

# COMMUNICATION SKILLS

SECOND EDITION

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## COMMUNICATION: ITS MEANING, IMPORTANCE AND CYCLE

### INTRODUCTION

Communication is the process through which we exchange meanings, facts, ideas, opinions or emotions with other people. It is an essential condition of our existence and the most important activity of human beings. The word 'communicate' has been derived from the Latin word 'communis' that means 'to share' or 'to participate'. All of us know that most of the time, through speech or writing or any other means like exchange of a common set of symbols, we share information with other human beings. It is, therefore, first and foremost a social activity. Hence, communication is important for every human being.

The importance of communication to an organization cannot be overlooked. It is necessary for the success of any organization. It links not only the various components of the organization but also its internal world with the external world. It has a very significant impact on the ultimate effectiveness of the whole organization. It is through communication that the information, ideas, attitudes or emotions get to be conveyed from one person to another, from one person to a group or vice versa, and from one group to another.

In today's dynamic environment, information is the life blood of business. Information based systems such as MIS (Management Information Systems), DSS (Decision Support System) and SIS (Strategic Information System) all rest on communication. It lies at the very heart of management. Powerful concepts in management such as participation, empowerment and involvement revolve around communication. No manager can be effective in his job unless he is able to communicate. Professional and result-oriented organizations are always looking for managers who can communicate persuasively and competently. It has been pointed out that about nine-tenths of a manager's time is spent in communicating, one way or the other. That is why modern management education stresses the importance of communication.

### Characteristics of Communication

- Communication is essentially a two-way process. Information has not only to be sent but has also to be received and understood. This process is incomplete until the response or reaction based on proper understanding is available. Feedback is an essential part of communication.
- Communication is an ongoing process. When communication is absent human activity ceases to exist.
- Communication is essential in all types of organizations and at all levels of management. It pervades all human relationships.
- The basic purpose of communication is to create mutual understanding by giving/seeking information and persuading/influencing others.
- Communication consists not only of facts but ideas and emotions too. Communication is much more than words. The tone and facial expressions often carry a greater meaning than words. We can communicate a lot through signs, symbols and gestures. For example, a victory sign made by two fingers communicates better than words.

- Organizational communication consists of a flow of messages through several networks. There are networks for problem solving, workflow, information sharing and socializing.
- It takes two to complete communication. There should be a sender and a receiver.
- Communication is a dynamic process. It incorporates the changing shape of the participants and the environment. Changes in the moods and thinking of the sender and the receiver of the message influence the effectiveness of communication. The way a message is received depends upon which of the five sensory organs (eye, ear, nose, tongue and mouth) of the receiver are the most active at that time.
- Communication is a goal-oriented process. Communication can be effective if both the sender and receiver are aware of the goal of communication and there is congruence of their goals.

### IMPORTANCE OF COMMUNICATION

Effective communication has always been essential for success. In recent times, communication has become all the more essential due to the following reasons:

- Growth in the size of organizations: Most of the organizations now-a-days are growing larger and larger in size. The people working in these organizations may be spread over different states of a country or even different countries. Keeping in touch with them, sending across directions and getting feedback will be possible only when communication lines are kept working effectively.
- Growth of trade unions: Over the last so many decades trade unions have been growing strong. No management can be successful without taking the trade unions into confidence. Only through effective communication can a meaningful relationship be built between the management and the workers.
- Growing importance of human relations: Workers in an organization are not like machines. They have their own hopes and aspirations. Management has to recognize them above all as sensitive human beings and work towards a spirit of integration with them.
- Public relations: Every organization has a social responsibility, especially towards customers, government, suppliers and the public at large. Communication with them is the only way an organization can project a proper image of itself.
- Advances in behavioural sciences: Modern management is deeply influenced by exciting discoveries made in behavioural sciences like Psychology, Sociology, Transactional Analysis etc. All of them throw light on subtle aspects of human nature and help in developing a positive attitude towards life and building up meaningful relationships. This is possible only through communication.
- Technological advancements: Due to scientific and technological advancements, the world is changing very fast. These advancements deeply affect not only the methods of work but also the composition of groups. In such a situation proper communication between superiors and subordinates becomes very necessary.
- Motivation and morale: Communication plays an important role in inspiring people to work hard and in fostering positive attitudes. Managers can increase the self-confidence and job satisfaction of employees by keeping in close touch with them.
- Corporate image: Communication is indispensable for every organization to develop and maintain reputation or goodwill in society. A business concern can keep itself in close touch with its customers, investors, dealers, suppliers and other sections of society through various forms of communication.

### THE CYCLE OF COMMUNICATION

The communication process involves the sender, the transmission of a message through a selected channel and the receiver. Although the process of communication is more than the sum total of these elements, understanding them can help to explain what happens when one person tries to express an idea to others.

#### 4 Communication Skills

- (a) **Sender:** The process of communication begins with a sender, the person who transmits a message.
- (b) **Message:** A message is any signal that triggers the response of a receiver. Messages could be verbal (written or spoken) or nonverbal (such as appearance, body language, silence, sounds, yawns, sighs etc.).
- (c) **Encoding:** The sender must choose certain words or nonverbal methods to send a message. This activity is called encoding. While encoding a message, one needs to consider what contents to include, how the receiver will interpret it and how it may affect one's relationship.
- (d) **Channel:** How will you send your message? Should it be sent via an electronic word processing system to be read on the receiver's screen or through the printed word or through graphic symbol on paper, or via the medium of sound? Briefly, it may be written or spoken.
- The choice of channel or medium (written or oral) is influenced by the inter-relationships between the sender and the receiver. It also depends upon the urgency of the message being sent. Besides, one may consider factors such as importance, number of receivers, costs and amount of information.
- Generally, it has been observed that if message requires an immediate answer, an oral channel may be the better choice. But if the message contains complicated details and figures or if its subject requires filing for future reference, a written communication is necessary.
- (e) **Receiver:** A receiver is any person who notices and attaches some meaning to a message. In the best circumstances, a message reaches its intended receiver with no problems. In the confusing and imperfect world of business, however, several problems can occur. The message may never reach the receiver. It might be sent but lie buried under a mountain of files on the recipient's desk. If the message is oral, the listener might forget it. Even worse, a message intended for one receiver might be interpreted by someone else.
- (f) **Decoding:** Even if the message reaches intact to its intended receiver, there is no guarantee that it will be understood as the sender intended it to be. The receiver must still decode it. Attaching meaning to the words or symbols. It may be noted that decoding is not always accurate. It depends upon individual experiences.
- (g) **Feedback:** Ultimately the receiver reacts or responds to the communication sent by the sender. The response could be based on clear interpretation of the symbols sent or it could be based on misunderstanding or misinterpretation of the symbols sent. Whatever the response of a receiver to a sender is, it is called feedback. Feedback is an important component of the communication process, because ultimately the success or failure of the communication is decided by the feedback we get.

#### Questions

1. Define the term 'Communication'?
2. How is communication a social activity?
3. Why is communication so important to an organization?
4. Explain the cycle of communication, giving examples.
5. Explain the features of communication.
6. Effective Communication has always been essential for success. Explain this statement in detail.
7. How is communication important for giant organizations?
8. How does communication affect public relations of an organization?
9. How can communication improve the level of motivation and morale of an organization?
10. What is the channel of communication?
11. What is the difference between encoding and decoding?

2  
MEDIA AND TYPES OF COMMUNICATION

#### INTRODUCTION

After the discussion of the meaning and importance, and dimensions of communication, it is worthwhile to have a look at the means/media and types of communication. Specially after considering the directions/dimensions of communication we can understand that there may be various occasions requiring different types of communication. All communication cannot be of the same type and cannot flow through the same means. Much depends on who sends a message to whom and for what purpose. It must also be understood that a human being has at his command a number of means of communication.

Media/means of communication are broadly of two types: Verbal and Non-verbal.

#### Verbal Communication

The word 'verbal' means 'related to words and the use of words'. Human beings are gifted with the use of words that make language. As has been stated previously, the process of communication involves the use of a common set of symbols between the sender and the receiver. Words are the most accurate and powerful sets of symbols. That is why it is observed that all serious or formal communication is in words. The words may be spoken or written. Spoken communication or the communication employing speech is known as oral communication.

#### Non-verbal Communication

Non-verbal communication has a vast range of media. Mainly they are: Sign Language, Body Language and Para Language.

**Note:** Both the Verbal and Non-verbal communication have been discussed in detail in the next chapter.

#### TYPES OF COMMUNICATION

Every organization has a built-in hierarchical system that can be compared to a pyramid. It can, therefore, be understood that communication normally flows from top to bottom. But it is not always so. Communication in an organization is multidirectional. Given below are the directions in which communications are sent:

(a) Downward	(c) Horizontal or Lateral
(b) Upward	(d) Diagonal or Cross-wise

#### Downward Communication

As has been stated above, communication in the first place, flows downwards. That is why, traditionally this direction has been highlighted or emphasised. It is based on the assumption that the people working at higher

## 6 Communication Skills

levels have the authority to communicate to the people working at lower levels. This direction of communication strengthens the authoritarian structure of the organization. Orders, instructions, policy statements, notices, circulars, job sheets and employee handbooks are the main objectives of downward communication.

### Advantages

1. **Obedience to authority:** Most of this type of communication is in the form of orders, instructions, the things to do, and what the authorities of the organization expect of its employees. The people at the lower rungs are bound to obey the authorities. Disobedience is always punished by the administration in one way or the other. This makes the employees learn obedience.
2. **Faster:** No one can sit on the orders/instructions of the higher authority for long. These things are supposed to be passed immediately to the concerned people. Thus, this type of communication is much faster and more effective.
3. **Forms a system:** The authorities always try to form an efficient system for their organizations and they continuously work in this direction. Their purpose always is to get plans implemented properly. As most of the communication is directive in nature, meant to be followed by the employees, it helps in establishing an effective and result-oriented system.

### Limitations

1. **Distortion/Dilution:** Quite often the communication originating at the highest level gets distorted or diluted on the way to the lower levels. Sometimes the messages may get lost. It has to be ensured that the receiver fully understands the instructions coming from above. This requires an efficient feedback system.
2. **Delay:** Another drawback of downward communication is that often it becomes time-consuming. The more the levels, the greater the chances of delay. That is why sometimes managers choose to send their messages directly to the person concerned.
3. **Filtering:** Sometimes managers may withhold some valuable information from the employees. In such a situation the employees become frustrated, confused and powerless. This may spoil the employer-employee relationship.
4. **Too much or too less information:** Some superiors talk too much while others talk too little. When a manager transmits too much information to his subordinates, he may create confusion or may leak confidential information. A manager may withhold some information thinking that it is not necessary for subordinates to know all the details. Such under-communication may create apprehension among employees.

## Upward Communication

The function of upward communication is to send information, suggestions, complaints and grievances of the lower level workers to the authorities above.

It is, therefore, more participative in nature. It was not encouraged in the past, but modern managers encourage upward communication. This is a direct result of increasing democratisation.

### Advantages

Upward communication plays a vital role in the successful functioning of an organization in the following ways:

1. **Feedback:** Upward communication provides valuable feedback to managers. With the help of this feedback they can judge whether the subordinates have understood and followed the orders and instructions issued to them. Managers also receive useful information relating to the attitude of employees towards the company and its policies.
2. **Release of tension:** Upward communication provides the employees an outlet to vent their pent-up emotions and grievances. When managers patiently and sympathetically listen to the problems and complaints of employees, the employees feel happy and satisfied.

## Media and Types of Communication 7

3. **Suggestions:** Managers can get constructive suggestions and innovative ideas through upward communication. When these suggestions are implemented and rewarded, employees get a feeling of participation increased.
4. **Mutual cooperation:** Upward communication helps to create greater harmony and mutual understanding between management and employees.
5. **Changes:** When employees communicate freely with their employers they do not resist new ideas as their attitudes become positive. They not only accept new schemes readily but even work hard to make them successful.

### Limitations

1. **Psychological:** Certain problems, primarily of psychological nature, may come up in upward communication.
2. **Hierarchical:** Many managers do not like to be 'told' by their juniors. They may not be patient enough to listen to them or may even suppress the message sent to them from below. In such a situation the employees may feel let-down.

## Lateral or Horizontal Communication

This type of communication can be seen taking place between persons operating at the same level or working under the same executive. Functional managers operating at the same level, in different departments, through their communication, present a good example of lateral communication. The main use of this dimension of communication is to maintain coordination and review the activities assigned to various subordinates. Occasions for lateral communication arise during committee meetings or conferences in which all members of the group mostly peers or equals interact.

### Advantages

- (a) It helps to create mutual understanding and trust between people and departments.
- (b) It facilitates cooperation and coordination between different departments of the organization.
- (c) It helps in settling interdepartmental and intradepartmental differences without the intervention of the management.
- (d) It makes it possible to solve problems at lower levels.
- (e) It is generally very effective because there are no status barriers. However, it may degenerate into gossip and rumours. There is need to avoid such time-wasting and counter-productive activities.

### Limitations

There are barriers to horizontal communication also. As each individual holds equal rank, none may take initiative to talk or write to others. This may create gap between colleagues. Some managers do not want their subordinates to communicate among themselves frequently or the fear that they may become too friendly and pose a threat to their authority. There is need to shed ego and communicate freely. Every employee should develop the habit of mutual consultations with his peers.

## Diagonal or Crosswise Communication

Diagonal or crosswise communication takes place when people working at the same level interact with those working at a higher or lower level of organizational hierarchy and across the boundaries of their reporting relationships.

### Advantages

1. **Coordination:** This crosswise communication serves the important purpose of coordination; through informal meetings, formal conferences, lunch hour meetings, general notices etc.
2. **Practicable:** As we know not all communication takes place strictly on the lines of organizational hierarchy, i.e., downwards or upwards.

8. Communication skills  
3. **Morale boosting:** By providing opportunities to lower level workers to interact with managers in informal meetings, it gives them morale boost and further commitment to the organization. More and more organizations are now encouraging crosswise communication.

**Limitations**  
1. **Fear of infringement:** The superior may feel it as an infringement that his subordinate has been given undue importance and that he has been bypassed.  
2. **Resistance to compliance:** The superior may not implement the suggestion as he has not been consulted.  
3. **Anarchy:** The lack of accepted procedures may lead to internal anarchy and external animosity.

#### Questions

1. Write a note on the media of communication.
2. Why is downward communication regarded so important? What are its limitations?
3. Write a short note on the importance of upward communication.
4. What do you understand by lateral communication? Discuss its advantages and limitations.
5. What do you understand by diagonal or crosswise communication? Discuss its advantages and limitations.
6. How do we communicate non-verbally?
7. What is downward communication? Discuss its advantages and disadvantages.
8. What is 'distortion' in communication?
9. How does delay affect communication?
10. What is 'filtering'?
11. What is lateral communication? How is it helpful to an organization?

# 3

## VERBAL AND NON-VERBAL COMMUNICATION

### INTRODUCTION

The word 'verbal' means 'related to words and the use of words'. Only man is able to use the words that make language. We know that the process of communication involves the use of a common set of symbols between the sender and the receiver. Words are the most powerful sets of symbols. That is why all written or formal communication is in words. These words may be spoken or written. Spoken communication or the communication employing speech is known as oral communication.

### VERBAL COMMUNICATION: ORAL

We know that speech comes first and writing comes later and therefore, it is worthwhile to deal with oral communication first and written communication later. Man learns speaking much before writing. In the same manner, in an organization people speak much more than they write. There are many occasions, both formal and informal, when people speak before writing. It is true that speech or oral use of language acts as the first link between one person and another. That is also the reason why communication becomes conversational in nature.

### Advantages

- (a) In oral communication the speaker has the advantage of understanding the group he is addressing. He can immediately understand the group's reaction and arrive at a satisfactory conclusion.
- (b) The first and most important advantage of oral communication is that it gives immediate feedback to the participants in the communication. When engaged in talk with somebody, we can ask for clarification or further elaboration, justification, etc.
- (c) Oral communication saves time.
- (d) Oral communication creates a conducive atmosphere in an organization by drawing people together. It brings the superiors and the subordinates closer.
- (e) Oral communication, just by its personal touch, becomes an effective tool of persuasion. We all know the importance of persuasion in business.
- (f) Oral communication is not only time-saving, but also very economical. It saves the money spent on stationery in an organization.
- (g) Oral communication also gives the speaker an opportunity to correct himself and make himself clear by changing his voice, tone, pitch, etc.

### 10. Communication

**Limitations**  
(a) Oral message what he says  
(b) In the short time  
(c) Oral communication without written record  
(d) If the speech is long  
(e) The length of communication  
(f) It becomes difficult to store

### LISTENING

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## 10 Communication Skills

### Limitations

- (a) Oral messages cannot always be retained in the listener's memory. The speaker himself may always not recall what he actually said or meant.
- (b) In the absence of record, oral messages do not have legal validity.
- (c) Oral communication may not always be time-saving. Sometimes meetings go on and on for a long time without arriving at any satisfactory conclusion.
- (d) If the speaker does not organize his thoughts carefully, oral messages may lead to misunderstanding.
- (e) The length of the message may cause a problem. If the message is long it is not always suitable for oral communication.
- (f) It becomes difficult to fix responsibility for anything going wrong or for any mistake in oral communication.

### LISTENING AS A COMMUNICATION TOOL

Any discussion of oral communication is incomplete without considering listening as a communication tool. Speaking and listening go together. No oral communication can be effective without proper listening. The recipient of the message has to be attentive and receptive. But we know that all listeners are not the same. There are good listeners, not so good listeners, and also very bad listeners. Poor listening may defeat the very purpose of oral communication. Studies have found out that generally people retain only one-fourth of what they listen after two days. It is, therefore, necessary for us to train ourselves regularly to be good listeners. Given below are some tips for cultivating the habit of good listening.

### Effective Listening

All listening is not of the same kind, it varies depending upon the context, the purpose, the speaker and the listener. It must be understood that listening is a deliberate effort. It is not the same as hearing. When we hear we do not have to make any effort. But for listening we have to train our ears and ask ourselves why we want to listen to somebody. While listening we must discriminate, evaluate, appreciate and react.

Listening may be of the following types:

1. **Discriminative listening:** Our listening becomes discriminative when we decide which part of the speaker's message is worth being serious about and retained and which part is not to be taken seriously. An efficient manager, especially when listening to his juniors, discriminates between the important and not so important parts of their message and acts accordingly.
2. **Evaluative listening:** A good listener does not come to conclusions based on a bias or incomplete information. He may agree or disagree with the speaker. Good listening does not mean automatic compliance. A careful listener should weigh and analyse the evidence before reaching a decision. We make conscientious evaluations when we make decisions based on the available information and thus avoid running into problems.
3. **Appreciative listening:** Everybody likes to be appreciated while speaking. When we like some part of a message we must immediately show our appreciation. We must show the speaker that we agree with him, that we appreciate his point, that we support him through our words as well as our body language. This gives the speaker great confidence and boosts his morale.
4. **Pretending listening:** This means pretending through facial expressions that communicated message is listened. Here, nothing like listening takes place, just hearing is there.

## Verbal and Non-verbal Communication 11

5. **Selective listening:** This means not taking the message as it is, even adding or deducting according to one's own whims and wishes, selecting the desired part and ignoring the 'undesired' part of the message. This type of listening leads to strengthen one's own beliefs and restrains further learning. It usually happens in selective listening that 'the listener' tries to identify himself with the situation either partially or totally.

6. **Attentive listening:** It involves paying attention to the words that are being spoken rather than understanding the head and heart of the person speaking.

7. **Emphatic listening:** This involves listening not only through ear but also through eyes and heart. It is listening intently and intensively to understand the person fully, deeply, both emotionally as well as intellectually.

8. **Listening for mutual creativity:** This is responsible for many breakthroughs in the world. Listening for mutual creativity is based on two questions. What do you most want? And how can I help you get what you most want? It is to listen in total support of other people and to be for their goals and aspirations in your own body, mind and spirit.

This higher listening is synergistic listening. As already mentioned synergy means that the whole is greater than the sum of its parts. Listening for creativity not only smoothens but accelerates the understanding process through communication of hearts and minds. This listening relieves the persons from stress and strain, soothes their heart and helps them to bring the idea lying in the crust of their subconscious minds to the conscious surface. Thus it leads to mutual creativity.

9. **Intuitive listening:** This is higher form of listening like listening for mutual creativity. It means listening through intuitive mind by silencing the other internal dialogues going simultaneously.

Usually it happens that in conversation or other listening situations that with the speech of the speaker, internal dialogue in the mind of the listener goes on. This internal dialogue prevents the full impact of the message and regards the process of mutual influence. Intuitive listening requires keeping the listener's mind devoid and detached from his mental dialogue to have a complete understanding.

### IMPORTANCE OF LISTENING

Listening is of great importance for business executives as well as for professionals.

Listening and hearing should not be considered as one and the same. Hearing takes place when sound waves strike the ears, but listening is more than hearing; it is getting meaningful understanding of the message. Listening means receiving message in a thoughtful manner that leads to an understanding of the meaning in the message. Listening is important because of the following reasons:

1. Listening is the most recurring activity of the human beings as well as an important step in the process of communication. As a man rises to higher positions, his time spent on listening increases.
2. The misunderstandings are a rule rather than exception mostly because of poor listening. If the listener possesses wrong perceptions and prejudices, neutral words attempting to communicate positive message can convey negative and opposite message. Effective listening requires clear mind and heart free from negative emotions like hatred, jealousy, illusions, anger, etc.
3. Listening skill plays very important role in career and success, whether as a general manager, sales person, or personnel manager. It helps a salesman to discover the needs of the people and market his products and services efficiently and effectively. The manager who can listen to his subordinate attentively and effectively can understand his needs and problems and can better motivate him for higher performance.

4. Proper listening assures the speaker that the listener is sincere and can be trusted. With this the doors of free communication are opened and interpersonal influence is increased.
5. Learning is intimately linked to listening. Our minds and hearts become more receptive for learning new ideas and opinions, if we pay a little more attention to our listening habit.

### BARRIERS TO EFFECTIVE LISTENING

Some of the barriers to listening are as follows:

1. Hearing problems: Hearing deficiency interrupts listening. But such problem is physiological and not intentional. Usually such type of persons are very few in the organization. By knowing their problem, they can be medically treated.
2. Rapid thoughts: The speaker talks about 125 words per minute whereas the listener can process information at a rate of 500 words per minute. This leaves ample idle time for the mind to wander to other matters than concentrating on the speaker's message. We feel bored to hear the persons talking slowly.
3. Overload of message: It is very difficult for the brain to understand an overloaded message. When the message is lengthy or illogical in sequencing, it becomes more painful to retain the concentration. As a result, listening becomes ineffective.
4. Egotism: One of the common barriers to listening is egotism or self-centred attitude. Thinking that my own ideas are more important than those of other persons or 'myself is always right' is the major stumbling block in the way of listening. Listening requires open mind and heart free from negative emotions. If the mind is closed for the other person's message, there will be no listening.
5. Perceptions: Our perceptions are selective and limited. As a result we indulge in selective listening-taking the 'desired' part and leaving the 'undesired part' of the message. We do not listen to what the other is saying but what we want to listen. We try to add, subtract, or colour the message according to our own whims and wishes. Sometimes because of our possession of negative emotions (like hatred, jealousy, illusion, anger, etc.) neutral words attempting to communicate positive message convey negative and opposite meaning. Thus our pre-conceived ideas, prejudices and perceptions hinder the listening process.
6. Faulty assumptions: There are certain wrong assumptions regarding communication.
  - (a) Assuming that it is only the sender's responsibility to communicate effectively.
  - (b) Assuming that listening is basically a passive activity in which the receiver is the one who quietly absorbs the speaker's thoughts.
  - (c) Correlating listening with weakness and powerlessness and thinking that talking people can capture everyone's attention and can dominate. The man trying to dominate is himself dominated by his lower self manifested in greed for power, possession or position. Similarly the man trying to influence others, has been already influenced by them in an invisible way. Such men have not realized the value of being powerful by remaining powerless.
7. Cultural differences: Present organizations, with their operations transcending local or regional boundaries, employ people from different countries, creeds and communities with different cultural backgrounds. If they speak common language, their accent is different. This creates problem for listening to the people of other culture.
8. Lack of training: Listening seems natural like eating, breathing or sleeping. But effective listening requires great hard work, patience of sitting passively-alert and absorbing other persons' words with suspension of judgement for the time being. Listening is one of the greatest mindful activities which requires conscious work and practice to learn and master it.

### How to Make Listening Effective?

Following are some of the tips to make listening effective:

1. Stop talking as you cannot listen during talking.
2. Ensure that you are free from negative emotions, which may interrupt the listening process.
3. Free your mind from presumptions and preconceived ideas by being aware of them.
4. Avoid any external distraction if there is any like playing of TV or radio, noise in the nearby place, attending somebody else, etc.
5. Put the talker at ease with smiling face and sweet words, so that he can communicate frankly and fearlessly.
6. Demonstrate your interest in the talker's speech through facial expressions or active topic related questioning.
7. Be patient and allow the talker sufficient time to clarify his point. Do not interrupt him.
8. Suspend the judgement for the time being to avoid premature evaluation and judgement.
9. Be careful that your listening is not selective and partial, but total and deep.
10. Be in the present; do not think of the past or future. Effective listening requires listening through heart.

### VERBAL COMMUNICATION: WRITTEN

While oral communication comes naturally and spontaneously to man, written communication requires a lot of effort. By its very nature writing is a result of fairly long practice and patience in learning. We know that speech comes first and writing comes afterwards. In all languages of the world writing appeared much after speaking. But one thing is clear—whatever has been written, unless destroyed, has become permanent. Words spoken are, however, likely to be forgotten. That is why written communication is indispensable.

### Characteristics of Written Communication

- (a) Written communication is a *creative activity* which requires a lot of imagination and effort to arrive at the finished product. While oral communication is spontaneous, written communication is based on conscious effort. We can take the example of a report that we want to present. First of all we have to collect all the necessary information, arrange it in a logical order and then write out very carefully. We have to be careful at every step. That is not always the case with spoken messages or other forms of oral communication. Letters and reports, nicely produced, reflect the image of the organization. The more creative and imaginative the writers, the brighter the image of the company.
- (b) Another important characteristic of written communication is the *time factor* involved in it. Oral messages, in a face-to-face situation or through telephone, reach the receiver immediately and the feedback almost always comes immediately. This is not the case with written communication. The sender has to plan out his message, for example, a letter or report carefully and encode it with great care. Then he sends it to the person for whom it is meant. The receiver takes his own time in decoding it. Then he gives it careful thought or filters it through his mind and plans out his reaction to it. Sending back the reply or his comments on it will take some time. So it is to be kept in mind that written communication is a time consuming activity.
- (c) Thirdly, it is to be noted that written communication has fewer cycles than oral or face-to-face communication. Oral communication is a multiple cycle event. Oral messages get immediate response that very often leads to further exchange of words. This is not possible in written communication. Mostly it is one-cycle event.

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##### IMPORTANCE OF WRITTEN COMMUNICATION

Written communication is so important that it is not possible to think of an organization without it. The working of any organization depends to a large extent on the exchange of letters, reports, etc. There are various reasons for it. And the most important reason is that face-to-face communication is not always possible because the workers of an organization may be spread over widespread geographical distances. Therefore, we have to depend on changed but written communication remains as important as ever.

##### Advantages

- It provides us records, references, etc. on which important decisions rest.
- It builds up the legal defences of the organization through records, letters, instructions, etc.
- It promotes uniformity of policy and procedure and builds up proper guidelines for the working of the organization.
- It builds up the image of the company.
- It is accurate and dependable (oral communication may be changed or interpreted in different ways, but in written communication the message/information is stated very clearly).
- It is permanent.
- Responsibility can be easily assigned (one may go back on the spoken words, but not so on the statement in written form).

##### Limitations

- It builds up unmanageable piles of papers and files. It costs a lot to the organizations.
- It is time consuming. Immediate feedback is not possible.
- It is costly in terms of money and time.
- It becomes ineffective in the hands of people who are poor in expression.
- Absence of immediate clarification.

Please refer to the comparison between oral and written communication in Table 1.1.

Table 1.1 Oral and Written Communications—A Comparison

Point of comparison	Oral communication	Written communication
Nature	Informal with personal touch	Formal without personal touch
Speed	Fast	Slow
Flexibility	High	Low
Record	No record	Permanent record
Cost	Economical (low)	High cost (costly)
Gestures	Can be used	Can't be used
Feedback	Immediate	Delayed
Suitability	For short and simple messages	For lengthy message

In conclusion we can say that written communication remains the backbone of an organization, whatever be its disadvantages or limitations. Almost all formal communication is in writing.

##### NON-VERBAL COMMUNICATION

We have so far looked at verbal communication. Following pages will discuss different types of non-verbal communication.

##### Sign Language

As has been said in the very beginning, communication is a process in which people exchange messages/meanings through manually understood signs/symbols. These signs/symbols are not always the words of a language like English, French or Hindi. There is a vast range of visual and audio signs outside the gamut of words. From time immemorial man has been using visual and audio signs, or, in other words, pictures, drawings and sounds to convey messages.

##### Visual Signs in Business

An organization can, and often does, make a very profitable use of visual signs like posters, drawings, photographs, cartoons, caricatures, statues etc., to convey messages for general information/educational purposes. Maps and diagrams are indispensable in books of geography, science, economics, history and very often in presentations.

Many of these drawings and photographs have a limited appeal or are understood amongst particular sections of people. But a large number of visual signs/symbols speak a universal language understood by people all over the world. For example, anybody anywhere can recognize the sign for a telephone booth or a 'gent's' /'ladies' toilet, no smoking, or a factory.

In the same way, traffic lights red, yellow, and green on roads and the lights at railway stations and airports convey relevant information/messages. Neon hoardings, lights on top of VIP vehicles or an ambulance serve their purpose. In offices, often lights are also used to indicate whether somebody is in or out. In the same way lights are used to mark celebrations, festive occasions etc. The visual effect of flags, flowers, banquets, etc. all make an immediate impact on the mind of the viewer.

##### Advantages

- Visual signals like pictures, posters, etc. economise on verbal communication. They very easily convey the message in visual terms.
- Colourful paintings, photographs, etc. make communication interesting and motivate the viewer.
- Pictures, posters, etc. are a reflection of the mental makeup of the communicator and cultural background of the communication.
- Posters, paintings, etc. have an educational value; they are especially useful for illiterate workers.
- Posters are an effective way of advertising.

##### Audio/Sound Signals

Since the beginning of civilization sound signals have been used to send messages. The modern world of business has conveniently adopted them. In olden times drum-beat was used by people living in jungles to sound an alarm or to tell the people to gather at some place. It is used still in modern times to mark different occasions like an important announcement or to tell the people to assemble at some place.

Closely allied to drumbeats are the alarm signals. There are various kinds of alarms like fire alarm, accident alarm, air raid or assault alarm, VIP motorcycle alarm, machine breakdown alarm and so on. Different kinds of sirens, hooters, buzzers, whistles, etc. are used for these purposes. The main idea is to caution the listener and make him to take the right step.

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A clock or watch alarm makes us aware of our time and programme our schedule. No office is complete without a buzzer, push-button bell, electrically operated bell or other such sound signalling systems.

#### Advantages

- (a) Sound signals are very quick in conveying the intended message. For example, the hooting of a siren at once makes the workers active.
- (b) Sound signals are very useful in time management.
- (c) Buzzers and such other devices streamline the working of the organization.

#### Limitations

- (a) Sign language, whether using visual signs or sound signals, can communicate only elementary and simple ideas.
- (b) It is not easy to draw effective pictures, posters, cartoons etc. It requires great skill on the part of the artist.
- (c) Sign language can be effective in combination with verbal communication. It cannot be a substitute for verbal communication.
- (d) Sign language is quite likely to be misunderstood.
- (e) In verbal communication spot correction can be made easily. It is not possible with sign language.

### Body Language

There are various other ways to communicate, and in them, our body plays the most important role. It is, therefore, very important to make a serious study the way body communicates. This branch of study is known as 'Kinetics' which means 'body movements'. It stands for the way the body communicates without words, and through the movements of its parts.

Human body and its various parts play an important role in communication. It must be noted, though it is known to almost all, that all our body movements, gestures, postures etc., are guided by our feelings and thought processes. The nodding of our head, blinking of our eyes, waving of our hands, shrugging of our shoulders etc., are expressions of our thoughts and feelings. All these movements are the signals that our body sends out to communicate. That is why this area of study has been called 'body language'. Just as language uses sets of symbols to convey meaning, our body, consciously as well as unconsciously, conveys messages, attitudes, moods, status relationships etc. Any intelligent observer can understand this 'language'.

Regarding the importance of 'body language' it has been observed that our words may convey the message wrongly but our body speaks out the truth. Even if we try to hide the truth or anything that we want to suppress, our body, our eyes, our gestures speak out loud and clear.

On careful observation, in a meeting, we can look around and see who occupies the highest position. Generally, those who are in control try to appear strong and fearless. A classic example of status consciousness expressed through body language is that of senior army officer and a soldier standing before him. The soldier invariably stands at attention while the officer looks relaxed, at ease, with his arms and legs comfortably spread out. The soldier's body is tense and in perfect symmetry while that of the officer is relaxed, speaking about his status. A tense, stiff body is a sign of subservience. The same situation prevails in any other organization. In this way their body language shows their status and role relationship. Let us see how different parts of the body send out signals.

In any face-to-face communication or meeting or interview the way we hold our head is very important. There is an old saying 'Hold your head high'. It is a sign of honour and self respect, confidence and our interest in the person before us. A head bent low shows modesty, politeness or diffidence. On the other hand a head drawn too far backwards or stiffly held straight up indicates pride or haughtiness. Head jerks indicate rejection or agreement, depending upon the context and the personality of the person concerned.

### Verbal and Non-verbal Communication 17

It has been said that 'the face is the index of the mind'. Whatever we feel deep inside is reflected on surface. Every facial muscle is an instrument of communication and plays an important role in face-to-face communication. The lines of our forehead, the eyebrows, the muscles of our cheeks, our lips—in a smile or in surprise all these speak louder than words. That is why it is very important for us to exercise restraint, control our feelings, especially negative feelings and adopt a positive attitude.

Eye contact is of paramount importance in face-to-face communication. When we look at somebody's face we focus primarily on his eyes and try to understand what he means to convey. The eyes, along with the eyebrows, eyelids and the size of pupils communicate our deepest feelings. In different situations our eyes adopt different positions and shapes. That is how we come to have fixed eyes, evasive eyes, eyes staring hard, smiling eyes and so on depending on our feelings and attitude. Eyelids raised and combined with dilated pupils tell us that the person is surprised or frightened. On the other hand, eyebrows with upper and lower eyelid closed and combined with constricted pupils convey feelings of anger or pain. Eye movement also communicates in a significant way. A long, very soon, it indicates nervousness or embarrassment.

### Gestures

Movements of our arms, legs, hands, torso and head are called gestures. And gestures also communicate very meaningfully. For example, pounding fist on a table shows anger while a forefinger rose above the head shows 'Number 1'. A forefinger and a thumb touching to form a circle stand for 'OK'. In the same way, arms spread apart convey the meaning of 'wide', shuffling from one leg to another means 'nervous' and a torso erect and extended, slightly forward, has been interpreted as 'intense'.

### Body Shape and Posture

Our body shape and posture affect the way we think about ourselves, how we relate to others and others relate to us. Body shapes may be thin and tall, athletic and muscular or fat and round. We cannot do much about our body, but whenever needed we can try to make the best possible impression. Sometimes the effort to make an impression may make our posture awkward. While appearing for an interview we have to take care that our body does not send out wrong signals. Leaning forward or backward, standing or sitting erect stretching or bending sideways, all these make an immediate impression on the other person's mind. We can always try to be graceful and confident without unnecessarily showing-off or appearing unduly self-conscious.

### PARA LANGUAGE

Very closely allied to verbal (oral) communication but actually non-verbal communication is para language. Para means 'like'. Hence para language is 'like language'. It is non-verbal because it does not consist of words. But it is close to verbal communication because it shows how words are spoken or utterances made. In this way we can say that while verbal communication consists of the 'what' or the content of words, para language involves the 'how of a speaker's voice or the way in which he speaks'. On careful observation we find that a speaker uses a vast range of signs and signals.

### Voice

Voice is the first signal that we receive or use. It tells us so much about the speaker's sex, background, education, training and temperament. There are all kinds of voices—clear, musical, cultivated, pleasant, unpleasant and so on.

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The clearer the voice the more effective is the communication. One must, however, take care of the following points in the use of voice:

- Pitch variation:** Most of us introduce wide variations in pitch while speaking. These variations are necessary to catch the listener's attention and to keep him interested in us. Speaking at length on the same level of pitch makes the speech 'monotonous' or boring. One good way to improve one's pitch variation is to observe others speaking and to benefit from their suggestions. It is seen that generally people in authority speak in a high pitched voice while those in subordinate position speak in monotones. A lot also depends on one's state of mind. Most of us, when excited or angry speak in a highly-pitched voice. A situation like this speaks of a heated discussion in which we hear voices at different pitch levels.
- Speaking speed:** We do not, and should not, always speak at a high speed. Speaking fast or at a high speed is not fluency. We speak at different speeds on different occasions and while conveying different parts of a message. As a general rule we should present the easy parts of a message at a brisk pace because it can be easily understood. On the other hand, the difficult, complicated, highly technical part of information should be conveyed at a slower pace.
- Pause:** The speaking speed is also accompanied by pauses. The pauses have to be at the right moments. Incorrect use of pauses can create problems. A pause can be highly effective in emphasising the upcoming subject and in gaining the listener's attention.
- Volume variation:** Our speech should be loud enough to be audible to the audience, not too loud to put them off. The loudness of our voice should be adjusted according to the size of the audience. The larger the audience, the higher the volume.
- Non-fluencies:** Utterances like 'oh, 'ah, 'umm, 'you know', 'ok' etc. are known as non-fluencies. They give the speaker breathing time and the audience time to think over what has been said. Carefully and judiciously used these utterances add to the fluency of the speaker.

### Word Stress

Proper word stress is of crucial importance in communication. By putting stress or emphasis on a word here or a word there in the same sentence we can change the meaning. As an example let us look at the following sentences repeated with different words stressed:

- Have *you* purchased a new motorcycle?  
Have you *purchased* a new motorcycle?  
Have you purchased a *new* motorcycle?  
Have you purchased a new *motorcycle*?

The sentence or let us say the group of words is the same. The stress on different words gives it a new meaning every time it is uttered. In the same way stressing or emphasising syllables or parts of spoken words also changes the meanings as we see in the following words.

*Convict* (Noun) *Convict* (Verb)  
*Record* (Noun) *Record* (Verb)

As educated people we should take care that proper stress is put on words or parts of words while we speak.

### Advantages of Para Language

- Para language is closely allied to oral communication. No oral communication is complete without it.
- It is a sufficiently dependable indicator of the speaker's place in an organization.

### Verbal and Non-verbal Communication 19

- On the basis of a person's para language or way of speaking we can find out his educational background.
- Para language also tells about a speaker's regional/national background. It helps us a lot in dealing with him.
- A careful listener can learn a lot from a good speaker.

### Limitations of Para Language

- We cannot totally rely on para language. It is like language, but not language.
- The voice quality, speaking speed, pitch etc., may sometimes unnecessarily prejudice the receiver of the message. One has to be open-minded.
- It is difficult to achieve uniformity because speakers belong to different speech communities.

### SPACE, SURROUNDINGS, AND TIME

As has been said earlier we do not communicate by words alone. In fact there is much more communication that is of non-verbal type, i.e., that in which there is no use of words but sending out other signals mutually understood by the sender and the receiver. These signals may originate in many sources. One such important source is the space around us that communicates in its own unique way. Communication experts have made serious study of this dimension and called it 'proxemics'. It is the study of how we communicate with the space around us. We can also call it 'space language'. Let us see what use we can make of space to communicate. For this purpose we will have to demarcate the distance between us and the person/persons with whom we wish to communicate. This distance or proximity can be stated as follows:

- |             |   |  |
|-------------|---|--|
| 1. Intimate | - | Physical contact to 18 inches.           |
| 2. Personal | - | 18 inches to 4 feet.                     |
| 3. Social   | - | 4 to 12 feet.                            |
| 4. Public   | - | 12 feet to as far as we can see or hear. |

### Intimate Space Language

As the term itself shows we maintain intimate or very close contact within the space of 18 inches. Most of our body movements originate within this area. So it is the most suitable distance for effective use of body language. Mostly only our family members, closest friends and selected people enter this area. In other words, only very special people enter this area.

### Personal Space Language

While in intimate space we mostly speak in whispers or at a low pitch, in personal space that extends from 18 inches to 4 feet we have normal conversation with our close friends, colleagues and visitors. Here we rise above the closed circle of intimacy around us. Although this circle is also mostly personal in nature, it is relaxed and casual most of the time. However, certain important decisions may be taken in this circle.

### Social Space Language

The space extending from 4 to 12 feet has rightly been called the 'social space'. This space is used mostly for formal purposes, and the relationships within this circle are more formal/official. Most of the business is done within this area. While feelings, emotions, likes and dislikes may come up in the intimate and personal space, the communication in social space is dominated by reason and planning. It is therefore the most important spatial dimension in business.

**Public Space Language**

We can very well imagine the nature of communication/speaking in the space extending beyond 12 feet. In this large area communication becomes even more formal than in social space, within this large space we have to adopt an attitude of detachment of perception, objectivity of approach and formality of communication/ speaking. Here we also have to raise our voice in order to be heard by a much larger group than in social space. That is why it is called public space.

**Surroundings**

Our surroundings or physical environment speak their own non-verbal language. While it encompasses a large number of objects, it is worthwhile to consider two important aspects of our physical context—colour and layout—for the purpose of non-verbal communication.

**Time Language**

Time language is another type of non-verbal communication. In this non-verbal aspect of communication we send out messages to others by showing them what time means to us. In this way time is symbolised. Very often we hear the maxim 'Time is money'. We send out signals regarding the importance of time, a particular point of time, and so on. Time management is now one of the most important parts of overall management.

Business community all over the world knows the worth of time. It is this consciousness of the value of time that has led to the invention of many time saving devices. All communication is meant to be suitably timed. We are all in one way or another conscious of the crucial role of time in productivity. Whether somebody reaches a place in time or late makes all the difference.

**Questions**

1. What do you mean by the word 'verbal'? Why is verbal communication regarded serious?
2. Write a note on the importance of oral communication.
3. What are the limitations of oral communication?
4. Write short notes on the following:
  - (a) Listening as a communication tool
  - (b) Evaluative listening
  - (c) Empathetic listening
  - (d) Appreciative listening
5. What are the various barriers in effective listening? How can they be overcome?
6. Write a note on the characteristics of written communication.
7. Write in your own words the advantages and limitations of written communication.
8. Why is written communication indispensable to an organization?
9. What do you mean by body language? Discuss its various aspects in detail.
10. Write a note on the saying, 'The face is the index of the mind'.
11. What do you mean by 'sign language'? Discuss the use of at least two examples of sign language.
12. Write a note on the use of sound signals clearly distinguishing the different kinds and uses.

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13. Write short notes on
    - (a) eye contact
    - (b) nodding
    - (c) stiff standing body position
    - (d) constant gaze
  14. Write short notes on the following:
    - (a) Speed variation in speech
    - (b) Pause
    - (c) Non-fluencies
    - (d) Word stress
  15. Write an essay on the para linguistic aspects of effective oral communication.
  16. What are the risks involved in depending on para language?
  17. Define 'space language' and show its importance for communication.
  18. Write short note on each of the following.
    - (a) Intimate space language
    - (b) Personal space language
    - (c) Social space language
    - (d) Public space language
  19. Write a note on the saying 'Time is money'.
  20. What are the types of verbal communication?
  21. Why is 'listening' important?
  22. What is discriminative listening?
  23. What is selective listening?
  24. What is emphatic listening?
  25. What are the types of verbal communication?
  26. What is 'overload of message'? How does it affect communication?
  27. What is sign language?
  28. What are visual signals?
  29. What are audio/sound signals?
  30. What are the limitations of sign language?
  31. What is body language?
  32. How do we show our status?
  33. How is eye contact important in communication?
  34. What is para language?
  35. What are non-fluencies?
  36. What is word stress?
  37. What are the advantages and disadvantages of para language?
  38. What is personal space?
  39. What is time language?

## FORMAL AND INFORMAL CHANNELS OF COMMUNICATION (Corporate Communication)

### INTRODUCTION

In the changing business environment of multinational competition and globalization, communication tends to become an important component of an organization. Like the functional areas of production, marketing, and finance, communication too is shaping into a distinct area, in the form of corporate communication.

Theoretically, it is to bring under a single umbrella all communication activities done by different areas such as marketing, public relations, operations regional marketing, and the like. It is directed at good image building and developing human capital.

Several changes in the modern, socio-technological age of information have made people pay more attention to communication as an important tool of successful management. These changes are:

- Size of organization:** Big organizations are getting bigger and bigger either through their own increased level of production or through multinational collaborations. The very size of organizations today poses problems for communication. These problems have got to be looked into for a proper running of the whole project.
- New developments in information technology:** The modern age, known as the age of information, is not just an age of many new media of information—telephone, radio, television, communications satellite, computers, and so on. It is also an era of a new attitude towards knowledge and the value of sharing it with others. In fact, communication is now looked upon as a source of empowerment of people. But the power of the media depends on the skills of those people who use them at both ends of the communication channel. It involves a new attitude towards the value and use of good communication.
- The concept of human capital:** All employees and workers are considered to be the human component of business. They are not just the source of labour. Their attitudes, interests, and welfare constitute a major part of management concern to achieve targeted goals and objectives. Hence there has to be a live channel of communication between the employees and the management.
- Need to learn corporate etiquette:** Top corporate executives are increasingly being sensitized about the importance of knowing how to conduct meetings, seminars, presentations, and negotiations. They realize that management executives should learn the rules of etiquette, if not already familiar with them. These include:
  - How to greet
  - How to shake hands
  - How to dress for success
  - How to present cards
  - How to listen
  - How to converse with seniors/ladies and clients

The training, which again is a part of communication skills, develops the corporate etiquette to be observed and practiced for success in international/multinational or big national ventures. Good business manners speak of the culture of the organization, not of the individuals in particular.

These contemporary changes suggest that organizations not only need an effective communication system; they need to have executives/managers who are well equipped with these skills.

### COMMUNICATION CONCERN OF THE MANAGER

In business, a manager spends maximum time either speaking or writing to his colleagues, his seniors, his juniors, or his clients. A manager's success depends largely on his ability to communicate to his colleagues such objectives as what has to be done and why it is to be done. To be able to do this, the manager has to devote his time to the following:

- Receive and interpret information from other managers and departments.
- Send information to other department managers.
- Pass information and suggestions on new plans or projects upwards to senior/top management.
- Send information downwards.
- Develop a positive attitude.

All communication passes through some well-defined stages or position in the organization. We are familiar with the phrase 'through proper channel' which means that the sender of a written communication means to pass it on to the addressee through someone occupying an important position in the hierachical system of the organization. In this way the word 'channel' means the position or point through which the communication passes. These positions exist at different levels in the system. And also there is quite a large amount of communication that does not pass through these points or does not follow any protocol. So, we can divide the channels of communication into two categories:

1. Formal
2. Informal

### FORMAL COMMUNICATION

A formal channel of communication can be defined as a means of communication that is normally controlled by managers or people occupying similar positions in an organization. It has been called 'the main line of the organization's operational communication'. In this are included the reports, records and other forms that supply working information to the various parts of the organization, orders, instructions and messages that move up and down in the hierachical system and the letters, sales presentations, advertising and publicity material that go out to the public. These forms of communication just do not happen by themselves. They are carefully thought out and well designed. Great care is taken in their design and movement.

### Advantages

- (a) The formal channels account for most of the effectiveness of communication. As has been said earlier great care has to be taken in sending across any letter or report through the 'proper' formal channel.
- (b) Formal channels cover an ever-widening distance as organizations grow. Through them it is easier to reach out to the branches of an organization spread far and wide.
- (c) The formal channels, because of their tendency to filter information, keep the higher level managers from getting bogged down with it.
- (d) Formal channels of communication consolidate the organization and satisfy the people in managerial position.

- Limitations**
- Quite often it is seen that the formal channels of communication inhibit or stand in the way of free flow of information.
  - In continuation of the point given above we can say that the formal channels are time consuming. Strict formality in sending our messages may cost the organization in terms of man hours.
  - The formal channel may also incur a lot of expenditure in terms of money.
  - There are more chances of red-tapism and delay tactics in this method because executives generally overlook the interests of the subordinates. Any information upward or downward favouring subordinates is more often suppressed or delayed by the superiors.
  - In most of the big organizations, contacts between the top executive and the subordinates at the lowest level are far remote. Very often they do not recognize each other. This adversely affects the relations between executives and subordinates.

### INFORMAL COMMUNICATION OR GRAPEVINE

Side-by-side with the formal channels of communication there exists on a much larger scale informal channel of communication or a secondary network of information. Its source lies in man's compulsive instinct to communicate or talk out whatever he feels and thinks with his fellow beings and throw all norms to the winds. Man is essentially gregarious by nature, i.e., he likes to move about and form groups. And whenever groups meet there is bound to be talking on different subjects, serious and not so serious. This tendency is more visible in the low rung of the organization. Here the people are rather fond of setting afloat rumours regarding all matters under the sun. The rumour mill is always working in any organization. The larger the organization, the more active the rumour mill. It has come to be called the 'grapevine' in management literature. Quite often it also contains some useful information. That is why it cannot be altogether ignored. Informal communication is also known as grapevine. It represents the unofficial channels of communication which are created and controlled by people themselves rather than the management. This channel follows no set lines or definite rules but it spreads very fast like the grapevine.

#### Factors Leading to the Grapevine Phenomenon

The grapevine becomes active when the following factors are present.

- Feeling of uncertainty or lack of sense of direction when the organization is passing through a difficult period.
- Feeling of inadequacy or lack of self-confidence on the part of the employee, leading to the formation of groups.
- Formation of a favoured group by the manager, giving other employees a feeling of insecurity or isolation. People operating in such circumstances will be filled with all sorts of ideas and will share them with like minded companions, at whatever level they may be. Mostly they find them at their own level, but other levels are not barred.

#### Grapevine Chains

Specialists have identified four types of grapevine chains:

- Single strand chain:** In this type of chain 'A' tells something to 'B' who tells it to 'C' and so on. This type of chain is the least accurate in passing on the information or message.
- Gossip chain:** In it a person seeks out and tells everyone the information he has obtained. This chain is often used when information or a message regarding a 'not-on-job' nature is being conveyed.
- Probability chain:** In it individuals are indifferent to the persons to whom they are passing some information. This chain is found when the information is somewhat interesting but not really significant.

- Cluster chain:** In this type of chain 'A' tells something to a few selected individuals and then some of these individuals inform a few other selected individuals.

It has been found out that the cluster chain is the dominant grapevine pattern in an organization. Generally only a few individuals, called 'Liaison individuals' pass on the information they have obtained and then they are likely to share it with the people they trust. Most informal communication flows through this chain.

#### Advantages

- Speedy transmission:** The greatest merit of this phenomenon is that it transmits information very quickly. A rumour spreads like wild fire. The very moment a worker comes to know that something is 'top secret' or 'confidential' he tries to look into it or have some idea of it and pass it on to others. Thus it spreads within minutes. Managers have been known to distribute information through planned 'leaks' or carefully used 'just between you and me' remarks.
- Feedback value:** It is primarily through the grapevine that the managers or top bosses of an organization get the feedback regarding their policies, decisions, memos etc. The feedback reaches them much faster through the informal channel than through the formal channel.
- Support to other channels:** The grapevine or informal channel functions as a supplementary or parallel channel of communication. The formal channels not only take more time but also impose certain constraints on the process of communication. So, whatever is deemed to be unsuitable for the formal channels can be successfully transmitted through the grapevine.
- Psychological satisfaction:** The grapevine gives immense psychological satisfaction to the workers and strengthens their solidarity. It draws them nearer to each other and thus keeps the organization intact as a social entity.

#### Limitations

- The information spread through the grapevine is less credible than the one given by the formal channel. Since the grapevine spreads information through the word of mouth it cannot always be taken seriously.
- The grapevine does not always carry the complete information. Thus one may not get the complete picture on its basis.
- The grapevine often distorts the picture or often misinforms. As its origin lies in the rumour mill, it may spread any kind of stories about responsible people. In this way it may spoil the image of the organization.

#### Effective Use of the Grapevine

A skilful manager can make effective use of grapevine. Some hints are given below:

1. A tactful manager will keep the employees well-informed so that they may not spread rumours.
2. The management can and should organize fruitful group activities so as to enhance the self-worth of the employees and update their knowledge. This will go a long way to stop them from indulging in small talk.
3. The manager should, as far as possible, have an open-door policy without giving the impressions of cheap popularity.
4. The manager should tactfully identify the leaders and win their confidence. This will help him in feeling the pulse of their followers.
5. As far as possible, the employees, through their leaders, should be made partners in the decision making process.
6. The manager should create a healthy environment where there is room for personal talk. Regular timings may be allotted for this purpose.

Channels of Communication 25  
Individuals and then some of these  
in an organization. Generally  
have obtained and then they are  
through this chain.

its information very speedily.  
at something is 'top secret' or  
others. Thus it spreads within  
named 'leaks' or carefully used

top bosses of an organization  
reaches them much faster

a supplementary or parallel  
so impose certain constraints  
the formal channels can be

to the workers and strengthens  
intact as a social entity.

even by the formal channel.  
always be taken seriously.  
not get the complete picture

in the rumour mill, it may  
image of the organization.

spread rumours.  
change the self-worth of the  
from indulging in small talk.  
ing the impressions of cheap  
will help him in feeling the  
the decision making process.  
onal talk. Regular timings

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7. The manager should try to get feedback on his style of functioning and work for continuous improvement.
8. Rumours aimed at character assassination or maligning somebody must be discouraged.
9. A manager must learn to be a good empathetic listener. This way the employees or their leaders will feel free to talk to him rather than indulge in rumour mongering.

Table 1.2 provides distinction between formal and informal communications.

**Table 1.2 Distinction between Formal and Informal Communications**

Basis of distinction	Formal communication	Informal communication
Origin	Deliberately structured	Spontaneous and unstructured
Flow	Prescribed	Not prescribed
Authority	Official channel	Unofficial
Purpose	To achieve organization goals	To satisfy personal needs
Speed	Slow	Fast
Accuracy	Accurate and Authentic	Often contains rumours and gossips
Form	Both oral and written	Oral

### Rumour

Rumour is an undesirable feature of grapevine. It is grapevine information which is communicated without the presence of authentic standards of evidence. It is, therefore, the injudicious and untrue part of the grapevine. Rumour is generally incorrect though it may by chance be correct. Rumour originates due to several reasons. It frequently arises due to employees' anxiety and insecurity caused by poor formal communication. Rumour may also be used by employees to put pressure upon management. Sometimes, rumour arises due to pure maliciousness on the part of employees.

### Questions

1. Clearly distinguish between the formal and informal channels of communication.
2. Why is the informal channel called the grapevine?
3. Discuss the merits and demerits of the formal channels of communication.
4. How can the grapevine be put to effective use?
5. Write a short note on Corporate Communication.
6. What is rumour?
7. What is corporate communication?
8. What is human capital?
9. What is grapevine phenomenon?
10. What are the merits and demerits of grapevine chain?
11. Discuss the grapevine chain.
12. What is the difference between formal and informal channels of communication?

## 5 BARRIERS TO COMMUNICATION

### INTRODUCTION

Communication is the basis of all business. Anything going wrong in it may cost the organization dear. Managers often say that one of their greatest problems is communication breakdown. Specialists have studied it and have found certain factors that cause this problem. It is appropriate to have a look at these causes of communication breakdown.

### Semantic Problems

Semantics is 'the study of meaning'. That is why the problems arising from expression or transmission of meaning in communication are called semantic problems. Communication is based on words. And words may be used in unlimited ways. The meaning is in the mind of the sender and also in that of the receiver. But it is not always necessary for the meaning in the mind of the sender to be the same as in the mind of receiver. Much, therefore, depends on how the sender encodes his message. The sender has to take care that the receiver does not misunderstand his message, and gets the intended meaning.

### Lack of Planning

Communication is not a casual affair. Unfortunately, many people take it lightly. The result is that the message to be sent across may not be carefully planned. There are innumerable examples of people who would give an ill-planned, long-winded lecture while a short presentation with tables or graphs would be sufficient. Such an event would turn into one of miscommunication.

### Noise

Noise means 'interference that occurs in a signal and prevents you from hearing sounds properly'. In a workshop, for example, the noise caused by machines makes oral communication difficult. In the same way some technical problem in a public address system will distort the sound signal and affect communication. Adverse weather conditions or some fault in the telecommunication systems may also spoil the effect.

Noise also encompasses many other factors that may exist at the end of sender as well as that of the receiver. The sender may resort to confusing signals. The receiver may misunderstand the message due to carelessness or may spoil decoding because of wrong interpretation.

### Socio-psychological Barriers

The attitudes and opinions, place in society and status-consciousness arising from one's position, one's relations with peers, seniors, juniors and family background—all these deeply affect one's ability to communicate both as a

sender and receiver. Status consciousness is widely known to be a serious communication barrier in organizations. It leads to psychological distancing which leads to breakdown of communication. Often it is seen that a man high up in an organization builds up a wall around himself. This restricts participation of the less powerful in decision making.

#### Cultural Barriers

Cultural differences are also communication barriers. We have to be especially careful in this regard as now we have to operate in international environment. The same category of words, phrases, symbols, actions and colours mean different things to people of different countries or different cultural backgrounds. For example, in the United States people love to be called by their first names while in Britain, and to a large extent also in India, people like to be addressed by their last name. In the North American States a sign of 'O' made with the forefinger and thumb stands for 'OK' while in the Southern States it is construed as obscenity.

#### Wrong Assumptions

Quite often we act on assumptions, without caring to seek clarification for them. We should make all possible efforts not to act impulsively on assumptions. For example, if a person writes to us that he would like to visit our office without telling us that he would like to be picked up and we assume that he will manage to come on his own. It may lead to loss of goodwill.

#### Selective Perception

Most of the factors cited above lead to selective perception. It means that the receivers selectively see and hear depending upon their needs, background, motivations, experience and other personal characteristics. While decoding the messages, most of the receivers project their own interests and expectations into process of communication leading to a particular kind of feedback that may become a communication problem.

#### Information Overload

Unchecked inflow of information very often becomes another barrier to communication. It may bore and frustrate the senior executive. When people are burdened with too much information they are likely to make errors.

#### Emotions

Emotions play a very important role in our life. Both encoding and decoding of messages are influenced by our emotions. A message received when we are emotionally worked up will have a different meaning for us than when we are calm and composed. Anger is the worst emotion and enemy of communication.

#### Filtering

Filtering means that the sender of a message manipulates information in such a way that it will be seen more favourably by the receiver. A manager, for example, likes to tell his boss what he feels his boss wants to hear, in this process he is filtering information. The net result is that the man at the top never gets objective information. In the same way, the people at the lower levels condense and synthesise information so as to get maximum benefits for themselves. They hold back or ignore some important part of information.

#### Poor Retention

It is worth noting that people are also likely to forget messages reaching them. Hence, there arises the necessity to repeat the message and use more than one medium to communicate the same message.

#### Offensive Style of Communication

It is clear that offensive style of communication leads to communication breakdown. It is a rather sensitive point. If a manager sends a message in such a way that the workers/junior become defensive, their relations get strained and communication suffers. Hence it is absolutely necessary for the management to adopt a persuasive style of communication.

#### Poor Listening

Poor listening may lead to serious communication problems. Too many people are interested in talking and mostly talking about themselves. They are so much involved with themselves that they do not have patience to importance of listening, but very few actually practise patient, active and empathetic listening. That is why so many communication problems crop up.

#### Goal Conflicts

Very often clashes of the goals of various units and sub-units of an organization lead to communication breakdown. Communication should serve as a conflict-resolution exercise. But the goal conflicts act as communication reduction mechanism. Different units internalise their own goals, and that leads to the splitting or bifurcation of interests in the organization.

#### Loss by Transmission

Communication often suffers when messages pass on from person to person in a series of transmissions. They get diluted on the way. Special care has to be taken that the intended message reaches the person concerned.

#### Insufficient Period for Adjustment

People respond to change in different ways. They take their own time to adjust to any proposal for change. While the purpose of communication is to effect change, it should be kept in mind that the employees whose duties, shifts etc., are going to be changed should be given sufficient time.

#### HOW TO OVERCOME COMMUNICATION BARRIERS?

Overcoming communication barriers requires efforts at different levels. At organizational level, top management should try to ensure free and flawless communication. Following are some of the way to overcome communication barriers:

1. Overcome perception barriers: One of the main problems of communication is that people have wrong and negative perceptions. Usually we are not conscious of our fellow beings. In fact they do not let man know that he is at fault. To overcome these faults, one should transform one's perceptions on regular basis.

For this, different spiritualists have recommended different spiritual exercises that one can undertake. One of these exercises is sharpening the observation about others and oneself. As one's alertness and

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awareness increases, perceptions are transformed and negativity is overcome. With this, one's false sense of egotism and individualism wanes with passage of time and as a result communication improves.

- Effective listening:** Listening plays very dominant role in communication process. One can win other person's heart by listening to him totally and emphatically. Listening should not be identified with submissiveness and subordination. In fact more a person ascends his ladder of career, more he has to listen to others. Moreover, proper listening assures the speaker that the listener is sincere and trustworthy, and paves the way for free and open communication.
- Create synergistic environment:** Before communicating with other persons, create healthy and congenial environment. Otherwise neutral words attempting to convey positive message convey negative message. In daily conversation, people have to transcend defensive and legalistic communication. For this, both parties should try to create synergistic environment where cooperation breeds cooperation and trust begets trust.
- Convey emotional contents of the message:** Every communication situation requires conveying of the content of message (intellectual part) as well as the emotional impact of the message. The message is generally perceived by the sender to be objective and accurate. But the problem occurs when the receiver does not share the same perceptions of the message. For this, sender should consider the emotional reaction of the receiver whether the message will be interpreted as positive or negative.
- Use appropriate language:** For communicating with others, one should use appropriate language or words that other persons can easily understand. The language should be according to the mental level of the audience. For conveying message to analytical persons, statistical facts and figures should be used whereas for motivating emotional persons, emotionally appealing arguments should be used.
- Use proper channels:** Every communication situation requires use of different communication channels. The sender should use those channels in effective way. For negotiation and persuasion, face-to-face communication is best. For conveying information to large number of illiterate and semi-literate workers, oral and visual communication is more effective. In case of formal relations, written communication should be followed.
- Encourage open communication:** Management should follow open communication policy where employees are encouraged to approach immediate and higher superior, with any matter that concerns the organization and people at organization. With this communication gap among different employees and executives can be overcome.
- Ensure two-way communication:** One-way communication breeds misunderstanding and negative emotions. Therefore there should be two-way communication with sound feedback system. With two-way communication, classification can be made of the message and filtering and distortion of the message can be prevented.
- Make best use of body language:** While communicating make use of the body language as more than 55% communication takes place through body language. Every message should be backed by appropriate gesture and tone of voice. Only then the sender will be able to interpret the message in true sense.

**Questions**

- Write short notes on the following:
  - Filtering
  - Information overload
  - Goal conflict
  - Status consciousness
  - Emotions and communication

- Show how offensive style is the greatest barrier to communication.
- Write a note on the socio-psychological barriers to communication.
- How does culture affect communication?
- What are the communication barriers?
- How can you overcome communication barriers?
- What are semantic problems?
- How does noise affect communication?
- What are socio-psychological barriers to communication?
- How do cultural barriers affect communication?
- What are wrong assumptions? Give an example.
- What is selective perception?
- What is information overload? How does it affect communication?
- Why is offensive style of communication not good?
- What are goal conflicts?

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#### Questions

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  - (a) Filtering
  - (b) Information overload
  - (c) Goal conflict
  - (d) Status consciousness
  - (e) Emotions and communication

2. Show how offensive style is the greatest barrier to communication.
3. Write a note on the socio-psychological barriers to communication.
4. How does culture affect communication?
5. What are the communication barriers?
6. How can you overcome communication barriers?
7. What are semantic problems?
8. How does noise affect communication?
9. What are socio-psychological barriers to communication?
10. How do cultural barriers affect communication?
11. What are wrong assumptions? Give an example.
12. What is selective perception?
13. What is information overload? How does it affect communication?
14. Why is offensive style of communication not good?
15. What are goal conflicts?

## 6 DIVISIONS OF HUMAN COMMUNICATION AND METHODS TO IMPROVE INTERPERSONAL COMMUNICATION

### INTRODUCTION

You come across different situations in life. As human beings, you have to communicate with various people and in different environments. Sometimes, you converse with your friends and yet at other times you communicate with your superiors or subordinates. There are also occasions when you have to address a group, participate in a meeting and deliver a talk to a large gathering. All these occasions necessitate human communication to be of different nature. Human communication can be divided as illustrated in Figure 1.1.

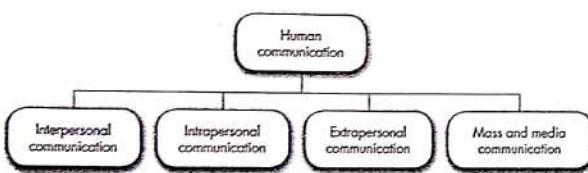


Figure 1.1 Various divisions of human communication

### Interpersonal Communication

This form of communication takes place between two people. When one person communicates with another using words or symbols, it is called interpersonal communication. The success of this form of communication depends on the familiarity of knowledge, background and experience of the individuals involved. People with similar backgrounds, beliefs and experiences communicate better. Their fields of experience often overlap. You often find it interesting to talk with a friend about a book you both have read or a movie you both have seen. Examples of interpersonal communication are conversation, small group meetings, some interviews and letters.

### Intrapersonal Communication

There are times when human beings actively communicate with themselves without any visible companion. In this type of communication, a person talks to himself, that is, he talks to his own self. The word 'intra' means within and, thus, intrapersonal communication is talking to one's own self without the involvement of a second person or party. In such a communication, activities of the bodily senses are involved.

Such a communication occurs both in group and in isolation when a person concentrates more on any of the past actions or events. He isolates himself from others, and moves within to interact. We can find a person

thumping at the desk or blabbering suddenly without any other individual's participation. Thus, communication can bring a change in a person's self-concept, self-determination and self-motivation. It may help an individual realize his faults and, at other times, infuriate him also. Examples of such communications are soliloquies in dreams and afterthoughts of an individual when he comes out of a meeting on a crucial matter with his boss.

### Extrapersonal Communication

Human beings also communicate with animals, inanimate objects and their surroundings. This is termed as extrapersonal communication. This is most often a communication with less chances of exchange in terms of words between the sender and the receiver. The sender in such a case may use words but may receive response in the form of gestures as in the case of animals. In the case of inanimate objects, the sender depends solely on his sense perceptions and makes this communication a medium to express his sense of joy, sorrow or frustration.

### Mass and Media Communication

There are times when we have to communicate with large groups. In such a communication, the sender uses electrical/mechanical device to send his message. The channel could be newspaper, radio, TV, video, or some other medium. Thus, in this type of communication, though it involves two parties, yet the receiver has fewer chances to participate actively. The receiver acts as a listener, and the sender too has the limitation of not making a personal rapport with him or her. Feedback and response are difficult to be sought or expected through this medium of communication.

### METHODS TO IMPROVE INTERPERSONAL COMMUNICATION

Interpersonal communication is the process by which people exchange information, feelings, and meaning through verbal and non-verbal messages: it is face-to-face communication. Interpersonal communication is not just about what is actually said — the language used — but how it is said and the non-verbal messages sent through tone of voice, facial expressions, gestures and body language.

When two or more people are in the same place and are aware of each other's presence, then communication is taking place, no matter how subtle or unintentional. Without speech, an observer may be using cues of posture, facial expression, and dress to form an impression of the other's role, emotional state, personality and intentions. Although no communication may be intended, people receive messages through such forms of non-verbal behaviour.

Interpersonal communication competence consists of a set of skills, knowledge about communication, and self-evaluation. Competent interpersonal communication skills include self-disclosure, feelings and thoughts, and descriptiveness and support. Whenever we communicate we always do the following two things simultaneously:

1. Representation: We represent some information. We make some statement about the world around us.
2. Presentation: We present the information in a particular way, which will then define our relationship with the other person in a particular way.

Effective interpersonal communication exists when the receiver interprets the sender's message the way the sender intended it. However, it is so common for people to misunderstand each other. The source of misunderstanding between people is the failure of the receiver to understand correctly the intentions of the sender. The following things should be kept in mind to communicate effectively:

- Refer to the person you are talking to by name. People are complimented when they know that you are making the conversation personal. Making it personal also means making your message appropriate to the receiver's frame of reference. For example, the same message may be explained differently to your friend, boss or co-worker.

- Make your messages specific and complete. When speaking, include all of the necessary information the receiver needs to comprehend your message. You need to communicate the frame of reference you are using, the assumptions you are making and the intentions you have. Repeating your message more than once and using more than one means of interpersonal communication, such as pictures and nonverbal cues, will help the receiver understand you.
- 'Own' your messages by using first person singular pronouns: 'I' or 'my.' Ownership means taking responsibility for the ideas and feelings that you express. You disown your message when you use terms like 'most people,' 'some of our friends,' and 'our group.' These terms make it difficult to tell what you really think and what you are saying or whether you are repeating the thoughts or feelings of others. Describe your feelings by name, action or figure of speech. Be descriptive. You may describe your feelings by name by saying, 'I feel neglected,' by action, 'I feel like crying,' or figure of speech, 'I feel down in the dumps.'

When you want to express your feelings, the ability to describe them is essential. Explaining your feelings clarifies them to yourself as well as the other person. It often begins a dialogue that will improve your relationship with the other person. Describing your feeling conveys maximum information about what you feel in a more constructive way than giving commands, asking questions, making accusations, or offering judgments. It's best to use neutral statements such as 'I understand what you're saying' and 'So that's how you feel about it' until the speaker has completed his or her complete explanation.

You should always be aware of how the receiver is interpreting and processing your message. The way to be sure is to continually ask for feedback as to what meanings the receiver is attributing to your messages. Concentrate on listening to what the other person is saying. Focusing on the other person's message will make a major difference in terms of how they feel they're being received. Listen with an open mind. When you go into a situation thinking that you will not learn anything or that you have all the answers, you are shutting yourself off from effective listening and learning. Ask questions or paraphrase what another person is saying. If you have any doubts, ask for clarification immediately.

The best way to determine if you understand how a person is feeling is through a perception check. You do this by describing what you think the other person's feelings are, asking whether or not your perception is accurate, and refraining from expressing approval or disapproval of the feelings. A perception check communicates the message, 'I want to understand your feeling; is this the way you feel?' It shows you care enough about the person to want to understand how he feels. Whatever a person says to you should be interpreted on the basis of what they have said to you in the past, and also what you expect them to say. If you are trying to understand the communication from someone you have talked with before, you need to take into account his history.

Avoid jumping to conclusions about the speaker and what's being said. Listen to the total message before you draw your conclusions. Give the speaker a chance to develop an argument and substantiate major points. While there is a tendency to make judgments on the basis of an initial impression, it's in the best interest of you not to label someone after a few minutes.

Interpersonal communication consists of nonverbal messages. Therefore, you have to make sure that you include nonverbal messages. For example, when you nod your head up and down, you are reminding your speaker and yourself that you are attending to the message.

Interpersonal communication is 'communicating "one on one" with other human beings' and describes successful communication as including the ability to predict 'how the other person will understand and react to you.' Interpersonal communication contains nonverbal cues, including body language and eye contact, and verbal cues, including language and emotional tone. Several approaches can be taken to improve your interpersonal communication, whether you are dealing with family, friends, co-workers or strangers. Prominent methods are discussed below:

### Think About the Mood You Set

A simple 'hello' can reflect your mood and attitude. When you talk to someone on the telephone, you know what the other person's attitude or mood is by the inflection in his voice, not just by his words. Think about how your voice reflects your attitude towards your audience. Think about the words you choose. You will alienate your audience if you are rude or use inappropriate language.

An effective way to improve your verbal communication skills is to practice, recording yourself digitally on a device such as a cell phone. Play back your recording and listen carefully to how you sound. Does it match how you feel? Is it appropriate for the feelings you are trying to convey?

### Improve your Listening Skills

There are four key elements in the listening process: hearing, interpreting, evaluating and responding to the message. All four elements work together to build an understanding of what you are hearing.

It is suggested that you ask these questions as you listen: What am I hearing? What feelings am I getting? What is the message? What is the information that I am getting? Once you understand the meaning of the message, you can engage in effective interpersonal communication.

### Use Appropriate Body Language

Appropriate body language can reinforce your verbal message or reflect your mood. There are some conscious methods you can utilize to show the listener you are actively listening.

When someone is speaking to you, be aware of your facial expressions. Smiling, for instance, will reveal to your listener that you are pleased. Avoid showing unconscious signs of disapproval, such as crossing your arms in front of you. A simple nod of the head shows approval.

### Acknowledge Your Audience

Acknowledging your audience is one of the principle techniques of effective interpersonal communication. The person you communicate with needs to know he is understood. Make eye contact with the speaker throughout the conversation. Ask questions to prove you are listening and for clarification.

### Questions

1. Write short notes on the following:
  - (a) Intrapersonal communication
  - (b) Interpersonal communication
  - (c) Extrapeople communication
  - (d) Mass and media communication
2. What things should be kept in mind while communicating with others?
3. What are the qualities of a good communicator?
4. Discuss in detail interpersonal communication and the ways to improve it.
5. What role does body language play in communication?

## QUALITIES OF GOOD COMMUNICATION

### CHARACTERISTICS OF A GOOD COMMUNICATION

The basic knowledge of language is essential for understanding the intricacies of writing and speaking skills. Language employs a combination of words to communicate ideas in a meaningful way. By changing the order of words in a sentence, the meaning can also be changed, or even made meaningless. Thus, language is a tool for communication. In order to make our communication effective, we should know the characteristics of good communication. Important characteristics of good communication are as follows:

1. **Clarity:** Good communication never 'happens'. It does not take place offhand or random. Rather it is the result of advance thinking and careful planning.  
The principle of clarity implies both clarity of thought and clarity of expression. The process of communication begins with the generation of a thought in the mind of the communicator. A clear message cannot be sent from an unclear thought. Clarity of thought means the communicator must be fully clear in his mind about what he wants to communicate (the message), why he wants to communicate (the objective of communication), to whom he wants to communicate (the receiver), when he wants to communicate (the timing), and how should he communicate (the most suitable media).  
Once the idea is clear in the sender's mind, it must be expressed in clear and simple language. Clarity of expression requires proper encoding of the message and choice of appropriate words.
2. **Completeness:** Every communication must be complete and adequate. Incomplete messages keep the receiver guessing, create misunderstanding and delay the actions. Every person should, therefore, be provided with all the required facts and figures. For example, when the factory supervisor instructs workers to produce, he must specify the exact size, shape, quality and cost of the product. Any assumptions behind the message should also be clarified. When you answer a letter, reply all the questions raised in the letter.
3. **Conciseness:** Brevity is the soul of good communication. Therefore, we should use only relevant details in our message. Brevity saves the time of both the sender and the receiver of the message. Besides saving time, brevity provides race to speech and a force to what you write.
4. **Consideration:** In order to communicate effectively, think and look from the receiver's angle. The sender should adopt a humane approach and understand the emotions and sentiments of the receiver. He should understand and focus on the needs of the receiver. The socio-psychological background of the receiver must be understood. The golden rule 'First understand then be understood' should be followed.
5. **Correctness:** You should not transmit any message unless you are absolutely convinced of its accuracy and authenticity. If employees forward incorrect information to managers, decisions based on such information may be wrong. Similarly, transmission of incorrect information to outsiders may spoil relations and reputation. Give correct facts and send your message in the correct style.

6. **Courtesy:** Courtesy means a friendly and helpful behaviour towards others. Polite manners facilitate communication. Politeness begets politeness and encourages participative communication. The following guidelines should be observed to ensure courtesy:
  - (a) Thank generously for a favour. When someone does a favour to you, acknowledge it promptly and thank the person generously for being kind to you.
  - (b) Apologize for an omission. If you have committed a mistake, express your regrets promptly and sincerely.
  - (c) Avoid irritating expressions. Words and expressions having negative connotation should not be used in the message.
  - (d) Answer all letters promptly. In case you need time to send a full reply, acknowledge the letter you have received.
  - (e) Use empathy. Ask how you would feel if you were to receive this message.
7. **Careful use of body language:** In face-to-face oral communication, body language should be used to reinforce words. Proper posture, right eye contact and appropriate facial expressions help to make communication effective.
8. **Attentiveness:** While sending and receiving a message, you must pay full attention. While transmitting information, attention is necessary to ensure that all the relevant details are included in correct and clear manner. Undivided attention to all incoming messages is required to ensure that the messages are fully understood and no point is missed.
9. **Objectivity:** The communicator should be fully impartial while sending a message. He should not allow his emotions, attitudes or bias to distort the message. He should communicate unpleasant facts in such a way that the feelings of the receiver are not hurt. Similarly, one should not allow his emotions and prejudices to distort understanding and interpretation of information received from others.
10. **Use grapevine strategically:** According to this principle, informal channels of communication should be used judiciously to supplement the official channels. Informal communication or grapevine can be fruitfully utilized particularly when the official channels are slow and insufficient.
11. **Feedback:** Feedback should be used carefully in planning and executing communication. Where feedback is not automatically available, the sender should ask questions, request reply and encourage the receiver to give his reactions to the message. Communication is complete only when the receiver understands the message and the sender comes to know that his message has been understood.
12. **Elimination of noise:** Noise is the greatest barrier to communication. Every possible effort must be made to eliminate noise caused by machines, equipment, communication devices, disturbance in the transmission lines, etc.

### Questions

1. Explain the qualities of good communication.
2. Why is courtesy important in communication?
3. Why is objectivity necessary for good communication?
4. Why should we be careful about our body language?
5. Why do we say, 'Brevity is the soul of good communication'?

PART TWO

ଶବ୍ଦ

*Grammar*

# 8

## PASSIVE VOICE

### INTRODUCTION

Voice shows whether the subject of the verb does something, or something is done to it. There are two voices: *active* and *passive*. In active voice the subject of the verb does something; For example:

Rakesh kicked the ball. (The subject, Rakesh, does something, *kicked*.)

In passive voice something is done to the subject. For example:

The ball was kicked by Rakesh. (Something, *was kicked*, is done to the subject, *the ball*).

Thus, we see that in active voice the doer of the action is emphasized and in passive voice the one who is affected by the action is emphasized. Here, we will deal chiefly with the passive voice. The term passive is the name of the verb phrases that contain the construction:

*be + past participle*

For example: *is accepted*, *has been shown*, *will be covered*, etc.

The passive is not very common in informal speech but is a regular feature in formal written speech. Here are some pairs of examples to show the difference between active clauses and their passive clauses:

(i) Manu has killed a bird. (Here, we want to point out 'Manu').

A bird has been killed by Manu. (Here, we want to point out 'A bird'.)

(ii) Saumya had abused Riya.

Riya had been abused by Saumya.

(iii) Is she reading a book?

Is a book being read by her?

### TO CHANGE AN ACTIVE VERB TO A PASSIVE VERB

1. Use a form of *to be* with the past participle; for example, *was kicked* in the first example. (*was* is a form of *to be* and *kicked* is past participle).
2. Shift the subject to the place of the object, and the object to the place of the subject; for example: *Rakesh* and *the ball* change places in the same example.
3. Add the preposition *by* before the agent, *Rakesh*.

### Passive Verb Forms

We normally make passive forms of a verb by using tenses of the auxiliary *be* followed by the *past participle* (pp) of the verb. See Table 2.1:

Table 2.1 Tenses

Tense	Example	Structure
Simple Present	Vegetables are sold here.	is/am/are + pp
Present Progressive	The wall is being repaired.	is/am/are being + pp
Simple Past	He was punished.	was/were + pp
Past Progressive	She was being scolded for her misbehaviour.	was/were being + pp
Present Perfect	Has Ramesh been invited?	have/has been + pp
Past Perfect	Mona had been selected as a representative.	had been + pp
will future	He will be troubled by his seniors.	will be + pp
Future Perfect	This assignment will have been finished by Monday.	will have been + pp
going to future	Who's going to be chosen?	am/are/is going to be + pp

### SOME OTHER KINDS OF PASSIVE SENTENCES

In passive constructions two forms are used:

*Modal verb + be + past participle* (for modal verb + present form of verb in active)

and

*Modal verb + have + been + past participle* (for modal verb + have + past participle in active)

#### (I) When There is a Modal Verb

In this case we make use of

*Modal verb + be + past participle*

or

*Modal verb + have + been + past participle* passive forms:

(i) I can win this match.

This match can be won by me.

(ii) He must stop smoking.

Smoking must be stopped by him.

(iii) He may have finished lunch.

Lunch may have been finished by him.

#### (II) When There is a Command

In this case the form of verb is *let + be + past participle*, with the subject between *let* and *be + past participle*. For example:

(i) Open the door.

Let the door be opened.

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- (ii) Bring a glass of water.  
*Let a glass of water be brought.*  
 Another construction is also possible:  
*You are asked/ordered to open the door.*  
*You are asked/ordered to bring a glass of water.*

## (III) When There are Two Objects

Passive form can be made by making either the direct or the indirect object the subject and retaining the other object. For example:

*He gave her a bouquet.*

In this sentence, the indirect object is *her* and the direct object is *a bouquet*. Either can be preferred to make passive but it is more natural to use the indirect object as the subject. Possible passives of the given sentence are:

*She was given a bouquet by him.*

*A bouquet was given to her by him.*

## (IV) When Verb is Followed by object + infinitive

- (i) He asked me to send an application form.  
*I was asked to send an application form (by him).*
- (ii) They believe him to be dangerous.  
*He is believed to be dangerous (by them).*

## (V) When There is an Object Complement

After some verbs the direct object can be followed by an 'object complement', which is a noun or adjective that describes or classifies the object. For example:

*The teacher considered him a dullard.*

*They elected Mr Rao President.*

In passive clauses these are subject complements: they come after the verb. For example:

*He was considered a dullard by the teacher.*

*Mr Rao was elected President.*

## (VI) When There is a Request

Requests can be converted into passive form in more than one ways.

When the verb has two objects either can be made the subject in the passive.

*Please/kindly* is placed between may and be:

- (i) Please give me some more time. (Active)  
*Some more time may please be given to me.*  
*I may please be given some more time.*  
*You are requested to give me some more time.*
- (ii) Kindly grant me a week's leave. (Active)  
*A week's leave may kindly be granted to me.*  
*I may kindly be granted a week's leave.*  
*You are requested to grant me a week's leave.*

## (VII) Passive Form for try/refuse to + bare infinitive would be tried/refused + to + be + past participle

- (i) He tried to secure good marks.  
*Good marks were tried to be secured by him.*
- (ii) The teacher tried to improve the students' performance.  
*Students' performance was tried to be improved by the teacher.*
- (iii) He refused to pay the fine.  
*The fine was refused to be paid by him.*

## WHEN TO USE PASSIVE

(i) When the doer of the action is not required to be mentioned. He is either implied or the speaker thinks it to be unimportant. For example:

*The book was published.*

*A terrorist was killed.*

(ii) When we don't know or we have forgotten the doer of the action. For example:  
*The shops were burnt.*  
*My car has been damaged.*

(iii) When the subject of the verb is 'people'. For example:  
*He is suspected of selling fake medicines. (People suspect ...)*  
*She is supposed to be an honest officer. (People suppose ...)*

(iv) When the subject of the active sentence would be the indefinite pronoun *One*. For example:  
*One sees this kind of corruption everywhere.*  
*This kind of corruption is seen everywhere.*

(v) When we are more interested in the action than the person who does it. For example:  
*The house next door has been sold. (by its owner).*

(vi) The passive is sometimes preferred for psychological reasons. A speaker may use it to disclaim responsibility for disagreeable announcements. For example:  
*Employer: Bonus is being reduced this year.*  
*But for agreeable announcements, active voice will be used:*  
*Employer: I/we am/are increasing bonus this year.*

## Practice Exercises

## 1. Passivise the following sentences:

- (i) We haven't used this machine for ages.  
(ii) We are trying to make our economy strong.  
(iii) We need to correct the mistakes.  
(iv) They offered Hemlata a pay increase.  
(v) They may ban this film.  
(vi) She prepared dinner for her husband.

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- (vii) Somebody has stolen my passport.  
 (viii) They pay engineers a lot of money.  
 (ix) Someone was cleaning the floor.  
 (x) A mechanic is repairing my car.  
 (xi) When did they decorate your room?  
 (xii) Who wrote this poem?  
 (xiii) They chose him their leader.  
 (xiv) The teacher punished the irregular students.  
 (xv) Please give me your pen.  
 (xvi) We are trying to catch the criminals.  
 (xvii) Go and quickly type this letter.  
 (xviii) The Principal did not give any benefits to the teachers.  
 (xix) He refused to increase my salary.  
 (xx) We purchased a nice dress for Vibhor's birthday.
2. Each of these sentences is incorrect. Write the correct sentences:  
 (i) This man on TV supposes to be the tallest person in the world.  
 (ii) To the winner was given a prize.  
 (iii) It believes that there is going to be a war.  
 (iv) I got cut my hair yesterday.  
 (v) This shirt needs cleaned.  
 (vi) The story was written Anita Desai.  
 (vii) I was interested by her case.  
 (viii) English is speaking everywhere.  
 (ix) They have been being taught Mathematics.  
 (x) My watch was steal yesterday.

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## REPORTED SPEECH

There are two methods of reporting something; direct speech and indirect speech.

## DIRECT SPEECH

For this method a direct sentence is used. Look at the following sentence:

*He said to me, 'I gave her a beautiful bouquet.'*

This sentence can be fragmented into two parts, *He said to me* and *I gave her a beautiful bouquet*. The first portion, *He said to me*, which contains the reporting verb, is called reporting clause or reporting verb. This reporting clause may come in the beginning, in the middle, or at the end of a direct sentence. The second portion, *I gave her a beautiful bouquet*, which contains the thing that is reported, is called reported speech. The reported speech is put within quotation marks or inverted commas because it contains the actual words or utterances of the speaker without any tampering or change.

Thus, we can see that in direct speech, we use the actual words of the speaker in the reported speech.

## INDIRECT SPEECH

For this method we use an indirect sentence. Now, look at the same sentence here:

*He told me that he had given her a beautiful bouquet.*

In this sentence we see that both the reporting clause and the reported speech have been combined by *that* with certain changes like the reporting clause is *told* instead of *said*. Reported speech does not contain the actual words of the speaker but the idea is retained and as there are no actual words of the speaker the quotation marks have been removed and tense of the reported speech has also been changed. A minor change like *I* becomes *he* has also been made as per the demand of the sentence.

Thus, we observe that direct speech is from the speaker himself but in indirect speech the perspective changes from the speaker to the narrator or the other person while the idea of the speaker remains intact.

## SOME RULES FOR TRANSFORMATION

- While changing a direct sentence into an indirect sentence, the reporting verb without an object remains unchanged, so *said/admit/answer*, etc. is not changed. But if there is an object, *say + to + object* is changed to *tell + object*.
- While making the sentence indirect, expressions of time and place indicating nearness are changed into one of distance. Table 2.2 shows some examples.

- Sita said to her friend, "You were writing letters."
- Sita told her friend that she [listened] had been writing letters.
- (iii) When the reporting verb is in any past tense and the reported speech is in any present tense, the verb of the reported speech is changed into the corresponding past tense.
- She said to her mother, "I have prepared breakfast."
- She told her mother that she [speaker] had prepared breakfast.
- The girls said to the boys, "We are going on a picnic."
- The girls told the boys that they were going on a picnic.
- (iv) When the reporting verb is in any past tense and the reported speech is in any future tense, the verb of the reported speech is changed into past by changing shall into should and will into would.
- Shilpa said to Rakesh, "I will go to Jaipur tomorrow."
- Shilpa told Rakesh that she would go to Jaipur the next day.
- Rajesh said to Mahesh, "I will have finished my work."
- Rajesh told Mahesh that he [speaker] would have finished his work.
- (v) When the reporting verb is in any present or future tense, there is no change in the tense of the reported speech.
- He says, "I am writing letters."
- He says that he is writing letters.
- She says, "I will cook food."
- She says that she will cook food.
- Sheena says, "I went to London".
- Sheena says that she went to London.
- (vi) When the reported speech expresses a universal truth/saying/proverb/habitual action, the tense of reported speech does not change whatever be the tense of reporting verb.
- He said, "The earth revolves round the sun."
- He said that the earth revolves round the sun.
- She said, "Honesty is the best policy."
- She said that honesty is the best policy.
- She said to me, "It takes two to make a quarrel."
- She told me that it takes two to make a quarrel.
- (vii) Unreal past tense after wish/if time remains unchanged.
- She said, "I wish I were a queen."
- She said that she wished she were a queen. (Not had been)
- He said, "It is time I slept."
- He said that it was time he slept. (Not had slept)
- (viii) Would rather/would sooner/had better remains unchanged.
- He said, "I would rather fight than surrender."
- He said that he would rather fight than surrender.
- (ix) Verbs used in clauses expressing improbable or impossible condition remain unchanged.
- He said, "If I won the match I would become the Captain."
- He said that if he won the match he would become the Captain.

Table 2.2 Direct and Indirect Speech

Direct Speech	Indirect Speech
now	then
this/it	that
these	those
here	there
next week/month/year	the following week/month/year
last night	the previous night
last week/month/year	the previous week/month/year
the day after tomorrow	in two days
the day before yesterday	two days before
yesterday	the day before/the previous day
tomorrow	the next day/the following day
today	that day
ago	before
a week/month ago	a week/month before

3. If the subject of the reporting clause is in the third person, the first and second persons in the reported speech change to third person.

The husband said to his wife, "You look like a rose flower."

The husband told his wife that she looked like a rose flower.

The girl said to the boy, "I don't believe you."

The girl told the boy that she didn't believe him.

The change in the pronouns is determined by the requirement of the sentence:

(i) He said to me, "You have cheated me."

He told me that I had cheated him.

(ii) I said to her, "You have to prepare the breakfast."

I told her that she had to prepare the breakfast.

#### 4. Change of tense:

(i) When the reporting verb is in any past tense and the reported speech is in simple past tense, the verb of the reported speech is changed into past perfect tense.

She said to me, "I went to market."

She told me that she had gone to market.

Ram said to Mohan, "You gave me a book yesterday."

Ram told Mohan that he had given him a book the previous day.

(ii) When the reporting verb is in any past tense and the reported speech is in past continuous tense, the verb of the reported speech is changed into past perfect continuous tense.

Tanuja said to me, "I was reading a book."

Tanuja told me that she had been reading a book.

any present tense, the verb

my future tense, the verb of  
will into would.

change in the tense of the

usual action, the tense of

changed.

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- He said, 'If I had run fast I would have caught the train.'  
 He said that if he had run fast he would have caught the train.  
 (x) When modal verbs are used in the Reported Speech, they undergo changes according to the speaker, the context, and the person spoken to. Look at the following sentences.  
 (a) He said, 'Shall I ever get a job?'  
 He wondered if he would ever get a job. (Not should)  
 (b) He said, 'Shall I open the door, Sita?'  
 He asked if he should open the door. (Not would)  
 (c) He said, 'She must be mad.'  
 He said that she must be mad. (Not would have to be)  
 (d) She said, 'I must leave for office at once.'  
 She said that she would have to leave for office at once. (Not must)

## QUESTIONS IN INDIRECT SPEECH

Look at this sentence:

Ram said to Sita, 'Are you preparing breakfast?'  
 Ram asked Sita if whether she was preparing breakfast.

When the reported speech is a simple interrogative sentence beginning with a helping verb, we make the following changes:

- (i) *Say* is always changed to *ask* whether the object of the verb is there or not.
- (ii) We do not make use of the conjunction *that*, instead *if* or *whether* is used.
- (iii) Rules for the change of tense are followed.
- (iv) The construction of the reported speech is always affirmative. In the given example, *she was preparing breakfast* is correct, and *was she preparing breakfast* is incorrect.
- (v) At the end of the sentence we do not put a question mark.

Now look at another sentence:  
 Ram said to Sita, 'What are you preparing?'  
 Ram asked Sita what she was preparing.

We can see that when the reported speech is a wh-question beginning with *what, when, who, where, whom, which, how*, etc., we make the following changes:

- (i) *Say* is always changed to *ask* whether the object of the verb is present or not.
- (ii) We do not make use of conjunction *that, if, or whether*, instead *wh-item* is used.
- (iii) Rules for the change of tense are followed.
- (iv) The construction of the reported speech is always affirmative. In the given example, *she was preparing* is correct while *was she preparing* is incorrect.

Questions Beginning with *Shall I/ Shall we*Questions beginning with *Shall I/ Shall we* to express request, advice, or instruction are changed like yes/no questions (simple Interrogatives).Children said, 'Shall we play?'  
 Children asked whether they should play.

## Command and Request

A direct command, request, advice, or suggestion is turned into indirect speech like this:

- (i) Reporting verb *say* is changed to *ask/advise/tell/request + object* or the person addressed.  
 He said, 'Come in.'  
 He asked me/her to come in.  
 Suggest is used with *to + object*:  
 He suggested to me to stop smoking.
- (ii) A verb in the imperative is changed to *to-infinitive* and placed after the reporting clause.  
 He said, 'Give me your pen, please.'  
 He requested me to give him my pen.

Imperative with *had better* (Advice)

- (i) Reporting verb is changed to *advise + object*.
- (ii) *Better/had better* is left out.
- (iii) Full infinitive is used instead of bare infinitive.  
 She said, 'You better/had better give up smoking.'
- (iv) She advised me to give up smoking.

Imperative with *must/should/ought* (Advice)

- (i) Reporting verb is changed to *advise + object*.
- (ii) *Must/should/ought to* is left out.
- (iii) Full infinitive is used instead of bare infinitive.  
 She said, 'You should give up smoking'.  
 She advised me to give up smoking.

Imperative with *let me/us* (Proposal/Suggestion)

- (i) Reporting verb is changed to *propose/suggest*.
- (ii) *That* is used.
- (iii) *Let* is changed to *should*.
- (iv) Objective case (*me/us*) is changed to subjective case (*I/We*).  
 He said, 'Let's have a cup of tea'.  
 He proposed/suggested that they should have a cup of tea.

## Exclamations in Indirect Speech

Reporting verb is changed to *exclaimed with sorrow, joy, anger, contempt, grief, happiness, surprise, etc.*

- (i) *That* is used.
- (ii) Interjections like *ah! oh!* are left out.

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- (iii) Exclamations are reported like statements. Words like *how* and *what* are changed accordingly.
- (iv) Rules for change of tense are followed.
- (v) She said, 'Oh! My only son has died.'
- (vi) She exclaimed with grief that her only son had died.

Practice Exercises

1. Convert these sentences into indirect speech:

- (i) The doctor said to him, 'You do not take rest.'
- (ii) She said to her husband, 'I am watching TV.'
- (iii) My friend says, 'I have been reading this book for two days.'
- (iv) The boys said to the girls, 'We will go to the library now.'
- (v) She said to her mother, 'I will come back late today.'
- (vi) Anita said to her brother, 'I have finished my work.'
- (vii) She will say, 'I prepared breakfast.'
- (viii) My friend said, 'I don't eat rice.'
- (ix) The captain said, 'We will learn more tomorrow.'
- (x) My wife said to me, 'An empty vessel makes much noise.'

2. Convert these sentences into indirect speech:

- (i) John said to Tom, 'Will you give me your book?'
- (ii) She said to her husband, 'Do you have some time for me?'
- (iii) My son said, 'Do you want me to finish my homework now?'
- (iv) A student said to me, 'Will you teach us today?'
- (v) Mother said to her daughter, 'Will you prepare lunch today?'

3. Convert these sentences into indirect speech:

- (i) The Principal said to his clerk, 'Why have you not typed this letter?'
- (ii) The Hostel Warden said to them, 'Why have you come so late?'
- (iii) My father said to me, 'Why do you always trouble me?'
- (iv) The policeman said to a pickpocket, 'Why are you standing here?'
- (v) The bank manager said to him, 'When will you deposit your instalments?'

4. Convert these sentences into indirect speech:

- (i) He said to me, 'Let's go to see a film.'
- (ii) My wife said to me, 'You should stop drinking.'
- (iii) He said to his peon, 'Bring me a glass of water.'
- (iv) The captain said, 'Hurray! We have won the match.'
- (v) He said to me, 'Please do not disturb me.'

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## CONDITIONAL SENTENCES



A conditional sentence can be fragmented into its two constituents (clauses): *conditional clause* and *main clause*. Look at this sentence:

If he comes we shall go to see a film.

In this sentence 'If he comes' is the conditional clause (as most of the times a conditional clause begins with if, it is also called an *if-clause*) as it contains the condition and 'we shall go to see a film' is the main clause.

### CONDITIONAL CLAUSES

Conditions are expressed by conditional clauses. Commonly these forms are used to introduce conditional clauses: *provided/providing (that)*

I shall permit you to play games on computer provided/providing (that) you finish your homework.

*in the event (that)*

In the event (that) you are selected, I will immediately inform you.

*in case*

In case you need help, please call me.

*unless*

Don't take physical exercise unless I permit you.

*even if*

Even if you run fast, you will not catch the train.

*if*

If you go for a walk, please call me.

*on condition (that)*

I will listen to you on condition (that) you obey my orders.

*as/so long as*

As/so long as I am here, I will not permit the use of unfair means.

*if only*

If only you carry out my orders now!

*suppose/supposing (that)*

Suppose/supposing that I complain to the Principal, what will you do?

*whether... or*

Whether you are my boss or not, I will always respect you.

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**CONDITIONAL TENSE**

There are two types of conditional tenses that are commonly used in conditional sentences:

- (i) The form with *would/should + bare infinitive* (1st form of the verb) is called the present conditional tense:  
I should play.  
She would play.
- (ii) The form with *would/should + perfect infinitive* (have + IIInd form of the verb) is called the perfect conditional tense:  
I should have obeyed.  
She would have obeyed.

**Types of Conditional Sentences**

There are three types of conditional sentences:

**Conditional Sentences Type 1**

When the condition is 'open', i.e., when the condition may or may not be fulfilled, we make use of simple present tense in the *if-clause* and simple future tense in the *main clause*:

*If + present + future (simple)*

For example:

- If he comes, we will go to see a film.
- If my mother agrees, I will join the Indian Army.

These sentences mean that the condition in the *if-clause* is probable. It may or may not be fulfilled. *If-clause* has a present tense but it indicates future time.

**Variations of Type 1**

- (i) *If + present + might/mightn't* shows possibility. For example:  
If you do not study sincerely, you may fail. (Perhaps you will fail.)
- (ii) *If + present + must/should* shows compulsion/advice. For example:  
If you want to top the merit list you must study systematically and sincerely.  
If you want to learn English, you should first improve your vocabulary.
- (iii) *If + present + may/can* shows permission or ability. For example:  
If you wish you may go home.  
If you wish you can get a first division.
- (iv) *If + present + present* shows a natural phenomenon, a routine, a scientific fact, or anything that always happens. For example:  
If you work hard, you get good marks.  
If the supply runs short, the price goes up.
- (v) *If + present continuous + simple future* shows a continuing present activity. For example:  
If you are looking for Mr. Rathil (continuing action) you will find him in the Chemistry lab.  
If she is working hard (continuing action) she will succeed.
- (vi) *If + present perfect + simple future* shows a completed present activity. For example:  
If you have written the letter, the postman will post it.  
If she has worked hard, she will get good marks.

**Conditional Sentences Type 2**

When the condition is hypothetical or unreal, it is either not likely or impossible to be fulfilled. In such a situation, the *if-clause* is in the simple past tense and the *main clause* is in the simple conditional tense:

*If + past (simple) + simple conditional tense*

For example:

- If a thief entered into my house, I would call the police.
- If I had some money, I would help the poor.

These type 2 conditional sentences can be used when the hypothesis is contrary to known facts (impossible) or the speaker thinks that the action in the *if-clause* will not take place (unlikely). Type 2 also refers the present or future. The past tense in the *if-clause* is not a true past but it shows improbability or unreality.

**Variations of Type 2**

- (i) *might* or *could* may be used in place of *would*.  
If I knew your address I could write a letter to you. (ability)  
If you worked hard, you might succeed. (possible result)
- (ii) The continuous conditional form may be used in place of simple conditional tense to show a continuing activity.  
If I had money I would be touring around the world.
- (iii) *If + past tense + past tense* is used when we want to show some habitual or automatic reactions in the past.  
If you talked to him about your promotion, he got irritated.
- (iv) *If + past continuous* may be used instead of *if + simple past* to show continuing activity.  
If she was going she would drop you at the school.
- (v) *If + past perfect* may be used instead of *if + simple past* to show completed activity.  
If he had believed me, he would be a millionaire now.

**Conditional Sentence Type 3**

When the condition that was not fulfilled in the past is there, we use past perfect tense in the *if-clause* and perfect conditional tense in the *main clause*. The time is past; the condition cannot be fulfilled as the action in the *if-clause* did not take place.

*If + past perfect + perfect conditional*

For example:

- If a thief had entered into my house I would have called the police.
- If she had married me she would have got all the happiness.

**Variations of Type 3**

- (i) *Could* or *might* can be used in place of *would*. For example:  
If he had taught us we could have secured better marks.  
If he had informed me I might have reached on time.
- (ii) We can also use the continuous form of the perfect conditional. For example:  
If he had not been there she would have been starving.
- (iii) We can use past perfect continuous in the *if-clause*. For example:  
If he hadn't been wearing helmet I would have been killed.

(iv) If can be omitted by placing had in the beginning. For example:  
 If you had taken an insurance policy you would not have regretted.  
 Had you taken an insurance policy you would not have regretted.

#### Practice Exercises

1. Fill in the blanks with appropriate forms of the verbs given in brackets. Make the first sentence with an open condition, second sentence with a hypothetical condition, and the third sentence with an unfulfilled condition of each of the following:

- [i] If you \_\_\_\_\_ in time, you \_\_\_\_\_ the bus. [go, catch]
- [ii] Unless you \_\_\_\_\_ a passport, you \_\_\_\_\_ abroad. [has, can't go]
- [iii] If I \_\_\_\_\_ an opportunity, I \_\_\_\_\_ it. [get, avail]
- [iv] If she \_\_\_\_\_ hard, she \_\_\_\_\_ [study, succeed]
- [v] If a thief \_\_\_\_\_ into my house I \_\_\_\_\_. [enter, shout]

2. Make use of 'unless':

- [i] If you don't know the price, you will be cheated.
- [ii] If you finish your tea, we can go out.
- [iii] If you turn the switch on, the air conditioner will start.
- [iv] If you don't know the answer, you cannot speak.
- [v] If she works hard, she will get good marks.
- [vi] If he is afraid, he cannot go into the dark.
- [vii] If you don't clean your room, it will remain disorderly.
- [viii] If you don't play better, you cannot win this match.
- [ix] If you don't visit the doctor, your health will not improve.
- [x] If the child doesn't drink milk, he will not grow.

3. Complete these sentences by using the correct tenses. Hints are given to complete the sentences.

- [i] If you had played well \_\_\_\_\_ [win the match]
- [ii] If we earn more money \_\_\_\_\_ [purchase a big car]
- [iii] If your father sees you smoking \_\_\_\_\_ [punish]
- [iv] If you drive carefully \_\_\_\_\_ [save others' lives]
- [v] If you drive without license \_\_\_\_\_ [fine]
- [vi] If I had gone to America \_\_\_\_\_ [meet the President]
- [vii] Had the theatre not been full \_\_\_\_\_ [get tickets]
- [viii] If the petrol runs out \_\_\_\_\_ [go on foot]

4. Put the verbs in brackets in correct form:

- [i] If I [fix] your purse I [give] to you.
- [ii] I shall not wake unless I [hear] the bell.
- [iii] If you [finish] with your work I'd like to talk to you.
- [iv] If you [care] to see my paintings I [send] them to your home.
- [v] If you [say] the fine you [not be] sent to prison.
- [vi] If he [not wear] warm clothes he [get] cold.
- [vii] If you [give] him a car he [sell] it.
- [viii] If you [work] all day you [finish] in time.
- [ix] If somebody [ring] my doorbell at 4 a.m. I [be] unwilling to open the door.
- [x] She will pass the examination provided she [study] sincerely.

## U MODAL VERBS

Let us look at these sentences:

1. Tom can play football.
2. You may watch TV.
3. She could teach.
4. They will prepare for the exams.
5. I shall go to Delhi next week.
6. We must take physical exercise.
7. You should speak the truth.
8. I would like to see this film.
9. He might come tomorrow.
10. We ought to obey our parents.
11. You needn't worry about your son's wellbeing.
12. I used to write poems.
13. He daresn't face his colleagues.

In all these sentences we see that the subject is followed by 'auxiliaries' or 'helping verbs'. These auxiliaries or helping verbs are also known as 'modal auxiliaries'. In the above sentences, as we can see, main verbs follow these modal verbs because they express the 'mode' or 'manner' of the actions indicated by the main verbs. Thus, they express an idea which is not expressed by the main verb.

These modal verbs show various moods, manners, and methods of the actions. They express ideas as probability, ability, possibility, permission, obligation, advice, etc. For example:

You may come in.

It means you are free to come in or you are permitted to come in. Likewise,  
 I can play football.

It means I have the ability and strength to play football.

Of the sentences given in the beginning can, may, could, will, shall, must, should, would, might, and ought are regular modal verbs while need, dare, and used (to) are semi-modal or marginal auxiliaries as they do not always behave like modal verbs.

#### SOME IMPORTANT FEATURES OF MODAL AUXILIARIES

1. Modal verbs have no -s in the third person singular.

He may go by bus. (Not He may...)

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2. Questions, negatives, tags, and short answers are made without do.  
Can you play chess? (Not Do you can play chess?)  
He shouldn't be smoking, should he? (Not He doesn't should ...)
3. After modal verbs, we use the infinitive without to of other verbs. Ought is an exception.  
You must work hard. (Not You must to work ...)  
Progressive, perfect, and passive infinitives are also possible.  
He may not be coming next week.  
She was so happy she could have gone mad.  
Tom well ought to be pointed soon.
4. Modal verbs do not have infinitives or participles (so may/maying, might do not exist), and they do not normally have past forms (though would, could, should, and might can sometimes be used as past tenses of will, can, shall, and may).  
However, certain past ideas can be expressed by a modal verb followed by a perfect infinitive (have + past participle).  
You should have informed me.  
He might have finished his assignment.

## USES OF MODAL AUXILIARIES

### Can

- (i) It means 'be able to' and it is used to show ability:  
He can run fast.  
The Principal cannot talk to you now; he can talk to you after 2 o'clock.
- (ii) It can express permission. Here the meaning is *be allowed to, be permitted to*. *May* is more formal compared to *can* in this context:  
You can go out and have fun.  
Can I park my car here?  
Students cannot enter into the teacher's room.
- (iii) Many times *can* is used to show possibility:  
Students can commit silly mistakes.  
Diseases can spread in rainy season.

### Could

- (i) It can be used as past tense of *can* in indirect narration:  
The doctor said that he could cure the patient within a week.
- (ii) It shows the ability in the past meaning 'was able to':  
When I was young, I could climb all the stairs in one breath.  
She could teach her children until she was employed.
- (iii) It can be used to show possibility as well:  
If you had a motorcycle, we could go on a long ride.  
You could get selected in placement interview if you prepared thoroughly.

### Modal Verbs 57

- (iv) 'Could you?' is a very good way of introducing a more polite request:  
Could you wait for five minutes?  
Could you please send me an application form?
- (v) Could + perfect infinitive is used for past ability where:  
(a) the action did not take place:  
I could have lost you the money. Why didn't you ask me?  
(b) we do not know whether the action took place or not:  
All the chocolates have disappeared! Who could have eaten them?  
Vishore could have stolen them; he was here alone in the morning.

### May

- (i) It is used to express permission meaning 'to allow or to be allowed':  
(a) with first person, *I/we* may means '*We have permission to ...*'  
I may go home as soon as I have finished my work.  
(b) with second and third persons may is used when the speaker is giving or refusing permission:  
You may park your car here.  
He may use my computer.
- (ii) May + infinitive can be used to express *faith, wish, or hope*:  
May the money pour on you!  
May you live long!  
May God reward you!
- (iii) It can be used to express *possibility*:  
It may rain tonight.  
He may come next week.

### Might

- (i) It expresses *lesser possibility* than *may*:  
He might come tomorrow.  
The Government might give compensation to flood victims.
- (ii) Might I is the most polite way of introducing a request:  
Might I come in, Sir?  
Might I suggest something?
- (iii) It can be used as the past tense of *may* in indirect narration:  
She said that I might win that match.

### Shall

- (i) It expresses future time with first person subjects:  
I shall bring chocolates from the market.  
We shall go on a picnic next week.

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- (i) In questions, it may express an offer or suggestion:  
Should I bring a packet of cigarettes for you?  
Should I take care of your garden?
- (ii) Sometimes it may be used to express a command or threat:  
You shall come to the class regularly.  
You shall bear the consequences.

### Should

- (i) It expresses duty or obligation:  
You should help your friends.  
You should not remain absent from the class.
- (ii) It can be used to give advice:  
You should stop smoking.  
You should protect the environment.
- (iii) Should + perfect infinitive expresses an obligation not fulfilled or something advisable but not done in the past:  
You should have saved some money.  
She should have behaved properly.
- (iv) Should means in case in constructions like the following:  
Take an umbrella with you should it rain after some time.  
Keep this money should there be any need for it.
- (v) It is used as the past tense of shall in indirect narration:  
He said that I should prepare the breakfast.

### Will

- (i) Will you + please is used to express a request or an invitation. It is more polite than please + imperative:  
Will you please switch on the fan?  
Will you please give me some books?
- (ii) Will you without please is used to express command:  
Will you open the door?  
Will you shut your mouth?
- (iii) Will + perfect infinitive can be used to express a deduction or assumption about a past event:  
He will have heard the news.
- (iv) It is used to show future time:  
He will come tomorrow.
- (v) It may be used to show determination:  
We will come out victorious.  
We will defeat the enemy.

### Would

- (i) Would you is used to make a more polite request:  
Would you give me your pen?  
Would you solve this problem?

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- (ii) Would like is used to express request or invitation:

Would you like a cup of coffee?  
Would you like to stay with me?

- (iii) It is used in the indirect speech to express future times:

She told me that she would go to her office soon.

- (iv) Would is usually used with I to make a request/advice/suggestion/opinion/answer very polite:

I would request you to grant me two days' leave.  
I would advise you to stop smoking.  
I would suggest another solution to this problem.

- (v) It is sometimes used to express a habitual activity in the past:

He would go for a morning walk every day.

- (vi) Would is often used with rather to express a wish or preference:

I would rather have tea.  
I would rather die than live in disgrace.

### Must

- (i) It is used for emphasis. It is a positive way of expressing duty/obligation/necessity/advice/suggestion in the present or future:

We must love our country.  
You must give up drinking.

- (ii) Mustn't is a negative way of expressing obligation/necessity/advice. It indicates prohibition:

You mustn't smoke here.  
We mustn't disturb the patient.

- (iii) Must have + noun also expresses obligation/necessity:

We must have respect for elders.  
A doctor must have patience.

- (iv) must + infinitive or must be + noun/ adjective is used to express a deduction or assumption about a present or future action. It indicates certainty or a strong likelihood:

He is preparing food. He must be cook.  
You haven't eaten anything. You must be hungry.  
He looks ferocious. He must be a robber.

### Ought to

- It is used to express duty or moral or social obligation. It is close to should in use and sense:

Children ought to obey their parents.  
You ought to be regular with your studies.

### Need

- (i) Need to can be used to express obligation or necessity:

You need to get a first division.  
I need to know the number of students.

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- (ii) *Need* is normally used in the negative form (*needn't*) to express absence of obligation or compulsion:  
 They *needn't* work hard.  
 She *needn't* worry now.
- (iii) *Needn't* can be replaced by *don't have to/haven't got to/don't need to*:  
 He *needn't take* any medicine.  
 He *haven't got to take* any medicine.  
 He *doesn't have to take* any medicine.  
 He *doesn't need to take* any medicine.
- (iv) *needn't + perfect infinitive* expresses the idea that an action which was neither necessary nor obligatory was performed in the past:  
 She *needn't have bought* another necklace. (but she did)  
 He *needn't have travelled* by air. (but he did)

### Dare

*Dare* as an auxiliary means 'to have the courage'. The negative form *daren't* means 'to lack courage':

I *dare* talk to the Principal.  
 She *daren't* oppose her in-laws.  
 He *daren't* talk to me on this issue.

### Used to

- (i) *Used to/used to be* expresses 'a past habit or state which has ceased now':  
 I *used to play* football. (but I *don't play now*).  
 Her hair *used to be* black in her youth. (but it is not black now).  
 She *used to be happy*. (but she is not happy now).
- (ii) *be + used to + noun / gerund* means 'to be accustomed to':  
 I *am used to* dust and noise.  
 He *is now used to* waiting for the bus.  
 They *are used to* working in the sun.

### Practice Exercises

Insert appropriate modal verbs. Meaning is given in brackets.

1. You                  not ask for more money now. [prohibition]
2. He                  stop smoking. [advice]
3. She                  study properly if she wants to get good marks. [compulsion]
4.                  you give me your pen? [request]
5.                  we go for a picnic next week? [suggestion]
6. She                  oppose her husband. [lack of courage]
7. I                  rather drink than commit adultery. [preference].
8. As you know about the conspiracy, you                  die. [compulsion]

9.                  the Almighty shower His blessings on you. [wish]
10. Children                  go out and play. [permission]
11. I                  like to have a cup of tea. [wish]
12. She said that it                  rain. [possibility]
13. The doctor                  cure the patient. [ability]
14. I                  smoke when I was a student. [past habit]
15. You                  worry about your health. You are fit. [no obligation]
16. We                  win this match. [compulsion]
17. They                  come any time. [possibility]
18. We                  overcome someday. [hope for future]
19. The Police                  catch the criminals. [duty or moral obligation]
20. We                  fight for our rights. [compulsion]

# 12

## LINKING WORDS (CONJUNCTIONS)

Look at the following sentences:

1. A frog can live in water *and* on land.
2. You can watch TV *or* read newspaper.
3. He is *not only* honest *but also* hard working.
4. We respect him *because* he is very intelligent.
5. He worked *so hard* that he fell ill.
6. I will punish you *if* you come late.

We can observe that all the italicized words join words, phrases, clauses, and sometimes sentences. Such words are called *conjunctions*.

We see that *and*, *or*, and *not only ... but also* join the clauses that do not depend on each other. These clauses are of the same type, rank, and pattern. Such conjunctions are known as *coordinating conjunctions*.

The conjunctions *because*, *that*, and *if* join the clauses that are unequal in sentences 4, 5, and 6. Of the two clauses one is the main or independent clause while the other clause depends on the main clause. The dependent clause is called subordinate clause. The conjunctions that join two such clauses are known as *subordinating conjunctions*.

### Coordinating Conjunctions

The coordinating conjunctions are of the following four types:

- (i) *Alternative disjunctive*: We show an alternative or choice by using these conjunctions.

*or* – Do or die.  
*else, otherwise* – Give my money back, *else* [otherwise] I will take legal action.  
*Either ... or* – I will either watch TV or read newspaper.

*Neither ... nor* – He is neither rich nor intelligent.

- (ii) *Cumulative conjunctions*: We make use of these conjunctions to add some information to the sentence.

*And* – Eat less and exercise more.  
*As well as* – He is intelligent as well as hard working.  
*Both ... and* – She was both fined and deported.  
*No less than* – A terrorist no less than his mentor is guilty.  
*Not only ... but also* – She is not only beautiful but also intelligent.

- (iii) *Adversative conjunctions*: We use these conjunctions to show difference, opposition, or contrast between two things.

*But* – The restaurant was crowded, *but* we found a table.  
*Whereas, while* – Children love cartoon films whereas [while] adults prefer news on TV.  
*Nevertheless* – There were no chances of his survival; nevertheless the divers jumped into the river.  
*Still, yet* – He is very hard working, *still* [yet] he did not get good marks.  
*Only* – You can watch TV; *only* at low volume.

- (iv) *Illative conjunctions*: We prove one fact by another by using these conjunctions.  
*For* – He will save money; *for* he does not spend much.  
*Therefore* – He was caught with illegal arms and therefore he was punished by law.  
*So, Consequently* – He was lazy; *so* (consequently) he could not finish his work.

### Subordinating Conjunctions

- (i) *Condition*

You will miss the train *if* you drive slowly.  
 You will get good marks *provided* you study properly.  
 He talked as if he was the Principal.

- (ii) *Concession or contrast*

A flower is a flower although there is no fragrance in it.  
 He is honest although he is poor.  
 He is unhappy though he has a lot of money.  
 You will never be able to defeat me however hard you may try.

- (iii) *Comparison*

Sunita is as beautiful as her sister.  
 She is more intelligent than her brother.  
 He likes tea no less than coffee.  
 I can run as fast as you can.  
 My brother likes me as much as my sister.

- (iv) *Time*

Death before dishonor.  
 Sit here until [till] I come back.  
 Much has been done since you left.  
 I will come after finishing my work.

- (v) *Cause*

I dislike him because he uses abusive language.  
 Since you have asked me to do this work, I will do it.  
 As it is very late, we should go home now.

- (vi) *Result*

He was so poor that he could not pay the fees.  
 They made so much noise that others were disturbed.

(vii) **Purpose**

Soldiers die so that we may live.  
Drive carefully lest you should hurt someone.  
He saves money so that he can marry off his daughter.  
I earn money to enjoy my life.

**Correlative Conjunctions**

There are certain conjunctions that are always used in pairs. These are known as *correlative conjunctions*. Some examples can be given here:

(i) **Such ... that**

Such was his devotion to his motherland that he died happily for her freedom.

(ii) **So ... as, as ... as**

She is not so intelligent as others consider her to be.  
He is as brave as a lion.

(iii) **As ... so**

As you sow, so shall you reap.

(iv) **So ... that**

He was so strict that all the students were afraid of him.

(v) **Scarcely ... when**

I had scarcely taken my lunch when I received the news of this accident.

(vi) **Not only ... but also**

He can speak not only English but also French.

(vii) **No sooner ... than**

No sooner did the teacher go out of the class than the students started making a noise.

(viii) **Such ... as**

He is not such a great teacher as you praise him.

(ix) **Both ... and**

He is both a good husband and a good father.

(x) **Though ... yet**

Though he is poor, yet he is honest.

(xi) **Either ... or**

He is either a policeman or a detective.

(xii) **Neither ... nor**

He was neither worried nor afraid.

**Some important usages**(i) **Either ... or**

He will either go to New York or to Mumbai.

While using *Either ... or*, the better alternative comes first. Here, New York is preferable to Mumbai.

(ii) **Neither ... nor**

She is neither a good manager nor a good peer.

The use of *either/neither* shows a choice of two alternatives when it is used as a pronoun/adjective/adverb.

*Neither* of Ram and Shyam is intelligent.

I have two bikes. You can take *either*.

There are houses on *either* side of this school.

He did not go to Jaipur and he did not go to Jodhpur *either*.

He doesn't like TV serials and *neither* does his wife.

(iii) **Nor/neither**

These can work as coordinators because *neither* and *nor* can be used separately as well.

I do not eat mutton. *Nor* does she.

I do not eat mutton. *Neither* does she.

(iv) **Not only ... but also**

It means 'both ... and'. Here we put the more important word after 'also' to make it prominent.

He is not only a good teacher but also a good thinker.

When we begin the sentence with *not only* the construction after *not only* becomes like that of an interrogative sentence.

Not only is he a good teacher but also a good thinker.

(v) **No sooner ... than**

No sooner did the teacher come in than the students became silent.

(vi) **Whether ... or (not)**

*or* is used when there are alternatives.

I don't know whether you are a shopkeeper or an officer.

*or not* is used when only one alternative is there.

I don't know whether it is true or not.

(vii) **If/weather**

These are used in indirect speech when the reported speech begins with an auxiliary verb.

She asked me if/weather I would engage the class. *Whether (not if)* is always used before infinitives and prepositions.

It all depends on whether she joins the school.

(viii) **Hardly/scarcely ... when**

Hardly/scarcely had the doctor reached the hospital when the patient died.

(ix) **But**

It shows contrast or concession.

He is intelligent but lazy.

He sang very well but he did not get a prize.

(x) **Or**

It can be used when:

(a) an alternative is there

He will take coffee or flavoured milk.

(b) there is a negative condition (if not/otherwise)

Read more or you will fail. (otherwise)

i.e., If you do not read more you will fail.

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(a) **And***It is used for the following aspects:*

- (a) Plus or Addition  
*Five and three is eight.*
- (b) Also/besides/in addition to  
*He is rich and generous.*
- (c) Order  
*He took off his shoes and went to bed.*
- (d) Result/consequence  
*Study sincerely and you will get good marks.*
- (e) Gradual increase or decrease  
*The days are getting hotter and hotter.*

## (f) Contrast

*There are women and women.**i.e., There are good women and bad women as well.*

- (xii) Both ... and (Both takes and, not as well as)  
*I want to buy both clothes and books.*
- This shirt is both attractive and cheap.*

## Practice Exercises

## 1. Correct the following sentences:

- (i) He can't read nor write English.
  - (ii) Not only the Principal gave me books but scholarship as well.
  - (iii) Neither he is intelligent nor hard working.
  - (iv) Hardly she had entered the room than the firing began.
  - (v) Both she as well as her sister are good at Mathematics.
  - (vi) He neither eats eggs nor mutton.
  - (vii) She has no pen nor pencil.
  - (viii) She has no car nor scooter.
  - (ix) The child hasn't got biscuits nor chocolates.
  - (x) No sooner teacher entered the classroom when the students fell silent.
  - (xi) He will either buy a motorcycle or a computer.
2. Fill in the appropriate conjunctions. Choose from the conjunctions in brackets:
- (i) She would have purchased those gold bangles \_\_\_\_\_ she had enough money. (until, so, if)
  - (ii) Animals don't kill \_\_\_\_\_ they are hungry. (unless, because, although)
  - (iii) He works hard \_\_\_\_\_ he may get a first division. (best, because, in order that)
  - (iv) He took his wife to the doctor \_\_\_\_\_ she might become healthy again. (because, therefore, so that)
  - (v) No sooner did the lion see the deer \_\_\_\_\_ it pounced on it. (when, than, although)

- (vi) \_\_\_\_\_ he is rich, he wants to get more money. (though, than, because)
  - (vii) We should produce more food grain \_\_\_\_\_ we will starve. (and, otherwise, though)
  - (viii) The Principal fined him \_\_\_\_\_ he had broken the glass door. (although, besides, because)
  - (ix) He is neither a gambler \_\_\_\_\_ a thief. (or, nor, and)
  - (x) Many candidates were called for the interview \_\_\_\_\_ few were selected. (but, neither, still)
3. Choose the right alternative:
- (i) He will go neither to the water park \_\_\_\_\_ to the zoo. (nor/or)
  - (ii) I hardly had reached the bus stop \_\_\_\_\_ the bus left. (than/when)
  - (iii) No sooner did he receive the phone call \_\_\_\_\_ he left for his son's school. (when/than)
  - (iv) He has neither a pencil \_\_\_\_\_ a sharpener. (or/nor)
  - (v) Both she \_\_\_\_\_ her mother will prepare dinner. (and/either/as soon as)

PART THREE

ବିନ୍ଦୁ

*Composition*

As a banking representative at ICICI Bank, I provided quality customer service while promoting the sale of products to customers. I was responsible for balancing the bank's ATM machine.

#### Concluding Paragraph

The concluding part of the covering letter should reflect your eagerness to secure a face-to-face interaction with the recruiters. Seek a personal interview to discuss the various formalities. One needs to be flexible regarding the date and time for the interview. In case you have time constraints, mention clearly how, when and on which number you can be contacted.

#### Length and Style

One has to understand that no recruiter is interested in a lengthy covering letter. A job application or covering letter should not exceed one typed page. Since your resume describes everything in detail, you can save yourself from repeating the same matter in your covering letter.

The style of the covering letter, like all other business documents, should be clear, precise and to the point. This can be achieved by using concrete words and not abstract ones. The sentences chosen should also be specific initiated, undertook, handled, etc. Expressions such as endeavored, tried, hoped, should be substituted by with a topic sentence. One also ought to be careful in the use of tense. The right approach is to use present tense to discuss current activities and past tense for previous job duties or accomplishments.

#### SAMPLE: JOB APPLICATION

The Manager [HR]  
ABCs Consulting  
IT Park, Chandigarh.

05 January 2017

Dear Sir,

The job requirements for application architect advertised by your company in The Hindu, dated 25 December, 2016 tempts me to apply for this position. I feel confident as I fulfill the criterion mentioned in the advertisement.

During my first year B. Tech. in Rajasthan Technical University (Kota), I got highly fascinated by the real life application of computer programming techniques. Their implementation to provide ingenious cyber solution attracted me more. Pursuing my interest, I opted for three core-elective courses which specialized in application-based programming skills. It would really be a learning and working experience to apply my skills in your esteemed organization.

I hope to get an interview call so that I can prove my suitability for this post.

Yours faithfully,  
Swati Verma

## 13 JOB APPLICATION AND CURRICULUM VITAE WRITING

### JOB APPLICATION

As prospective job seekers, your objective is not only to prepare for an interview, but also to find ways as to how to get an interview call. For this purpose you have to write job applications. A job application is a letter which is sent along with the resume to prospective employers. Since a job application is attached to the resume, it is short in length, often about three paragraphs, and serves as a formality. It is also called a covering letter. The basic purpose of a covering letter is to prompt the employers to read your resume.

Like all other letters, a job application or covering letter must have a beginning, a middle and an end. The first paragraph should be introductory in nature while the other two should act as body and concluding paragraphs. A job application is meant to give a summary of the details mentioned in the resume. However, all the three paragraphs have equal importance.

#### Introductory Paragraph

The first paragraph of your job application or covering letter, like any sales letter, should attract the reader's attention. It should stimulate the interest of the recruiter, and justify your suitability for the job that you have applied for. One needs to convince the recruiters that he can contribute to the company's goals. The opening line of the covering letter can start with a question or an unusual statement that captivates the attention of the reader. For example,

One of the fastest growing publishing houses in the world, do you have an opening in your acquisitions department for a recent college graduate with a major in English, and publishing and editing experience?

I believe that my knowledge of public relations and proven communication and leadership skills makes me a strong candidate for the position of Media Relation Coordinator that was posted by Delta Airlines Job Opportunities Programme.

Moreover, you should mention briefly the qualifications in the letter. Be more specific by mentioning in the first paragraph where you learned of this job opening. For example,

I would like to submit my candidature for the position of Media Relations Officer advertised in the Employment News, 7-14 February, 2009.

#### Body Paragraph

In the body of your covering letter, you have to highlight your strongest qualifications for the position you are applying for. Demonstrate how these qualifications will benefit the employer. If you have prior experience, refer the employers you have worked for in your enclosed resume. One need not emphasize much about one's qualification in the covering letter as it serves as a means to persuade the employers to go through your resume. In the example below you can find how the candidate gives a clue to his ability and shows his accomplishment.

## RESUME

In order to get an interview call, your job application should be supported by an effective and informative resume. Resume, curriculum vitae and biodata are different names for the same document which describes your personal and educational achievements. It is aimed at attracting prospective recruiters to secure an interview for employment.

A resume can be defined as a detailed document describing one's past achievements and future expectations for a covered career. It includes information about one's career goals, education, work experience, activities, honours, and any special skills one might have. A neatly typed and properly formatted resume, which is to the point and free from errors, is the one recruiters often prefer.

The purpose of a resume is to generate the employer's interest and get an interview call. Be careful to arouse the employer's interest in your candidature. This can be done easily by briefly mentioning your skills.

### Analyze Yourself

Before you draft a resume, you need to analyse your qualifications, market trends and job preferences. One should properly evaluate oneself and assess whether he can suit the recruiter's expectations. No one knows better than you about your own accomplishments, education, experience and personal traits. So, analyse yourself honestly.

### Frame the Resume around Your Strengths

A candidate in the job market has to sell his abilities either for an entry level position or for a promotion. It is, therefore, imperative that one frames the resume around one's strengths. Once you have analysed yourself, you will find that you possess a number of good qualities. Mention your best features and relate them to the job you are seeking.

### Divide your resume

While framing your resume, divide it into segments and put the concerned qualities or matter in the section to which they belong. For example, the section on education should include details of your school, college, projects, volunteer activities and related skills. Likewise, if you have prior job experience, put it in the experience section. On occasions, even an experience of six months also makes your case stronger than the candidate who doesn't have any experience. Moreover, one sounds more specific if the roles and responsibilities of the job are also mentioned. Many organizations attach much importance to references. Hence, you need to provide authentic references. Care ought to be taken that these referees are acquainted with your work, area of expertise and caliber. It is better to give the name of your professors, current or previous employers as referees.

### How to start?

Every resume begins with personal details, such as candidate's name, addresses, phone number and email address. There is a fixed formulae about the place where these pieces of information should be mentioned. They can either be placed at the top centre or top right of the resume. Your name should be written in block letters to avoid any confusion.

### Objective statement

Recruiters often look at the objective statement while going through the resumes. Hence, it should be restricted to one to two sentence summary of your area of expertise and career interest. Write complete sentences or descriptive

phrases with minimal punctuation. Relate your existing skills directly to the job you are seeking. Demonstrate what you can do for the company rather than what they can do for you.

### Summary of qualifications

Recruiters often look for some key words that could help them get an idea about the candidate's expertise and work experience.

B.Tech. in computer Science with specialization in networking. Worked as a part time analyst in Infosys and introduced new software for pay roll.

### Education

This section should begin with the highest educational qualification. Include information, such as university attended, degrees earned, grade point average, date of programme completion, and so forth. In case you had opted for some extra courses other than your disciplinary ones, do mention the duration of the course. The next important thing in this section is your accomplishments.

Accomplishments comprise achievements, honours and knowledge. Apart from school, college and professional qualification, one also has some personal skills. Since all applicants for a particular job possess similar qualifications, mentioning certain extra attributes give you an upper hand over other candidates. Special skills, such as computer proficiency, foreign language, and effective writing, problem-solving and decision-making provide you an edge over other candidates. In addition, you should also describe personal attributes, such as enthusiasm, initiative, motivation, adaptability, and sense of humour.

### Style

The language of your resume should be short, simple and clear. You can achieve these qualities by using short instead of lengthy, figurative and vague phrases. Sentences beginning with action verbs are more effective.

For Example:

- (a) I was course in charge of Technical Communication for two years.  
Revised: Handled Technical Communication course during 2008-09.
- (b) Responsible for streamlining a new filing system.  
Revised: Streamlined a new filing system that reduced paper work by 50 per cent.

### Employment experience

This section is primarily for those who have prior job experience. But beginners can also mention any experience which they had during their vocational training or some short stint in any capacity. One should also focus at the relevance of such position to the job applied for.

### Reference

In this section you should give the names of the people who are acquainted with your academic activities. In most of the cases, your professors can be the best choice, especially while applying for entry level jobs. Provide at least three references. The names and address of the referees should be correct. Examples given:

## 24 Communication Skills

Prof. O.P. Chhangani Director University College of Engineering Kota (Rajasthan) Ph. +91-123456 E-mail: opk@gmail.com	Prof. Anil Pathak Head, Dept. of Physics University College of Engineering Rajasthan Technical University Rajasthan Technical University Kota (Rajasthan) Ph. +91-654321 E-mail: abc@gmail.com
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In addition to all the above-mentioned guidelines, you should also be careful about the type of paper on which the resume is printed. Your resume should be such that it can be scanned. One should also pay attention to punctuation, spelling and grammatical correctness before taking a print out of the resume. Any lapse in your resume can mar your chance of being called for an interview. Moreover, the resume should be sent along with the job application. Following sample resumes will help you understand the nature and variety of them better.

## SAMPLE CURRICULUM VITAE

Pawan Dubey  
C-63, Vivekanand Hostel,  
University College of Engineering  
Rajasthan Technical University  
Kota (Rajasthan)  
Contact: 09123456789  
e-mail: def@gmail.com

## Career Objectives

To work in a professionally managed corporate environment where I will have the opportunity for learning and growth, and my competence will get the enhancement to increase the productivity and effectiveness of the organization.

## Academic Credentials

- ✓ B. Tech. Electrical and Electronics from RTU, Kota in 2012.
- ✓ Senior Secondary examination (CBSE) in 2008 with an aggregate marks of 91.2%.
- ✓ Higher Secondary examination (CBSE) in 2006 with an aggregate marks of 94.4%.

## Achievements and Projects

- ✓ Represented the team to Techfest 2010 (technical festival of IIT, Bombay) in a programming competition named 'Code maestors' and came seventh in the final.

- ✓ Submitted a project titled 'Electro Vault' in Impulse 2010 (technical festival of RTU, Kota)
- ✓ Won first prize in a programming competition named 'Code Bust' in my first year during Impulse 2009.
- ✓ Awarded Certificate of Merit from CBSE for being among the top 0.1% students in Mathematics.
- ✓ Awarded a Certificate of Merit for being placed in National Top 1% in Physics Olympiad in 2008.
- ✓ Received merit certificate in Hindi in 10<sup>th</sup> standard from Hindi Academy, Delhi.

## Computer Skills

- ✓ Six month diploma in Computer Hardware with first division in 2005.
- ✓ Being a computer savvy person I have working knowledge of many software, and am passionate about using and exploring new software.
- ✓ Operating Systems worked on: Windows [from Win-95 up to Vista], Linux.
- ✓ Computer Language: C, C++, Java, Visual Basic, MATLAB.

## Personal Details

✓ FATHER'S NAME	Mr. Rakesh Dubey
✓ DATE OF BIRTH	20 September 1990
✓ MARITAL STATUS	Single
✓ LANGUAGE	Hindi, English
✓ NATIONALITY	Indian
✓ HOBBIES	Playing football, computer games, listening to music, surfing and chatting.
✓ PERSONALITY TRAITS	Analytical, hardworking with good learning power.

Pawan Dubey

## Questions

1. You are a B. Tech. A faculty position in your branch is vacant in a college. Apply for this position. Invent necessary details.
2. Applications for the post of Junior Engineer are invited by the Director [Recruitment Division] of R.S.E.B., Vidhyut Bhawan, Rajbhawan Road, Jaipur (Raj.). Candidates with B.E./B.Tech. in Electrical, Electronic and Mechanical Engineering can apply. Send an application with your resume.
3. Write a job application to the Senior Executive Vice President, KGTf Ltd., 6<sup>th</sup> Floor, DCM Building, 16, Barakhambha Road, New Delhi-110001 for the post of Project Engineer (Civil), giving details as to how you can be useful to them. Attach your CV to the application.
4. What do you understand by resume? How is it written?
5. What points should be kept in mind while writing a resume?

# 14 BUSINESS LETTER WRITING

## INTRODUCTION

The art of writing a letter takes practice, knowledge about proper form and the ability to put into words the thoughts and feelings which are associated with the letter. Learning to write a letter can be difficult, as there are multiple types of letters which can be written.

At workplace you have to write a number of letters everyday as a part of your duty. You will be writing letters to other organizations, employees, suppliers, customers, etc. These letters are called business letters. The objective of business letter is to achieve a definite purpose. It assists you in sustaining business relationship at work place. Therefore, a business letter must impress the reader. It should have the necessary built-in structure. The form, punctuation, the suitable layout and structure enhance the overall effectiveness of a business letter and help to arrange all the elements in an organized way. To avoid the time that it may take to learn to write each one of these letters, if you are able to learn to write a basic letter that will help you to create letters for a variety of occasions.

## STRUCTURE OF A BUSINESS LETTER

While writing a business letter, attention must be paid to both the parts of a business letter and to the choice of format. As a letter with a poor and loose structure cannot get the attention that it may seek, correct format and standard writing conventions should be followed while designing the letters. In order to ensure clarity of presentation, the letter should be divided into sections and sub-sections, each with a clear purpose and place in the body of the letter.

### Parts of the Letter

Following are the parts one must remember while writing a letter:

- Your Address:** At the top of your letter, you will put your address, so the reader will know where to send their reply to.
- Date:** Put the date on which the letter was written in the format Month Day Year i.e. June, 15, 2012.
- Inside Address:** The inside address is only required for a business letter and will include the address of the person you are writing to along with the name of the recipient, their title and company name. If you are not sure who the letter should be addressed to, either leave it blank or try to put in a title, i.e. "Director of Human Resources".
- The Greeting:** The greeting will address the individual that the letter is being sent to. This is usually completed in the form of "Dear Rajesh" or "Hey Anita", for less formal letters.
- The Introductory Paragraph:** The first paragraph and will generally outline the purpose for the letter and the reason that the letter is being sent. This can address any issues that are outstanding and is used to set the

tone for the entire rest of the letter. In this first paragraph, the summary of the letter can be found and the intentions which will be displayed through the rest of the letter should be outlined. From the first paragraph of the letter, the introductory paragraph, the individual should be able to note the tone of the letter.

- The Body:** The body of the letter will expand upon the introductory paragraph, and the individual can expand their thoughts and feelings further when it comes to the letter. The body of the letter can be anywhere from multiple pages for personal letters, to one page or two pages for most business letters and other types of proposals.
- The Closing:** In the closing of the letter, the individual will close the letter and finish any thoughts that have been mentioned. The closing of the letter comes in various forms from your truly, to those individuals that are familiar with one another, to a traditional sincerely which is a versatile closing that can be used in a variety of letters detailing many situations.

### Presentation of the Letter

Formal letters which are written on behalf of business firms or professional concern should be typewritten, grammatically correct and spelling error free. These types of letters should be legible and professional and therefore typing the letter is one of the most effective ways to ensure that the letter demonstrates a professional appearance through the entire course of the letter, thereby creating a positive impression on the recipient of the letter.

Besides outward presentation, it is important to determine the tone which will be written in the letter. It should have a professional tone. The tone should be established from the greeting of the letter, run into the introductory paragraph, throughout the entire body of the letter and even into the closing statement and closing greeting of the letter. Read through the letter once it has been completed to ensure that the tone remains the same.

### Business Letter Writing Tips

- Always proofread your letter after writing it, check for sentence structure, grammar and spelling mistakes.
- Proof read your letter again (and again) after you have revised it.
- Keep the recipient in mind, and write in a way that he can easily understand.
- Don't use abbreviated dates, i.e. use November 19, 2012, and not 11/19/12.
- Be respectful when you write, even if you are writing a letter of complaint.
- Be concise and keep to the point, but don't leave out any important information.
- Try to keep your letter short enough so that it fits on one page.
- If your letter is more than a page long, use another page, don't use the back of the page.
- If you have access to company (or personal) stationary with a letterhead on it, use that instead of regular paper.

### PURPOSE OF A BUSINESS LETTER

A business letter (or formal letter) is a formal way of communicating between two or more parties. There are many different uses of business letters. Business letters can be informational, persuasive, motivational, or promotional. Business letters should be typed and printed out on standard 8.5" x 11" white paper.

### Elements of a Good Letter

The most important element of writing a good letter is your ability to identify and write to your audience. If you are addressing your letter to the department of human resources, avoid using highly technical terms that only engineers would understand, even if your letter is addressed to an engineering company, chances are that the person in human resources does not have an engineering background.

The first element is that you make sure that you present your objective in a clear and concise manner. Do not be vague about your objective, most people will not have the patience to sit there and guess at the meaning of your letter or the time it takes to read a long letter, we go to the point without giving any unnecessary details.

Another important element to remember is to remain professional. Even if you are writing a complaint letter, remain polite and courteous, simply state the problem along with any other relevant information and be sure to avoid threats.

### BUSINESS LETTER FORMATS

This section will show samples of different formats for writing business letters.

#### Block Format

The block format is the simplest format of the writing is flush against the left margin.

SAMPLE BLOCK FORMAT BUSINESS LETTER	
Return Address line 1 1	
Date Month Day Year 2	
Mr./Mrs./Ms./Dr. Full name of recipient 3	
Title/Position of Recipient	
Company Name	
Address line 1	
Address line 2	
Dear Mr./Mrs./Ms. Last Name 4	
Subject/Title of Subject 5	
Body Paragraph 1	
Body Paragraph 2	
Body Paragraph 3	
..... 6	
Closing (Sincerely...) 7	
Signature 8	
Your Name (Printed) 9	
Your Title	
Enclosures (2) 10	

#### Your Address 1

The writer's address should be put in the top left hand corner. The street address, city and pin code, telephone, fax, and e-mail address should be mentioned. The writer should not include his name or title, as it is included in the

letter's closing. If a printed letterhead is used, the address should not be written again. It is important to mention address of the sender so the recipient can easily find out whom to send a reply to.

#### Date 2

Put the date on which the letter was written in the format Month Day Year i.e. August 30, 2012. Skip a line between the date and the inside address (some people skip 3 or 4 lines after the date).

#### Inside Address 3

The address of the person you are writing to along with the name of the recipient, their title and company name. If you are not sure who the letter should be addressed to either leave it blank, but try to put in a title, i.e. "Director of Human Resources". Skip a line between the date and the salutation.

#### Salutation 4

Dear Mr./Mrs./Ms. Last Name, Dear Director of Department Name or To Whom It May Concern; if recipient's name is unknown. Note that there is a colon after the salutation. Skip a line between the salutation and the subject line or body.

#### Subject Line (optional) 5

Makes it easier for the recipient to find out what the letter is about. Skip a line between the subject line and the body.

#### Body 6

As the body of a business letter contains the message of the letter, it must be organized carefully. It should be divided into three distinct parts, that is, the opening segment, the middle segment, and the closing segment. In the first segment, which may consist of one or more than one paragraph, a friendly opening can be made and then a statement of the main point. The purpose of a business letter is generally found in the opening segment. The middle segment is the part in which all the details that support ideas are included. It may contain more information and supporting details. The closing segment of a letter usually restates the purpose of the letter and states what action the writer wants the reader to take.

#### Closing 7

Let the reader know that you are finished with your letter. The letter should end with 'Sincerely', 'Sincerely yours', 'Thanking you', and so on. Note that there is a comma after the end of the closing and only the first word in the closing is capitalized. Skip 3-4 lines between the closing and the printed name, so that there is room for the signature.

#### Signature 8

The signature contains the writer's name and title and, in some cases, the name of the organization or company.

#### Printed Name 9

The printed version of your name, and if desired you can put your title or position on the line below it. Skip a line between the printed name and the enclosure.

#### Enclosures 10

If letter contains other document other than the letter itself your letter will include the word "Enclosure." If there is more than one you would type, "Enclosures (#)" with the # being the number of other documents enclosed that doesn't include the letter itself.

**Modified Block Format**

This is yet another format for writing business letters.

**SAMPLE: MODIFIED BLOCK FORMAT**

Return Address Line 1 1  
 Return Address Line 2 Date [Month Day, Year] 2  
 Ms/Mrs/Ma/Dr Full name of recipient 3  
 Title/Position of Recipient  
 Company Name  
 Address Line 1  
 Address Line 2  
 Dear Ms./Mrs./Mr. Last Name 4  
 Subject: Title of Subject 5  
 Body Paragraph 1 . . . . .  
 . . . . .  
 Body Paragraph 2 . . . . .  
 . . . . .  
 Body Paragraph 3 . . . . .  
 . . . . . 6  
 Closing (Sincerely...) 7  
 Signature 8  
 Your Name [Printed] 9  
 Your Title [Optional]  
 Enclosures [2] 10

**ADDRESSING AN ENVELOPE**

Addressing an envelope should be fairly simple.

- In the upper-left hand corner should be your name, and below that should be your return address.
- In the upper-right hand corner should be the postage stamp (with the correct postage amount).
- In the middle-centre should be the recipient's name and recipient's address.

**SAMPLE: ENVELOPE FORMAT**

Your Name	Stamp
Return Address Line 1	
Return Address Line 2	
Recipient Name	
Recipient Address Line 1	
Recipient Address Line 2	

**COMPLAINT LETTER**

The complaint letter should be written in the business letter format. When writing a complaint letter you want to keep it short and to the point to help ensure that your letter will be read in its entirety, if you write a seven page complaint letter, it's highly unlikely that someone will sit down and read all seven pages.

The complaint letter should be addressed to the customer service/consumer affairs department or the head office if there is no customer service department. The address and contact information of the customer service department should be available on the company's products or website.

**Complaint Letter Writing**

A complaint letter is an expression of dissatisfaction. The writer complains about something that went wrong, that is, a defective product, bad service, misbehaviour, mistaken billing, guarantee/warranty problems, and so on. As anger can spoil a business message, complaint letters should not vent anger, opinions or emotions.

In the first paragraph you should identify what the issue is and any relevant information that you believe is important. Be sure to include the following information if it's applicable to the situation: the date/time of the issue, location, name of person on duty, name of product, what the problem was, your account number, model number, price, warranty information and reference number. Be sure to stick with the facts and avoid putting emotions into your letter.

The next paragraph should state what you would like done to resolve the situation. If you received poor service, you could request an apology. If a product malfunctioned, you could request that you could exchange the product for a new one or request a refund.

The last paragraph should thank the reader for the time. You can also throw in some compliments about something you liked about their company's product or service.

You should include your telephone number/e-mail address after your printed name so that they can contact you if necessary.

Be sure to keep a copy of the letter for yourself and include photocopies of any relevant documents and enclose them with your letter.

A complaint letter may be organized into three parts, as shown in Figure 3.1 below:

**Opening:** The letter should be opened with a direct statement, which makes it clear that the writer is complaining to the reader about something.

**Body:** A strong, forceful and polite explanation should be given along with relevant information supported by concrete documents that convinces the reader that the complaint is genuine and the writer is legitimate. The tone of the letter should be polite but firm and not apologetic.

**Closing:** The writer should request the reader to take appropriate action and close the letter with an expression of goodwill.

Figure 3.7 Complaint Letter

**SAMPLE COMPLAINT LETTER**

July 5, 2017  
Mr. Suresh Kumar  
Director, Telecom Sector  
Bharti Simcom Pvt. Ltd.  
Delhi

Dear Sir,

I would like to point out a billing error in my May and July telephone bills.

According to the May bill (see copy attached), I had to pay an arrear of Rs. 437/- for January and March bills. As these bills were already paid in April 2012, I pointed out the error to the accounts officer (RA), Dhanbad, and he assured me that the error would be corrected.

However, in my July bill (copy attached), the same arrear has appeared again. Moreover, my telephone number 2203821 has been disconnected because your computer claims that I have not paid the telephone bill for more than three months.

Please correct this error and instruct the concerned department to reconnect my telephone without any reconnection charge. I have enclosed the receipts for all the bills paid by me since April 2012. I appreciate your cooperation in this matter.

Sincerely,

Dulal Chakarvarthy  
14, Luby Circular Road  
Dhanbad-226004

**WRITING AN INQUIRY LETTER**

Everyday business communication involves writing inquiry letters that request information or seek clarifications. We may need to write inquiry letters to individuals, firms, organizations, or institutions because we need some information. A letter of inquiry should be organized into three parts:

**Opening:** The letter should open with a clear statement that the reader why the letter is being written. It is important to make the purpose of the letter clear in the very first paragraph. Questions or information needed should be listed in a clear and specific way.

**Body:** The body gives details that explain the request. The writer may tell the reader what he/she is working on, and why he/she needs the requested information. He may also provide necessary details that the reader needs to know in order to respond to the inquiry. If the request involves more than one question they should be listed.

**Closing:** The letter should be closed with a goodwill expression seeking an action-oriented response, and specifying the action that the reader should take.

**SAMPLE INQUIRY LETTER**

JADEJA TOURS AND TRAVELS PVT. LTD  
C-10, Basant Vihar, New Delhi-110 049  
[www.jadejatours.com](http://www.jadejatours.com)

June 17, 2017

Mr. Shiv Kumar  
Training Manager  
Apex Corporate Training Pvt. Ltd.  
C-28, Ajmal Road, Delhi-110 052

Dear Mr. Kumar,

Please provide information regarding training courses for field staff involved in aggressive selling of tour packages.

We presently have 24 sales trainees who need intensive training in sales and marketing skills. Kindly send us the following information to enable us to choose the right course for them.

1. List of the courses best suitable for sales staff
2. Duration of each course
3. Course content
4. Fee structure

We would be glad if you could send us the information before July 25. We look forward to hearing from you.  
Sincerely

Sd/-  
R K Verma  
General Manager

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#### 24 Communication Skills

##### Replies to Inquiry Letters

Two kinds of replies may be written to letters of inquiry, that is, letter giving the information asked for and letter of regret.

###### (a) Letter complying with Requests

A direct approach should be used in such letters. A positive response to an inquiry may be organized into three parts as shown in the Figure 3.2.

**Opening** Purpose of the letter.

**Body** The requested information and other relevant details.

**Closing** A goodwill expression.

<b>Opening</b>	Mention the purpose of the letter, telling the reader that the requested information is being provided.
<b>Body</b>	Give the requested information and other relevant details that they may be interested in.
<b>Close</b>	Close the letter with a goodwill expression.

Figure 3.2 Complying with Requests

<b>SAMPLE: POSITIVE RESPONSE LETTER</b>	
<b>A.K. COMPUTERS</b>	
Dealers in HP	
Delhi Road- Chennai-332006	
July 9, 2017	
Dinesh Jain	
Purchase Manager	
Abhay Trading Corporation	
Court Lane, Civil Lines, Delhi	
Dear Mr. Jain,	
As you requested, we are sending you detailed information about the HP Scan jet 3200c model, and our business terms, in the enclosed booklet.	
We are main dealers of HP scanners in South India and would be privileged to do business with reputed companies like yours. You could also visit our website <a href="http://www.akcomputers.com">www.akcomputers.com</a> to receive more information about our company and a list of our customers.	
We hope that the enclosed information will help you make your decision. Just send us an e-mail if you need any other information. We look forward to receiving a purchase order from you.	
Sincerely,	
Sd/-	
Mr. Akash Gupta	
Sales Manager	

#### Business Letter Writing 85

(b) Letters not Complying with Requests: An indirect plan should be used letters. Figure 3.3 illustrates the three parts.

**Opening:** Buffer statement

**Body:** Explanation

**Closing:** Goodwill expression

<b>Opening</b>	A negative response letter should begin with a statement with an expression of appreciation, a compliment, agreement, or understanding. This statement will prepare the reader to receive the message without any ill feeling.
<b>Body</b>	The reason for not being able to give the information asked for should be explained.
<b>Closing</b>	The letter should be closed with a goodwill expression.

Figure 3.3 Not complying with requests

<b>SAMPLE: NEGATIVE RESPONSE LETTER</b>	
<b>RS CONSULTANTS</b>	
90/645, C Scheme	
Nariman point Mumbai-400021	
March 10, 2017	
Ms. Sheena Bhaskar	
C-25, M.G. Road,	
Ernakulam-307958	
Dear Ms. Sheena,	
We appreciate your efforts to improve the professional knowledge and skills of your sales staff, and would be privileged to arrange courses for reputed companies like yours.	
We are privileged to arrange training courses for big companies to organize training programmes for their sales staff. However, we conduct only ten sales training courses in a year. We have already finalized the list of the companies for whom we are going to conduct the courses during 2017-2018. Therefore, we are not in a position to give you the course details, and other related information for this year.	
We thank you for your interest in our organisation and its training packages. If you wish, we would be glad to include your name in the list of companies for the session 2018-2019.	
With best wishes,	
Your sincerely,	
Sd/-	
Somar Singh Chauhan	
Training Manager	

**LETTERS PLACING ORDERS**

A letter placing an order is a straight forward written message that orders supplies, services, or merchandise. To order items by letter, the direct pattern may be used, as shown in the following Figure 3.4:

- |                |   |
|----------------|---|
| <b>Opening</b> | The letter should begin in order language making it clear that it is a supply/purchase order.   |
| <b>Body</b>    | The order items should be listed and specific data such as detailed w of the item/items, catalogue reference, quantity/number, price, insurance instructions, clear address, and such other information that might be necessary to execute the supply order should be included. |
| <b>Closing</b> | The time-period for the delivery of the item/items must be mentioned and mode of payment must be stated. The letter should be closed with an expression of appreciation and goodwill.   |

Figure 3.4 Placing an Order

SAMPLE: PLACING ORDER LETTER											
<b>SHREE TRADING CORPORATION</b>											
Court Lane, Satellite, Ahmedabad											
		May 21, 2017									
<p><b>Mr. Manish Saxena</b> Sales Manager A.K. Computers Ajmer Road, Jaipur-302006</p>											
<p>Dear Mr. Saxena, Please send the following items on the business terms agreed upon:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Catalogue No.</th> <th>Item Description</th> <th>Quantity</th> </tr> </thead> <tbody> <tr> <td>128</td> <td>HP Pavilion T2501 Desktop</td> <td>05</td> </tr> <tr> <td>236</td> <td>HP ScanJet 3200C</td> <td>05</td> </tr> </tbody> </table> <p>We would be grateful if you could send the items duly insured. The insurance charge may be included in the bill. We would appreciate receiving the items by June 15, 2017. As desired, we would make the payment by crossed bank draft.</p> <p>Sincerely,</p> <p>Sd/- <b>Ramesh Khatri</b> Purchase Manager</p>			Catalogue No.	Item Description	Quantity	128	HP Pavilion T2501 Desktop	05	236	HP ScanJet 3200C	05
Catalogue No.	Item Description	Quantity									
128	HP Pavilion T2501 Desktop	05									
236	HP ScanJet 3200C	05									

**WRITING SALES LETTERS**

Sales letter are persuasive messages that persuade the reader to believe what the sender wants them to believe. Although expensive and time-consuming, sales are very effective as result-oriented business publicity. By generating a limited but important consumer market, they play an important role in mail marketing, involving the sale of goods and services.

Although the basic objective of every sales letter is to promote sales, they serve many purposes. They may intend to:

- make new customers
- promote a business idea
- introduce new products in the market
- generate new demand for an old product
- promote goodwill
- increase and expand customer network
- Launch a sophisticated marketing campaign aimed at a target audience

So, writing a sales letter may involve a careful analysis of the product, service, or idea that needs to be promoted through the letter. The 'central selling points' must be identified to make the letter innovative, fresh, and persuasive. The specific purpose of the sales letter must also be identified. An audience analysis may be required to about the letter to a specific audience.

**Organising Sales Letters**

A sales letter should be organized very tactfully because the reader is under no obligation to read the letter. The writer must ensure that the reader gives the attention that is needed to understand the message and act accordingly. Thus, the key elements in a sales letter are (1) gaining the reader's attention; (2) building the reader's interest in the product, service, or ideas; (3) convincing the reader that the product or service is the best; and (4) motivating him/her to act.

Like other business letters, sales letter may be organized into three distinct parts. Please see Figure 3.5.

<b>Opening</b>	The letter should open with an attention catching statement that could be a special offer, a unique product feature, a stimulating question, a startling statement, a fable, a prize announcement, a promise, a remarkable quotation/proved, or a persuasive suggestion. Its purpose is to get the reader to devote a few moments of attention to the letter.
<b>Body</b>	Related information that builds the interest of the reader in the product and convinces him/her that the product is worth buying should be substantiated by facts, figures, testimonials, guarantees, and logic.
<b>Closing</b>	The reader should be motivated to act and add special inducement to get a quick response. The letter should be closed with a goodwill expression.

Figure 3.5 Sales letter

**SAMPLE: SALES LETTER**

<b>BHFC</b> Salt Lake City, Kolkata-700 064 <a href="http://www.bhfc.com">www.bhfc.com</a>	<b>July 5, 2017</b> <b>Mr. Somnath Pan</b> <b>Chartered Accountant</b> <b>9, Cama Street, Kolkata</b>
<b>Dear Mr. Pan:</b>	
<b>Opening</b>	You want to own dream house and visit a bank. The loan officer tells you about the loan formalities, preconditions, payment modules, and so on. You have so many questions, doubts, queries but the man goes on talking. Well, visit our office. Our expert loan counsellors have a unique way of giving you advice. <b>They listen.</b>
<b>Body</b>	At BHFC, before we offer you advice, we listen to your concerns. After all, we understand that buying a home is the single largest investment for you. Our counsellors offer you expert advice on all your home loan issues. Our Personalized Loan Counselling includes:
	<ul style="list-style-type: none"> <li>• Advice on property related queries and title of documents.</li> <li>• Structuring EMIs for tax benefits.</li> <li>• Guidance on your entitlements for larger loan amounts.</li> <li>• Options for moving to a larger home.</li> </ul>
<b>Closing</b>	Talk to us today. Call PLD Home Loan, Ph. No. 2321 5060. We are here for you.
Sincerely, Vivek Srivastava Manager, PLD	

### CLAIM LETTERS

Claim letters are used to make claims due to unsatisfactory work or products by companies that have made contracts with another party to complete work. For example, if a contractor is not able to finish his work on time or if he has used substandard material, the party which had contract with him, will be unsatisfied with the work. The affected party will write a claim letter to demand damages. As such, claim letters have a very formal and serious tone.

A claim letter should generally contain the following four elements:

- (i) A clear explanation of what has gone wrong. Give full information for quick identification of the defective product or faulty service. In the case of a product, details such as the exact date of purchase and arrival, the

amount paid, order number, colour, size, model number, make, etc. are helpful in making a re-check by the supplier easier.

- (ii) A statement of the inconvenience caused or the loss suffered as a result of the mistake/ defect/poor services.
- (iii) An appeal to the reader's sense of fair play, honesty, reputation or professional pride with a view to motivating him to take necessary action promptly to rectify the situation.
- (iv) A statement of what adjustment you would consider fair.

### Characteristics of a Well-Written Claim Letter

Few persons can make a claim in a clear and correct language even when they have the best of reasons for doing so. An ill-written claim letter is likely to be given little consideration. A well written claim letter should state precisely what is wrong, make tracing easy by referring to definite dates, invoice numbers, etc., state what remedy or adjustment is desired and it should be addressed to the person, or company, responsible for the damage or omission.

### LETTER OF CREDIT

A letter of credit is a document issued by a financial institution, or a similar party, assuring payment to a seller of goods and/or services. The seller then seeks reimbursement from the buyer or from the buyer's bank. The document serves essentially as a guarantee to the seller that it will be paid by the issuer of the letter of credit regardless of whether the buyer ultimately fails to pay. In this way, the risk that the buyer will fail to pay is transferred from the seller to the issuer of the letter of credit. The letter of credit also insures that all the agreed upon standards and quality of goods are met by the supplier.

### Tips for writing a Letter of Credit

- Don't use ambiguous language – make sure everything is as clear as possible.
- Make sure both parties understand all their terms and obligations.
- Make sure the terms of the letter of credit are reasonable for both parties and made in good faith.

### Questions

1. What do you understand by business letter writing?
2. What are the different parts of a business letter?
3. What are the elements of a good business letter?
4. What care should be taken while writing a business letter?
5. What are the steps for writing a business letter?
6. What is a complaint letter?
7. What is an inquiry letter?
8. What is a sales letter?
9. How are letters placing orders written?
10. Inquiry letters are written to enquire into terms and conditions for buying a product. Explain this statement.
11. Write an inquiry letter to Mahesh Cloth Store, Jaipur, on behalf of Happy Cloth Store, Jalandhar.

12. On behalf of the librarian of your college, write a letter of inquiry to a prominent book seller asking for the latest catalogue and details of discount offered to libraries and any other concession you can get.
13. Write a reply to the above inquiry.
14. Draft an order letter requesting the supplier of stationery to supply certain items of stationery for your institution.
15. Sometimes the seller may not be in a position to supply the items after receiving an order. Write a letter of regret to the purchaser. Invent necessary details.
16. Before writing a complaint letter, what points should be taken into consideration?
17. What are the objectives and purposes when you are writing a sales promotion letter?

# 15

## PARAGRAPH WRITING

### WHAT IS PARAGRAPH?

A paragraph consists of related sentences which develop a single idea or theme. The first sentence presents the main theme while the last sentence concludes the argument. Unity and order are essential in a paragraph.

Normally paragraphs are short in length. The number of words should not be less than 100 and it should not exceed 150 words. As good prose is always simple, we should try to make short and simple sentences.

There is some difference between an essay and a paragraph. An essay consists of many paragraphs. Each paragraph presents a single point or idea.

When we are asked to write a paragraph on some topic, we have to select only one point and develop it. If we are asked to write a paragraph on "Pollution", we can discuss only the causes of pollution. Someone else can discuss the havoc played by pollution.

In the first sentence of the paragraph we have to introduce the idea. In the following sentences we should present details or arguments. We should conclude with the last sentence. The first and the last sentences are the most important sentences in a paragraph. The style of writing a paragraph should be clear, lucid and simple.

### Types of Paragraphs

Paragraphs may be descriptive, narrative, reflective, expository or argumentative; we can also be asked to write a paragraph on a proverb.

**Descriptive:** In a descriptive paragraph, we have to describe some object. We have to write what we know about the object.

**Narrative:** In a narrative paragraph, we have to narrate some incident or event. We may give an account of our own experience.

**Reflective:** In a reflective paragraph we try to establish some idea. We have to give our views on some idea or problem.

**Expository:** An expository paragraph explains facts about some subjects; as, 'The Usefulness of Technology' or 'The Life of Aurobindo Ghosh'.

**Argumentative:** An argumentative paragraph contains arguments about some controversy; as, 'Democracy versus Dictatorship' and 'Religion and Politics'.

**Proverbs:** When we are writing a paragraph on a proverb, we should try to explain it with the help of some suitable example.

## PARAGRAPH WRITING

Paragraph is a cluster of sentences which tries to bring forth an idea or thought. The length of the paragraph depends on the idea. Sometimes, examples may be given to develop the idea. A paragraph is a unique piece of composition which deals with a single subject.

### Principles

The Principles of paragraph writing are as follows:

1. It is necessary for us to develop the ability to write effective paragraphs. As the writing needs to be purposeful, precise and reader-oriented, it is important to compose paragraphs that are clear, cohesive, and concise.
2. Good writing skills (both composing and organizing skills) are required to write an effective paragraph. The middle should flow from the beginning and the end should flow from the middle. There should be organic unity—a continuous, logical progression of thought.

In order to write an effective paragraph, a careful writing strategy should be followed to ensure proper length, unity, coherence, logical development and organization of ideas. It is essential to develop the ability to write effective paragraphs as all longer pieces of technical composition contain a sequence of related paragraphs. In longer pieces of writing such as reports and proposals, paragraphs help to develop the core idea of the document. In fact, writing any technical composition involves writing paragraphs. As the writing needs to be purposeful, precise and reader oriented, it is important to compose paragraphs that are clear, cohesive, concise and reader-oriented.

### Proper length

There is no set rule about the length of paragraphs. The length of a paragraph may vary according to the nature and type of composition. Normally the length of a paragraph ranges from 2 to 10 lines. If we want to achieve clarity and conciseness in our writing, we will have to limit the length of the paragraph, which should be on the basis of the readers we have in mind.

Some examples are given below:

#### Paragraph 1

I am happy to learn from your letter of 2 June 2012 that you have been selected to represent your college in the Inter-College Debate Competition. I pray for your success.

#### Paragraph 2

Civil-disobedience as a branch of *satyagraha* implied a breach of any statutory and unmoral law and signified the resisters' outlawry in a civil and non-violent manner. Gandhi recognized it as an active expression of non-violence and as an essential discipline for those who offered disobedience. For him it was also the logical conclusion, the last stage, the most drastic form of non-cooperation. He called it "a complete, effective and bloodless substitute of armed revolt." Gandhi advocated its practice only as a last resort and that too by a select few in the initial stages. Thus Gandhi distinguished between individual and mass civil-disobedience. Gandhi also recognized the distinction between limited civil-disobedience and complete civil-disobedience. Limited civil-disobedience implied disobedience to selected laws or orders considered to be immoral while simultaneously obeying other laws which were considered to be consistent with morality and administrative utility. However, Gandhi recognized the possibility of a state degenerating to a level of being predominantly immoral. In such circumstances he recognized it as the principal duty of every conscious and righteous

individual to refuse obedience to every single law made by such a state regardless of the possibilities of the disobedience act leading to violent and bloody repression. For Gandhi such a complete civil-disobedience is a state of peaceful rebellion. Another distinction that Gandhi made was the one between aggressive and defensive civil-disobedience. An aggressive civil-disobedience, which was synonymous with an assertive or offensive civil-disobedience, Gandhi recognized, was a non-violent, wilful disobedience of laws of the state whose breach did not involve moral turpitude and was undertaken as a symbol of revolt against the state, defensive civil-disobedience, on the other hand, was an involuntary or reluctant non-violent disobedience of such laws which were in themselves bad and obedience to which would be inconsistent with the individual's self-respect or human dignity.

The first paragraph, which has been taken from a letter, consists of only two sentences and contains thirty one words. On the other hand, the second paragraph, which has been taken from a book on Gandhi's *Satyagraha*, consists of thirteen sentences and contains three hundred and three words. So far the length is concerned, both the paragraphs are appropriate.

Paragraphs of various lengths can be used as per the needs of the writing assignments. The following suggestions might help in making decision about appropriate paragraph length while writing:

- (a) **Adjust Paragraph Length to Readers:** The reader is a significant element in technical and professional writing because they have to read, understand and react to the piece of writing. A writer does not write for himself, he writes for the readers. Therefore, it is important that he adjusts paragraph length in accordance with his readers. If he does not expect his readers to understand too much at one time, he may write short paragraphs dividing the subject into small manageable parts for easy understanding.
  - (b) **Adjust Paragraph Length to Subject Matter:** Most of the subjects have natural logical divisions that cannot be overlooked while writing about them. As a paragraph marks a logical division of a thought, a logical organisation of the subject matter is required. An incomplete thought cannot be presented in a paragraph just to make it short. In order to do justice to the content, paragraph lengths have to be adjusted to the subject matter or the information that is being communicated.
  - (c) **Adjust Paragraph Length to the Demands of Variety and Emphasis:** Natural adjustment of paragraph length should be made to ensure variety and emphasis. An important aspect in achieving effective paragraph length is to ensure avoiding monotony.
  - (d) **Unity:** Unity is oneness of objective. It means a paragraph develops around a single idea and every detail included in a paragraph should develop this idea. To maintain unity in a paragraph, one main thought should be dealt with in a paragraph.
- An effective paragraph should be well-arranged, compact, and organized in a proper way. It should have a proper beginning, middle and end. The first sentence should state the subject of the paragraph. The next group of sentences should present the arguments supporting the subject. The last or concluding part of the paragraph should give a conclusion or summary of what has been said in the paragraph.
- (e) **Coherence:** Coherence means the paragraph should be a single whole. It means all the sentences in a paragraph should be interrelated. Coherence is the quality which makes the paragraph easily understandable to readers. Unity and coherence are necessary features of good writing. Coherence and unity can be maintained by using pronouns, repetition of some keywords using connectives and logical development of the idea.
1. **Pronouns:** A pronoun is a substitute for a noun, and this always serves as a reminder of the noun in the earlier sentence. In this way, it maintains continuity of thought.

2. **Repetition:** The repetition of some keywords or phrases in the paragraph serves not only to make the paragraph coherent but also to emphasize the author's point of view. But repetition should be used with care, as too much of it may make the paragraph burdensome.
3. **Connectives:** These are words or phrases which usually occur at the beginning of a sentence to show the relationship between the new sentence and the previous sentence. Some of these connectives are—and, but, or, therefore, next, further, besides, similarly, on the other hand, secondly, etc.
- (f) **Topic sentences:** The topic sentence contains the main idea of a paragraph and the remaining sentences support it. Generally, the topic sentence is found in the beginning or in the end of the paragraph. Sometimes, it is found in the middle of a paragraph and in some other cases, there is no topic sentence in the paragraph.

#### PARAGRAPH DEVELOPMENT TECHNIQUES AND METHODS

In order to create unity in a paragraph, the whole paragraph should be developed with the help of certain devices. Devices which bring unity in a paragraph are the deductive method, inductive method, chronological method, spatial method, linear method and interrupted method.

##### Inductive Method

In the inductive method, supporting facts or details are given one after another leading to the final sentence having the main idea. Here, the author organizes the details logically, includes examples and gives a conclusion in the form of a topic sentence. In such paragraphs the topic sentence is given at the end.

##### Deductive Method

The deductive method is the reverse of the inductive method. In this method, the topic sentence is given in the beginning and the following details and examples try to establish it.

##### Chronological Method

In chronological order of facts, events or ideas are discussed in the order in which they occur. This method can be used in explaining a process or in narrative writing.

##### Spatial Method

In spatial method of paragraph development, items are organized according to their position or relationship. This method refers to space or layout in which setting is described in some sort of order based on location.

##### Linear Method

Linear means one dimensional in which all the sentences are related to each other by coordination and subordination considering the logical development of ideas. A statement is made and then supported by means of examples; the reasons are given leading to a conclusion; or a cause and effect relation is presented.

##### Interrupted Method

In the interrupted method, a sequence of ideas is given a break and a turn in order to produce a forceful effect.

##### Comparison and Contrast Order

In the comparison and contrast method of paragraph development, the text is organized by comparison and contrast. The basic purpose of this method is to understand clearly what comparison and contrast really means, and at a time it is very easy to make judgment about them at a given moment. Comparison and contrast can be done in two ways.

1. **Point by point comparison:** Here, the writer talks about two things at the same time, comparing or contrasting them point by point in a single paragraph.

2. **Block method of comparison:** In this method, comparison and contrast are made by using two paragraphs to look at two things separately with the same points.

##### Questions and Answer Order

In the question and answer order of paragraph development, the writer begins the paragraph with a question and that question is answered within the same paragraph. In such a paragraph, there is no visible topic sentence, but the opening question tells the purpose of the paragraph.

#### Paragraph Structure

A paragraph is a distinct form of writing. It comprises several interrelated sentences and it deals with one main idea. This main idea is called the topic or the theme of the paragraph. The main function of a paragraph is to develop, support, exemplify, or explain this theme.

Thus, in technical and professional writing, a paragraph may consist of the following three kinds of sentences:

- Main sentence, which expresses the main idea of the paragraph.
- Major supporting sentences, which expand, illustrate, explain, support, or strengthen the main idea with secondary points and major supporting details.
- Minor supporting sentences, which further exemplify and support the main idea with minor points or details.

These sentences may be arranged logically by taking care of the proper distribution of emphasis in a paragraph. It is important that the space devoted to each sentence should be in proportion to the importance of the idea it expresses. While phrasing sentences, appropriate keywords or lexical items, markers of cohesion, and linkers should be used.

A model paragraph is given below:

#### SUCCESS

A very common question that we turn in our everyday conversation is—does a man succeed by luck or by his effort? Those who fail in life implore their failure to bad luck, and those who succeed say that success attends hard work. I lean on the side of the latter. Luck does work in life, but only in rare cases, as three aces of cards do not come often to you. You have to play the game of life with common cards and not wait for the rare chance of getting three aces. Thus, success to a normal man in a normal situation is the result of his own effort, though luck may help him in rare cases.

#### Practical Exercises

1. Read the paragraph in Part A and analyse the topic sentences given in Part B in order to choose an appropriate topic sentence for each paragraph.

#### Part A

- (a) It includes all non-living and living objects, happenings and focus, both natural and manmade, which influence the life of an organism; the relationship of organism (including man) to the environment. The environment is a continuum extending from the medium (air or water) in which one lives to distant objects such as the sun or moon, and possibly even beyond. All aspects of this continuum influence on organism and vice-versa.

- (b) Some natural occurrences can create, alter, and destroy an environment. Humans through their understanding can modify the environment but cannot change natural laws. It should be realized that man's present concern for the environment has not arisen merely from a romantic love for nature. Instead, it has grown from a wise realization and concern for the survival of humans and other organisms.
- (c) It is necessary for the development and progress of humankind. But at the same time, they are conscious of scientific studies that suggested that too drastic a change, natural or manmade is harmful. Present threats to the environment are the result of too rapid technological developments and the injudicious use of resources.

**Part B**

- (a) Environmentalists recognize change as a universal process.
- (b) The environment is part and product of nature and is governed by natural laws and principles.
- (c) All life forms, including human beings, are related to one another either closely or remotely through common ancestry.
2. Develop the following ideas/themes into paragraphs. Use the themes as topic sentences of the paragraphs:
- (a) All matter occupies space.
  - (b) Air pollution is a health hazard.
  - (c) Computers have revolutionized information technology.
  - (d) Matter exists in solid, liquid, and gaseous states.
  - (e) The new millennium has brought new challenges.
  - (f) Petroleum is an important source of energy.
  - (g) Controlling vehicular pollution is essential for the survival of mankind.
  - (h) Digital computers are counting machines.
  - (i) A telescope is an optical instrument used for magnifying distant objects.
  - (j) Accidents in factories result from ignorance of safety regulations.
  - (k) Women in power.
  - (l) Child sexual abuse.
  - (m) Education for all—is it still a dream?
  - (n) Sex determination test—use and misuse.
3. What do you understand by unity and coherence in paragraph development?
4. What are the main causes of lack of unity in a paragraph?
5. How can unity apply equally well to a sentence, to a paragraph and to longer units of writing?
6. What are the techniques used by the technical writers to make a paragraph coherent?
7. Distinguish between inductive and deductive methods as significant tools of good technical composition. How are these methods helpful to a technical writer?
8. Point out the devices for developing a paragraph.
9. What are the basic requirements of a good paragraph in technical writing?

# 16 REPORT WRITING

**INTRODUCTION**

A report may be defined as an account or a statement of events or the analysis and study of a topic. It consists of detailed description of a problem or a situation, findings of an investigation or recommendations. It generally includes conclusion and suggestions for future course of action. A report is written with a view to sharing some piece of information.

Reports can be for various purposes. We have to prepare reports on various topics, for example, the Hostel Facilities in the College, College Canteen or Library during our studentship. In future, we may have to prepare reports for TV, Radio, and Newspapers or to submit the same to our higher authorities. These reports analyse the topic and sometimes suggest possible measures for the betterment.

It is a known fact that the government also constitutes various committees to submit their reports on different issues of political, social, economic and constitutional importance. These committees record and collect data, conduct surveys, analyse the available information and submit their findings and sometimes recommendations in the form of a report.

Hence, a report is a major form of communication. While submitting a report a committee gives certain facts, ideas and suggestions and thus communicates this information to higher authorities that make use of it.

Thus, a report is usually a factual piece of writing. It is based on certain evidence and contains the information in a systematic and logical manner. This is related to the study or analysis of a particular topic. As it is written for some well-defined purpose and for some select people, it is formal in nature.

The main features of a report are as follows:

1. A report is a record containing some pieces of information or a factual account of something.
2. It is a systematic presentation of facts about some activity or event. In other words, a report is an organized and factual account of work done by a person or a group or of activities of an organization. A report is different from the routine and casual exchange of information that takes place daily in business.
3. A report is an objective and unbiased communication of facts. It is designed to present the truth irrespective of the consequences.
4. A report is written for a specific group of audience.
5. It comprises conclusions drawn by the writer and the procedure followed for collection, analysis and interpretation of data.
6. A report many times includes recommendations.
7. A report is written with some defined objective.
8. A report is submitted to a higher authority by a lower authority.

**Purposes of Writing Reports**

1. To state the amount of work that has been done. (Project Report)
2. To state objectives and findings of an experiment or a test. (Lab Report)
3. To show facts or figures of an organization to a larger community. (Annual Report)
4. To collect and analyze information for future course of action. (Report on Policies)
5. To communicate the present situation. (Survey Report)
6. To state the findings of a particular organization's functioning in an orderly and organized manner. (Report describing functioning)
7. To study a mishap, its causes and suggestions for quick relief and future measures. (Recommendatory Report)

**Characteristics of Reports**

1. **Accurate and Relevant:** The facts in the report should be both accurate and relevant. A good report contains accurate and unbiased information. Only accurate reports can lead to correct decisions. It should be accurate both in terms of facts and grammar. In the report only information relevant to the purpose for which it is prepared should be given. All irrelevant material should be discarded as it may cause difficulty in understanding. Irrelevant facts make a report misleading, obscure and cumbersome.
2. **Details based on evidence:** The report must deal with the facts. We must go into the details, study and analyse them and then move towards conclusions. The acceptability of facts is possible only when they are accurate and scientifically derived. Inaccurate facts cannot lead you to appropriate conclusions or recommendations.
3. **Clear and Precise:** A report should be clear and precise. There should be no confusion regarding facts and data. A good report contains a proper arrangement of facts. It has a clear purpose. It should also be precise dealing only with the relevant facts. No superfluous material should be there in the report. If the report is precise it will be easy to understand. It should be divided into short paragraphs and must have a clear title. Short paragraphs facilitate comprehension and make the report look attractive. Proper headings and sub headings should be used in the report. Conciseness and coherence are essential characteristics of a good report. There should be no ambiguity about recommendations contained in a report. Precision makes a report useful and a valuable means of communication.
4. **Simple Language:** Reports should be written in very simple and easy-to-understand language. The language should not cause any difficulty in understanding. Long sentences may create problems in comprehension. Therefore, short and simple sentences should be used. The language of the report should be clear, precise, lucid and grammatically faultless.
5. **Impartial Recommendations:** If recommendations are made, they should be just, impartial and objective. The recommendations should come as a result of analysis and study of the available material.
6. **Reader is Important:** A report is meant for the readers. While preparing the final draft, the language should be written keeping in mind the readers. If the readers vary, the language of the report can also vary. The main purpose of a report is presentation of facts. Therefore, it should be designed to attract the attention of the reader and convey to him the message effectively.
7. **Source of Information:** The report should properly mention the sources from which information, data and results have been collected. This increases the validity and acceptability of the report.

8. **Completeness:** A good report must be complete in all respects. It must contain all the required facts and conclusions. Generally, it should specify the purpose, facts, conclusions and recommendations.

9. **Cross-referencing:** Whenever necessary, cross-references should be given in a report. Cross referencing means making a mention at one place in the report about some other points of the report. For example, against every point in the summary the page number of the report where the details against that point are given may be mentioned. Cross referencing helps to save time and space and facilitates the task of the persons who are to read and use the report.

**TYPES OF REPORTS**

Reports can be of the following three types:

1. **Informative and Analytical Reports:** An informative report gives information and facts related to the problem. While an analytical report analyses data, facts etc. When a report only presents facts, it is informative and when it reaches some logical conclusion through studies, it is called an analytical report.
2. **Periodic Reports:** They are given at regular intervals. For example – monthly, quarterly, annual, biannually, etc.
3. **Oral and written Reports:** Looking at the presentation of report, it can be either oral or written.

**Reports can be classified into several categories**

*On the basis of communication media, reports can be oral or written:*

- (a) **Oral Reports:** An oral report is a face to face communication of a fact or observation. It is comparatively informal and time saving. It is simple and easy to present. But the receiver has to listen every word of it. It is vague in nature and provides no record for future reference.
  - (b) **Written reports:** A written report is comparatively more accurate and precise. It is more formal and can be referred to whenever required. A written report provides a permanent record and can not be denied at any time. It can change hands without any danger of distortion or tampering.
- On the basis of the format and procedures, reports may be informal or formal:*
- (a) **Informal Report:** An informal report is in the form of person to person communication. It may range from a few lines to several pages of detailed information. An informal report is often written in the form of a letter or a memorandum.
  - (b) **Formal Report:** A formal report is presented in a prescribed format. It is prepared in accordance with the standard procedure and is submitted to a specific authority. Formal reports can be statutory or non-statutory:
    - (i) **Statutory Reports:** Reports prepared according to the format and procedure established by law are called statutory reports. Reports submitted at the statutory meeting of shareholders, Directors' report to the Annual General Meeting, Annual Returns, Auditors' Report are examples of statutory reports.
    - (ii) **Non Statutory Reports:** Formal reports which are not required under any law but which are prepared to help the management in formulating policies and in taking important decisions are called Non Statutory reports.

*On the basis of frequency, there can be routine reports and special reports:*

- (a) **Routine Reports:** These reports are prepared and presented in the usual routine of business. For example, branch managers of banks submit regular report to the Head Office on the quantum of business transacted

during the period. Progress reports, inventory reports, confidential reports on employees are examples of routine reports. Such reports contain a mere statement of facts without an opinion or recommendation. Since these reports are presented at prescribed intervals, these are also called periodic reports. They may be submitted annually, semi-annually, quarterly, monthly, fortnightly, weekly or even daily. Routine reports are usually written on the prescribed formats.

- (b) **Special Reports** A special report is prepared and presented in relation to specific situations or occasions. These deal with non-recurring problems or issues. A report on the desirability of opening a new branch, a report on the unrest among staff in a particular branch, a report suggesting the restructuring of the bank's operations, laboratory report are examples of special reports.

*On the basis of function, a report can be either informational or interpretative:*

- a) **Informational Reports** An informational report presents the data collected or facts observed in an organized form. It does not contain conclusion or recommendations. It presents the situation as it is and as it should be. For example, a report containing only the facilities available in the university hostels is an informational report.
- (b) **Interpretative Reports** Such a report contains not only facts but also interpretation of data. It includes the report's conclusions and may also contain recommendations for action. In the above example, if reasons for unsatisfactory state of facilities available in the university hostels and suggestions are given, it would be an interpretative report.

On the basis of nature of the subject dealt with, there can be fact-finding report, problem determining report or technical report. In a fact-finding report only the data are presented but in a problem determining report the causes of the problem are given. A technical report presents data on a specific subject.

On the basis of number of persons involved, there can be reports by individuals and reports by committees. Reports concerning the work of one person/branch/department are usually submitted by individual. When the subject or problem relates to more than one department, a committee may be formed to draft the report.

### IMPORTANCE OF REPORTS

Business reports play a very significant role in the management of business. Various types of reports have to be prepared and presented on different aspects of business. Reporting is an important part of communication. The quality of business decisions depends on the quality of information provided to managers. Managers are away from the scene of action and rely on the reports sent by their subordinates. A sales manager depends on reports from branch offices. A branch manager operates on the basis of reports from field sales force.

Reports are very important for decision-making and therefore they are very crucial for all organizations. The importance of reports can be understood with the help of the following points:

1. It tells about efficiency or inefficiency of the employees of the organization. It analyses their achievements and failures.
2. Reports are tremendously helpful in decision-making.
3. Reports spread the information about the organization within and outside the organization.
4. The employers decide their future plans and think of different strategies to improve the performance with the help of reports.
5. Reports serve as a source of information. Information of reports can be used in future as well.
6. Reports give information about the amount of growth, success and progress of an organization.

7. The aim of reports is to analyse the impact of changing business conditions on the performance and growth of an enterprise. Management can develop measures to combat the changes with such analysis. Reports facilitate coordination.
8. Reports are means for keeping in touch, and maintaining contacts with customers, shareholders, creditors and the Government.

### Principles of Report Drafting

1. **Principal of Purpose** – Every report must have a specific and sound purpose. A clear statement of the purpose helps in the preparation and use of the report.
2. **Principal of Organization** – The elements of a report should be systematic and well-planned in the right order.
3. **Principal of Clarity** – A report should be written in a simple and easy-to-understand language.
4. **Principal of Brevity** – The report should be brief because short reports are easy to prepare and analyse, it costs less and underlines the relevant points.
5. **Principal of Scheduling** – Reports should be scheduled in such a way that they can be prepared without undue burden on the staff and with sufficient time for their preparation. However, too long an interval between collection of data and presentation of the report may make the report obsolete and useless.
6. **Principal of Cost** – The cost of a report should be less than the benefit.

### The Process of Report Writing

The process of preparing a report consists of the following stages:

Stage 1: Collect the Material

- (a) Collect all the relevant materials, notes, documents etc.

Stage 2: Plan the Report

- (a) Define the purpose of your report, to whom it is to be submitted and how will it be used?
- (b) Determine the information it should contain.
- (c) Arrange the information in a logical order.
- (d) Prepare an outline of the report.
- (e) Decide where illustrations and diagrams are required.

Stage 3: Draft the Report

- (a) Write the introduction – the purpose, the heading and the summary.
- (b) Write the body of the report.
- (c) Write the conclusions and recommendations.

Stage 4: Edit the Report

- (a) Examine the draft – will it serve the purpose?
- (b) Check your grammar, spelling, punctuations, etc.
- (c) Check your illustrations.

### Sample Format of an Official Report

- (i) From: Name and designation of the person submitting the report.
- (ii) Date
- (iii) To: Name and designation of the person to whom the report is being submitted.

- (i) Title of the Report
- (ii) Terms of Reference: Who instructed to submit the report and why?
- (iii) Summary of Report: When the Report is too long.
- (iv) Body of the Report: Analysis of the Situation and Findings.
- (v) Conclusion: Recommendations or Suggestions.
- (vi) Signature of the sender.

#### SAMPLE: OFFICIAL REPORT

From:  
Dr. Sanjay Chawla  
Chief Medical and Health Officer  
Medical and Health Services  
District Asanwar (Raj.)

Date: 20 September 2016

To:  
Dr. Radhika Agrawal  
Director  
Medical and Health Services  
Jaipur (Rajasthan)

Title: Deaths due to malaria fever.

**Terms of reference:** As instructed by the Minister of State (Medical and Health Services, Jaipur) a survey was conducted to look into the matter of about ten deaths due to malaria fever in three villages in Jhalawar district.

**Findings:** The writer visited the three villages of Jhalra Patan, Asanwar and Eklera to confirm the above report and study the present situation. The findings of the study are as follows:

- According to the records of the Government Primary Health Centres and private nursing homes, the number of patients diagnosed with malaria fever was 3 in Jhalra Patan, 4 in Asanwar and 2 in Eklera.
- While 3 patients suffered from mild shivering and fever, 6 patients showed acute symptoms and needed hospitalization.
- The line of treatment given to the patients was in conformation to the recommended prescription for the management of malaria fever.
- A total of 9 deaths were confirmed by the hospitals. All the patients died within 3 to 4 days.
- For more than a week, no new case of malaria has been reported.

**Conclusions and recommendations:** It appears that the outbreak of malaria has been contained in time before it could take the shape of an epidemic. It is recommended that the Primary Health Centres in the district keep a close watch on the condition of the patients suffering from any kind of fever and report immediately if any death occurs. Further, the centres should be instructed to immediately report the matter to the District Health Centre if any new cases of malaria fever come to their notice.

The general public should be requested to maintain cleanliness in their surroundings and not to give any breeding ground to mosquitoes. Local administration should also be sent a letter of this intent.  
(Dr. Sanjay Chawla)

#### Sample Format of a Newspaper Report

- (i) Heading of the Report: at the top of the page and in the centre of the line.
- (ii) Place and Date: an extra spacing below the heading and even with the left margin.
- (iii) Body of Report: an extra spacing below the place and date and its first word beginning five spaces from the left margin.
- (iv) Signature of the Reporter: One extra spacing below the last line of the body of report and flush with the left margin.
- (v) Name and Status of the Reporter: one extra spacing below the signature and flush with the left margin.

#### SAMPLE: NEWSPAPER REPORT

Annual Function  
Mittal International School, Kota

Kota: 25 March 2017

Mittal International School celebrated its annual function on 25 March 2012 between 7 and 10:30 p.m. It was a grand function in which the young students gave enchanting performances. The theme of this function was 'the World of Fantasy'. The Chief Guest of the function was Prof. R.P. Yadav (Hon'ble Vice-Chancellor, Rajasthan Technical University, Kota) and the function was presided over by Mrs. Sangeeta Kacker, the Principal of the school. The programme was attended by students, their parents, teachers and many dignitaries of the city. The inaugural speech by the Chief Guest and the farewell speech by the Principal were extremely impressive and inspiring.

[Ravi Arora]  
Correspondent  
Times of India,  
Kota (Raj.)

**Practice Exercises**

1. What is the importance of reports?
2. What are the features of a good report?
3. What are the different kinds of reports?
4. Discuss the process of Report Writing.
5. The Home Ministry wants reports from all the District Collectors of Rajasthan on 'Female Foeticide' in their districts. The Collector of your district has entrusted the task to you. You are to submit your report to the Collector of your district. Prepare a report and invent necessary details.
6. A private travel agency of Rajasthan wants to expand its business. For this purpose, they want information regarding the prospects and the scope for development of tourism in Rajasthan. The agency hires the services of a consultancy firm. Prepare a report on behalf of this firm. Invent necessary details.
7. Write a report for the local newspaper of your city covering the annual function of your college.
8. Prepare a press report on a bus accident that has taken place near your city.
9. 'Do our educational institutions encourage creativity?' Give your views in the form of an analytical report.
10. Write an interpretative report on 'Eradication of corruption is necessary if India wants to make progress'.

**PART FOUR****SDQR***Short Stories*

However, in the end, the narrator feels that he has finally had his revenge when he sees that the woman now weighs twenty-one stones.

The primary theme of the short-story *Luncheon* by Somerset Maugham is appearance vs. reality. The speaker, in his mind, but when he goes to have a lunch with her, she appears to be a complete disappointment, a total opposite of his imagination. Not only her appearance but also her dialogues express that she is an extremely fat, food-loving and greedy woman who does not even think about the costs the writer would have to pay for the lunch. She has a very good appetite, and gobbles a lot of food. The most interesting part is the verbal irony hidden in her dialogues to the speaker, like she does not eat too much etc.

The irony concealed in her speeches helps to develop the main theme. These ironies make *Luncheon* a comic story in the true sense.

#### TEXT

##### The Luncheon

I caught sight of her at the play, and in answer to her beckoning, I went over during the interval and sat down beside her. It was long since I had last seen her, and if someone had not mentioned her name I hardly think I would have recognized her.

She addressed me brightly.

"Well, it's many years since we first met. How time does fly! We're none of us getting any younger. Do you remember the first time I saw you? You asked me to luncheon." Did I remember?

It was twenty years ago and I was living in Paris. I had a tiny apartment in the Latin quarter overlooking a cemetery, and I was earning barely enough money to keep body and soul together. She had read a book of mine and had written to me about it. I answered, thanking her, and presently I received from her another letter saying that she was passing through Paris and would like to have a chat with me; but her time was limited, and the only free moment she had was on the following Thursday; she was spending the morning at the Luxembourg and would I give her a little luncheon at Foyot's afterwards? Foyot's is a restaurant at which the French senators eat, and it was so far beyond my means that I had never even thought of going there. But I was flattered, and I was too young to have learned to say no to a woman. Few men, I may add, learn this until they are too old to make it of any consequence to a woman what they say. I had eighty francs (gold francs) to last me the rest of the month, and a modest luncheon should not cost more than fifteen. If I cut out coffee for the next two weeks I could manage well enough.

I answered that I would meet my friend-by correspondence-at Foyot's on Thursday at half-past twelve. She was not so young as I expected and in appearance imposing rather than attractive. She was, in fact, a woman of forty (a charming age, but not one that excites a sudden and devastating passion at first sight), and she gave me the impression of having more teeth, white and large and even, than were necessary for any practical purpose. She was talkative, but since she seemed inclined to talk about me I was prepared to be an attentive listener.

I was startled when the bill of fare was brought, for the prices were a great deal higher than I had anticipated. But she reassured me.

"I never eat anything for luncheon," she said.

"Oh, don't say that!" I answered generously.

"I never eat more than one thing. I think people eat far too much nowadays. A little fish, perhaps. I wonder if they have any salmon."

Well, it was early in the year for salmon and it was not on the bill of fare, but I asked the waiter if there was any. Yes, a beautiful salmon had just come in, it was the first they had had. I ordered it for my guest. The waiter asked her if she would have something while it was being cooked.

## 17 THE LUNCHEON

Somerset Maugham

#### ABOUT THE AUTHOR

*Somerset Maugham* is one of the prominent literary figures of the 20th century. He was a novelist, a dramatist, and a writer of short stories. William Somerset Maugham was the son of an English solicitor attached to the British Embassy in France. He was born in Paris on 25 January 1874, and spent his early years in a French-speaking society. His mother passed away when he was only eight, and two years later, his father also died. Consequently he had to come to England to live with his father's brother, who was a vicar in Whitstable. He was educated at King's School, Canterbury and at Heidelberg University, West Germany. Before he succeeded in taking up writing as a profession, he was briefly a public accountant and a student at St. Thomas's Medical School in London. His work at this charity hospital made a lasting impression on Maugham and gave him his material for his first novel, *Years of廉耻*, published in 1897.

During his long career as a writer, Maugham produced a large number of novels, plays and short stories. Some of his best novels included *Hatter's Castle*, *The Moon and Sixpence*, *Cakes and Ale* and *The Razor's Edge*. His plays, *Our Betters*, *The Circle*, *The Cossack's Wife* and others, are highly entertaining studies of manners, usually among the well-to-do.

In his stories as in his novels and plays, Maugham delights in exposing human frailty, particularly amorous and marital frailty and the hunting of convention. His stories, touched with unobtrusive irony and an objective outside present interesting aspects of social life. They combine in them the characteristics of Maupassant. The stories are written in a simple lucid style. They show the superb skill of a born narrator. His attitude to life is often unconventional and he views human weaknesses and follies with understanding and tolerance. He takes delight in the ironies of life, which are his constant themes.

In 1927, Maugham settled in the South of France and lived there until his death in 1965.

#### INTRODUCTION TO THE STORY

The word "luncheon" means a lunch, especially a formal one; an afternoon party at which a light meal is served as a midday meal.

The narrative, a book writer, recognizes a woman with whom he had lunch years ago. He remembers the unforgettable evening. The writer was young, living in Paris, and could hardly make both ends meet. The woman had read some of his books and wrote to congratulate him on his work. He invited her for lunch and to his great surprise and joy, she chose an expensive restaurant. He had only eighty francs for the rest of the month, but she always eats only one thing and on the other hand makes him to order and also buy her more delicious meals. The naive young man has to pay the bill with the money he needs to live for a whole month.

"No," she answered, "I never eat more than one thing unless you have a little caviare, I never mind caviare." My heart sank a little. I knew I could not afford caviare, but I could not very well tell her that. I told the waiter by all means to bring caviare. For myself I chose the cheapest dish on the menu and that was a mutton chop. "I think you are unwise to eat meat," she said. "I don't know how you can expect to work after eating heavy things like chops. I don't believe in overloading my stomach."

Then came the question of drink.

"I never drink anything for luncheon," she said.

"Neither do I," I answered promptly.

"Except white wine," she proceeded as though I had not spoken.

"These French white wines are so light. They're wonderful for the digestion."

"What would you like?" I asked, hospitable still, but not exactly effusive.

She gave me a bright and amicable flush of her white teeth.

"My doctor won't let me drink anything but champagne."

I fancy I turned a trifle pale. I ordered half a bottle. I mentioned casually that my doctor had absolutely forbidden me to drink champagne.

"What are you going to drink, then?"

"Water."

She ate the caviare and she ate the salmon. She talked gaily of art and literature and music. But I wondered what the bill would come to. When my mutton chop arrived she took me quite seriously to task.

"I see that you're in the habit of eating a heavy luncheon. I'm sure it's a mistake. Why don't you follow my example and just eat one thing? I'm sure you'd feel even so much better for it."

"I am only going to eat one thing," I said, as the waiter came again with the bill of fare. She waved him aside with an airy gesture.

"No, no. I never eat anything for luncheon. Just a bite, I never want more than that, and I eat that more as an excuse for conversation than anything else. I couldn't possibly eat anything more unless they had some of those giant asparagus. I should be sorry to leave Paris without having some of them."

My heart sank. I had seen them in the shops, and I knew that they were horribly expensive. My mouth had often watered at the sight of them.

"Madame wants to know if you have any of those giant asparagus," I asked the waiter.

I tried with all my might to will him to say no. A happy smile spread over his broad, priest-like face, and he assured me that they had some so large, so splendid, so tender, that it was a marvel.

"I'm not in the least hungry," my guest sighed, "but if you insist I don't mind having some asparagus."

I ordered them.

"Aren't you going to have any?"

"No, I never eat asparagus."

"I know there are people who don't like them. The fact is, you ruin your palate by all the meat you eat."

We waited for the asparagus to be cooked. Panic seized me. It was not a question now of how much money I should have left over for the rest of the month, but whether I had enough to pay the bill. It would be mortifying to find myself ten francs short and be obliged to borrow from my guest. I could not bring myself to do that. I knew exactly how much I had, and if the bill came to more I had made up my mind that I would put my hand in my pocket and with a dramatic cry start up and say it had been picked. Of course, it would be awkward if she had not money enough either to pay the bill. Then the only thing would be to leave my watch and say I would come back and pay later.

The asparagus appeared. They were enormous, succulent, and appetizing. The smell of the melted butter tickled my nostrils as the nostrils of Jehovah were tickled by the burned offerings of the virtuous Semites. I watched the abandoned woman thrust them down her throat in large voluptuous mouthfuls, and in my polite way I discussed on the condition of the drama in the Balkans. At last she finished.

"Coffee?" I said.

"Yes, just an ice cream and coffee," she answered.

I was past caring now. So I ordered coffee for myself and an ice cream and coffee for her.

"You know, there's one thing I thoroughly believe in," she said, as she ate the ice cream. "One should always get up from a meal feeling one could eat a little more."

"Are you still hungry?" I asked faintly.

"Oh, no, I'm not hungry; you see, I don't eat luncheon. I have a cup of coffee in the morning and then dinner, but I never eat more than one thing for luncheon. I was speaking for you."

"Oh, I see!"

Then a terrible thing happened. While we were waiting for the coffee, the head waiter, with an ingratiating smile on his fat face, came up to us bearing a large basket full of huge peaches. They had the blush of an innocent girl; they had the rich tone of an Italian landscape. But surely peaches were not in season then? Lord knew what they cost. I knew too what they cost a little later, for my guest, going on with her conversation, absentmindedly took one.

"You see, you've filled your stomach with a lot of meat"—my one miserable little chop—"and you can't eat any more. But I've just had a snack and shall enjoy a peach."

The bill came and when I paid it I found that I had only enough for a quite inadequate tip. Her eyes rested for an instant on the three francs I left for the waiter, and I knew that she thought me mean. But when I walked out of the restaurant I had the whole month before me and not a penny in my pocket.

"Follow my example," she said as we shook hands, "and never eat more than one thing for luncheon."

"I'll do better than that," I retorted. "I'll eat nothing for dinner tonight."

"Humorist!" she cried gaily, jumping into a cab, "you're quite a humorist!"

But I have had my revenge at last. I do not believe that I am a vindictive man, but when the immortal gods take a hand in the matter it is pardonable to observe the result with complacency. Today she weighs twenty-one stone. (\*One stone equals fourteen pounds.)

## SUMMARY AND ANALYSIS

The title of the text *The Luncheon* is rather ironical. If we consult a dictionary, we can find out that the word "luncheon" means a "light snack", but as we can see hereinafter a light snack turns out to be an abundant and expensive meal.

The author presents a flash back soon at the beginning of the text and this flash back becomes an important detail "Did I remember?" which allows us to know what had happened twenty years ago. The flash-back goes to the last paragraph when the narrator comes back to the present and shows us that he had been revenged. The tone of the text is ironical. Irony is presented here in a stressed form, mainly in the scene of restaurant.

W. S. Maugham was young and credulous. He was living in Paris, some twenty years from the time of writing this striking short story. His first literary works were just published. Like any young writer, he longed for admiration. And that's what he got when he received a fan mail from a lady, lavishly praising one of his just published works. He was very happy and wrote back thanking her. Then he receives a letter from the same admirer

stating that she was passing through Paris and was interested to have a chat with the author. As she had a busy schedule and suggested that author might consider treating her with a little luncheon at Foyot's on the following Thursday when she would be free.

Foyot's is an expensive restaurant in Paris where the French senators eat — meaning it was a place for the elite and a struggling writer like Maugham could never even dream of eating at such place. He had only eighty francs to sustain him through the month and he thought that a decent luncheon would not cost more than fifteen francs. This loss of fifteen francs could be made up by staying away from taking daily coffee for two weeks.

Being flattered by the attention being showered on him by the lady and a novice about the worldly affairs, he could not decline the request and agreed to meet her at Foyot's.

The author answered his friend, known to him through letter, that he would meet her on Thursday at half past twelve at Foyot's. He meets his friend at Foyot's—she was not a young lady as he had imagined rather she was an imposing woman of forty. She had large and white teeth and an excess of what was required for practical purpose. She was talkative and Maugham only tolerated this trait because she seemed to be talking about him—we see that a human being's liking to be praised is reflected in this statement.

The menu card was brought and Maugham was surprised to find that the prices were much higher than he had expected. But she reassured him by saying "I never eat anything for luncheon". The author thought that the statement was earnest and out of mere courtesy and insisted her to have something. She said she never had more than one thing and suggested a little fish - and categorically Salmon.

As it was off-season for Salmon so it was not in the menu. Waiter was asked and he said that a salmon had indeed come in and it was the first of the year. Here we can understand the price of the off-season salmon. As is custom in upscale restaurants, the waiter asked the guest if she would prefer anything else to eat while the salmon was being cooked. Standard reply of not having more than one thing for luncheon was repeated but opted to have some caviare. Reluctantly the author ordered caviare for her and a mutton chop for himself because it was the cheapest dish on the menu. She takes total control of the situation by rebuking him for overloading his stomach by eating meat and subsequent inability to work that would follow.

The lady uses the standard reply of not drinking anything for luncheon and quickly adds that French white wines, being light, were excellent for digestion. And still the young writer falls for her well-laid trap and enquires about her preference. Referring her doctor, she opts for champagne. And with a depressed feeling, he ordered for a half bottle of champagne. And also adds casually that his doctor had forbidden him to drink champagne.

She ate up caviare, salmon and talked in an exalted mood about art and literature and music. But when the mutton chop ordered earlier arrive for the author, then the supreme irony of this story unfolds. She rebukes him and instructs him to follow her - take one item at luncheon. Well, she then ventured to try some giant asparagus, which was highly expensive and sumptuous. His heart sank and he, being a gentleman, asked the waiter if they had any of those asparagus. But he prayed earnestly for a negative answer. And a smiling waiter answered in affirmative and added that it was indeed very large, tender and "it was a marvel".

Here again is the twist of irony—when she said that if insisted she would not mind having some asparagus. It was ordered. And then she inquires if he was going to have any. Author said no. She again rebukes him, for taking meat, which spoils the palate.

Panic seized the author when he made mental arithmetic about paying the bill and this is the most traumatic part of the story. The mental anguish that the writer had to endure during this span of time is heart touching. His self-esteem wouldn't permit him to borrow any cash from his guest. If the bill exceeded the amount that he had,

he planned to put his hand in his pocket and cry out that his pocket had been picked. If she had no money than he would leave his watch and come back and pay later.

The enormous asparagus came and it looked very appetising and the smell of the inclined leaves tickled the author's nostrils as the nostrils of Jehovah were tickled by burnt offerings of the virtuous Semites. While woman ate the asparagus in large voluptuous mouthfuls the author talked about state of drama in Balkans.

Later, she also took coffee and ice cream. The author was, by this time, nonchalant. Her comment was again an irony: one should always get up from meal feeling a little hungry. She reiterated that she never ate more than one thing for luncheon. Then she also took a peach from the basket brought by the headwaiter. The author uses personification when he compared the peach with an innocent girl with blushing. It also had rich tone of an Italian landscape. Finally the bill came and after settling it he had barely enough to pay a decent tip.

Again there is a twist of irony when author being suggested to take only one item for luncheon, retracted back that he would eat nothing for dinner. It was a true statement. But the woman failed to understand it and called the author humourist.

Maugham had his revenge at last—not by inflicting any punishment on her but by poetic justice. Meeting her twenty year later in the theatre, he found her weighing twenty-one stone. He observed with satisfaction the way the immortal gods deliver justice.

We can feel the suspense to be developed through the words of the narrator from the very beginning. At the beginning of the text we notice his willingness to please her, but as the time passes his utterances become shorter and shorter and his tone becomes more and more subdued, for example, *my heart sank a little, I turned a little pale, my heart sank, panic seized me, He answered generously, I answered promptly, I awoke faintly*. He becomes less generous, as he is more worried about how much he will have to pay. It was the only thing he could think about. The tension gets to its highest point when the bill comes. The huge bill is paid by the narrator and he is left with nothing for the whole month.

## DIFFICULT WORDS AND ANNOTATIONS

**The Latin quarter:** the poorer part of Paris.

**At the Luxembourg:** a city near Paris, in France.

**Foyot's:** a very expensive restaurant.

**Francs:** French currency.

**Bill of fare:** menu with the price list.

**Salmon:** a type of large fish, valued for its taste.

**Caviare:** a kind of fish, highly regarded, very costly, often had at the beginning of a meal.

**Champagne:** a type of costly French white wine, drunk on special occasions.

**Asparagus:** a kind of rare vegetable, a side dish, terribly expensive.

**Jehovah:** a name given to God, in the first part of the Bible.

**Semites:** Jews and Arabs, Babylonians and Assyrians.

**Balkans:** the mountains around Bulgaria, in Europe.

**Peaches:** expensive, delicious fruit.

**An Italian landscape:** rich and picturesque.

**Complacency:** ease, smugness.

**Twenty-one stone:** 1 stone is equal to 14 pounds, over 400 pounds, enormous.

## Exercises

1. Why was the author apprehensive at taking his lady friend to Foyot's?
2. Why was he unable to say 'no' to her?
3. What were the several dishes the lady placed an order for?
4. What did the author have?
5. What was the author's subtle revenge in the end?
6. Then a terrible thing happened.\* What was that 'terrible thing' and why does the author describe it was 'terrible'?
7. Describe the humour in the story.
8. Attempt a character sketch of the Lady.
9. What is 'luncheon'?
10. Name the place where the author takes the lady for luncheon.
11. Why does the author agree to take the lady for luncheon?
12. What is the theme of this story?
13. 'Appearances are often deceptive'. Comment with reference to the story.
14. Why does the author think that the divine justice has been delivered to him?

## 18

How Much Land Does a Man Need?  
Count Leo Tolstoy

## ABOUT THE AUTHOR

Count Leo Tolstoy was born in a family that was ranked among the most powerful nobles and rich landowners of Czarist Russia. After a gay youth, he underwent a great spiritual experience and founded a new religion, Tolstoyism. It was based upon his conviction that the whole message of Christ is that 'ye resist not evil'. Tolstoy is regarded as one of the greatest novelist, short story writer, religious philosopher and social reformer of this century. His chief importance rose from his amazing power, which entered into his books, whether they were discussions, novels, plays or exhortations. This power raised him to such a reputation and greatness in his own life time that the imperial government did not dare interfere with him, though his writings were, of course, censored. His influence spread far beyond Russia, and made him something of a prophet to many minds in the West. His chief novels are: *War and Peace* (1863-69), an epic tale of the Napoleonic invasion, *Anna Karenina*, *The death of Ivan Ilyitch*, *The Kreutzer Sonata* and *Resurrection*. Besides these, there are essays, short stories and plays all of which are full of the same power and intensity.

## INTRODUCTION TO THE STORY

Leo Tolstoy was Russia's greatest novelist and short-story writer. The story entitled *How Much Land does a Man Need?* is a piece of Tolstoy's collection of stories, *What Men Live By and Other Tales*. It is a story in the moral fable tradition. The theme of human greed and temptation is very conventional, but it is treated by Tolstoy with artistic restraint, freshness of approach and subtle irony. In spite of carrying an ethical message, the narrative is extremely effective.

The theme of the story *How Much Land does a Man Need?* by Leo Tolstoy clearly delivers its message that greed has no boundaries and will bring you to death.

Tolstoy tells that greed starts from a desire for other's possessions. He starts his story with two women who are arguing about which kind of life was better; a life with possessions or without possessions. As the two continued, the master of the house, Pahom, thought to himself, "If I had plenty of land, I shouldn't fear the devil himself!" Pahom's thought that he would not commit any sin if he had land, started the whole process of greed and triggered the Devil to grant him his wishes for land. Therefore, Pahom got lands for himself through the power of the Devil. When we wish for other's possessions and let greed take over ourselves, we often surrender ourselves to the evil designs of Devil. This shows how greed makes us fall to the Devil's side.

The story unfolds, Tolstoy conveys his message that greed has no boundaries. When Pahom gained land, he became possessive of the land and this gave birth to conflicts with his neighbours. Due to threats by the neighbours, Pahom moved to a larger land where he could gain more land and grow more crops for himself. Whenever there was an opportunity to gain more land, Pahom who was full of greed, moved to the other land to satisfy himself. However, wherever he went, he wasn't satisfied with what he had. He looked for more and better

Land even though what he had was more than enough for him, Pahom's actions show his greed again. As what Tolstoy tried to tell, greed has no boundaries. What we have with us does not seem enough and satisfactory, and it keeps us to look for more.

Tolstoy finishes his story with an excellent example. On Pahom's last trip to find land, he gained an opportunity to gain as much land as he wanted. Pahom made a deal that he would gain the land that he made mark on if he came back to the starting point before sunset. Pahom, full of greed, walks beyond his limits. As a result, Pahom had to run to get back to the starting point. When he reached the starting point, he died of exhaustion. The landowner, who saw this happen, buried Pahom. The only land he needed in the end was eight feet long, three feet wide. The end of the story teaches us how much we actually need in life. After death, we do not carry anything with us. We should use the time given to us for better things than to satisfy our greed.

Many people in the world today believe that we need possessions and wealth to live a happy life. They often waste their time trying to gain more for themselves. As Tolstoy tries to tell us, we should not have greed for materials that are meaningless, but we should do things that are worthy. As the story says, the only thing we need in the end, is a little piece of land.

### TEXT

#### How much Land does a Man Need?

##### I

An elder sister came to visit her younger sister in the country. The elder was married to a tradesman in town, the younger to a peasant in the village. As the sisters sat over their tea talking, the elder began to boast of the advantages of town life: saying how comfortably they lived there, how well they dressed, what fine clothes her children wore, what good things they ate and drank, and how she went to the theatre, promenades, and entertainments.

The younger sister was piqued, and in turn disparaged the life of a tradesman, and stood up for that of a peasant.

"I would not change my way of life for yours," said she. "We may live roughly, but at least we are free from anxiety. You live in better style than we do, but though you often earn more than you need, you are very likely to lose all you have. You know the proverb, 'Loss and gain are brothers twain.' It often happens that people who are wealthy one day are begging their bread the next. Our way is safer. Though a peasant's life is not a fat one, it is a long one. We shall never grow rich, but we shall always have enough to eat."

The elder sister said sneeringly:

"Enough? Yes, if you like to share with the pigs and the calves! What do you know of elegance or manners! However much your good man may slave, you will die as you are living on a dung heap and your children the same."

"Well, what of that?" replied the younger. "Of course our work is rough and coarse. But, on the other hand, it is sure; and we need not bow to any one. But you, in your towns, are surrounded by temptations; today all may be right, but tomorrow the Evil One may tempt your husband with cards, wine, or women, and all will go to ruin. Don't such things happen often enough?"

Pahom, the master of the house, was lying on the top of the oven, and he listened to the women's chatter.

"It is perfectly true," thought he. "Busy as we are from childhood till Mother Earth, we peasants have no time to let any nonsense settle in our heads. Our only trouble is that we haven't land enough. If I had plenty of land, I shouldn't fear the Devil himself!"

The women finished their tea, chatted a while about dress, and then cleared away the tea-things and lay down to sleep.

But the Devil had been sitting behind the oven, and had heard all that was said. He was pleased that the peasant's wife had led her husband into boasting, and that he had said that if he had plenty of land he would not fear the Devil himself.

"All right," thought the Devil. "We will have a tussle. I'll give you land enough; and by means of that land I will get you into my power."

II

Close to the village there lived a lady, a small landowner, who had an estate of about three hundred acres. She had always lived on good terms with the peasants, until she engaged as her steward an old soldier, who took to burdening the people with fines. However careful Pahom tried to be, it happened again and again that now a horse of his got among the lady's oats, now a cow strayed into her garden, now his calves found their way into her meadows and he always had to pay a fine.

Pahom paid, but grumbled, and, going home in a temper, was rough with his family. All through that summer Pahom had much trouble because of this steward; and he was even glad when winter came and the cattle had to be stabled. Though he grudged the fodder when they could no longer graze on the pasture-land, at least he was free from anxiety about them.

In the winter the news got about that the lady was going to sell her land, and that the keeper of the inn on the high road was bargaining for it. When the peasants heard this they were very much alarmed.

"Well," thought they, "if the innkeeper gets the land he will worry us with fines worse than the lady's steward. We all depend on that estate."

So the peasants went on behalf of their Commune, and asked the lady not to sell the land to the innkeeper; offering her a better price for it themselves. The lady agreed to let them have it. Then the peasants tried to arrange for the Commune to buy the whole estate, so that it might be held by all in common. They met twice to discuss it, but could not settle the matter; the Evil One sowed discord among them, and they could not agree. So they decided to buy the land individually, each according to his means; and the lady agreed to this plan as she had to the other.

Presently Pahom heard that a neighbor of his was buying fifty acres, and that the lady had consented to accept one half in cash and to wait a year for the other half. Pahom felt envious.

"Look at that," thought he, "the land is all being sold, and I shall get none of it." So he spoke to his wife.

"Other people are buying," said he, "and we must also buy twenty acres or so. Life is becoming impossible. That steward is simply crushing us with his fines."

So they put their heads together and considered how they could manage to buy it. They had one hundred roubles laid by. They sold a colt, and one half of their bees; hired out one of their sons as a laborer, and took his wages in advance; borrowed the rest from a brother-in-law, and scraped together half the purchase money.

Having done this, Pahom chose out a farm of forty acres, some of it wooded, and went to the lady to bargain for it. They came to an agreement, and he shook hands with her upon it, and paid her a deposit in advance. Then they went to town and signed the deeds; he paying half the price down, and undertaking to pay the remainder within two years.

So now Pahom had land of his own. He borrowed seed, and sowed it on the land he had bought. The harvest was a good one, and within a year he had managed to pay off his debts both to the lady and to his brother-in-law. So he became a landowner, ploughing and sowing his own land, making hay on his own land, cutting his own trees, and feeding his cattle on his own pasture. When he went out to plough his fields, or to look at his growing corn, or at his grass meadows, his heart would fill with joy. The grass that grew and the flowers that bloomed there, seemed to him unlike any that grew elsewhere. Formerly, when he had passed by that land, it had appeared the same as any other land, but now it seemed quite different.

##### III

So Pahom was well contented, and everything would have been right if the neighboring peasants would only not have trespassed on his corn-fields and meadows. He appealed to them most civilly, but they still went on; now the Communal herdsmen would let the village cows stray into his meadows; then horses from the night

peasant would get among his corn. Pahom turned them out again and again, and forgave their owners, and for a long time he forbore from prosecuting any one. But at last he lost patience and complained to the District Court. He knew it was the peasants' want of land, and no evil intent on their part, that caused the trouble; but he thought,

"I cannot go on overlooking it, or they will destroy all I have. They must be taught a lesson."

So he had them up, gave them one lesson, and then another, and two or three of the peasants were fined. After a time Pahom's neighbours began to bear him a grudge for this, and would now and then let their cattle on his land on purpose. One peasant even got into Pahom's wood at night and cut down five young lime trees for their bark. Pahom passing through the wood one day noticed something white. He came nearer, and saw the stripped trunks lying on the ground, and close by stood the stumps, where the tree had been. Pahom was furious.

"If he had only cut one here and there it would have been bad enough," thought Pahom, "but the rascal has actually cut down a whole clump. If I could only find out who did this, I would pay him out."

He racked his brains as to who it could be. Finally he decided: "It must be Simonino one else could have done it." So he went to Simon's homestead to have a look around, but he found nothing, and only had an angry scene. However, he now felt more certain than ever that Simon had done it, and he lodged a complaint. Simon was summoned. The case was tried, and decided, and at the end of it all Simon was acquitted, there being no evidence against him. Pahom felt still more aggrieved, and let his anger loose upon the Elder and the Judges.

"You let thieves grease your palms," said he. "If you were honest folk yourselves, you would not let a thief go free."

So Pahom quarrelled with the judges and with his neighbors. Threats to burn his building began to be uttered. So though Pahom had more land, his place in the Commune was much worse than before.

About this time a rumor got about that many people were moving to new parts.

"There's no need for me to leave my land," thought Pahom. "But some of the others might leave our village, and then there would be more room for us. I would take over their land myself, and make my estate a bit bigger. I could then live more of ease. As it is, I am still too cramped to be comfortable."

One day Pahom was sitting at home, when a peasant passing through the village, happened to call in. He was allowed to stay the night, and supper was given him. Pahom had a talk with this peasant and asked him where he came from. The stranger answered that he came from beyond the Volga, where he had been working. One word led to another, and the man went on to say that many people were settling in those parts. He told how some people from his village had settled there. They had joined the Commune, and had had twenty-five acres per man granted of them. The land was so good, he said, that the rye sown on it grew as high as a horse, and so thick that five cuts of a sickle made a sheaf. One peasant, he said, had brought nothing with him but his bare hands, and now he had six horses and two cows of his own.

Pahom's heart kindled with desire. He thought:

"Why should I suffer in this narrow hole, if one can live so well elsewhere? I will sell my land and my homestead here, and with the money I will start afresh over there and get everything new. In this crowded place one is always having trouble. But I must first go and find out all about it myself."

Towards summer he got ready and started. He went down the Volga on a steamer to Samara, then walked another three hundred miles on foot, and at last reached the place. It was just as the stranger had said. The peasants had plenty of land: every man had twenty-five acres of Communal land given him for his use, and any one who had money could buy, besides, of fifty-cents an acre as much good freehold land as he wanted.

Having found out all he wished to know, Pahom returned home as autumn came on, and began selling off his belongings. He sold his land at a profit, sold his homestead and all his cattle, and withdrew from membership of the Commune. He only waited till the spring, and then started with his family for the new settlement.

#### IV

As soon as Pahom and his family arrived at their new abode, he applied for admission into the Commune of a large village. He stood treat to the Elders, and obtained the necessary documents. Five shares of Communal land

the use of the Communal pasture. Pahom put up the buildings he needed, and bought cattle. Of the Communal land alone he had three times as much as at his former home, and the land was good farmland. He was ten times better off than he had been. He had plenty of arable land and pasture, and could keep as many head of cattle as he liked.

At first, in the bustle of building and settling down, Pahom was pleased with it all, but when he got used to it he began to think that even here he had not enough land. The first year, he sowed wheat on his share of the Communal land, and had a good crop. He wanted to go on sowing wheat, but had not enough Communal land for the purpose, and what he had already used was not available; for in those parts wheat is only sown on virgin soil or on fallow land. It is sown for one or two years, and then the land lies fallow till it is again overgrown with prairie grass. There were many who wanted such land, and there was not enough for all; so that people quarrelled about it. Those who were better off, wanted it for growing wheat, and those who were poor, wanted it to let to dealers, so that they might raise money to pay their taxes. Pahom wanted to sow more wheat; so he rented land from a dealer for a year. He sowed much wheat and had a fine crop, but the land was too far from the village—the wheat had to be carted more than ten miles. After a time Pahom noticed that some peasant-dealers were living on separate farms, and were growing wealthy; and he thought:

"If I were to buy some freehold land, and have a homestead on it, it would be a different thing, altogether. Then it would all be nice and compact."

The question of buying freehold land recurred to him again and again.

He went on in the same way for three years; renting land and sowing wheat. The seasons turned out well and the crops were good, so that he began to lay money by. He might have gone on living contentedly, but he grew tired of having to rent other people's land every year, and having to scramble for it. Whenever there was good land to be had, the peasants would rush for it and it was taken up at once, so that unless you were sharp about it you got none. It happened in the third year that he and a dealer together rented a piece of pasture land from some peasants; and they had already ploughed it up, when there was some dispute, and the peasants went to law about it, and things fell out so that the labor was all lost. "If it were my own land," thought Pahom, "I should be independent, and there would not be all this unpleasantness."

So Pahom began looking out for land which he could buy; and he came across a peasant who had bought thirteen hundred acres, but having got into difficulties was willing to sell again cheap. Pahom bargained and haggled with him, and at last they settled the price of 1,500 roubles, part in cash and part to be paid later. They had all but clinched the matter, when a passing dealer happened to stop at Pahom's one day to get a feed for his horse. He drank tea with Pahom, and they had a talk. The dealer said that he was just returning from the land of the Bashkirs, far away, where he had bought thirteen thousand acres of land all for 1,000 roubles. Pahom questioned him further, and the tradesman said:

"All one need do is to make friends with the chiefs. I gave away about one hundred roubles' worth of dressing-gowns and carpets, besides a case of tea, and I gave wine to those who would drink it; and I got the land for less than two cents an acre. And he showed Pahom the title-deeds, saying:

"The land lies near a river, and the whole prairie is virgin soil."

Pahom plied him with questions, and the tradesman said:

"There is more land there than you could cover if you walked a year, and it all belongs to the Bashkirs. They are as simple as sheep, and land can be got almost for nothing."

"There now," thought Pahom, "with my one thousand roubles, why should I get only thirteen hundred acres, and saddle myself with a debt besides. If I take it out there, I can get more than ten times as much for the money."

V

Pahom inquired how to get to the place, and as soon as the tradesman had left him, he prepared to go there himself. He left his wife to look after the homestead, and started on his journey taking his man with him. They stopped at a town on their way, and bought a case of tea, some wine, and other presents, as the tradesman had advised. On and on they went until they had gone more than three hundred miles, and on the seventh day they came to a place where the Bashkirs had pitched their tents. It was all just as the tradesman had said. The people lived on the steppes, by a river, in felt-covered tents. They neither tilled the ground, nor ate bread.

cattle and horses grazed in herds on the steppe. The colts were tethered behind the tents, and the mares were driven to them twice a day. The mares were milked, and from the milk kumiss was made. It was the women who prepared kumiss, and they also made cheese. As far as the men were concerned, drinking kumiss and tea, eating mutton, and playing on their pipes, was all they cared about. They were all stout and merry, and all the summer long they never thought of doing any work. They were quite ignorant, and knew no Russian, but were good-natured enough.

As soon as they saw Pahom, they came out of their tents and gathered round their visitor. An interpreter was found, and Pahom told them he had come about some land. The Bashkirs seemed very glad; they took Pahom and led him into one of the best tents, where they made him sit on some down cushions placed on a carpet, while they sat round him. They gave him tea and kumiss, and had a sheep killed, and gave him mutton to eat. Pahom took presents out of his cart and distributed them among the Bashkirs, and divided amongst them the tea. The Bashkirs were delighted. They talked a great deal among themselves, and then told the interpreter to translate.

"They wish to tell you," said the interpreter, "that they like you, and that it is our custom to do all we can to please a guest and to repay him for his gifts. You have given us presents, now tell us which of the things we possess pleases you best, that we may present them to you."

"What pleases me best here," answered Pahom, "is your land. Our land is crowded, and the soil is exhausted; but you have plenty of land and it is good land. I never saw the like of it."

The interpreter translated. The Bashkirs talked among themselves for a while. Pahom could not understand what they were saying, but saw that they were much amused, and that they shouted and laughed. Then they were silent and looked at Pahom while the interpreter said:

"They wish me to tell you that in return for your presents they will gladly give you as much land as you want. You have only to point it out with your hand and it is yours."

The Bashkirs talked again for a while and began to dispute. Pahom asked what they were disputing about, and the interpreter told him that some of them thought they ought to ask their Chief about the land and not act in his absence, while others thought there was no need to wait for his return.

## VI

While the Bashkirs were disputing, a man in a large fox-fur cap appeared on the scene. They all became silent and rose to their feet. The interpreter said, "This is our Chief himself."

Pahom immediately fetched the best dressing-gown and five pounds of tea, and offered these to the Chief. The Chief accepted them, and seated himself in the place of honour. The Bashkirs at once began telling him something. The Chief listened for a while, then made a sign with his head for them to be silent, and addressing himself to Pahom, said in Russian:

"Well, let it be so. Choose whatever piece of land you like; we have plenty of it."

"How can I take as much as I like?" thought Pahom. "I must get a deed to make it secure, or else they may say, 'It is yours,' and afterwards may take it away again."

"Thank you for your kind words," he said aloud. "You have much land, and I only want a little. But I should like to be sure which bit is mine. Could it not be measured and made over to me? Life and death are in God's hands. You good people give it to me, but your children might wish to take it away again."

"You are quite right," said the Chief. "We will make it over to you."

"I heard that a dealer had been here," continued Pahom, "and that you gave him a little land, too, and signed title-deeds to that effect. I should like to have it done in the same way."

The Chief understood.

"Yes," replied he, "that can be done quite easily. We have a scribe, and we will go to town with you and have the deed properly sealed."

"And what will be the price?" asked Pahom.

"Our price is always the same: one thousand roubles a day."

Pahom did not understand.

"A day? What measure is that? How many acres would that be?"

"We do not know how to reckon it out," said the Chief. "We sell it by the day. As much as you can go round on your feet in a day is yours, and the price is one thousand roubles a day." Pahom was surprised.

"But in a day you can get round a large tract of land," he said. The Chief laughed.

"It will all be yours!" said he. "But there is one condition: If you don't return on the same day to the spot whence you started, your money is lost."

"But how am I to mark the way that I have gone?"

"Why, we shall go to any spot you like, and stay there. You must start from that spot and make your round, taking a spade with you. Wherever you think necessary, make a mark. At every turning, dig a hole and pile up the turf; then afterwards we will go round with a plough from hole to hole. You may make as large a circuit as you please, but before the sun sets you must return to the place you started from. All the land you cover will be yours."

Pahom was delighted. It was decided to start early next morning. They talked a while, and after drinking some kumiss and eating some more mutton, they had tea again, and then the night came on. They gave Pahom daybreak and ride out before sunrise to the appointed spot.

## VII

Pahom lay on the feather-bed, but could not sleep. He kept thinking about the land.

"What a large tract I will mark off!" thought he. "I can easily go thirty-five miles in a day. The days are long now, and within a circuit of thirty-five miles what a lot of land there will be! I will sell the poorer land, or let it to peasants, but I'll pick out the best and farm it. I will buy two oxtteams, and hire two more laborers. About a hundred and fifty acres shall be plough-land, and I will pasture cattle on the rest."

Pahom lay awake all night, and dozed off only just before dawn. Hardly were his eyes closed when he had a dream. He thought he was lying in that same tent, and heard somebody chuckling outside. He wondered who it could be, and rose and went out, and he saw the Bashkir Chief sitting in front of the tent holding his side and rolling about with laughter. Going nearer to the Chief, Pahom asked: "What are you laughing at?" But he saw that it was no longer the Chief, but the dealer who had recently stopped at his house and had told him about the land. Just as Pahom was going to ask, "Have you been here long?" he saw that it was not the dealer, but the peasant who had come up from the Volga, long ago, to Pahom's old home. Then he saw that it was not the peasant either, but the Devil himself with hoofs and horns, sitting there and chuckling, and before him lay a man barefoot, prostrate on the ground, with only trousers and a shirt on. And Pahom dreamt that he looked more attentively to see what sort of a man it was lying there, and he saw that the man was dead, and that it was himself! He awoke horror-struck.

"What things one does dream," thought he.

Looking round he saw through the open door that the dawn was breaking.

"It's time to wake them up," thought he. "We ought to be starting."

He got up, roused his ... (who was sleeping in his cart), bade him harness; and went to call the Bashkirs.

"It's time to go to the steppe to measure the land," he said.

The Bashkirs rose and assembled, and the Chief came, too. Then they began drinking kumiss again, and offered Pahom some tea, but he would not wait.

"If we are to go, let us go. It is high time," said he.

## VIII

The Bashkirs got ready and they all started: some mounted on horses, and some in carts. Pahom drove in his own small cart with his servant, and took a spade with him. When they reached the steppe, the morning red was beginning to kindle. They ascended a hillock (called by the Bashkirs a shikhan) and dismounting from their carts and their horses, gathered in one spot. The Chief came up to Pahom and stretched out his arm towards the plain:

"See," said he, "all this, as far as your eye can reach, is ours. You may have any part of it you like." Pahom's eyes glistened: it was all virgin soil, as flat as the palm of your hand, as black as the seed of a poppy, and in the hollows different kinds of grasses grew breast high.

The Chief took off his fox-fur cap, placed it on the ground and said:

"This will be the mark. Start from here, and return here again. All the land you go round shall be yours."

Pahom took out his money and put it in the cap. Then he took off his outer coat, remaining in his sleeveless under coat. He unfastened his girdle and tied it tight below his stomach, put a little bag of bread into the breast of his coat, and tying a flask of water to his girdle, he drew up the tops of his boots, took the spade from his man, and stood ready to start. He considered for some moments which way he had better go—it was tempting everywhere.

"No matter," he concluded, "I will go towards the rising sun."

He turned his face to the east, stretched himself, and waited for the sun to appear above the rim.

"I must lose no time," he thought, "and it is easier walking while it is still cool."

The sun's rays had hardly flashed above the horizon, before Pahom, carrying the spade over his shoulder, went down into the steppe.

Pahom started walking neither slowly nor quickly. After having gone a thousand yards he stopped, dug a hole and placed pieces of turf one on another to make it more visible. Then he went on; and now that he had walked off his stiffness he quickened his pace. After a while he dug another hole.

Pahom looked back. The hillock could be distinctly seen in the sunlight, with the people on it, and the glittering tires of the cartwheels. At a rough guess Pahom concluded that he had walked three miles. It was growing warmer; he took off his under-coat, flung it across his shoulder, and went on again. It had grown quite warm now; he looked at the sun, it was firm to think of breakfast.

"The first shift is done, but there are four in a day, and it is too soon yet to turn. But I will just take off my boots," said he to himself.

He sat down, took off his boots, stuck them into his girdle, and went on. It was easy walking now.

"I will go on for another three miles," thought he, "and then turn to the left. The spot is so fine, that it would be a pity to lose it. The further one goes, the better the land seems."

He went straight on for a while, and when he looked round, the hillock was scarcely visible and the people on it looked like black ants, and he could just see something glistening there in the sun.

"Ah," thought Pahom, "I have gone far enough in this direction, it is time to turn. Besides I am in a regular sweat, and very thirsty."

He stopped, dug a large hole, and heaped up pieces of turf. Next he untied his flask, had a drink, and then turned sharply to the left. He went on and on; the grass was high, and it was very hot.

Pahom began to grow tired: he looked at the sun and saw that it was noon.

"Well," he thought, "I must have a rest."

He sat down, and ate some bread and drank some water; but he did not lie down, thinking that if he did he might fall asleep. After sitting a little while, he went on again. At first he walked easily: the food had strengthened him; but it had become terribly hot, and he felt sleepy; still he went on, thinking: "An hour to suffer, a lifetime to live."

He went a long way in this direction also, and was about to turn to the left again, when he perceived a damp hollow: "It would be a pity to leave that out," he thought. "Flax would do well there." So he went on past the hollow, and dug a hole on the other side of it before he turned the corner. Pahom looked towards the hillock. The heat made the air hazy: it seemed to be quivering, and through the haze the people on the hillock could scarcely be seen.

"Ah!" thought Pahom, "I have made the sides too long: I must make this one shorter." And he went along the third side, stepping faster. He looked at the sun: it was nearly half way to the horizon, and he had not yet done two miles of the third side of the square. He was still ten miles from the goal.

"No," he thought, "though it will make my land lopsided, I must hurry back in a straight line now. I might go too far, and as it is I have a great deal of land."

So Pahom hurriedly dug a hole, and turned straight towards the hillock.

## IX

Pahom went straight towards the hillock, but he now walked with difficulty. He was done up with the heat, his bare feet were cut and bruised, and his legs began to fail. He longed to rest, but it was impossible if he meant to get back before sunset. The sun waits for no man, and it was sinking lower and lower.

"Oh dear," he thought, "if only I have not blundered trying for too much! What if I am too late?"

He looked towards the hillock and at the sun. He was still far from his goal, and the sun was already near the rim. Pahom walked on and on; it was very hard walking, but he went quicker and quicker. He pressed on, but was still far from the place. He began running, threw away his coat, his boots, his flask, and his cap, and kept only the spade which he used as a support.

"What shall I do," he thought again, "I have grasped too much, and ruined the whole affair. I can't get there before the sun sets."

And this fear made him still more breathless. Pahom went on running, his soaking shirt and trousers stuck to him, and his mouth was parched. His breast was working like a blacksmith's bellows, his heart was beating like a hammer, and his legs were giving way as if they did not belong to him. Pahom was seized with terror lest he should die of the strain.

Though afraid of death, he could not stop. "After having run all that way they will call me a fool if I stop now," thought he. And he ran on and on, and drew near and heard the Bashkirs yelling and shouting to him, and their voices inflamed his heart still more. He gathered his last strength and ran on.

The sun was close to the rim, and cloaked in mist looked large, red as blood. Now, yes now, it was about to set! The sun was quite low, but he was also quite near his aim. Pahom could already see the people on the hillock waving their arms to hurry him up. He could see the fox-fur cap on the ground, and the money on it, and the Chief sitting on the ground holding his sides. And Pahom remembered his dream.

"There is plenty of land," thought he, "but will God let me live on it? I have lost my life, I have lost my life! I shall never reach that spot!"

Pahom looked at the sun, which had reached the earth: one side of it had already disappeared. With all his remaining strength he rushed on, bending his body forward so that his legs could hardly follow fast enough to keep him from falling. Just as he reached the hillock it suddenly grew dark. He looked up—the sun had already set. He gave a cry: "All my labor has been in vain," thought he, and was about to stop, but he heard the Bashkirs still shouting, and remembered that though to him, from below, the sun seemed to have set, they on the hillock could still see it. He took a long breath and ran up the hillock. It was still light there. He reached the top and saw the cap. Before it sat the Chief laughing and holding his sides. Again Pahom remembered his dream, and he uttered a cry: his legs gave way beneath him, he fell forward and reached the cap with his hands.

"Ah, what a fine fellow!" exclaimed the Chief. "He has gained much land!"

Pahom's servant came running up and tried to raise him, but he saw that blood was flowing from his mouth. Pahom was dead!

The Bashkirs clicked their tongues to show their pity.

His servant picked up the spade and dug a grave long enough for Pahom to lie in, and buried him in it. Six feet from his head to his heels was all he needed.

## SUMMARY AND ANALYSIS

In the short story *How Much Land Does a Man Need* by Leo Tolstoy, Pahom is a peasant living on a small piece of land. When his wife brags that a peasant's life is safer than the rich, because with money comes temptation. Pahom agrees to this and says that he would not be "afraid of the devil himself" if he only had more land. He buys more land, but is unhappy, for no matter how much more land he gets, he wants more. He becomes greedier and greedier until he loses control of his life and, in the end, loses everything. This story shows us that even if we have enough to get by, the prospect of becoming wealthier is so alluring that it can cause us to risk all the good things we already have.

In the beginning, Pahom is a satisfied and labourious man. Unfortunately, he makes the mistake of thinking that more land would make his life better. Pahom says to himself "our only trouble is that we haven't land enough. If I had plenty of land, I shouldn't fear the devil himself!" When an opportunity arises for Pahom to acquire more land, he jumps at the chance, convinced that more land would make him happy. He paid off his debts and had plenty of fertile land to grow his crops and raise his cattle, but he was satisfied only for a short while. "Pahom was well contented and everything would have been right if the neighbouring peasants would only not have trespassed on his cornfields and meadows", so even when he had the extra land he wanted, his life was far from perfect. Disputes with his neighbours and court battles cause Pahom to be disliked by the Commune, so even though he had more land, his position in the town was worse than ever. Pahom's life may have been improved by owning more land, but human nature prompted him to continue to be greedy, wanting even more than he already had.

One day, Pahom hears word of a place where free land was given to any man who joins the Commune. Immediately the many acres of land that he owns seems unbearable and barren compared to the promise of better land. He asks himself, "Why should I suffer in this narrow hole, if one can live so well elsewhere?" So, although he has plenty of good land and a good life, Pahom sells everything he owns to pursue what he thinks will complete his idea of a happy life. With the new land, Pahom was content, but soon he grew accustomed to it and began to want more once again. After renting extra land, Pahom decided it would be an even better idea if he actually owned all this land for he believed he "should be independent, and there would not be any unpleasantness". He planned to buy more land. An opportunity came his way that he would not let pass by.

A businessman who was passing through that place told Pahom of lush land, sold for nearly no money. Pahom decided that land would be a better deal. "If I take it out there, I can get more than ten times as much for the money" he figured, so he abandoned everything he had worked so hard for and went to see that land. Just as the businessman had promised, the land was lush and fertile and the owners promised to give Pahom all the land he could walk around in a day for a very cheap price. Pahom walked the entire day, but greed overtook him and he bit off more than he could chew. Exhausted, he tried to make it back to the designated meeting place before the day was over, but his body was too tired. Defeated, he made one last effort, "there is plenty of land, but will God let me live on it?" he wondered. This journey was to no avail--he had taken too much, and died in the process.

Through the story we are told that human nature compels us to want more and more. We are never satisfied with our lives, no matter how well off we may be, and, while trying to better our standard of living, we put ourselves in danger of ending up with nothing.

In *How Much Land does a Man Need?* Tolstoy is giving us a glimpse into the life of a peasant in Russia during the 1800s. Tolstoy was a social reformer who used his writing to try to incite change in his country. We find out that Russia had serfs who were tied to the land and almost enslaved by the wealthy landowners. Tolstoy wanted to help better their situation, but at the same time, "the longer [he] worked among the poor, the more he believed that material solutions—money and land, for instance—were not the answer to society's basic problems, which he considered to be moral rather than economic." This belief of his can be seen in the text when Pahom believes that he only needs land to survive, but once he is given enough land; his issue becomes more of a moral one.

In the story itself, the conflict between the sisters in the exposition show that the poor and the wealthy are at odds with each other. The wealthy sister criticizes the life of a farmer, while the peasant sister says that the wealthy city people are easily tempted by the devil. Tolstoy is showing that the poor and the wealthy in his country have a hard time understanding the life of each other. He further demonstrates this issue with the early change in Pahom's character. When Pahom is fined by the wealthy landowner for the damage his cattle does to her land, he thinks that he is being treated unfairly. However, when he buys land and other peasants' animals damage his land, he easily forgets what it was like to be on the other side of the situation. "After a time, Pahom's neighbours began to bear him a grudge for [fining them], and would now and then let their cattle on to his land on purpose." Once Pahom becomes wealthier, he forgets what life was like as a peasant and treats the peasants worse than he was treated by the

landowner. Tolstoy is demonstrating the social situation in Russia in which the wealthy and the poor are at odds with each other, although later in the text, he shows that it is not because of money, but rather morals.

### DIFFICULT WORDS AND ANNOTATIONS

**Desyatina:** the desyatina is properly 2.7 acres; but in this story round numbers are used.  
**Two shillings an acre:** three rubles per desyatina.

**Less than....an acre:** five kopeks for a desyatina.

**Hilllock:** called Shikhan by the Bashkirs.

**The Evil One:** Lucifer, Satan, the Devil.

**Commune:** a co-operative; a plot of land held and managed by a corporation of small farmers.  
**Volga:** river in Russia.

**Samara:** Kuibyshev, town on the River Volga.

**Bashkirs:** a nomadic tribe.

**Steppes:** dry, treeless, grassy flat lands.

**Kumiss:** mare's fermented milk.

**Scribe:** notary public; a person authorized to prepare and certify deeds, contracts and copies of documents.

### Exercises

#### Comprehension Questions

##### Unit 1

- (i) Who was the sister in the village married to?
- (ii) What are the advantages of town life as listed in the story?
- (iii) What are the three things with which the Evil One tempts men?
- (iv) What was it that Pahom wanted more of?
- (v) Who would Pahom not fear if he had more land?
- (vi) What would the devil get by giving Pahom enough land?

##### Unit 2

- (i) Why did the steward impose a fine on the peasants?
- (ii) Why did the coming of winter make Pahom glad?
- (iii) Who was the first to bargain for the old lady's land?
- (iv) Why were the peasants afraid of the innkeeper?
- (v) Did the peasants succeed in arranging for the Commune to buy the land?
- (vi) Who created differences among the peasants?
- (vii) How much land did Pahom decide to buy from the lady?

##### Unit 3

- (i) What trouble did the neighbouring peasants create for Pahom?
- (ii) Why did Pahom complain to the District Court?
- (iii) What was the result of Pahom's complaint?

- (iv) What did Pahom plan to find the culprit?
- (v) Why did Pahom quarrel with the Elder and the Judges?
- (vi) Why was Pahom not satisfied with so much land?
- (vii) Why did the visiting peasant tell Pahom about the land beyond the Volga?
- (viii) How much land could one man get there?
- (ix) How much did Pahom lose in selling his property?

**Unit 4**

- (i) What was the size of this home as compared to the earlier one?
- (ii) Why could Pahom not sow wheat on his land each time?
- (iii) Why was Pahom not satisfied with his riches?
- (iv) How much land could Pahom buy with 1500 rubles?
- (v) How much land could he buy from the Bashkirs for 1000 rubles?
- (vi) How did the dealer please the Bashkirs?
- (vii) Why did Pahom decide to take his money to the land of the Bashkirs?

**Unit 5**

- (i) How many days did Pahom take to reach the land of the Bashkirs?
- (ii) How did the Bashkirs greet Pahom?
- (iii) How did the Bashkirs please their guests?
- (iv) What pleased Pahom most about the Bashkirs?
- (v) What were the Bashkirs arguing about when Pahom asked for land?

**Unit 6**

- (i) Why did Pahom want a deed for the land?
- (ii) What was the price of the land?
- (iii) How was a day a measure of land for the Bashkirs?
- (iv) What was the Bashkirs condition for the sale of land?

**Unit 7**

- (i) How much land did Pahom hope to cover in a day?
- (ii) What did he plan to do with that much land?
- (iii) What was the last thing seen by Pahom in his dream?

**Unit 8**

- (i) Why did the Chief put the fur cap on the ground?
- (ii) What did Pahom put on the cap?

**Unit 9**

- (i) Which part of his dream did Pahom remember while running?
- (ii) What happened to Pahom when he reached his goal?
- (iii) How did the Bashkirs show their sense of pity?
- (iv) How much land did Pahom really need in the end?

**Short Answer Questions**

- (i) How did the Devil challenge Pahom?
- (ii) Describe the manner in which the Bashkirs lived.
- (iii) Describe Pahom's growing greed for land.
- (iv) What did Pahom see in his dream?
- (v) Describe Pahom's thoughts while he was racing for more land.
- (vi) How does the proverb 'an hour to suffer, a lifetime to live' apply to Pahom's race for land?
- (vii) What was Pahom's physical condition when he was trying to run back to the starting point?
- (viii) What is the chief trait of the character of Pahom?
- (ix) What did Pahom decide to do to gain more land?
- (x) How was Pahom overcome by his greed for more and more land?
- (xi) Did Pahom get all the land he wanted?

**Long Answer Questions**

- (i) Describe how greed ruins Pahom.
- (ii) Write a note on the inherent weakness in the character of Pahom.
- (iii) Write a brief essay on the element of greed and ambition in man.
- (iv) Write a note on the central idea of the story.

# 19

## THE NIGHT TRAIN AT DEOLI

Ruskin Bond

### ABOUT THE AUTHOR

**Ruskin Bond** is an Indian author of British descent. Born in Kasauli, British Indian Ocean Territory on May 19, 1934. He is considered to be an icon among Indian writers and children's authors and a top novelist.

He wrote his first novel, *The Room on the Roof*, when he was seventeen which won John Llewellyn Rhys Memorial Prize in 1957. Since then he has written several novellas, over 500 short stories, as well as various essays and poems, all of which have established him as one of the best-loved and most admired chroniclers of contemporary India.

In 1992 he received the Sahitya Akademi award for English writing, for his short stories collection, "Our Trees Still Grow in Dehra", by the Sahitya Akademi, India's National Academy of Letters in India. He was awarded the Padma Bhushan in 1994 and Padma Shri in 1999.

His famous works are: *The Room on the Roof*, *The Night Train at Deoli* and *Other Stories*; *The Blue Umbrella*, *Delhi Is Not Far*, *Ratty, the Boy from the Hills*, *Our Trees Still Grow In Dehra*, *Time Stopped at Shamli* and *Other Stories*; *A Flight Of Pigeons* and *The Ruskin Bond Childrens Omnibus*.

### INTRODUCTION TO THE STORY

*The Night Train at Deoli* is a tale of young-age attraction towards the other gender. The author very deftly presents the story with great sensitivity. He draws the picture of human heart and fills it with colours of tender human emotions. The whole story runs like a film in front of our eyes. The greatness of the story lies in its style which is extremely simple.

### TEXT

#### The Night Train at Deoli

When I was at college I used to spend my summer vacations in Dehra, at my grandmother's place. I would leave the plains early in May and return late in July. Deoli was a small station about thirty miles from Dehra; it marked the beginning of the heavy jungles of the Indian Terai.

The train would reach Deoli at about five in the morning, when the station would be dimly lit with electric bulbs and oil lamps, and the jungle across the railway tracks would just be visible in the faint light of dawn. Deoli had only one platform, an office for the stationmaster and a waiting room. The platform boasted a tea stall, a fruit vendor, and a few stray dogs; not much else, because the train stopped there for only ten minutes before rushing on into the forests.

Why it stopped at Deoli, I don't know. Nothing ever happened there. Nobody got off the train and nobody got in. There were never any coolies on the platform. But the train would halt there a full ten minutes, and then a bell would sound, the guard would blow his whistle, and presently Deoli would be left behind and forgotten.

I used to wonder what happened in Deoli, behind the station walls. I always felt sorry for that lonely little platform, and for the place that nobody wanted to visit. I decided that one day I would get off the train at Deoli, and spend the day there, just to please the town.

I was eighteen, visiting my grandmother, and the night train stopped at Deoli. A girl came down the platform, selling baskets.

It was a cold morning and the girl had a shawl thrown across her shoulders. Her feet were bare and her clothes were old, but she was a young girl, walking gracefully and with dignity.

When she came to my window, she stopped. She saw that I was looking at her intently, but at first she pretended not to notice. She had a pale skin, set off by shiny black hair, and dark, troubled eyes. And then those eyes, searching and eloquent, met mine.

She stood by my window for some time and neither of us said anything. But when she moved on, I found myself leaving my seat and going to the carriage door, and stood waiting on the platform, looking the other way. I walked across to the tea stall. A kettle was boiling over on a small fire, but the owner of the stall was busy serving tea somewhere on the train. The girl followed me behind the stall.

"Do you want to buy a basket?" she asked. They are very strong, made of the finest cane ..."

"No," I said, "I don't want a basket."

We stood looking at each other for what seemed a very long time, and she said, "Are you sure you don't want a basket?"

"All right, give me one," I said, and I took the one on top and gave her a rupee, hardly daring to touch her fingers.

As she was about to speak, the guard blew his whistle; she said something, but it was lost in the clanging of the bell and the hissing of the engine. I had to run back to my compartment. The carriage shuddered and jolted forward.

I watched her as the platform slipped away. She was alone on the platform and she did not move, but she was looking at me and smiling. I watched her until the signal box came in the way, and then the jungle hid the station, but I could still see her standing there alone.

I sat up awake for the rest of the journey. I could not rid my mind of the picture of the girl's face and her dark, shoulder-length eyes.

But when I reached Dehra the incident became blurred and distant, for there were other things to occupy my mind. It was only when I was making the return journey, two months later, that I remembered the girl.

I was looking out for her as the train drew into the station, and I felt an unexpected thrill when I saw her walking up the platform. I sprang off the footboard and waved to her.

When she saw me, she smiled. She was pleased that I remembered her. I was pleased that she remembered me. We were both pleased, and it was almost like a meeting of old friends.

She did not go down the length of the train selling baskets, but came straight to the tea stall; her dark eyes were suddenly filled with light. We said nothing for some time but we couldn't have been more eloquent.

I felt the impulse to put her on the train there and then, and take her away with me; I could not bear the thought of having to watch her recede into the distance of Deoli station. I took the baskets from her hand and put them down on the ground. She put out her hand for one of them, but I caught her hand and held it.

"I have to go to Delhi," I said.

She nodded. "I do not have to go anywhere."

The guard blew his whistle for the train to leave and how I hated the guard for doing that.

"I will come again," I said. "Will you be here?"

She nodded again, and, as she nodded, the bell clanged and the train slid forward. I had to wrench my hand away from the girl and run for the moving train.

This time I did not forget her. She was with me for the remainder of the journey, and for long after. All that year she was a bright, living thing. And when the college term finished I packed in haste and left for Dehra earlier than usual. My grandmother would be pleased at my eagerness to see her.

I was nervous and anxious as the train drew into Deoli, because I was wondering what I should say to the girl and what I should do. I was determined that I wouldn't stand helplessly before her, hardly able to speak or do anything about my feelings.

The train came to Deoli, and I looked up and down the platform, but I could not see the girl anywhere.

I opened the door and stepped off the footboard. I was deeply disappointed, and overcome by a sense of foreboding. I felt I had to do something, and so I ran up to the station-master and said, 'Do you know the girl who used to sell baskets here?'

'No, I don't,' said the station-master. 'And you'd better get on the train if you don't want to be left behind.'

But I paced up and down the platform, and stared over the railings of the station yard; all I saw was a mango tree and a dusty road leading into the jungle. Where did the road go? The train was moving out of the station, and I had to run up the platform and jump for the door of my compartment. Then, as the train gathered speed and rushed through the forests, I sat brooding in front of the window.

What could I do about finding a girl I had seen only twice, who had hardly spoken to me, and about whom I knew nothing — absolutely nothing — but for whom I felt a tenderness and responsibility that I had never felt before?

My grandmother was not pleased with my visit after all, because I didn't stay at her place more than a couple of weeks. I felt restless and ill-at-ease. So I took the train back to the plains, meaning to ask further questions of the station-master at

Deoli.

But at Deoli there was a new station-master. The previous man had been transferred to another post within the past week. The new man didn't know anything about the girl who sold baskets. I found the owner of the tea stall, a small, shrivelled-up man, wearing greasy clothes, and asked him if he knew anything about the girl with the baskets.

'Yes, there was such a girl here, I remember quite well,' he said. 'But she has stopped coming now.'

'Why?' I asked. 'What happened to her?'

'How should I know?' said the man. 'She was nothing to me.'

And once again I had to run for the train.

As Deoli platform receded, I decided that one day I would have to break journey there, spend a day in the town, make enquiries, and find the girl who had stolen my heart with nothing but a look from her dark, impatient eyes.

With this thought I consoled myself throughout my last term in college. I went to Dehra again in the summer and when, in the early hours of the morning, the night train drew into Deoli station, I looked up and down the platform for signs of the girl, knowing, I wouldn't find her but hoping just the same.

Somehow, I couldn't bring myself to break journey at Deoli and spend a day there. (If it was all fiction or a film, I reflected, I would have got down and cleaned up the mystery and reached a suitable ending for the whole thing). I think I was afraid to do this. I was afraid of discovering what really happened to the girl. Perhaps she was no longer in Deoli, perhaps she was married, perhaps she had fallen ill ...

In the last few years I have passed through Deoli many times, and I always look out of the carriage window, half expecting to see the same unchanged face smiling up at me. I wonder what happens in Deoli, behind the station walls. But I will never break my journey there. It may spoil my game. I prefer to keep hoping and dreaming, and looking out of the window up and down that lonely platform, waiting for the girl with the baskets.

I never break my journey at Deoli, but I pass through as often as I can.

## SUMMARY AND ANALYSIS

In this short story the student narrator tells of his train ride every summer to visit his grandmother. In the early pre-dawn hours, the train stops at Deoli where "nothing ever happens." This sets up the encounter between the boy and the young girl selling baskets. She is poor, barefoot, thinly clothed, but "then those eyes, searching and eloquent, met mine." He felt a strange attraction towards the girl. He jumps off the train to get closer and buys a basket. The train whistle brings him back. On his return trip to Delhi, he sees her at the station again, and this time, he meets her and talks to her briefly. The third time he vows to be bolder in expressing his feelings, but she is not there and no one at the station can tell him where she is. His true feelings come out: "What could I do about finding a girl I had seen only twice, who had hardly spoken to me, and about whom I knew nothing—absolutely nothing—but for whom I felt a tenderness and responsibility that I had never felt before?" The student has a wish to get off the train at Deoli, and look for her, but he never does this. The final paragraph is written years later, in retrospect, "I never break my journey to Deoli, but I pass through it as often as I can". This story of first love is something common to human heart. Human heart can savour the bitter sweetness of the feeling that has no expression.

## WORDS AND THEIR MEANINGS

**Adolescent:** period before adulthood

**Infatuation:** very strong feeling of love or attraction

**Encounters:** comes across/meets

**Acquaintance:** a person that you know but who is not your close friend

**Strangers:** unknown persons

**Essence:** the most important quality of something

**Unrestrained:** uncontrolled

**All pervasive:** existing everywhere

**Protagonist:** main character

**Vacations:** period of holidays

**Halt:** stop

**Vividly:** very clearly

**Ambience:** the character and atmosphere of a place

**Boasted of:** felt pride of

**Stray:** aimless, not domestic

**Inquisitively:** curiously

**Apparently:** obviously

**Curious:** eager

**Fascinated:** attracted

**Charm:** beauty

**Intently:** showing strong interest and attention

**Enamoured:** strongly attracted

**Mutual:** use to describe feelings that two or more people have for each other equally

**Disappoint:** to make somebody feel sad because something they hope for does not happen

**Tinged:** to add a small amount of colour to something

*Gloom:* sadness  
*Lingering:* slow to end or disappear  
*Surged:* to fill somebody with a strong feeling  
*Impulse:* a sudden wish or need to do something without thinking of results  
*Receding:* to move away gradually  
*Impatient:* irritated because of wait  
*Tenderness:* softness  
*Abandon:* to give up  
*Brooded:* thought heavily  
*Oblivion:* forgetfulness  
*Obsession:* the state in which a person's mind is completely filled with only one thought or person  
*Disillusionment:* shattered belief  
*Eludes:* avoids or escapes  
*Outset:* beginning  
*Eloquent:* able to communicate well  
*Contentment:* satisfaction  
*Reigns:* rules  
*Mesmerizing:* drawing complete attention

**Exercises**

1. Write a short summary of "The night Train at Deoli".
2. Comment on the element of love and romance in "The night Train at Deoli".
3. What attracted the narrator towards the girl?
4. How can we say that the narrator and the basket-seller had a mutual understanding and attraction?
5. Why did the narrator never had enough time for searching the girl?
6. What happened when the narrator did not find the girl at the station? What were his thoughts?
7. Describe the scene at Deoli station.
8. What did the narrator want to do under impulse? Why?
9. How can we say that the girl showed interest in the narrator?
10. Why did the narrator purchase a basket?
11. What happened during his first encounter with the basket-selling girl?
12. What happened during his second meeting with the basket-selling girl?
13. Why does the narrator not get off the train at Deoli now? What are his thoughts now?
14. Why does he want to pass through Deoli over and again?
15. Give central theme of the story "The night Train at Deoli".
16. Do you like the story? Why or why not?

**PART FIVE****Poems**

20

## NO MEN ARE FOREIGN

James Kirkup

## ABOUT THE POET

**James Kirkup** was born in South Shields, England on 23 April 1918 and an account of his life there is to be found in his autobiography, *The Only Child*. He was brought up in South Shields, and educated at South Shields Secondary School and Durham University. He wrote over 30 books, including autobiographies, novels and plays. He became a Fellow of the Royal Society of Literature in 1962. His poems are noted for their vividness of detail. He was a prolific English poet, translator and travel writer. *A Correct Compassion* is perhaps his most famous poem.

He taught at the Downs School in Malvern and wrote his first book of poetry, *The Drowned Sailor* there, which was published in 1947. From 1950 to 1952 he was the first Gregory Poetry Fellow at Leeds University, making him the first resident university poet in the United Kingdom. In 1952 he moved south to Gloucestershire and became visiting poet at Bath Academy of Art for the next three years. Moving on from Bath, he taught in a London grammar school before leaving England in 1956 to live and work in Europe, America and the Far East.

After writing simple verses and thymes from the age of six and the publication of his first poetry book, *The Drowned Sailor* in 1947, Kirkup's published works encompassed several dozen collections of poetry, six volumes of autobiography, over a hundred monographs of original work and translations and thousands of shorter pieces in journals and periodicals. His skilled writing of haiku and tanka is acknowledged internationally.

His major works in poetry include, *No Men Are Foreign*, *The Drowned Sailor*, *The Submerged Village and Other Poems*, *The Descent into the Cave and Other Poems*, *Refusal to Confirm Last and First Poems*, *White Shadows Black Shadows: Poems of Peace & War*, *The Sense of the Visit and Marden Bay*. His important plays are, *True Mystery of the Nativity*, *The Prince of Homburg*, *The Physicists*, *The Meteor and Play Strindberg*. Besides these, he wrote autobiographies as well.

Amongst his honours, Kirkup held the Atlantic Award for Literature from the Rockefeller Foundation in 1950; he was elected a Fellow of the Royal Society of Literature in 1962; he won the Japan P.E.N. Club Prize for Poetry in 1965; and was awarded the Scott Moncrieff Prize for Translation in 1992.

In the early 1990s Kirkup settled in Andorra where he died on 10 May 2009.

## INTRODUCTION TO THE POEM

James Kirkup's poem, *No Men Are Foreign* is an example of the poetry of instruction and moral inspiration which contains the message of many philosophers and prophets of the olden times. It is a symbolic poem. The world is threatened by war, misery and poverty, but all these have failed to crush man's love for pleasure. It aims to preach the message of universal fatherhood of God and brotherhood of man. All men are children of God and they

share the same earth in a brotherly manner. This poem is written to inculcate feelings of fraternity, brotherhood and to emphasise that people of different nations are alike in every respect—fate, times of sorrows and happiness etc. Therefore, the poet has written this poem to preach that we all are children of God and we should not desecrate our Earth by waging wars. He is of the opinion that by fighting we condemn ourselves.

The poem *No Men Are Foreign* opines that no man is foreign or strange and we should not consider anyone as foreign or strange. The poem hinges round the idea that all men are equal. 'Though they are separated by boundaries, there is no difference between men of different nations. The difference is only within a man's heart. The poem is a universal appeal for brotherhood. The differences among people pertain merely to colour, dress and food habits which are not of much importance. Humanity all over the world is the same. If man is destroying another nation, he is actually destroying himself and the whole humanity. The people of different countries differ in complexion and clothing but their mental, physical and emotional experiences are all alike. The poet makes an effort to drive away the hatred among the people of the world and underlines the uselessness of war and weapons that only add pollution to "innocence."

This poem states that all men are brothers. 'They are essentially the same. The first stanza of the poem says that beneath their clothes all people are the same, all walk on the same kind of land and will all be buried in it and that all are fed by the harvest and the harvests are ruined by wars. The second stanza emphasises that our hands are the same and we all do the same work, all of us sleep and wake up in the same manner and that love is strong enough to win all people. In this manner, he tries to establish that all people are the same. The third stanza says that when we hate others, we actually hate ourselves. The final stanza points out that by quarrelling with each other, we defile the earth we all live on and the air we all breathe.'

## TEXT

## No Men are Foreign

Remember, no men are strange, no countries foreign  
Beneath all uniforms, a single body breathes  
Like ours: the land our brothers walk upon  
Is earth like this, in which we all shall lie  
They, too, aware of sun and air and water,  
Are fed by peaceful harvests, by war's long winter stor'd.  
Their hands are ours, and in their lines we read  
A labour not different from our own.  
Remember they have eyes like ours that wake  
Or sleep, and strength that can be won  
By love. In every land is common life  
That all can recognise and understand.  
Let us remember, whenever we are told  
To hate our brothers, it is ourselves  
That we shall dispossess, betray, condemn.  
Remember, we who take arms against each other  
It is the human earth that we defile.  
Our hells of fire and dust outrage the innocence  
Of air that is everywhere our own,  
Remember, no men are foreign, and no countries strange.

**SUMMARY AND ANALYSIS**

*No Men are Foreign* tells us that we should not consider anyone as foreign or 'strange.' Humanity is the same all over the world and in harming anyone we harm ourselves.

This poem stresses the fact that men might belong to different races, nations, but are basically bound by a common bond, i.e., they all feel pain when hurt and shed tears on the loss of someone close. The poem further says that wars should not break this common bondage. In destroying another country we are destroying our own Earth. The poem tells us to look upon humanity as a unified entity comprising all the people of the world.

The poem is clearly a strong message for universal brotherhood. It underlines the fact that the people of different countries have the same physical, mental and emotional experiences. Their fate is the same. They are in no way different even though they wear different clothes and speak different languages. Nobody should be viewed as stranger and no country should be considered foreign. The poet emphasizes the uselessness of hating those who belong to other countries. When we wage war against others, we only pollute our own earth. The dust and smoke caused by weapons pollute the air we all breathe in. The poet exhorts the people to liberate the world from man-made obstacles and narrow outlooks.

The poem opens with the speaker asking his audience to remember that no human being should be treated as foreigner or stranger because all human beings are essentially the same. Even those who wear different clothes are in no way different from us because though the clothes are different the bodies are the same. All human beings are "brothers" as they breathe the same air and live on the same land. People of all countries share the same sun, the same water and the same air in all circumstances. Peace brings prosperity to all men and war brings adversity to the entire humanity. The lines on the hands of all people show that they are all bound to work hard and labour for earning their living. While awake and in sleep all men are the same. God has given the same strength to all men and it is only the humane quality of love that can defeat even the most powerful of all forces. The poet's message is that we should not hate our fellow human beings. We have no right to look down on anybody or discriminate against anybody on any grounds. The poet makes a strong plea against the evils of waging wars. By taking up arms, men desecrate the holy earth and pollute it not only with dust and smoke but also hatred. Men must learn to foster the feeling of universal brotherhood. Men must learn that no man is a stranger and no country is a foreign country.

Irrespective of the geographical, religious, cultural, linguistic and other differences, all men are inhabitants of the same earth. Thus, there is unity in diversities that the title of the poem refers to. All men walk about on this earth and all are buried in the same earth. All men work with their hands; all men prosper in peace-time and suffer during wars. All men bask in the same sun, and breathe the same air. So no men are foreign to any country, and no country is strange to any men. We should shun hatred and live in universal brotherhood.

**DIFFICULT WORDS AND ANNOTATIONS**

**Dispossess:** dislodge; deprive.

**Defile:** make dirty; pollute.

**Outrage the innocence of:** violate the purity of.

**Hells of fire n dust:** expression to describe the nature of war.

**By war's long winter starv'd:** if there is war, there is starvation and death as people cannot carry out harvesting.

**Outrage.....own:** to defile or spoil the Earth which belongs not to one country, but to the whole humanity.

**Lull:** a complete silence or halt.

A single body breathes/ Like ours: another human being breathes the breath of life just like any other person. And in their lines we read/A labour not different from our own: the lines on the hands of all people show that they are all destined to work hard and labor for earning the living.

**Questions**

1. Write the central theme of the poem *No Men are Foreign*.
2. What is the summary of the poem *No Men are Foreign* by James Kirkup?
3. Why should we not wage wars against each other?
4. Refer to the poem *No Men are Foreign*, and say what shall happen if we take up arms against each other.
5. Does the poem *No Men are Foreign* has a greater relevance in today's world than ever before? Justify the above statement?
6. Keeping in mind James Kirkup's poem *No Men are Foreign*, what is the need of the hour in today's nuclear world?
7. Paraphrase the poem *No Men are Foreign* by James Kirkup
8. In the poem *No Men Are Foreign*, written by James Kirkup, who are being referred to as brothers, and what two things are common to all?
9. "Beneath all uniforms ..." What uniforms do you think the poet is speaking about?
10. How does the poet suggest that all people on earth are the same?
11. How does war starve the peaceful harvest?
12. How can strength be won by love?
13. Explain:
  - (i) 'Are fed by peaceful harvest.'
  - (ii) 'Our hells of fire and dust outrage the innocence of air'

# 21

If

Rudyard Kipling

## ABOUT THE POET ~ (1865 - 1936)

Rudyard Kipling is a poet, an essayist, a novelist, a journalist, and a writer of short stories. He is one of the best-known of the late Victorian poets and story-tellers. He was awarded the Nobel Prize for literature in 1907. Kipling was born in Mumbai, India, at the end of the year 1865. His father, John Lockwood Kipling, was principal of the Jeejeebhoy School of Art at Mumbai. Kipling spent the first years of his life in India.

He worked as a journalist for *Civil and Military Gazette*, Lahore, India, 1882-89; as an assistant editor and overseas correspondent for the *Allahabad Pioneer*, Allahabad, India, 1887-89; as an associate editor and correspondent for *The Friend*, Bloemfontein, South Africa, 1900, covering the Boer War. He also worked as Rector of University of St. Andrews during 1922-25.

Kipling was a prolific writer. His major works in poetry are, *The Absent-Minded Beggar*, *If*, *The Seven Seas*, *The Five Nations* and *The Years Between*. His short stories include *The Man Who Would Be King*, *Mary Postgate*, *Many Inventions*, *A Flea in Being*, *Puck of Pook's Hill*, *Actions and Reactions*, *Rewards and Fairies*, *A Diversity of Creatures*, *Land and Sea Tales for Scouts and Guides*, *Debits and Credits* and *Limits and Renewals*. His important novels are, *The Story of the Gadsby*, *The Light that Failed*, *Stalley & Co.*, *From Sea to Sea - Letters of Travel*, *A History of England* and *A Book of Words*. Besides these major works, he has a lot of works to his credit.

Rudyard Kipling died of a haemorrhage on 18 January 1936 in London.

## INTRODUCTION TO THE POEM

Rudyard Kipling's *If* is an inspirational poem. It was first published in the "Brother Square Toes" chapter of *Rewards and Fairies*, Kipling's 1910 collection of short stories and poems. The poem offers some pieces of thoughtful advice to a son, consisting of the many qualities he feels are necessary to become a man, such as self-belief, modesty, humility and truthfulness. The poem is a beautiful piece of writing and it can be applied to all of us.

*If* is perhaps Kipling's most famous poem. The poem is structured into four rhymed stanzas and has a total of thirty-two lines. It is conceived as a fatherly address and contains a set of 'rules' for living. The poem is both inspirational and motivational, and provides the imaginary son the poet addresses with a set of norms - expressed as advice - that one must adhere to in life. *If* contains not only mottos and maxims for life, but a blueprint for integrity and self-development during adulthood also. The themes of the poem are both personal and public values.

According to Kipling, the poem was inspired by Dr. Leander Starr Jameson, who led a raid by British forces against the Boers in South Africa in 1895, which was subsequently called the Jameson Raid. England lost the battle and this defeat increased the tensions that ultimately led to the Second Boer War.

*If* attracted immediate nationwide attention in Britain, and it was quickly adopted as a popular anthem. In modern times, the poem remains widely anthologized and is regarded as a popular classic of English literature.

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TEXT

If

If you can keep your head when all about you  
Are losing theirs and blaming it on you;  
If you can wait your turn without getting angry;  
If you can treat those two imposters just the same;  
If you can bear to hear the truth you've spoken  
Twisted by knaves to make a trap for fools,  
Or watch the things you gave your life to broken,  
And stoop and build 'em up with worn-out tools;  
If you can make one heap of all your winnings  
And risk it on one turn of pitch-and-toss;  
If you can lose, and start again at your beginnings  
And never breathe a word about your loss;  
If you can force your heart and nerve and sinew  
To serve your turn long after they are gone,  
And so hold on when there is nothing in you  
Except the Will which says to them: "Hold on";  
If you can talk with crowds and keep your virtue,  
Or walk with kings - nor lose the common touch;  
If neither foes nor loving friends can hurt you;  
If all men count with you, but none too much;  
If you can fill the unforgiving minute  
With sixty seconds' worth of distance run -  
Yours is the Earth and everything that's in it,  
And - which is more - you'll be a Man my son!

## SUMMARY AND ANALYSIS

The poem is touching in its sincerity and is full of humility and warmth which has been appreciated by millions since it was first written in 1895. The poem deals with moral lessons and conduct. It contains advice from a father to a son on how to grow up to be a better person and a true man. He reminds his son that he will be a man if he

can stick to his values and not be carried away by others. If he follows his (father's) advice, he will have a rewarding and enriching life. He will have everything he can wish for.

The central idea of the poem is that success comes from self-control and a true sense of the values of things. There is danger in extremes of man must not lose heart because of doubts or opposition, yet he must do his best to see the good in both. He must not be deceived into thinking either triumph or disaster final; he must use each wisely and continue to make effort. It's a didactic poem, a work with a purpose to give instruction. It gives instructions or cultivates several specific traits of a good leader. Kipling gives this instruction not through listing specific characteristics, but by providing concrete illustrations of the complex actions a man should or should not take which would reflect these characteristics. In all things he must hold on to his strength of character, morals, and in his values, and not be swayed by others. If he succeeds in doing this he will own the world, and even better, for his personal reward he will attain the full stature of manhood.

The first stanza talk of several character traits like, self-confidence, courage, patience and honesty. The father's words "If you can keep your head, if you can trust yourself, and if you can wait and not be tired by waiting" show these traits. The absence of these traits can create hindrance for a leader. A person should try to win over irrationality ("keep your head"), doubt in oneself ("trust yourself"), impatience ("wait and not be tired by waiting"), meanness ("hate and be free") and immorality ("don't look too good"). The second stanza deals with what we can do for the good of the society without having personal reasons or gains behind it. We should take both success as well as failure in the same vein. Even if our efforts do not bear fruits, we should work harder and get the desired results. This shows the importance of hard work. Thus, from this stanza, the obstacles that we have to overcome are being unrealistic ("not make dreams your master"), postponing ("not make thoughts your aim"), overreaching ("meet with triumph and disaster") and weakness ("be able to ultimate misfortune").

The third stanza speaks of taking everything we have worked for and risk it all, and then lose it and have to start again. The key to that is not telling anyone of your loss. That shows integrity. This is shown in the line "And start again at your beginning and never breathe a word about your loss". Then it says that we must use all we have within us, and when we are at our lowest point, we still have to have the will to try. This shows perseverance. Therefore this stanza shows following obstacles faced by a leader to become a man in the world that is full of competition: worry and fear ("rid...and love and start again"), being self-serving ("never breathe a word about loss") and quitting ("bold on when there is nothing in you").

The final stanza says that if we can keep our good qualities intact in the face of all kinds of odds ("If you can talk with crowds and keep your virtue"), if we attain a high position and still stick to our roots ("Or walk with kings - nor lose the common touch"), if we are immune to both friends and enemies ("If neither foes nor loving friends can hurt you"), if we are sensible in our relations with others ("If all men count with you, but none too much") and if we value time ("If you can.....distance run"), the whole world will be ours ("Yours is the Earth and everything that's in it"). In that case, we will become complete men ("you will be a Man my son").

The following pieces of advice have been given by the father to his son in order to make him an honourable and trustworthy human being:

If you can remain calm when everyone near you is agitated, and they are holding you responsible for the problems. You should have confidence that you are acting rightly when everyone is of the opinion that you are wrong. At the same time, you should try to understand their doubts.

You should be patient, and you should be able to tolerate lies being told about you and if you should be able to bear others' hatred for you. You should not hate anybody yourself and not try to look or sound too good.

If you can dream but not just dream; instead, you should be realistic and goal-oriented and you should be able to work in both good as well as bad situations and realize that you are going to come across both repeatedly throughout your life.

If you can tolerate the fact that people have twisted your words or wrecked your plans. You should rebuild your plans and rebuild your life again when necessary.

If you can risk everything you have, lose it and then start all over again without complaining.

If you can not give up when you feel physically and mentally weakened. You should continuously make efforts by either enemies or friends, value everyone, but not beyond limits.

If you can utilize the time of your life properly.

Overall in the poem there is much truth and wisdom within these motivational words that seem to touch the core within the reader, expanding virtue and knowledge.

#### DIFFICULT WORDS AND ANNOTATIONS

Triumph and Disaster: victory, and an event that causes great damage.  
Knaves: an old-English word for dishonest men.

Build 'em up: build them up; rebuild the broken parts of your life.

Sinew: tendon, a strong cord in the body that connects a muscle to a bone; in a literary meaning, something that gives strength or support.

Make allowance for: make a concession for.

Impostors: people who pose as somebody else.

Winnings: money that is won in a game of chance.

Pitch-and-toss: a game of skill and luck in which each player throws a coin towards a fixed spot.

#### Questions

- What feelings does the poem awaken in you? How do your feelings connect with those of the poet?
- Who is the speaker in the poem *If* by Rudyard Kipling?
- What is the theme of poem *If* by Rudyard Kipling?
- What is the tone of the poem *If* by Rudyard Kipling?
- What is the poem *If* by Rudyard Kipling about?
- What is the meaning of the poem *If* by Rudyard Kipling?
- Who tells the poem *If* by Rudyard Kipling?
- Why Did Rudyard Kipling Write *If*?
- What should you do when all men doubt you? What is meant by But make allowance for their doubting too?
- Explain:

*If you can wait and not be tired by waiting,*

*Or, being lied about, don't deal in lies,*

- What is meant by:

*Or, being hated, don't give way to hating,*

*And yet don't look too good, nor talk too wise;*

- With close reference of to the poem, elucidate the line:

*If you can dream — and not make dreams your master;*

- The words Triumph and Disaster begin with capital letters. Why? Why Triumph and Disaster are referred to as impostors?

# 22

## WHERE THE MIND IS WITHOUT FEAR

Rabindranath Tagore

### ABOUT THE POET

**Rabindranath Tagore** (1861–1941) was the youngest son of Debendranath Tagore, a leader of the Brahmo Samaj, which was a new religious sect in nineteenth-century Bengal and which attempted a revival of the ultimate monistic basis of Hinduism as laid down in the Upanishads. He was educated at home; and although at seventeen he was sent to England for formal schooling, he did not finish his studies there. In his mature years, in addition to his many-sided literary activities, he managed the family estates, a project which brought him into close touch with common humanity and increased his interest in social reforms. He also started an experimental school at Shantiniketan where he tried his Upanishadic ideals of education. From time to time he participated in the Indian nationalistic movement, though in his own non-sentimental and visionary way; and Gandhi, the political father of modern India, was his devoted friend. Tagore was knighted by the ruling British Government in 1915, but within a few years he resigned the honour as a protest against British policies in India.

Tagore had early success as a writer in his native Bengal. With his translations of some of his poems he became rapidly known in the West. In fact his fame attained a luminous height, taking him across continents on lecture tours and tours of friendship. For the world he became the voice of India's spiritual heritage; and for India, especially for Bengal, he became a great living institution.

Although Tagore wrote successfully in all literary genres, he was first of all a poet. Among his fifty and odd volumes of poetry are *Manasi*, *Sonar Tari*, *Gitanjali*, *Gitimalya*, and *Baleka*. The English renderings of his poetry, which include *The Gardener*, *Fruit-Gathering*, and *The Fugitive* do not generally correspond to particular volumes in the original Bengali; and in spite of its title, *Gitanjali*, the most acclaimed of them, contains poems from other works. Tagore's major plays are *Raja*, *Dakghar*, *Achala-yatan*, *Muktadhabra*, and *Raktakaravi*. He is the author of several volumes of short stories and a number of novels, among them few are *Gora*, *Ghare-Baire*, and *Yogayog*. Besides these, he wrote musical dramas, dance dramas, essays of all types, travel diaries, and two autobiographies, one in his middle years and the other shortly before his death in 1941. Tagore also left numerous drawings and paintings, and songs for which he wrote the music himself.

### INTRODUCTION TO THE POEM

"Where the mind is without Fear" by Rabindranath Tagore is one of his vastly read and discussed poems. It was originally composed in Bengali possibly in 1900 under the title "Prarthana", meaning prayer. It appeared in the volume called 'Naibdy' in 1901. Later in 1911 Tagore himself translated the Bengali poem into English and that translation appeared as poem 35 in his Nobel winning anthology "Gitanjali" (Song Offerings) published by the Indian Society, London in 1912.

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So when the poem was written, India was under the British Rule and people were eagerly waiting to get their freedom from the British Rule. The poem is written in the form of a prayer to the God, the Almighty for a true freedom for his country. And thus Tagore reveals his own concept of freedom throughout the poem, 'Where the Mind is Without Fear'.

In the very first line, the poet prays to the Almighty that his countrymen should be free from any fear of oppression or forced compulsion. He wishes that everyone in his country has his head held high in dignity. In other words, according to him, in a truly free country every person should be fearless and should have a sense of self dignity.

*Where knowledge is free;*

In the second line of 'Where the Mind is Without Fear' the poet dreams of a nation where knowledge would be free. Education should not be restricted to the upper class only but everybody should be allowed to acquire knowledge. Not only that, the children should learn freely from the nature and the world around them. They should not be forced to memorize some predetermined lessons. And this is Tagore's typical concept of education.

*Where the world has not been broken up into fragments By narrow domestic walls;*

In the next two lines, the poet emphasizes the unity of not only of his countrymen but also of the entire world. He thinks there should be no division among people based on their caste, creed, colour, religion or other baseless superstitions. In other words, prejudices and superstitions should not divide the people in groups and break their unity.

*Where words come out from the depth of truth;*

In line 5 of 'Where the Mind is Without Fear', Tagore wants a nation where people are truthful. They should not be superficial and words should come out from the depth of their hearts.

*Where tireless striving stretches its arms towards perfection;*

In the sixth line of the poem, the poet wants everyone to work hard to reach their goal, and in the long run to reach perfection. He thinks they should not be tired by working. People should not be lazy and ignoring their work.

*Where the clear stream of reason has not lost its way Into the dreary desert sand of dead habits;*

In line 7, the poet compares 'reason' or logical thinking to a "clear stream" and in the next line compares 'dead habits' or superstitious beliefs to a 'dreary desert'. He wants the stream of reason not to lose its way into the desert of prejudices. In short, people's thought should be monitored by rational thinking, not by superstition; logic should rule over old baseless beliefs.

*Where the mind is led forward by thee Into ever-widening thought and action;*

In line 9 and 10 the poet wishes his countrymen to be progressive and broad-minded. He wants that their minds are "led forward" to "ever-widening thought and action" by the Almighty. In short, we should be open-minded and do something unusual or extraordinary, overcoming the narrowness of mind.

*Into that heaven of freedom, my Father, let my country awake*

In the final line of the poem, the poet addresses the God as 'Father'. He asks him to awaken his country into such a 'heaven of freedom' where the above conditions meet.

To make it clear, the poet prays to the Almighty (my Father) to raise or lift (awake) his country to such heights where freedom would be realised at its best (a heaven of freedom). In turn, he is actually praying that God awakens his countrymen so that they come out of the darkness of ignorance, prejudices, disunity and all other evils.

**TEXT****Where the Mind is Without Fear**

Where the mind is without fear and the head is held high;  
 Where knowledge is free;  
 Where the world has not been broken up into fragments by narrow domestic walls;  
 Where words come not from the depths of truth;  
 Where tireless striving stretches its arms towards perfection;  
 Where the clear stream of reason has not lost its way into the dreary desert sand of dead habit;  
 Where the mind is led forward by thee into ever-widening thought and action.....  
 Into the heaven of freedom, my Father, let my country awake.

**SUMMARY AND ANALYSIS**

Where one feels fearless and honoured, where knowledge is free, where the whole world is united, where one expresses sincere feelings, where one tries to reach perfection continuously, where new ideas are not disturbed by dead tradition and where the mind is directed to generous thought and action, let my country awake in such heaven of freedom. In the world our mind should be fearless and we should be respected.

Knowledge should be free there. The world should not be divided into smaller parts by the narrow concept of nationalism. The reality should be sincerely represented. We should aim to reach perfection. Our mind should be led towards selfless thought and action. In such an ideal place our country should be awakened. The poem might be trying to show the value of knowledge, courage, self-dignity, altruism, sincere, and reasonable thought. If all these qualities are found in the countrymen of a particular country, the country itself will be the heaven.

The poem describes how we should live fearlessly and proudly. It has also pointed out the cause of war between nations – the artificial borderline. Unreasonable practices hinder progress and never let reason prevail.

**WORDS AND THEIR MEANINGS**

**Fragments:** pieces

**Head is held high:** self respect

**Domestic:** pertaining to family

**Striving:** try hard, motivated

**Tireless:** without getting tired

**Stream:** river

**Dreary:** dull

**Reason:** intellect

**Dead habit:** old customs

**Desert:** dry area of land

**Awake:** to get up from sleep

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**Questions**

1. Will it be possible for us to create such an ideal place here on earth?
2. How can we fight to remove evils if we are always busy over party talk?
3. Is such an ideal desire strong enough to force the nations?
4. Describe any two qualities Tagore wants to inculcate in his countrymen.
5. What is broken into fragments and walls?
6. What is "treasure of tradition"?
7. Is the idea expressed in the poem "Where the Mind is without fear" held true in today's world?
8. Is "Where the Mind is without fear" relevant today?
9. Explain: Ever widening thought and action.
10. Have we achieved the "treasure of tradition" after 70 years of independence?
11. Explain: Where knowledge is free.
12. After reading the poem "Where the mind is without fear" what do you think about the state of country or this movement?
13. How does the poet describe reason?
14. How does Tagore describe habits?
15. What was Tagore's purpose of writing "Where the Mind is without Fear"?
16. How are "narrow domestic walls" harmful? How to get rid of it?
17. What is the mood of the poem "Where the Mind is without Fear"?
18. Do the ideas expressed in the poem "Where the Mind is without Fear" hold true in today's world?
19. What are reason and dead habits compared to and why?
20. Write a note on patriotism in "Where the Mind is without Fear".
21. Is the poem a prayer for India alone?
22. What fear does the poet want to abolish?
23. Why does the poet want freedom for his country?
24. Where is the head held high?
25. Who does the poet address the poem to?
26. Why has reason been compared to a clear stream?
27. What is the poet's prayer in the last lines of the poem?
28. Write a short note on the theme of the poem.
29. What kind of ambience does the poet want for his country?

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*Communication Skills Lab*

## PHONETIC SYMBOLS AND TRANSCRIPTIONS

Proper pronunciation of words shows your exposure to the language with a knowledge of its sound system. It also shows us to how refined and correct you are in the use of language. It is very important to pronounce the words properly as good pronunciation creates a positive and influencing impression. There are some ways to learn good pronunciation like; exposure to native speakers, listening to BBC news and consulting the dictionary over and again for knowing the correct pronunciation. In this chapter we will discuss how to know correct pronunciations from a dictionary. If you know the method, you will be able to look into the dictionary to know the actual and correct pronunciation of any word.

It will not be out of place if we discuss some terms here. *Phonetics* is a general term and is applicable to all languages. It deals with the production, transmission and reception of sounds in language. While *Phonology* is a specific term which deals with the sound system of a particular language, the speech of the native speaker is known as Received Pronunciation (RP).

Every language has a particular set of sounds and that language hinges around that particular set of sounds. This set of sounds is called the Sound System of that language. This Sound System is peculiar to that language. For example there are some sounds of Hindi like श, ष्ट, ष्ट्र, ष्ट्र॒ etc. which are not found in English, likewise there are some sounds of English like pleasure that we do not find in Hindi. The meaning is that every language has a particular set of sounds. It is not necessary that we find the sounds of other languages in our sound system. Likewise, the sounds of our sound system may not be found in other languages.

Phonology deals with the pronunciation of sounds in a particular language. It is a description of sound in language. It is obvious that phonology of every language is different from the other.

Now, let us talk about the sound system of English Language. The English Sound System consists of 44 sounds. The number of alphabet is limited to 26. Therefore the same letter is used for different sounds in spelling, for example the letter *a* in water, later, bat and far and the letters *i* in bit and put. Many times the same sound is shown by different letters in different words. For example the /f/ sounds in phone, rough, safety and cliff. Likewise, different letters may give the same vowel sound as in class, clerk and heart. Thus we can say that we can not depend on spelling for correct pronunciation of an English word.

In order to find the correct pronunciation for a word, we should consult any good pronouncing dictionary. But for that we must know the English sounds and their phonetic symbols.

One phonetic symbol stands only for one sound. If we know the symbols, we can pronounce any word written in phonetic symbols, it is called Phonetic Transcription. In transcription, symbols are written between two right slanted bars.

Given below are the phonetic symbols for all the 44 sounds of English with examples. Out of 44 sounds, 20 are vowel sounds (12 pure vowels and 8 diphthongs) and the remaining 24 sounds are consonant sounds.

### Phonetic Symbols and Transcriptions 29

There is no closure or narrowing of the air passage in the mouth cavity during the production of vowel sounds but when consonant sounds are produced, there is either a closure or narrowing of the air passing in the mouth cavity.

Pure Vowels (Monophthongs) have only one vowel sound while diphthongs have two vowel sounds together.

#### Pure Vowels (Monophthongs)

Symbol	Example
ɪ	as in, key
ʊ	as in, hit
ə	as in, land
ɔ:	as in, land
ʊ:	as in, charm
ɒ	as in, cat
ɔ:	as in, caught
ɑ:	as in, pot
ʊ:	as in, loose
ʌ	as in, bed
ɔ:	as in, sit
ə:	as in, tailor

#### Diphthongs

Symbol	Example
ai	as in, single
ɛɪ	as in, day
ɔɪ	as in, mine
əʊ	as in, shoot
ɪə	as in, bed
əə	as in, close
ʊə	as in, nose
əə	as in, piece

#### Consonants

Symbol	Example	Symbol	Example
p	pin	f	fun
b	bin	v	view
t	tin	θ	think
d	din	ð	then
k	kit	s	sing
g	gots	z	zoo
tʃ	choir	ʃ	sheep
dʒ	jail	ʒ	pleasure
m	man	h	height
n	nice	r	run
ŋ	king	w	win
l	love	j	young

*Some Sample Transcriptions: (r) denotes a silent /r/ sound*

ability	/ə'biliti/		canvass	/'kænvəs/	
about	/ə'baʊt/		capital	/'kepɪtl/	
above	/ə'bʌv/		carlton	/'kɑ:ltən/	
academic	/ə'ækədəmɪk/		cartoon	/'kɑ:tən/	
account	/ə'kaʊnt/		catalyze	/'kætəlaɪz/	
acid	/ə'sɪd/		crowd	/krəud/	
actor	/'ækٹə(r)/	(r) silent	daily	/dəli/	
actress	/'æktrəs/		damage	/'deɪmɪdʒ/	
addition	/ə'dɪʃn/		darkness	/'dækna:s/	
adjust	/ə'dʒʌst/		darling	/'dɔ:lɪŋ/	
admit	/ə'dmɪt/		data	/'detə/	
advice	/əd'veɪs/		daughter	/'dɔ:tə(r)/	(r) is silent
affair	/ə'feɪə(r)/	(r) silent	economic	/i:kə'nomɪk/	
after	/ə'ftə(r)/	(r) silent	examination	/ɪg,zæmɪ'nейʃn/	
against	/ə'genst/		ecstasy	/'ekstæsɪ/	
age	/eɪdʒ/		edition	/'edɪʃn/	
agree	/ə'grɪ:/		education	/'edju:kейʃn/	
almond	/ə'mond/		first	/fɜ:st/	
answer	/ə'nsə(r)/	(r) is silent	final	/'fænl/	
assembly	/ə'sembli/		flog	/'flæg/	
association	/ə'sosɪ'eʃn/		flight	/'flɪt/	
atomic	/ə'tɒmɪk/		flood	/'flʌd/	
baby	/'be:bɪ/		glow	/'gləʊ:/	
bald	/bɔ:l d/		glory	/'glɔ:ri:/	
ball	/bɔ:l/		grant	/'gra:nt/	
balloon	/bə'lʊ:n/		guide	/'ga:d/	
balm	/bə:m/		gym	/'dʒɪm/	
bamboo	/,bæm'bu:/		half	/'ha:f/	
barbarous	/bə:bərəs/		hard	/'ha:d/	
basic	/bɛsɪk/		heart	/'ha:t/	
bat	/bæt/		heinous	/'heinəs/	
bath	/bɑ:θ/		horizon	/'hɔ:raɪzn/	
bathe	/bə:θ/		impression	/'ɪm'preʃn/	
battle	/'bætl/		incident	/'ɪn'sidunt/	
below	/bl'fau/		independence	/'ɪndɪ'pendəns/	
benefit	/benɪfit/		information	/'ɪnfə'meyʃn/	

injection	/ɪn'dʒekʃn/		queue	/kju:/	
jaw	/dʒɔ:/		quit	/kwɪt/	
January	/dʒænjuərɪ/		receipt	/rɪ'seɪt/	
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journey	/'dʒɜ:nɪ/		resistance	/rɪ'sistəns/	
kettle	/'ketl/		review	/rɪ'vej/	
key	/'kei/		rhythm	/rɪ'thəm/	
kidnap	/'kɪdnæp/		saffron	/'sefrən/	
king	/'kɪŋ/		safety	/'selfɪ/	
kingdom	/'kɪŋdəm/		salary	/'sælərɪ/	
kitchen	/'kitʃɪn/		satellite	/'sætəlɪt/	
knowledge	/'nɒlədʒ/		school	/'sku:l/	
labour	/'lebə(r)/	(r) is silent	therapy	/'θerəpi/	
last	/la:st/		theory	/'θeəri/	
laughter	/'la:tʃə(r)/	(r) is silent	thesis	/'θɪsɪs/	
length	/'leŋθ/		thing	/'θɪŋ/	
long	/'lɒŋ/		thread	/'θred/	
marble	/'mɔ:bɪl/		ugly	/'ʌglɪ/	
market	/'mɑ:kɪt/		universal	/'ju:nɪvɜ:sl/	
match	/'mætʃ/		vacation	/'vækəʃn/	
machine	/'mæʃɪn/		value	/'vælju:/	
multinational	/'mʌltɪ'næʃnəl/		various	/'veəriəs/	
nature	/'nætʃə(r)/	(r) is silent	venue	/'venju:/	
near	/'nɪə(r)/	(r) is silent	villain	/'vɪlæn/	
neighbour	/'neɪbʊə(r)/	(r) is silent	weight	/'weɪt/	
nephew	/'nefju:/		whistle	/'wɪsl/	
office	/'o:fɪs/		widow	/'wɪdəʊ/	
orange	/'ɔ:rɪndʒ/		wisdom	/'wɪldəm/	
pardon	/'pa:dn/		year	/'je:(r)/	(r) is silent
passion	/'pæʃn/		yellow	/'jeləʊ/	
past	/'pa:s/		young	/'jʌŋ/	
pause	/'pa:z/		zeal	/'zi:l/	
pocket	/'pokɪt/		zone	/'zəʊn/	
quantify	/'kwɒntri:fɪ/		zest	/'zest/	
qualification	/'kwɒlfɪkейʃn/		zoo	/'zu:/	
question	/'kwesʃn/				

**Practice Exercise**

1. Try to find out the exact pronunciation of the following words:
- |           |           |           |               |
|-----------|-----------|-----------|---------------|
| cheese    | want      | juice     | defeat        |
| garden    | truth     | twelfth   | pronunciation |
| moss      | children  | suite     | malfunction   |
| tough     | thumb     | hang      | republic      |
| pure      | wealth    | trouble   | material      |
| complaint | chorus    | victory   | useful        |
| period    | situation | education | addition      |

**2****EXTEMPORE**

An Extempore speech is an exercise in public speaking where the format is slightly more challenging than the others because you are given your topic a couple of minutes or seconds before you speak on it. So, your entire structuring, constructions, arguments, have to be framed within that period and then presented to an audience.

The speech is carried out in the following steps:

- A random topic is allocated to the speaker. The allocation of the topic may be directly by the jury member or by picking up of a chit from a box.
- Preparation time is given to speaker. A preparation time of 3–5 minutes is given to the speaker to consider his/her thought on the allocated topic.
- The Final Speech: The speaker then has to speak on the topic within the stipulated time. The basic speech structure should contain introduction, main body and conclusion.

The final speech decides the final score and rank.

Following things are evaluated in an extempore speech:

- How quickly one can imagine and speak on the topic?
- How one begins and ends the speech creating an impression on the audience?
- Confidence - measured by the tone, hand gestures and facial expressions of the speaker.
- Clarity of thought.
- Stage presence and how one connects with the audience.

Thus, extempore speech demands eloquence which is nothing but fluent, forcible, elegant or persuasive speaking. It is primarily the power of expressing strong emotions in striking and appropriate language, thereby producing conviction or persuasion.

**Can Eloquence Be Taught?**

People generally believe that eloquence or gift of the gab is a virtue gifted by nature and one cannot be schooled in this field. They say, "Let a man have something important to say and he need not waste his time in trying to find out how to say it." However we know that eloquence is one of the rational powers that man has and it has been proved time and again that every rational power can be strengthened by judicious cultivation. Needless to say, listening to great orators does go a long way but this alone does not make one eloquent. The training must necessarily combine practice and theory.

**The first Extempore**

An extempore speech originates proper speech and can be based after two simple simple characters can be contrasted.

1. The Intro.
  2. The Disc.
  3. The Concl.
- When the going to say about to elaborate at least one thing speaker's conclusion.

**Initial Features**

- The You
- The Fright
- The Doubt
- The E
- The S
- The N
- The P
- The S
- The T

**Sources**

### The first Extemporaneous Speeches

An extempore speaker has to think of his subject; arrange his ideas, sentences and words; remember quotations; originate proper tones and gestures; and keep his attention closely fixed upon his audience. However, you need not be burdened by the thought of developing all these skills overnight. A child that learns to walk stumbles after two simple steps but that does not stop him. Similarly, the first extemporaneous speeches should be of the simplest character. They may be flimsy and rudimentary but they are no less valuable. The simplest oration that can be constructed has three distinct parts:

1. The Introduction
2. The Discussion
3. The Conclusion

When the topic has been allocated to you, you should turn it over in your mind until you know just what you are going to say about it. It will do good to make a note of this introduction in a few simple words. Do not make an attempt to elaborate. Then glide smoothly to discussion which deals directly with the subject. Here make a clear statement of at least one thought that you can fully grasp. Then glide smoothly to conclusion. A good introduction adds most to the speaker's confidence and power while a good conclusion leaves the deepest permanent impression upon the audience. The conclusion is usually remembered longer than any other part of the address. So do not conclude abruptly.

### Initial Fear and How To Overcome It?

- The plan and full notes should be kept within easy reach. They can be referred to only in case of emergency. You have to exercise self-control by not looking at them. Besides, you must guard yourself against 'stage fright', which is something that has been faced by almost every great orator.
- Don't bother about quality. If you can think and talk, it is an achievement enough.
- Your talk should not look like a memorized speech. You can practice talking spontaneously by developing the habit of talking to the people often, whenever and wherever you get a chance to do so.
- Even if you stammer while speaking, don't think of it as a stumbling block. Don't make it an excuse for shying away from speaking in public. Remember, stammering can be cured and many stammerers have made good speakers.
- Even a weak or feeble voice need not hamper you. A feeble voice comes better in extemporizing than reading a manuscript. A weak voice can be strengthened, if you have a will to do so.
- Remember the maxim, 'Great cowards often make good soldiers'.

### Some More Tips

#### *Thought and emotion*

- Accumulate knowledge-wide, well-selected and systematic reading will supply you the necessary thought material.
- Besides, personal observation of life and nature are just as necessary as reading.
- Bring your own judgment upon all facts and bring your own opinions of every event. This will help you make the faculty of reason grow continually stronger.
- You require passion to persuade and move the audience. Your personal interest should be invested in everything related to the subject.

#### *Language*

- Your words should be shaped in full conformity to the laws of the language. Develop the power of continuous grammatical thinking.
- Correctness in pronunciation is also important.
- You need to have accuracy in the use of words. Make a careful study of a good etymological dictionary.
- Clear and definite ideas greatly increase the power of language.

#### *Imagination*

- You need strong imagination. For this you can devote time to enjoy great poems. This will help you learn to make your discourse pictorial. Behold every scene and event vividly as in a waking dream.

#### *Voice and gestures*

- Explore the range of your voice, test its capabilities and improve each tone. A basic knowledge of phonetics will go a long way in curing your defects of articulation.
- Begin your speech in a conversational manner and when the interest deepens, you can let go all restraint.
- Discard awkward and repulsive movements. You can move your hand, head or foot as the need be but all your gestures should be graceful and spontaneous.

#### *Confidence*

- Timidity in the beginning of an address is generally pardoned. If the speaker is dignified and assured, the audience will listen attentively and be influenced by the weight of his words.
- Accept all risk and patiently endure all the failures and perils that result.

Thus, the power to deliver extempore speech exists in all of us. In some cases it lies dormant and in some cases it flourishes. Nurturing the aforementioned qualities combined with sufficient practice is bound to give good results.

# 3

## GROUP DISCUSSION

Very often people discuss different social, economic, and political issues. These discussions can be both informal and formal. Informal private discussions can take place anywhere. But formal discussions take place at an office, at a meeting place, at a conference hall, or at a recruitment centre. What is the benefit of this discussion? The most obvious answer is that we involve in discussion in order to develop a better perspective on key issues by bringing out various view points. When we exchange differing views on an issue, we get a clear picture of the problem and are able to understand it. This understanding makes us better equipped to deal with the problem. This is the main purpose of a discussion.

Let us try to understand what 'group discussion' is. The meaning of the word 'discuss' is 'to talk about a subject in detail'. So, group discussion may refer to a communicative situation that allows its participants to express views and opinions to other participants. It is a systematic oral exchange of information, views and opinions about a topic, issue, problem, or situation among members of a group who share certain common objectives.

Group discussion (GD) is basically an interactive oral process. Here, the exchange of ideas, thoughts, and feelings takes place through oral communication. Each member of the group listens to other members and gives his own views orally. He has to use clear language, persuasive style, and has to use voice and gestures effectively. This means that participants need to be proficient in oral communication in order to take effective part in a group discussion.

GD is group process, that is, it involves both person-to-person as well as person-to-group interaction. Every group member has to develop group oriented interaction. A participant should be concerned with the ego needs of other participants, unity of the group, and the overall objectives of the discussion.

GD is systematic. Each participant knows the topic in advance and has the opportunity to use his experience and knowledge to understand and analyse the topic. The exchange of ideas in GD takes place is a systematic and structured way. The participants are seated face-to-face and each participant gets an opportunity to express his views and comment on the views expressed by other members of the group.

GD is a purposeful and goal-oriented activity. The goals or objectives of a discussion are generally decided before the discussion takes place. This means that each participant is aware of the purpose of the discussion in advance. A GD may help achieve group goals as well as individual needs. Group goals are common and shared by each participant whereas individual needs may be the personal goals of the members of the group.

To conclude, we may define group discussion as a form of systematic and purposeful oral process characterised by the formal and structured exchange of views on a particular topic, issue, problem, or situation for developing information and understanding essential for decision making or problem solving.

While observing the discussion, the selectors try to look for the following qualities in a candidate:

1. Whether the candidate can work properly as a team member or not.
2. Whether his communicative skills are good or not.

3. They also try to see flexibility in his behaviour and creativity of his brain.
4. They try to gauge the extent of reasoning ability the candidate possesses.
5. They observe whether the candidate has some leadership qualities or not.
6. Whether the candidate is able to put forward his views effectively and assertively.
7. Whether the candidate is brave enough to initiate or introduce something new.

### Importance of Group Discussion Skills

The ability to take effective part in GD is a very important skill that contributes to professional success. Whatever we are, we need effective GD skills. A student may have to take part in academic discussions, student meetings, group deliberation, interactive classroom sessions, or selection GDs for admission to professional courses. A job seeker may be required to face selection GD as part of the selection process. Professionals in different fields also have to take part in professional meetings and discussions. All these situations require the ability to make a significant contribution to group deliberation and help the group in the process of decision making.

The importance of GD has increased nowadays due to its increasing role as an effective tool. In companies and institutions, group discussion aids in problem solving and decision making. When a problem situation arises, the concerned people discuss it. They exchange their views and perceptions about the problem and its possible solutions. The alternative solutions are discussed and analysed and the best option is chosen. In the same way, whenever there is a need to take a decision, the matter is first discussed by a group of people and the different aspects are analysed, interpreted, and evaluated. This leads to effective decisions.

GD is also used as a technique to assess the personality of candidates for job or admission to professional courses. Groups of six to eight members are formed, and they are given a topic to discuss within a limited time (generally 30 to 45 minutes). The given topic may be an opinion, a problem or a case. The members of the selection committee closely evaluate the different skills reflected by the candidates and those who reflect leadership qualities and emerge as natural group leaders are normally shortlisted for a personal interview.

### Characteristics of Successful Group Discussions

Effective group discussions achieve group goals and aid in decision making. However, a large number of group discussions end without a group consensus. It is therefore, important to know the characteristics that make a group discussion successful. Successful group discussions share some or all of the following features:

1. **Cooperative and Friendly Atmosphere** An important characteristic of successful GDs is the development of a cooperative, friendly and cordial atmosphere where disagreements do exist but they do not lead to serious conflicts. Members cooperate with each other as they understand and appreciate different points of views and try to bring them together in order to develop group consensus. There may be direct but goal-oriented confrontation as each member presents his points of view as well as reservations and differences. However, these differences, opinions, ideas, and approaches enrich the process of discussion and broaden the horizon of the group.
2. **Goal Oriented Interactions** Successful discussions motivate group members to have goal oriented interaction. Effective GD members are not only aware of the group goals but also work towards the attainment of these goals. As they are more interested in achieving these group goals than promoting their personal interests, they develop and promote meaningful interactions that aid in implementing the purpose of the discussion.

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3. **Shared Leadership:** There is generally no elected or formal leader in GD. The leadership functions are shared and performed by the various members of the group. As there is a willingness on the part of each participant to reach to a group consensus, they come forward to perform leadership tasks such as starting the discussion, keeping the discussion going, encouraging non-participants to speak, making periodic summaries, checking the group progress, and so on.
4. **Agreement on Procedures:** Participants of a successful GD develop procedures to guide them. They decide how they will organise the presentation of individual views, how an exchange of the views will take place, and how they will reach a group consensus. In order to ensure attainment of group goals, they may develop norms of interaction.
5. **Agreement on Group Goals:** An effective GD begins with a purpose, which is shared and understood by all the group members. As the participants know why they are taking part in the discussion, they can concentrate better and can be more active in realising the group goals.
6. **Use of Effective Communication techniques:** The success of a GD depends on an effective use of communication techniques. Effective GD members keep the channel of communication open and speak clearly and precisely using simple words, short sentences, correct articulation, and appropriate pronunciation. They are direct and specific and try to avoid and check barriers to group communication. Moreover, they use non-verbal communication skilfully and interpret the body language of other participants. As they are active team listeners, they encourage others to speak.
7. **Equitable Distribution of Participation:** An effective GD ensures an equitable distribution of participation by all. Each member is important and no one is allowed to dominate or monopolise the discussion. As optimal participation by all is the group-goal, members encourage each other to participate.

### Selection Group Discussions

Group discussion is an effective and powerful technique for evaluating personality traits of candidates for job selection or admission to professional courses. The GD test occupies an important position in the employment procedure of nearly all industrial concerns, public limited organisations, and multinational companies. More than any other selection method, GD tests are relied upon for making hiring decisions. These selection GDs may vary from a brief discussion on a simple topic to a lengthy interactive discussion of a controversial issue or an actual problem. However, they all intend to evaluate the depth of the candidate's knowledge, his ability to orally present that knowledge in a convincing manner, and his effective group communication, leadership and team management skills.

### Group Discussion Strategies

As group discussion is a systematic and purposeful oral process characterised by the formal and structured exchange of views on a particular topic, issue, problem, or situation, it should be well planned and well conducted. Seven strategies have been described here for participating in group discussions.

#### 1. Getting the GD Started

There is generally no elected or formal leader in a GD. So, there is no one to get the GD started. In a selection GD, a group, which may consist of six to ten persons, is given a topic to discuss within 30 to 45 minutes. After announcing the topic, the total GD time, and explaining the general guidelines and procedures governing the GD, the examiner withdraws to the background leaving the group completely free to carry on with the discussion on its own without any outside interference.

In the absence of a designated leader to initiate the proceedings of the discussion, the group is likely to waste time in cross-talks, low-key conversations, cross-consultations and so on. The confusion may last until someone in the group takes an assertive position and brings order. It could be you.

In order to get the GD started, the assertive and natural leader will have to remind the group of its goals and request them to start the discussion without wasting time.

Once the GD has been successfully initiated, the leader should propose the procedures to be followed during the discussion. The procedures may include time management, order of speaking, length and nature of individual contributions, and nature of group interactions. It is very important to follow a plan that includes time for every individual speaker as well as for the exchange of views, suggestions and solutions. All members of the group should be in agreement on these pertinent items. While trying to get the GD started, the leader should attempt to create an atmosphere in which all members feel free to participate.

#### 2. Contributing Systematically

In order to make systematic contribution to the group deliberations, all the group members should understand the process of reflective thinking. They should be able to identify the stage of the discussion (that is, individual stage, where each member has to systematically present his or her views without any disturbance; or group interaction stage, where members have to exchange views and opinions in order to reach to a group consensus) and contribute accordingly. When a participant makes a contribution, he should ensure that his contribution relates to what has previously been said by other members, focuses on the theme of the discussion, deals with the specific point under consideration, it is directed towards the overall objective of the GD, and that it is as per the requirement of the particular stage of discussion.

#### 3. Creating a Friendly and Cooperative Atmosphere

Creating an atmosphere conducive to positive discussion is the responsibility of each member of the group. A friendly, cooperative atmosphere encourages effective and positive deliberations that lead to successful conclusion.

#### 4. Moving the Discussion Along

A GD without a leader may drift without a proper direction. A leader should ensure that the GD moves along the right direction so that it is able to complete the task within the fixed time limit. He should make sure that every member of the group gets some time to present his views and no one member monopolises the discussion.

It is very important to avoid any digression that may sidetrack the group. The leader may volunteer to avoid digressions and bring order out of chaos by requesting the members to see reason and come to the point.

#### 5. Promoting Optimal Participation

As the success of a GD largely depends on the involvement of each member of the group, the leader should promote optimal participation. As every member has a resource potential that can be used to make the discussion successful, the leader should encourage non-participants to speak. With patience, restraint, and proper motivation, he can inspire even the shy and reluctant members to give their views on the given subject. It will not only reflect his/her leadership qualities but also lead the discussion to a successful conclusion.

#### 6. Handling Conflict

One important aspect of participating in any group discussion is dealing with conflict. As a group always tends to be heterogeneous, conflict is natural in any group activity and may sometimes be desirable for the success of a group process. Expect differences of opinions during a GD but do not let these conflicting opinions go against the basic purpose of a GD.

**7. Formal Closure**

In the absence of a designated leader to close the discussion formally, the group is likely to continue until the examiner announces that the time is over. Every member has to see that the GD ends with positive conclusions within the given time limit.

Once the closure of a GD is successfully finished, the leader may propose the consensus views, if any. It must end with some positive conclusion. The leader must emphasise the points of agreement in order to indicate a common viewpoint regarding the topic.

**Some Do's**

1. Your gestures, facial expressions and movements tell a lot about your personality. Take care of your body language.
2. Always talk politely and with due respect for others.
3. Be objective in your approach.
4. Get a clear idea of the topic if you have not understood the topic properly.
5. Organize your thoughts properly before speaking.
6. You should be quite vocal in a Group discussion.
7. Be natural. Do not show any affected mannerisms.
8. Think of the ways to enter into the discussion – show agreement or disagreement with others and then start expressing yourself.
9. Language skills are important for making a point effectively.
10. Be assertive but not dominating. Try to maintain a reasonable approach.
11. A Group – Discussion is not to prove something with arguments. If you disagree, disagree politely.
12. Show agreement when you agree.

**Some Don'ts**

1. Don't lose your temper whatever be the situation.
2. Don't speak too loudly.
3. Don't use too many aggressive gestures.
4. Don't try to dominate the proceedings.
5. Don't interrupt the speaker. Let him first finish.
6. Don't start speaking without fully understanding the topic.
7. Don't try to be someone you are not.

**Questions**

1. Read the following instructions about GD and classify them as do's and don'ts in group discussion:
  - (a) Control talkative members.
  - (b) Push the GD too fast.

- (c) Maintain a friendly attitude.
  - (d) Avoid conflicts between ideas.
  - (e) Provide positive guidance to the group by making occasional summaries.
  - (f) Help to establish the attitude to critical objectivity.
  - (g) Try to be the centre of attention all the time.
  - (h) Comment on everyone and everything.
  - (i) Keep members informed of their own progress.
  - (j) Monopolise the discussion.
  - (k) Avoid any digression that may sidetrack the group.
  - (l) Encourage non-participants to speak.
  - (m) Make each member feel that his or her contribution is important.
  - (n) Bring forward the common points of agreement.
  - (o) Initiate the proceedings of the group discussion.
  - (p) Get involved in cross talk, low-key conversations and cross consultations.
  - (q) Force the group to start the discussion without wasting time.
  - (r) Propose the procedures to be followed during the discussion.
  - (s) Encourage personality conflicts.
  - (t) Create an atmosphere in which all members feel free to participate.
2. Give opinions on the following topics for discussion. Support your opinion with some kind of justification:
    - (a) The public sector has failed in India.
    - (b) There should be no reservation in jobs.
    - (c) Indian Railways should be privatised.
    - (d) There should be reservation for women in the parliament.
    - (e) Coalition governments can never be strong.
    - (f) ITIs should be privatised.
  3. Respond to the following opinions by agreeing or disagreeing. Justify your point of view.
    - (a) President's rule should be imposed in states one month before election.
    - (b) The present examination system in universities in India needs modification.
    - (c) Religion and politics should not be mixed.
    - (d) The key industries in India should be privatised.
  4. Discuss the following topics with your friends in a formal manner.
    - (i) Should doctors be tried in Consumer Court?
    - (ii) Examinations have killed education.
    - (iii) Is a borderless world possible?
    - (iv) Love Marriage vs. Arranged Marriage.
    - (v) Is China a threat to India?
    - (vi) Individual freedom in a Civil Society.

- (vii) Illiterates should not be given voting rights.
- (viii) Women cannot manage both office and home.
- (ix) Value based politics is the need of the hour.
- (x) What can we do for ever increasing population?
- (xi) Beauty contests are against the dignity of womanhood.
- (xii) Advantages of Co-education.
- (xiii) Present State of Indian Cricket.
- (xiv) Effects of TV on Children.
- (xv) Position of Indian Women.

# 4

## DIALOGUE WRITING

A dialogue is a verbal exchange between two or more people. When two persons talk, they do not use bookish language. Their language must be colloquial, simple and clear. Dialogues are used in dramas, films and in narratives. The dialogue must seem to be spontaneous, but it must have a general plan. No speaker should speak for a long time but there should be a spontaneous exchange of ideas. One speaker may interrupt the other in the middle of a remark. One may even answer a question by asking a question. A question may be anticipated and answered. Exclamations indicating surprise, joy etc. are used in common conversation and they may also be used in a dialogue. Thus, dialogues are the spoken words between two or more characters. They serve a great deal in the progression of a story and contribute to characterisation.

### Interruption

Monish:	I am always impressed by a person who attacks established or traditional concepts and principles.
Mahesh:	Do you want to say you are impressed by an iconoclast?
Monish:	Yes, I mean that.

### A Question for a Question

Kishan:	Will America attack Iran?
Manoj:	What is your opinion?

### Answering an Anticipated Question

Vinay:	I want to ask you something.
Raj:	I know what you want to ask. I am a teetotaller.

### Exclamations

- (a) Surprise.  
"What! The minister has been arrested!"
- (b) Pleasure  
"Great! We have won the match!"
- (c) Irritation  
"Shut up! I will talk to you later."

Dialogues should be natural, interesting and realistic and in good language. The language should be colloquial but grammatically faultless. The opening sentence should be able to draw the attention of the reader and the last remark should end the dialogue in a proper way. It should not seem to be incomplete.

Dialogues move the story ahead, give information and contribute to characterisation. They serve at least one of these purposes. Therefore, it can be said that in this most basic type of writing, the dialogue serves the purpose of moving the story forward. Better writing involves dialogue that contributes to characterisation. Here what a character says is somehow related to what he does as well. In this way, dialogues help to portray forthcoming events, and make these events more appealing when they arrive. They also give life to characters and establish the kind of relationship that exists between them.

Learning to construct dialogues is a useful exercise. It helps you perform better whenever you participate in a role playing exercise or perform on the stage. Besides this, it also helps you evaluate critically the dialogues spoken by other characters on the stage, in films and in fiction. Most importantly, learning to appreciate the art of speaking and constructing dialogues help you improve your overall communication skills.

#### How to Do it?

Ponder over the topic. Write down the ideas or thoughts that come to your mind. Organise these ideas or thoughts logically and decide as to how you want to conclude the dialogue. Think of two characters and decide how they should speak. You should always remember how people talk in real life. Make your imaginary characters talk in the same manner. Their language should be easy, familiar and natural. It should come effortlessly.

#### Some Methods to Improve your Dialogue Writing

##### 1. Listen to How People Talk

For a good dialogue, it is essential to have a sense of natural speech patterns. Start paying attention to the expressions that people use in their everyday conversations. This exercise expects you to write dialogues more formally, but generally speaking, it is helpful to tune your ears by paying attention to the way people talk.

##### 2. Not Exactly like Real Speech

A dialogue should seem to be like real speech. A good dialogue is "life, with the dull parts taken out." A transcription of a conversation would be too boring to read. Edit out the filler words and unnecessary dialogues.

##### 3. Don't Provide Too Much Information at Once

It should not be obvious to the readers that they are being fed important facts. Let the story unfold naturally. You don't have to tell the reader everything directly. You should have faith in him that he is able to remember details of the previous parts of the story.

##### 4. Break Up Dialogue with Action

You should remind your readers that your characters are physical human beings by setting their dialogues in the physical world. Physical details also help break up the words on the page: long periods of dialogue are easier for the readers when broken up by description.

##### 5. Don't Overdo Dialogue Tags

Changing directions too much beyond "he said/she said" only draws attention to the tags. You should want the reader's attention focussed on your excellent dialogues and not on your ability to think of synonyms for "said."

##### 6. Stereotypes, Profanity, and Slang

You should be aware of falling back on stereotypes, and you should use profanity and slang sparingly. All of these may distract or alienate your readers. Anything that takes the reader out of the fictional world you are

working so hard to create is to be discarded. You should read some examples of how to achieve the tone you want without stereotypes, profanity and slang.

##### 7. Read Widely

You have to pay attention to why things work or why they don't work. Where are you taken out of the story's page, and how did dialogue help accomplish that? You should start reading like a writer or pick up an anthology and start your own list of writers to learn from.

##### 8. Punctuate Dialogue Correctly

The rules for punctuating dialogue may be confusing. Many writers need help getting them right in the beginning. Take some time to learn the basics. A reader should get lost in your prose — not feel lost trying to understand your dialogue.

#### Tips for Writing Good Dialogues

1. You should use contractions (don't, shouldn't, can't, etc.) unless a character is of a very serious nature, old-fashioned or speaks in a very formal manner.
2. Let characters break off sentences, or speak in phrases rather than sentences. You might think of these as verbless sentences -- they are ideal for dialogue.
3. Let the characters interrupt one another.
4. Use the occasional 'um' or 'er', if a character is being particularly hesitant.
5. You have to remember to show who is speaking. It need not be a 'he said' or a 'she said', an action works just as well, provided we are told who is doing it.
6. Dialogues should have a certain authenticity. They should seem to be true and real to the reader.
7. Internal/inner dialogue (thinking) does not need to be put within quotation marks.
8. When quoting a dialogue, put the words of each speaker within quotation marks, and indicate a change in speaker by starting a new paragraph.
9. During a discussion, include the name of the speaker after every five to six pieces of dialogue; otherwise readers will find themselves turning the pages to find out who actually said and what he said.

#### Giving characters distinct speech patterns

While writing dialogue, it is important not only to make the words sound natural but also to distinguish your characters by the way in which they speak. A dialogue is characteristic of the person speaking it and it emphasises that the words a character says must make the reader accept them as real. As your characters have different physical and emotional characteristics, they should speak differently.

Here are some factors to consider when finding each character's "voice" as well as his personality:

- What sort of educational background does the character have?
- Where are they from (geographically)?
- How old are they?
- What do they do for a living?
- Likes and dislikes of characters.
- Speech habits and other behavioural patterns.

All of these will decide whether your character is terse or long-winded, whether they use technical terms or a layman's language. These factors also determine the kind of slang that the characters are going to use.

## 164 Communication Skills

## There are some 'DO's' for a good dialogue

- It should follow some simple grammatical rules. A dialogue should be put within quotation marks. Each new line of dialogue is indented, and a new paragraph should be started every time a new person is speaking.
- It should be concise. Long, wordy passages of dialogue might seem like a good way to get information across, but they can be tedious for the reader.
- It should communicate character information. Good dialogue lets the reader know something about the person speaking it.
- It should be combined with action. People don't typically stop everything when they talk. They fidget. They keep washing the dishes. Don't forget that your characters aren't static.

## And here are a few 'DON'Ts'

- Don't run after dialogue tags. Usually, a few well-placed "he saids" or "she replieds" will be enough. If your dialogue is well-written, even without the tag it would be clear as to who is speaking.
- Don't use too much dialogue. Your readers don't need to know everything your characters say, word-for-word. Dialogue should be chosen carefully.
- Don't try to be too realistic. Our actual speech wouldn't make great dialogue. We say "um" and "uh" a lot. We trail off in the middle of sentences. We change subjects without warning. Good dialogue should approximate real speech, not mimic it.

Here are some samples of everyday dialogues:

## SAMPLE: OPENING A BANK ACCOUNT

**CLERK:** Good morning. May I help you?

**Mrs. OLSON:** Yes. My husband and I have just moved here from Florida. We're just down the street, and you seem to be the closest bank. I'd like to open an account.

**CLERK:** Well, we're not only the closest bank, but we're also the most modern and convenient bank in the whole metropolitan area. Let me take you to our new accounts manager, Ms. Green. [He leads her to a desk near the window. You sit here and as soon as Ms. Green is off the phone, she'll be glad to help you.]

**Ms. GREEN:** Good morning. I'm Edna Green. What may I do for you today?

**Mrs. OLSON:** I'm here to open an account for my husband and myself. My name is Gretchen Olson.

**Ms. GREEN:** Do you want a joint account, Mrs. Olson?

**Mrs. OLSON:** Yes, we've always had a joint account. Tell me about your checking account policy. Is there a minimum balance required?

**Ms. GREEN:** Yes and no. There is no minimum deposit required, but if you open your account with five hundred dollars or more and keep at least that much in it at all times, then there is no service charge. Also, we now pay interest on your checking account, so there's no need to keep a separate savings account.

**Mrs. OLSON:** I'm not sure I understand about the five hundred dollar part. Could you explain that to me again, please?

**Ms. GREEN:** Of course. Accounts are charged a monthly service charge of five dollars if the minimum balance in them falls below five hundred dollars at any time during the statement period. You

**Mrs. OLSON:** may keep as little as three dollars in your account, but if you do, then we charge you five dollars at the end of the month since it went below the five-hundred-dollar minimum.

**I see. Now, since we'll be writing checks throughout the month, our balance will vary from day to day. How will you know what amount to use to figure our interest? I'd also like to know how much interest you pay.**

**Ms. GREEN:** The rate varies. Right now, it's six percent. It has gone as low as four and a half percent and as high as seven percent. Our computer adds all the daily figures and then divides by the number of days in your statement period. That's called your average daily balance. We use the average daily balance to figure the interest you've earned and credit it automatically to your account. The interest is printed on your monthly statement so you'll know to add it into your cheque book yourself. All bank charges and credits are recorded on your monthly statement.

**If you mean that five-dollar service charge, I can tell you that I'm going to try to avoid that charge. We should be able to keep more than five hundred dollars in our account all the time.**

**Yes, that's one type of bank charge, but there are others. The checks you'll be ordering today are an example. We'll decide what kind of checks you want and then charge your account for them. It will appear on your first month's statement. Of course, if a check of yours should be returned for insufficient funds, there would be a charge for that too.**

**Do you mean bouncing a check? Unfortunately, I once had that experience. For a time both my husband and I were careless about recording the checks we had written. We overdraw our account twice and our checks bounced. Needless to say, we were embarrassed. We're much more careful these days.**

**You'd be surprised at how many people forget to record the checks they write. As you said, it's often a matter of carelessness; no one would bounce a check on purpose. Speaking of checks, why don't we look at the various styles available?**

**[She chooses her checks and completes several forms.] I'd like to open this account with a deposit of one thousand dollars. Will it be all right if I write a check on our old account?**

**Certainly, as long as the account in your former bank is still active. By the way, since you are opening your account with one thousand dollars, you may choose one of the gifts which are displayed on that table over there. The bank is having a promotion to attract new customers. It's our way of welcoming you and thanking you for your business.**

**Thank you. I like that travel alarm clock. Thank you for all you help. I'll ask my husband to come by here this afternoon so that he can sign the forms too. That way we'll both be able to start writing checks on our new account. How long will it take for the printed checks which I just ordered to arrive?**

**About ten days. Here, I want you to take one of our pamphlets which describe all our services.**

**Mrs. OLSON:** Thank you very much.

## SAMPLE: ASKING DIRECTIONS

**TOURIST:** Excuse me, sir. I'm trying to find my way to the church that Frank Lloyd Wright designed. I forgot the name of it, but I'm told that it's one of the most beautiful buildings in the city.

**NATIVE:** Yes, I know that one you mean. You must be new in town. We get a lot of tourists asking where that church is. Are you driving or taking public transportation?

**Tourist:** Today I'm taking buses. You're right; I am a tourist. I drove here yesterday and spent the day driving to all the sights, but today I have decided to go by bus.  
**Name:** That's good. It's slower, but you'll get to see more of the city riding the bus. First of all, you're on the wrong street. You have to walk more than two blocks to Garvey Boulevard where you'll catch the A-12 bus. Take it about a mile. When you pay the driver, be sure to ask for a transfer; you'll need it. Get off the A-12 at Prescott Avenue and transfer to the M-16 bus going north.

**Tourist:** Maybe I should write all this down. I don't want to get lost. Let's see. That's the A-12 to Prescott, then transfer to the M-16 going north.

**Name:** Right. Ask the last driver to let you off at Valley Road. The church you're looking for is only a short walk from there. You can't miss it.

**Tourist:** Thanks. I appreciate your help.

**Second Name:** Young man, I couldn't help but overhear your conversation with the gentleman who just gave you directions.

**Tourist:** Yes, me' am?

**Second Name:** I think he must be confused, because the directions he gave you are all wrong. If you follow them, you'll have a lovely ride, but you'll end up at the zoo.

**Tourist:** What should I do, then?

**Second Name:** Walk with me. I'm heading in the direction where you'll be catching the bus you want. Where are you from? I don't recognise your accent.

**Tourist:** I'm from Lima, Peru. That's in South America. This is my first visit to the States, and I want to see as many sights as I can.

**Second Name:** I've never visited your country. The farthest south I've ever been is Mexico City. Well, here we are. This is the corner of Wall Drive and Uley Street, and here is your bus stop. Take the S-1, which will stop right where we're standing, down to the lake. The bus will turn right, but you should get off and cross the street. It's called Shore Lane.

**Tourist:** And that's where the Frank Lloyd Wright church is?

**Second Name:** No. You'll see another bus stop with a sign like this one. All the bus stops here have the same bright coloured signs, so they're easy to spot. Transfer there to the T-2 going south. The end of the line for the T-2 is just across the street from the Frank Lloyd Wright church. The whole ride shouldn't take you any more than thirty minutes.

**Tourist:** Thank you. I'm glad you set me straight. It would be easy to get lost in a town this large. It's not difficult to find your way around if you have a good map of the city. I recommended that you buy one. There's a definite plan to the way the city is designed and the streets are named. If you study a map, you'll find out how easy it is.

**Second Name:** Is that my bus coming down the street now?

**Tourist:** Yes, it is. I hope you have the correct change.

**Second Name:** Why? Won't the driver make change for me?

**Tourist:** Not any more. In the old days, drivers made change for people, but now you have to have the correct amount. When you get on, you drop the fare into a fare box which sits on the floor next to the driver. When you want to get off, pull the cord above the side windows to signal the driver.

**Tourist:** At least that's the same. Our Peruvian buses also use the cord signal. I hope I don't get lost. Thank you and goodbye.

**Practice Exercises**

1. What is a dialogue? What purposes does it serve?
2. What is dialogue writing? What things should be kept in mind while writing a dialogue?
3. What are the methods to improve dialogue writing?
4. Discuss some 'DOs' and 'DON'Ts' of dialogue writing.
5. Write an imaginary dialogue between a patient and a doctor.
6. Write an imaginary dialogue between a mother and her daughter.
7. Write an imaginary dialogue between a salesman and a lady in a saree showroom.
8. Write an imaginary dialogue between a shopkeeper and a customer.
9. Write an imaginary dialogue between a fruit seller and a woman.
10. Write an imaginary dialogue between a hotel manager and a customer.
11. Two friends are talking about price rise of petrol. Construct an imaginary dialogue.
12. Write an imaginary dialogue between two lady teachers.

5. Memorizing: This is the most important aspect of listening. This ensures that the listening process is complete. Generally only a small percentage of content of any talk/presentation is retained in the memory of the listener. Only if the speaker is exceptional and the listener is truly focused will this last stage be fruitful.

An analysis of the listening process clearly shows that in communication the role of the listener is equally important to that of the speaker. If the listener does not focus on the message or bother to critically understand and retain the message, then no matter how skilful the speaker, the message will fail to be conveyed completely.

#### Listening and Hearing

It is possible that we may hear but not listen. The result in such a case is poor communication, which in turn leads to insufficient information processing and incorrect decision making. People also believe that listening is an instinctive process that happens naturally. However, the truth is that one needs to put in a certain amount of effort in order to be a good listener. Listening is a skill that needs to be learned. It involves the active participation of the mental faculties.

As the process of listening given above demonstrates, listening involves not just the reception of particular sound waves, but their correct interpretation and retention by the brain. It is an active and focused activity. Hearing, on the other hand, need not be a focused activity. It is simply the reception of the sound waves without any effort made to interpret and memorize the content of it.

**Table: Difference between Listening and Hearing**

LISTENING	HEARING
Conscious efforts are required.	It takes place automatically, without any conscious effort.
It is an active process where the listener has to be attentive.	It is a passive process.
It is voluntary act.	It is an involuntary act.
It is two-way process which involves the speaker and the listener.	It is a one-way process.
Feedback is required.	No feedback is required.

#### Active Listening and Passive Listening

When the listener actively responds verbally as well as non-verbally to the spoken message, then it is said to be active listening. Active listening acts as a source of encouragement for the speaker to continue the communication process. An active listener exhibits positive body language. The active listener also asks questions, seeks clarifications, and ignores distractions.

Active listening occurs in response to lectures/instructions when the listener asks questions or asks for explanations. The listener may ask for additional information or paraphrase what the speaker has said in order to seek more clarity. This ensures that the complete information is transferred and assimilated by the listener.

If on the other hand, the listener offers no verbal or non-verbal response, it is known as passive listening. This happens, for example, when one is simultaneously listening to a family conversation while watching the evening news. Passive listening also occurs when an uninteresting thing or some boring incident is being related. When the speaker is only giving an opinion or showing a grievance, then too passive listening takes place.

## LISTENING COMPREHENSION

Listening is of utmost importance in communication. In the workplace, executives spend about 60% of their time listening, whether to colleagues, subordinates or to superiors. Listening is all the more important for a student, as he spends about 85% of his time listening to teachers, instructors, friends, and classmates. Listening occupies a big portion of our leisure hours as well, be it by way of television, movies or music. Thus, listening skills are extremely important for all of us.

### Processes of Listening

Listening is the process of hearing and then assimilating whatever is heard. For listening to be effective, it must be an active process involving an efficient speaker and an attentive listener. It is necessarily a two-way process as given below:

Speaker – sends message (encoding) – Receiver (decoding)

- accepting the message
- comprehending the message
- analyzing the message
- feedback of the message
- memorizing the message

**Encoding:** The speaker transmits the message with the help of verbal and non-verbal communication patterns.

**Decoding:** Once the speaker conveys the message, there are several stages that take place at the level of the listener:

1. Acceptance: The listener must first focus on the message and accept the message to the exclusion of everything else. This requires concentration so that all other distractions are ignored.
2. Comprehending: The listener must then understand the message in the same manner as intended by the speaker. In other words, the listener must understand and interpret the verbal and non-verbal signals exactly in the same context as intended by the speaker.
3. Analyzing: The listener must then analyze the message and understand the contents. Then, conclusions are to be drawn and assimilated.
4. Feedback: The listener must exhibit through non-verbal and/or verbal clues whether he is able to understand the message in the correct and positive context. This encourages continued communication between the speaker and the listener.

### Types of Listening

1. **Empathetic Listening:** This takes place when one is listening to the grievances of friends, acquaintances or colleagues. Here positive body language on the part of the listener is crucial. This helps in building and maintaining relationships.
2. **Academic Listening:** Listening to lectures and talks may be termed as academic listening. Here the listener takes notes and tries to assimilate and memorize as much of the content as possible.
3. **Attentive Listening:** Attentive Listening is meant for formal meetings and workshops. In addition, this type of listening also happens when the listener wants to give importance to the speaker. Here too the goal is to understand and retain as much of the message as possible.
4. **Appreciative Listening:** This occurs when listening takes place for the purpose of entertainment. It can be in the case of concerts, stage shows, movies, television shows and classical music performances.
5. **Critical Listening:** This is when the listener wants to weigh the pros and cons of the message. This requires the analysis of the message in a logical manner. This is useful in everyday life.
6. **Relationship Listening:** This type of listening occurs when one pays attention to the messages of people who are important, here the message may not necessarily be important but it is listened to because of the importance of the person conveying it.
7. **Discriminative Listening:** This is a type of listening wherein the listener second-guesses the speaker on the basis of the interpretation of tonal and non-verbal clues. Sometimes the tone, pitch, volume and body language can convey much more than the words being spoken. Discriminative listening occurs when the listener is able to understand and interpret these clues.

### Objectives of improving Listening Skills

1. Focusing on specific information and facts.
2. Identifying the main theme of the topic.
3. Drawing inferences about the topic.
4. To understand recorded and oral presentations on a variety of topics.
5. Taking cognizance of the logical presentation of ideas in a topic.
6. Identifying supporting details of the topic.
7. To become proficient in note-taking.
8. To understand how language is structured in a talk.
9. To understand the usage of tone and non-verbal techniques in order to make a talk effective.

### Importance of improving Listening Skills

Enhancement of listening skills helps in the following:

1. Ability to gain in-depth understanding of news bulletins on a variety of topics like international affairs and national budget.
2. Extracting relevant and useful information for a specific purpose from discourses.
3. Understanding the logical development of ideas and facts in academic lectures/talks.
4. Drawing conclusions about the subject which is being discussed.
5. Aids in effective note-taking during academic lectures.
6. Enables us to predict the contents that will follow in a talk on the basis of verbal and non-verbal clues.

### Suggestions for improving Listening Skills

1. Show through positive non-verbal expressions and gestures that you are interested in what is being said.
2. Focus upon the speaker.
3. Make an effort to be interested in the topic.
4. If the speaker speaks at a fast pace, ask him to slow down.
5. If you are unclear about what is being said, ask for clarifications.
6. Make eye-contact with the speaker.
7. Keep a positive attitude towards the speaker and towards the subject.
8. Do not second-guess the speaker and assume you already know what he is trying to convey.
9. Avoid prejudice and pre-judgment about the speaker and the subject. Keep an open mind.
10. Listen to the complete talk.
11. In case of complex subjects, jot down the key points.
12. Do not assume that you are more knowledgeable than the speaker. The speaker's experience and perspective may lead him to add something new to the subject.

### Exercises

1. What are the objectives of enhancing listening skills?
2. What are the various types of listening? Explain in detail.
3. What is listening? Define and explain.
4. What is the importance of improving listening skills?
5. What are the various methods that can be used to improve listening ability?
6. It is said that listening skills is an instinctive ability, so there is no need to develop it. Do you agree? Discuss.
7. Write short notes on :
  - a. Active and Passive Listening
  - b. Listening and Hearing
  - c. Academic Listening
  - d. Process of Listening
  - e. Discriminative Listening

## WORD FORMATION

New words are formed from the existing ones by adding a letter or some letters either at the beginning or at the end. This process is called word-building. Different forms of words can be made in this way. There are three main ways of building words.

(i) **Affixation**

We have already seen the use of affixes and how new words can be formed with them in the previous chapter.

(ii) **Compounding**

It is a process where two words are combined to form a compound word. These compound words are nouns, adjectives or verbs. The compound words are made by combining the following:

(a) **Two nouns:**

Examples: moonlight, windmill, postman, penfriend, motorcycle, newspaper, girlfriend, armchair, football, atom bomb, etc.

(b) **An adjective and a noun:**

Examples: sweetheart, nobleman, five-rupee note, madman, blackboard, darkroom, etc.

(c) **A noun and a verb:**

Examples: homework, sunrise, snakebite, toothache, gunfight, headache, haircut, blood test, daybreak, etc.

(d) **A verb and a noun:**

Examples: watchdog, pickpocket, scarecrow, flashlight, cutthroat, breakfast, etc.

(e) **A noun and a gerund:**

Examples: letter writing, oath taking, handwriting, daydreaming, book-keeping, storytelling, etc.

(f) **A noun and an adjective:**

Examples: tax free, watertight, sky high, homesick, lifelong, airtight, etc.

(g) **A noun and a present participle:**

Examples: time-saving, life-giving, heart breaking, breathtaking, record-breaking, etc.

(h) **A noun and a past participle:**

Examples: handmade, homemade, thunderstruck, heartbroken, bedridden, etc.

(i) **An adjective and a present participle:**

Examples: good looking, hard-working, easy-going, far-reaching, etc.

(j) **A noun and a verb:**

Examples: brainwash, telecast, gunfight, browbeat, backbite, pinpoint, etc.

(k) **An adverb and a verb:**

Examples: outline, overthrow, undertake, overtake, outshine, outsmart, etc.

(l) **Conversion:** When a word is converted into a new word-class without adding an affix, it is called conversion. In English, two kinds of conversions are possible:

A. **Without a change of form**

*My aim* is to secure a first division. (Noun)

He *aimed* at securing a first division. (Verb)

(a) **Nouns used as verbs:**

Examples:

account	bock	comb	lock
act	bat	doctor	plant
age	butter	father	question
aim	chain	flood	water
arm	chair	hammer	work
answer	cage	film	telephone

(b) **Verbs used as Nouns**

Examples:

arrest	control	love	study
bite	dance	move	touch
break	drink	play	travel
call	fight	shave	walk
close	kick	smile	watch

(c) **Words used both as adjectives and nouns**

Examples:

alen	final	moral	special
block	great	plain	white
blue	innocent	right	wrong
cool	intellectual	secret	young

(d) **Words used as adjectives and verbs**

Examples:

better	correct	free	right
brave	dirty	humble	slow
clean	dry	idle	tame
clear	empty	narrow	warm
complete	fit	open	wrong

## B. With a change of form:

Example:

## (i) Formation of Nouns from Verbs

Verbs	Nouns
advise	advice
believe	belief
defend	defence
die	death
lose	loss
live	life
prove	proof
relieve	relief
speak	speech
think	thought
bathe	bath
breathe	breath
encircle	circle
classify	class
encourage	courage
endanger	danger
feed	food
heal	health

## (ii) Formation of verbs from Adjectives

Adjectives	Verbs	Adjectives	Verbs
able	enable	glad	gladden
bitter	embitter	hard	harden
block	blocken	hot	heat
broad	broaden	large	enlarge
civil	civilize	little	belittle
clean	cleanse	popular	popularize
clear	clarify	pure	purify
dark	darken	rich	enrich
equal	equalize	solid	solidify
false	falsify	successful	succeed
familiar	familiarize	sweet	sweeten
fertile	fertilize	thick	thicken
general	generalize		

## (iii) Formation of Nouns from Adjectives

Adjectives	Nouns
brave	bravery
great	greatness
dark	darkness
sweet	sweetness
honest	honesty
poor	poverty
broad	breadth
deep	depth
true	truth
young	youth
able	ability
active	activity
calm	calmness
coward	cowardice
equal	equality
false	falsehood
fertile	fertility
foolish	foolishness

## (iv) Formation of Adjectives from Nouns

Nouns	Adjectives	Nouns	Adjectives
advice	advisable	greed	greedy
anger	angry	habit	habitual
beauty	beautiful	heart	hearty
body	bodily	ignorance	ignorant
book	bookish	labour	laborious
brute	brutal	love	lovely
centre	central	machine	mechanical
circle	circular	memory	memorable
courage	courageous	money	monetary
custom	customary	muscle	muscular
danger	dangerous	nation	national
duty	dutiful	peace	peaceful
ease	easy	people	popular
enemy	inimical	practice	practical
example	exemplary	quarrel	quarrelsome
fame	famous	science	scientific
fault	faulty	study	studious
fever	feverish	sympathy	sympathetic
fool	foolish	trouble	troublesome
friend	friendly	wonder	wonderful
fruit	fruitful	youth	youthful
glory	glorious	zeal	zealous

## Word Formation 175

Nouns: hero, hill, solitude,  
3. Give the  
Adjective  
foul, gla  
Nouns:  
dew, cu

## Practice Exercises

Consult the dictionary and try to find the following forms of given words:

1. Give the Noun forms of the following:

Verbs: see, seize, sell, serve, sing, sit, slay, speak, strive, trace, succeed, tell, think, try, unite, vary, weigh, wed, pursue, prove, lose, live, lend, hate, grieve, go, err, exceed, float, flow, fly, give.

Adjectives: long, wide, busy, deep, high, humble, pious, private, pure, rival, scarce, short, solitary, violent, weak, wise.

2. Give the Adjective forms of the following:

Verbs: imagine, confide, consume, accede, succeed, admit, alternate, administer, admire, apprehend, assert, astonish, account, ascend, receive, permit, relieve, provide, manage, introduce, occupy, believe, compete, defend, meditate.

**Nouns:** centre, circle, class, day, emperor/empire, enemy, envy, example, fable, face, fortune, fury, god, hero, hill, judge, machine, merit, mind, money, east, west, picture, practice, ruin, school, sense, silk, solitude, space, sympathy, talk, will, tragedy, tutor, type, value, vice, winter, vigour, war, terror.

3. Give the Verb forms of the following:

**Adjectives:** dear, base, feeble, calm, long, hard, wide, short, high, cheap, just, clear, liquid, dark, fool, foul, glad, large, little, weak, strong, sick, quiet, pure, popular, moist, real, stable, block, white, red, new.

**Nouns:** camp, danger, courage, force, fraud, friend, prison, slave, throne, tomb, title, claim, company, dew, custom, electricity, frost, terror, fruit, glass.

# Z

## SYNOMYMS AND ANTONYMS

### SYNONYMS

Synonyms are words with similar meanings. They are close in meaning but not exactly the same. For example 'lady' and 'woman' are synonyms but 'lady' is more respectable as she is supposed to be refined in her social behaviour and she belongs to a higher status of society while 'woman' shows only the female sex and sometimes it is derogatory.

Word	Synonyms
1. Habit	: disposition, propensity, tendency
2. Kill	: annihilate, assassinate, murder, slay
3. Serious	: grave, sober, solemn, thoughtful
4. Rich	: affluent, opulent, prosperous, wealthy
5. Respect	: esteem, reverence, veneration
6. Sad	: dejected, unhappy, dejected, depressed, gloomy
7. Yield	: afford, bear, furnish, produce, generate
8. Vulgar	: indecent, coarse, gross, lewd
9. Ugly	: unattractive, repulsive, repugnant, unsightly
10. Vast	: huge, massive, immense, tremendous
11. Totally	: entirely, completely, fully, wholly
12. Cruel	: inhuman, unkind, uncharitable, unsympathetic
13. Horrible	: dreadful, gruesome, heinous, appalling
14. Interesting	: absorbing, compelling, engaging, engrossing, gripping
15. Corrupt	: immoral, degenerate, profligate, dissolute
16. Happiness	: delight, gladness, joy, pleasure, rapture
17. Jump	: hop, leap, bounce, skip
18. Quilt	: abandon, depart, forsake, leave
19. Pain	: pang, ache, suffering, twinge, woe
20. Kind	: amiable, benevolent, clement, compassionate
21. Natural	: unaffected, pure, spontaneous
22. Waste	: dissipate, fritter (away), squander, throw (away)

Word	Synonyms
23. Enthusiasm	ardour, zeal, gusto, fervour, zest
24. Fat	bulky, overweight, corpulent, hefty, obese
25. Grand	august, dignified, elevated, lofty
26. Musical	dulcet, harmonious, melodious, tuneful
27. Idle	indolent, lazy, inert, slack, slothful
28. Basic	Elementary, essential, fundamental, primary
29. Quiet	peaceful, calm, restful, serene, tranquil
30. Keen	eager, anxious, zealous, fervent
31. Loyal	devoted, faithful, reliable, constant
32. Great	celebrated, distinguished, eminent, exalted
33. Fun	entertainment, diversion, amusement, recreation
34. Accident	calamity, casualty, collision, crash, disaster
35. Admit	accept, allow, confess, disclose
36. Decorate	beautify, adorn, embellish, garnish
37. Beautiful	alluring, appealing, attractive, charming
38. Blank	bare, clean, clear, empty, plain, spotless
39. Blunder	error, fault, inaccuracy, mistake
40. Bogus	artificial, counterfeit, fake, counterfeit, false
41. Boost	encouragement, help, improvement, praise, promotion
42. Boyfriend	beau, date, lover, suitor, sweetheart
43. Brave	bold, courageous, daring, dauntless, fearless
44. Bright	beaming, blazing, brilliant, dazzling, effulgent
45. Bureaucracy	administration, authorities, civil service, directorate, officialdom
46. Campaign	crusade, drive, expedition, movement, operation
47. Captain	boss, chief, commander, head, leader
48. Career	employment, livelihood, occupation, pursuit, vocation
49. Cautious	careful, alert, guarded, heedful, vigilant, watchful
50. Certainty	assurance, authoritativeness, confidence, conviction, positiveness
51. China	ceramics, crockery, porcelain, pottery, tableware
52. Cipher	nil, nothing, nought, zero, nobody, nonentity
53. Clarity	clearness, comprehensibility, explicitness, intelligibility, lucidity
54. Class	caste, category, group, denomination, division
55. Clean	faultless, flawless, fresh, hygienic, immaculate
56. Clown	comedian, jester, joker, prankster, fool
57. Collaboration	alliance, association, cooperation, partnership, teamwork

Word	Synonyms
58. Combat	battle, conflict, contest, encounter, fight, skirmish
59. Comfortable	adequate, convenient, cozy, delightful, easy, enjoyable, homely, relaxing
60. Compact	close, compressed, condensed, dense, firm, brief, concise
61. Competent	capable, clever, endowed, fit, proficient, qualified
62. Conclusion	close, completion, end, finale, finish
63. Dominant	assertive, authoritative, commanding, controlling, presiding, ruling
64. Dumb	inarticulate, mum, mute, silent, speechless
65. Duty	assignment, business, charge, engagement, function
66. Education	breeding, civilization, development, discipline
67. Engineer	architect, contriver, designer, deviser, inventor
68. Enough	abundant, adequate, ample, sufficient, plenty
69. False	erroneous, faulty, fictitious, invalid, wrong, unreal
70. Fearful	afraid, alarmed, anxious, apprehensive, diffident
71. Filthy	dirty, foul, nasty, polluted, unclean
72. Fundamental	basic, cardinal, central, crucial, essential
73. Generous	beneficent, benevolent, bounteous, charitable, hospitable
74. Genuine	actual, authentic, bona fide, honest, legitimate
75. Girl	Chick, damsel, Female Child, lass, maid, miss
76. Hostile	fast, quickly, rapidly, speedily, hurriedly
77. Healthy	in good condition, in the pink, physically fit, robust, strong, vigorous, sturdy
78. Height	altitude, elevation, highness, loftiness, tallness
79. Homicidal	deadly, lethal, maniacal, mortal, murderous
80. Honesty	faithfulness, fidelity, integrity, morality, probity, scrupulousness, trustworthiness, truthfulness
81. Illness	ailment, disability, disease, indisposition, infirmity, sickness
82. Inquiry	examination, exploration, inquest, interrogation, investigation, probe
83. Intimacy	closeness, confidence, confidentiality, familiarity
84. Jewellery	finery, gems, jewels, ornaments, precious stones
85. Junction	alliance, combination, connection, coupling, joint, juncture, seam
86. Killer	assassin, butcher, cutthroat, executioner, exterminator, liquidator, murderer, slaughterer
87. Knickers	bloomers, briefs, drawers, panties, underwear
88. Lay	careless, casual, easy-going, lenient, negligent
89. Lecherous	carнал, lascivious, lewd, libidinous, licentious, lustful
90. Lefthand	apathy, drowsiness, dullness, inaction, indifference, lassitude
91. Malevolence	hated, ill will, malice, vengeance, spitefulness
92. Mentor	adviser, coach, counselor, guide, teacher

Word	Meaning
93. Meritorious	deserving of reward or honour
94. Naïve	lacking experience or knowledge
95. Nice	pleasant, agreeable
96. Nourishing	providing energy or strength
97. Nude	without clothes
98. Obedient	ready to obey
99. Occasionally	now and then
100. Perfect	without any flaw or fault
101. Peril	dangerous situation
102. Quack	person who pretends to be a doctor
103. Quietness	absence of noise or disturbance
104. Radiance	glow or brightness
105. Regime	system of government
106. Rigorous	very strict or severe
107. Scandal	cause of public anger or offence
108. School	place where children receive education
109. Seduction	attracting someone by flattery or promises
110. Sociable	friendly and easy to talk to
111. Therapy	treatment to cure a disease
112. Thoughtful	considerate and thoughtful
113. Tool	instrument or implement
114. Tragic	sad and moving
115. Ultimate	final or most important
116. Unique	one of a kind
117. Venom	poisonous liquid
118. Vigor	energy and strength
119. Work	activity or effort
120. Worth	valuable or useful
121. Youth	young people
122. Zeal	strong enthusiasm
123. Faded	lost its colour or brightness
124. Faded	lost its colour or brightness
125. C	

Word	Synonyms
93. Meritorious	admirable, excellent, creditable, laudable, praiseworthy
94. Nefarious	abominable, atrocious, criminal, dreadful, evil, sinful
95. Nice	agreeable, amiable, attractive, charming, commendable, pleasant
96. Nourishing	beneficial, healthful, health-giving, nutritious, wholesome
97. Nude	bare, disrobed, exposed, in one's birthday suit, undad, uncovered, undraped
98. Obedient	amenable, compliant, docile, dutious, dutiful, respectful, submissive
99. Occasionally	at intervals, at times, now and then, every so often, from time to time, irregularly
100. Perfect	absolute, complete, consummate, full, faultless, flawless, ideal, pure
101. Peril	danger, hazard, insecurity, jeopardy, menace, risk, uncertainty
102. Quack	charlatan, fake, fraud, impostor, counterfeit
103. Quietness	calm, hush, peace, silence, still, placidity
104. Radiance	brightness, brilliance, effulgence, glare, gleam, glitter
105. Regime	administration, establishment, government, leadership, rule
106. Rigorous	austere, exacting, firm, hard, harsh, inflexible, tough
107. Scandal	crime, disgrace, embarrassment, offence, sin
108. School	academy, alma mater, college, department, institute
109. Seduction	corruption, defloration, ruin, allure, enticement, lure
110. Sociable	accessible, affable, approachable, warm, friendly, neighbourly
111. Therapy	cure, healing, remedial treatment, remedy
112. Thoughtful	attentive, caring, considerate, helpful, kind
113. Tool	apparatus, appliance, contrivance, device, gadget, instrument
114. Tragic	awful, calamitous, deadly, dire, dreadful, fatal, sad, unfortunate
115. Ultimate	conclusive, decisive, end, eventual extreme, final
116. Unique	lone, one and only, incomparable, matchless, nonpareil, unequalled
117. Venomous	poisonous, toxic, hostile, malicious, malignant, spiteful
118. Vigorous	active, brisk, dynamic, effective, efficient, energetic
119. Worker	craftsman, employee, hand, labourer, tradesman
20. Worried	afraid, anxious, apprehensive, bothered, disturbed
21. Young	adolescent, growing, immature, infant, junior
22. Zenith	acme, apex, climax, height, peak, top, pinnacle
23. Fabulous	amazing, astounding, breathtaking, incredible, Unbelievable
24. Façade	appearance, exterior, face, front, guise
25. Construct	assemble, build, compose, create, design, fabricate

## ANTONYMS

Words giving opposite meanings are called antonyms:

Word	Antonyms	Word	Antonyms
1. pleasure	: pain	34. loose	: tight
2. peace	: war	35. lenient	: strict
3. mortal	: immortal	36. leader	: follower
4. loyal	: disloyal	37. joy	: sorrow
5. junior	: senior	38. virtue	: vice
6. rude	: polite	39. voluntary	: compulsory
7. parsimonious	: extravagant	40. wed	: divorce
8. release	: detain	41. wide	: narrow
9. whisper	: shout	42. win	: lose
10. genius	: dunce	43. wisdom	: folly
11. illuminate	: darken	44. young	: old
12. knowledge	: ignorance	45. zenith	: nadir
13. novice	: expert	46. rough	: smooth
14. benevolence	: malevolence	47. sad	: happy
15. concrete	: abstract	48. savage	: civilized
16. entrance	: exit	49. sell	: buy
17. freedom	: slavery	50. sympathy	: antipathy
18. fresh	: stale	51. synonym	: antonym
19. friend	: enemy	52. truth	: falsehood
20. gain	: loss	53. unite	: divide
21. guilty	: innocent	54. vogue	: exact
22. happy	: unhappy	55. victory	: defeat
23. heaven	: hell	56. violent	: gentle
24. height	: depth	57. rich	: poor
25. humble	: proud	58. rear	: front
26. improve	: deteriorate	59. rare	: common
27. interesting	: dull	60. question	: answer
28. nothing	: everything	61. prohibit	: permit
29. normal	: abnormal	62. profit	: loss
30. maximum	: minimum	63. popular	: unpopular
31. master	: servant	64. permanent	: temporary
32. major	: minor	65. peace	: war
33. love	: hate	66. ordinary	: unique

Word	Antonyms	Word	Antonyms
67. optimism	: pessimism	84. ever	: never
68. obey	: disobey	85. eternal	: transient
69. accelerate	: retard	86. encourage	: discourage
70. absence	: presence	87. diligent	: lazy
71. above	: below	88. different	: similar
72. appear	: disappear	89. deep	: shallow
73. ability	: incompetence	90. death	: birth
74. agree	: disagree	91. day	: night
75. alive	: dead	92. create	: destroy
76. amateur	: professional	93. clean	: dirty
77. ancient	: modern	94. cheap	: dear
78. attack	: defence	95. brave	: cowardly
79. free	: bound	96. blunt	: sharp
80. foolish	: wise	97. beginning	: end
81. first	: last	98. beauty	: ugliness
82. famous	: notorious	99. barren	: fertile
83. fail	: succeed	100. attract	: repel

## 8

## AFFIXES

Affixes are of two kinds- Prefixes and Suffixes.

## PREFIX

A prefix is a letter or a group of letters, which is added at the beginning of a word to form a new word. For example, *anti*, meaning 'against' added to *social*, becomes *anti-social*, *anti* is called prefix.

## Prefixes showing Negation

Prefixes	Examples
a	apathy, atheist
de (opposite of)	deform, decompose, decentralize, deforestation
dis (opposite of)	disconnect, dislike, dishonest, disobedient
il	illegal, illegitimate, illegible
im	impossible, immoral, immortal, impotent
in	inactive, indecent, invisible, incapable
ir	irresponsible, irrational, irrelevant, irregular
mis	misunderstand, misguide, misjudge, misfit
non	non-violence, non-smoker, non-vegetarian, non-cooperation
un (opposite of )	unreal, untrue, unfair, unhappy, unlock

## Prefixes showing time/order/ sequence

Prefixes	Examples
ex (previous)	ex-chairman, ex-Principal, ex-husband, ex-President
fore (in advance)	forecast, forewarn, foretell, foresee
pre (before)	pre-school, pre-payment, pre-primary, prefix
post (after)	post-graduate, post-election, post-war
re (back, again)	reunite, rewrite, resell, recall, rebuild
Vice (next to)	Vice-Captain, Vice-Principal, Vice-Chairman

**Prefixes showing support or opposition**

Prefixes	Examples
anti (against)	anti-missile, anti-aircraft, antisocial, anti-government
co (together)	coexist, co-author, co-education, co-worker
counter (against)	counter-revolution, countermovement, countersign, counteract
pro (support)	pro-communist, pro-government, pro-American, pro-Indian

**Prefixes showing degree or size**

Prefixes	Examples
ab (different from)	abnormal
arch (main)	arch-enemy, archangel, archbishop
extra (besides)	extracurricular, extraordinary
hyper (too much)	hypersensitive, hyperactive, hypercritical, hypertension
mini (small)	minibus, miniskirt, mini-power plant, mini-project
out (to defeat)	outwit, outshine, outsmart, outclass
over (too much)	overconfident, overflow, overdo, overestimate
sub (under)	substandard, subhuman, sub-way
super (big)	superman, superhuman, supermarket, supernatural
under (little)	underprivileged, underfed, undertook, underestimate
ultra (beyond)	ultra-violet, ultra-modern
equi (equal)	equivalent, equidistant, equilateral

**Prefixes used for making Verbs**

Prefix	Examples
en	endanger, enable, enrich, enlist
em	empower, embitter, embolden, embody
be	befit, benumb, bewitch, behead

**Prefixes showing number**

Prefix	Examples
bi (two)	biannual, bicycle, bilingual, biweekly
di (two)	diameter, dichotomy, dialogue
tri (three)	triangle, tricycle, tripod, tripartite
mono (one)	monosyllabic, monologue, monopoly
uni (one)	unisex, unicycle, unilateral
multi (many)	multinational, multilingual, multimillionaire, multi-coloured
poly (many)	polygamy, polyandry, polysyllable

**SUFFIX**

A suffix is a letter or a group of letters which is added at the end of a word to form a new word. For example, *-cracy* added to *demo* becomes *democracy*. *-cracy* is called suffix.

**Suffixes that form Nouns**

Suffixes	Examples
acy	privacy, accuracy, delicacy
age	breakage, leverage, marriage, stoppage
al	denial, proposal, dismissal
an	American, African, Russian
ance	assistance, insurance, reliance, attendance
ant	contestant, lubricant, consultant, inhabitant
er/er/or	weaver, reader, driver, liar, inspector, supervisor
ary	missionary, stationary, dictionary, masonry
ation	starvation, organization, explanation, civilization
cracy	mobocracy, autocracy, democracy, aristocracy
ence	reference, dependence, excellence, defence
ess	figress, actress, waitress
ette	cigarette, statuette, kitchenette
hood	brotherhood, livelihood, childhood
ee	employee, payee
eer	profiteer, engineer, racketeer
ist	humanist, communist, cartoonist, educationist
ity	nationality, electricity, diversity, elasticity
ism	pessimism, optimism, patriotism, communism
ion	selection, reaction, relation, creation
ment	judgment, government, payment, agreement
ness	happiness, kindness, brightness, sweetness
let	starlet, booklet, leaflet, piglet
y	misery, victory
ure	failure, creature, pleasure
ty	cruelty, frailty, safety
th	length, breadth, width, depth
ster	trickster, gangster
sion	confusion, commission, admission
ship	membership, friendship, scholarship, ministership

**Suffixes that form Adjectives**

<b>Suffixes</b>	<b>Examples</b>
ful	useful, beautiful, hopeful, careful
ent	confident, independent
ble	horrible, sensible, terrible
ate	accurate, fortunate, obstinate
ary	customary, necessary, honorary
ar	singular, regular, circular
an	Indian, Russian, African
able	readable, respectable, laughable, lovable
less	harmless, senseless, careless, useless
ous	bounteous, gaudous
ious	malicious, ambitious, victorious
ous	poisonous, ridiculous, famous
ish	girlish, childish, foolish, selfish
ive	explosive, attractive, sensitive, productive
ic/ic	specific, scientific, atomic, historic
some	finesome, troublesome, quaresome
worthy	praiseworthy, noteworthy
y	silky, oily, milky, healthy
ly	worldly, cowardly, miserly, friendly
like	childlike, manlike, businesslike

**Suffixes that form Verbs**

<b>Suffix</b>	<b>Examples</b>
ize/ise	criticize, legalize, civilize, realize
ify	simplify, beautify, identify, certify
en	quicken, lengthen, strengthen, deafen
ly	bravely, easily, coldly, happily
wards	southwards, eastwards, backwards, upwards
wise	sectionwise, batchwise, hostewise, group wise
ward	homeward.

**ANNEXURE****MCQs****Model Test Papers****Practice Exercise**

Take the help of a dictionary to find out the suitable affixes for the given words:

1. Make nouns of the given verbs using appropriate Affixes:

explain	resist	expel	know
test	suggest	fly	laugh
combine	discuss	grow	excel

2. Make verbs of the given nouns using appropriate Affixes:

memory	des	speech	justice
ration	food	success	prison
sympathy	force	vapour	utility

3. Make nouns of the given adjectives using appropriate Affixes:

active	financial	popular	pure
bravery	foolish	honest	quick
fate	loyal	moist	stupid

4. Make nouns of the given verbs using appropriate Affixes:

admit	compel	expel	marry
amuse	correspond	free	obey
carry	decide	hate	oppose

**Model Test Paper I**

**Note:** Maximum marks would be 80. The question paper will contain 07 questions of 16 marks each. The first question will cover the entire syllabus and it will be compulsory, it will contain 08 parts of 02 marks each, and answer has to be given in about 25 words. Out of the remaining 06 questions, the students will have to attempt any 04 questions.

Q1. Answer the following questions in about 25 words: (02 × 08 = 16)

- (i) What is communication?
- (ii) What is non-verbal communication?
- (iii) Mention any one quality of good communication.
- (iv) What are conditional sentences?
- (v) What is a paragraph?
- (vi) What happens to Pahom in the end of the story?
- (vii) Name the restaurant where the author took the lady for luncheon.
- (viii) Who is the poet of 'Where the Mind is without Fear'?

Q2. (A) Discuss the cycle of communication in detail. (08)

- (B) Discuss in detail the qualities of good communication. (08)

Q3. (A) Passivise the following sentences: (08)

- (i) Is she reading a book?
- (ii) Please give me your pen.
- (iii) Who wrote this poem?
- (iv) Go and type this letter.
- (B) Convert the following sentences into Indirect Speech: (08)

- (i) She said to her mother, "I will come back late today."
- (ii) A student said to me, "Will you teach us today?"
- (iii) My father said to me, "Why do you always trouble me?"
- (iv) The captain said, "Hurray! We have won the tournament."

Q4. (A) Write an application for job and attach your C.V. Invent necessary details. (08)

- (B) Discuss the importance of Report Writing. (08)

Q5. (A) Do you appreciate 'The Luncheon'? Why? (08)

- (B) Give a summary of the short-story 'The Night Train at Deoli'. (08)

Q6. (A) 'Pahom's greed was the cause of his destruction.' Give your views. (08)

- (B) What does the poet want to convey in 'Where the Mind is without Fear'? (08)

Q7. (A) What qualities does the father want his son to imbibe? (08)

- (B) What does James Kirkup want to establish in 'No Men are Foreign'. (08)

**Model Test Paper II**

**Note:** Maximum marks would be 80. The question paper will contain 07 questions of 16 marks each. The first question will cover the entire syllabus and it will be compulsory, it will contain 08 parts of 02 marks each, and answer has to be given in about 25 words. Out of the remaining 06 questions, the students will have to attempt any 04 questions.

Q1. Answer the following questions in about 25 words: (02 × 08 = 16)

- (i) What is extra-personal communication?
- (ii) Mention any one barrier to communication.
- (iii) What are Modal Verbs?
- (iv) What is Curriculum Vitae?
- (v) Who is the author of 'The Luncheon'?
- (vi) What message does Leo Tolstoy want to give in 'How much Land does a Man Need'?
- (vii) What is 'Heaven of freedom'?
- (viii) Write the argument of 'No Men are Foreign'.

Q2. (A) What is the difference between verbal and non-verbal communication? (08)

- (B) Discuss the methods to improve interpersonal communication. (08)

Q3. (A) Complete the following sentences by using the correct tenses. Hints are given to complete the sentences: (08)

- (i) If you had played well \_\_\_\_\_ (win the match)
- (ii) If your father sees you smoking \_\_\_\_\_ (punish)
- (iii) If you drive without a license \_\_\_\_\_ (fine)
- (iv) Had the theatre not been full \_\_\_\_\_ (get tickets)

(B) Choose the right alternative: (08)

- (i) Hardly had he reached the bus stop \_\_\_\_\_ the bus left. (than/when)
- (ii) No sooner did he receive the phone call \_\_\_\_\_ he left for his daughter's school. (than/when)
- (iii) Both she \_\_\_\_\_ her mother will prepare dinner. (and/either)
- (iv) She will neither go to the school \_\_\_\_\_ to the zoo. (nor/or)

Q4. (A) Write a letter to a publisher requesting him to send certain books. Invent necessary details. (08)

- (B) What care should be taken while writing a paragraph? (08)

Q5. (A) How to write Curriculum Vitae? (08)

- (B) What is the divine justice the author thinks has been delivered? (08)

Q6. (A) Discuss the element of juvenile attraction in 'The Night Train at Deoli'. (08)

- (B) Discuss the character of Pahom. (08)

Q7. (A) What does the poet want to say in 'Where the Mind is without Fear'? (08)

- (B) Why does the poet say that all men are equal in 'No Men are Foreign'? (08)

