questions, signaling words and repetitions that are used to communicate with another person?		
2.	Can you identify the non verbal cues that are used in conversations to communicate thoughts, ideas and opinions?		
3.	Can you respond appropriately to statements and questions uttered by another person in a conversation?		
4.	Can you take down with accuracy a message received over the telephone?		
5.	Can you take down message after taking a telephone call to other person?		
6.	Can you write an email for a given professional context?		
7.	Can you write a personal email expressing regret to you relative?		

UNIT 2 COMMUNICATION – ONE TO MANY

LISTENING: Listening to different kinds of announcement – From various media sources

SPEAKING: Making announcements in both formal and informal context

READING: Reading Notices – Circulars – Memos –Group emails – Reading for specific information –Reading for general information

WRITING: Writing memos – Circulars – Notices – Use of appropriate language

LEARNING OBJECTIVES:

- To identify the language structures required for communicating one-to-many through different media sources.
- To understand the general as well as the implied meaning of spoken and written text.
- To use appropriate language forms for writing circulars and group emails.

LEARNING OUTCOMES:

By the end of the unit, the learner will be able to:

- Identify the required language structures to communicate with another person through different media sources.
- Restate a message received through one medium in another form to communicate the information.
- Construct a meaningful message in both spoken and written form.

You must complete the following activities to complete this unit.

- **Listening Comprehension**

Listen to formal / informal conversations and try to decipher the message
Listen to different samples of telephone / online conversation and try to understand the message

- **Speaking**

Take part in a role play activity – conversation – face-to-face or telephone conversation. Use the appropriate signaling words / phrases for the context

- **Reading Comprehension**

Understand the relevant vocabulary from the Reading text
Read the email / telephone message and try to comprehend the gist of the message. Focus on the unfamiliar words and find meanings. Answer comprehension questions discuss the main issues of the mail

- **Writing**

Learn the difference between formal & informal writing
Attend to a telephone call and write a message – both formal & informal
Writing emails – Responding to email

UNIT 2

COMMUNICATING II ONE – TO – MANY

2.1 OVERVIEW

In the last unit we learnt about communication between one-to-one. In this unit we are going to learn about communicating one-to-many. Similar to one-to-one conversation, one-to-many can either be formal or informal. But as the message is aimed at many people, it is mostly formal. It is easy to communicate when we talk to just one person. But when we need to communicate information to many people at the same time, we need to be very careful with our language, tone and style. This unit discusses various forms of one-to-many communication like announcements, notices, circulars, memos etc. We are going to see in detail about how to decode such group messages and respond to them. The response can either be in oral or written form.

Before we learn more about communicating with others, we need to know more about our communicating competency. Try answering this short Self-Reflective questionnaire to see how effective your communication skills are from your perspective:

2.1.1 Self-Reflection Questionnaire

Read the statement and put a tick mark in whichever column you think is applicable:

S.No	Statements to Answer	Never	Rarely	Some times	Often	Frequently
1	Before talking in a meeting I think about what I am going to say and how it is going to impact.					
2	When other people talk, I try to see from their perspectives.					
3	I prefer to talk personally to people when I try to talk sensitive issues.					



4	When I write any business communication, like email, memo or circulars, I revise it carefully, proof read and then send it.					
5	When I talk to people, I listen to them carefully.					
6	I observe people's body language when I talk to them.					
7	I use visual aids like tables, charts and graphs to express my ideas.					
8	I usually brainstorm my ideas to get others' viewpoints					
9	When someone is talking to me, I plan my response mentally and then say it to ensure they don't misunderstand me.					
10	Before sending any formal message, I think about the best medium to communicate (phone, email, or letter etc.)					
11	I try to explain all concepts while I talk to people.					
12	People can understand clearly what I try to tell them.					
13	I never hesitate to talk in meetings					
14	If I come across something which I am not clear, I try to discuss with others and understand it.					
15	I love talking to strangers.					



After you have answered all questions, give scores for your options as given below:

Score:

Score	Feedback										
15 – 35	Your communication skills need reworking. You are not expressing yourself clearly and probably not receiving other's messages too. You need to work on your listening skills, communication skills (both verbal and nonverbal) to be an effective communicator.										
36 - 55	You are good in your communication, but you at times experience communication problems. You need to work on your observing skills while communicating with others. You need not only listen to others' verbal message but also look for their non-verbal message to get the complete information.										
56 - 75	<p>You are excellent in your communication. You are good in sending as well as receiving messages. You take the initiative and choose the right medium to communicate. You think before you talk and you plan your responses too. People respect your opinion and seek your views on main issues.</p> <table><tr><td>Never</td><td>1</td></tr><tr><td>Rarely</td><td>2</td></tr><tr><td>Sometimes</td><td>3</td></tr><tr><td>Often</td><td>4</td></tr><tr><td>Very Often</td><td>5</td></tr></table>	Never	1	Rarely	2	Sometimes	3	Often	4	Very Often	5
Never	1										
Rarely	2										
Sometimes	3										
Often	4										
Very Often	5										

Total your points and calculate the final score. Based on the final score, the feedback about your communication skills is given below:

2.1.2 Communicating: One-to-many

Communication is one of the most important skills in workplace. Most of us are comfortable communicating one-to-one, but when it comes to communicating with many people, we face difficulties. In order to succeed in any industries, one is expected to be an effective communicator who can communicate easily with others. One is expected to be proficient in using various channels of communication – verbal, nonverbal, face-to-face, online, written etc. Failure in any form of communication will impact the progress in our career. There are differences in the aspects of communication depending on the mode and the type.



For example announcements made in public like railway station or airport or mostly in oral form. On the other hand, messages conveyed to people who are not in the same place but in various buildings in written form like circulars, notices or memos.

Read aloud the following snippets and guess their contexts. Try saying it aloud as an announcement or speech with appropriate tonal variations.

A. We are now inviting passengers requiring special assistance to begin boarding at this time. Please keep your boarding pass and identification ready for verification. Thank

B. You can't afford to take a break from safety. Be sure to choose wisely whenever you hit the road. If you're on a family vacation or just having fun close to home, always be careful behind the wheel. Never drive drunk. Please drive sober so others won't pay the price. Listen to this song, as

C: Ashwin to Harper, FOUR! Just short! Just short, oh boy! Harper wants it to be checked but it is just short. Ashwin would have had his heart in his mouth for a second. What a drama! What an anti-climax!

D: You have voted to make our country more secure, but the continuous fighting in the borders shows our vulnerability. You have voted for a developing economy, but the ever increasing prices of essential goods, shows our economy is in a bad state. Different leaders, same old promises! No development can be seen! For all these reasons we believe it is now time for a change.

E. This is your last chance to own your Dream Home at affordable price! We are offering a special Pandemic Sale to our Perungalathur Project! Walk in and choose your dream home! Book now and Pay later!

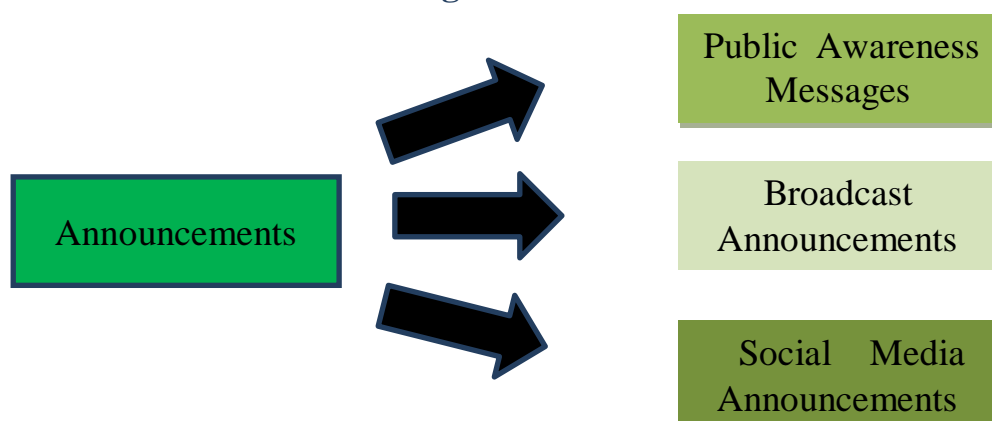
The answers would be:

- A: Airport announcement for boarding a flight
- B: Radio announcement for safe driving
- C: Cricket commentary in Radio/TV
- D: Election speech
- E: Advertisement in Radio / TV

As we practice these announcements aloud, it is easy to identify certain distinct features of an announcement. Based on the medium, the features vary. For example, the boarding call announcement is more formal compared to a cricket commentary or an advertisement.

Of the five different announcements, cricket commentary is different from others. Any sports commentary is a combination of narration and entertainment and also a recognizable form of communicating information to a mass audience. This ball-by-ball commentary can be classified to have its own form of register compared to other kind of announcements. Other types are more formal and precise. Sports commentary, on the other hand, is not always precise and is much more descriptive and dramatic. That is why it needs to be seen as a unique style of mass communication.

2.1.2.1 Making Announcements



Announcements can be divided into three main types – public awareness

2.1.2.1.1 Public Awareness Messages

People in authority caution, warn or inform public about important information during emergency situations. For example, during cyclone or heavy rains, corporation people might go to main streets to evacuate people from low lying areas.

Or it could be information about the electoral camps conducted during weekends to make any corrections in their voter ids. Most of these announcements are generally made by people who are responsible for the related work. Though similar warnings are issued in broadcast and print media, even today people resort to public announcements to warn local people.

2.1.2.1.2 Broadcast Messages

Broadcast messages related to any specific organization or group to convey some important information from the second category. Announcements in educational institutions through their PA system regarding school exams and holidays will fall into this category.

2.1.2.1.3 Social Media Announcements

Social media announcements are broadcast announcements made through social media. Oral announcements are sent in the written format. This is the new age broadcast communication which is much faster to send. Information can reach thousands of people in a very short span of time. But the credibility of the message cannot be guaranteed as the original writers are not easy to trace. It is also widely misused because of this anonymity.

2.1.2.2 Features of an announcement

Based on the samples given earlier, we can infer the following features of an announcement:

- Announcements are mostly in oral form.
- It is mostly formal in nature.
- Information is told briefly and succinctly.
- Simple language is used as it is intended for a bigger group
- In Netspeak, oral announcements are sent in written form
- Clear articulation, simple language, use of microphone, confident delivery, use of appropriate language, right pronunciation are required to make announcement
- Need to be conscious about the audience and their needs.
- Need to be aware of the characteristic features of the announcement
- Repeat important details again to ensure everyone gets the message

Apart from formal announcements, we also make informal announcements among friends, in a party or in suddenly formed groups. Even for these informal announcements we need to have clear articulation, clarity of speech, specific

details and good language.

2.1.2.3 Listening to announcements

While you listen to announcements, listen for relevant key words so that you don't miss the information. Listening for specific information is very important to get the required specific detail. In order to get the gist of the announcement, you can listen for general information.

Exercise 1

Listen to the following announcements and answer the questions given below:

Audio 1

1. Why is the train delayed?
2. Which train is delayed?
3. What is the speaker trying to do in this announcement?

Audio 2

4. What kind of announcement is this?
5. What kind of stall is this?
6. What is the word 'contemporary' imply in this announcement?
7. How can this announcement be revised to make it more inviting?

Audio 3

8. Where do you think this announcement is made?
9. What is missing in the announcement? Will the missing items make a difference?

Audio 4

10. What type of announcement is this?
11. What is the implied order in the message?
12. What group is the speaker referring to?

2.1.2.4 Informal Announcements

Announcements are communicating information to a group of people. This can be formal or informal depending on the people present or the context. For example, if it is a family gets together, the announcements need not be too formal. It can be casual or informal. No one expects people to talk very formally. Transcript of a sample announcement is given below:



Hi everyone! It is nice to assemble to celebrate the 15th marriage anniversary of Ram & Kavitha today! We have whole lot of games planned for the evening! Hope we all have fun and enjoy with the happy



In this announcement, we can see it is an announcement made during a marriage anniversary celebration for a couple among family members. It is an informal celebration and the announcement too has a casual tone. Even in a formal context like office environment we can have informal announcements like this (transcript):

Hi everyone,
Can I have a minute? I wanted to inform you all that there is some power outage in the building. So we can't do any work for next two hours. So lets' have an early lunch and get back to work in two hours! Hope to see everyone in their workstation at 2 pm.

Apart from formal and informal announcements, at times we can also find written announcements in newspaper and magazines. There have been instances when we can see companies or individuals publishing written announcements in newspaper and magazines. These may be similar like other written communication like notices, but it has all the features of announcements. Though they are in the written form, they function like an oral announcement. Look at a sample newspaper announcement:

Birth Announcement

Ram and Asha Sharma of Ahmedabad are the parents of a son, Vijay Sharma, born on June 20 at Christchurch Hospital. He weighed 7 pounds, 13 ounces and was 20 ¼ inches long. Grandparents are Rajesh and Saroj Sharma of Ghaziabad and Manoj and Neha Chaudhari of Chandigarh.

2.1.2.5 Speaking – Making Announcements

Exercise 2

Based on the samples you heard earlier and after reading about the features of an announcement, try making an announcement and record it in your mobile for the following situations:

- (a) Make an informal announcement about a sudden bus strike to the public who are waiting for the bus and ask them to disperse.



- (b) Make a formal announcement in a company party about lost wallet and give contact details if anyone finds it.
- (c) Make an announcement about change in project date and tell your team members to complete the project in shorter duration. This announcement should be sent via social media.

2.1.2.6 Style in Announcements

Announcements generally are very precise and matter of fact. Most of the announcements discussed earlier fall under this category. These advertisements are said to be told in direct style. But there are instances when we need to convey some difficult truth in a polite manner. The way the information is announced will be in an indirect style. These are the two different styles of making announcements.

In the Direct style, the main message is given first, without any preparation. The supporting material follows the main message. For example, when telling good news, people tend to tell the good news first and then other supporting material follows.

In the Indirect Style the supporting material comes first and the main message follows the supporting material. For example, when people tell bad news, they tell other supporting information first and then the bad news later. Apart from the style, positivity is given more importance while making announcements. The stress is more on the positive aspect of the news than the negative aspect.

For example:

Negative: Our office closes at 7 p. m

Positive: Our office is open till 7 p. m

2.1.2.7 Writing

Exercise 3

Change the following negative sentences to positive sentences without changing their meaning:

- (a) We do not grant credit facility to newly joined customers.
- (b) Employees who do not have first class in their graduation degrees need not apply.
- (c) We have stopped the production of Read Only CDs.



2.1.2.8 Speaking – Making a formal announcement

Exercise 4

Your manager asks you to make an announcement to all staff members about extended working hours. Make a positive announcement. Write the transcript of the oral announcement.

2.1.3 Notices

Suppose you lose your wallet in your college, you can post about it in the form of notice in important places like canteen to get information if anyone has seen it. Though we can complain to authorities, college being a bigger campus, it is not possible to monitor the whole area. A notice informing about the missing wallet will be seen by many students and someone or other would respond.

As a Manager of your firm you can put up a notice about an upcoming workshop to your employees via a notice. Sending online messages are also possible. But notices are visibly seen in a very noticeable place. A group email might get lost amidst a whole lot of mails.

Notices are formal communication targeted at a group of people. It attempts to inform the group of people some important message – event, meeting, set of instructions, an appeal, information about a sale etc. It is written in a simple language, in brief and usually displayed in public places like notice boards in the reception or canteen. Government notices are even published in newspapers.

Notice writing is an important writing skill that can be useful in any professional or academic context. Notices are used in different ways. It becomes essential to learn about the various features, language used and their structure. One cannot make mistakes in writing notices as they will be viewed by hundreds of people.

2.1.3.1 Features of a Notice

A good notice should have the following features:

(a) **Being comprehensive:** A notice should give complete information about the event or incident. People reading the notice shouldn't be asking for clarification after reading the notice. All information about the event / incident, contact person details and other relevant details has to be given.



(b) **Being concise:** In spite of being informative, notices need to be brief as well. As we all know notices are one page information which should include sender's details and information about the event / incident and other relevant details.

(c) **Being responsible:** Notice must include who is the person responsible for issuing that notice. He or she should be authorized to issue such notices. It can be anyone who is in a position to issue such notices.

Next, the title 'NOTICE' in bold indicates what kind of message is this. People are generally curious to know about the content of a notice as it may impact their lives too. In the top left side, date of when the notice is going to be displayed should be printed. As this is a formal document, date is mandatory. The format suggests top left corner below the title. But with all formats, this also keeps changing. It is prudent to check the organizational precedent and follow the same. It is acceptable to write dates in the top right corner below the title.

Next comes the heading of the notice. The heading reveals the main content of the notice. This is what attracts the attention of the reader. If the heading is neither interesting nor relevant, no reader will come forward to read the notice. Below the heading, the major content of the notice is given as the body of the notice. It is generally just a paragraph containing major details. The information is written in simple language, in a precise manner and without any unnecessary details.

The major five points that the content of the notice should cover are:

- (a) **What:** What is this notice about? Is it about an event that is going to happen? Is it about some lost wallet in the party? Or is it about a clearance sale being held by nearby retail shop? This is main part of the notice and there should not be any ambiguity in this section.
- (b) **Where:** If the notice is about an event or a sale, place becomes very important. The notice should clearly mention which place the event or sale is going to take place.
- (c) **When:** As with place, timing too becomes very important as people will be able to attend the event or sale, only if they know the exact time of their event.

- (d) **Whom:** This will be the people to whom it is addressed to. The notice is intended only for those people, not all people. For example, if there is a clearance sale for marketing executives, other department staff will not be eligible to attend. This also should be clearly indicated, otherwise there will be too many clarification calls or mails.
- (e) **Who:** This actually leads to the last section, which is contact person details. A reader should know who is responsible for this notice. To whom should they contact for any clarifications or further details. More details are given in that section. But all these five features are essential to make a good notice.

The sixth and the final point is included as part of the main content which is the contact person details. Who has issued the notice is included in the content part of the notice itself. Complete details of the person are revealed in this section for people to contact him.

2.1.1.1 Sample Notice

Look at the following example:


Alidale College for Hotel Management,
Riverdale, Coorg
Mettupalayam District, Tamilnadu
Affiliated to Bharathidasan University

16th March 2021

NOTICE – INDUSTRIAL VISIT

All the 2nd Year B.Sc Home science & B.Sc Catering students are hereby informed that there will be an overnight Industrial visit on 3rd & 4th April 2021 at Viramati Organic Farms.

April 3rd – B.Sc Home Science batches A, B & C
April 4th – B.Sc Catering batches A & B

Kindly Note:

Students are required to submit the consent letter for the Industrial visit on or before 20th March 2021 to their respective Resident Counsellor. Only those students who submit their consent letters by 20th March 2021 will be allowed to go for the industrial visit.

In case of further clarification or query, please contact: The Director, Centre for Training & Placement, email: trgplacement@alidale.edu.

By order

A.Jayaraman
Principal



Let's look at the features of a Notice:

Title: Notice

Title shows what kind of information the given sample is.

Heading: Industrial visit

Heading clearly states what this notice is about. Industrial visit is generally for school/college students. So the heading makes it clear to whom is the notice intended for. Title and heading are similar though here title is used for the genre and heading is given to the specific trip.

Body:

The body of the notice clearly tells

What this notice is about? – industrial visit.

To whom is it intended for – 2nd year B.Sc students of home science and catering branches.

Any other important detail?- Consent letter is mandatory for going on this visit

All relevant details are given in simple and direct language and also in brief.

Contact person:

Though Principal is the one who has written this notice, the person to be contacted for further details is different. The contact information about the person, The Director, Training & Placement mail id has been given. The header shows that this is a college notice.

2.1.1.1 Reading Notices

Exercise 5

Now that you have understood the various features of a notice, try reading the following notice issued by a school. Answer the following questions after reading the notice.

Lady Violet Senior Secondary School, Adyar, Chennai – 20

NOTICE

18th March 2021

LOST WRIST WATCH AT SCHOOL

A wrist watch of Titan company has been lost in school premises. It has golden strap, big round shape, gold tipped dial and with a circle of American diamonds around the dial. If anyone finds the watch, kindly hand it over to Principal or undersigned. Finders will definitely be rewarded.

Kishore Anand
Class X

Now skim and scan the notice and fill in the following details:

1. What is the notice about?

2. Who lost the wrist watch?

3. Give a one line description about the watch.

4. What will motivate people to find the lost watch?

2.1.1.2 Writing Notices

Exercise 6

Based on the example shown and features listed, write notices for the following situations:

- (1) Painting classes are going to start for students 1 –V from April 1st. Timings are going to be from 4 to 5 pm every Mondays and Thursdays. Interested students should contact Art Director of the school.



- (2) Due to COVID lockdown, the departmental stores will be open from morning 10 am to evening 6 pm only. Customers should follow COVID protocols while coming to the stores. The notice should inform all these details with manager as the signing authority with his contact details.

2.1.4 Circular

A circular is one of the oldest types of formal letter. This kind of letter originated when people wanted to share some important information to a large number of people at the same time. It is one of the cost effective way for circulating information. Today circulars are formal letters containing some important information that is circulated among the employees of an organization. For example, if the management wants to inform about the change of timings of the office or inviting the employees for a weekend party – circulars are the best mode of communication. Circulars also serve as a tool for sharing information about the company's achievements to their employees. It is a trust building marketing tool which works more definitely than any other explicit advertisement.

2.1.4.1 Circular v Notices

A circular is similar to a notice. They too have some information that has to be shared to many people. It is formal in context. It is also brief and specific to the point and uses simple language, most of the times. Unlike notices, circulars are circulated among people, not put up for display in a notice board. Another important difference is that notices are displayed for anyone but circulars are intended for internal communication in an organization between management and employees, between departments or within a department. It is a kind of written announcement that is distributed to fairly large number of people to convey some important message.

Based on the given information, can you list out some of the advantages of using circulars? First two have been given for reference:

- It is brief and simple.
- As the circular talks only about the relevant information, chances of miscommunication are minimal.
- _____
- It also saves time _____
- _____
- _____



Drafting circulars is very important. It should be direct, brief and also use simple language for everyone to understand.

2.1.4.2 Reading circulars

Exercise 7

Let us look at a sample circular which informs about the change of office timings within an organization. Complete the table based on the information given in the circular.

ABC COMPANY, Chennai	
Circular No.: PR201/03/2021	20 th March 2021
To all employees of ABC company,	
<p>This is to inform all the employees that there will be a change in the working days to avoid overcrowding as per Government orders due to the increasing COVID cases in the city. To accommodate this change, all Saturdays will be working until further orders. Working days for different departments are as follows:</p> <p>Administration & Accounts – Mondays, Wednesdays & Fridays Design & Marketing - Tuesdays, Thursdays & Saturdays Office helper team – Monday to Wednesday Housekeeping Team - Thursday to Saturday</p> <p>Working Time - 10 to 4 pm</p> <p>All employees are required to note their scheduled days. Apart from the scheduled days, employees are expected to work-from-home and be available online between 10 – 4 p.m. Strict action will be taken on people who don't follow this schedule. Contact your department manager for any clarifications.</p>	



Based on the circular inform following people when should they come to office:

S.No	Name	Designation	Scheduled Working Days
1	S. Ranjit Kumar	Office Attender	
2	R. Udhayarekha	Clerk, Accounts Dept.	
3	M. Madhav Rao	Sales Executive	
4	T.Vinutha	Graphic Artist	
5	N. K. Akash	Branch Assistant Manager	

Exercise 8

Now look at the following circular. The manager had dictated this circular to his secretary to inform his employees about opening another branch in the city and available vacancies there. She was able to get most of the information. Help her complete the missing words in the circular.



ABC COMPANY, Chennai

CIRCULAR

Circular No.: PR202/03/2021

To all employees of ABC company,

Dear All

Just within three years of establishment, ABC Company has managed to form a _____(a)_____ name in the supply of household equipment. Our main store in T.Nagar has received _____(b)_____ for our quality goods and services. The growing _____(c)_____ and increasing number of _____(d)_____ has encouraged us to open another branch in Chennai. We are pleased to _____(e)_____ the opening of Adyar branch from April 14th, 2021. We need many people to work in _____(f)_____ posts in our new branch. The company plans to _____(g)_____ for filling these vacancies. But if any of our employees are interested to work in the Adyar branch, they will be given _____(h)_____ over other applicants. _____(i)_____ people can apply online using the application form in our website. Hope to see some of our _____(j)_____ staff taking care of the new branch.

B. R. Shenshaw

Managing Director

ABC Company

Choose the right word to fill in the blanks:

- | | | |
|---------------------|-----------------|-------------------|
| (a) (i) preferable | (ii) demanding | (iii) trustworthy |
| (b) (i) recognition | (ii) fame | (iii) mind |
| (c) (i) questions | (ii) demand | (iii) curiosity |
| (d) (i) demands | (ii) workers | (iii) customers |
| (e) (i) announce | (ii) introduce | (iii) educate |
| (f) (i) number | (ii) various | (iii) diversified |
| (g) (i) advertise | (ii) announce | (iii) articulate |
| (h) (i) information | (ii) bias | (iii) preference |
| (i) (i) desirable | (ii) interested | (iii) informed |
| (j) (i) fresh | (ii) pretty | (iii) experienced |



2.1.4.3 Writing a circular

Exercise 9

Your MD sends the following email to you. As a branch manager you have to prepare a circular based on the email.

Hi

Our project proposal to US firm has been accepted. You need to select the team and start the pre-project training within a week. The team will have to co-ordinate with the US team in this project. Project member should be familiar with Python and SAP and will have to work overtime to complete the project on time. I need the team members list at the earliest.

Rao.

Based on the email, write an inter-office circular inviting interested participants to sign-up for the US project. Tell them the eligibility criteria and any other relevant details.

2.1.5 Memorandum or Memo

Memo, the shortened form of Memorandum, is a type of document used to communicate with others in the same organization. Memos are generally short messages but at times they can also be fairly lengthy informal reports or proposals. But short format of memo is widely used in business communication. Compared to notices and circulars, memos are intended for a smaller group. They are used to bring attention to problems or solve problems, reminder about meetings or training programmes.

2.1.5.1 Reading Memos

Exercise 10

The following memo was sent to all staff members via group email. Read and comprehend the main message of the memorandum. You should be able to answer the following question:

- What is this memo about?
- Is attendance for the event compulsory for all staff members?



MEMORANDUM

TO: ALL STAFF MEMBERS
FROM: VINAY SHARMA, MANAGER
DATE: MARCH 21, 2021
SUBJECT: LAUNCH OF NEW OFFICE SOFTWARE

It has come to my attention that many employees are having trouble using our existing office software. There have been complaints about it creating duplicate client entries. Some of you have stopped using the system altogether. We are getting a new software to help us work better. Today 3 p.m there is a short orientation in the seminar hall about this new software. Please do attend as you will be using the new software from 25th March 2021 onwards.

2.1.5.2 Types of Memo

There are different types of memo based on their function and content. The following table gives a brief overview about the different types of Memo used in both public and private companies. The format and nomenclature might vary but they all come under the following types:

Categories	Definition	Types	Explanation
Persuasive Memos	These kind of memos ask for some kind of help	Request Memo	Internal communication that asks for some kind of request is a Request Memo. It should clearly state what is the sender requesting for, reasons for asking the request and to explain if there are any financial requirements with appropriate justification for the same. The language used should be diplomatic, polite and persuasive



Persuasive Memos	These kinds of memos ask for some kind of help	Confirmation memo	This type of memo formally confirms what has been agreed verbally. It could be about extending target deadline or sanctioning additional funds. This type of memo formalizes the oral promise. The content of this memo focuses on the specific points and invites feedback for clarity
		Ideas and suggestions memo	Memos are also used to give suggestions to solve an existing problem or some innovative ideas to address some issues. Such memos are written directly to the person in authority. The memo should not hint that present management has been inadequate. Instead, it should first give positive comments about the way management is trying to find solutions and diplomatically offer your suggestions.
Directive Memo	These memos are generally issued by authority to their employee giving some kind of directives.	Informal Study Results Memo	When an organization asks its employee to informally find some information and asks to give a report, this type of memo is used to correspond. This is not a formal study that requires a detailed report, but an informal study. Though it is an informal study, still the management has requested it. So the employee is expected to write his findings in the form of a memo and submit it.
Technical Memo	These memos relate to technical information sharing among staff members	Periodic Report Memo	Such memos are generally sent to inform the management about the status of the relevant information. It could be a status of the project, cost control reports, sales reports etc. These memos are pre-printed so that it can be filled in and sent regularly. The template should allow place to fill in details. If more explanation needed, adequate space should also be provided.



2.1.5.3 Reading & Editing Memos

Exercise 11

Look at the following memo and find what type of memo is it? Is it written in the right manner? If it can be revised, what will you change?

Date: 20.03.2021

To: Vijay Chauhan

From: Sanjay Mishra

Subject: To increase sales this quarter

Thank you for inviting me to give my suggestions to increase our sales. In our Chennai branch, Sales department has always been underperforming compared to other departments in our branch. I would like to suggest giving incentives based on their performance. This will motivate people to work harder. Further, if you can have weekly meetings and set an achievable target that will also boost employee morale. The current Sales Manager is not happy with this office. So he is not able to connect with the rest of the team members. It would be better if their team head is someone with whom they could relate better. If we could try out these suggestions I think there will be a definite change in their performances.

Most of the organizations use pre-printed templates for Memos which makes it easier for employees to write and communicate. Microsoft Word also offers free Memo templates which can be used. Most of these templates have mainly Date, From, To, Subject and the actual content which is written in a brief and concise manner.

2.1.5.4 Writing a memo

Exercise 12

Write a memo to your team members about the approaching project deadline. Ask them to complete their work within the given deadline. Use a template available from Microsoft Word.



2.1.5.5 Listening and Writing a memo

Exercise 13

Your boss calls you and gives you a message and instructs you to send a memo as per the message. Listen to the telephone conversation and write a memo.

2.1.6 Writing Minutes

In work place environment, meetings are commonly conducted for taking any kind of action or for planning some event. Important decisions are taken in such meetings. It becomes essential to record what is happening in such meetings. This recording is called as Minutes of the Meeting or Meeting Minutes. Minutes are written, accurate accounts of the proceedings that take place at meetings. They represent the actions of the management and can be considered as legal document at courts. It also provides a plan of action for employees. It can also be used to review the decisions taken and actions conducted. As individual names are mentioned with their responsibility, these minutes state ownership. Once it is mentioned in the minutes, it becomes mandatory of the person who has been allotted the assigned work to complete it. By signing the minutes, he / she have accepted the assigned responsibility.

There are various items to be included while writing meeting minutes. The following items are supposed to be part of any meeting minutes.

- Date, time and location of the meeting
- The purpose of the meeting
- Names of the people who attended the meeting and those who were not able to attend
- Agenda of the meeting
- Decisions that were taken in the meeting
- Plan of action and deadline to complete those action
- Date for follow up meeting

2.1.6.4 Listening & Writing Minutes

Exercise 14

Listen to the conversation on an online platform and then complete the sheet given.

A. Use the following template to prepare minutes of this meeting.

Date of Meeting: --/--/----

Venue: Online platform

Agenda: To discuss _____



Attendees: _____

Points discussed:

- i. _____

- ii. _____

- iii. _____

B. Fill in the following schedule based on the information shared during the meeting.

Day	Session 1	Session 2	Lunch	Session 3	Session 4
Monday	Guest Resource person	Free			
Tuesday					
Wednesday					
Thursday	Ahmad				
Friday				Free	

2.1 SUMMARY

This unit discusses the various forms of communication in a work place context pertaining to One-to-many. Both oral and written forms of this type of communication are dealt in detail. Students learn to make announcements both in formal and informal context. They also learn to write Meeting minutes, Notices, Circulars and Memos.



2.2 EXTENSION ACTIVITY

You are the manager of a software firm. The following is the mail you received from your boss from the head office. Based on the information in the mail, answer the following:

- (1) Write a memo to your employees to make arrangements for storing data and packing things for shifting.
- (2) Put up a notice in the notice board about the message near the reception for our customers.
- (3) Write a circular about the same information that has to be circulated among all staff members.
- (4) Make an announcement and share it through social media about the same information.
- (5) Based on the email writing we did in the last unit, try sending a group email about this information.

20th March 2021

Dear Mr. Narain

I have finalized the new building near the beach for our new office premises. I have arranged for Movers to shift our things. Please take care of the following:

- (1) Inform our employees about the move and how beneficial will it be though some of them will find it far to travel.
- (2) Ask our employees to organize their respective files and data for shifting.
- (3) Inform our customers and clients about the shifting of our premises.
- (4) We have many online customers and ensure they too receive the message.

All these should be done in next ten days. Movers will start their work from 1st of April 2021.

Aditya Verma



2.3 SELF- ASSESSMENT CHECKLIST

Try answering this checklist to see if you have learned all the items discussed in this unit.

S.No	Item	Yes / No
1	Will I be able to make an announcement in an informal context without any hesitation?	
2	Can I make a formal announcement to my colleagues on any important information?	
3	Will I be able to design a notice about important message to be put up on a notice board?	
4	Can I write a circular to convey some kind of official information to circulate among staff members?	
5	Will I be able to write down the minutes of a meeting which I am attending in my office without any hesitation?	
6	Can I write short memos to convey important official information to my colleague?	



UNIT 3

NARRATION

SYLLABUS

LISTENING: Listening to short talks - Listening to narratives / oral reports of events / incidents

SPEAKING: Giving extempore talks–Narrating an anecdote –Narrating case study problems

READING: Reading narratives / technical scenarios - Reading case studies

WRITING: Writing formal letters / complaints narrating problems – Writing narrative paragraphs

LEARNING OBJECTIVES:

- To identify the language structures required for narrating events / incidents / anecdotes through different media.
- To understand the general as well as the implied meaning of spoken and written narrative texts.
- To use appropriate language forms in both spoken and written narratives.

LEARNING OUTCOMES:

By the end of the unit, the learner will be able to:

- Identify the required language structures to narrate events / incidents / anecdotes through different media
- Narrate case studies / technical scenarios to focus attention on a situation
- Write paragraphs / complaint letters using narratives

You must complete the following activities to complete this unit.

○ **Listening Comprehension**

Listen to short biographical narratives / talks and try to understand the narrative sequence as well as interpret the message embedded in the narrative.
Listen to oral reports of incidents / events / occurrences and try to comprehend the sequential structure and infer the implied links between these occurrences.

○ **Speaking**

Give extempore talk on a given topic
Narrate an anecdote / event / case study problem
Use the appropriate connecting words / phrases for the context

○ **Reading Comprehension**

Understand the relevant vocabulary from the Reading text
Read a narrative / technical scenario / case study and try to comprehend the gist of the message.
Answer comprehension questions
Discuss the main issues focused on in the reading text

○ **Writing**

Write a narrative paragraph using the appropriate link words / phrases
writing complaint letters narrating incidents leading to the complaint



UNIT 3

NARRATION

3.1 OVERVIEW

Narration is the process of telling or recounting an incident or event in a sequential manner. We often associate narration with storytelling. But narration is used quite frequently by all of us in everyday communication, both in the formal as well as in informal contexts. When you recount what happened at a particular planned or unplanned event, you are using the narrative function. Similarly when you recount what happens when a particular software or application is downloaded, or what could go wrong when such a software or app is opened, you are again using the narrative function. When you prepare a technical report on an experiment / project / process, you are resorting to the use of the narrative function. Even complex technical procedures such as Root Cause Analysis involve the narrative function as you attempt to analyze the root cause(s) of events happening in a certain sequence. Most case studies and technical scenarios are also narratives in their own right. In the words of Ben Barton and Marthalee Barton, who have conducted an important study on *Narration in Technical Communication*, “projective scientific texts ... often involve accounts of event sequences”

(41) which must be taken as narratives.

In this unit we are going to look at the narrative function in both the oral and the written channels. The unit is broadly divided into four sections, Listening, Speaking, Reading and Writing.

3.1.1 Narration

Narration is the process of recounting a sequence of events, real or imagined. Although narration is most frequently used in storytelling (books, theatre and movies), it is used in everyday communication also. Consider the following samples from everyday communication.



The proposal for the establishment of the computer laboratory in the Department of Computer Science was submitted to the Principal's office on --/--/----. The reply from the Principal's Office was sent a week later. The college management promised assistance for only 50 % of the funds. The department was instructed to make arrangements for the remaining 50 % from donations and other sources from outside. On receipt of the reply, a meeting of the staff was convened to examine the possibilities for procuring funding from outside.

As a child, I would count the number of BMW or Mercedes or Porsche or any other extraordinary car I saw on the road and wonder about how the wheel of a car spins. My interest in automobiles and machines grew and I started studying about engines, cars and machines. Even in my school days I learnt how the Internal Combustion Engine worked and how a car moved. Gradually, I realized that my knowledge of automobiles was limited. There were so many intricacies involved in automobiles, engines in particular and designing them required knowledge from multiple dimensions. This convinced me to pursue Mechanical Engineering in college.

On – May ----, three installation personnel were installing a centralized AC system in a research facility in Sholinganallur. However they were unaware of a short circuit in the power connections. One of the workers tried to switch on the power switch to check the connection and he got a massive electric shock and died. The other

The first of these samples is from a report on the proposal for installation of a computer laboratory in a college. The second is a self introduction by a student as a part of his statement of purpose (SOP). The third sample is a news report about an accident. The common feature of all these samples is that they all use the narrative function. The ~~occurences~~ incidents in the incident / event are recounted in a sequential manner following the chronological order. Also if you notice the verbs used in the samples are all in the past tense. Narratives may be used for the following reasons:



- To inform or appraise someone of certain incidents / events
- To illustrate an idea or principle or argument
- To infer patterns from a series of occurrences
- To record, store and disseminate knowledge about certain principles or ideas
- To recognize attitudes and perceptions that may not be overtly accepted

3.1.2 Oral Narratives

Narratives may be classified as first person and third person narratives. So the second sample is an example of a first person narrative. In this type of narrative, the narrator has directly participated in or has been directly affected by the events recounted. Notice the use of “I” throughout the narrative. The other two samples use the third person narrative. This means that the narrator is recounting the events as an observer though he / she was not a participant in the events.

Narratives are often recounted in the oral form. (In fact story narratives started off as oral tales that were told and retold to a variety of audiences. All of you may have heard of the Panchatantra tales and the Vikram and Vethal tales.) Such oral narratives are now used to recount biographical details of a person’s life or to report events or incidents that happened, most notably in mass media like television or YouTube.

The most suitable tense to report incidents or events that have already happened is the past tense. However there are exceptions to this. When there is an event that is currently happening and is also being reported simultaneously, then the narrative uses the present and continuous tenses. The most popular example of this kind of narrative is the cricket / sport commentary.

3.1.2.1 Listening to Oral Narratives

In this section you are going to listen to some narratives in oral form to identify how the events are sequenced and what messages they convey.

Exercise 1

Listen to the following talk on Srinivasa Ramanujan and then answer the questions given.



A. Based on the narration of Ramanujan's life that you just listened to, fill in the blanks in the following sentences:

- a. Ramanujan was born in the year_____.
- b. He worked as a _____ in Madras _____.
- c. He wrote to the British mathematician _____ in the year _____.
- d. He remained in England for_____years.
- e. Ramanujan died in the year_____.

B. The following sentences narrate the major incidents in Ramanujan's life. But they are jumbled up. Rearrange them in the correct order.

- a. At their behest, he wrote to G.H. Hardy in Cambridge, England.
- b. Due to ill health, Ramanujan was forced to return home after his five year stay in England.
- c. Hardy arranged to bring Ramanujan to England, where for the next five years, they collaborated on serious work in mathematical theorems.
- d. He impressed many mathematicians in Madras and they encouraged him to write to mathematicians in England to get greater recognition.
- e. He moved to Madras after his marriage and worked as a clerk in Madras Port Trust.
- f. His letter to Hardy proved to be the turning point in his life.
- g. Ramanujan was born in a conservative South Indian family in Kumbakonam.
- h. When he was in high school, he got a copy of a book of theorems which awakened his innate genius.



C. Fill in the blanks in the following sentences with the correct tense form of the verb.

- Ramanujan _____ (learn) mathematics on his own.
- He _____ (stumble) upon a copy of a book of theorems when he _____ (be) in high school.
- He began independently _____ (study) complex mathematical concepts like Bernoulli's numbers and Euler's constant.
- When Ramanujan _____ (write) to Hardy, he _____ (work) in Madras Port Trust.
- Ramanujan's work _____ (still use) by modern mathematicians for many advanced applications.

When you are narrating a personal experience, then you use the first person (I) in your narrative. In these kind of narratives, you use the past tense, since you recollect the experience after it happens and then narrate it from memory.

Exercise 2

Listen to the following dialogue between Jennifer, Sanjana and Nawaz after an online exam and then answer the questions given.

In the dialogue that you just listened to, three different people narrated three different experiences in a similar context. The following is a complaint log to be filled in by the helpdesk monitoring the helpline of the proctored online exam. Imagine you are handling the helpdesk and fill in the blanks based on what you listened to.

S.No.	Name of candidate/Roll No.	Session	Complaint	Action taken
36	Premalatha	10 – 11	Got repeatedly logged out. Server error	Retest to be scheduled
37		10 – 11		NA.
38	Jennifer			
39			Video briefly not available	



3.1.2.2 Speaking – Narrating an Event

When you speak, you often use narration to talk about something that happened (which you either witnessed or participated in). Depending on whether you were a participant or an observer you use either the first person or the third person narrative. Narration is an especially useful technique when you are required to talk without preparation. An anecdote or a illustration is effective in conveying a point.

Exercise 3

In exercise 2 you heard three different people narrate different experiences with online exams. Now present a short extempore speech on “The Challenges Posed by Online Examinations”. You may use the anecdotes that you listened to or other experiences that you have faced or witnessed to reinforce your ideas.

3.1.3 Narrative reports

Narrative reports are useful to inform others who were absent at an event of the happenings at that event. In such narrative reports, you can use sequential narration to talk about the chronological order in which events happened.

Check the following sample of a narrative report of a fundraiser event.

“POT Lunch”, the fundraising event organized by Namma Chennai Foundation was held on July 2. The purpose of the “POT Lunch” event was to seek the assistance of the community to raise funds to help potters whose livelihood was badly affected by the extended lockdowns. The goal of the event was to raise ₹50,00,000 by selling 10,000 pots, each accompanied by a free gift of a packed lunch donated by three corporate as part of their CSR.

The preparations for the event started a month before. The Namma Chennai Foundation first floated the idea among corporate houses and the general public and garnered support from many people. Three corporate houses GTT, HYT and JUP extended their support through their CSR wings and donated ₹10,00,000/-each for the event. After receiving support from both corporate houses and individual volunteers, Namma Chennai Foundation worked out the logistics for the event. Following the plan laid out, the advertising for the fundraiser was done through social media and those willing to buy pots were requested to preregister for a pot and lunch packet to be delivered to them at their addresses. Then the pots were sourced from 65 potters while the lunch packets were sourced from Ruchi caterers at a subsidized price of ₹100/- per packet. After that, the pots, each lovingly shaped and decorated with colorful designs and priced at ₹500/- each were carefully packaged by Ghata packers at a subsidized cost of ₹35/- per pot. On the day of the event, the delivery to preregistered members of the community was done by Duty Messengers also at a subsidized price of ₹25/- per parcel.



The event was a resounding success. Namma Chennai Foundation surpassed its goal by selling 10550 pots with the help of 50 volunteers. They had to turn down 610 applications because they exceeded the deadline and they had already placed orders for the pots. **Overall**, the feedback received was overwhelmingly positive, with 100 percent of participants commenting favorably on the experience. This event involved the community in a new and unique way. Corporate houses donated food, local potters sold their pots, people appreciated the pots and money was raised for the cause. Not only did they meet their goal of ₹50,00,000 but they exceeded it. The overwhelming response and the number of preregistrations was unexpected and the orders and estimates had to be revised. The event ended at 3 pm on the same day. **Finally**, the funds raised from the event as well as the balance funds from the corporate contributions are to be computed after tallying the incomes and expenses and are to be

3.1.3.1 Grammar – Narrative Signpost Words

Sequential narration refers to the order in which events happen from the beginning to the end. Narratives usually have a beginning, middle, and an end, and these events are generally organized on the basis of the time when they happened. So the first part of an event that happened is narrated at the beginning and the events that followed are narrated after that. In other words, the narrative closely follows the order or sequence of the actual events. Not only that, narratives also use certain **transitional words and phrases** (also known as **signpost words and phrases**) to help the reader understand the sequencing of the events. Some of these signpost words and phrases are listed here:

first, firstly, initially, in/at the beginning, at first, second, third, next, then, subsequently, after/afterward, later, still, as soon as, until, when/whenever, while, before, currently, during, meanwhile, now, since, soon, eventually, at last, finally, ultimately, in the end

Exercise 4

Fill in the blanks in the following passage with appropriate discourse markers choosing from the list given.

After, when, finally, already, then

The world's largest biometric system programme was launched in India (a). ____ the government launched the Aadhaar card system. Any citizen of India can walk into an aadhaar card centre and have their picture taken. (b). ____ the system compares the photo with its (c). ____ existing records of 1.3 billion people in its database. (d). ____ ensuring that the person hasn't already registered under another name, the centre (e). ____ issues the person an aadhaar card.



Exercise 5

Look at the following narrative report of an incident. The order in which these incidents happened is jumbled. Rewrite the report sequencing the incidents in the correct order.

- a. **As soon as** the caller got the details, he siphoned off Rs. 49,999/- from the senior citizen's account.
- b. Duped by **this reassurance**, Mr.Jaggi shared his card and bank details.
- c. **He told** Mr Jaggi that **since** he had not updated his KYC form his credit card would soon be blocked.
- d. **In December 2019**, a retired bank manager, Satpal Jaggi got a call from a person who informed him that he was a bank telecaller.
- e. **In the meantime**, Mr.Jaggi's 23 year old grandson who got suspicious **when** he noticed his grandfather giving out his card details over the phone, immediately blocked a third fraudulent transaction.
- f. **This was followed by** another transaction transferring Rs. 9,999/- to the fraudster.
- g. **When** the senior citizen panicked the telecaller reassured him that he would help him update his KYC details.

3.1.3.2 Speaking – Narrating What Happened

Exercise 6

Imagine you are in the following situation. Your project supervisor who was not present at your project presentation calls you to her office to find out about your presentation. Narrate to her what happened. Use the sample given for reference. Arrange the events in chronological order using the signpost words / phrases given.

3.1.4 Case Study Narratives

This section examines the case study narrative. Narratives are often used in case study method because case study narratives present many advantages. Cases may relate to people, organizations, events or occurrences. Detailed and intensive study of cases can help to identify concepts or principles from which theory may be derived or developed and practice improved. Case studies also help to reinforce theory by showing how it is applied in real life. A narrative case study is in the form of a story.



However unlike a story, it is not imaginary, it takes up a real life situation or issue and provides sufficient background data so that the problem is contextualized and helps in its analysis and possible solution. Narrative case study has a problem for the readers to read about, identify and offer possible solutions. It has real characters with authentic names. It sometimes uses authentic dialogue (if the dialogue serves to throw light on the problem). It is descriptive, with realistic details. Yet unlike a technical or theoretical description, it has a flow that is easy to follow. It raises many relevant questions that focus the readers on the key points. If the case study presents a problem to teach a theory or a solution then it draws information from real situations that have already been resolved. The real life solutions may have been successful or unsuccessful. Readers can propose solutions that may then be compared with the real life solution to assess their efficacy.

When you read a narrative case study you will need to try and find answers to the following questions:

- a. What is the issue?
- b. Who is involved?
- c. When did the situation occur?
- d. Where did the situation take place?
- e. Why did the issue/problem arise?
- f. What key facts should be considered?
- g. What questions do the key characters need to resolve?
- h. What alternatives are available to the decision-maker?

Case study narrative may be subdivided into three types.

- The anomalous / extreme case
- The paradigmatic case
- The critical case

3.1.4.1 Paradigmatic Case

The paradigmatic case is used to define or understand certain predominant principles that illustrate a certain pattern. Generally a case study may be used to illustrate and teach the normal principle or practice in a domain. For instance, in social studies, a case study of the behaviour of a COVID 19 patient under quarantine may be used to illustrate how most COVID 19 patients would normally behave under quarantine.

3.1.4.2 Anomalous / Extreme Case

Unlike the paradigmatic case which illustrates the norm or the dominant principles of a domain, the anomalous or extreme case examines a case that deviates from the norm. Such case studies help to define or redefine what is the norm. This type of case study narration is often used in domains such as medicine to understand the nature of diseases and their treatment. For example, in medical research related to the SARS COV2 virus, it is the



anomalous cases (the cases which showed symptoms different from the norm) which led researchers to identify new mutant strains such as the Delta strain of the virus.

3.1.4.3 Critical Case

The critical case usually examines a particular case around which there are certain myths or false beliefs. The case study narrative undertakes to shatter these myths or beliefs. This could include studies undertaken of specific gender or caste groups which have been victims of stereotyping and seeks to understand the social factors that have led to such stereotyping.

When we read a case study problem, it is helpful to try and find answers to the ‘wh-’ listed earlier in the section in order to understand the idea that it illustrates.

3.1.1.1 Reading Case Studies

Exercise 7

Read the following case study problem and try to answer the questions raised above.

In January 2020, Robert Williams was arrested in his house in Farmington Hills, Michigan, on charges of theft after a facial-recognition system used by the police wrongly identified him as a watch thief on the basis of grainy footage from surveillance cameras that showed a black man, which the software matched to his driving licence. The American Civil Liberties Union (ACLU), a non-profit organization in New York City, filed a complaint on behalf of Williams to the Detroit police in June, and submitted a video showing Williams narrating what happened when he was shown the hard copies of the photos from the surveillance camera by a police detective. “I picked that paper up, held it next to my face and said, ‘This is not me. I hope y’all don’t think all Black people look alike.’ And then he said: ‘The computer says it’s you,’” Williams said. He was detained for 30 hours after which he was released.

Shortly after the ACLU complaint was filed, Detroit police chief James Craig acknowledged that the software would wrongly identify cases “96% of the time” when used by itself. Eleven US cities have banned the use of facial recognition by public authorities, citing concerns over racial bias and discrimination. But Detroit police still use the technology. In late 2019, the police force adopted policies to ban live camera surveillance and to use the software only on still images and as part of criminal investigations; Williams was arrested before the policy went into practice, Craig said in June.

Adapted from article in <https://www.nature.com/articles/d41586-020-03186-4>



1. What is the issue?

2. Who is involved?

3. When did the situation occur?

4. Where did the situation take place?

5. Why did the issue/problem arise?

6. What key facts should be considered?

7. What questions do the key characters need to resolve?

8. What alternatives are available to the decision-maker?

9. What type of case study is presented in this narrative?

Notice the use of signpost / sequencing words, explained in section 3.1.2.4 in order to recount the order in which the events happened. Examine the following sentence from the narrative.

In January 2020, Robert Williams was arrested in his house in Farmington Hills, Michigan, on charges of theft *after* a facial-recognition system used by the police wrongly identified him as a watch thief *on the basis of* grainy footage from surveillance cameras.

There are three incidents mentioned here

1. Recording by surveillance camera
2. Use of recording from surveillance camera to identify the person by the facial recognition system.
3. Arrest of the person

The words that are highlighted in the given sample show the sequence in which these incidents happened.

3.1.2 Historical narrative

Narration forms an important technique in tracing the history of something. This type of narration is interested not only in the sequence of events but also in the cause and effect links that lead to certain events happening in the way that they did. In the historical narrative, the major idea is not only to trace the sequence in which the events happened but also to understand how they happened. In case what happened was harmful or disastrous in some way, then an understanding of the causes that led to the event may have lessons for future generations which can learn from them and can avoid such events from happening again. For example, a historical narrative of the World Wars presents causes for the wars, which can be avoided by us to prevent such disastrous wars being fought again.

Historical narratives are also useful to understand the evolution of useful or impactful scientific developments. Such narratives present the causes or needs that led to these developments.



3.1.2.1 Reading Historical Narratives

Exercise 8

Read the following passage narrating the beginnings of computer programming and answer the following questions.

Did you know that programming, the way we understand it actually began not with a calculating device but with a weaving machine? The Jacquard loom invented by Joseph Marie Jacquard in 1804 was a marvel of the Industrial Revolution. This textile-weaving loom was also the first practical information-processing device. The loom worked by tugging various-colored threads into patterns by means of an array of rods. By inserting a card punched with holes, an operator could control the motion of the rods and thereby alter the pattern of the weave. Moreover, the loom was equipped with a card-reading device that slipped a new card from a prepunched deck into place every time the shuttle was thrown, so that complex weaving patterns could be automated.

What was extraordinary about the device was that it transformed the design process. Earlier designing was a labor-intensive process which had to be done while weaving on the loom. But in this now device, the design process ended at the card-punching stage. Once the cards had been punched and assembled, the design was complete, and the loom implemented the design automatically. The Jacquard loom, therefore, was the first machine that had been programmed to produce different patterns by these decks of punched cards.

This system of issuing commands to a machine using punched cards was adopted by Charles Babbage in his Analytical Engine which was to be the prototype of the modern computer. The idea was further refined and adapted by Ada Lovelace, daughter of the poet Lord Byron. Ada corresponded with Babbage and revealed a profound understanding of the implications of using the punched cards to give instructions to his Analytical Engine. In 1843 she published a paper on the Analytical Engine which revealed her grasp of the concept of programming the device. She went on to become the world's first expert on the process of sequencing instructions on the punched cards used in the Analytical Engine; in other words, she became the world's first computer programmer.



Based on the history of programming that you just read, choose the correct options to answer the following questions.

- a. What according to the lecture was the first programmed machine?
 - i. Card reading device
 - ii. Calculating device
 - iii. Jacquard's loom
 - iv. Analytical engine
- b. What made this device different from earlier devices?
 - i. It transformed the process of design into a one time card punching process.
 - ii. It transformed the weaving process into an automatic process.
 - iii. It transformed the design process into a manual labour intensive process.
 - iv. It transformed weaving into a mass productive process.
- c. How was the process adopted in the world's first computer?
 - i. The punched cards were directly used to operate the computer.
 - ii. The concept of punched cards was adapted to give instructions to the computer to carry out a series of tasks.
 - iii. The concept of analysis was adapted from the device into the computer to make the computer analyse numbers.
 - iv. The computer was used to punch new sets of cards.
- d. Which of the following inferences may be drawn about the industrial revolution from the information given in the lecture?
 - i. The most important aspect of the industrial revolution was the making of textiles.
 - ii. The most important contribution of the industrial revolution was the invention of the analytical engine.
 - iii. The most important characteristic of the industrial revolution was the involvement of women.
 - iv. The most important feature of the industrial revolution was the automation of time consuming manual processes.
- e. If the contributions of the pioneers mentioned in the lecture were to be rephrased in modern terminology, then which of the following options would be the most suitable?
 - i. Charles Babbage designed the hardware of the first computer while Ada Lovelace designed the first software.
 - ii. Charles Babbage designed the industrial revolution with his analytical engine while Ada Lovelace designed the first women's movement.



- iii. Charles Babbage designed punched cards while Ada Lovelace designed the patterns on the punched cards.
- iv. Charles Babbage designed the process of analysis while Ada Lovelace designed the product of the analytical engine.

3.1.3 Narrative Essay

The narrative essay is similar to a story because it has characters, incidents and sometimes even dialogue. However it is different from the short story in that the essay, unlike the story, has a central idea or thesis or purpose which the narrative supports. (In the story, the purpose is to tell the story.) The narrative essay may use anecdotes, incidents, and personal experiences as evidence to support the central idea or thesis.

As we have already seen in the previous sections, narratives may be used for different purposes.

In the listening exercise on Ramanujan that you did at the beginning of this unit you listened to a narrative that was used to disseminate knowledge about Ramanujan's contribution to the field of mathematics. When you attempted the oral report on what happened at the project presentation you were using the narrative to apprise your supervisor of an event. When you listening to narratives about online exams, you were trying to infer patterns in a series of occurrences. In the narratives about facial recognition software and origins of programming, you saw examples of narrative to illustrate an argument and attitudes and perceptions that are not obvious but are hidden in the narrative.

Often such narration is useful in identifying problems and helps in the search for solutions to these problems. (The problem solving aspect of narrative will be taken up in greater detail in a later unit). The narrative essay may be used to state such a problem as its central thesis and then use incidents or anecdotes to illustrate this problem.

3.1.3.1 Reading Narrative Essays

Exercise 9

Read the following extract from the narrative essay “The Rule of the Road” by A G Gardiner (also known as Alpha of the Plough) to see how the author narrates an incident, but only to support his thesis statement.



A stout old lady was walking with her basket down the middle of a street in Petrograd to the great confusion of the traffic and with no small peril to herself. It was pointed out to her that the pavement was the place for pedestrians, but she replied: 'I'm going to walk where I like. We've got liberty now.' It did not occur to the dear old lady that if liberty entitled the pedestrian to walk down the middle of the road, then the end of such liberty would be universal chaos. Everybody would be getting in everybody else's way and nobody would get anywhere. Individual liberty would have become social anarchy.

There is a danger of the world getting liberty-drunk in these days like the old lady with the basket, and it is just as well to remind ourselves of what the rule of the road means. It means that in order that the liberties of all may be preserved, the liberties of everybody must be curtailed. When the policeman, say, at Piccadilly Circus steps into the middle of the road and puts out his hand, he is the symbol not of tyranny, but of liberty. You may not think so. You may, being in a hurry, and seeing your car pulled up by this insolence of office, feel that your liberty has been outraged. How dare this fellow interfere with your free use of the public highway? Then, if you are a reasonable person, you will reflect that if he did not interfere with you, he would interfere with no one, and the result would be that Piccadilly Circus would be a maelstrom that you would never cross at all. You have submitted to a curtailment of private liberty in order that you may enjoy a social order which makes your liberty a reality.

Liberty is not a personal affair only, but a social contract. It is an accommodation of interests. In matters which do not touch anybody else's

liberty, of course, I may be as free as I like. ... We have a whole kingdom in which we rule alone, can do what we choose, be wise or ridiculous, harsh or easy, conventional or odd. But directly we step out of that kingdom, our personal liberty of action becomes qualified by other people's liberty. There

are a lot of people in the world, and I have to accommodate my liberty to their liberties.

... It is in the small matters of conduct, in the observance of the rule of the road, that we pass judgment upon ourselves, and declare that we are civilized or uncivilized. The great moments of heroism and sacrifice are rare. It is the little habits of commonplace intercourse that make up the great sum of life and sweeten or make bitter the journey.



Did you notice that the essay began with a story? The purpose of telling the story in this essay is not to entertain the reader, but to support the author's thesis statement.

1. Can you identify the thesis statement of the author?
 - a. individual freedom or liberty cannot be completely unrestricted
 - b. individuals do not have any freedom
 - c. individuals have complete freedom to do whatever they like
 - d. individuals must sacrifice their freedom
2. In the narrative told at the beginning of the essay, the old lady says "we've got liberty now." Which of the following inferences can be made from this statement?
 - a. The old lady did not have liberty earlier
 - b. The old lady has confused political independence with personal liberty
 - c. The old lady is a thoughtful citizen
 - d. The old lady is a representative of the people of Petrograd
3. Which of the following is a summary of the message of the essay?
 - a. Individuals can walk wherever they wish.
 - b. Social anarchy is the goal of liberty.
 - c. People have a choice between social order and individual liberty.
 - d. Individual liberty and social order have to be balanced in order to lead a civilized life.
4. What does the author mean when he says "we have a whole kingdom in which we rule alone"?
 - a. All of us are kings inside our houses.
 - b. All of us are rulers in a free country.
 - c. All of us are free in matters where our freedom does not interfere with others' freedom.
 - d. All of us dream of being kings in kingdoms where we can rule without anyone questioning us.
5. What is the "rule of the road"?
 - a. On the road one must observe the rules of order to avoid accidents.
 - b. In every aspect of life, one must observe the rules of social conduct to avoid social chaos.
 - c. Life is like a road that is ruled by the traffic police.
 - d. The road is the only place where there are rules.

When you use narration in your writing, you must pay attention to the following features.

- The sequence in which the events occurred.
- The causative links that led to the events happening in a certain way.
- The purpose that the narrative serves.

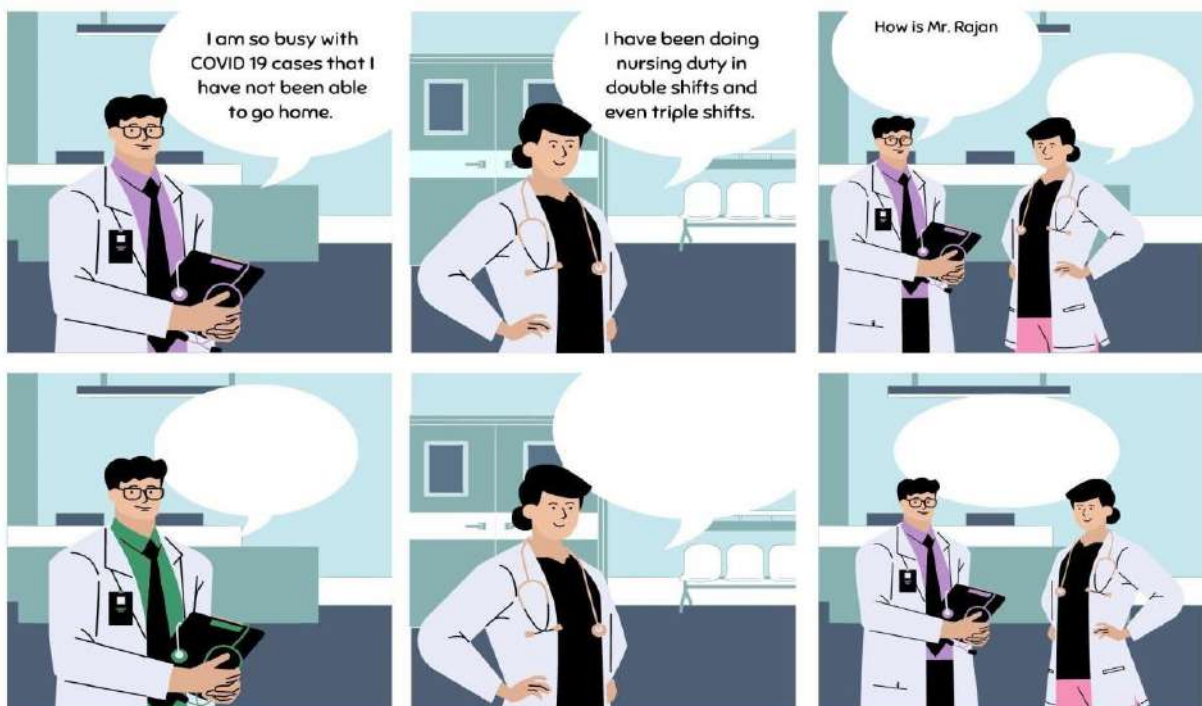
The sequence of incidents is indicated by the connecting words or linking words (as seen earlier). These discourse markers help us arrange the incidents in the proper sequence. Some of these discourse markers simply indicate chronological sequence, while others indicate causative or logical sequence.

3.1.3.2 Writing Narrative Essays

Exercise 10

The following comic strip presents a pictorial narrative of a Doctor and a Nurse on COVID 19 duty. Imagine what would have happened and fill in the dialogue boxes with suitable dialogues. Now write a narrative essay from the third person perspective to illustrate the following thesis statement.

Frontline health workers have been tirelessly fighting the COVID 19 pandemic for the past year and a half. However the stress, fatigue, fears and psychological burn out suffered by these frontline workers has gone largely unnoticed. ...



3.1.7 Complaint letter

The narrative as already pointed out may be used to apprise someone of an event or issue. This is often used in letters (particularly letters to the editor and complaint letters) to focus the attention of the reader on the event and the problem.

3.1.7.1 Reading Complaint Letters

Exercise 11

Read the following complaint letter to see how the narrative of an incident is used to lodge a complaint to the relevant authorities who can resolve the issue.

From

Aryan

Flat 111, Santhosham Flats

Magizhchi Nagar

Chennai – 600024

To:

The Manager

Bookzworld

11, Alagu Street

T. Nagar

Chennai – 17

Dear sir/madam

Subject: Wrong book delivered against order no. 8821

I'm writing this letter to express my disappointment with a recent purchase on your online bookstore, order number #8821. I ordered the book *Digital Signal Processing* (4th Edition) by John G Proakis and Dimitris G Manolak is published by Pearson.



I ordered this book 2 weeks ago on 9th of July and paid for it by credit card. The payment serial no. is 456. I received the book this morning (24th of July) but was shocked to see that the contents of the book were of a popular novel. Except for the cover of the book, all the other contents of the book is of the popular novel, Harry Potter. I am certain that this must have been a mistake. When I received the package, I opened it, saw the cover of the book and then signed the delivery papers. I did not expect the contents to be completely different.

I'm a university student and I need that book to prepare for my final exams. I have prepared my entire preparation schedule based on the delivery of this book. This incident has upset my entire schedule. I would very much appreciate it if you send me a replacement copy immediately or a refund of my money so that I can place an order for the book elsewhere.

Anticipating an early and positive response from you.

Regards

Aryan.

Answer the following 'Wh' questions to show your understanding of the complaint.

1. What is the complaint about?

2. What was the title of the book that was ordered?

3. When was the order placed?

4. When was the order delivered?

5. Why did the recipient sign the delivery papers?

6. Why does he need the book?

7. What were the actual contents of the book?



8. How did the recipient find out that the mistake?

9. What are the two options that the recipient suggests to remedy the mistake?

3.1.7.2 Writing Complaint Letters

Exercise 12

Now go back and reread the narrative report of the fraud committed on Mr Jaggi in Exercise 5. Imagine you are Mr.Jaggi's grandson. Write a complaint letter to the Cybercrime cell narrating Mr.Jaggi's experience and requesting assistance to recover the money lost to the fraudster. Use the following template for your letter.

Date:_____

Sender's address:

Receiver's address:

Sir / Madam

Sub: _____

I would like to lodge a complaint regarding _____

My grandfather received a call _____



The loss of the money has caused _____

Thank you
Regards

3.2 SUMMARY

In this unit, we have seen different kinds of narratives such as oral narratives, narrative reports, case study narratives, historical narratives, narrative essays and complaint letters. We have also discussed how narratives can be used for various purposes such as reporting an incident or event to someone, supporting an argument or a thesis statement, illustrating a theory or a paradigm, or making a complaint. In addition, we have also examined the signaling words and phrases that are used in narratives to sequence the events or incidents in the correct order.

3.3 EXTENSION ACTIVITY

Imagine you are the organizer of an event in your department. Although everything went off according to plan, a few of the participants complained about problems registering for the event. You are required to do the following:

1. Prepare a detailed narrative report of the event to be submitted to the head of your department.
2. Write a complaint letter to the software provider who provided the platform for registration, detailing the registration problems that the participants faced and requesting a solution to the problems.



3.4 SELF ASSESSMENT CHECKLIST

S.No.	Question	Yes	No
	Can you identify the different language structures such as sequential statements used to narrate events / incidents / anecdotes?		
	Can you identify the signaling words used in narratives?		
	Can you answer the wh questions based on narratives?		
	Can you read a narrative case study and understand the theory or paradigm that it illustrates?		
	Can you write a narrative paragraph on your own?		
	Can you write a complaint letter about an incident or happening on your own?		

UNIT 4 DESCRIBING

UNIT 4 SYLLABUS

LISTENING: Listening to short descriptive lecture – Listening comprehension questions

SPEAKING: Taking part in small group discussion

READING: Describing a product – process description - Interpreting flowchart - table

WRITING: Essay writing – Descriptive essay – Channel conversion (flowchart to verbal)

LEARNING OBJECTIVES:

- To identify the language structure used for describing
- To understand information from info graphics
- To describe a product and related process
- To present information in small groups

LEARNING OUTCOMES

By the end of the unit, students should be able to

- Listen for specific language structure needed for description
- Infer information from flowcharts and other forms of info graphics
- Describe a given product and related process to a small group.

You must complete the following activities to complete this unit.

Complete the following activities

- **Grammar & Vocabulary Activity**

Learn the use of adjectives for describing place, person, product and process.

- **Reading Comprehension**

Read for specific details and use that knowledge to complete some activities. You will learn to recognize the specific language structure required for description.

- **Listening Comprehension**

You will learn to identify the genre of description. You will know the different types of description. You will learn to apply the descriptions to real time people.

- **Speaking**

Describe a product, place or a person. Take part in a small group discussion to discuss a process.

- **Writing**

Learn the structure and language of description. Use that learning to write a product description, person description and a process description.

UNIT 4

DESCRIBING

4.1 OVERVIEW

In Academic writing there are various styles. But there are four prominent styles – descriptive, analytical, persuasive and critical. This unit focuses on the descriptive style of academic reading and writing. It contextualizes descriptive language in both oral and verbal forms. This unit discusses both general and technical descriptions.

4.1.1 Different types of description

Can you guess what is being described here?



As he climbed the dry mountain path, he suddenly saw the house. It was a bare earth house with brown mud walls with glassless windows and a thatched roof. The peeling painting on the walls declared that it was done long time ago. The house stood all alone in a barren land with no single greenery nearby. The sagging roofs and peeling paint revealed the neglected state of the house.

The insect looked weird and completely new. Its head was bigger than its body and its four legs. The two eyes on its head were protruding out with its unwavering stare. It had a sharp beak under which its ever-moving jaws can be seen. The body was slender with scales. It was slimy and brown in colour. The weird insect moved with high speed with its four legs.

1. In a large bowl take required portion of flour and salt. Mix it well.
2. Next, beat two eggs in a bowl and mix it thoroughly.
3. Mix the egg with the flour and knead the dough until it becomes elastic.
4. Now divide the dough into four portions.
5. Take one portion and using a rolling pin, roll it in a 12 inches diameter.
6. Cut into thin strips of the size you need.
7. Cook it in boiling water
8. Finally, use the noodle in any recipe

Your guess is right:

1. Place description
2. Description of an insect
3. Process description

In academic writing, descriptive writing plays an important role. The main purpose of a descriptive writing is to describe a person, place or thing in such a way that the reader is able to visualize the picture of the object/ place / person in their mind. To write a detailed and specific description it is essential to appeal to our five senses – sight, sound, smell, taste and touch. Adjectives are helpful in triggering this appeal to senses.

Look at the above descriptions. The first two descriptions use many adjectives to describe the place and insect. On the other hand, third one is a process description. The focus is more on the steps that follow one after another.



Sequence words like next, then and finally are used to show the sequence.

These descriptions are general descriptions. Apart from general descriptions, we have technical descriptions which are widely used in technical fields. Today we have many descriptions used in various fields in their day-to-day functions. The language used and the register is unique only to their field. But it does share common features for both general and specific contexts.

4.1.1.1 Grammar – Adjectives for Description

Adjectives are used to describe the noun. It adds value to a sentence as it impacts the meaning of a sentence.

For example: He is a police officer.

He is an honest police officer.

Compared to the first sentence, the second sentence conveys a lot more because of the use of adjective 'honest'. Adjectives are used to make our writing visual and distinctive. There are various types of adjectives – descriptive, quantitative, interrogative, demonstrative, proper, indefinite, compound etc.

An organized list of adjectives is given for reference. This is not a complete list but only a short compilation.

Aggressive	Anxious	Alert	Affable	Attractive
Beautiful	Beige	Better	Bulbous	Busy
Cute	Crooked	Cunning	Competitive	Calm
Drab	Dull	Delicious	Dangerous	Dry
Eager	Expensive	Energetic	Excited	Enormous
Miniscule	Sour	Romantic	Mutinous	Protective
Poor	Triangular	Wild	Weary	round

4.1.1.1.1 Writing Adjectives

Exercise 1

A cartoon illustration showing a boy with blonde hair and a red shirt hitting a boy with dark hair and a green shirt on the head. The boy being hit is on the ground, looking angry. The boy hitting him is standing and looking angry. There are motion lines around the hand hitting the head. A watermark 'gettyimages' is visible in the background.



Look at the following descriptions:

1. Nivedita is twenty years old. She is very tall and has short curly hair. She has a smiling face. She has dimples when she smiles. Her smile is her best feature.
2. Dev is a middle aged man and has dark complexion. He has wide forehead and small eyes. He has a frowning face. He never smiles.
3. Vinaya is a short petite girl. She is fair and has long dark hair which is always in a single plait. She wears a big bindi high in her forehead. She never uses any cosmetics other than a thin eyeliner which outlines her big eyes.

It is important to give a specific description so as to identify the person easily based on the description.

4.1.1.1.2 Order of Adjectives

Cumulative adjectives work together to modify their noun. They combine together to create a more specific meaning. These adjectives must appear in a specific order and they cannot be separated by commas or 'and'.

Examples:

- My first red taxi cab
- Delicious Chinese food



Exercise 2

Rearrange the adjectives in the right order:

- (1) green – strange – metallic
- (2) Silver – spoon – antique
- (3) Wrinkled – old – face
- (4) Turkish – delicious – food
- (5) Stocky – neighbour – middle-aged



4.1.2 Descriptive Writing

When we describe something, it shows our knowledge and understanding of the thing we are describing. We exhibit our knowledge of the product /person /process we are describing. We can showcase our knowledge of specific facts and terminology, complete details of the object we are describing.

Description attempts to answer questions like

What is...?
Where
is....?
When is
....?
How?

While describing we also need to understand what we are describing in detail. Then only we can demonstrate our knowledge about the product or person by comparing them with other such items or interpreting the data to have a better understanding of the product or process. Teaching descriptive writing helps in making students' writing rich in detail and also makes it interesting. Students will also learn new appropriate vocabulary in their writing. This kind of descriptive writing helps them understand new topics easily.

4.1.2.1 Characteristics of good descriptive writing:

- It uses precise language. Good descriptive writing uses specific adjectives, appropriate nouns and strong verbs to ensure the described visual is given life in the reader's mind.
- Good description is always structured and organized. For example, when describing a person, it starts with physical description and then about what the person feels or acts. There is a sense of order in most of the descriptions which include chronological, spatial and priority.
- As mentioned earlier, good descriptive writing uses vivid sensory details that would appeal to our five senses – sight, sound, smell, taste and touch.
- While describing things in a more creative context, it is natural to employ literary devices like metaphors, similes and analogies to add value to the description.



While writing about any topic, we can make it more effective by including detailed descriptions of people and places. In order to write detailed descriptions, we need to have a clear picture about the place, person or product in our mind to write. This will help us to give precise description using appropriate words so that readers are able to visualize the object or place in their mind.

4.1.2.2 Reading Descriptive Writing

Exercise 3

Read the following excerpt from the novel “*The Sprig of Bloom*” by Barbara Willard (1971)

"It was mid-October, the harvest well stored. The sun was as hot as if it shone in the first week of September, but a tumbling sky threw great clouds before the wind, and when the sun was obscured then all the promise of winter was in the air. But it was magic weather, a gift to sweeten the sadness of the ending year. There were still blackberries, thick and dripping with juice, but these would remain on the bushes, for by now, as it was said, the Devil had spat on them and they should not be eaten. So birds gorged themselves, and the ground and the leaves of the brambles were strewn with purple droppings. The water, half shadow and half glitter, threw back the colours of beech and bracken tossing them over the boulders like gold and copper coins."

The words paint a vibrant picture of the scene that makes the reader visualize the colour-strewn scene.

- (1) Choose two details that indicate the colourful scene
- (2) What reason the writer gives for the blackberries to remain on the bushes?
- (3) What season is described here?
- (4) What linguistic device has been used to add to the descriptive function in the passage?
- (5) What kind of feeling is the author evoking in this description?



4.1.2.3 Features of Descriptive Writing

A good descriptive writing should be concrete, evocative and plausible.

- For descriptive writing to be concrete, the writer should be specific in his / her details. The description should make the reader visualize the image. For that the descriptions should be specific. For example, instead of saying ‘He was very angry’, we could say ‘His red face and menacing look scared her. The utter silence was more formidable than his actual scolding’.
- Descriptive writing should also be evocative by using vivid descriptions. Instead of just saying ‘It was raining in the night’, we can say, “The sounds of the rain were everywhere, pinging off the hood and splattering against the glass of the windshield, thumping the vinyl roof and erupting in the myriad pools” This description evokes visual images as we read the lines.
- The third factor, plausibility curtails the over –imagination. Any writer should not overdo their descriptions but try to adapt it to suit their reader’s knowledge and attention span. Having too many descriptions for one feature will make the reader lose their attention. It is better to limit the descriptions in order to maintain their attention span as well as ensure they understand what they are reading.

4.1.2.4 Examples of descriptive writing:

- (a) The sunset filled the sky with a deep red flame, setting the clouds ablaze.
- (b) My dog’s fur felt like silk against my skin and his deep brown coloring shone, absorbing the sunlight and reflecting it back like a pure, dark chocolate.

4.1.2.5 Show-Me Sentences:

In descriptive writing, it becomes essential to show the description by the use of appropriate words rather than tell the reader about the description.

For example, instead of saying

‘She was an old woman who was finding very difficult to stand.’

Instead if we say

‘The wrinkled face grimaced as she tried to hold onto the pillar to lean to stop the shivering of her weakened legs.’

The second line vividly paints a picture of an old woman, who is weak and tired trying to stand straight.

4.1.2.6 Writing Show-Me Sentences

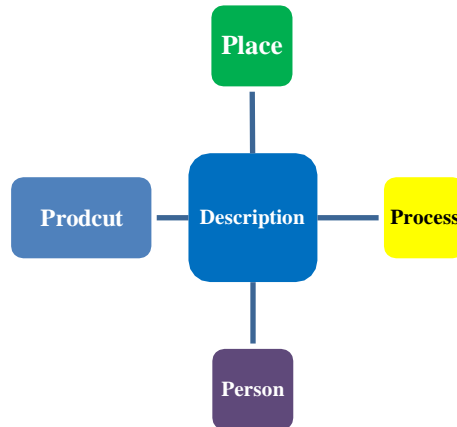
Exercise 4

Now try writing sentences that will show the description instead of telling the description. In the table given below, the left column has telling sentences. Try rewriting them as showing sentences. One example has been done for you.

Telling Sentence	Showing Sentence
It was a dark and scary night.	The darkness seemed to weigh down and smother him. The utter silence of the street magnified even the falling leaf sound. A faint breathing sound could clearly be heard but no one could be seen in the black night. A sudden clang of a rolling tin tore the silence cruelly.
The woman, who was waiting for her bus, had high fever.	
The boy was happy to catch a big fish.	
The girl enjoyed seeing the rainbow that came after the rain.	
The farmer stopped his work to watch the sun setting.	
The hurt dog was running around and crying.	

4.1.3 Description in Academic English

There are four major types of description. For academic writing we will be explaining more on product and process description. Place and personal description are important in their domains.



4.1.3.1 Place Description

In descriptive writing, place description plays a vital role. In our professional as well as social communication, we tend to describe either our home or our office or a place you liked or a country you saw. This section will discuss how to describe a place.

While describing a place, we need to describe it from a personal perspective. We should also try to use words that will appeal to the five senses – sight, smell, hearing, touch and taste. We also need to describe the tone and mood of the place to get the right ambience of the place. Next, we need to include the time period of the place. Is it a modern building or an historic place? Does it have technological equipment for use? It also should reflect the specific time of the day – morning, evening or night through vivid descriptions. Talk about the setting of the place and how you feel about it. Lastly, use right adjectives to describe the place.

4.1.3.1.1 Listening to Place Description

Exercise 5

Listen to a talk describing a classroom. Can you draw a sketch of the classroom as you listen to the talk? You don't have to be a great artist to sketch the picture. You need to see if you are able to get all the details mentioned in the audio.

4.1.1.1.1 Speaking – Describing a Place

Exercise 6

Describe your favourite part of your home in a 2-minute talk. Try recording your talk and play it back. Note down the adjectives you have used in your speech. Try finding better adjectives using a dictionary.

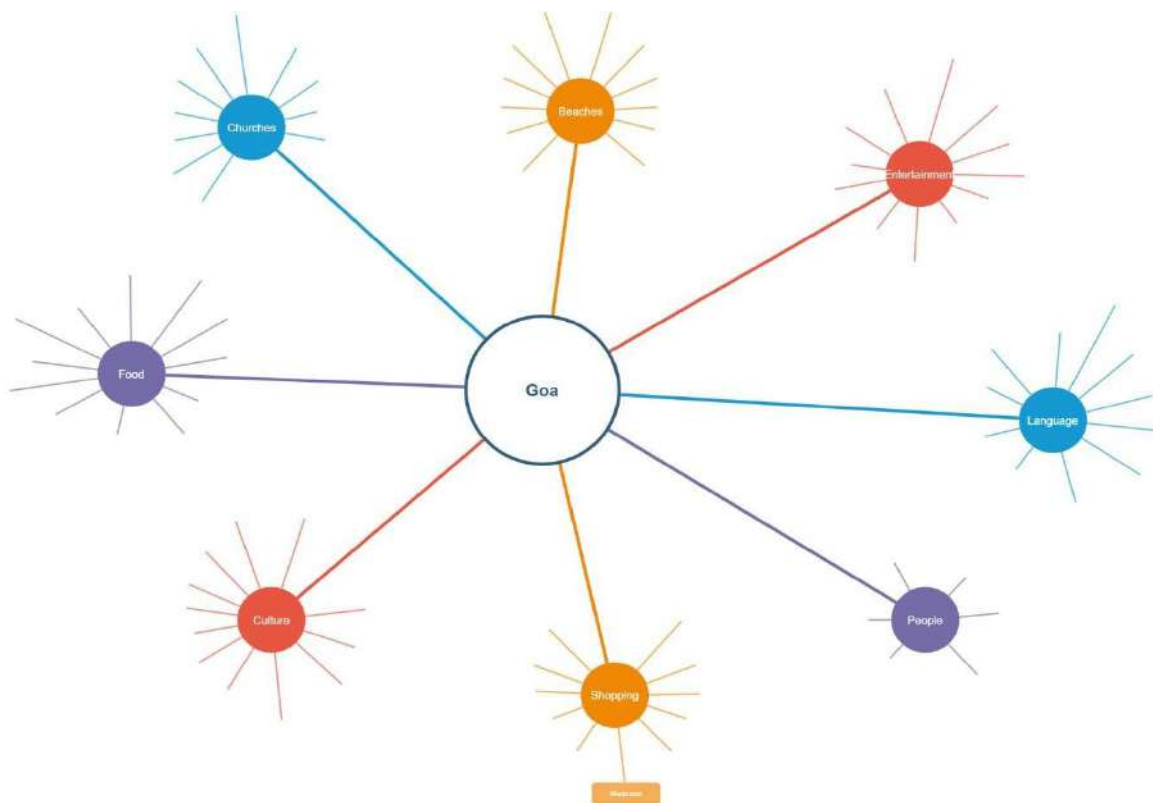
List of Adjectives used:

4.1.1.1.2 Descriptive Essay

Descriptive essays give readers a detailed understanding of a particular topic because of the concrete details and figurative language. After reading a descriptive essay, readers should walk away with a clear picture about the topic – a location, a famous personality, a product or a work of art. Descriptive essays are fundamental to the art of descriptive writing.

Exercise 7

1. Before writing a descriptive essay, first brainstorm for ideas to write. Identify the main topic of your description. If it is a place, put down the place in the centre of a page and write all points related to the place around it. Look at the following example:



2. Choose an emotion that is associated with the place. Are you feeling nostalgic? Was it a happy occasion? Or was there something sad about the place? Use sensory emotion to appeal to the senses
3. Decide on the outline of the essay. Introduction, physical description of the place, feelings and emotions associated to specific places, second important aspect of the place, key point, and conclusion.



4. Your introduction should have thesis statement that will describe your feeling about the place.
5. Now try writing a short descriptive essay describing your favourite city.

4.1.3.2 People Description

Descriptions are used a lot in everyday conversations. People description is widely used in business world, social contexts and conversations. The different ways to describe people are:

- Appearance – how someone looks like from outside
 - Age – old, young, teenager, middle-aged, toddler etc.
 - Build – stocky, fat, thin, slim, skinny, tall, short, wiry, lean, athletic, flabby etc.
 - Colouring – fair, dark, Caucasian, person of colour, freckled
 - Face shape – oval, round, square, heart-shaped
 - Wide forehead, arched eyebrow, wide eyes, bulbous nose, high cheekbones, snub nose, rosy cheeks, dimpled chin, red lips
 - Long curly hair, short straight hair, wavy hair, bob, fringe, bangs, blonde, brunette
- Mannerisms – the way someone behaves
- Character traits – little habits that make up their personality
- Emotions – what someone feels at that point of time

While describing people one has to be tactful. We cannot hurt their feelings by being blunt and rude in our description.

Instead of	Say this
Fat	Chubby, overweight, plump, curvy, statuesque, big, well-built
Thin	Slim, slender, petite, wiry, sleek
Old	Senior-citizen, pensioner, middle-aged
Ugly	Homely, bland, insipid

4.1.3.2.1 Listening to Descriptions of People

Exercise 8

Listen to the people descriptions and write their names correctly:



4.1.3.2 Writing Descriptions of People

Exercise 9

Your friend has been missing for past one week. Write a short description of your friend as he was on the day he went missing to give to police for searching.

4.1.3.3 Product Description

Product description is an important component of Technical English. Appropriate product description is needed to ensure safety and compliance. Attention to detail is critical. While describing a product, care should be taken to describe specifications of the product. Product description will have definition, description of the mechanism and process description.

Mechanism description will provide a clear understanding of the object being described which includes general appearance and physical properties, their function and purposes, component parts and how the product works. The description should give the reader a clear picture of the product. The details that will help in giving this vivid description are:

Colour	Position	Materials	Function
Shape	Structure	Patterns	Finish
Size	Components	Designs	Taste
Dimensions	Weight	Principle	Smell
Texture	Properties		

4.1.3.3.1 Language Used in Product Description

The language used to describe the above aspects can be listed below:

- Colour: brownish, dark, reddish, golden, light, pale, dull, etc.
- Shape: square, round, triangular, rectangle, oval, circular, spherical, cylindrical, cubical, conical, concave, V-shaped, tapering etc.
- Size: long, wide, high, weight, height, width, weight etc.
- Texture: fleecy, chapped, coagulated, bristly, blemished etc. Smell: fishy, putrid, fruity, woody, acrid, floral, lemony etc.
- Position: adjacent, besides, alongside, below, underneath, beyond etc.
- Structure: fixed, nailed, screwed, connected, fixed, attached, suspended, supported etc.
- Components: silk, wooden, metallic, plastic, glass etc.
- Function: the purpose of , is used for
- Taste: smoky, bitter, dry, nutty, zesty, rotten, sour, burnt etc.
- Properties: transparent, brittle, light, tough, ductile, hard, soft, rigid etc.

The product description is a detailed description of the functional and physical characteristics of a product or mechanism. While describing a product it is necessary to include details like the general appearance of the product, its physical properties, its parts, overall function, and purpose of the product. By reading the description, the reader should be able to visualize a clear picture of the product. If needed, we should also include a visual image of the product to give a better picture of the described product.

A detailed product description should have certain important features. A sample template has been created that included those important features based on various purposes. Most of the product descriptions may not have all details. But the major ones like physical descriptions, overall appearance, working of the product and its functioning are definitely included.

Template for a product description

Definition: What is it?

Audience: Purpose, who is it for? Audience for whom the product is to be clear.

Overall appearance: Physical description of the product

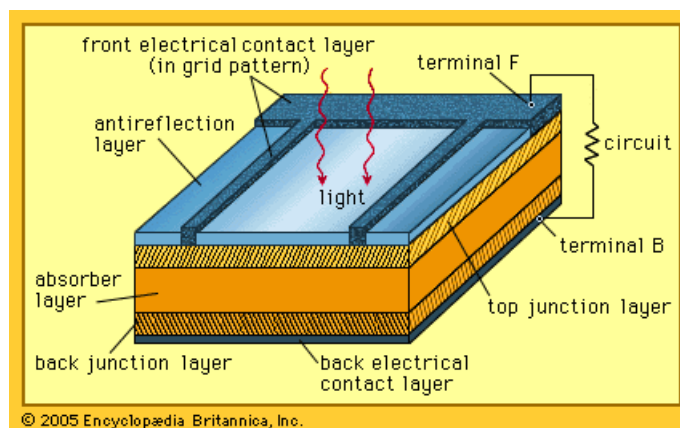
Components: Describe the various components of the product

Explanation: Explain how the parts work together as a whole and discuss the principle which forms the basis of this working.

4.1.3.3.2 Listening to a Product Description

Exercise 10

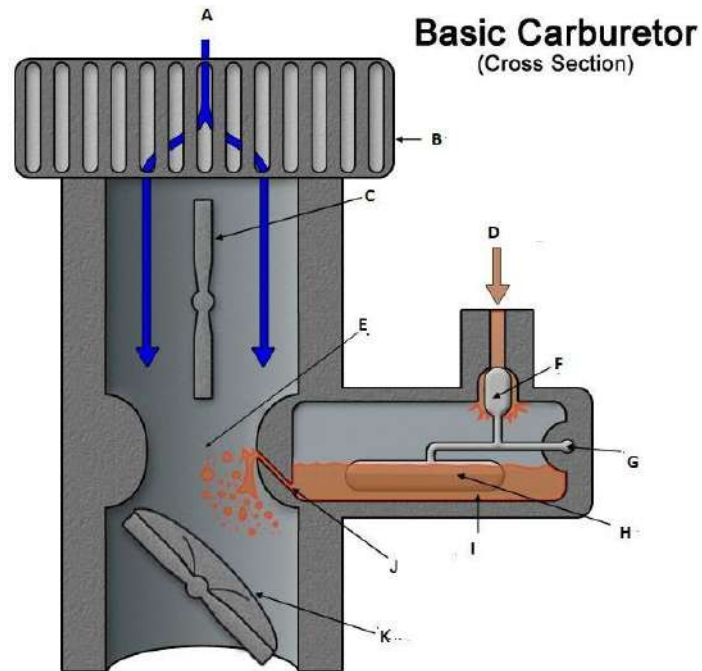
Listen to a description of photovoltaic cell and identify the parts in the accompanying diagram. It is already given. See if you are able to identify it correctly by listening to the oral description.



Listen to the description again and try identifying the components of the photovoltaic cell and its uses.

1. _____
2. _____
3. _____

Now listen to the description of a basic carburetor and try to label the parts.

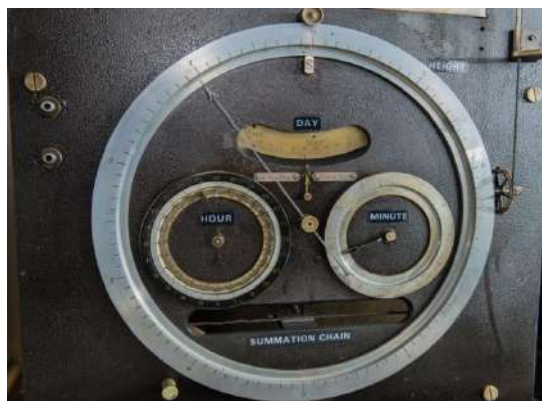


<https://commons.wikimedia.org/wiki/File:Carburetor.png>

4.1.3.3.3 Writing a Product Description

Exercise 12

Using the template given earlier try writing a product description of any one of the following products:



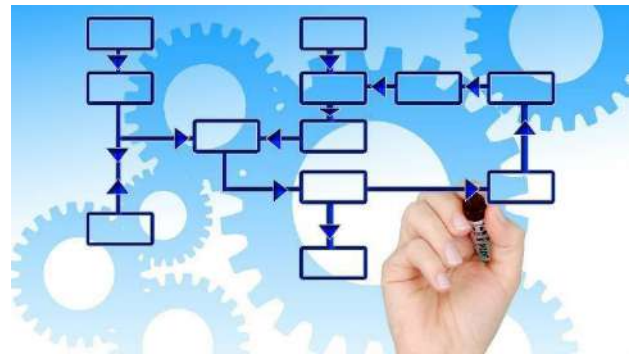
https://commons.wikimedia.org/wiki/File:Dials_on_Tide_Predicting_Machine_No._2.jpg



https://commons.wikimedia.org/wiki/File:TRS-80_Model_I_-_Rechnermuseum_HFU_2192.jpg

4.1.3.4 Process Description

In Technical English, describing a process is very important. Even in academic English it plays a vital role. A process is a series of action that is conducted to get a result. Process description is writing or telling someone how something happens or how to make something. In technical writing we need to describe how some machine or part works. It might also involve how raw materials are collected, a series of steps conducted to process raw materials to finished product at the end.



Every process has an input, process and an output. It is mainly done in a very systematic manner. A step by step description gives a clear idea about how some machine works. Most of the processes can be informational or instructional. Passive form is generally used to maintain objectivity in the process description. In the language context, sequence words are used to indicate the sequence of those steps – first, next, then, later and finally etc. As these processes remain same, present tense is the most preferred form.

4.1.3.4.1 Types of processes

There are various types of processes to describe.

1. Natural process: How is tsunami formed?
2. Biological process: Photosynthesis
3. Mechanical process: How does an AC work?
4. Social process: How to start a reading club?
5. Industrial process: How is diamond made?

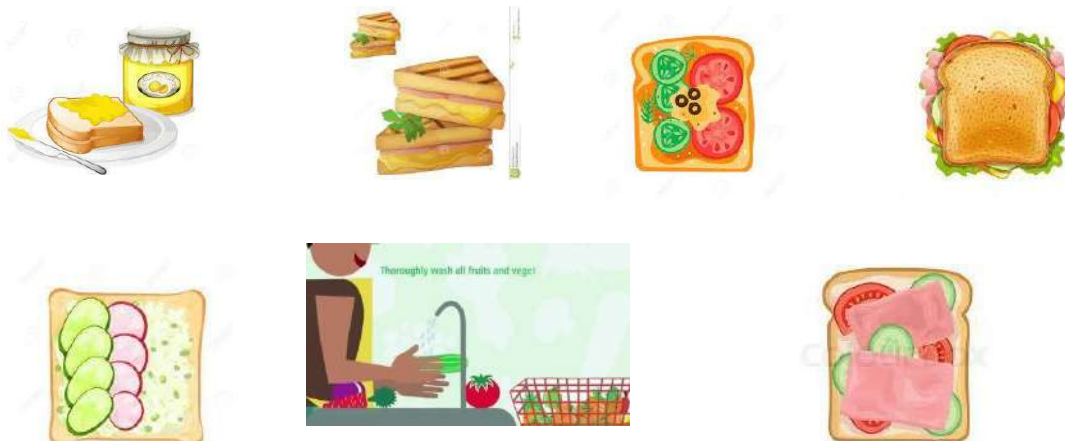
Look at the sample natural process of tide formation:

The level of water at the ocean shore changes several times during the day. This regular rise and fall of waters in oceans and seas is called a *tide*. Tides are formed by the gravitational pull of the moon on Earth. As the Moon moves in relation to Earth, the water on Earth moves too. As Earth spins on its axis, the part of the ocean facing the Moon will bulge. *High tide* occurs when the water level is at its highest point. *Low tide* occurs when the water level is at its lowest point. Tides rise and fall about twice a day.

4.1.3.4.2 Writing a Process Description

Exercise 13

Pahlavi was hungry and she wanted to eat a chicken sandwich. So she decides to make one. She checked online on how to make a chicken sandwich. She got a step by step process description of making a sandwich. While downloading the pics, she did not number them correctly. All the pictures were jumbled. When she tried to go online to recheck, she found that her wifi stopped working. So help Pallavi rearrange the order of making a chicken sandwich. Number the pictures in their right order.



Exercise 14

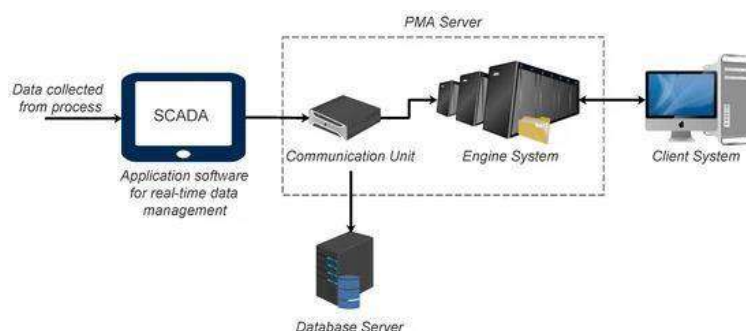
Using the visual clues, write a process description of making a cheese sandwich.

4.1.1.1 Reading a Process Description

Next, look at an industrial process description:

Online PMA System and Remote PMA System

The flow of information can be described as follows. Initially, the SCADA unit collects online data from the process using peripheral devices such as Programmable Logic Controllers (PLCs) and Remote Terminal Units (RTUs), which interfaces with the plant actuators and sensors. Then, the process data are managed by the communication unit, which is implemented in the PMA server, and it is the central hub of the entire system. The communication unit is responsible for storing, gathering, and transmitting data among each component. It stores and manages information and scheduled activities registered by the user, serve the engine system with data, trigger the execution of activities by the engine system, as well as stores all the results calculated by the engine system. Subsequently, the ordered data are processed by the engine system, which does the calculations registered by the user, and it is also implemented in the PMA server, being capable of doing online process monitoring and online warning, fault diagnosis, and fault prediction. The engine system is also designed to conduct various offline and complex functions, such as offline modeling for fault-detection, process assessment, prognostic assessment, advisory generation, and operation management supporting by a variety of databases, including the sensor data database, simulation database, fault history database, online test database, and operation and maintenance database. Finally, the results can be visualized and accessed by means of the client system, which gives an interface to create models, schedule analyses, register online monitoring activities, manage permissions, etc.





The process is described step-by-step which is also shown in the visual. The language used is more technical as this is an industrial process. This is an informational process which tells us how PMA server works. Passive form has been used to give an objectivity and formal context. Process description can be used as step-by-step description which usually works for instructional process.

4.1.1.1.2 Writing a Process Description

Exercise 15

Rewrite the above industrial process in simple language for easy understanding:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

4.1.3.4.5 Flowchart - Graphic Representation of Process Description

A flowchart is a graphical representation of steps of a process. It shows steps in sequential order and is widely used in presenting a workflow processes. It uses boxes of various kinds which indicate their functions.

Three most popularly used flowcharts are: Process flowchart, Data flowchart and Business process modeling flowchart

Process flowchart is a diagram that illustrates the overall flow of activities in producing a product or service. This is widely used in chemical industry or any process engineering like water recycling process, natural gas production process etc.

Data flowchart forms a vital part of industries which shows how data is being processed. This is widely used in data analytics, data management, data processing or an overview of the complete system.

Business process modeling flowchart is a graphical representation for business process models. This type of flowcharts can be useful for analytical representation of business processes, understanding business activities or processes etc.

These flowcharts help in understanding complex processes easily. Problem can be analyzed in a more effective way therefore reducing cost and wastage of time.

4.1.3.4.6 Writing a Process Description

Exercise 16

Look at the process flowchart below and try to write a process description. Use passive form and appropriate sequence words.

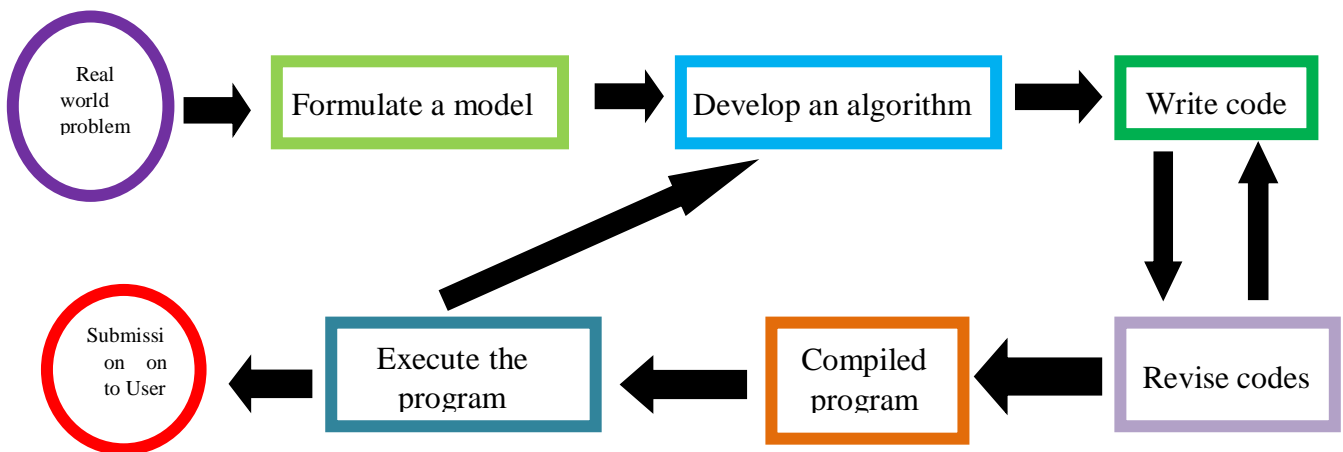


Fig: Steps in Software development

4.1.3.4.5 Process Description - Small group discussion

There are many reasons for a group discussion to take place in an office. It could be a brainstorming activity, problem solving, product launching or any such activity. People sit together and discuss on any given topic. This discussion could lead to important decision making in an organization.

Dos & Don'ts in a group discussion:

Dos	Don'ts
Use fun questions to help people to get to know each other	Do not dominate the conversation
Include everyone in the competition	Do not allow one person dominate other people
Be polite to each other	Do not shout while discussing
Organize your points and deliver	Do not give ambiguous information
Use appropriate tone and voice	Do not speak in whispers or scream

Can you add anymore Dos and Don'ts to the above list.

Dos	Don'ts

4.1.3.4.6 Speaking – Process Description in Group Discussion***Exercise 17***

Form a small group and discuss one of the process in your computer courses. Discuss how the process should progress and try to sort it out.

4.2 SUMMARY

This unit discusses the various aspects of description – people, place, product and process. As this unit pertains more to academic and professional context, product and process description are given more importance. The language used for description, the features of descriptive writing and different aspects are discussed in detail in this unit.

4.3 EXTENSION ACTIVITY

1. Describe the following picture using vivid detail that will appeal to all senses (150 words)



2. Describe your best friend to your brother who is going to meet him for the first time.
3. Describe a product that you use every day in detail.
4. Write in detail about the process of installing an anti-virus program in a computer.

4.4 SELF- ASSESSMENT CHECKLIST

Try answering this checklist to see if you have learned all the items discussed in this unit.

S.No	Item	Yes / No
1	Will I be able to describe a person using appropriate adjectives ?	
2	Do I have complete confidence to write a descriptive essay about a place I love?	
3	Can I describe a product in detail with all its physical features and uses?	
4	Will I be able to write a description of a process pertaining to every day life or industrial context?	
5	Will I be confident of using appropriate descriptive language to describe anything I want to?	

UNIT 5

COMPARISON AND CONTRAST

SYLLABUS

LISTENING: Listening to lecture comparing two things – Listening comprehension questions
– Filling a table based on lecture

SPEAKING: Making presentations comparing and contrasting two products / ideas – Assessing
/ Evaluating on the basis of comparison

READING: Reading compare contrast paragraphs – comparing on the basis of parameters

WRITING: Writing compare contrast / analytical essays

GRAMMAR: Compare contrast words / phrases – comparative adjectives

LEARNING OBJECTIVES:

- To identify the language structures required for comparing two things.
- To evaluate two things in relation to each other on the basis of comparison.
- To use appropriate comparative language forms in both spoken and written comparisons.

LEARNING OUTCOMES

By the end of the unit, the learner will be able to:

- Identify the required language structures to compare and contrast two things.
- Evaluate products / ideas in relation to each other on the basis of comparison
- Write compare / contrast paragraphs and analytical essays

You must complete the following activities to complete this unit.

✓ **Listening Comprehension**

Listen to lectures comparing two things, fill a table based on the information and answer comprehension questions

Listen to a debate comparing two things and evaluate the relative merits of the two based on the information.

✓ **Speaking**

Make a presentation comparing two things / ideas

Evaluate the relative merit of products / concepts on the basis of comparison

✓ **Reading Comprehension**

Understand the relevant vocabulary from the Reading text

Read a lengthy technical passage comparing two or more products / concepts and try to comprehend the parameters used for comparison

Answer comprehension questions

Discuss the main issues focussed on in the reading text

✓ **Writing**

Write a compare contrast paragraph using the appropriate comparative words / phrases writing analytical essays comparing two or more things / ideas and analyze them for their relative merits / demerits

UNIT 5

COMPARISON AND CONTRAST

5.1 OVERVIEW

Comparison and contrast is the process of analyzing two things to identify the similarities and differences between them. When we compare two things we check for the similarities between them. On the other hand, when we contrast two things we check to see the differences between them.

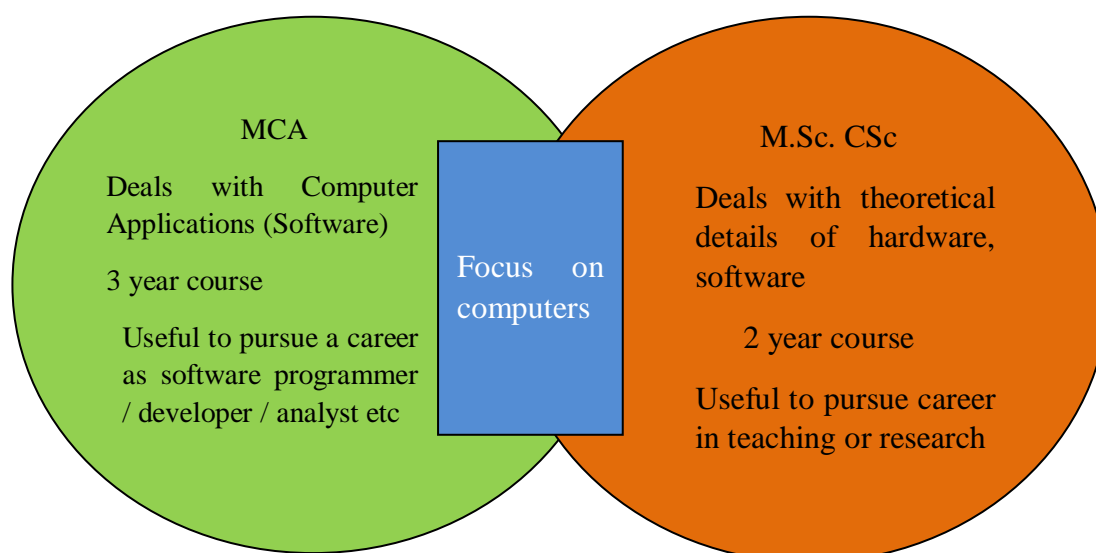
Although any two things can be compared without any apparent reason, generally comparison is done with the purpose of evaluating which of the two fits a certain set of requirements or specifications.

In this unit we are going to look at comparison and contrast in both the oral and the written channels. The unit is broadly divided into four sections, Listening, Speaking, Reading and Writing.

5.1.1 Comparison and Contrast

Comparing and contrasting two things is a common task that most of us do routinely, when we want to make a choice or analyze the relative merits and demerits of the two, or construct an argument based on the comparison. Although the two functions of comparison and contrasting usually go hand in hand, comparison involves the identification of the similarities between two things, while contrasting involves the identification of the differences between them. Educational research studies have shown that the practice of identifying similarities and differences is a basic method of learning and in fact, is considered “the ‘core’ of all learning.” (Marzano, Pickering and Pollock, 2001).

Look at the following Venn diagram comparing MCA programme with M.Sc. Computer Science programme.



The same comparison may be done using a tabular column also.

Criteria	MCA	M.Sc. CSc
Programme focus	Computer Applications	Theoretical details of hardware, software
Duration	3 year programme	2 year programme
Career Prospects	Software Programmer / Analyst / Developer	Teaching / Research

Both the Venn diagram and the tabular format are useful in their own ways. They help to see the comparative features between the things / ideas compared at a glance. The Venn diagram helps to get an idea of the differences in the separate parts of the circles and the similarities in the overlapping parts of the circles. The tabular format on the other hand gives a clear idea of the parameters on which the comparison has been carried out as well as the number of points of comparison.

Comparisons may be made between people, places, products, periods, precepts, practices (the list can go on to cover many more ideas). A purposeful comparison is done in order to make a choice or a decision. (For example, two places may be compared in order to decide which place may be a choice destination for a tour. Two products may be compared to decide which one to buy.) Such comparisons may sometimes become subjective and prejudiced. In order to prevent such subjectivity which may adversely impact the decision making process, an objective set of parameters should be used to make the comparison objective and analytical. For example, in the comparison between the MCA and M.Sc. Computer Science programmes, the comparison using the set of parameters set out in the table helps one make a choice between the programmes based on factors such as duration of the programme, aptitude and

career choice.

5.1.1.1 Compare Contrast Words and Phrases

In the examples that we have just seen, graphic organisers and visual aids have been used to make comparisons. But when comparisons are done orally, we do not have recourse to such graphic organizers or visual aids. Both in spoken communication and in written communication there are certain words or phrases that are commonly used to indicate comparison and contrast.

Compare Contrast words / phrases	
<p><i>To show similarity</i></p> <p>also, as well as, both, comparatively, in the same way, in addition, just as, like, similarly, too, the same as</p>	<p><i>To show differences</i></p> <p>although, besides, but, conversely, differ, on the other hand, in contrast to, however, while, yet, unlike, instead, though</p>

These phrases are used to signal the fact that a comparison is being made either in an oral presentation or in a written paragraph or essay.

5.1.1.2 Prejudices in comparison



The giraffe is much taller than the dog.



The parakeet is more beautiful than the vulture.



Read the two comparative statements above. In the first statement, the giraffe and the dog are compared on the basis of their height. It is possible to measure the height of the giraffe and that of the dog and verify whether this comparison is valid. However, in the second statement, the parakeet and the vulture are compared on the basis of their looks. Beauty is purely a subjective criterion that cannot be measured (which is why the ancient proverb states that “Beauty lies in the beholder’s eyes”) and therefore, this comparison cannot be verified. So in any comparison, it is important to have objective, measurable criteria or parameters on the basis of which the comparison can be made. If a comparison is made without such objective parameters, then it is not valid; it can become biased or prejudiced, if it made entirely on subjective criteria. The following is an example of such a prejudiced comparison.

A very famous (or infamous) historical example of this was the “Minute on Education” that was presented by Thomas Macaulay in the British Parliament on 2nd February 1835. When Macaulay spoke in the British Parliament, he compared English with Sanskrit and Arabic. Usually when a lecture comparing two ideas is presented, the speaker wishes to advance his / her arguments which are derived from the comparison. The purpose of Macaulay’s comparison was to advance his argument that English education must be introduced by the British in India.

The points of comparison that Macaulay raised about these languages may not be agreeable to modern readers. This is because his comparison was made without reference to objective criteria. It was made purely on the basis of preconceived notions, stereotypes and prejudices. However, Macaulay’s arguments were effective in his time in convincing the British Parliament to accept his proposal to introduce English education in India. As a result of Macaulay’s arguments, we the modern generations of Indians are being educated in English.

We have a fund to be employed as Government shall direct for the intellectual improvement of the people of this country. The simple question is, what is the most useful way of employing it?

... the dialects commonly spoken among the natives of ... India contain neither literary nor scientific information, and are moreover so poor and rude that, ...it will not be easy to translate any valuable work into them. It seems ... that the intellectual improvement of those ... people ... can at present be affected only by means of some language not vernacular amongst them.



What then shall that language be? One-half of the committee maintain that it should be the English. The other half strongly recommend the Arabic and Sanskrit. The whole question seems to me to be-- which language is the best worth knowing?

I have no knowledge of either Sanskrit or Arabic. But I have done what I could to form a correct estimate of their value. I have read translations of the most celebrated Arabic and Sanskrit works. I have conversed, both here and at home, with men distinguished by their proficiency in the Eastern tongues. I am quite ready to take the oriental learning at the valuation of the orientalists themselves. I have never found one among them who could deny that a single shelf of a good European library was worth the whole native literature of India and Arabia. The intrinsic superiority of the Western literature is indeed fully admitted by those members of the committee who support the oriental plan of education.

It will hardly be disputed, I suppose, that the department of literature in which the Eastern writers stand highest is poetry. And I certainly never met with any orientalist who ventured to maintain that the Arabic and Sanskrit poetry could be compared to that of the great European nations. But when we pass from works of imagination to works in which facts are recorded and general principles investigated, the superiority of the Europeans becomes absolutely immeasurable. It is, I believe, no exaggeration to say that all the historical information which has been collected from all the books written in the Sanskrit

language is less valuable than what may be found in the most paltry abridgments used at preparatory schools in England. In every branch of physical or moral philosophy, the relative position of the two nations is nearly the same.

Read the highlighted paragraph in which Macaulay compared European literature with the literature in Sanskrit and Arabic and then try and answer the following questions.

- a. Which of the following criteria did Macaulay use for his comparison?
 - Antiquity (age of the writings)
 - Lasting influence of the writings
 - The themes of the writings
 - The number of writings they have inspired
 - Factual / historical accuracy
- b. What are the factors that impact the creation of literature and other arts? Are these factors similar for both European and Oriental (Indian / Arabic) literature and arts?
- c. What does the phrase “intrinsic superiority” mean?

Macaulay resorted to the assumption that European literature had “intrinsic superiority” over Asian works of literature. This means that this superiority is within the works themselves and cannot be proved by any objective criteria. Since we have no recordings of Macaulay’s minute we can only imagine the persuasiveness of Macaulay’s speech. The arguments he used were based on a

comparison between English on the one hand and Sanskrit and Arabic on the other. As mentioned earlier, such comparisons were purely subjective and prejudiced in the absence of objective parameters of comparison. It is very important for us to avoid such biases and prejudices when we make comparisons.

In this unit you are going to practice the compare and contrast function in both the oral as well as the written medium. These illustrations and exercises are from more recent times to examine how prejudices can be avoided and objective comparisons can be made.

5.1.2 Comparison to advance an argument

Comparisons may be made for many purposes. One of the most important of these is to advance an argument. A comparison may be made between two things in order to support an argument for the advantages of one of the two things.

5.1.2.1 Listening to a Comparison

In this section you are going to listen to a lecture which uses the compare and contrast function in different ways. Pay attention to the compare contrast signaling phrases which indicate when a comparison or a contrast is pointed out.

Exercise 1

Listen to the following lecture and fill in the tabular column based on the information given in the lecture. Also answer the multiple choice questions given using the ideas given in the lecture.

A. Fill in the following table based on the information given in the lecture.

Parameter	Human Intelligence	Artificial Intelligence
Definition		
Nature		
Functioning		



- B. Choose the best option to answer the following questions.
- a. Which of the following best summarizes the main purpose of the comparison between human intelligence and artificial intelligence in the lecture?
- i. To support the argument that there are similarities between the two
 - ii. To support the argument that there are differences between the two
 - iii. To support the argument that AI cannot take over from HI
 - iv. To support the argument that AI will soon take over from HI
- b. Which of the following best summarizes the main argument in the lecture?
- i. Although AI mimics human behavior it cannot go through the actual process of thinking independently.
 - ii. Human intelligence has become so blunted that it has begun to depend more and more on AI.
 - iii. AI has already taken over most of the human jobs and have learnt so much from them that there is no more any need for human intervention.
 - iv. Human intelligence has created an exact replica of itself in AI that can think exactly like human beings think.
- c. Which of the following is **NOT** one of the advantages that human intelligence has over artificial intelligence?
- i. Emotional intelligence
 - ii. Carrying out tasks efficiently
 - iii. Rational decision making
 - iv. Learning from past experiences
- d. Which of the following is a common interpretation of the statement “He walked through the door” that human intelligence can understand but AI cannot?
- i. He broke through the door.
 - ii. He walked through the door which was made of material that permitted him through.
 - iii. He walked through where there was no door.
 - iv. He walked through the door because it was open.

- e. Which of the following is given as the reason for AI not having the same thinking capacity as humans?
- i. Humans have built AI and therefore they have built AI machines that cannot surpass them.
 - ii. Humans have not yet completely understood how we think and therefore they have not been able to build AI that can use the same process.
 - iii. Humans wish to become greater than God and so they have built AI to think better than human beings.
 - iv. Humans are mimicking AI in their machines that they can no longer use their own intelligence.

5.1.3 Comparison for making decisions / choices

Very often comparisons are used to make choices. For example, we usually look at product reviews and compare them in order to decide which product to buy. In these days of online marketing and ecommerce, electronic Word-of-Mouth (eWOM) comparative reviews are very popular among customers for making choices between products. You may have used eWOM reviews yourself to decide which mobile or laptop to buy. In this exercise you are going to listen to a comparative product review and then make choices based on the information.

5.1.3.1 Listening to Comparisons and Making Decisions

Exercise 2

Listen to the following comparison between two types of printers and then make a decision on which printer to buy for the given requirements.

Based on the information you just heard recommend the right kind of printer for the following people.



PRIYA IS A FASHION DESIGNER AND SHE RUNS A BOUTIQUE. SHE MAKES HER OWN DESIGNS, PRINTS THEM OUT AND SENDS THEM TO HER VENDORS TO GET CLOTH AND OTHER ACCESSORIES FOR MAKING THE CLOTHES.

PriyaDhivakar

Sadiq Kamal

SADIQ IS A LEGAL CONSULTANT WHO NEEDS TO DRAW UP OFFICIAL CONTRACTS FOR THE BUSINESS FIRMS WHO CONSULT HIM



Karun Reddy

KARUN WORKS AS A GENERAL MANAGER IN A BUSINESS FIRM AND HE NEEDS TO DOWNLOAD DOCUMENTS ON AN EVERYDAY BASIS.



Smrithi Daniel

SMRITHI IS A RESEARCH SCHOLAR IN THE DEPARTMENT OF INFORMATION TECHNOLOGY IN A REPUTED UNIVERSITY.



MOHANA SUNDARAM

MOHANASUNDARAM RUNS AN ART SCHOOL AND NEEDS TO SEND HIS AND HIS STUDENTS' ARTISTIC WORKS TO MAGAZINES AND TO COMPETITIONS.



5.1.4 Speaking – Making Presentations Using Comparisons

When you make presentations comparing and contrasting two things, keep the following ideas in mind.

- The purpose of the comparison
- The parameters of comparison
- The objective evaluation of the relative merit of the things compared

The purpose of the comparison could be to support an argument (as we already heard in the comparison between human intelligence and artificial intelligence), or to make a decision (as we heard in the comparison between laser and inkjet printers). We could also make comparisons in order to evaluate the relative merit of something (as we saw in the comparison between the MCA and M.Sc. CSc programs). Such an evaluation also helps to make choices.

The parameters of comparison, as pointed out earlier, are the objective (usually measurable) criteria on the basis of which comparisons are made. These parameters are essential to make an objective comparison without any prejudice.

In a comparative analysis it is important to be objective and evaluate the relative merits of the things compared, irrespective of one's personal preferences. So for example, when you make a comparison between the laser and inkjet printers, you may find the color printouts from the inkjet printer attractive, but you must have the objectivity to evaluate it as unnecessary, if your line of work does not require such color printouts.

Exercise 3

Each of the following boxes shows two things to be compared. Develop a set of parameters / criteria on which these may be compared and then make a short presentation comparing the two. Use words of comparison and contrast in your presentation. Point out the similarities first and then the differences after that. Record your presentation for self / peer evaluation.

The first example is partially done for you. You can use the parameters given to make your presentation on the abacus and the calculator.

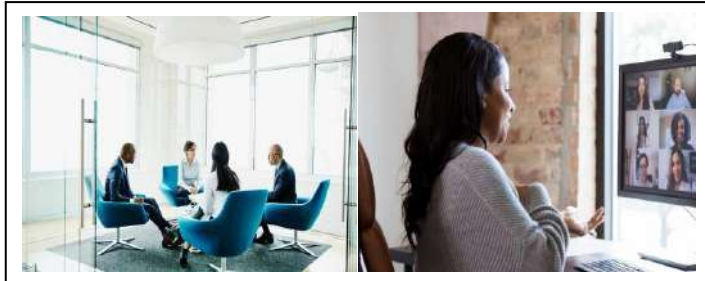
1.



Parameters

1. Energy source requirement
2. Speed of calculation
3. Display of answer
4. Size
5. Ease of calculation

2.



Parameters

1. _____
2. _____
3. _____
4. _____
5. _____






Parameters

1. _____
2. _____
3. _____
4. _____
5. _____

Exercise 4

Imagine your department has asked you to make a presentation comparing virtual meeting platforms to switch to the online mode for classes. Use the following information to make a presentation comparing various platforms and recommending one of them for your department to adopt.

		
+	+	+
Free account available	Full integration with Google Apps	Full integration with Office 365
Access from all devices	Access from all devices	Access from all devices
Host up to 100 participants in free plan and 500 in paid plan	Host up to 100 participants in free plan	Background blur facility
Upto 49 people visible on screen	Can send files through chat and instant messaging	Can send files through chat and instant messaging
Screen sharing and co annotation	Collaboration tools	Collaboration tools
Break out rooms facility for small group discussions	Recordings (in the cloud), file and screen sharing	Recordings (in the cloud), file and screen sharing
Additional features		
-	-	-
App needs to be downloaded	No waiting room for participants who join early	No waiting room for participants who join early
Meeting time limit of 40 minutes	Only one person can share screen at a time	No grid view
Security problems	Meeting time limit of one hour	
	No breakout rooms	



You may do your own research to find out more about the features of these platforms and also updated information about changes in them to include in your presentation. Take into account the projected needs of your department (class size, class timings, class methods etc) and then recommend the platform that best suits these needs.

5.1.5 Reading Comparative Writing

When you read a paragraph or an essay comparing two or more things you must pay attention to the following:

- Compare / contrast phrases
- Parameters of comparison
- Purpose of comparison
- Compare / contrast adjectives and adverbs
- Organization of points of comparison

We have already got some idea of the first three features. In this section we are going to look at the remaining features of compare and contrast paragraphs and essays before reading them.

5.1.5.1 Compare / Contrast Adjectives and Adverbs

Apart from compare contrast phrases which we have already seen, comparative paragraphs and essays often use adjectives and adverbs to point out similarities and differences. These adjectives and adverbs have specific forms in the three degrees of comparison. The comparative form is used to make comparisons between two things while the superlative form is used to make comparisons among more than two things. You may have learnt about the degrees of comparison earlier. The following table is just to help you recollect what you already know.



Type of Adjective / Adverb	Positive	Comparative	Superlative
Monosyllabic adjectives	Small	Smaller	The smallest
	Large	Larger	The largest
Polysyllabic adjectives	Dangerous	More dangerous	The most dangerous
	Expensive	More expensive	The most expensive
Irregular adjectives	Good	Better	The best
	Bad	Worse	The worst
	Far	Farther	The farthest
	Little	Less	The least
	Many / much	More	The most
Adverbs ending in - lee	Carefully	More carefully	The most carefully
	Slowly	More slowly	The most slowly
Other adverbs	Fast	Faster	The fastest

We generally use the comparative form with “than”. Look at the following examples.

This year there are *fewer* applicants to this course *than* there were last year. The second wave of the pandemic is *more severe than* the first wave.

When the finish line came into view, she ran *faster than* before to reach it first.

These examples show differences between one condition and another. Similarities may also be pointed out using the following forms.

There are *as many* candidates this year *as* there were last year. This lecture hall is *as big as* the one upstairs.

Yet another form to show minor differences in condition is illustrated in the following examples.

He found that the MCA programme was *not as easy as* he had thought it would be. When the college rankings for the year were released, their college was not ranked *as highly as* they had hoped.



To show major differences the following forms may be used.

Though they are brother and sister, they are *completely different from* each other. His son was *nowhere near as talented as* the he was.

The sales this year were *far lower than* sales last year.

Exercise 5

Fill in the blanks in the following sentences with the correct comparative forms..

- a. The interview was almost _____ (difficult) as the aptitude test.
- b. The programme was much _____ expected it to be.
- c. The students found online classes _____ (hard) than direct classes.
- d. His results were not _____ (good) as expected.
- e. The temperatures this year are much _____ (high) this year than they were last year.

5.1.5.2 Organization of compare / contrast points

Comparison and contrast ideas may be organised in two different ways. Remember in the listening passage comparing inkjet and laser printers, you heard all about inkjet printers first and then all about laser printers later. This is one way of organising the compare / contrast points. This is known as the block comparison method. The other method of organising compare and contrast points is the point by point method.

In the block comparison method, everything about one thing is stated in one paragraph and then everything about the other thing is stated in another paragraph. In the point by point method, one point about one thing is stated and then an equivalent point about the other thing is stated in the same paragraph.

Look at the following examples.

Block Comparison

When we compare the mobile phone with the landline we can see the following similarities and differences.

1. The landline telephone was a revolutionary invention which could be used to speak to someone far away. 2. The landline is fixed to a place and is operated using wires. 3. In the landline, audio data is transmitted as signals through wires or fibre optic cables. 4. The landline telephone can only be used for talking to someone else and does not serve any other purpose. 5. The landline telephone is a secure form of communication which can operate even during power outage.

1. The mobile phone was also a revolutionary invention which allowed people to speak to anyone from anywhere. 2. It functions without wires using radio frequency network. 3. Mobiles transmit and receive signals through airwaves facilitated by cell towers. 4. The cell phone or mobile phone has now become an indispensable device which has taken the place of many other devices such as timepiece, radio, tv, calculator, computer all put together into one compact little smartphone. 5. Some of the major disadvantages of the mobile phone however are that it operates on power and requires to be frequently charged and that it is vulnerable to security attacks and can be easily

Point by point comparison

When we compare the mobile phone with the landline we can see the following similarities and differences.

1. The landline telephone was a revolutionary invention which could be used to speak to someone far away. The mobile phone was also a revolutionary invention but this device allows people to speak to anyone from anywhere. 2. The major advantage of a mobile phone over a landline is that while the landline is fixed to a place, the mobile is exactly that - it gives the user mobility, or the ability to carry the phone anywhere and speak. 3. The fixed position of a landline arises from its use of wires whereas the mobile is a wireless device. While the landline uses wires or fiber optic cables to transmit audio signals, the mobile transmits signals over airwaves which are passed on by cell phone towers. 4. Yet another aspect in which the mobile scores over the landline is that it can serve multiple purposes such as functioning as timepiece, radio, tv, calculator and computer all rolled into one compact smartphone. The landline can be used only for speaking and does not serve any other purpose. 5. However there are a few aspects in which the landline scores over the mobile. The landline telephone is a secure form of communication which can operate even during power outages. The mobile phone however operates on power and requires to be frequently charged. Also it is vulnerable to security attacks and can be easily hacked.

Both the samples compare and contrast landline phones and mobile phones. However they adopt different strategies. The first sample uses the block comparison strategy. In the first paragraph all the features of the landline phone are listed. Then the second paragraph lists all the equivalent features of the mobile. The points highlighted in the same colors in Para 1 and 2 are the equivalent points which show the differences between the landline and the mobile phone. Since the number of points is limited to only five, the block comparison can be used here. The reader is not likely to forget the features listed in the first paragraph while reading the second paragraph. However when the number of comparative points is large, then the point by point comparison is a more suitable approach. This would point out to the reader the similarities or differences on each parameter in one or two sentences. In the second sample the comparison points are highlighted and it is seen that the similarity or difference between the landline and the mobile is spoken of in the same sentence. It is in the point by point strategy that compare and contrast words and phrases (printed in bold) are used to greater effect. The first sample as you can see uses only a limited number of such compare and contrast words.

Exercise 6

Read the following compare and contrast paragraph and answer the questions given.

Before the invention of computers and modern technology, people used traditional means such as letters and the telephone to communicate over long distances. Nowadays we have a broad spectrum of tools for communication, ranging from email to instant messaging and social media such as whatsapp, face book, instagram and the like alongwith video calls. While the tools of communication today continue to use verbal and audiovisual forms, they have become faster and more accessible and more varied in their range.

One similarity between modern and earlier methods of communication is the form that is used for communication. In the past, both oral and written forms were used. People wrote letters frequently, and used the telephone for oral communication. Nowadays also people use both of these forms. As in the past, written forms of communication are commonly used, only these are no longer written on paper. Instead they have assumed the electronic format as for example email and text messaging. Oral forms of communication are also very much in use, including the telephone, mobile phone, and voice messages via instant messaging services.

However, there are many definite differences in the manner in which we communicate over long distances, the most significant of which is the speed of communication. This increase in the speed of communication is most apparent in relation to written forms of communication. In the past, letters would take days to reach their destination. In contrast, an email reaches the receiver almost instantaneously and can be read seconds after it is sent. In the past, short messages such as notes or memos could be written and passed around the workplace, which would take some time to circulate. But today a text message can be sent to multiple receivers immediately with no delay in transmission time.

Another significant difference is the range of communication methods. Fifty years ago, the only tools available for communicating over long distances were the telephone and the letter. The telegraph and radio communication were used for emergency communication. By comparison, today there are a wide range of communication methods available. Apart from the telephone, letter, email and text messages, people also have access to video conferencing via software such as Skype, Zoom, Teams etc, and social media apps such as Whatsapp, Facebook, Twitter, Instagram and the like.

In conclusion, methods of communication have greatly advanced over the past fifty years. While there are some similarities, such as the forms of communication, there are significant differences, chiefly in relation to the speed of communication and the range of communication tools available. There is no doubt that technology will continue to progress in future, and the advanced tools which we use today may one day also become outdated.

- A. Based on the compare contrast essay you just read, make notes on the ideas mentioned. You may use the template given below.

	Parameter	Communication in past	Communication today
Similarities	Form		
Differences		Slow, time consuming	
			Wide variety
Examples		Phone calls, _____ Letters, _____	Phone calls, _____ Email, _____

- B. State which format is used in the essay – the block format or the point by point format.

- Underline the compare contrast words and phrases that have been used in the essay.
- Circle the comparative and superlative adjectives and adverbs that have been used in the essay.
- Answer the following comprehension passage based on your reading of the essay.
 - a. Which of the following is NOT a comparative point mentioned in the essay?
 - i. Speed of communication
 - ii. Variety of methods
 - iii. Forms of communication
 - iv. Content of communication



- b. Which of the following is a similarity between communication in the past and communication today?
 - i. Use of oral and written forms of communication
 - ii. Speed of communication
 - iii. Range of methods of communication
 - iv. Elimination of the need for communication
- c. Which of the following is a significant difference between communication in the past and communication today?
 - i. Use of oral communication
 - ii. Rapidity of message reaching the intended recipient
 - iii. Use of written communication
 - iv. Need for telephone
- d. Which of the following is the major reason for the differences between communication then and now?
 - i. Change in attitude to communication
 - ii. Evolution of human beings
 - iii. Development of technology
 - iv. Changing need for communication
- e. Which of the given options is the main purpose of the comparison in the essay?
 - i. To choose between past and present means of communication
 - ii. To draw a table regarding the similarities and the differences
 - iii. To advance the argument that technology changes can usher in more changes
 - iv. To argue that there isn't much change in communication from the past to the present

Exercise 7

Read the following compare and contrast essay and then answer the questions that follow.

Every nation in this world is ruled or headed by a government. A government is essential to maintain law and order in the land and to generate the rules and regulations by which the citizens of the land conduct their everyday lives. There are two main types of government in the world – monarchy and democracy. It is important to understand the differences between the two systems of government in order to understand how countries around the world are governed.

Monarchy is a form of government or political system which gives a single person the undivided authority to rule or govern. The person who heads the monarchy is known as a monarch. In ancient monarchies undiluted power lay in the hands of a monarch, who functioned as the head of state. The monarch was not answerable to the people and none could question the decisions of the monarch. In modern monarchies, the situation has changed. Some monarchies are merely symbolic and the powers of the monarch are restricted by the constitution of the country. The United Kingdom, Spain and Sweden are examples of constitutional monarchies. In some nations the monarch still wields absolute power, though such monarchies are fewer in number than before. Saudi Arabia, Oman and Brunei are examples of such monarchies. Monarchs usually inherit their crowns (though a few like the Pope of Vatican, who is also similar to a monarch, are elected). Monarchy was the most common form of government until the 20th century. In the 20th century more and more countries adopted the democratic form of government. Some countries abolished the monarchy entirely, while many adopted a constitution and considerably reduced the powers of the monarch. Today, there are over 40 monarchies around the world, most of them, with very few exceptions, constitutional monarchies.

Democracy is a form of government where the people of the nation have the power to choose their own government. The term democracy has its origins in the Greek words “demos” (people) and “kratos” (rule). Democracy works on the principles of equality, freedom and inclusiveness. Democracy can be classified as direct democracy and representative democracy. Direct democracy is where people directly decide on issues and policies. Switzerland is one of the few countries where direct democracy is practiced. Most other countries follow representative democracy in which people choose representatives who make decisions on policies and legislation. The United States, which is the world’s oldest democracy and India, which is the world’s largest democracy are both representative democracies. The most important feature of a democracy is that the government is answerable to the people of the nation. The people are vested with the ultimate authority in a democracy. It is the people who choose their leaders. No one can impose his / her rule on the people without their consent.

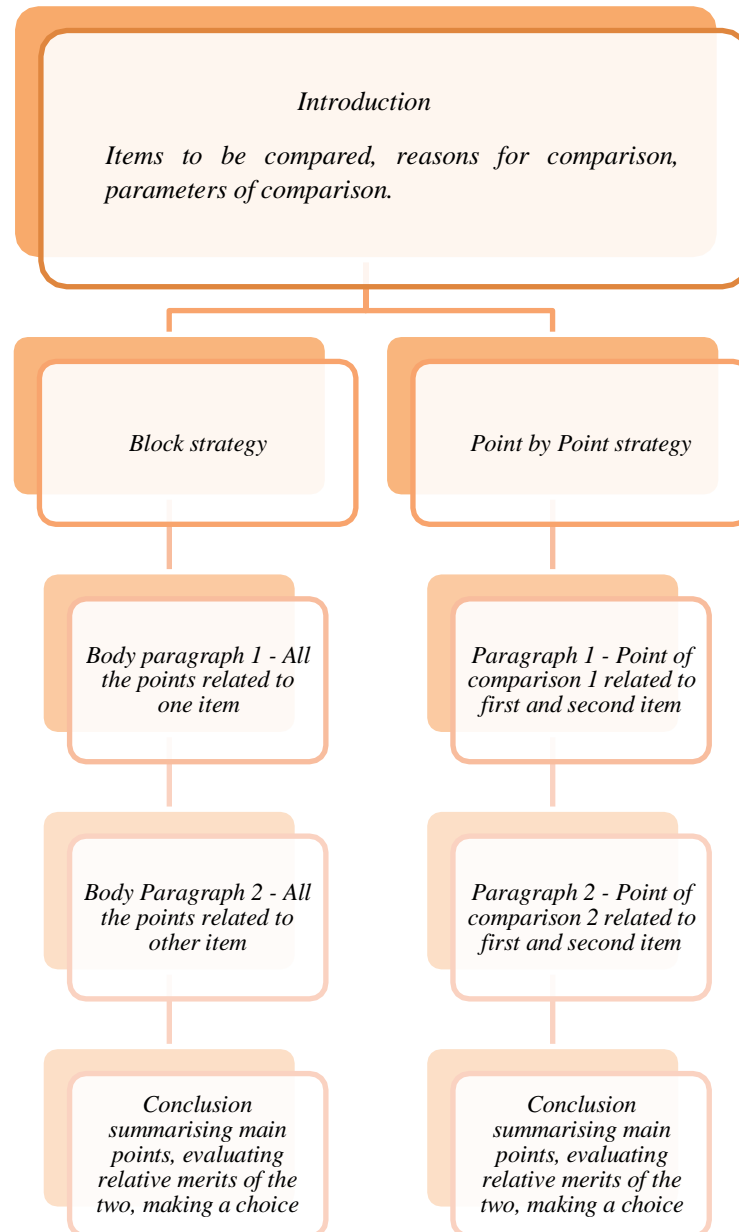
Democracy is considered a more mature, efficient, humane and inclusive form of government and therefore it is widely practiced in most parts of the world. Even those countries which have for centuries been rigid monarchies are now gradually beginning to favor democracy. There may soon come a time when all the countries of the world will embrace democracy and will abolish all authoritarian forms of government. That would be the true hallmark of maturity in the human race.



- a. Which format is used in the essay for comparison?
 - i. Block format
 - ii. Point to point format
 - iii. No format
 - iv. Mixed format
- b. Which of the following statements summarizes the purpose of the essay?
 - i. To decide whether to live in a monarchy or a democracy
 - ii. To argue for the relative merits of democracy
 - iii. To argue for the merits of monarchy
 - iv. To express the author's prejudices against monarchy
- c. Which of the following is NOT a parameter used in the comparison between monarchy and democracy?
 - i. Distribution of power
 - ii. Authority to make decisions
 - iii. Accountability
 - iv. Territorial control
- d. Which of the following is NOT an example of a constitutional monarchy?
 - i. Sweden
 - ii. United Kingdom
 - iii. Brunei
 - iv. Spain
- e. Which of the following statements may be inferred from the concluding paragraph of the essay?
 - i. The human race is a very immature race.
 - ii. The human race has already become a mature race.
 - iii. The human race is gradually becoming mature.
 - iv. The human race still has many centuries to go before it becomes mature.

5.1.6 Writing a Compare Contrast Essay

When you write a compare contrast essay, you should follow these steps.



Exercise 7

Write an essay comparing academic study / research without the internet and study / research using the internet. Evaluate the relative merits of both and recommend one of them in your essay. Use the samples given in the reading section as reference for organizing your points either in the block format or the point to point format. The following graphic organizer (tabular column) is given to help you organize your points. You can add to the points already given. You may also create your own graphic organizer if you have a different set of ideas.



Study / Research without internet	Study using internet
Necessity for visits to libraries and archives to access books, reference materials, journals and other resources.	No need for visits to library or any other place - Access to all study material at the tip of one's fingers.
Duplication / photocopying process tedious, time consuming and expensive	File saving options quick, easy and inexpensive
Anyone can study / research using this method	Only those who are tech savvy and have access to internet can study using this method
Study skills and resourcefulness improve	Fewer opportunities to improve study skills and resourcefulness
Fewer possibilities of unverified information	Danger of fake news, false data and unverified information

Exercise 8

Write a comparative review of iPhone and 1+ to be uploaded as a eWOM.

5.2 SUMMARY

In this unit we have discussed the language used in comparing and contrasting two things. We have examined the various purposes of comparison such as supporting an argument, making a decision and evaluating the relative merits of two things. We have also discussed the use of graphic organizers to make comparisons. We have analyzed the language structures used for comparison such as comparative adjectives and compare and contrast words and phrases. In addition, we have seen how to write a comparison and contrast using both the block format and the point by point format.

5.3 EXTENSION ACTIVITY

1. Compare, contrast and evaluate C++ and Python as programming languages suitable for various needs.

2. Conduct a survey of the opportunities for further study / research / employment in your domain in India and abroad. Draw up a set of parameters that would include but are not restricted to cost, growth prospects, learning opportunities, projects etc. After conducting your survey, write a detailed comparison between higher study / research / employment opportunities in India and abroad and decide on which of them would be suitable for afterevaluating your own needs and interests.

5.4 SELF ASSESSMENT CHECKLIST

S.No.	Question	Yes	No
	Can you identify the different language structures such as compare contrast words and phrases and comparative adjectives and adverbs that are used comparing two things?		
	Can you identify the argument that is being presented using a comparison and contrast?		
	Can you evaluate the relative merits of two things from a comparison?		
	Can you write a compare and contrast essay on your own using the block format as well as the point by point format?		

APPENDIX 1

LISTENING TRANSCRIPTS

UNIT 1 COMMUNICATION – ONE TO ONE – LISTENING

Exercise 1

Sitara: Hi Anisha. When did you get back from Delhi?

Anisha: Hi Sitara. I got back last evening. And how did you spend your holidays?

Sitara: Oh I couldn't travel like you. So, I spent my time just eating, sleeping, watching movies.

Anisha: I wish I had done that.

Sitara: Why? Didn't you enjoy yourself in Delhi?

Anisha: Oh not really. My two weeks there were hectic. All I did was work, work, work. No sightseeing, no relaxing, I couldn't do anything.

Sitara: Well, but that's what you went for. So it must have been a great internship.

Anisha: That's definitely true. I learnt a lot during these two weeks.

Exercise 2

A: Excuse me.

B: Yes?

A: Could you please tell me where the Computer Centre is?

B: Hmm, actually there are two Computer Centres in the campus. Which one do you want to go to?

A: Oh, I don't know.

B: Ok... Do you want to register your name for a new course and get a smart card or ... eh...just take up practice sessions for hourly payment?

A: Oh, I have already registered online for a crash course. But I need to get a smart card.

B: Ok I think you need to go to the Home Computer Centre.

A: Home Computer Centre?

B: That's how it's informally called in campus. The other one is called the P&U, short for Pay and Use. (laughs)

A: Oh Ok. (laughs) I get it. Now how do I get to the Home Computer Centre?

B: Just go straight down this road and take the second left turn. You'll find a brown building there. That's it.

A: Thank you very much.



Exercise 3

A: Hello. This is the Distance Education Centre.

B: Good morning ma'am, my name is Stephen Francis. I have registered for the Distance Education MCA programme. I received the study material along with the list this morning. But one set of books on Database Management Systems is missing.

A: One minute. Sorry what is your name?

B: Stephen Francis

A: Your registration number?

B: 21DMCA353434

A: 21 DMCA What is the number?

B: 353434

A: Sorry sir, you are not audible. Could you please repeat slowly?

B: Thirty five... thirty four...thirty four...

A: Ok. I got it. Now what is the problem?

B: Ma'am, I received the course materials today. But the course books for one course are missing.

A: Which book sir? Can you give me the title?

B: Not one book ma'am. One full set of books for a particular course.

A: One full set? For which course sir?

B: Data Management Systems.

A: Oh ok. How many books sir?

B: Hmm. According to my booklist three books.

A: Ok. Let me check. Please hold on. (After a few minutes) Mr. Francis?

B: Yes ma'am.

A: I checked with our Dispatch section. The books for that course are out of stock. We have placed orders with the publishers. We will receive them in a week. So you should get your copies in two weeks.

B: But ma'am we were told that the first assessment is due to commence on 10th August. It is already 30th July today.

A: Until then, you can get study notes from the course instructor. You may contact Ms. Asmath for that. Her contact number is 9878799000.

B: Could you please repeat that ma'am?

A: Nine eight seven eight

B: Nine... eight...seven... eight?

A: Seven double nine

B: Seven... double nine?

A: Triple zero.

B: Triple zero. Right. Thank you ma'am.

A: Good day, Mr. Francis.



Exercise 5

A: Hello, are you also waiting for the interview for the post of Computer Analyst?

B: Yes. When is your scheduled time?

A: I was asked to report for my interview at 10.15.

B: Oh ok. I was asked to report at 9.45.

A: It's already 10?

B: I think I will be called next. Right now the person who has gone in was asked to report at 9.30.

A: Hmm. All the best ... I am sorry I didn't quite catch your name.

B: I am Ranjit. And you are ...?

A: I am Charles Sampson.

B: All the best Charles.

A: Thank you Ranjit. So where did you do your MCA?

B: In AAA college. And you?

A: Oh I also did it in AAA college. But I completed it two years back.

B: Oh right. I joined only two years back. So that's why we haven't met.

A: Yeah. And I am glad to meet someone from my college. (smiling) So tell me who was your faculty advisor?

B: GG sir.

A: Lucky you.

B: Yes definitely. GG sir is cool. Very student friendly. And who was your FA?

A: LNR sir.

B: He taught us signal processing. He is very knowledgeable though a little strict.

A: That's true. His classes were great. But because he was our FA we did have a tough time. **(Door opens. Earlier candidate walks out)**

A: I think you'll be called next. All the best again Ranjit. B: Thank you. Best of luck to you too.

(Person comes and calls out to Ranjith)

Exercise 17

Receptionist: Good morning, Network Solutions!

Neeraja: I need to talk to the Manager immediately!

Receptionist: Our manager is in a meeting now mam. He cannot attend any phone calls. Can I take his message?

Neeraja: I really am sick of your institute. I had made enquiries about joining a course in your institute. I had even sent an application online, but no acknowledgement from your institute. I don't know the status. And I couldn't reach your phone too for past few days.



Receptionist: I am terribly sorry mam. We had a few issues in our landline phones. But our website queries are promptly attended. How may I help you?

Neeraja: I don't need your help. Call your manager! I want to talk to him. I paid money online and it still says 'you need to pay your fees'. What kind of scam you people are doing? Call him NOW!

UNIT 2 COMMUNICATION – ONE TO MANY - LISTENING

[Transcript of announcements]

“Good Evening! Avadi bound trains are delayed by 35 minutes because of the derailment of a goods train near Egmore. Railway officials are working to clear the tracks. We regret the delay! Thank you!”



People interested in viewing Contemporary Art works please visit us at stall no.176 in the southern side. You can view top artists of this generation in our stall. You can also get free booklet on Art History of India. Welcome friends!

All students of classes 5, 7 and 9 are requested to assemble at the Sports ground immediately. Sports Events are about to begin!

COVID testing is mandatory for all students to ensure safe environment for offline classes. Parents are requested to send their written consent to allow COVID testing for their children. Any queries can be posted in the group.



Exercise 13

You: Good morning sir!

MD: Good morning! What is happening in Adair branch?

You: What happened Sir? I am not sure what are you referring to

MD: Today I visited Adair branch at 9.30 and found no one in the office. One lazy attender was sleep walking past me. He didn't even enquire who I was.

You: Oh! I didn't know about that. The branch manager Shyama has gone on training to headoffice sir.

MD: Who is in charge of the branch then?

You: Assistant Manager Manoj

MD: Manoj!! I think I have heard even earlier about his indiscipline! Send a memo to that branch about following office time. Give all the employees a strict warning and tell them half a day leave will be cut off if they come late. Strict action will be taken against people who are not in their seat by 9.30. Send the memo immediately.



UNIT 3 NARRATION - LISTENING

Exercise 1

It was in the month of January in 1913, that a gentleman in Cambridge, England received a rather strange package of papers with a cover letter that said, “Dear Sir, I beg to introduce myself to you as a clerk in the Accounts Department of the Port Trust Office at Madras on a salary of only £20 per annum. I am now about 23 years of age....”. The gentleman in Cambridge was mathematician G. H. Hardy and the clerk from Madras was none other than Srinivasa Ramanujan. Ramanujan as everyone knows was a born mathematical genius who was mostly self taught in mathematics, until he was discovered by British mathematician

G.H. Hardy. Ramanujan was born in a conservative Tamil Brahmin family in Kumbakonam on 22nd December 1887. When in high school, he studied mathematics on his own. Blessed with a natural flair for numbers and a passion for everything mathematical, Ramanujan stumbled upon a copy of a thousand page collection of mathematical theorems. This awakened his latent genius and he began independently studying Bernoulli’s numbers, Euler’s constant and other such complex mathematical concepts. Though his mathematical abilities won him a scholarship to continue his higher studies in college, he couldn’t cope with the other courses that he had to study. In the meantime, he got married to Janaki and moved to the then city of Madras to take up a job first as researcher at the University of Madras then as clerk in Madras Port Trust. Despite not being able to get his degree, Ramanujan managed to impress mathematicians in Madras who advised him to seek recognition abroad. It was their encouragement which led Ramanujan to write to G. H. Hardy. The letter and the papers that he sent to Hardy with his mathematical claims and calculations impressed Hardy who arranged to bring Ramanujan to England. In 1914 after some persuasion, he went to England and collaborated with Hardy and another mathematician to publish his amazing work in mathematics which was used by many later mathematicians to perform complex calculations and apply them to many fields of study. Unfortunately ill health plagued Ramanujan and he had to return home in 1919. He died the very next year at the age of 32.



Exercise 2

Jennifer: Hi Sanah. How was the exam?

Sanjana: It was ok. Except for my wifi which got disconnected in between. But thankfully it lasted only for a few minutes. It went off at 10.16 and was restored at 10.18.

Nawaz: Did you inform helpdesk?

Sanjana: Yes, immediately. I didn't want to be penalized for logging out. Anyway, I think I did well. How about you both?

Jennifer: I couldn't complete it. I got logged out of the screen at least five times.

Sanjana: Oh oh.

Jennifer: I am not worried. After the fifth attempt I lodged a complaint in the helpline. They said that quite a few students had the same complaint. Some server error apparently. So there will be a retest conducted. Only I asked if I can take it in the next session from 11.00 to But they said no, the schedule for retest will be announced later.

Sanjana: Oh ok. And why are you so quiet Nawaz? How did you do your exam?

Nawaz: Don't even ask me about it.

Jennifer: Why? What happened?

Nawaz: I ... eh ... It was so embarrassing.

Sanjana: Tell us what happened.

Nawaz: I logged in and did the exam. Then the proctor asked me for my id. I held up the id to the camera for about 10 seconds. Then the proctor texted me saying that my face was not visible and my id also couldn't be seen. I then turned off the web cam and turned it on again. I smiled, I waved, I kept asking if I was visible. After about 10 minutes the proctor texted me saying I had already been captured on camera and I should stop making faces at the camera.

Jennifer and Sanjana (together): Ha ... ha ... ha.

Jennifer: Did you manage to complete the exam?

Nawaz: That I managed well in time. In fact I finished in half an hour. It was only after I completed that the proctor asked for my id.

Sanjana: Oh that's why you were trying out all that.

Jennifer: Yeah, all of us were so busy trying to complete the exam and check all the answers that we didn't have time for anything else.

Nawaz: I wish I had taken it slowly.

Sanjana: Do that for the next exam.



UNIT 4 DESCRIPTION - LISTENING

Exercise 5

Hello, I am Madhu. My college building was recently renovated and now it looks so spacious with many classrooms. Each classroom is quite big to accommodate nearly 80 students. There are two entrances for each classroom. Each entrance opens to a corridor that runs around the building. Each classroom has windows on both sides alongside the entrance. There is a big blackboard on the wall adjacent to the door. Only one side has a wall enclosure. There is an open shelf to store charts, chalk and duster or any other required materials. There is an overhead projector attached in the ceiling and a projector screen hangs over the board. This screen automatically rolls back when it is not needed. There is a dais near the board where the teacher can stand and lecture. It looks really comfortable to sit for longer hours. We love hanging out in our classroom thanks to great ventilations and space.

Exercise 8

Shivcharan: Hello Ram, How are you? It's been ages I saw you. Are you in Chennai?

Ram: No Shiv, I was in Pune for last three years. I came back to Chennai only last month. I have been out of circulation for last three years. I have been busy with my office project. So what is happening? What is this party for? Naveen invited me last evening. As I didn't meet any of our friends, I thought it will be an occasion to catch up with our group. But I am seeing lot of new faces. Who are they?

Shivcharan: Oh, were you not in Chennai last 3 years? Then you wouldn't know about the competition organized by multinational company?

Ram: Competition? What competition? I have no idea about it. What is it about?

Shivcharan: The multinational company which is trying to establish here in India found a unique way to promote their brand. They organized a competition where people can nominate someone as the Memorable Person of the year! There were six places and nearly 600 people were nominated. There was a large scale voting which was shown live on major television channels. Based on live voting, six of them were selected. This party is to congratulate the winners.



Ram: What an interesting way to promote their company! By the way, who are the winners?

Shivcharan: They are not celebrities yet! Let me show you! But please don't be too obvious and stare at them. Can you see in the right corner of the room? There is a small crowd around a young, dark lady.

Ram: oh wow! Why is she dressed like that?

Shivcharan: She is some tribal princess, more like a warrior princess. Her name is Hema parvathini. She carries her sword everywhere. Imagine carrying a weapon for a party! I believe there is a performance by the winners. She is probably dressed for that.

Ram: What about others?

Shivcharan: Look near the entrance. There is a young boy wearing green sportswear and blue shoes. He has short, black hair. He is selected for his football skills. His name is Suryaprakash.

Ram: It is great to see young boys gaining such recognition.

Shivcharan: True, third winner is standing next to the sports guy. He is wearing dark blue shirt. He is the blonde guy with blue eyes. He is Robert Chandler.

Ram: Why is he getting a prize?

Shivcharan: He saved more than 50 people when the boat he travelled capsized in Goa.

Ram: Oh! Appearances can be deceptive indeed!

Shivcharan: Can you see an old man with a gardening fork?

Ram: Who? I can't see any old man.

Shivcharan: Just look out for a yellow hat, and blue coverall. He has a bulbous nose and always chewing a twig.

oh yes! What a weird sight! Who is THAT?

Shivcharan: He is Peter and he is a gardener.

Ram: What did he do?

Shivcharan: He is responsible for finding a buried treasure of the local temple while gardening there. The temple, though popular was in an impoverished state. Thanks to this treasure, today it is one of the richest temple.

Ram: Wasn't he even tempted to take some jewels for himself?

Shivcharan: No he is one of those loyal and honest workers of olden times. Can you see two people standing near the balcony?

Ram: Whom are you pointing?

Shivcharan: There is one short guy with red hair in a suit talking to a tall lady. Can you see them? The lady is wearing a green skirt and grey top. She has a blonde hair.



Ram: Oh I could see them now. Who are they?

Shivcharan: The lady is a Maths teacher who has taken care of her class students even during COVID times. She has been nominated by all her students. Her name is Jayshree. The short guy standing next to her is MadhavRao. He is the Regional Head of this company who actually planned this whole campaign.

Ram: Smart and caring people indeed! Very eclectic group! Let me convey my wishes to him first. Thanks for telling me about these people Shiv!

Exercise 10

A Photovoltaic cell is comprised of many layers of materials, each with a specific purpose. The most important layer of a photovoltaic cell is the specially treated semiconductor layer. It is comprised of two distinct layers (p – type and n – type), and it what actually converts the Sun’s energy into useful electricity through a process called the photo voltaic effect. On either side of the semi conductor is a layer of conducting material which “collects” the electricity produced. Note that the backside or shaded side of the cell can afford to be completely covered in the conductor, whereas the front or illuminated side must use the conductors sparingly to avoid blocking too much of the Sun’s radiation from reaching the semiconductor. The final layer which is applied only to the illuminated side of the cell is the anti reflecting coating(similar to those used for eyeglasses and cameras) to reduce the amount of solar radiation that is reflected off the surface of the cell.

https://energyeducation.ca/encyclopedia/Photovoltaic_cell

Exercise 11

A carburettor is a device that mixes air and fuel for internal combustion engines in an appropriate air-fuel ration for combustion. The carburetor has a central beam with a side pipe branching out. Air comes from the top of the central beam into the central beam. The air passes through air cleaner which is in the top part of the central beam. The choke valve is in the middle part of the beam. Venturi is just below the choke valve. Fuel is released into the side pipe from the top portion of the side pipe. The central test tube floating in fuel is called as float and that area is called as float chamber. The smaller pipe going into the float is called as Float arm. Jet is found in the central beam near the edge where the side pipe is attached. Throttle valve can be seen in the bottom part of the central beam in a slanting position. This device passes the mixture of fuel and air to the intake manifold (a device delivering air/fuel mixture to the cylinders) of an internal combustion engine.

UNIT 5: COMPARISON AND CONTRAST - LISTENING

Exercise 1

Science fiction has sparked numerous debates and discussions on whether Artificial Intelligence can outwit Human Intelligence. And Artificial Intelligence today has definitely come a long way from its conception in science fiction writers. Today, we have numerous applications of AI in intelligent machines like self-driving cars, smart virtual assistants, chatbots, and surgical robots, to name a few. But can AI really take over from human beings? Let us examine this question by comparing AI with HI.

To do this we must first understand what is Artificial Intelligence. Artificial Intelligence or AI is a branch of Data Science that focuses on constructing smart machines which are capable of performing a wide range of tasks that generally require human intelligence and cognition. These intelligent machines are programmed to learn both from historical data fed into them and from the experiences that they encounter, analyzing their surrounding environments, and reacting to every situation in a fitting manner. AI is an interdisciplinary science that uses concepts and tools from multiple fields like computer science, cognitive science, linguistics, psychology, neuroscience, and mathematics.

On the other hand, human intelligence refers to the intellectual capability that allows human beings to think, learn from different experiences, recognize patterns, make inferences and decisions, understand complex concepts, apply logic and reason to solve problems, retain information, and communicate with fellow human beings. What makes human intelligence unique is that it is supported by emotions like self-awareness, passion, and motivation that enable humans to make decisions and execute them with due consideration for the emotional repercussions of these decisions.

Now that we have defined AI and HI, let us attempt a comparison between the two. The nature of Human Intelligence is different from that of Artificial Intelligence. While Human Intelligence can adapt to new environments by perceiving the differences between what it already knows and what it encounters for the first time, utilizing a combination of different cognitive processes. Artificial Intelligence can only mimic human behavior and perform human-like actions but it cannot cognitively process old and new information. In other words, the human brain is analogous, but machines are digital.

This difference in nature itself arises from the difference in how HI and AI function. While humans use the brain's computing power, memory, and ability



to think, AI-powered machines rely entirely on data and specific instructions fed into the system.

Another difference that arises from the differences in nature and functioning is the capacity to learn. Human Intelligence learns from various incidents and past experiences, from trial and error throughout the life span of the individual. However, Artificial Intelligence cannot learn because machines cannot think. They can only learn from data and through continuous training, but they can never achieve the thought process unique to humans. While AI-powered systems can perform specific tasks quite well, it can take years for them to learn a completely different set of functions for a new application area.

This is the reason why AI has helped develop intelligent machines that can outperform humans in some respects, but have a very long way to go to match the human brain's potential. Although AI systems are designed and trained to mimic and simulate human behavior, they cannot make rational decisions like humans.

The decision-making capacity of AI systems is primarily based on events, the data they're fed, and how they are related to a particular event. AI machines cannot understand causative connection unlike human intelligence. In the words of Nick Burns: "No matter how good your models are, they are only as good as your data..."

Humans possess the unique ability to learn and apply their acquired knowledge in combination with logic, reasoning, and understanding. Real-world scenarios require a holistic, logical, rational, and emotional approach that is specific to humans.

Therefore on the question of whether AI can actually take over from human beings, one may safely conclude that that is not going to happen for a very long while. AI is still developing and advancing. The time required to train AI systems is considerably high, which isn't possible without human intervention. AI applications rely on human intelligence. AI is an invaluable tool shaping the industry, and automation, coupled with intelligent workflow, will be the norm across all sectors in the near future. And while AI has mastered intelligent behavior quite well, it cannot mimic a human's thought process. Since scientists and researchers have not yet decoded the human thought process, it is highly unlikely that they can create machines that can "think" like humans anytime soon.

Exercise 2

As work from home opportunities and online classes have increased, the need for home / office printers has increased. Parents need to print out assignments and worksheets for their children. Business executives require hard copies of documents and business reports. Transactions with government offices almost always demand paper forms to be filled. Whatever the reason, many of us feel the need to buy a printer. We have a choice between laser and inkjet printers. To help us make the right choice, let us get acquainted with the two types of printers.

Inkjet printers function by spraying tiny droplets of liquid ink onto a page. There are several types of inkjet printers, but most use separate ink cartridges, each fitted with a printhead that separates the ink into tiny droplets. Colors are created by combining different colored inks.

The number of ink cartridges that a color inkjet printer uses varies according to its price. The lower end models usually use only two cartridges — one with black ink and one that contains cyan, magenta, and yellow ink. Most lower-to-medium priced inkjet printers offer four separate cartridges — cyan, magenta, yellow, and black ink. More higher end printers will have a different black cartridge for text; printers used by photographers or businesses will have a wider selection of colored inks.

But even the least expensive inkjets can cost money in the long run. The printer itself may not cost more than ₹2000 or ₹4000, but a single set of cartridges can cost almost as much. And because most color inkjets will not run at all if any one of the cartridges is out of ink (for example, you can't just print in black if the cyan cartridge runs out), you'll need to replace all used cartridges.

There are a few inkjet printers out there known as super tank printers, which have refillable tanks that offer a lower cost per page than the traditional ink cartridges. They are sold by a few manufacturers such as **Brother**, **Canon**, and **Epson**, and can be considered if you plan to do a lot of color printing.

Laser printers use lasers to create static electricity on a rolling drum inside the printer. The static electricity attracts toner ink (which is in the form of powder), which is melted onto the paper.

While toner cartridges initially cost more than ink cartridges, they also last longer than liquid ink; as a result, the cost per page will be less. Laser printers also tend to initially cost more than inkjet printers — but they can save money

over the long term.

Laser printers have several other advantages over inkjet printers — unless you need to take color printouts. Laser printers are faster than inkjets (especially low-end inkjets, which can be very slow), and the quality of their text printing is more precise.

Color laser printers are also available these days. However, they are more expensive, and unless they are professional-level printers, the color will not be as good as an equivalently priced color inkjet. So depending on what kind of printing you require you can take your pick.



APPENDIX 2

ANSWER KEY

UNIT 1 COMMUNICATION – ONE TO ONE - KEY

Exercise 1

a. ii b. i c. iii d. iv e. ii

Exercise 2

Verbal Signal	Purpose
Excuse me	Calling for attention
Could you please tell me...	Request for information
Which one do you want to go to?	Asking for additional information for clarification
Ok... Do you want ...	Trying a different approach for problem solving
Home Computer Centre?	Indicating puzzlement and requesting explanation
Now how do I...	Expressing understanding of given information and asking for directions

Exercise 3

AAA UNIVERSITY DISTANCE EDUCATION CENTRE FORM 16: NON RECEIPT OF BOOKS

Date: 30.7.2021 Complaint No. _____
 Name of student: Stephen Francis
 Programme: Distance Education MCA
 Registration Number: 21DMCA353434
 No. of books not received: 3
 Courses for which materials not received:

1. Data Management Systems
2. _____



Reason (Tick one of the following):

- 1. Programme Fee not paid
- ✓ 2. Books out of stock
- 3. Lost in transit
- 4. Other

If Other, mention reason:

If reasons 2 & 3 alternatives advised:

- ✓ 1. Dispatch scheduled on arrival of stock
- 2. Replacement books
- ✓ 3. Study Notes
- 4. Online PDFs
- 5. Other

If 1. or 2. mention date of scheduled dispatch: 5th August

If 3. mention contact person & telephone number: Ms. Asmath 9878799000

If 5. mention alternative: _____

Exercise 5

- a. Where are the two people meeting?
At a waiting room for Job Interview candidates
- b. What is the common ground that both of them share?
They both passed out from AAA college.
- c. What topic do they talk about to establish a rapport?
They talk about their teacher in AAA college.
- d. Why is it important for these two strangers to build a rapport?
They are waiting for the same interview. They may end up colleagues in future and therefore it is important to build a rapport.
- e. What other words / sentences do they speak to establish a rapport?
Thank you, All the best, Best of luck.



Exercise 7

Excuse me Is there any other way Do you know No?take the left turn

Exercise 11

- A. Literature
- B. Academic writing
- C. Health report
- D. Newspaper report
- E. Advertisement
- F. Poetry
- G. Telephone message

Exercise 12

1. Based on the mail, what kind of person do you think Sunitha is?
2. Based on the sketchy detail it can be inferred that Sunitha is not a very confident student and needs help to complete her assignment.
3. What is the meaning of the phrase ‘cannot make head-or-tails about the assignment’?
4. The phrase means ‘not able to understand something at all’
5. When the deadline is 11.59, how come Sunitha says they have time till next day?
6. The deadline mentioned is US time. Sunitha must be in India where the time difference gives us more time as India is ahead of US by 10.30 hrs. In that context Sunitha says we have time till next day.
7. What does ASAP stand for?
8. ASAP - As soon as possible – popular acronym used in online as well as social media communication



9. Can you suggest three more phrases like ASAP that are popularly used in emails?

EOD – End of the Day

EOM – End of the Message

FWD – Forwarded

FYI – For Your Information

NRN – No Reply Necessary

Exercise 13

Dad

One Mr.Ram called for you Dad. He is interested in the car we are selling. He wants more details. I told him you will call him back. His phone number is 1231567899. He is busy in the mornings, so he is available only in the evenings that too, after 7 p.m. please call him Dad.

*Love,
Vishal*

Exercise 14

1. Naveen is upset.
2. Vinay promised to help Naveen in his record work but has not helped so far. So Naveen is upset. He also needs to return his Python book to his library which is overdue. He could be upset about it too. The message is little ambiguous.
3. Vinay is supposed to call Naveen immediately.
4. The word NOW in caps implies the issue is urgent and the sender is screaming it. Using caps online is equal to shouting
5. Raghav also is critical of Vinay. He feels that if one promises, he should fulfill it. His message reflects his opinion.
6. Any meaningful rewriting without any grammatical errors is acceptable.

Exercise 15

1. What kind of mail is this?
(b) Enquiry (b) **promotional** (c) support (d) none of these
2. What does the writer want Anya to do?
(b) **To visit the website** (b) To write again
(c) To join their group (d) To write a reply



3. Did Anya use the website earlier? Which line tells us that?

Yes, the line that Anya hasn't visited the website for past ten months, implies that she has visited the website earlier.

4. Is there a way to stop such emails?

- (a) by not responding to this mail (b) by immediately responding
(c) by visiting their website regularly (d) **by unsubscribing them**

5. From the mail can you guess what kind of website is writing.com?

it is a place where people can write and upload their materials and read others' writing.

Exercise 18

Rearrange the following sentences in the right order so that it makes a coherent passage.

- (1) The career of the inventor Thomas Edison serves as a good example for this saying.
- (2) Without Thomas Edison, we might still be reading in the dark today.
- (3) But did you know that Edison discovered the light bulb after nearly a thousand failed attempts?
- (4) When asked what he had learned from those one thousand mistakes, Edison responded that he had found one thousand ways in which a light bulb could not be made.
- (5) Learning to cope with failure makes one strong enough to view every defeat as another step towards success.

UNIT 2 – COMMUNICATION – ONE TO MANY – KEY

Exercise 1

1. The train was delayed due to the derailment of a goods train near Egmore.
2. Avadi bound trains are delayed
3. The speaker is trying to inform the passengers about the delay in the arrival of trains.
4. This is an announcement in an exhibition.
5. It is a Contemporary Art Works Stall.
6. Contemporary in this context implies 'Modern Art'.
7. Any announcement that will invite people directly will be better. It can be simpler and more direct. It need not be this formal.
8. This announcement is made in a school.
9. The exact starting time of the sports events is not mentioned. It will be useful if it is mentioned.
10. It is a social media announcement made in schools social media group.
11. It is implied that school will conduct COVID testing for their students.
12. Parent teacher school group is referred here.

Exercise 2

There is no one correct answer but various possible answers are there for these questions. One possible answer is given here:

- (a) "Excuse me, I just came to know there is a flash strike by bus drivers. There are no buses now in this area. We better walk and find some other alternative transportation if available. Lets go! It's not safe to stand here for long."
- (b) "Dear friends, one of our staff member has lost his wallet in the party. He had kept it on the dinner table but does not remember taking it back. If you see any wallet lying around please give it to the manager. If you remember seeing it later, please do call Arvind, 9840168989 at the earliest. Thank you."
- (c) "Guys, one imp info. Our project due date has been advanced and we are expected to submit in 10 days time. We need to work 24*7 to complete it within the deadline. Kindly report to office on time to work out our schedules. Let's do this ASAP."

Exercise 3

There are many possible answers for this exercise. Students should ensure there is no change in the meaning of the changed sentences. One set of possible answers are given below:



- (a) We are offering special credit facilities for our customers who have been with us for more than a year. Avail our credit offers with low interest rates at the earliest! The offer is valid till 31st of this month!
- (b) This job is open to all first class graduates in our company! Rush in your applications!
- (c) With advanced technologies coming up every minute, we are introducing latest storage technologies like Rewriteable CDs and flash drives! Make use of our discount offers to buy your storage devices!

Exercise 4

There are many possible answers for this question, but one possible answer can be:

“Dear friends, I am pleased to announce that we are going to have more time to complete our projects within deadline. We will be opening our office half-an-hour before, i.e from 9.30 and work till 6.30 p.m. We can finish our pending projects on time.”

Exercise 5

- 1) What is the notice about?
The notice is about the lost wrist watch at a school.
- 2) Who lost the wrist watch?
Kishore Anand from X standard seems to have lost his watch
- 3) Give a one line description about the watch.
It is a round-shaped golden strapped watch with gold tipped dial with a circle of American diamonds around the dial.
- 4) What will motivate people to find the lost watch?
The promise of reward will motivate people to find the lost watch.

Exercise 6

Students can be creative in their writing, but every answer should contain important details like what is the notice about, who it is intended for, when and where is it happening etc.

(1)

Attention!!!!
Painting Classes for Students from I –
V April 1st Onwards
Timings: 4 – 5 p.m (Mondays & Thursdays
only)

(2)

Following Government Orders during Lockdown
Stores will be open from 10 a.m - 6 p.m only
Customers are requested to follow the COVID protocol of
Masking & Maintaining Social distancing.
Please use the hand sanitizer kept at the entrance of the Store
Store Manager

Exercise 7: Reading

S.No	Name	Designation	Scheduled Working Days
1	S. Ranjit Kumar	Office Attender	Monday to Wednesday
2	R. Udhayarekha	Clerk, Accounts Dept.	Monday, Wednesday & Friday
3	M. MadhavRao	Sales Executive	Tuesday, Thursday & Saturday
4	T. Vinutha	Graphic Artist	Tuesday, Thursday & Saturday
5	N. K. Akash	Branch Assistant Manager	Monday, Wednesday & Friday



Exercise 8

Choose the right word to fill in the blanks:

- (a) (i) preferable (ii) demanding (iii) **trustworthy**
(b) (i) **recognition** (ii) fame (iii) mind
(c) (i) questions (ii) **demand** (iii) curiosity
(d) (i) demands (ii) workers (iii) **customers**
(e) (i) **announce** (ii) introduce (iii) educate
(f) (i) number (ii) **various** (iii) diversified
(g) (i) **advertise** (ii) announce (iii) articulate
(h) (i) information (ii) bias (iii) **preference**
(i) (i) desirable (ii) **interested** (iii) informed
(j) (i) fresh (ii) pretty (iii) **experienced**

Exercise 9

There can be different answers but the circular contain relevant points. One sample is given below:

SARS COMPANY, Chennai
CIRCULAR

Circular No.: PR211/06/2021

20th June 2021

To all employees in Data Processing & Design department,

Our Company has signed up a new project with a US based company. We need to immediately start on the project. Employees with knowledge of Python and SAP and who are willing to work longer hours can give their names to work in this project. It will be a 3-month project and if we finish it successfully all project members will be duly rewarded. As the time duration is short, we need people who are willing to work double shifts. Interested people mail your names at the earliest. The team members have to be finalized by tomorrow.

Madhur Shaw

Head, Data Processing
SARS

madhur.shaw@sars.in



Exercise 10

- What is this memo about?

The memo is about the launch of new software in the office.

- Is attendance for the event compulsory for all staff members?

Attendance is important as everyone will be using the new software. Though it has not been made compulsory, it has been implied that it is very important to attend.

Exercise 11

This is a suggestions memo. The suggestions have been given in a pleasant way but still the writer could have given in points to increase its readability and used more diplomacy in his response. One possible corrected version is given below:

Date: 20.03.2021

To: Vijay Chauhan

From: Sanjay Mishra

Subject: To increase sales this quarter

Thank you for inviting me to give my suggestions to increase our sales. Our Sales department has been underperforming compared to other departments. The following suggestions would help in improving the performance of the sales department.

- Hold weekly meetings and set an achievable sales target that will help employees focus on their work
- Incentives based on their performance can be given to motivate the sales executives.
- Select a new Sales Head who has a better rapport with the team and will be able to achieve the sales targets.

If we could try out these suggestions I think there will be a definite change in their performances.

Exercise 12

This memo template was taken from Microsoft word template. Students can explore other templates and write the required message.

Exercise 13: Writing a memo

interoffice memorandum

to: Project plato team

from: sandhyarao

subject project deadline

date: 24.06.2021

CC: rajivmalhotra, asst.manager

Project plato deadline is 30th june 2021. Most of the coding work is over and testing is being undertaken by the team. I would like to remind everyone we are having a mock demo on 28th June for our Vice President. I want all hands on the deck to complete the testing before the mock demo. We can deliver our project within our deadline. Report the status of each section by today 6 pm.

Memo

From: Rajiv Sen, General Manager, Head Office

To: Manoj Gupta, Assistant Manager, Adyar Branch

Sub: Revised Office Timings

Date: 24.06.2021

CC: To Adyar branch staff

It has been found that staff of our Adyar branch office has not been following office timings. There has been laxity in maintain the office timings and it has impacted their work performance adversely. The weekly target has not been met for past three months. In view of all these incidents, the management has revised the office timings from 10-5 to 9.30 – 6. Lunch time too has been reduced to 45 minutes, i.e 1.15 – 2 p.m. Employees who don't follow these timings will be issued a warning and repeat occurrence will lead to serious consequences.



UNIT 3 NARRATION – KEY

Exercise 1

A. a. 1887 b. clerk, Port Trust c. G.H. Hardy, 1913 d. five e. 1920

B. g, h, e, d, a, f, c, b

C. a. learnt b. stumbled, was c. studying d. wrote, was working e. are still using

Exercise 2

S.No.	Name of candidate /Roll No.	Session	Complaint	Action taken
36	Premalatha	10 – 11	Got repeatedly logged out. Server error	Retest to be scheduled
37	Sanjana	10 – 11	Wifi got disconnected from 10.16 to 10.18	NA.
38	Jennifer	10 – 11	Couldn't complete exam. Got repeatedly logged out.	Retest to be scheduled
39	Nawaz	10 – 11	Video briefly not available	NA

Exercise 4

(a). when (b). Then (c).already (d). After (e).finally

Exercise 5

d, c, g, b, a, f, e

Exercise 7

1. What is the issue?

Robert Williams was arrested on charges of theft after a facial-recognition system used by the police wrongly identified him as a watch thief

2. Who is involved?

Robert Williams, ACLU, the police

3. When did the situation occur? January 2020

4. Where did the situation take place? Farmington Hills, Michigan, USA

5. Why did the issue/problem arise?
The facial recognition system was faulty
6. What key facts should be considered?
Racial bias, discrimination, faulty technology
7. What questions do the key characters need to resolve?
Questions of accuracy of software, complementing of technology with human intelligence,
8. What alternatives are available to the decision-maker?
Using the technology only after it is perfected, using time tested manual methods along with technology.
9. What type of case study is presented in this narrative?
Critical case

Exercise 8

a. iii b. i c. ii d. iv e. i

Exercise 9

1. a 2. b 3. d 4. c 5. b

UNIT 4 DESCRIBING - KEY

Exercise 1

Multiple answers possible! One set of acceptable answers are:

- | | | |
|---------------|-----------------|-----------------------|
| (1) Angry boy | (2) Cute cat | (3) Dirty floor |
| (4) Red dress | (5) Heavy rains | (6) Terrible accident |

Exercise 2

Rearrange the adjectives in the right order:

- (1) Strange, green, metallic
- (2) Antique silver spoon
- (3) Old wrinkled face
- (4) Delicious Turkish food
- (5) Stocky middle-aged neighbour

Exercise 3

- (1) Choose two details that indicate the colourful scene

“..strewn with purple droppings..” & “threw back the colors of beech and bracken tossing them over the boulders like gold and copper coin. These lines show that ground was purple with blackberries strewn on the ground and the water was reflecting colors of gold and copper over the boulders.

- (2) What reason the writer gives for the blackberries to remain on the bushes?

She suggests may be Devil had spat on the fruits so no humans take it and only birds are gorging over it.

- (3) What season is described here?

Reading the lines it can be inferred that Autumn season is described here.

- (4) What linguistic device has been used to add to the descriptive function in the passage?

The linguistic device used here is imagery – “magic weather”, “colours on the beach”, “Blackberries thick and dripping with juice”, “Devil spat on them” shows the effective use of imagery.

- (5) What kind of feeling is the author evoking in this description?

The author evokes both positive and negative feelings – happiness and sadness. The phrases like ‘Colours on the beach’, ‘magic weather’ shows positive feeling but the phrases ‘Devil’ and ‘sadness’ show the negative feelings. The author’s mixed feelings about the weather are depicted here.

Exercise 4

Any grammatically correct as well as creative answers which do not explicitly tell but shows the situation or describes the character will be acceptable. Two more sentences are given as another example.

Telling Sentence	Showing Sentence
It was a dark and scary night.	The darkness seemed to weigh down and smother him. The utter silence of the street magnified even the falling leaf sound. A faint breathing sound could clearly be heard but no one can be seen in the black night. A sudden clang of a rolling tin sound tore the silence cruelly.
The woman, who was waiting for her bus, had high fever.	The woman, who was waiting for her bus was shivering and trying to cover herself with her thin shawl. Her flushed face with her dry lips and her occasional shivering kept other people in a distance.
The boy was happy to catch a big fish.	The huge fish was jumping around the hook trying to escape which the boy was holding on very tightly and excitedly. The jumping fish pushed around the sailor nearby who fell under its sudden attack. The boy, jumping in excitement, had eyes only on his fish.

Exercise 5

The drawing of a classroom can be done using simple pen and pencil or using computer tools like paint or any such programmes. This need not be exactly same to the description. The focus is if students are able to get all the details given in the talk.

Exercise 6

You can use your mobile phones to record your talk and play back or use online tools like vocaroo.com to record your talk. As this talk is supposed to describe your favourite part of your home, we don't have one specific answer. Use of adjectives for description is important.



Exercise 7

Descriptive essay should have introduction, thesis statement in the first paragraph, other key points about the place, description of those points and conclusion.

A sample essay is given to give students an idea about descriptive essay:

My own corner

I think we all have a special place that we love to go when we need comfort. I have a wonderful place that made me happy a lot of times, years ago. But sometimes I think that I am the only person who likes this place and I'm asking myself if this place will be as beautiful as I thought when I will go back to visit it again. Perhaps I made it beautiful in my mind.

This place is meaningful to me because it is part of the district where I grew up and is part of my childhood. This place is located in Tamilnadu near the Palay hills, a small industrial town called Senchur, where the major coal industry is located.

Senchur is a polluted town because of the coal industry. People live in apartment or condominium buildings because of its little space available. I grew up in one of the many buildings in Senjur admiring from my bedroom window the beauty of the mountains, always exploring with my eyes the forest or the meadows, looking for a clean and quiet place. And, I found one on a hill in the back of the town. It is about 100 feet square, it has seven old trees, wild flowers and a lot of bugs and ants during summer time.

I used to go there to sit down on a rock and watch the town and my trees. There was a very old tree, a banyan tree, with a huge trunk. The others were smaller, three in the back, three on my left side and the old maple tree on my right. There were flowers, many kinds, white, yellow, purple and blue. It was nobody's place. Nobody owned that hill, but it was beautiful and peaceful and I dreamed many times about a cottage over there. I think that, these kinds of places are meaningful to people because they are natural and people can be there alone, away from their everyday life.

With the town bustling with activity, I could not enjoy living in the congested rooms. Whenever I got a chance I used to run to my corner in the hills to be alone or to dream with my eyes open admiring the blue sky and the clouds. I loved lying on the grass watching the clouds sail around me. I liked to smell the wild flowers, chase the butterflies and watch the leaves grow. It was not easy for a young boy to run away to hills. But I never could stop myself from going to see my seven trees, my patch of natural garden and the lovely array of nature.

Exercise 8: Listening



Madhav



Peter



Hemaparva



Robert



Suryapraka



Jayshree



Exercise 9

Description of a friend who has gone missing

You can describe anyone you know so that you can write the physical description more vividly and precisely. One sample description to give you an idea:

‘Vinod is a Masters College student, but looks younger than his age, because of his athletic constitution. He is tall and well-build, with black hair, cut short, in military style. On the day he went missing, he was wearing black colour track pants and a whitet-shirt. The T-shirt had words ‘King of the Jungle’ printed on it with a lion picture. He was wearing his white sports shoe. He did not have any accessories on the day he went missing.’

Exercise 10

Listen to the description again and try identifying the components of the photovoltaic cell and its uses.

1. P-type & n-type layers – converts sun’s energy into useful electricity
2. Conducting material – collects the electricity produced
3. Anti-reflection coating – Reduces the amount of solar radiation

Exercise 12

The product description should describe the product in precise terms. The earlier two examples of product description are available in transcript format at the end of the text, and can be used as models to write the description of the given product.

Exercise 13

(1)



(2)



(3)



(4)



(5)



(6)



(7)



Exercise 14

After rearranging the pictures, students have to write the process of making sandwich in sentences using connectives like First, second and then. Using the verbal clues, they can write simple process sentences. They need to show the continuity of ideas using words like pronouns and linking words.

Exercise 15

An industrial process description is given in detail with a diagram too. In this exercise, the process is given in the visual as well as verbal form. Using these cues, students have to rewrite them in separate sentences to show the process.

Exercise 16

A flowchart is given to show a process in software development. Students are asked to do channel conversion, that is, convert the information from graphical form to verbal form. They have to write the process description in a paragraph. The process description can start like this:

In order to develop a software, a real world problem is taken as a sample input. After analyzing the problem in all aspects, a computer model is formulated.

Students can continue their version of process description based on the graphical form. Students should use link words and show logical continuity.

UNIT 5 COMPARISON AND CONTRAST – KEY

Exercise 1

B. a. iii b. i. c. ii. d. iv e. ii

Exercise 5

a. as difficult b. more intensive c. harder d. as good e. higher

Exercise 6

B. Point by point format

E. a. iv, b. i, c. ii, d. iii, e. iii

Exercise 7

a. i b. ii c. iv d. iii e. iii