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# UNIT 5 "THE VOICE OF INDIA" by JAWAHAR LAL NEHRU

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## 5.0 OBJECTIVES

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In this unit our aim is to give you an extract from a speech by Jawahar Lal Nehru to enable you to check whether you can now understand such passages with the help of a glossary and a set of comprehension questions. There are also exercises asking you to use some of the words and phrases in sentences of your own.

In the section on grammar and usage we have set exercises to revise the various items you have already practised on this course. There is also a composition exercise based on the passage read by you.

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## 5.1 READING COMPREHENSION

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Read the following passage from Jawahar Lal Nehru's address at Columbia University in U.S.A.

### 5.1.1 Passage for Reading

#### The Voice of India

by JAWAHAR LAL NEHRU

1. In this world of incessant and feverish activity, men have little time to think, much less to consider ideals and objectives. Yet how are we to act, even in the present unless we know which way we are going and what our objectives are? It is only in the peaceful atmosphere of a university that these basic problems can be adequately considered. It is only when the young men and women, who are in the university today and on whom the burden of life's problems will fall tomorrow learn

to have clear objectives and standards of values that there is hope for the next generation. The past generation produced some great men but as a generation it led the world repeatedly to disaster. Two world wars are the price that has been paid for the lack of wisdom on man's part in this generation. It is a terrible price and the tragedy of it is that, even after that price has been paid, we have not purchased real peace or a cessation of conflict and an even deeper tragedy is that mankind does not profit by its experience and continues to go the same way that led previously to disaster.

2. I think that there is always a close and intimate relationship between the end we aim at and the means adopted to attain it. Even if the end is right but the means are wrong, it will vitiate the end or divert us in a wrong direction. Means and ends are thus intimately and inextricably connected and cannot be separated. That, indeed, has been the lesson of old taught us by many great men in the past, but unfortunately it is seldom remembered.
3. I am venturing to place some of these before you; not because they are novel but because they have impressed themselves upon me in the course of my life which has been spent in alternating periods of incessant activity and conflict and enforced leisure.
4. The great leader of my country, Mahatma Gandhi, under whose inspiration and sheltering care I grew up, always laid stress on moral values and warned us never to subordinate means to ends. We are not worthy of him and yet, to the best of our ability, we try to follow his teaching. Even the limited extent to which we could follow his teaching yielded rich results. After a generation of intense struggle with a great and powerful nation, we achieved success, and perhaps the most significant part of that achievement for which credit is due to both parties, was the manner of it. History hardly affords parallel to this solution of such a conflict in a peaceful way, followed by friendly and co-operative relations. It is astonishing how rapidly bitterness and ill-will between the nations have faded away and given place to co-operation, and we in India have decided of our own free will to continue this co-operation as an independent nation.
5. I would not presume to offer advice to others and more experienced nations in any way, but may I suggest for your consideration that there is some lesson in India's peaceful evolution which might be applied to the larger problem before the world today?
6. That evolution demonstrates to us that physical force need not necessarily be the arbiter of man's destiny, and that the method of waging a struggle and the way of its termination are of paramount importance. Past history shows us the important part that physical force has played, but it also shows us that no such force can ultimately ignore the moral forces of the world, and if it attempts to do so, it does so at its peril. Today this problem faces us in all its intensity because the weapons that physical force has at its disposal are terrible to contemplate. Must the twentieth century differ from primitive barbarism only in the destructive efficacy of the weapons that man's ingenuity has invented for man's destruction?
7. I do believe, in accordance with my master's teaching, that there is another way to meet this situation that faces us.
8. I realise that a statesman or a man who has to deal with public affairs cannot ignore realities and cannot act in terms of abstract truth. His activity is always limited by the degree of receptivity of the truth by his fellowmen. Nevertheless, the basic truth remains and is always to be kept in view and, as far as possible, it should guide our actions. Otherwise, we get caught up in a vicious circle of evil when one evil action leads to another.
9. India is a very old country with a great past. But it is a new country also, with new urges and desires. Since August 1947, she had been in a position to pursue her own foreign policy. She was limited by the realities of the situation which she could not ignore or overcome. But even so, she could not forget the lesson of her great leader. She tried to adapt, however imperfectly, theory to reality in so far as she could. In the family of nations she was a newcomer and could not influence them greatly to begin with. But she had a certain advantage. She had great potential resources which no doubt would increase her power and influence.
10. A greater advantage lay in the fact that she was not fettered by the past, by old enmities or old ties, by historic claims or traditional rivalries. Even against her former rules there was no bitterness left. Thus, India came into the family of nations with no prejudices or enmities, ready to welcome and be welcomed. Inevitably she had to consider her foreign policy in terms of enlightened self-interest, but at the same time she brought to it a touch of her idealism. Thus, she has tried to combine idealism with national interest.
11. The main objectives of that policy are; the pursuit of peace, not through alignment with any major power or group of Powers, but through an independent approach to each controversial or disputed

issue; the liberation of subject peoples; the maintenance of freedom, both national and individual; the elimination of racial discrimination; and the elimination of want, disease and ignorance, which afflict the greater part of the world's population.

(from Jawahar Lal Nehru's Speeches, 1949-1953)

### 5.1.2 Note on the Author

Jawahar Lal Nehru (1889-1964) was a great Indian statesman and nationalist leader. He spent several periods in prison for his nationalist activities and practised a policy of non-cooperation with Britain during World War II. He was the first Prime Minister of India (1947-64).

### 5.1.3 Glossary

1. in'cessant : never stopping  
'feverish : restless  
I'deals : perfect standards  
ob'jectives : objects to be won  
'adequately : to a sufficient degree  
'standards : levels of quality considered proper  
'values : ideals which most people have about the worth of good qualities  
'gene'ration : all people of about the same age: a period of time in which a human being can grow up and have a family, perhaps 25 or 30 years  
di'saster : sudden great misfortune  
'Two 'world 'wars : The first was fought from 1914 to 1918 and the second from 1939 to 1945.  
'purchased : gained  
ces'sation : a short pause  
'conflict : quarrel  
'tragedy : a terrible or unhappy event
2. end : an aim or purpose  
'vitiate /'vɪfi'eɪt/ : harm the quality of  
di'vert : cause to turn from one direction to another  
'intimately : closely  
in'extricably : in such a way that they cannot be separated  
seldom : rarely
3. 'venturing : being bold enough  
'novel : new  
im'pressed : made their importance clear  
'alternating : following by turns  
en'forced : made to happen by force  
'leisure : free time
4. inspi'ration : encouragement; giving unusual power to do good  
'sheltering : protecting from harm  
'moral : concerning character to behaviour as being good or evil  
sub'ordinate : put in a position of less importance  
sig'nificant : of noticeable importance  
af'fords : gives
5. pre'sume : dare to do something which one has no right to do  
'evo'lution : gradual change and development
6. 'demonstrates : shows clearly  
'physical : of material things, of the body

- 'arbiter : what has complete control over actions or decisions  
 'destiny : fate  
 'waging : beginning and continuing  
 termi'nation : bringing to an end  
 'paramount : highest in importance  
 'ultimately : in the end  
 'peril : danger of being harmed  
 'contemplate : think deeply about  
 'primitive : of the earliest stage of development  
 'barbarism : the state of being uncivilized  
 'efficacy : the quality of being able to produce the desired effect  
 'inge'nuity : skill and cleverness in making things
8. 'statesman : a political or government leader who is wise and fair-minded  
 'ig'nore : not to take notice of  
 'abstract : general as opposed to particular; thought of as a quality rather than as an object or fact  
 'recep'tivity : willingness to receive new ideas  
 'vicious : dangerous
9. 'urges : strong wishes  
 a'dapt : change so as to make suitable for new needs  
 'theory : the part of a science or art that deals with general principles as opposed to practice  
 po'tential : existing in possibility
10. fettered : bound as if with chains  
 tra'ditional : passed down from the past to the present  
 'rivalry : competition  
 'bitterness : hate, anger, or other unpleasant feelings  
 'prejudices : unfair opinions not based on reason  
 in'evitably : because it could not be prevented  
 en'lightened : not keeping to false beliefs; having true understanding  
 i'dealism : the system of living according to one's ideals
11. ob'jectives : things aimed at  
 pur'suit : continued effort to gain something  
 a'lignment : the act of forming into groups  
 'contro'versial : likely to cause much argument or disagreement  
 e'limi'nation : removal  
 di'scrimi'nation : treating different people in different ways  
 af'flict : cause to suffer

#### 5.1.4 Comprehension Questions

##### Paragraph 1

- 1) Where according to Nehru does the hope for the next generation lie?

.....

.....

- 2) 'We have not purchased real peace.' Explain

.....

.....

- 3) Mankind has not profited by its experience of world wars. What lesson has it not learnt?

.....  
.....

**Paragraph 2**

- 4) What is the relation between means and ends? What happens when the means are wrong?

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

**Paragraph 3**

- 5) What is Nehru referring to when he talks about incessant activity and conflict and 'enforced leisure'?

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

**Paragraph 4**

- 6) What is unique about the attainment of independence by India?

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.....  
.....

**Paragraph 6**

- 7) What is the difference between our age and the primitive age?

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

**Paragraph 7**

- 8) Who does Nehru refer to as 'my master'?

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

**Paragraph 8**

- 9) What is the vicious circle referred to here?

.....  
.....

**Paragraph 9 - 11**

10) What was the advantage India had as a newcomer in the family of nations?

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.....

.....

11) How, according to Nehru, was India's foreign policy determined? What were its main objectives?

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12) What according to Nehru afflicted the greater part of the world?

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## 5.2 VOCABULARY

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**Exercise 2**

Frame sentences of your own, using the following words and phrases;

1) Profit by (see paragraph 1)

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.....

2) vitiate (see paragraph 2)

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.....

3) novel (see paragraph 3)

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.....

4) Lay stress on (see paragraph 4)

.....

.....

- 5) to the best of our ability (see paragraph 5)

.....  
.....

- 6) presume (see paragraph 5)

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.....

- 7) effects (see paragraph 6)

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.....

- 8) keep in view (see paragraph 8)

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.....

- 9) afflict (see paragraph 11)

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.....

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### 5.3 GRAMMAR AND USAGE

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#### Exercise 3

Complete the following sentence:

1. We cannot do anything unless
2. Be clear about
3. Freedom can be gained
4. Young people, who.....must have their true objective before them
5. This is the price we.....for our mistakes
6. It is unfortunate that.....
7. Even if our intentions are good
8. Means and ends cannot be
9. This is the lesson taught to us by .....
10. It is not often .....  
that .....

#### Exercise 4

Use these prepositional phrases taken from the passage in the sentence below:

in the course of my life between the nations, with no prejudices or enmities.

1. If war\_\_\_\_\_ is to stop, we must start thinking of the world as one family.

2. Anyone who wishes to enjoy his visit to a foreign country must go to it\_\_\_\_\_
3. I have never come across a perfectly truthful man\_\_\_\_\_

### Exercise 5

Use these relative clauses taken from the passage in the sentences below:

Who are in the university today,

who has to deal with public affairs, that faces us.

1. The greatest problem \_\_\_\_\_ is one of food.
2. Scholars\_\_\_\_\_ must write books to encourage human values
3. A man\_\_\_\_\_ must keep a cool head.

### Exercise 6

Make sentences using these clauses taken from the passage.  
after the price has been paid, because the weapons that  
physical force has at its disposal are terrible to contemplate.

### Exercise 7

Use the following verbs taken from the passage as adjectives by using the participle forms:

think, lead, guide, struggle.

1. Man is a \_\_\_\_\_ animal.
2. India is the \_\_\_\_\_ exporter of Mica
3. A \_\_\_\_\_ missile was aimed at the enemy.
4. The men picked up the \_\_\_\_\_ animal from the pit.

### Exercise 8

Change the sentences below as indicated in the brackets.

- (1) It is only when the young men and women, who are in the University today and on whom the burden of life's problem will fall tomorrow, learn to have clear objectives that there is hope for the next generation. (Begin the sentence like this "If the young men and women.....")
- (2) It is a terrible price and the tragedy of it is that, even after that price has been paid, we have not purchased real peace or a cessation of conflict (change "even after that price has been paid" to active voice).
- (3) It is astonishing how rapidly bitterness and ill-will between nations have faded away. (use the present continuous form of the verb)

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## 5.4 WRITING

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### Exercise 9

Write short paragraphs of about 100 words each to answer the following questions

1. What lesson has India's peaceful evolution for other nations?

.....  
.....



2. What are the main objectives of India's foreign policy as stated by Nehru?

### C. CASSETTE RECORDING

A cassette recording accompanies this unit and is available on payment.

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## 5.5 CONVERSATION

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### 5.5.1 Asking for Directions: Giving Directions

#### Exercise 10

Read the following dialogue and then listen to it on the cassette. Make a note of the way in which people ask for directions and give directions in English. After you have listened to the dialogue, read it aloud yourself.

#### Dialogue 1

- Stranger** : Excuse me, Could you tell me the way to the Registrar's office?
- Lata** : Well, walk down this road and take the first turning on the right. Walk on, until you see the State Bank of India on the right. Then take the second turning on the left. The Registrar's office is only about 50 metres away.
- Stranger** : Is it a long way from here?
- Lata** : Not very far, but you can go by bus if you like.
- Stranger** : D'you know which bus will go that way?
- Lata** : Yes, Number 5 will take you up to the Bank.

**Stranger** : Oh, there's a bus coming, It is number five

**Lata** : So it is, You're lucky.

**Stranger** : Thank you very much.

**Lata** : You're welcome.

### Exercise 11

Now here's another dialogue for you to read and listen to. After you have listened to the dialogue read it aloud yourself.

### Dialogue 2

**A** : Excuse me. I'm looking for the Government Hospital.

**B** : The Government Hospital? I don't know of any Government hospital here

**A** : I was told it was quite close to the public garden

**B** : Oh, you mean the Infectious Diseases Hospital

**A** : That's right.

**B** : That's one kilometer away from here

**A** : How can I get there?

**B** : Take that road on your right and then take the second turning left. Walk straight on till you reach the crossroads. On your right, you'll see a high building. That's the hospital.

**A** : Is it on a bus route?

**B** : Oh, yes, You can take a number 6. or a number 20, or 31. These will take you all the way to the hospital.

**A** : Thank you very much indeed

**B** : My pleasure.

## 5.5.2 Invitations: Accepting Invitations

### Exercise 12

Read the following telephone conversation and then listen to it on the cassette. In this dialogue, Prakash invites Suchi to go out for movie. He also asks her to join him for coffee. Suchi is delighted. She accepts the invitation. Make a note of the expressions Prakash uses to invite Suchi. Notice also the expression Suchi uses to accept it. After you have listened to the dialogue, read it aloud yourself.

### Dialogue 3

**Suchi** : Hello!

**Prakash** : Hi, Suchi. It's me. Prakash.

**Suchi** : Oh, hello, Prakash! How are you free?

**Prakash** : Oh, not bad. I say, are you doing anything on Saturday evening?

**Suchi** : No, nothing special. Why?

**Prakash** : Well, d'you feel like seeing that new movie. "Mirch Masala"?

**Suchi** : Oh, that's a wonderful idea.

**Prakash** : Great! So that's settled. And are you free this evening? What about having coffee together?

**Suchi** : Sure, why not? Where d'you want us to meet?

**Prakash** : Shall I pick you up in half an hour at your house?

**Suchi** : Fine, Well, see you soon.

**Prakash** : Right; so long.

**Suchi** : Bye.

Notice that people use expressions like

D'you feel like.....? What about.....?, etc.....in order to invite someone to do something or go somewhere.

In order to accept the invitation the expressions used are:

Oh, that's a wonderful idea; Sure, why not"; Fine; and so on.

### 5.5.3 Declining Invitations

#### Exercise 13

Now read another telephone conversation and listen to it on the cassette. Ravi invites his friend Gopal to a picnic. Gopal is busy and cannot go. He declines the invitation politely. Make a note of the expressions that are used for declining invitations. After you have listened to the dialogue, read it aloud yourself.

#### Dialogue 4

- Gopal** : Hello!  
**Ravi** : Hi. Gopal, It's me. Ravi.  
**Gopal** : Oh. hi. Ravi. How are you?  
**Ravi** : I'm fine. I say, are you free on Sunday?  
**Gopal** : Well, I'm expecting a friend. Why?  
**Ravi** : I wanted to invite you to a picnic. The family is going to spend the day out. I thought you might like to join us.  
**Gopal** : Oh, I'd have loved to, but I can't go.  
**Ravi** : Hard luck. Would you like to join us a little later  
**Gopal** : I'm afraid I can't  
  
**Ravi** : Or maybe you could meet us after your friend comes. You can bring him along too. We're going to the lake. Can you come?  
**Gopal** : I'm really sorry, but I don't think I can  
**Ravi** : That's a pity. Another time then?  
**Gopal** : Yes. Thank you for asking me.

Notice that some other ways of inviting people are.....

I want to invite you; would you like to join us? Can you come?

In order to decline an invitation the expressions used are.....

I'd have loved to, but I can't; I'm afraid I can't; I'm really sorry, but I don't think I can; and so on.

#### Exercise 14

Write a short dialogue in which you tell a stranger the way from your college to the railway station or to the town hall.

#### Exercise 15

Write dialogue in which you invite your friend to go with you to the local funfair. He/she is too busy on that day and declines the invitation. You then suggest an alternative like going to a movie, or a concert..etc.) on some other day and he/she accepts it.

## 5.6 PRONUNCIATION

### Intonation

We shall now introduce you to intonation patterns in English.

#### 5.6.1 Tone Groups

A longer sentence is usually divided into what may be called breath groups, or sense groups. We also call them tone groups.

#### Example

When I went to see him/he was still in bed.  
(The tone group division is shown by the oblique bar/)

#### Exercise 16

Listen to the following sentence on the cassette and then practice them.

1. By the time we got home, it was already dark.
2. I'll send him an answer, as soon as I can.
3. If you need anything else, just ask me.
4. By refusing to answer you'll only make matters worse.
5. Going through your papers, I was surprised to find that you'd studied journalism.

#### 5.6.2 The Nucleus

The last important word in each group has what is called the nucleus. On the stressed syllable of this word there is a movement of the pitch of the speaker's voice from high low or low to high.

#### 5.6.3 Tones

The change in pitch from high to low is known as the falling tone, and the change in pitch from low to high is known as the rising tone.

#### The Falling Tone

We shall show the falling tone with a slanting mark pointing downward placed before the nucleus.

The falling tone is generally used in

a) statements; for example

1. I 'haven't the time
2. I'm 'going home.
3. There's 'no re'ply

b) questions beginning with a question-words such as what, how, when etc; for example.

1. 'What's the 'time?
2. 'Where's he 'gone?
3. 'When will they 'come?
4. 'Why are they 'late?
5. 'How many have you 'got?
6. 'How much d'you 'need?

c) commands: for example.

1. Close the door
2. 'Bring it back at 'once.

d) exclamations: for example

1. What an excellent i'dea!
2. How extra'ordinary!

e) question tags, when agreement is expected: for example,

1. It's rather 'hot today. /'isn't it?
2. This is a difficult 'question. /'isn't it?

### Exercise 17

Now look at the following words and sentences, which have a falling tone on the nucleus, and listen to them on the cassette. Then say each word and sentence with a falling tone. Make sure that the pitch of your voice moves from a higher level to a lower level on the nucleus.

1. to'morrow

They're 'coming to'morrow.

2. 'light

'Switch on the 'light.

3. 'time

'Don't waste my 'time

4. 'papers

'Where are the 'papers?

5. finish

'When d'you ex'pect to 'finish it?

6. 'coffee

Let's go and have some 'coffee.

### Exercise 18

Now there are some short dialogues for you to practise. Listen to them on the cassette and then read them aloud yourself.

1. A : 'Why don't you 'buy a 'car?  
B : I 'haven't got the 'money.
2. A : 'Have some 'coffee.  
B : I'd 'rather have some 'juice.
3. A : 'Open that 'door.  
B : But it's 'jammed.  
  
A : Well, 'get the 'carpenter to open it.  
(A stressed syllable after the bottom.)
4. A : 'What's the 'matter with you?  
B : I've had a 'sleepless 'night.

5. A : 'Who is that 'man?  
 B : He's a rep'orter.  
 A : I'don't like his 'looks.  
 B : I'll 'send him a'way, then.
6. A : I'd 'like to have a 'word with you.  
 B : Just 'leave me a 'lone  
 A : 'Give me a 'chance to ex'plain things.  
 B : I'm 'not 'interested. 'Go a'way.

### Exercise 19

Listen to the following dialogues recorded on the cassette and then read each dialogue aloud.

1. A : I'm leaving tonight.  
 B : When will you return?
2. A : It's rather dark in here.  
 B : Switch on the light then.
3. A : You must complete it by Wednesday.  
 B : I don't think I can.
4. A : We're going to the zoo tomorrow.  
 B : That's splendid!
5. A : Which one d'you want?  
 B : I'll have this one.  
 A : This one's taken already  
 B : Then I don't want any.

### The Rising Tone

When we use a rising tone on the nucleus, the pitch starts at a low level and keeps on rising till the end of the group. We shall indicate this tone with a slanting mark pointing upward, placed at the bottom of the line before the nucleus.

This tone is generally used in

- a) questions that demand an answer in yes or no; for example.
1. 'Have they gone?
  2. 'Will he a'gree?
  3. D'you, know them?
- b) incomplete utterances which form part of a sentence, quite often subordinate clauses. For example.
1. 'If it, rains/we'll 'go by 'taxi.
  2. Al 'though she was, ill. /she 'took her e'xam.
  3. It's 'time for the , lecture/but 'no one has 'come
  4. By the 'time I, got there/it was al'ready 'dark
  5. I'd 'take you 'sightseeing/if I'had the, time
- c) wh-questions which are said in a warm friendly way:  
 for example.
1. 'What's your, name? (to a small child)
  2. 'How's your, mother?
- d) polite requests or encouraging invitations:  
 for example.
1. 'Could I 'borrow your ,pen?
  2. 'Please' pour me some, water?
  3. 'Do come, in.
- e) alternative questions: for example.
1. Would you like ,tea./,coffee,/or a 'soft drink?
  2. Shall we, walk/or'go by 'bus?

### Exercise 20

Look at the following phrases and sentences and listen to them on the cassette. They are all said with the rising tone on the nucleus. Practise saying them with the correct intonation.

1. 'Don't ,bother.
2. I'm 'so, sorry.
3. 'See you, soon.
4. 'Good , bye.
5. 'Come again, soon.
6. Let me 'know how you get, on.
7. 'Don't for'get to write

### Exercise 21

Now look at these longer utterances in which the nucleus has the rising tone. Listen to them and practise saying them. Make sure the pitch of your voice moves on the nucleus from a lower level to a higher level.

1. Have you 'heard the 'latest, news?
2. Did you re'member to 'lock the 'front, door?
3. Are you 'sure you can'do it your, self?
4. Would you 'like another 'slice of, bread?

### Exercise 22

Here are sentences that have two tone groups. In the first tone group the nucleus has the rising tone and in the second tone group the nucleus has the falling tone. Notice that the main clause is generally said with the falling tone and the dependent clause with the rising tone. Listen to these sentences and practise saying them aloud.

1. 'If I am, late/'don't 'wait for me.
2. As 'soon as you 'finish your/ homework/you can'go out and'play
3. Al'though they are 'very, poor/ they are ex'tremely 'honest.
4. 'After we've 'had our, dinner/we'll 'go for a 'walk.
5. At the 'bottom of the, shelf/ you'll find my 'dictionary.

### Exercise 23

The following short dialogues will give you more practice in the use of the rising tone.

Listen to them and then read them aloud.

1. A : 'Shall I 'write it, down?  
B : 'If you, like.
2. A : Did you 'say you were 'leaving to, night?  
B : 'That's, right.
3. A : Can I 'have a, word with you?  
B : 'Please come, in.
4. A : I'll see you 'off at the 'airport.  
B : 'Don't, bother
5. A : 'Will you be 'staying there, long?  
B : 'Not if I can, help it.
6. A : D'you 'mind' counting those, sheets?  
B : ,One/, two/, three/, four/, five/, six/, seven/, eight/, nine.

Listen to these dialogues recorded on the cassette and then read each dialogue aloud.

1. A : Have you answered the letter?  
B : Yes, I have.
2. A : Shall I answer the door?  
B : If you don't mind.
3. A : Is anything the matter?  
B : I've failed the exam.  
A : Give it another try.  
B : I don't think I can ever succeed.
4. A : I'm sure you can.
5. A : Are you leaving today?  
B : Yes, I'll be away for three months.  
A : Let me know how you get on.

## Exercise 25

As we have said, *yes no* questions are normally said with a rising intonation. Invitations that are expressed in the form of *yes-no* questions are therefore to be said with the rising tone. Listen to these bits of dialogue and then say them as marked.

1. I (Invitation) : Would you 'like to' come to dinner to, night?  
R (Response) : I'd love to.
2. I : Would you 'like to' go to a, concert next week?  
R : 'Yes, /, thanks, I I'd love to.
3. I : Would you 'like to' go to a party this week, end?  
R : I'd 'love to.
4. I : Would you 'like to go, shopping to, morrow?  
R : Yes./, thanks, I'd 'love to.
5. I : D'you 'feel like 'going to a, movie this, evening?  
R : I'd 'love to.

## Exercise 26

Here are some more sentences for you to listen to and practise. This time you should pay attention not only to the expressions used for inviting people but also to the different expressions used in accepting the invitations. Say each sentence as marked.

1. I (Invitation): W're 'going for a 'picnic this, Sunday.  
Would you 'like to, join us?  
R (response): 'Yes./, thanks./I'd love to.
2. I: We're 'having a 'party this week, end.  
We'd like you to 'come.  
R: That's 'very' kind of you./Thank you.
3. I: We're going to the 'lake this, evening.  
Can you, come?
4. I : We'd like to 'have you for 'dinner on, Saturday.  
Is 'that all, right with you?  
R: That'll be 'marvellous.



5. I: I'm 'going'shopping to, morrow.  
'How about 'joining me?  
R: 'That'll be 'nice.

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## 5.7 LET US SUM UP

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In this unit we have given you revision exercises to enable you to practise and assess the skills you have acquired through this course--reading comprehension, use of vocabulary, use of grammatical patterns, conversation, pronunciation and composition.

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## 5.8 KEY WORDS

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de'cline	:	say politely that one cannot accept (the invitation, etc)
di'rection	:	telling somebody the way to some place
into'nation	:	pattern of tone (i.e. pitch movement)
invi'tation	:	a polite request asking somebody to come (to dinner, etc)
pro, nunci'ation	:	the way in which words are pronounced
ad'dress (noun)	:	aspect or talk
evo'lution	:	process of developing
'nationalist	:	devoted to one's nation
'statesman	:	a person taking an important part in the management of state affairs
uni'versity	:	an institution for the promotion and dissemination of advanced learning.

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## 5.9 SUGGESTED READING

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Jawahar Lal Nehru's Speeches, 1949-1953. Publications Division. Government of India.

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## 5.10 ANSWERS TO EXERCISES

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### Exercise 1

1. The hope lies in the young people learning to have clear objectives and standards of values.
2. We have fought two world wars. Even after paying this price we have not gained real peace Wars only create hatred which leads to further conflicts.
3. Mankind has not learnt the lesson that wars do not bring peace.
4. There is a close relation between the end we aim at and the means adopted to attain it. If the means are wrong, the end also loses its good quality, and a wrong course of action is adopted.
5. The 'incessant activity and conflict' was the political struggle against British rule, and the 'enforced leisure' refers to several periods spent in prison during the struggle.
6. The unique thing was that the struggle was peaceful and after the attainment of independence by India her relations with Britain were friendly and cooperative.
7. One difference is that we now have more destructive weapons.
8. My Master, refers to Mahatma Gandhi.
9. It is a dangerous situation: one evil action leads to another, and no problem gets solved.
10. The advantage was that India could develop its resources and become powerful. Also she was not bound by old enmities, rivalries, or prejudices.

11. India's foreign policy was determined by a true understanding of her own interests and the ideals she wished to pursue. Its main objectives were: peace, non-alignment/independent approach to each issue, liberation of subject peoples, national and individual freedom, removal of racial discrimination and of poverty, disease, and ignorance.
12. The greater part of the world suffered from want, disease, and ignorance.

### Exercise 2

#### Specimen Answers

1. We must learn to profit by our experiences
2. All his attempts to improve were vitiated by his lack of will power.
3. You have made a novel suggestion; it is something we have not tried.
4. This school lays stress on physical exercises
5. I will do this work to the best of my ability
6. He presumed to tell his employer how the work ought to be done
7. We have tested the effects of this medicine
8. We should always keep our ideals in view.
9. We want to remove poverty, disease and ignorance, the three evils that afflict our people.

### Exercise 3

#### Specimen Answers

1. ....unless we know the true facts.
2. ....what you are talking about.
3. ....can be gained only when we all work together.
4. ....who have to bear the burden of life's problem in the future, must....
5. ....we have to pay....
6. ....that we did not succeed in our plans
7. ....we must make sure that our means are also good
8. ....cannot be separated,
9. ....by our great leaders
10. ....not often remembered that we still have a large number of poor and illiterate people in our country.

### Exercise 4

1. between the nations
2. with no prejudice or enmities
3. in the course of my life.

### Exercise 5

1. that faces us
2. who are in the university today.
3. who has to deal with public affairs

### Exercise 6

#### Specimen answers:

1. The goodwill will be delivered to you after the price has been paid.
2. We must destroy all the weapons we have in the world because the weapons.....

### Exercise 7

1. thinking
2. leading
3. guided
4. struggling.

Exercise 8

1. If the young men and women who are in the university today and on whom the burden of life's problems will fall tomorrow, learn to have clear objections, there will be hope for the next generation.
2. Even after we have paid that price we have not purchased real peace.
3. It is astonishing how rapidly bitterness and ill-will between nations are fading away.