



# JAGAT GURU NANAK DEV PUNJAB STATE OPEN UNIVERSITY, PATIALA

(Established by Act No. 19 of 2019 of the Legislature of State of Punjab)

The Motto of the University  
(SEWA)

SKILL ENHANCEMENT

EMPLOYABILITY

WISDOM

ACCESSIBILITY



**Certificate Course in  
Effective Business and Social Communication  
Course Code: CEBC1  
Communication in English**

**Address: c/28, The Lower Mall, Patiala-147001  
Website: [www.psou.ac.in](http://www.psou.ac.in)**



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**PREFACE**

Jagat Guru Nanak Dev Punjab State Open University, Patiala, established in December 2019 by Act 19 of the Legislature of State of Punjab, is the first and only Open University of the State, entrusted with the responsibility of making higher education accessible to all especially to those sections of society who do not have the means, time or opportunity to pursue regular education.

In keeping with the nature of an Open University, this University provides a flexible education system to suit every need. The time given to complete a programme is double the duration of a regular mode programme. Well-designed study material has been prepared in consultation with experts in their respective fields.

The University offers programmes which have been designed to provide relevant, skill-based and employability-enhancing education. The study material provided in this booklet is self-instructional, with self-assessment exercises, and recommendations for further readings. The syllabus has been divided in sections, and provided as units for simplification.

The Learner Support Centres/Study Centres are located in the Government and Government aided colleges of Punjab, to enable students to make use of reading facilities, and for curriculum-based counselling and practicals. We, at the University, welcome you to be a part of this institution of knowledge.

Prof. G. S. Batra,  
Dean Academic Affairs



## SYLLABUS

### CEBC1: COMMUNICATION IN ENGLISH

**MAX.MARKS: 100**

**EXTERNAL: 70**

**INTERNAL: 30**

**PASS: 35%**

**Credits: 6**

#### **Objective:**

The main objective of this course is to enhance the learners' proficiency in English language by engaging them in reading short texts of general interest. Besides, practice in various language building blocks like grammar, usage and vocabulary will give them competence to use English language skills and sub skills effectively in their real-life situations. Similarly writing activities and language exercises are provided to facilitate absorption of the rules of syntax and etiquettes of style.

#### **INSTRUCTIONS FOR THE CANDIDATES:**

Candidates are required to attempt any two questions each from the sections A and B of the question paper and any ten short questions from Section C. They have to attempt questions only at one place and only once. Second or subsequent attempts, unless the earlier ones have been crossed out, shall not be evaluated.

#### **Section A**

##### **Unit I: Theme: Nature**

- The World Is Too Much with Us by William Wordsworth

##### **Unit II: Theme: Animal World**

- The Tyger by William Blake

##### **Unit III: Theme: Love**

- Magic of Love by Hellen Farries

##### **Unit IV: Theme: War**

- After Blenheim by Robert Southey

##### **Unit V: Theme: People and Relationships**

- Grief by Anton Chekov

Each reading will be followed by a variety of exercises on the following skills and language components:

1. Reading comprehension (Fill in the blanks, Matching, Cloze tasks, Sequencing sentences, True/False or Not Given)
2. Writing tasks (e-mails, informal letters, notices, Paragraph writing, Short description, Dialogue completion, Development of a Story from the given outline)
3. Speaking tasks (Greetings and goodbye, Thanking Someone and Responding to Thanks, Apologising and Responding to Apology, Making Requests and Responding to Requests)
4. Critical Thinking and Analytical Skills (questions based on the given piece of literary writing)

5. Grammar (Parts of Speech, Punctuation, Transformation of Sentences, Common Errors)
6. Vocabulary (Antonyms and synonyms, Idioms, proverbs and common phrases, collocations, one-word substitutions)

## **Section B**

### **Unit VI: Theme: Hope**

- The Last Leaf by O. Henry

### **Unit VII: Theme: Women**

- The Work of Artifice by Marge Piercy

### **Unit VIII: Theme: Languages**

- Good Bye Party for Ms. Pushpa T.S by Nissim Ezekiel

### **Unit IX: Theme: Self and Society**

- I Sit and Look Out by Walt Whitman

### **Unit X: Theme: Learning**

- Of Studies by Francis Bacon

Each reading will be followed by a variety of exercises on the following skills and language components:

1. Reading comprehension (Fill in the blanks, Matching, Cloze tasks, Sequencing sentences, True/False or Not Given)
2. Writing tasks (e-mails, informal letters, notices, Paragraph writing, Short description, Dialogue completion, Development of a Story from the given outline)
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4. Critical Thinking and Analytical Skills (questions based on the given piece of literary writing)
5. Grammar (Parts of Speech, Punctuation, Transformation of Sentences, Common Errors)
6. Vocabulary (Antonyms and Synonyms, Common phrases, Collocations, One-word substitutions)

### **Suggested Readings:**

- Board of Editors, The Poetic Palette. Orient BlackSwan, 2012.
- Dimond, Stephanie. Unlock: Listening and Speaking Skills 2. Published by Cambridge University Press, 2015.
- Kumar, S.P. Language, Literature and Creativity, Orient BlackSwan, 2013.
- O'Neill, Richard. Unlock: Reading and Writing Skills 2. Cambridge University Press, 2015.



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## **Certificate Course in Effective Business and Social Communication**

### **CEBC1: COMMUNICATION IN ENGLISH**

#### **Section A**

<b>SR. NO.</b>	<b>UNIT NAME</b>
UNIT 1	THE WORLD IS TOO MUCH WITH US
UNIT 2	THE TYGER
UNIT 3	MAGIC OF LOVE
UNIT 4	AFTER BLENHEIM
UNIT 5	GRIEF

#### **Section B**

<b>SR. NO.</b>	<b>UNIT NAME</b>
UNIT 6	THE LAST LEAF
UNIT 7	THE WORK OF ARTIFICE
UNIT 8	GOOD BYE PARTY FOR MS. PUSHPA T.S
UNIT 9	I SIT AND LOOK OUT
UNIT 10	OF STUDIES

## CEBC 1: COMMUNICATION IN ENGLISH

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### PREFACE

English language is gradually becoming the *lingua franca* of the world. It is not that the other languages of the world are inferior or subordinate to English language, rather every language is unique and offers linguistic cum cultural identity to its users. However, because of globalisation and increasing penetration of digital technology in our lives, demand for English is on the rise. Therefore, to have command of effective use of English language in both professional and social contexts has become not only essential but relevant as well. It is said that in today's world one has to have a few competencies namely linguistic (grammatical), communicative (interactive), cultural and critical thinking.

The units included in the programme on *Communication in English* have been written and structured in such a manner that the learner is engaged in 'learning by doing' methodology. Based on holistic and integrated learning approach, each unit contains activities on vocabulary, grammar, listening, reading, speaking and writing. The common thread binding these skills is that of critical thinking. Learner is expected to think in real life terms and respond accordingly.

It is suggested that, the given exercise shall be done in the company of a partner or group of friends or parents so that effective learning outcome could be achieved. The given exercises are just the sample exercises, guiding one to such more exercises available in the list of books given on the next page as 'references' or on the authentic digital platforms.

The authors have taken care to write the units with alacrity and the best possible mindset. However, the units are open for modification and discussion on areas of debate and inconsistencies, if there are any. The authors of the units included here offer due acknowledgement to the authors of books and notes included in the 'references' section.

Best Wishes



# SECTION – A

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# **CERTIFICATE COURSE IN EFFECTIVE BUSINESS AND SOCIAL COMMUNICATION**

## **CEBC1: COMMUNICATION IN ENGLISH**

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### **UNIT – 1: THE WORLD IS TOO MUCH WITH US**

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#### **STRUCTURE:**

##### **1.0 AIM & OBJECTIVES**

##### **1.1 TEXT OF POEM**

##### **1.2 GLOSSARY**

##### **1.3 ABOUT THE AUTHOR**

##### **1.4 BRIEF NOTE ON THE THEME**

##### **1.5 SUMMARY OF THE POEM**

##### **1.6 CRITICAL APPRAISAL**

##### **1.7 EXPLANATION OF THE POEM**

##### **1.8 VOCABULARY EXERCISES**

###### **1.8.1 VOCABULARY: ACTIVITY 1**

###### **1.8.2 VOCABULARY: ACTIVITY 2**

###### **1.8.3 VOCABULARY: ACTIVITY 3**

##### **1.9 GRAMMAR: ACTIVITY 1**

###### **1.9.1 GRAMMAR: ACTIVITY 2**

###### **1.9.2 GRAMMAR: ACTIVITY 3**

##### **1.10 LISTENING ACTIVITY**

###### **1.10.1 AUDIO SCRIPT**

##### **1.11 READING: ACTIVITY 1**

###### **1.11.1 READING: ACTIVITY 2**

##### **1.12 SPEAKING: ACTIVITY 1**

###### **1.12.1 SPEAKING: ACTIVITY 2**

##### **1.13 WRITING: ACTIVITY 1**

###### **1.13.1 WRITING: ACTIVITY 2**

##### **1.14 ANSWER KEYS: LISTENING ACTIVITY, READING ACTIVITY 1, READING ACTIVITY 2 AND WRITING ACTIVITY 2**

##### **1.15 CONCLUSION**

##### **1.16 SUGGESTED READINGS AND REFERENCES**

## **1.0 AIM & OBJECTIVES:**

The Unit is based on the theme of ‘Nature’. The broader aim of the unit is to acquaint the learners with representation of nature in literature and enable them to appreciate the fact that nature has always been a source of sustaining human life. The activities given in the exercises section of the unit are designed by integrating the theme of nature so that the learners could draw examples from the life and nature around them. The activities include vocabulary, grammar, reading, listening, speaking and writing with the following objectives in mind:

- to improve learners’ communicative competence
- to enable learners acquire linguistic (grammatical) competence
- to enable learners in becoming effective users of English in context
- to foster taste for creative writing
- to facilitate learners in practicing critical thinking by engaging with *realia*

## **1.1 THE WORLD IS TOO MUCH WITH US**

**William Wordsworth** (1770-1850)

The world is too much with us; late and soon,  
Getting and spending, we lay waste our powers;  
Little we see in Nature that is ours;  
We have given our hearts away, a **sordid** boon!  
This Sea that **bares** her **bosom** to the moon;  
The winds that will be **howling** at all hours,  
And are **up-gathered** now like sleeping flowers,  
For this, for everything, we are out of tune;  
It moves us not.—Great God! I'd rather be  
A **pagan suckled** in a **creed outworn**;  
So might I, standing on this **pleasant lea**,  
Have **glimpses** that would make me less **forlorn**;  
Have sight of **Proteus** rising from the sea;  
Or hear old **Triton** blow his **wreathèd** horn.

(Source: <https://poets.org/poem/world-too-much-us>)

## **1.2 GLOSSARY:**

<b>Sordid:</b>	disreputable, nasty, shameful, base, filthy
<b>Bare:</b>	exposed, natural, unclad, disrobed, nude
<b>Bosom:</b>	chest, heart, core, conscience, soul
<b>Howling:</b>	painful cry, moan, growl, wail
<b>Gathered:</b>	assembled, stored, collected, reunited, accumulated
<b>Pagan:</b>	irreligious, fanatical, heathen, atheist, agnostic
<b>Suckled:</b>	nurse, nurture, nourish, feed, care
<b>Creed:</b>	belief, principles, faith, dogma, ideology
<b>Outworn:</b>	outlast, remain, continue, endure, survive
<b>Pleasant:</b>	acceptable, friendly, cordial, sweet, amusing
<b>Lee:</b>	edge, sector, top, surface, verge
<b>Glimpses:</b>	brief look, peek, flash, look, sight
<b>Forlorn:</b>	hopeless, inconsolable, lonely, depressed, helpless
<b>Proteus:</b>	Greek God
<b>Triton:</b>	Greek God
<b>Wreathed:</b>	bowed, bent, rounded, arched, compass, serpentine

### **1.3 ABOUT THE AUTHOR:**



**(7 April 1770 – 23 April 1850)**

William Wordsworth is known to be the best among the romantic poets. The relationship between man and nature is the main theme of Wordsworth. Since he wrote poems with a definite message, his poetry is often termed as didactic (suggesting something good). An autobiographical poem of Wordsworth *The Prelude* (1805) subtitled as *Growth of A Poet's Mind* is one of his most popular poems. Wordsworth's association with Samuel Taylor Coleridge (1772-1834) resulted in *Lyrical Ballads* (1798), the classic work of the age. His poems criticize modernization and urban life and he was a great supporter of imagination and rural life, which is aptly reflected in poems like *The Leech Gatherer*, *The Solitary Reaper*, *Simon Lee* and *Michael*. An ardent (very enthusiastic) supporter of the philosophy 'Nature being our teacher' remains to be the most celebrated poets of England.

### **1.4 BRIEF NOTE ON THE THEME:**

Representation of nature in literature has always been an important theme for poets and writers. The struggle between nature and rising ambition of human beings in so called modern and progressive times has formed the core theme in literary narratives especially indigenous narratives. In fact nature has been projected as the guide and teacher to humanity by poets alike William Wordsworth, who himself is termed as nature poet. The contemporary times are witnessing the ugliest form of destruction of nature, leading to the crisis of survival for humanity. There is an immediate need to revisit nature and start discussing the ways to preserve nature for the next generation.

### **1.5 SUMMARY OF THE POEM:**

The poem is a grim (harsh) reminder of human beings turning into beings with selfish motives and forgetting the core elements of 'belongingness' and 'interdependence'. Overindulgence in material needs of life has disabled our understanding of nature and natural life around. We have abdicated (give up) our responsibility towards other forms of life and in fact forced the world to become mechanical and ruthless (heartless). The material greed has overpowered the spiritual aspect of life; the author wishes the god in its Proteus and Triton form revisit the humanity and set things right. The title of the poem signifies the point that world and the worldly pleasure have entered our inner self too much. We are overpowered by the baser (lower) side of the world, which is contrary to the tenets (principles) of being a true human being friendly to nature and its creations.

### **1.6 CRITICAL APPRAISAL:**

The poem is an apt example of Wordsworthian idea of world. It reflects the philosophy of life as imagined by Wordsworth. He is a staunch (fierce) critic of modern progress made at the cost of demolishing the rural, rustic and natural life. Written in the sonnet (poem of 14 lines) form, the poem presents a thought provoking appraisal of the contemporary scenario in which man's greed and ambition have destroyed nature to an irreparable limit. This is a poem of hope; restoration of pristine (pure, primeval) nature in its original form.

### **1.7 EXPLANATION OF THE POEM:**

1. The world is too much with us; late and soon,	1.The material world has influenced us to a large extent
2. Getting and spending, we lay waste our powers;	2.Because of the greed to get more and spend, we are wasting our power and energy
3. Little we see in Nature that is ours;	3.As a result we are unable to enjoy and care about nature, which is ours
4. We have given our hearts away, a sordid boon!	4.We do not listen to the voice of our heart, which has turned into a boon not respectable
5. This Sea that bares her bosom to the moon;	5.Nature we cannot see where see and moon come together

6. The winds that will be howling at all hours,	6. Nature in which winds howl and cry all the time
7. And are up-gathered now like sleeping flowers,	7. These winds are like flowers coming together
8. For this, for everything, we are out of tune;	8. Materialism has made us not to see all these forms of nature and we have become out of tune with the nature
9. It moves us not.—Great God! I'd rather be	9. This even does not move us, bother us, concern us
10. A pagan suckled in a creed outworn;	10. Author wishes to grow in a world with many gods, though such a situation exist no more
11. So might I, standing on this pleasant lea,	11. So while standing on the patch of grass
12. Have glimpses that would make me less forlorn;	12. Will give pleasant images which will make me with the nature and less alone
13. Have sight of Proteus rising from the sea;	13. Sight of Greek god Proteus emerging and taking shape from the sea
14. Or hear old Triton blow his wreathèd horn.	14. And Greek god Triton will blow his spiral grooved conch shell

## **1.8 EXERCISES**

### **1.8.1 Vocabulary: Activity 1**

*Use the aforementioned difficult words used in the poem in sentences so that their meaning becomes clear.*

### **1.8.2 Vocabulary: Activity 2**

*Write the synonym / substitute of the words / phrases underlined in the following paragraph. Use a dictionary or thesaurus for doing the activity.*

Some might well question this public outrage against whaling. Do we not kill animals for food? What is the ethical difference between slaughtering a whale or slaughtering a lamb? Is it wrong to use available resources? These questions, valid in themselves, can best be answered with facts.

Whale populations increase so slowly that it will take them very long time to recover from man's indiscriminate hunting. Specifically, it takes four to eight years for the whale to reach sexual maturity. They produce only one calf at a time-mostly one every three years. In short, man has been destroying whales at a much faster rate than whales can reproduce.

### 1.8.3 Vocabulary: Activity 3

Complete the information with the words in the box.

<b>Ideal</b>	<b>route</b>	<b>glare</b>	<b>obsessed</b>	<b>passion</b>	<b>motivate</b>
<b>Fluent</b>	<b>amateur</b>	<b>anticipated</b>	<b>concentrate</b>		

Although you may not be a professional photographer yet, here are two photography courses to help untrained, 1.....photographers learn to take professional quality photographs. All you need to begin is your 2.....for photography. Nature photographers go off the well-traveled 3.....to take unforgettable photographs of nature. In this course, you will 4.....on learning the mysteries of photographing nature outdoors. The instructors will show you inspired photos that are sure to 5.....you to take your own great photographs. You will learn the same methods expert nature photographers use. Learn how to photograph nature in any light, from the 6.....of the mid-day sun to nightmare photography. The 7.....photographer is a master of photographing a wide variety of subjects, including people, nature, festivals and celebrations, as well as cities and their architecture. In this course, you will improve your travel photography by learning all of the elements above. Methods for using flash will also be discussed. Soon you will be taking better travel photographs than you could ever have 8.....

### 1.9 GRAMMAR: ACTIVITY 1

**Simple Present Tense:** This tense is used to show something that happens habitually, in general as a matter of course. Also, in some contexts, this tense is used to denote something happening now. For example: The Sun rises in the east. It generally rains in July.

**Present Continuous/Progressive:** This tense is used to denote an action which is in progress at the time of speaking or writing. Like simple present tense, present continuous



tense can be used to denote a habitual activity, but it carries an overtone of emotion. E.g. My car is always breaking down (shows irritation). Present continuous tense is also used to show an action in progress simultaneously with some other action. E.g. on my way to work I generally meet children who are going to school.

**Verbs which are usually not used in present continuous sense:** abhor, abscond, agree, astonish, be, believe, belong to, care, concern, consider, consist of, contain, cost, depend on, deserve, desire, detest, despise, differ, disagree, distrust, displease, dislike, doubt, equal, feel, fit, forget, forgive, guess, hate, have, hear, hold, imagine, impress, include, intend, know, like, love, mean, mind, need, owe, own, please, possess, prefer, recall, refuse, regard, remember, require, result, see, seem, smell, suppose, taste, trust, want, wish etc.

*Complete the following letter using verbs in either the simple present or the present progressive tense.*

Dear Bhanu,

We.....(enjoy) our holiday a lot. Every day, we .....(walk) down to the beach.....(take) a dip in the sea.....(go) for a ride and.....(have) lunch at Tropicana. In fact, i.....(write) the letter from Tropicana. We.....(wish) you were here.

Love,

Lata

### 1.9.1 Grammar: Activity 2

**Forms of 'be':** There are six forms of 'be' - *be, am, is, are, was, were*. Form of the verb changes according to the *number* and *person* of the noun or pronoun used in the sentence. Remember that all nouns are said to be in the third person and the form 'is' is used with singular nouns. In sentences like 'be silent', 'be good', 'be' form is used.

*Make sentences like the one in the example.*

**Example:** he/ a good student.

**Sentence:** He is a good student.

- i. they/old friends
- ii. gandhiji/ a great man
- iii. i/in America from 1964 to 1967
- iv. there/ no aeroplanes a hundred years ago
- v. it/ my birthday today
- vi. she and i/ cousins
- vii. the weather today / good
- viii. he/a good tennis player
- ix. they/members of this club

### 1.9.2 Grammar: Activity 3

**Linking Verbs:** There are linking verbs other than 'be'. E.g. **Become** – He becomes a good scholar. Water becomes ice. Become denotes change from one state to another and the complement shows the result. Whereas, 'be' denotes only a state and not the change from one state to another. E.g. He is a good teacher. He becomes a good teacher. **Remain:** It denotes continuation in the same state. E.g. He remained a bachelor. So, linking verbs are of two types; denoting state and denoting change in state.

e.g. of linking verbs denoting state: appear, feel, lie, look, rest, seem, smell, sound, stand, stay, taste, read etc.

e.g. of linking verbs denoting change in state: get, go, grow, fall, run, turn, come

*Make 20 meaningful sentences by joining each word or phrase in column A with one or more appropriate phrases from B and using a linking verb other than 'be':*

Example: This coffee tastes bitter.

Column A (subject)	Column B (subject complement)
-----------------------	----------------------------------

Leela	Interesting
My Friends	A Food
Mr Lal	Ill
The Sky	Traitor
This Soil	Happy
This Coffee	Rich
The Weather	A Good Administrator
This Bread	Dark
Your Idea	Angry
The River	Delicious
The Situation	Bitter
Your Shirt	Cold
	Quiet
	Stale
	Excellent
	Muddy
	Difficult
	Dirty

**1.10 LISTENING ACTIVITY**

*Fill in the given blanks with appropriate word (s) or figure or tick the correct answer.*

1. The women travel every day by.....
2. Students pursuing .....course were not allowed to park in the parking area.
3. The administration office is in .....of the university campus.
4. The administration office is situated opposite to.....
5. The parking authority of university will tow the students' car and can put on fine if they don't have.....
6. The registration number of the candidate's car is.....
7. Cashier's office opens at .....

8. Where must the sticker be displayed?.....
9. The museum is built in .....style of architecture.
10. Door for the.....is located on the same floor.
11. The library is located on.....floor.
12. If one get separated from the group, he/she should reach to.....
13. Warning about the vampire.....
14. The leisure Gallery describes about .....
15. Entry to the museum is free for those who hold.....
16. 'Passengers and the Sea' include the collection of
  - a. Old suitcases
  - b. Ships
  - c. Crockery
  - d. Souvenirs
17. Mark is going to talk briefly about
  - a. Marketing new products
  - b. Pricing strategies
  - c. Managing large companies
  - d. Setting sells targets
18. According to Susan, air fares are lowest when they
  - a. Include weekend travel
  - b. Are booked well in advanced
  - c. Are non-refundable
  - d. Are for business travel only
19. Mark thinks revenue management is
  - a. Interesting
  - b. Complicated
  - c. Time consuming
  - d. Reasonable
20. The airline companies want to

- a. Increase profits
- b. Benefit the passenger
- c. Sell cheap seats
- d. Improve the service

### 1.10.1 Audio Script:



Listening Script\_Lesson 1.mp3

### LISTENING SCRIPT: LESSON I

**Speakers: Male M, Female F and Clerk C**

M How do you come to the university each day? Train or bus or do you have a car?

F I always walk I have not got a car and anyway I live quite close.

M Do you know anything about parking rights on the campus? I was wondering whether students are allowed to park their cars on the campus or not?

F Yes I think it is possible for postgraduates students but not for undergraduate students.

M That does not seem very fair

F No I suppose not but there simply is not enough room on the campus for everyone to park.

M Do you need a parking permit?

F Yes I believe you do

M Where do I get than from?

F I think to can get a parking sticker from the administration office

M Where is that?

F It is in the building called block J right next to block e

M Block j

F Yes

M O right and what happens to you if you don't buy a sticker? Do they clamp your wheels or give you a fine?

F No, I think they tow your car away

M O Really?

F Yes and then they fine you as well because you have to pay to get the car back.

M I would better get the sticker then.

F Yes

M Where exactly is the administrative office again? I am new to this university and I am still trying to find my way around.

F Right you go along library road, past the tennis courts on your left and the swimming pool on your right and the administration office is opposite the car park on the left. You cannot miss it.

M So it is up library road past the swimming pool opposite the car park. Right I will go straight over there. Bye and thanks for the help.

C Good morning can I help you?

M Yes I was told to come over here to get a parking sticker is this right place

C Yes it is. Are you post graduate student?

M Yes I am.

C Okay well I will just need to take some details .....Your name?

M Richard Lee that's spelt L EE

C Richard.. Lee and the address?

M Flat 13/30 enmore road

C How do you spell enmore?

M ENMORE and that in the suburb of Newport... NEWPORT.

C Faculty?

M I beg your pardon?

C Which faculty are you in.

M Architecture the faculty of architecture/

C Right and the registration number of your care?

M Let me see LXJ5 NO SORRY I ALWAYS GET THE WRONG IT IS ljxo58k

C Ljx 508k

M No o 58k

C And what make is the car?

M It is a ford.

C A ford fine well I will just get you to sign here and when you have paid the cashier I will be able to issue you with the sticker.

M Right where do I pay?

C Just across the corridor in the cashier office o but it is 12.30 now and they close at 12.15 for lunch. But they open again at a quarter past two until 4.30

M O they are not open till quarter past two?

C No when you get you sticker you must attach it to the front windscreen of your car. I am afraid it is not valid if you do not have it stuck on the window

M Right I see thanks very much I will just here then.

### **Another person Speaks**

Good morning everyone and welcome to the Maritime Museum. Now before we commence our tour I would just like to tell you a little about the history of the museum. As you can see, it is a very modern building built in the postmodern style and it was in fact opened by the prime minister of Australia in

November 1991. It is been designed with a nautical flavor in mind to remind us of our links with the sea. But the museum is not only houses in this building there are a number of historic ships docked outside in the harbor which form part of the museum and which you are also free to visit and we will be coming them shortly. I would just like to point out one or two things of general interest while we are here. Handicapped toilets are located on this floor and the door shows a wheelchair. The cloakroom where you can hang your coat or leave your bags is just behind us here. The education centre is on the top floor and there is a good little library in there which you might like to use. Follow the sign to the education centre you will see a lot of little green arrows on the wall. The green arrows will take you there. The information desk marked with the small letter on your plan is located right in the foyer so if you get separated from your friends I suggest you make your way back to the information desk because we will be returning to this spot at the end of the tour. All right?

Now if you look out this window you should be able to see where the museum ships are docked. If you want to go on a tour of the old ship the vampire, she docked over there and you should meet outside on the quay. However a word of warning I do not recommend it for the grandmas and grandpas because there are lots of stairs to climb. Right now let's move on. I almost forgot to give you the times for that tour. Now tours of the vampire run on the hour very hour. All right?

Let's take a walk round the museum now. The first room we are coming to is the theatre. This room is used to screen videos of special interest and we also use it for lectures. There's a continuous video showing today about the voyages of captain cook, so come back here later on if you want to learn more about captain cook. Now we are moving along the gallery known as the leisure gallery. This is one of our permanent exhibitions and here we try to give you an idea of the many different ways in which Australians have enjoyed their time by the sea surfing, swimming, lifesaving, clubs, that's all very much a part of Australian culture. At the end of this section we will come to the picture gallery where we have got a marvelous collection of paintings, all by Australian artists. I think you can buy reproductions of some of these paintings in the museum shop. Well worth a good look. Now we were coming to the members lounge. As a member of the museum you would be entitled to use the members lounge for refreshments. Membership costs dollar 50 a year or dollar 70 for all the family. So it is quite good value because entry to the museum is then free. And down at the far end of this floor, you will find the section which we have called passengers and the sea. In this part of the museum we have gathered together a wonderful collection of souvenirs from the old days when people travelled by ship. You will find all sorts of things there old suitcase, ships crockery, first class cabin decorated in the fashion of the day. Just imagine what it must have been like to travel first class.



Now I am going to leave you to walk round the museum on your own for a while and we will all meet back again at the information desk in three quarters of an hour's time. I hope you enjoy your time with us at the museum today. Thank you.

Speakers T (Tutor ) M (Mark) S (Susan)

T Okay everybody good morning it is marks turn to talk to us today, so mark, I will ask you to get straight down to business.

M Right.

T Now following on from what we were discussing last week in Susan's tutorial on approaches to marketing you were going to give us a quick run down on a new strategy for pricing which is now being used by many large companies known as revenue management before we go on to your actual tutorial paper on sales targets. Is that correct?

M Yes okay well

T So what exactly is revenue management?

M Well, it is a way of managing you're pricing by treating things like airline tickets and hotel rooms rather more as if they were perishable goods.

S Yes I just tried to book a ticket yesterday for Perth and would you believe there are three different prices for the flight?

M Right and what was the rationale for that?

S Well the travel agent said it depended on when you book and length of the stay like it's cheap if you stay away for Saturday night, presumably because this is not business travel, and even cheaper if you buy a ticket where you cannot get a refund if you have to cancel: in that case the ticket costs about half the price. You would not think it would make that much difference would you?

M We is does and that's basically because the airlines are now treating their seats like a commodity. You see if you want a seat today, then you pay far more for it than if you want it in three week's time.

S That seems rather unfair.

M Well not really when you think about it that just common sense is not it?

S I suppose so.

T What this actually means is that in the same row of seats on the same flight you could have three people who have all paid a different price for their tickets.

S And is this just happening in Australia?

M No ...no it is the same all over the world. Airlines are able to market a seat as a perishable product, with different values at different stages of its life.

S Well like mangoes or apples at the market.

M Yes it is exactly like that .the fact is that the companies are not actually interested in selling you a cheap flight. They are interests in selling the seats and flying aero planes that are full.

T Mark why do you think revenue.....

### **1.11 READING: ACTIVITY 1**

*You are reading an article in which most of the words are unknown to you. However, the ones listed below are known to you:*

Panda	saving	zoo	animal	protect	rare	decreasing
wild	precious					

*Can you guess from these words what the article is about?*

- i. Saving / Protecting the Panda
- ii. Visiting a Zoo
- iii. Animals are decreasing
- iv. Wild animals are rare

#### **1.11.1 Reading: Activity 2**

*Read the following text and do the task given below.*

Biological pest control uses a natural enemy of the pest to keep its numbers down. A cactus called prickly pear was brought to Australia from America in the 1820s and quickly established itself in Australia and became a weed pest. It grew so fast that large areas became thickly

covered with the cactus and could not be used for farming. Removing the cactus with weed killers or by digging it up would have been very expensive. Scientists, therefore, were looking for ways of controlling the cactus biologically. Eventually they discovered a moth which lays its eggs on the prickly pear cactus. When the caterpillars hatch out, they eat away the cactus. Millions of eggs of the moth were released onto the cacti by the farm workers. The operation was so successful that within five years most of the cacti had been destroyed. After all the cacti had disappeared, the caterpillars died out. This was important, because they might have turned to another source of food and perhaps started eating food crops.

*Choose four of the headings below and write them in the correct order to show the steps involved in controlling the prickly pear cactus in Australia.*

Step 1:.....

Step 2:.....

Step 3:.....

Step 4:.....

- i. Death of the caterpillars
- ii. Spreading of the weed pest
- iii. Discovery of moth
- iv. Disappearance of the cacti
- v. Import of prickly pear cactus into Australia
- vi. Release of the moth eggs on the cacti

### **1.12 SPEAKING: ACTIVITY 1**

*You are three friends together. One of you plays the role of an examiner and talks to you as follows. Each one of should play the role of an examiner.*

**Examiner:** Good Morning/Good Afternoon/Good Evening, I am..... and what are your names?

**Candidate A:** I am.....

**Candidate B:** I am.....

**Examiner:** A, where are you from? B, where are you from?

**Candidate A:** I am from.....

**Candidate B:** I am from.....

**Examiner:** A, What do you study? B, what do you study?

**Candidate A:** I study/am a student of.....

**Candidate B:** I study/ am student of.....

**Examiner:** A, what do you like most about your studies?

**Candidate A:** I like.....

**Examiner:** B, what do you like most about your studies?

**Candidate B:** I like.....

### **1.12.1 Speaking: Activity 2**

*Now, three of you should discuss the following topic for 07 to 08 minutes.*

#### **WAYS TO SAVE THE ENVIRONMENT**

- importance of preserving nature / environment
- human habits responsible for destroying nature
- solutions to the problem

### **1.13 WRITING: ACTIVITY 1**

*Below you can see some notes about the Jamaican musician Bob Marley. A record producer plans to bring out a collection of Bob Marley's greatest hits. He wants a brief biography to go on the record sleeve. Use the information given below to complete the biography. Do not add any new information. Write your answer in the spaces provided.*

Bob Marley

1945-born in Jamaica, English father, Jamaican mother

1961-first single released

1966-works in a factory in USA for 2 years

1968-returns to Jamaica

1972-first album – worldwide hit

1975-triumphant tour of UK

1976 – shot and wounded by political enemies in Jamaica

1977 – continued concert tours

1980 – dies of cancer, May 11<sup>th</sup>

Bob Marley was born in Jamaica in 1945, the son of an English father and a Jamaican mother.....in 1961, when he was only sixteen. Marley returned to Jamaica in 1968 after having.....for two years. In 1972, ..... , and three years later..... In 1976, however, Marley.....in Jamaica. He continued his concert tours the following year, but died of cancer in 1980.

### 1.13.1 Writing: Activity 2

The following table shows the percentage participation of women in senior management in three companies between 1975 and 2015. Analyze and compare the figures and write your response in about 150 words.

**Percentage participation of women in senior management positions**

	<b>Eldan Ltd</b>	<b>Bamforth Ltd</b>	<b>Finsbury Ltd</b>
<b>1975</b>	3%	9%	16%
<b>1980</b>	3%	11%	14%
<b>1985</b>	14%	13%	15%
<b>1990</b>	28%	15%	22%
<b>2000</b>	33%	17%	20%
<b>2015</b>	64%	46%	26%

(Source: [https://www.ielts-exam.net/academic\\_writing\\_samples\\_task\\_1/1109/](https://www.ielts-exam.net/academic_writing_samples_task_1/1109/))

### **1.14 ANSWER KEYS:**

#### **Listening Activity:**

1. Food 2. Undergraduate 3. Block G 4. Car park 5. Parking sticker 6. L J X O 5 8 K  
7. 2:15 pm 8. On the front window/windscreen 9. Post modern 10. Handicaps 11. Top  
floor 12. Information desk 13. Stair to climb/lots of stair 14. Australian culture 15.  
Membership card 16. D 17. B 18. C 19. D 20 A

#### **Reading Activity 1:**

- Saving / Protecting the Panda

#### **Reading Activity 2:**

- i. Import of prickly pear cactus into Australia
- ii. Spreading of the weed pest
- iii. Discovery of moth
- iv. Release of the moth eggs on the cacti

### **1.15 CONCLUSION**

The extraordinary intervention of technology in human life in modern times has resulted in irreparable loss to nature and natural surroundings. Through this chapter on nature, the reader is expected to become sensitive and more concerned about the importance of keeping nature intact and unpolluted.

### **1.16 SUGGESTED READINGS AND REFERENCES:**

1. Bruce Rubin, *Inside Reading: The Academic Word List In Context (3)*, Oxford University Press, 2009
2. Kent Richmond, *Inside Reading: The Academic Word List In Context (4)*, Oxford University Press, 2009
3. Mindy Pasternak & Elisaveta Wrangell, *Well Read (3 &4)*, Oxford University Press, 2007
4. N. Krishnaswamy, *Modern English: A Book of Grammar, Usage and Composition*, Macmillan, 1975
5. Nancy Douglas, *Reading Explorer (3&4)*, HEINLE CENGAGE Learning, 2010

6. Raymond Murphy, *Murphy's English Grammar*, Cambridge University Press, 2004
7. *Teaching Speaking DVD Training Booklet*, British Council
8. *Testing Language & Literature (Block III & IV)*, PGDTE Notes, TEFLU, Hyderabad

# **CERTIFICATE COURSE IN EFFECTIVE BUSINESS AND SOCIAL COMMUNICATION**

## **CEBC1: COMMUNICATION IN ENGLISH**

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### **UNIT – 2: THE TYGER**

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#### **STRUCTURE:**

##### **2.0 AIM & OBJECTIVES**

##### **2.1 TEXT OF THE POEM**

##### **2.2 GLOSSARY**

##### **2.3 ABOUT THE AUTHOR**

##### **2.4 BRIEF NOTE ON THE THEME**

##### **2.5 SUMMARY OF THE POEM**

##### **2.6 CRITICAL APPRAISAL**

##### **2.7 EXPLANATION OF THE POEM**

##### **2.8 EXERCISES**

###### **2.8.1 VOCABULARY: ACTIVITY 1**

###### **2.8.2 VOCABULARY: ACTIVITY 2**

###### **2.8.3 VOCABULARY: ACTIVITY 3**

##### **2.9 GRAMMAR: ACTIVITY 1**

###### **2.9.1 GRAMMAR: ACTIVITY 2**

###### **2.9.2 GRAMMAR: ACTIVITY 3**

##### **2.10 LISTENING ACTIVITY**

###### **2.10.1 AUDIO SCRIPT**

##### **2.11 READING: ACTIVITY 1**

###### **2.11.1 READING: ACTIVITY 2**

##### **2.12 SPEAKING: ACTIVITY 1**

###### **2.12.1 SPEAKING: ACTIVITY 2**

##### **2.13 WRITING: ACTIVITY 1**

###### **2.13.1 WRITING: ACTIVITY 2**

##### **2.14 ANSWER KEYS: LISTENING ACTIVITY, READING ACTIVITY 1, READING ACTIVITY 2**

##### **2.15 CONCLUSION**

##### **2.16 SUGGESTED READINGS AND REFERENCES**



## 2.0 AIM & OBJECTIVES:

The Unit is based on the theme of 'Animal World'. The primary aim of the unit is to sensitize the learners with other forms of life like animals and their representation in literature. Also the unit aims at facilitating an interface between human beings and animals so that both mutually support each other for sustainable life on planet earth. The activities given in the exercises section of the unit are designed by integrating the theme of animal world so that the learners could draw examples from it. The activities include vocabulary, grammar, reading, listening, speaking and writing with the following objectives in mind:

- to improve learners' communicative competence
- to enable learners acquire linguistic (grammatical) competence
- to enable learners in becoming effective users of English in context
- to foster taste for creative writing
- to facilitate learners in practicing critical thinking by engaging with *realia*

## 2.1 TEXT OF THE POEM

### **The Tyger**

**William Blake (1757-1827)**

Tyger! Tyger! burning bright  
In the forests of the night,  
What **immortal** hand or eye  
Could frame **thy** fearful **symmetry**?

In what distant deeps or skies  
Burnt the fire of **thine** eyes?  
On what wings dare he **aspire**?  
What the hand, dare **sieze** the fire?

And what shoulder, & what art,  
Could twist the **sinews** of thy heart?  
And when thy heart began to beat,  
What dread hand? & what **dread** feet?

What the hammer? what the chain?  
In what furnace was thy brain?  
What the **anvil**? what dread **grasp**  
Dare its deadly terrors **clasp**?

When the stars threw down their spears,  
And **water'd** heaven with their tears,

Did he smile his work to see?  
Did he who made the Lamb make **thee**?

Tyger! Tyger! burning bright  
In the forests of the night,  
What immortal hand or eye  
Dare frame thy fearful symmetry?

(Source: <https://poets.org/poem/tyger>)

## **2.2 GLOSSARY:**

**Immortal:** imperishable, death-defying, eternal, timeless, permanent

**Thy:** your

**Symmetry:** proportion, harmony, rhythm, order, shapeliness

**Thine:** yours

**Aspire:** aim, hope, crave, yearn, desire

**Seize:** grab, take, catch, snatch, embrace

**Sinews:** nerve, force, toughness, energy, body

**Dread:** horrible, terrifying, frightening, awful, dire

**Anvil:** iron block with flat top, place to give shape to objects

**Grasp:** to hold, grip, possession, clutches, clamp

**Clasp:** grasp

**Watered:** to give water to

**Thee:** you

## **2.3 ABOUT THE AUTHOR:**



**(28 November 1757 – 12 August 1827)**

Considered to be the greatest English poet after John Milton, William Blake was deeply interested in philosophy and theological (religious) debates. A well read person, Blake was interested in mysticism (spiritualism, occultism) and heralded (began) a new era in English poetry, particularly by writing symbolic poetry. He argued that god is both good and evil, which gets combined in human soul. He hated authority of any type and equated child with nature; free and pure. Blake talks of the conflict between nature and culture, innocence and corruption, imagination and rationality. *Marriage of Heaven and Hell*, *Songs of Innocence*, *Songs of Experience*, *Chimney Sweeper*, *Holy Thursday*, *The Sick Rose* are some of his popular poems.

#### **2.4 BRIEF NOTE ON THE THEME:**

Writers and poets of all languages have portrayed nature as pure, ideal and a source of inspiration and life to human beings. The world of animals has been metaphorically (in comparative mode) used to represent human actions towards nature. Unlike human beings, animals are considered to be real followers of natural order and scheme of things. Human beings are expected to emulate (imitate, follow) the animal world for both mental and physical strength. An animal like tiger offers immense (great) strength to us and cardinal (fundamental, basic) traits (qualities) like perseverance (continue to make efforts), focus and determination in accomplishing (achieving) the objectives of life. The increasing conflict (tension) between animals, nature and human beings is a matter of concern and worry for poets like Blake, which is quite often reflected in literary narratives.

#### **2.5 SUMMARY OF THE POEM:**

The poem *Tyger* appeared in Blake's *Songs of Experience*. The poem talks about the personality of a tiger who is both beautiful and ferocious. In fact Blake wonders who must have created the tiger, whose body parts are unique and symbols of strength. The poem discusses the body parts of tiger one by one and appreciates the interesting combination of beauty and power. The poem

does talk about various tools used while creating the tiger. Blake wonders if the same god created the tiger that created the lamb (*The Lamb* appearing in *Songs of Innocence*). The hands which created the tiger have been described as immortal in the poem.

**2.6 CRITICAL APPRAISAL OF THE POEM:**

Through his poem *Tyger*, William Blake invokes the power of god, who created life in its varied forms like tiger and lamb. Tiger, symbol of aggression, rebellion and audacity represents the weird ways of life in which opposite traits are to be accommodated and enjoyed. The poem is a commentary on the creator and the creation itself; the equation between god and its creations including the human beings. The poem is also a commentary on transition from humble to arrogant behavior with attainment of power and strength. This is indicated by Blake by using ‘could’ in the first stanza and ‘dare’ in the last stanza. Overall, the poem is a telling example of Blake’s philosophy of reconciling the contrary aspects and drawing strength from multiplicity of experiences life teaches one.

**2.7 EXPLANATION OF THE POEM:**

<p>Tyger! Tyger! burning bright          In the forests of the night,          What immortal hand or eye          Could frame thy fearful symmetry?            In what distant deeps or skies          Burnt the fire of thine eyes?          On what wings dare he aspire?          What the hand, dare sieze the fire?            And what shoulder, &amp; what art,          Could twist the sinews of thy heart?          And when thy heart began to beat,          What dread hand? &amp; what dread feet?</p>	<p>Addressing the tiger, poet says that it burns (shines) bright during the night, which is dense like a forest. The poet awe inspired by the shapely body of the tiger asks, who made the tiger must be with perfect hand and insight</p> <p>The eyes of the tiger are with fire in them; the poet questions the aspirational source of the tiger’s energy and with what confidence catch the fire.</p> <p>Again awe inspired by the tiger’s shape, poet says what a shoulder and how artistically heart ribs are shaped and when the tiger begins to</p>
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<p>What the hammer? what the chain?  In what furnace was thy brain?  What the anvil? what dread grasp  Dare its deadly terrors clasp?</p> <p>When the stars threw down their spears,  And water'd heaven with their tears,  Did he smile his work to see?  Did he who made the Lamb make thee?</p> <p>Tyger! Tyger! burning bright  In the forests of the night,  What immortal hand or eye  Dare frame thy fearful symmetry?</p>	<p>breathe, it terrifies the hand and feet</p> <p>Commenting on the tools used to make the tiger, the poet says with what hammer, chain and furnace tiger and its brain were created. What kind of anvil must have been used? The grasp of the tiger is dreadful and its enemies cannot dare to escape the deadly clasp of the tiger.</p> <p>Commenting on the creator of the tiger, the poet says as if the stars have thrown the spears and given water to the sky, did god smile at his work and did the same god created the tiger that created the lamb, two opposite creations</p> <p>Lastly repeating the first stanza, poet reiterates the tiger's persona but shifts the creator's probability of creating such a unique tiger to audacious sense of the god bent upon creating such an unparalleled creature.</p>
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## **2.8 EXERCISES**

### **2.8.1 VOCABULARY: ACTIVITY 1**

*Use the aforementioned difficult words used in the poem in sentences of your own.*

### **2.8.2 VOCABULARY: ACTIVITY 2**

*Complete the information below using the correct form of the words in bold.*

With its black and white coloring, cuddly shape, and sad looking face, the giant panda is a **precious** animal to the people of china. Sadly, with the loss of the bamboo forests in which they live, the panda is becoming **scarce**. To **restore** the dwindling number of pandas, various projects are in progress. One of these is the Wolong panda reserve in Sichuan province, which is the best known panda reserve in china. The centre was founded in 1980 to **accommodate** captive pandas for the purpose of research and producing baby panda. The success of the programme has been **dramatic**, and has resulted in pandas being given or loaned to zoos around the world.

- a. In order to preserve the history and culture of a country, the.....of old buildings is important.
- b. During the.....events following the 2008 earthquake, a number of pandas escaped from the reserve, but they were soon found.
- c. Conservationists agree that endangered animals are a(n).....resource that we should protect.
- d. For tourists who want to volunteer at Wolong panda reserve, ..... is available at a nearby hotel.
- e. An animal species may become extinct if its food becomes.....

**2.8.3 VOCABULARY: ACTIVITY 3**

Fill in the blanks with the words listed in the box. Use the plural form where necessary.

Advice	information	suggestion	consequence	instruction
Understanding	evidence	research	fact	study

- a. The .....suggest that multitasking is only successful under limited circumstances.
- b. The pamphlet offers several.....for people who have difficulty sleeping.
- c. In the experiment, the subjects were asked to follow.....that were designed to be confusing and hard to follow.
- d. One good piece of.....is to avoid caffeine before bedtime.

- e. Multitasking can lead to errors if an incorrect piece of.....intrudes at the wrong time.
- f. ....show that multitasking can delay the completion of tasks requiring concentration.
- g. There is little.....that multitasking leads to greater productivity unless the tasks are routine and use different input channels.
- h. Recent.....has raised some doubts about the efficiency of multitasking.
- i. Psychologists now have greater.....of how the brain handles task switching than they did 15 years ago.
- j. In some fields, multitasking can definitely have negative.....

## **2.9 GRAMMAR: ACTIVITY 1**

**Adjectives:** The word ‘adjective’ means something which is added on and they describe nouns; they add something to the meaning of the nouns; they qualify nouns. E.g. tall, short, pretty, Indian, brave etc. Most of the adjectives can be used in three degrees, namely positive, comparative and superlative. E.g. tall, taller , tallest. One should not use two comparative degrees together, e.g. ‘more better’ will be wrong and definite article ‘the’ should be used before superlative degree.

*Read the following text and then complete the statements below:*

The Nest is a small restaurant. It is very popular, so it is usually busy. The food is good, but the service is bad. Lake View is smaller than The Nest but more popular, so it is usually busier. The food is better but the service is worse. The Blue Mount is the smallest restaurant in the town, but it is the most popular, so it is always the busiest. It has got the best food, but unfortunately, the service is the worst.

- a. Lake View is.....than the Blue Mount.
- b. The Nest is.....than Lake View.
- c. The Nest is.....of the three restaurants.
- d. The Nest is not as.....as Lake View.
- e. Lake View is not as.....as the Blue Mount.
- f. The service at Lake View is.....than at the Blue Mount.
- g. The service at the Nest is the.....of the three.

- h. The food at the Blue Mount is.....than the Nest and Lake View.
- i. Lake View is.....the Nest.
- j. Lake View is.....the Blue Mount.

**2.9.1 GRAMMAR: ACTIVITY 2**

*Complete this letter. You can make use of the words given in the box.*

Dear Rasna,

I am so sorry that I forgot to come to your wedding last week. I..... really guilty about it. Particularly as you.....me such a splendid invitation. I.....any excuses for this tactless behavior even if I.....to you that I am busy at work, I know you.....this unconvincing as a reason. The harsh reality.....that I.....you down. I.....only.....you again how upset I .....and hope that you.....me.

Love,

Mita

be feel find forgive give let pretend send tell

**2.9.2 GRAMMAR: ACTIVITY 3**

**Simple Past:** e.g. I saw her last week. He studies there for two years.

**Present Perfect:** e.g. I have seen her. He has lived there for many years.

Helping verbs ‘has’ and ‘have’ followed by the third form of the verb (past participle) are used in present perfect tense. A specific time expression that denotes the past are used in simple past tense but no specific time expression is used in case of present perfect tense. E.g. *I saw her yesterday evening*. But *I have seen her yesterday evening* will be wrong. Preposition ‘for’ can be used with both the tenses but meaning will be different. E.g. *He studied in England for two years*. *He has lived there for two years*. ‘Since’ can be used with present perfect tense and not with the simple past tense.

*Answer the following questions:*

- a. Have you seen a tiger eating grass?
- b. When did you visit the zoo in Delhi?



- c. Have you ever seen a tiger climbing a tree?
- d. When did you last feed the sparrows?
- e. Have you seen an elephant?
- f. When did you see it?
- g. Has your pet dog ever bit you?
- h. When was your pet vaccinated?

**2.10 LISTENING ACTIVITY**

*Fill in the blanks / tick the correct answer while listening to the audio script.*

1. The event will take place over .....
2. The Seminar was organized by .....
3. The title of the last session will be .....
4. To use the New City Hotel car park, delegates must obtain a .....
5. Dr. Sangalli has advised many .....
6. The name of his consultancy is .....
7. He is the author of .....
8. In Europe, he is the best-known .....
9. The problems for companies is to become more.....and  
to establish new.....
10. The outcome of session is to design your own.....and  
to take away document containing actual.....
11. What is said about the ownership of Jenkins?
  - a. The founder has sold the company to someone else.
  - b. Jenkins has merged with another company.
  - c. There has been no change of ownership.
12. What does the Human resources manager see as the main external threat to Jenkins?
  - a. Their retailers are becoming less willing to pay their prices.

- b. Consumers are buying more top-of-the-range children's clothes.
  - c. More and more companies are producing children's clothes.
13. The Human Resources manager sees the company's main strength as the fact that
- a. It has several long-term contracts.
  - b. It makes products of high quality.
  - c. Its distribution system is efficient.
14. The Human Resources manager believes that Jenkins's main weakness at present is that
- a. The machinery is inadequate for current requirements.
  - b. The management style is out of line with modern demands.
  - c. The relations between management and workers are poor.
15. According to the Human Resources manager, why do many machinists choose to leave?
- a. They think that they can get better paid work elsewhere.
  - b. They feel that too much is expected of them.
  - c. They lack confidence in the company's future.
16. When working to produce a batch of clothes
- a. Each team is responsible for a particular operation.
  - b. Each member of the team produces a complete item.
  - c. Each person carries out one part of the production process.
17. What change has been made to the range of goods?
- a. A smaller number of different items is produced.
  - b. Each item is now made in smaller quantities.
  - c. Fewer new styles are introduced each year.
18. What is said about the machinists?
- a. More of their work is falling below the required standard.
  - b. Some of them are earning less than they used to.
  - c. They have to spend longer learning to operate new machines.

## **2.10.1 AUDIO SCRIPT:**



Listening Script\_Lesson 2.mp3

### **Listening Transcript**

Jane Watson -

Good morning everyone and welcome. Thanks for coming. My name is Jane Watson and I look forward to meeting you all. Personally some of you are here just for today others I know will be attending for all three days. I'm just going to say a few words on behalf of my company who have organized this event Global conference PLC as you know; today's seminar is the business master class to be conducted by our distinguished guest who I will introduce in a moment. But first, a few quick points of organization which perhaps you'd like to note all the sessions will take place in this hotel except for the last session on tomorrow's software, which will be at the new City hotel. We will meet there at 2 p.m. and this will give us a chance to see in action. Some of the things we have been discussing A map with directions to the new City Hotel is available from me if you wish to make your own way, alternatively, there will be a bus going there. At 1:30 p.m. there is limited car parking at the new City hotel, so if you wish to drive there, you will need a permit. You can get one from the conference office. Now, to the reason we are all here, we're very fortunate to have a seminar today led By Dr. Martin Sangali, one of the most prominent and well-respected commentators in the world business Community. He's being asked to advise many large corporations. He is a specialist in these strategic use of Information Technology in banking Pharmaceuticals and Retail; he has his own company called logic solutions, which consults, with some of the biggest names in the world of business. He's also an advisor to intertel and a non-executive director of global conferences, thousands of Business. And Technology managers have benefited from reading his best-selling book, intelligent change, always inspiring, and thought-provoking his ideas have helped, hundreds of organizations to gain a glimpse of the future. He is Europe's most famous IT analyst, Dr. Sangali welcome.

Dr. Sangali-

Thank you Jane....for that flattering introduction. I hope I can live up to it. So, to begin, there are two main difficulties facing all corporations today, firstly, how to make themselves more customer-driven. Secondly, and as a result of, that is the question of how to go about the major task of developing and implementing new organizational structures. This is a senior management session and is designed to provide you with two things. I hope that by the end of the session, you'll be equipped to design your own framework for Action to help you do this. You will also be able to take away documentation of real-life case studies that I've been involved in. So,

F - Now, listen and Mark A, B or C.

Conversation between Male and Female Speaker

F- Good morning. Nice to meet you do. Sit down. Thank you. Now, your human resources, manager of Jenkins, aren't you? Give me some background on the company. Just so I get a general picture

M- Steven Jenkins founded the company, nearly 30 years ago and named it after himself. And he ran it for a long time. Last year, one of our competitors proposed combining with the idea that separately, the two companies were too small to survive. They were probably. But anyway, Steven turned down the offer then because he was getting on. He handed over the day-to-day running to his daughter. Catherine, while retaining full control himself

F- And you make children's clothes. Don't you aren't their problems in the sector?

M- Well, we mostly sold to retail chains which sell them under their own brand labels, and things aren't as easy as they were what with cheap Imports and the more expensive Children's Boutiques making inroads at the top end of the market but we position ourselves in the middle range, so we're not too badly affected. We're under increasing pressure to cut our profit margins though because of growing competition between High Street retailers.

F- Hmm, what would you say is the company's strengths?

M- It certainly helps that we Supply those large retailers I mentioned and in fact, some of them have been customers for years. I suppose though that we wouldn't have survived this long if

it wasn't for the fact that we won't send anything else is it meets very exacting standards our customers, appreciate that, plus the fact that we aim to keep the time from order to delivery, very short, and they're prepared to pay a premium for it.

F- What about weaknesses?

M- Well we've got a poor record in, providing training on the machines were currently using. And I have to say that Stephen used to run the company in a very old-fashioned autocratic way, which alienated a lot of the workers, despite Catherine's more enlightened approach. It's an uphill struggle to try to change attitudes and improve, cooperation,

F- Never an easy task. You mentioned on the phone that there's a problem with a particular group of workers.

M- Yes, there's a very high turnover among the machinists. That's the people who actually make the clothes. They say they're faced with unreasonable demands all the time, like having to learn to operate several machines. Instead of just one or two, many of them think they could get an easier job for the money because there are plenty of other jobs on offer locally, the reasonably healthy state of our order books, gives them a certain amount of job security, but they just don't seem to care.

F- How's their work. Organized?

M- We changed to a sectionalized flow approach which means the machinists work in teams. Rather than each machine is being assigned a complete item of clothing, the works divided in two batches involving various operations. Each of them undertaken by one machinist as that person finishes. The work is passed on to the machinist responsible for the next stage.

F- Has that had any impact on what you produce?

M- Yes, it's enabled, Catherine, to introduce a policy of Rapid diversification of the product range. So, the number of itemized clothes is left. That's the total number of different styles in all the different sizes and that's reduced batch sizes long runs an item. I think of the past at least half the styles used to be carried through from one year to the next but now only a quarter are. So as you can see, it's had quite an impact on the rate of change.

F- Mmm, what's the effect on the machinists?

M- That policy was part of a raft of changes, one of, which is at the machinists, are now paid on a piece work basis, rather than at an hourly rate. They're furious about that though. To be fair..... the right. Wait, that's paid for learning to use a new machine, has been calculated. So as to make sure that no one loses out in the short term and they're also aggrieved because so much is new and far more batches of work. Fail quality inspections and have to be redone.

F- Now, tell me something about

### **2.11 READING: ACTIVITY 1**

*Read the following paragraph and answer the questions that follow:*

Around the world, conservation centres and zoos are working to ensure that pandas survive whatever the cost. But what makes these animals so special? Aside from their **cuteness**, their **scarcity** makes them important: giant pandas are extremely rare. Even other **endangered** animals-tigers, gorillas, Asian elephants etc. outnumber them, both in the wild and in captivity. Most **captive** panda, though, are in zoos and research centers in their native china. Their shortage makes pandas precious, but caring for them is not easy. The cost of hosting a **giant** panda at each zoo can exceed two and a half million US dollars a year, and that's without babies. Of course, at any zoo, the arrival of a panda or the birth of cubs brings an increase in attendance, but the crowds rarely translate into sufficient revenue. Even with tickets and gift shop sales, no zoo has collected enough money to offset the costs of hosting one of these animals.

Given the enormous cost of caring for these animals, what exactly are the benefits of raising pandas in captivity? For one thing it has led to a number of successful births. In recent years, the captive panda population has increased dramatically.

With panda numbers now on the rise, china's goal is to release captive pandas into special nature reserves and to eventually **boost** the numbers of these animals in the wild. However, many pandas born in captivity are being trained to be more self sufficient and not to rely on their human keepers. One day, we may be able to **eliminate** altogether the need to raise pandas in captivity.

1. What is this reading mainly about?
  - a. The reasons panda numbers are decreasing
  - b. The problems faced by pandas in zoos
  - c. The differences between wild and captive pandas
  - d. The expense of caring for pandas in captivity
2. What makes pandas important and precious?
  - a. Because they are cute
  - b. They are huge in number
  - c. Their shortage
  - d. Because large number of people come to see pandas
3. What is the main idea of second sub-paragraph?
  - a. The standard of care has improved in recent years
  - b. Successful captive panda births have increased
  - c. The number of wild pandas has increased
  - d. Training for care takers has improved
4. Replace the words in bold with suitable substitutes.
5. Which of the following is closest in meaning to “many pandas born in captivity are being trained to be more self sufficient and not to rely on their human keepers”?.
  - a. Human keepers are training many pandas born in zoos to rely on them.
  - b. Pandas in the wild are self sufficient
  - c. A lot of pandas in zoos today are learning to be more independent of their human keepers.
  - d. A lot of pandas in zoos today rely on their human keepers to survive.

### **2.11.1 READING: ACTIVITY 2**

*Answer the questions that follow the poem.*

#### **Trees Cannot Name the Seasons**

Trees cannot name the seasons  
Nor flowers tell the time  
But when the sun shines  
They take a day-long breath

What we call night  
Is their soft exhalation  
And when joints creak yet again  
And the dead skin of leaves falls  
Trees do not complain  
Nor mourn the passing of hours  
Nature has never needed reasons  
For flowers to tell the time  
Or trees to put a name to seasons

1. What is the message that the poet wishes to convey?
2. What is unsaid in the poem?

### **2.12 SPEAKING: ACTIVITY 1**

*Make a presentation of 02 minutes on the following topic before your classmates.*

#### KEEPING A PET ANIMAL

- importance of keeping a pet animal
- precautions to be kept in mind while keeping a pet animal
- human animal bond through a pet

### **2.12.1 SPEAKING: ACTIVITY 2**

*Find out from your partner:*

- Do you visit zoo during the holidays?
- Why do you like visiting zoos?
- What type of animals do you find in a zoo?
- Do you offer food to the animals in a zoo?
- What are the special instructions given while visiting a zoo?
- Do you like taking photographs or making video films of wild animals in a zoo?
- Have you ever seen fight among animals in a zoo?
- Would you recommend visit to a zoo to your friends? If yes, then why.



## **2.13 WRITING: ACTIVITY 1**

*Read the following notice by PETA. Write a letter to the local newspaper about an instance of animal abuse that you see in your neighborhood.*

People for Ethical Treatment of Animals (PETA) is an organization that fights for the rights of animals as guaranteed by the constitution. Every action one takes to protect an animal's life counts. As individuals each one of us can help. If you see an animal being mistreated, write to PETA. You could report it to the press.

### **2.13.1 WRITING: ACTIVITY 2**

Read the following points describing the problems of stray animals and Indian society. *Write an article in about 150 words for your school/ college magazine about these problems. Give it a suitable heading.*

**Hunger** – 73% stray animals remain hungry or undernourished in India

**Unawareness** – India has almost 2.5 times more people than the whole Sub-Saharan Africa about the problems of stray animals

**Over Human Population** – in India almost 37.6 million people are on the streets with 7 million being added to it every year.

**Increasing Population** - India's population of stray animals will cross other countries mark in the next 50 years

**Vehicular Traffic** - number of vehicles in India rose from 0.3 million in 1950 to 25 million in 1998, in Delhi 166 vehicles per km, for Mumbai the figure is 155 per km, resulting in lesser space and habitat for stray animals

**Government Action** – lack of proper implementation of laws on stray animals

## **2.14 ANSWER KEYS:**

### **Listening Activity:**

1. three days 2. Global conferences PLC 3. Tomorrow's software 4. Permit 5. Large corporations 6. Logic solutions 7. Intelligent Change 8. It analyst 9. Customer Driven, Organizational Structures 10. Framework for Action, Case Studies 11. C 12. A 13. B 14. C 15. B 16. C 17. B 18. A

**Reading Activity 1:** 1: 1.A, 2.C, 3.B, 4. beautiful, deficiency, threatened, imprisoned, big, increase, get rid of, 5.C

## **Reading Activity 2:**

1. The message of the poem is that nature does its job selflessly and without taking a break. Various plants and animals as part of nature follow defined pattern of behavior and need no recognition for what they do and practice.
2. The unsaid message of the poem is that human beings can imitate and learn from nature. We should not be looking for reward and self incentives for doing what we are supposed to do. Life is not about complaints but working with honesty and consistency.

## **2.15 CONCLUSION**

The chapter is an apt commentary on the need to have a symbiotic relationship between different forms of life and species. The human-animal relationship in –particular is a relationship of co-existence. The reader is expected to appreciate the fact that animal world is an extremely important source of learning for human beings.

## **2.16 SUGGESTED READINGS AND REFERENCES**

1. Bruce Rubin, *Inside Reading: The Academic Word List In Context (3)*, Oxford University Press, 2009
2. Kent Richmond, *Inside Reading: The Academic Word List In Context (4)*, Oxford University Press, 2009
3. Mindy Pasternak & Elisaveta Wrangell, *Well Read (3 &4)*, Oxford University Press, 2007
4. N. Krishnaswamy, *Modern English: A Book of Grammar, Usage and Composition*, Macmillan, 1975
5. Nancy Douglas, *Reading Explorer (3&4)*, HEINLE CENGAGE Learning, 2010
6. Raymond Murphy, *Murphy's English Grammar*, Cambridge University Press, 2004
7. *Teaching Speaking DVD Training Booklet*, British Council
8. *Testing Language & Literature (Block III & IV)*, PGDTE Notes, TEFLU, Hyderabad

# **CERTIFICATE COURSE IN EFFECTIVE BUSINESS AND SOCIAL COMMUNICATION**

## **CEBC 1: COMMUNICATION IN ENGLISH**

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### **UNIT – 3: MAGIC OF LOVE**

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#### **STRUCTURE:**

##### **3.0 AIM & OBJECTIVES**

##### **3.1 TEXT OF THE POEM**

##### **3.2 GLOSSARY**

##### **3.3 ABOUT THE AUTHOR**

##### **3.4 BRIEF NOTE ON THE THEME**

##### **3.5 SUMMARY OF THE POEM**

##### **3.6 CRITICAL APPRAISAL**

##### **3.7 EXPLANATION OF THE POEM**

##### **3.8 EXERCISES**

###### **3.8.1 VOCABULARY: ACTIVITY 1**

###### **3.8.2 VOCABULARY: ACTIVITY 2**

###### **3.8.3 VOCABULARY: ACTIVITY 3**

##### **3.9 GRAMMAR: ACTIVITY 1**

###### **3.9.1 GRAMMAR: ACTIVITY 2**

###### **3.9.2 GRAMMAR: ACTIVITY 3**

##### **3.10 LISTENING ACTIVITY**

###### **3.10.1 AUDIO SCRIPT**

##### **3.11 READING: ACTIVITY 1**

###### **3.11.1 READING: ACTIVITY 2**

##### **3.12 SPEAKING: ACTIVITY 1**

###### **3.12.1 SPEAKING: ACTIVITY 2**

##### **3.13 WRITING: ACTIVITY 1**

###### **3.13.1 WRITING: ACTIVITY 2**

##### **3.14 ANSWER KEYS: LISTENING ACTIVITY, READING ACTIVITY 1, READING ACTIVITY 2 AND WRITING ACTIVITY 2**

##### **3.15 CONCLUSION**

##### **3.16 SUGGESTED READINGS AND REFERENCES**

### **3.0 AIM & OBJECTIVES:**

The Unit is based on the theme of 'Love'. Literature has always been the best medium to express human emotions and desires. Love both in its philosophical and worldly sense has been talked about in literary narratives. The young learner is expected to appreciate the concept of love and its importance in one's life, which in fact is the primary aim of the unit. The activities given in the exercises section of the unit are designed by integrating the theme of love so that the learners could draw examples from their life and life around them. The activities include vocabulary, grammar, reading, listening, speaking and writing with the following objectives in mind:

- to improve learners' communicative competence
- to enable learners acquire linguistic (grammatical) competence
- to enable learners in becoming effective users of English in context
- to foster taste for creative writing
- to facilitate learners in practicing critical thinking by engaging with *realia*

### **3.1 TEXT OF THE POEM**

#### **Magic of Love**

**Helen Farries (1917-1987)**

There's a wonderful gift that can give you a lift  
It's a blessing from heaven above.  
It can comfort and bless, it can bring happiness-  
It's the wonderful MAGIC OF LOVE  
Like a star in the night, it can keep your **faith** bright,  
Like the sun, it can warm your hearts, too-  
It's a gift you can give everyday that you live  
And when given it comes back to you!  
When love lights the way, there is joy in the day  
And all troubles are lighter **to bear**,  
Love is gentle and kind, and through love you will find  
There's an answer to your every prayer!  
May it never **depart** from your two loving hearts,  
May you **treasure** this gift from above-  
You will find if you do, all your dreams will come true

In the wonderful MAGIC OF LOVE!

(Source: <https://sarahlister.files.wordpress.com/2010/12/comparison.pdf>)

### **3.2 GLOSSARY:**

- Faith:** trust, confidence, belief, acceptance, hope
- To bear:** to have, to possess,
- Depart:** leave, retreat, quit, retire, remove
- Treasure:** prizes possession, wealth, riches, gem, fortune

### **3.3 ABOUT THE AUTHOR:**

Helen Farries was born on February 1, 1917 and died in November 1987 at the age of 70. She had been residing in Roanoke, Roanoke City County, Virginia, USA.

### **3.4 BRIEF NOTE ON THE THEME:**

Since literature is about human experience, human relationships and expression of emotions and feelings, life in entirety has been the central subject. Among various attributes of life, love is one of the significant aspects, which has been discussed and written about by writers and poets of all ages and ethnicities. Poetry especially is the best source and medium of expressing love and affection. The poets have depicted love as the life force and zest, because it has the power and magic to move and be moved. Love in its various forms and manifestations (representations) has been the binding force and a catalyst for change.

### **3.5 SUMMARY OF THE POEM:**

The poem talks about the magic of love, which is a gift of god to human beings. Compared with celestial objects, love is shown to create a strong faith and acts like an agent to eradicate (remove) all troubles. It makes life happy and worthwhile. True love is like a prayer which never goes unheard. The magic of love is such that all dreams come true, if seen through the prism of love.

### 3.6 CRITICAL APPRAISAL:

The poet has projected love as the source of purpose and meaning in life. Though happiness and sense of belongingness are the cardinal (fundamental) attributes (qualities) of love, one should be ready for dejection (sorrow) and frustration in love. However, true love as Shakespeare said does not alter if finds an opportunity to alter. One can find lot of literary devices like simile, repetition and rhyming in words like gift and lift, way and day, night and bright etc., personification by showing love as gentle and kind.

### 3.7 EXPLANATION OF THE POEM:

<p>There's a wonderful gift that can give you a lift It's a blessing from heaven above. It can comfort and bless, it can bring happiness- It's the wonderful MAGIC OF LOVE Like a star in the night, it can keep your <b>faith</b> bright, Like the sun, it can warm your hearts, too- It's a gift you can give everyday that you live And when given it comes back to you! When love lights the way, there is joy in the day And all troubles are lighter <b>to bear</b>, Love is gentle and kind, and through love you will find There's an answer to your every prayer! May it never <b>depart</b> from your two loving hearts, May you <b>treasure</b> this gift from above- You will find if you do, all your dreams will come true In the wonderful MAGIC OF LOVE!</p>	<p>The magic of love is a gift of god which can being lift (joy) in life, love comforts and blesses Like a night star, it keeps your faith intact and like sun it brings warmth in hearts Like a gift if it is given live comes back to you With love, all troubles becomes lighter and it is gentle and very kind All your prayers are answered through love, it should never depart/ leave lovers in love with each other One should reassure love because all your dreams come true with the power and magic of love</p>
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### **3.8 EXERCISES**

#### **3.8.1 VOCABULARY: ACTIVITY 1**

*Read the paragraph and fill in the missing words, choosing from the box below.*

But to return to the lions; they.....ever leave enough of a human victim to cause them to return to it. They.....remain long in one place and are.....clever enough to avoid going back when once they have left a victim; and they.....avoid the poisoned meat prepared by man.

frequently      rarely      scarcely      usually
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#### **3.8.2 VOCABULARY: ACTIVITY 2**

As an adjective or adverb, <b>manual</b> or <b>manually</b> means “done by the hands”. <i>Building a road requires a lot of machines, but also a lot of manual labor. When the power went out, we had to do everything manually.</i> As a noun, a <i>manual</i> is a book that explains how to do or operate something. I cannot figure out how to fix this. I need a <i>manual</i> .
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*In your notebook, write a short description of these items. Explain who might use each one and for what purpose. Discuss your ideas with a partner.*

- a. An owner’s (user’s) manual
- b. A style manual
- c. A computer manual
- d. A wilderness (forest) survival manual
- e. A camera manual

#### **3.8.3 VOCABULARY: ACTIVITY 3**

<i>Vary</i> has many members in its word family. Here are example sentences to illustrate some of the more common ones. Check your dictionary for exact definitions.
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##### **Nouns**

Variety: Ancient travelers used a variety of landmarks to navigate their way.
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Variation: Most coastal cultures developed the canoe, but there are many variations in the design.

Variance: His conclusions were totally at variance with the evidence.

Variable: New car designers consider variables like where it will be driven, weather conditions, and how many passengers it might carry.

### **Adjectives**

Various: There are various routes you can take to get to work, but this is the fastest.

Variable: Be careful driving here at night. Road conditions are variable and sometimes dangerous.

*Complete these sentences using a form of vary.*

- a. Some people.....their routes depending on the day and time.
- b. Engine temperature is the most important.....to pay attention to when driving in the desert.
- c. He decided to move to California for.....reasons.
- d. Reports from the different field officers were at.....with our expectations.
- e. The GPS system in the rental car had a wide.....of options for customizing our itinerary.

### **3.9 GRAMMAR: ACTIVITY 1**

**Preposition:** It is a word placed before a noun or noun phrase (article+ noun) or pronoun and it shows the relation between noun/pronoun/noun phrases with another word in the sentence. E.g. *He is in his room. There is a dog under the table. The car is inside the garage.*

**Prepositions of Place:** To, at, from, away, from, on (to), on, off, in, out of, upon, inside, within, by, over, above, on top of, behind, in front of, below, underneath, beneath, through, all over, throughout, between etc.

**Prepositions of Time:** At, on, in, for, before, after, since, until, till, between, by, up to etc.

Personal pronouns: when personal pronouns I, we, you, he, she, it, they are used after prepositions they become me, us, you, him, her, it, them

**Adverbs:** Words like here, there are called as adverbs and prepositional phrases that function like adverbs are known as adverbials.

**Adverbs of Place & Direction:** Here, there, away, outside, left, right, down etc.



**Adverbs of Time:** Yesterday, today, tomorrow, last week, a week ago, recently, nowadays, soon, already, still etc.

**Adverbs of Manner:** Quickly, neatly, awkward, much, very much etc.

Adverbs usually follow the order manner, place, time, and they usually come at the end of a sentence.

*Identify the prepositions in the following poem.*

Out of the station, puffs the train,  
Under the bridge, then up the hill,  
Down the hill, across the plain,  
Through a village, past a mill,  
Beside a river, till once again,  
It comes to a station and stands still

*Place one word or word group from the list below the passage in a suitable place in each sentence.*

Returning from shopping Vinod had realized he had forgotten to buy tea. He needed it to make tea. He dressed himself and went out again. He caught the bus. The rush hour had started and the bus moved. He got to the super bazaar and went to the grocery section. He had to stand in the queue at the cashier's. His turn came but he discovered then he had left his purse at home.

*badly, to the super bazaar, suddenly, soon, immediately, on the kitchen table, eventually,  
furiously, unfortunately, finally, only, for ten minutes*

### **3.9.1 GRAMMAR: ACTIVITY 2**

#### **Present / Past Perfect Continuous:**

- He has been studying English {for a long time/since 1960/ recently/ since he was a child}.
- He had been studying English for a long time when he joined the class in 1973.

Present Perfect Continuous tense will have only one kind of time expression. It is used for an activity that began in the past and which is still going on now. It also expresses an action that was going on in the immediate past with a result in the present. The focus is on the activity and not on completion of the activity.

Past Perfect Continuous tense will have two time expressions, one denoting the duration of an action and another denoting when it came to an end. It expresses the duration of an action up to a certain point in the past.

The passives of both the tenses are not generally in use.

*Combine each of the following sets of sentences, using the present/perfect continuous tense.*

- a. They lived in Bombay for ten years. Then they came to Delhi in 1973.
- b. I was writing a book. Then I fell ill.
- c. We waited for twenty minutes. Then the train arrived.
- d. He studied politics for ten years. Then I met him.
- e. I was reading for two hours. Then the bell rang.
- f. I walked for ten minutes. Then I noticed that I had forgotten to put on my shirt.
- g. I slept for two hours this morning. Then the telephone rang.

### **3.9.2 GRAMMAR: ACTIVITY 3**

*Complete the following sentences with the correct form of the words given in the box. One word is extra.*

<b>Inherent   trigger   mutual   norm   abundant   inclination</b>
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- a. Chocolate may be.....romantic- scientists have found that it contains chemicals that cause you to feel like you are in love.
- b. However, chocolate, which may cause feelings of love in some people, can.....severe headaches for others.
- c. By giving a Valentine's Day gift, a person in love sometimes discovers that the love is.....and that their feelings are returned.
- d. According to a recent bizarre scientific study, women with large chin have a greater.....to cheat in relationships.
- e. Science tells us that a(n).....of certain chemicals in the brain causes the racing heart, blushing and sweaty hands of someone in love.

### **3.10 LISTENING ACTIVITY**

*Fill in the blanks/tick the correct answer while listening to the audio script.*

1. BSA receives financial support from the department of .....
2. And some .....Companies.
3. Examples of work are shown in the .....
4. BSA made .....last year.
5. Contact the .....office on 0188454545.
6. Complete the form, including history of company, details of requirements,.....
7. Meet one of the agency's.....
8. Write a plan, including all.....and.....
9. The final decision is taken by the .....
10. Successful applicants can expect to receive.....of the funding needed from the BSA.
11. Money will be paid in.....
12. Companies will need to produce a .....at the end of the year.
13. Why the Chief executive had to leave?
  - a. The company has been taken over.
  - b. The company's share price has fallen.
  - c. The company has changed its strategy.
14. What is Tania's opinion of the new chief executive?
  - a. He lacks the qualities necessary for the position.
  - b. His experience qualifies him for the job.
  - c. He will prove to be better than he seems.
15. What does the company intend to do?
  - a. Concentrate on a smaller range of furniture products
  - b. Diversify into non-furniture products
  - c. Expand by taking over some of its competitors

16. In Jerry and Tania's opinion, what should the company focus on in future?
  - a. Increasing the market share of its core products
  - b. Finding niche markets for its products
  - c. Differentiating its products from those of competitors
17. Tania's new area of responsibility is to manage
  - a. Division
  - b. Change
  - c. A brand
18. Jerry's fear about his new post is that
  - a. Some of his staff might not like him being the Bose.
  - b. He does not know enough about the field.
  - c. It will not be sufficiently demanding.
19. What do Tania and Jerry think about the proposed television advertising campaign?
  - a. It will focus on the wrong products.
  - b. The company cannot afford it.
  - c. The timing is wrong
20. Tania thinks that not enough money is being spent on
  - a. Salaries
  - b. Product development
  - c. The working environment

### **3.10.1 AUDIO SCRIPT:**



Listening Script\_Lesson 3.mp3

The business support agency or BSA is very proud of the part, we play in the development of business success. Today, I'll give you a bit of background on the agency and then outline the steps involved in applying for support. Okay, what we do basically is distribute financial support from our funds, which come from the central government Department of Education on the one hand and then that's is matched the amount fluctuates on a yearly basis by contributions from a

number of multinational companies, we then follow the procedures, I'll be outlining in a moment. Some examples of this work, if you're interested, can be seen in our annual report. Leave copies out for you to look at since we began, we've given out over 300 grants. we make 20 Awards, last year alone and expect that figure to rise to 25 next year, but we're not simply giving this money away. Our criteria are strict. So how do you apply? Well, there are four steps to making an application in the first place you should get in touch with our project Coordinating office. You can call them on. 0188454545 and express your interest. They'll then send you an application form, it's quite a lengthy document. I must warn you and you'll need to fill in information about the history of your company, outline, requirements, and include the predicted benefits that gives us the beginning of a picture and enables us to make an initial decision about whether to proceed any further. The third step would be having a meeting with one of our regional consultants, this involves talking through your ideas for developing. If you get the Grant and should help you to focus clearly on your exact needs and the fourth step is producing a four plan which needs to include all costs. And dates by this time, both sides will have a very clear picture. Now, all this obviously takes up quite some time and you need to think carefully about which Personnel within your organization are going to be available to put in the necessary work. Okay, well, that's then your role finished for the time being. Meanwhile, we continue to go through your plans in detail. Ultimately, whether or not you get a grant will be decided by our Central Committee. This consists of representatives from our funding bodies and a panel of experts for logistical reasons. They only meet every three months so it can take a while for you to hear from us. Now, assuming you are a successful and around. 80% of applications are the BSA will be looking to fund seventy percent of your overall requirement. That proportion is up from a maximum of 60 percent last year. The payment will be made in quarterly installments. This has proved to be the most generally useful method or round the last job for you will be coming up with a progress review, which you need to do at the end of the first year. And Mark, a b or c.

Yeah. What a meeting were you as surprised as I was Jerry? You bet I do, when the chairman called us to it, I thought it might be about the Takeover that there have been rumors about, but I didn't expect anything like the chief executive being forced out. It doesn't seem fair to blame him for the American project, not making much money when it hasn't had long. Going to establish itself, and I can't see why the board have decided to end it now. After all, they didn't seem worried. Earlier this year, when the markets panicked about it and our share price drop and fancy

Keith Barnes becoming chief executive. Did you know he joined as a trainee 30 years ago? Oh yes, he certainly knows the company but he's had very little time in positions that will help him as chief executive. I doubt if he's got what it takes to run a big company like this, if you ask me but German wanted to make an internal appointment and Keith was in the right place at the right time. Well we'll see how he turns out but I reckon he'll only keep the job for as long as the Chairman's behind him. Yeah, you're probably right. And what about these new plans? Keith talked about how it seems pretty risky to expand into areas where we've got no experience or expertise with this company has been making furniture for years and we ought to stick to what we're good at and maybe Expand through Acquisitions. Well, it might be a good idea. I know our market share is growing but the strategy still relies too much on low prices to attract customers with what we really need to do more is to make people want our beds and Furniture because they're special, not because they're cheap. You mean moving into Niche markets, what? I described it as staying in the mass Market, but standing out from the rest, right? Consumers are becoming more demanding these days after all exactly. What about you, Tanya? How do you feel about your new responsibilities? It's going to be quite a challenge. I reckon, I mean, sorting out the reorganization of the business into division. Sounds simple enough. But I suspect it'll produce plenty of headaches and with several Brands to deal with some of which cut across the divisions, it's going to be pretty complicated. I suspect, it'll be tough to finish it in the time up and given, oh, and of course. And, of course, congratulations on becoming export sales manager Jerry, thanks. You don't sound very enthusiastic. Do you want the job? Oh, yes. Yes. It's just the sort of challenge. I need something to get my teeth into and chance to use what I learned when I was in export sales before. But there are other people who've stayed in the department who might resent me. Going back into it over them. Well, surely if you work closely with them, they'll Eli's, you're all right. Yes, I'm sure I can do it. I just need to get things off on the right foot right from the beginning. So will you be involved in the TV advertising campaign? That keeps talked about hope not? It's all very well, promoting our cabinet furniture brands, but I think the money would be better. Spent on pushing bed sales, that's the side of the business. That needs more consumer awareness, right? I can see why they've picked this time to plan a campaign as advertising costs are relatively low at the moment, but I agree. They haven't got the plan, quite right? Actually, I'm not very happy about the way they've allocated money in general. You aren't going to turn down the pay rise. I know, I'm not that idealistic. And of course, it's right to spend money on new

products and Machinery, but we've been asking for ages for better facilities for the factory workers in particular. And it doesn't look as though much is being done for them.

### **3.11 READING: ACTIVITY 1**

Though romantic love may be universal, its cultural expression is not. To the Fulbe people of northern Cameroon, men who spend too much time with their wives are insulted and looked down on. Those who fall deeply in love are thought to have fallen under a dangerous spell. In India, marriages have traditionally been arranged, usually by the bride and groom's parents, but today love marriages appear to be on the rise, often in defiance of parents' wishes. The victory of romantic love is celebrated in bollywood films. However, most Indians still believe arranged marriages are more likely to succeed than love marriages. In one survey of Indian college students, 76 percent said they would marry someone with all the right qualities even if they were not in love with the person. Marriage is considered too important a step to leave to chance. According to one theory romantic love is rooted in experiences of physical closeness in childhood, for example how we felt in our mother's arms. These feelings of affection are written on our brain, and as adults our inclination is to find them again.

*Choose the right option for the following:*

1. Suitable title for the passage could be
  - a. Science can conquer passion
  - b. Right way to choose a mate
  - c. Why we fall in love
  - d. The case for arranged marriage
2. Cultural expression of love is same throughout the world. True / false
3. Love is a universal phenomenon. True / false
4. Love marriages are on rise because of bollywood films. True / false
5. Traditional arranged marriages were good. True / false/ cannot say
6. Most of the young generation wants to marry a person with right qualities. True / false
7. Marriage is not something very important in one's life. True / false / cannot say
8. Love and physical closeness are related. True / false / cannot say

- 9. Childhood feelings of affection are often repeated in adulthood. True / false/ cannot say
- 10. Love is an essential part of life. True / false / cannot say

**3.11.1 READING: ACTIVITY 2**

According to researchers, love may be caused by chemicals in the body. Serotonin is a powerful chemical in the brain and body that is connected with our moods, emotions, and desires. Serotonin level of people deeply in love is 40 % lower than normal people and the same is true for people with obsessive compulsive disorder (OCD). That means love and mental illness are not apart. Another chemical dopamine creates intense energy, exhilaration, focused attention and motivation to win rewards and pleasure which one gets from love. The relationships frequently break up after about four years because that is about how long it takes to raise a child through infancy. Passion, that wild feeling turns out to be practical after all. Decrease in passion is the norm. Relationships which go beyond the initial stage of passion have real chance of lasting. The chemical oxytocin which produces the hormone with the same name promotes mutual feelings of connection and bonding. It is produced by hugging each other. Through frequent physical contact, they can trigger the production of more oxytocin and in this way feel closer to each other.

*Fill in the blanks with suitable answers:*

- a. The chemical.....present in the brain is responsible for our emotional behavior.
- b. People in love have.....percent lower level of.....than normal people.
- c. OCD and romantic love are.....in nature and not very apart.
- d. Feeling of pleasure and rewards is created by secretion of.....chemical.
- e. Intense energy, exhilaration, focused attention and motivation are signs of.....
- f. The relationships become non-sustainable over the years because.....
- g. Connection and bonding are a result of .....chemical, which in turn is the result of.....
- h. Words like passion, obsession, infancy, exhilaration, secretion used in the passage can be substituted with.....

**3.12 SPEAKING: ACTIVITY 1**

*Give a mini-presentation on the following topics for two minutes each.*



- A. What is important when organizing a get together party?
- a. food
  - b. recreation activities
  - c. gifts
- B. What is important in organizing college fest?
- a. theme
  - b. seating arrangement
  - c. cultural events and music

### **3.12.1 SPEAKING: ACTIVITY 2**

*Discuss the following topic with your partner.*

Your college is organizing an international conference for two days. You both have been made the coordinators of this conference. Talk together for about two minutes and discuss the preparations you will be undertaking. Here are a few hints for you:

- venue
- no of participants
- travel arrangements
- a accommodation
- food
- entertainment
- sound system
- seating arrangement

### **3.13 WRITING: ACTIVITY 1**

*Write the history of your village / town in about 300 words. You should talk to your parents for doing this exercise.*

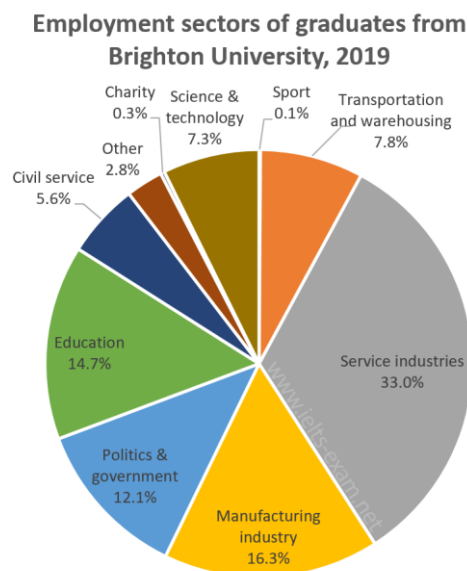
Here are some hints for you:

- historical village

- named after
- mixed population – religion, caste,
- nature of people
- occupation of people
- unique features – communal harmony, water harvesting system, natural gas system
- has given legendary figures
- participated in national movements / struggles
- self sufficient
- self designed cleanliness system
- progressive towards women’s education
- model village

### **3.13.1 WRITING: ACTIVITY 2**

The chart below shows the proportions of graduates from Brighton University in 2019 entering different employment sectors. Based on your analysis of the chart, summarize the given information by writing 150 words.



(Source: [https://www.ielts-exam.net/academic\\_writing\\_samples\\_task\\_1/1132/](https://www.ielts-exam.net/academic_writing_samples_task_1/1132/))

### **3.14 ANSWER KEYS**

#### **Listening Activity:**

1. Education
2. Multinational
3. Annual Report
4. 20 Awards/Grants
5. Project co-ordination/ing
6. The Predicted Benefits
7. Regional Consultants
8. Costs and dates
- 9.

Central Committee 10. 70% 11. Quarterly Installments 12. Progress Review/Report 13. C  
14. A 15. B 16. C 17. B 18. A 19. A 20. C

**Reading Activity 1:** 1. D, 2. False, 3. True, 4. False, 5. Cannot Say, 6. True, 7. False, 8. Cannot Say, 9. True, 10. Cannot Say

**Reading Activity 2:** A. Serotonin, B. 40 Serotonin, C. Similar, D. Dopamine, E. Romantic Deep Love, F. Passion turns into practical life full of day to day problems and responsibilities, G. Oxytocin, Physical Proximity, H. Strong Emotion, Phobia/Fixation, Babyhood, Excitement, Discharge/Release

### **3.15 CONCLUSION**

The chapter based on the theme of love seeks to establish the importance of love in human life. The reader is made to understand that love in life is like a catalyst, which coaxes and motivates one to move ahead and makes the journey of life smooth and enjoyable.

### **3.16 SUGGESTED READINGS AND REFERENCES:**

1. Bruce Rubin, *Inside Reading: The Academic Word List In Context (3)*, Oxford University Press, 2009
2. Kent Richmond, *Inside Reading: The Academic Word List In Context (4)*, Oxford University Press, 2009
3. Mindy Pasternak & Elisaveta Wrangell, *Well Read (3 &4)*, Oxford University Press, 2007
4. N. Krishnaswamy, *Modern English: A Book of Grammar, Usage and Composition*, Macmillan, 1975
5. Nancy Douglas, *Reading Explorer (3&4)*, HEINLE CENGAGE Learning, 2010
6. Raymond Murphy, *Murphy's English Grammar*, Cambridge University Press, 2004
7. *Teaching Speaking DVD Training Booklet*, British Council
8. *Testing Language & Literature (Block III & IV)*, PGDTE Notes, TEFLU, Hyderabad

# **CERTIFICATE COURSE IN EFFECTIVE BUSINESS AND SOCIAL COMMUNICATION**

## **CEBC 1: COMMUNICATION IN ENGLISH**

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### **UNIT – 4: AFTER BLENHEIM**

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#### **STRUCTURE:**

##### **4.0 AIMS & OBJECTIVES**

##### **4.1 TEXT OF THE POEM**

##### **4.2 GLOSSARY**

##### **4.3 ABOUT THE AUTHOR**

##### **4.4 BRIEF NOTE ON THE THEME**

##### **4.5 SUMMARY OF THE POEM**

##### **4.6 CRITICAL APPRAISAL**

##### **4.7 EXPLANATION OF THE POEM**

##### **4.8 EXERCISES**

###### **4.8.1 VOCABULARY: ACTIVITY 1**

###### **4.8.2 VOCABULARY: ACTIVITY 2**

###### **4.8.3 VOCABULARY: ACTIVITY 3**

##### **4.9 GRAMMAR: ACTIVITY 1**

###### **4.9.1 GRAMMAR: ACTIVITY 2**

###### **4.9.2 GRAMMAR: ACTIVITY 3**

##### **4.10 LISTENING ACTIVITY**

###### **4.10.1 AUDIO SCRIPT**

##### **4.11 READING: ACTIVITY 1**

###### **4.11.1 READING: ACTIVITY 2**

##### **4.12 SPEAKING: ACTIVITY 1**

###### **4.12.1 SPEAKING: ACTIVITY 2**

##### **4.13 WRITING: ACTIVITY 1**

###### **4.13.1 WRITING: ACTIVITY 2**

##### **4.14 ANSWER KEYS: LISTENING ACTIVITY, READING ACTIVITY 1, READING ACTIVITY 2**

##### **4.15 CONCLUSION**

##### **4.16 SUGGESTED READING AND REFERENCES**

#### **4.0 AIM & OBJECTIVES:**

The Unit is based on the theme of ‘War’. The broader aim of the unit is to acquaint the learners with representation of war in literature and enable them to appreciate the fact that war and its consequences have always brought disharmony and difficulties for humanity. The activities given in the exercises section of the unit are designed by integrating the theme of war so that the

learners could draw examples from effects of wars and fights in the past. The activities include vocabulary, grammar, reading, listening, speaking and writing with the following objectives in mind:

- to improve learners' communicative competence
- to enable learners acquire linguistic (grammatical) competence
- to enable learners in becoming effective users of English in context
- to foster taste for creative writing
- to facilitate learners in practicing critical thinking by engaging with *realia*

#### **4.1 TEXT OF THE POEM**

### **After Blenheim**

**Robert Southey (1774-1843)**

It was a summer evening,  
Old Kaspar's work was done,  
And he before his **cottage** door  
Was sitting in the sun,  
And by him **sported** on the green  
His little grandchild Wilhelmine.

She saw her brother Peterkin  
Roll something large and round,  
Which he beside the **rivulet**  
In playing there had found;  
He came to ask what he had found,  
That was so large, and smooth, and round.

Old Kaspar took it from the boy,  
Who stood **expectant** by;  
And then the old man shook his head,  
And, with a natural **sigh**,  
"Tis some poor fellow's **skull**," said he,  
"Who fell in the great victory.

"I find them in the garden,  
For there's many here about;  
And often when I go to **plough**,  
The **ploughshare** turns them out!  
For many thousand men," said he,  
"Were **slain** in that great victory."

"Now tell us what 'twas all about,"  
Young Peterkin, he cries;  
And little Wilhelmine looks up  
With **wonder-waiting** eyes;  
"Now tell us all about the war,  
And what they fought each other for."

"It was the English," Kaspar cried,  
"Who put the French to **rout**;  
But what they fought each other for,  
I could not well make out;  
But everybody said," quoth he,  
"That 'twas a famous victory."

"My father lived at Blenheim then,  
Yon little **stream** hard by;  
They burnt his **dwelling** to the ground,  
And he was forced to fly;  
So with his wife and child he fled,  
Nor had he where to rest his head."

"With fire and sword the country round  
Was wasted far and wide,  
And many a **childing** mother then,  
And new-born baby died;  
But things like that, you know, must be  
At every famous victory."

"They say it was a shocking sight  
After the field was won;  
For many thousand bodies here  
Lay **rotting** in the sun;  
But things like that, you know, must be  
After a famous victory."

"Great praise the Duke of Marlbro' won,  
And our good Prince Eugene."  
"Why, 'twas a very **wicked** thing!"  
Said little Wilhelmine.  
"Nay... nay... my little girl," quoth he,  
"It was a famous victory."

"And everybody praised the **Duke**  
Who this great fight did win."  
"But what good came of it at last?"  
Quoth little Peterkin.

"Why that I cannot tell," said he,  
"But 'twas a famous victory."

(Source: <https://www.poetryfoundation.org/poems/45178/the-battle-of-blenheim>)

#### **4.2 GLOSSARY:**

<b>Cottage:</b>	tiny house, lodging, ranch, hut, home
<b>Sported:</b>	display, wear, don, exhibit, show
<b>Rivulet:</b>	small river, surge, current, creek, watercourse
<b>Sigh:</b>	breath out heavily, moan, sob, groan, gasp
<b>Skull:</b>	brain, scalp, vertex, head, mind
<b>Plough:</b>	cultivate land, farm, prepare, dig, sow
<b>Slain:</b>	slaughtered, dead, killed, assassinated, murdered
<b>Wonder:</b>	amazement, admiration, shock, veneration, fear
<b>Rout:</b>	overwhelming defeat, disaster, thrashing, debacle, ruin
<b>Stream:</b>	small river, tide, spate, tributary, brook
<b>Dwelling:</b>	home, residence, habitat, house, residency
<b>Childing:</b>	child bearing, pregnant, expectant, fertile, expecting
<b>Rotting:</b>	crumbling, decaying, decomposing, disintegrating, rotten
<b>Wicked:</b>	corrupt, bad, naughty, wayward, evil
<b>Duke:</b>	member of royal family, aristocrat, count, gentleman, lord

#### **4.3 ABOUT THE AUTHOR:**



**(1774-1843)**

Robert Southey (1774-1843) was born in Bristol, England and educated at Westminster School and Oxford University. He was made Poet Laureate in 1813 and is known as one of the 'Lake Poets' (poets who lived in Lake District of England), together with William Wordsworth and S.T. Coleridge. Though, primarily a prose writer, Southey's poetry was much admired by his contemporaries such as Walter Scott and Lord Byron and his shorter poems like *The Battle of Blenheim* and *The Inchcape Rock* are best remembered. He admired the concepts of nation and patriotism.

#### **4.4 BRIEF NOTE ON THE THEME:**

War has been one of the important themes reflected through genres (types) of literature. War has been symbolic of bravery but of cruelty against humanity also. The writers and poets in world literature have always stood against the war and criticized its aftermath (impact) and resultant consequences. The famous examples of Hiroshima Nagasaki nuclear bomb explosion and Kalinga war are a testimony (evidence) to the fact that politically, war may be a necessity but it has always been portrayed as an avoidable inhuman act of cruelty of man against man. The famous ancient India king Ashoka converted himself to Buddhism after his resounding (powerful) victory at the battle of Kalinga. Seeing huge loss of life and aftereffects of war, Ashoka was moved and gave his principles of life and anti-war thoughts through the edicts (directives) and renounced (rejected) the kingship as repentance (regret) for the crimes committed during the Kalinga war. Hence, the theme of war has always been used in literature to speak out anti-war sentiments.

#### **4.5 SUMMARY OF THE POEM:**

*After Blenheim* is an anti-war poem narrating the conversation of a grandfather Old Kaspar with his grandchildren Peterkin and Wilhelmine. The poem is situated in the Battle of Blenheim (1704) in which the Duke of Marlborough defeated the French. Though the grandfather narrates the agony (pain) of burned homes, civilian casualties, and rotting (decaying) corpses (dead bodies), but calls war 'a famous victory'. The poem depicts the pain and suffering of war experienced by common people who are gullible (innocent) and ignorant of the real reasons for the war to take place. The grandfather admits in the poem that he himself has never understood the reasons for war to take place. The poem is autobiographical in nature as well



because Old Kasper's father lived in Blenheim and had to flee (go away/ leave) the place because of war. The poem describes the pathetic (inhuman/ miserable) condition of women and their children, which in fact is the story of Kasper's own mother. Seeing thousands of dead bodies strewn (scattered) all around does not move Kasper, rather he puts it as the cost of war and terms it as 'famous victory'.

**4.6 CRITICAL APPRAISAL:**

Though the poem is an anti-war poem, the poet Robert Southey does not subscribe to the philosophy of 'no war or war as evil act'. Since he is a great supporter of nation and patriotism, war to Southey is a sign of prestige and identity. He celebrated the victory of England at the battle of Blenheim and dedicated it to the British forces. Southey's love for nation and patriotism is in fact manifested through his support for war. However, the poem criticizes the act of war and portrays it as cruelty of man against man. It is an act of crime against humanity and should be avoided at all costs. The narrator in the poem like great Indian king Ashoka realizes the aftereffects of war and does not understand the motives behind war. Sarcastically, the 'famous victory at war' phrase is used in the poem repeatedly to convey the moot point that victory at the cost of huge loss of life cannot be famous and worth remembrance. In fact, such a victory will be our greatest defeat in terms of calling ourselves human beings. The poem is an apt example of anti-war voice voiced through literature.

**4.7 EXPLANATION OF THE POEM:**

<p>It was a summer evening,          Old Kaspar's work was done,          And he before his <b>cottage</b> door          Was sitting in the sun,          And by him <b>sported</b> on the green          His little grandchild Wilhelmine.</p>	<p>After the day's work the grandfather Old Kasper is sitting in the sun in front of his house and his granddaughter Wilhelmine is playing in the lawn</p>
<p>She saw her brother Peterkin          Roll something large and round,          Which he beside the <b>rivulet</b>          In playing there had found;          He came to ask what he had found,</p>	<p>The grand son Peterkin discovered a round and large object near the small river and shows it to his grandfather</p>

<p>That was so large, and smooth, and round.</p>	
<p>Old Kaspar took it from the boy,  Who stood <b>expectant</b> by;  And then the old man shook his head,  And, with a natural <b>sigh</b>,  "'Tis some poor fellow's <b>skull</b>," said he,  "Who fell in the great victory.</p>	<p>Kasper took the object from Peterkin and looked at it carefully and said it is the skull of a poor man (soldier) who must have died in the battle</p>
<p>"I find them in the garden,  For there's many here about;  And often when I go to <b>plough</b>,  The <b>ploughshare</b> turns them out!  For many thousand men," said he,  "Were <b>slain</b> in that great victory."</p>	<p>The grandfather informs that he has discovered many such skulls during ploughing because thousands of soldiers and men were killed in the war</p>
<p>"Now tell us what 'twas all about,"  Young Peterkin, he cries;  And little Wilhelmine looks up  With <b>wonder-waiting</b> eyes;  "Now tell us all about the war,  And what they fought each other for."</p>	<p>Listening to this , Peterkin and Wilhelmine want to know with surprise in their eyes about the war and its reasons</p>
<p>"It was the English," Kaspar cried,  "Who put the French to <b>rout</b>;  But what they fought each other for,  I could not well make out;  But everybody said," quoth he,  "That 'twas a famous victory.</p>	<p>Kasper told them that French were defeated by the Britishers in the war. However, he could not tell the reason for the war to take place, but everybody celebrated this war as a famous victory</p>
<p>"My father lived at Blenheim then,  Yon little <b>stream</b> hard by;  They burnt his <b>dwelling</b> to the ground,  And he was forced to fly;  So with his wife and child he fled,  Nor had he where to rest his head.</p>	<p>Kasper says that his father who lived in Blenheim along with his wife and child had to leave his place for an unknown destination</p>

<p>"With fire and sword the country round Was wasted far and wide, And many a <b>childing</b> mother then, And new-born baby died; But things like that, you know, must be At every famous victory.</p>	<p>The war caused huge devastation throughout the country; many mothers with children died. But Kasper says any great victory demands such sacrifices</p>
<p>"They say it was a shocking sight After the field was won; For many thousand bodies here Lay <b>rotting</b> in the sun; But things like that, you know, must be After a famous victory.</p>	<p>Kasper told that it was a terrible sight after the war was over, thousands of bodies were scattered here and there. Again, Kasper says that but great victories demands such scenes and sacrifices</p>
<p>"Great praise the Duke of Marlbro' won, And our good Prince Eugene." "Why, 'twas a very <b>wicked</b> thing!" Said little Wilhelmine. "Nay... nay... my little girl," quoth he, "It was a famous victory.</p>	<p>The British king got huge praise from the public; the granddaughter asks but why the king was praised, Kasper consoles the child again by saying it was a great victory</p>
<p>"And everybody praised the <b>Duke</b> Who this great fight did win." "But what good came of it at last?" Quoth little Peterkin. "Why that I cannot tell," said he, "But 'twas a famous victory."</p>	<p>The Duke was praised by all; but the question is what was achieved out of this so called great victory. Kasper says he cannot tell the achievement but certainly it was a famous victory</p>

## **4.8 EXERCISES**

### **4.8.1 VOCABULARY: ACTIVITY 1**

*Write the antonyms of aforementioned difficult words used in the poem. You may use a dictionary for the exercise.*

**4.8.2 VOCABULARY: ACTIVITY 2**

*In a small group, discuss possible symbolic meanings that each word or phrase could have in a poem or song. In your answer, practice using the words **denote, symbolize, stand for, signify, or represent.***

Example:

- 1. a rose:  
a rose is a kind of flower that symbolizes passion and love.
- 2. autumn leaves:  
.....
- 3. a raven:  
.....
- 4. a deep, cold lake:  
.....
- 5. a bright yellow tulip:  
.....
- 6. a single wolf hunting in winter:  
.....
- 7. a distant mountain:  
.....

**4.8.3 VOCABULARY: ACTIVITY 3**

*Match the words from the box given in Reading Activity 2 with the correct definitions given below.*

- 1. To succeed in encouraging people to take action.....
- 2. Not likely to change or come to an end soon.....
- 3. Extremely sad.....
- 4. A building where people go to receive medical treatment.....
- 5. The dividing line between two countries.....
- 6. Make someone believe that something is true.....

### **4.9 GRAMMAR: ACTIVITY 1**

Listen to the schedule of the President's visit to Hyderabad:

Arrival at the Hyderabad Airport	1230 p.m.
Arrival at the Rashtrapati Bhavan	0130 p.m.
Departure from Rashtrapati Bhavan to Hyderabad University	0300 p.m.
Convocation Ceremony at Hyderabad University	0400 p.m.
Departure to Governor's Residence	0600 p.m.
Meeting with the Governor Followed by Dinner	0700 p.m.
Departure to the Airport	0900 p.m.

*Now complete the following text:*

His Excellency, the President..... at the Hyderabad airport.....1230 p.m. He..... Rashtrapati Bhavan.....0130 p.m. He..... for the convocation.....Hyderabad University.....0300p.m. He..... over the convocation ceremony.....0400 p.m. from there he..... a meeting.....the Governor at 0600 p.m. He.....the Governor's residence for the airport.....0900 p.m.

### **4.9.1 GRAMMAR: ACTIVITY 2**

**Paragraph:** A good paragraph is a group of sentences that explain or develop one central topic. First of all decide on the topic of a paragraph and then write a sentence that states the topic of the paragraph. The topic sentence could be just an opinion or a general statement. Opinions and general statements are by themselves not convincing; readers may ask for the reasons. So we have to back up the topic sentence with examples, facts, reasons etc. plan a paragraph through its outline by jotting down key words, phrases or sentences and then putting the sentences in order by sticking to the topic.

*Answer the following questions and arrange your answers in the form of a paragraph:*

- a. When do you get up in the morning?

.....

- b. What time do you eat breakfast every morning?  
.....
- c. What time do you go to college?  
.....
- d. What time do you begin work?  
.....
- e. What time do you lunch?  
.....
- f. What time do you finish your work?  
.....
- g. What time do you come home every night?  
.....
- h. What time do you have dinner every night?  
.....
- i. What time do you go to bed?  
.....

**4.9.2 GRAMMAR: ACTIVITY 3**

**Articles:** The forms ‘the, a, an’ are called articles. ‘a’ and ‘an’ are called indefinite articles and ‘the’ is called definite article. In the broad sense they may be called as adjectives. Indefinite article is used before a singular countable noun and use of a or an depends on the spoken form of the following word and not on the written form. ‘a’ is used before a word beginning with consonant sound and ‘an’ is used before a word beginning with a vowel sound. Definite article ‘the’ generally specifies and identifies. It answers the question which one.

*Complete the following paragraph with suitable articles.*

Gandhi had four interviews with.....lieutenant Governor who, as.....result appointed.....official commission of inquiry into.....indigo sharecroppers’ situation. ....commission consisted of landlords, government officials, and Gandhi as.....sole representative of peasants.

#### **4.10 LISTENING ACTIVITY**

*Fill in the given blanks with appropriate word (s) or figure or tick the correct answer.*

1. UAE is commercially important because of its .....
2. Acts as distribution centre for .....
3. UAE legal system has changed through simplification of .....
4. Usually very well informed about .....
5. Dislike.....concerning delivery and performance of goods.
6. Demand high standards of .....service.
7. People expect a .....in the UAE.
8. Recommended first step: attend a .....
9. Most exporters begin by selling direct to .....in the UAE.
10. To supply a government organization you need a .....
11. The problem with a joint venture is that it is an.....
12. You need 5 years' experience before you open a .....in the UAE.
13. Having interviewed all the candidates, Kevin says it's difficult to
  - a. Remember particular individuals.
  - b. Maintain objective standards about them.
  - c. Relate them to their CVs.
14. Kevin and Juliet agree that Michael White is unsuitable because the
  - a. Has changed his job so often.
  - b. Doesn't have the right qualifications.
  - c. Showed the wrong attitude in the interview.
15. Juliet says the psychological profile test is useful for showing how people was
  - a. Respond to working in teams.
  - b. React to tight deadlines.
  - c. Develop as managers.

16. Why does Kevin think the case study exercise is a reliable test?
  - a. It puts candidates in a realistic situation.
  - b. It shows what priorities candidates have.
  - c. It requires candidates to think quickly.
17. The most important aspect of the job that the candidates have been interviewed for is
  - a. Setting up a new department.
  - b. Coordinating different projects.
  - c. Implementing policy changes.
18. Kevin and Juliet wanted the Development Management to be present because he
  - a. Needs more experience at interviewing.
  - b. Will be working with the successful candidate.
  - c. Was the person who wrote the job description.
19. The deciding factor in choosing Elaine Harris for the job is her
  - a. Attitude to work.
  - b. Knowledge of business.
  - c. Specialized experience.
20. What does Juliet think is most difficult about interviewing candidates?
  - a. Remaining enthusiastic throughout the process
  - b. Having to think about different things at the same time.
  - c. Weighing up the consequences of her decisions.

#### **4.10.1 AUDIO SCRIPT:**



Listening Script\_Lesson 4.mp3

Welcome, ladies and gentlemen, to the fourth, in our series of brief country profiles for companies who are thinking of extending their trading activities into new areas,



Our chosen country this afternoon is the United Arab Emirates or UAE. Now in geographical terms, It's relatively small. But what makes it very significant in commercial terms is its high purchasing power. The two most important cities from a commercial point of view. At least our Dubai city and Abu Dhabi City. Particularly the former it's important to remember that the UAE has always been a distribution center through which Goods pass to neighboring countries.

Another point is that in recent years, the UAE government has made the legal framework much more user-friendly by simplifying commercial law. What are they like, as people to trade with what are they looking for? From you? The potential exporter, firstly, UAE customers are very knowledgeable about the latest trends. They're not interested in last year's Fashions or products. They're only interested in the most up-to-date high quality products at a keen price.

Like everyone else. They don't like unreliability weather in terms of getting the goods there when you promised them or the performance of the product itself above all, however they insist on your meeting, their high expectations regarding after sales service and being a small Market geographically, speaking. This is my intent to know each other. So once you do a good job for One customer, then the news travels fast around the UAE and yours soon be getting orders from other agencies or whatever because they've heard about you, but be want it also And it also works the other way.

Another point to bear in mind. That's true of nearly all markets. But believe me, it is particularly true of the UAE. Don't imagine mailshots or emails are going to produce good results. Local business people don't just prefer a personal visit, they insist on it. It's the only approach possible now how to get started. So what are the various ways of selling goods and services in the UAE what I would recommend to make your first contacts is attending a Trade Fair. One of the many held in Dubai having made your context. There are various options. Open to you. The most popular way to start is with direct sales to local contractors. This method is fine for one-off deals or where you just want to try things out. On the other hand, if you're thinking of supplying goods or services to a government body. Then you've got to have a local agent. Lastly, there's the branch office option or the possibility of going into a joint venture with a local partner. It's always an expensive option and the UAE is no exception in this in general I would advise exporters to gain at least five years experience, in the case of the UAE before opening a branch

office there. Although, of course, there could be exceptions to this. Now, as far as, import Documentation is concerned.

Now, listen and Mark a b or c.

I'm exhausted too. So tiring, isn't it Kevin? Yeah, concentrating for that long. Well, we still have to decide who to choose for the job while it's still fresh in our minds, such a responsibility, isn't it? I mean, even just remembering who's who after seeing so many. 12 in a day is a lot but I can still picture them. What were their application form and CVS with the photos to remind us. The real problem for me is, I feel I end up comparing them to each other. That's only natural. Yeah, but we should be relating them to the criteria we've established. I mean, keeping to that system of judging their suitability and not letting our personal opinions, get in the way. not just saying, oh, he was better than him. Yeah. Well by any measurement, I thought Michael White was hopeless quite. So he was eager to please and he did say some intelligent things, but you just can't trust someone who's not held on the same position for more than a year at the most now. Absolutely, despite his list of qualifications, definitely not. No, that's why. I think the test the personality profile. Psychology one is so helpful. It shows up that kind of thing. The attitudes to management structures. Well, I was thinking more of how it highlights attitudes shows the reactions to the Dynamics of operating in groups. I have to say, I'm more convinced by the case study because it shows the candidates in real life situation, I was thinking of the insights. It gives you into what they think is most important. The values. They attach to things because they've got time to work it, through logically nurse and I think it's vital given what the job.

Solves what's crucial for the position is the way he or she whoever it is is going to handle applying developments from head office, New approaches significant, alterations in direction of strategy that are going to Define shape, how the company develops over the next few years because the IT department will take responsibility for the technology side of things. But it's a question of following one project through all its stages, isn't it? Yes, I do wish David. Which David? David James development. Ah, now he's a good manager. Yes. And that's why we should have had him here. Absolutely, he's so good at interviewing. I've never seen him. Conducting one actually, but he wouldn't have much direct contact with the new person. No. But he did come up with the specifications for the Post. Yeah. And so, his input would have been useful, right? Anyway, he wasn't. So, it's up to us.

Us personally I'd go for Elaine Harris. Me too though. Her track records a little short and she does lack some of the wider knowledge. I'd like to have seen but she's clearly a quick learner. That's the thing, isn't it? Her approach just seems right very can do. So that's it. Yeah I'm stressed out. Well if we've got it wrong, imagine what it would cost in the end. That's it, Yeah, I'm stressed out. Well, if we've got it wrong, imagine what it would cost in the end that's life. But I just find it so hard that process of holding all the various factors in my head, simultaneously balancing fitting it all together in my mind. Well, I'll send David an email tomorrow morning. I mean early so I can do it first thing and then Assuming he's in agreement,

#### **4.11 READING: ACTIVITY 1**

She was one of the world's most famous faces, and yet no one knew who she was. Her image taken by McCurry appeared on the front of magazines, books and posters, but she did not know it. After searching for nearly two decades, national geographic once again found the afghan girl with the unforgettable green eyes. Her name is Sharbat Gula. In the winter of 1984, when Gula was just a child, bombs exploded in her village, killing her parents. She, her grandmother, brother and sisters fled in terror across dangerous mountain roads to Pakistan. Once there, they stayed in various refugee camps along the border of the two countries, living in crowded surroundings at the mercy of the other people. Gula had married at the age of 16. In the mid 1990s during a pause in the fighting in Afghanistan, she and her husband returned home, however the couple's life remained difficult and unstable. Her husband had to travel to Pakistan for work, but he became very ill. One of her daughters died as a baby. Gula is very less educated herself but wants her daughters to study. Today, Gula and her story are once again mobilizing people to help, by inspiring people to assist in the development and delivery of educational opportunities for young afghan women and girls. She is helping us by drawing attention to the lives of afghan women and girls.

*Put the events below in order from 1-9 and then retell Gula's story to your partner.*

- a. She married at the age of 16.
- b. Her husband travelled to Pakisratn for work.
- c. She returned to Afghanistan.

- d. Her parents were killed.
- e. One of her daughters died as a baby.
- f. She was photographed by McCurry.
- g. She learned from him how her picture has inspired people to help refugees
- h. She and her family fled to a refugee camp in Pakistan.
- i. Her husband became seriously ill.

**4.11.1 READING: ACTIVITY 2**

*John Dau was one of thousands of young African males caught in Sudan’s civil war. Following is the story of his survival. Complete the information with words from the box. Two words are extra.*

border   clinic   convince   explosion   mercy   mobilize   stable   terror   tragic  
wages

One night in 1987, 13 year old John Dau was woken from his sleep by the sound of loud 1. ....close by his family’s hut. Outside he saw people running in 2.....from armed soldiers. He could hear bullets, zzzing zzzing, whistling past us. He can still hear that sound. As his village burned Dau joined thousand of other boys, now known as the “lost boys of Sudan” who escaped the war on foot. Together they faced wild animals, disease, and hunger often depending on the 3.....of villagers who offered them food. Fewer than half of the children completed the journey and crossed the4.....into Ethiopia. Some years later, day found his way to Kenya, where he began rebuilding his life. In 2001, Dau reached new York with the help of an origination and used his 5.....to cover the cost of studying at university.dau had since established the American care for Sudan foundation, which has helped to build a health 6.....in southern Sudan. Dau remains hopeful and is 7.....that one day his country will become8.....and peaceful again.

**4.12 SPEAKING: ACTIVITY 1**

*Discuss the following topics with your partner for at least 03 minutes.*

**A. What is important when talking on a telephone?**

- a. audible voice
- b. polite manners

c. to the point with clarity

**B. What is important when preparing for admission in a military college?**

- a. aptitude
- b. know-how of military life
- c. career progression in military

**4.12.1 SPEAKING: ACTIVITY 2**

*Pronounce the words in the box. You may take help of your partner or use a printed / digital dictionary.*

Combat	Opportunity	Tomb	Content (Verb)	Content (Noun)	Brochure	Indict
Aisle	Bath (Noun)	Bathe (Verb)	Director	Schedule	Hearth	Wreath Wreathe
Peon	University	lieutenant	Wednesday	Combatant	Plumber	Technology Suite
Question						

**4.13 WRITING: ACTIVITY 1**

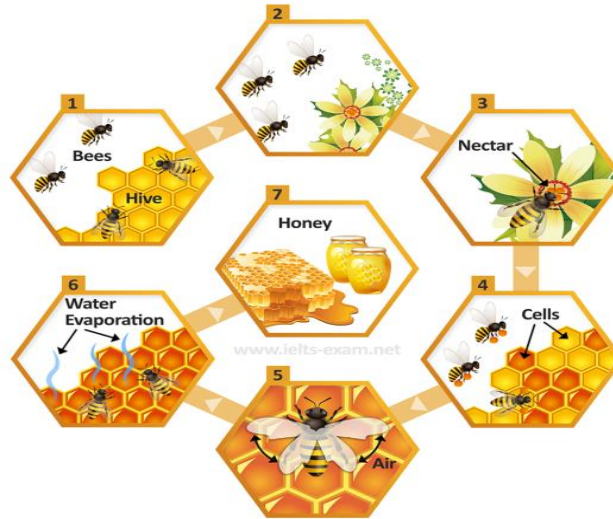
You and your family are living in rented accommodation in an English speaking country. You are not satisfied with the condition of some of the furniture.

*Write a letter in 150 words to your landlord. In your letter*

- introduce yourself
- explain what is wrong with the furniture
- say what action you would like the landlord to take

**4.13.1 WRITING: ACTIVITY 2**

The following diagram illustrates how the bees produce honey. Understand the diagram and write the process of honey production in about 150 words.



(Source: [https://www.ielts-exam.net/academic\\_writing\\_samples\\_task\\_1/1124/](https://www.ielts-exam.net/academic_writing_samples_task_1/1124/))

#### **4.14 ANSWER KEYS:**

##### **Listening Activity:**

1. High Purchasing Power 2. Neighboring Countries 3. Commercial Law 4. The Latest Trends 5. Unreliability 6. After (-) Sales 7. Personal Visit 8. Trade Fair 9. Local Contractors 10. Local Agent 11. Expensive Option 12. Branch Office 13. B 14. A 15. A. 16. B 17. C 18. C 19. A 20. B

**Reading Activity 1:** f,d,h,a,c,b,I,e,g

**Reading Activity 2:** 1. Explosion, 2.Terror, 3.Mercy, 4.Border, 5.Wages, 6. Clinic, 7. Convinced, 8. Stable

#### **4.15 CONCLUSION**

The chapter by discussing the merits and demerits of war finally conveys the fact that so called victory in war is in fact defeat of humanity. Loss of human life being the inevitable part of war, it can never be justified an act of bravery or righteousness.

#### **4.16 SUGGESTED READINGS AND REFERENCES:**

1. Bruce Rubin, *Inside Reading: The Academic Word List In Context* (3), Oxford University Press, 2009

2. Kent Richmond, *Inside Reading: The Academic Word List In Context (4)*, Oxford University Press, 2009
3. Mindy Pasternak & Elisaveta Wrangell, *Well Read (3 &4)*, Oxford University Press, 2007
4. N. Krishnaswamy, *Modern English: A Book of Grammar, Usage and Composition*, Macmillan, 1975
5. Nancy Douglas, *Reading Explorer (3&4)*, HEINLE CENGAGE Learning, 2010
6. Raymond Murphy, *Murphy's English Grammar*, Cambridge University Press, 2004
7. *Teaching Speaking DVD Training Booklet*, British Council
8. *Testing Language & Literature (Block III & IV)*, PGDTE Notes, TEFLU, Hyderabad

# **CERTIFICATE COURSE IN EFFECTIVE BUSINESS AND SOCIAL COMMUNICATION**

## **CEBC 1: COMMUNICATION IN ENGLISH**

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### **UNIT – 5: GRIEF**

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#### **STRUCTURE:**

**5.0 AIMS & OBJECTIVES**

**5.1 TEXT OF THE STORY**

**5.2 CHARACTERS**

**5.3 ABOUT THE AUTHOR**

**5.4 BRIEF NOTE ON THE THEME**

**5.5 SUMMARY OF THE STORY**

**5.6 EXERCISES**

**5.6.1 VOCABULARY: ACTIVITY 1**

**5.6.2 VOCABULARY: ACTIVITY 2**

**5.7 GRAMMAR: ACTIVITY 1**

**5.7.1 GRAMMAR: ACTIVITY 2**

**5.8 LISTENING ACTIVITY**

**5.8.1 AUDIO SCRIPT**

**5.9 READING: ACTIVITY 1**

**5.9.1 READING: ACTIVITY 2**

**5.10 SPEAKING: ACTIVITY 1**

**5.10.1 SPEAKING: ACTIVITY 2**

**5.11 WRITING: ACTIVITY 1**

**5.11.1 WRITING: ACTIVITY 2**

**5.12 ANSWER KEYS: LISTENING ACTIVITY, READING ACTIVITY 1**

**5.13 CONCLUSION**

**5.14 SUGGESTED READING AND REFERENCES**

#### **5.0 AIM & OBJECTIVES:**

The Unit is based on the theme of ‘People and Relationships’. The aim of the unit is to sensitize the learners about human behavior and relationships we construct. Literature has always reflected on these two aspects of human life and in fact has discussed the evolving nature of human behavior and human relationships. The activities given in the exercises section of the unit



are designed by integrating the theme of the Unit. The activities include vocabulary, grammar, reading, listening, speaking and writing with the following objectives in mind:

- to improve learners' communicative competence
- to enable learners acquire linguistic (grammatical) competence
- to enable learners in becoming effective users of English in context
- to foster taste for creative writing
- to facilitate learners in practicing critical thinking by engaging with *realia*

## 5.1 TEXT OF THE STORY

### Grief

Anton Chekov (1860-1904)

The **turner** (who turns wood on a machine), Grigory Petrov, who had been known for years past as a **splendid (impressive) craftsman (artisan, skilled)**, and at the same time as the most senseless **peasant (farmer)** in the Galtchinskoy district, was taking his old woman to the hospital. He had to drive over twenty miles, and it was an **awful (very bad)** road. A government post driver could hardly have **coped (manage)** with it, much less an incompetent **sluggard** (lazy person) like Grigory. A cutting cold wind was blowing straight in his face. Clouds of **snowflakes** (snow crystals) were **whirling (rotating)** round and round in all directions, so that one could not tell whether the snow was falling from the sky or rising from the earth. The fields, the telegraph posts, and the forest could not be seen for the **fog (heavy mist/smoke)** of snow. And when a particularly violent **gust (rush)** of wind **swooped (dived)** down on Grigory, even the **yoke (equipment of bondage)** above the horse's head could not be seen. The **wretched (terrible), feeble (not strong)** little **nag (to bother) crawled (wriggle/ move)** slowly along. It took all its strength to drag its legs out of the snow and to **tug (quick pull)** with its head. The turner was in a hurry. He kept restlessly **hopping (jump on one leg)** up and down on the front seat and **lashing (hitting/ beating)** the horse's back.

"Don't cry, Matryona, ..." he **muttered (grumble/mumble)**. "Have a little patience. Please God we shall reach the hospital, and in a **trice (instant)** it will be the right thing for you ... Pavel Ivanitch will give you some little drops, or tell them to bleed you; or maybe his honor will be

pleased to rub you with some sort of spirit -- it'll ... draw it out of your side. Pavel Ivanitch will do his best. He will shout and stamp about, but he will do his best ... He is a nice gentleman, **affable (friendly)**, God give him health! As soon as we get there he will **dart** (go out/ dash) out of his room and will begin calling me names. 'How? Why so?' he will cry. 'Why did you not come at the right time? I am not a dog to be hanging about waiting on you devils all day. Why did you not come in the morning? Go away! Get out of my sight. Come again to-morrow.' And I shall say: 'Mr. Doctor! Pavel Ivanitch! Your honor!' Get on, do! **Plague (disease)** take you, you devil! Get on!"

The turner lashed his nag, and without looking at the old woman went on muttering to himself: "Your honor! It's true as before God ... Here's the Cross for you, I set off almost before it was light. How could I be here in time if the Lord ... The Mother of God ... is **wroth (angry)**, and has sent such a snowstorm? Kindly look for yourself ... Even a first-rate horse could not do it, while mine -- you can see for yourself -- is not a horse but a disgrace.' And Pavel Ivanitch will **frown** (gloom / sulk) and shout: 'We know you! You always find some excuse! Especially you, Grishka; I know you of old! I'll be bound you have stopped at half a dozen **taverns (bars)**!' And I shall say: 'Your honor! am I a criminal or a **heathen (not believing in God/ infidel)** ? My old woman is giving up her soul to God, she is dying, and am I going to run from tavern to tavern! What an idea, upon my word! Plague take them, the taverns!' Then Pavel Ivanitch will order you to be taken into the hospital, and I shall fall at his feet ... 'Pavel Ivanitch! Your honor, we thank you most humbly! Forgive us fools and **anathemas (hateful/ enemies)**, don't be hard on us peasants! We deserve a good kicking, while you graciously put yourself out and mess your feet in the snow!' And Pavel Ivanitch will give me a look as though he would like to hit me, and will say: 'You'd much better not be **swilling (trash/ rubbish)** vodka, you fool, but taking pity on your old woman instead of falling at my feet. You want a thrashing!' 'You are right there -- a thrashing, Pavel Ivanitch, strike me God! But how can we help bowing down at your feet if you are our **benefactor (patron/ donor)**, and a real father to us? Your honor! I give you my word, ... here as before God, ... you may spit in my face if I **deceive (to cheat)** you: as soon as my Matryona, this same here, is well again and restored to her natural condition, I'll make anything for your honor that you would like to order! A cigarette-case, if you like, of the best birchwood, ... balls for **croquet, skittles (candlepins/bowls)** of the most foreign pattern I can turn ... I will make anything for you! I won't take a **farthing** from you. In Moscow they would charge you

four **roubles** for such a cigarette-case, but I won't take a **farthing (part/one fourth)**.' The doctor will laugh and say: 'Oh, all right, all right ... I see! But it's a pity you are a **drunkard (alcoholic)** ... ' I know how to manage the **gentry (nobility)**, old girl. There isn't a gentleman I couldn't talk to. Only God grant we don't get off the road. Oh, how it is blowing! One's eyes are full of snow."

And the turner went on muttering endlessly. He **prattled (murmur / babble)** on mechanically to get a little relief from his depressing feelings. He had plenty of words on his tongue, but the thoughts and questions in his brain were even more **numerous (many/ abundant)**. Sorrow had come upon the turner unawares, unlooked-for, and unexpected, and now he could not get over it, could not recover himself. He had lived **hitherto (in this place)** in **unruffled (make calm/ quiet)** calm, as though in drunken half-consciousness, knowing neither **grief** nor joy, and now he was suddenly aware of a dreadful pain in his heart. The careless **idler** (loafer) and drunkard found himself quite suddenly in the position of a busy man, weighed down by **anxieties (worry/tension)** and **haste (hurry)**, and even struggling with nature.

The turner remembered that his trouble had begun the evening before. When he had come home yesterday evening, a little drunk as usual, and from long-established habit had begun **swearing (declare under oath)** and shaking his fists, his old woman had looked at her **rowdy (rude) spouse** (partner) as she had never looked at him before. Usually, the expression in her aged eyes was that of a **martyr (sufferer)**, meek like that of a dog frequently beaten and badly fed; this time she had looked at him **sternly (serious)** and immovably, as saints in the holy pictures or dying people look. From that strange, evil look in her eyes the trouble had begun. The turner, **stupefied (lost/puzzled)** with **amazement (surprise)**, borrowed a horse from a neighbor, and now was taking his old woman to the hospital in the hope that, by means of powders and **ointments (cream)**, Pavel Ivanitch would bring back his old woman's habitual expression.

"I say, Matryona, ..." the turner muttered, "if Pavel Ivanitch asks you whether I beat you, say, 'Never!' and I never will beat you again. I swear it. And did I ever beat you out of **spite (hateful feeling)**? I just beat you without thinking. I am sorry for you. Some men wouldn't trouble, but here I am taking you ... I am doing my best. And the way it snows, the way it snows! Thy Will be done, O Lord! God grant we don't get off the road ... Does your side **ache (pain)**, Matryona, that you don't speak? I ask you, does your side ache?"

It struck him as strange that the snow on his old woman's face was not melting; it was **queer (strange)** that the face itself looked somehow drawn, and had turned a pale gray, **dingy (dirty)** waxen **hue** (colour) and had grown grave and **solemn (quiet, serious)**.

"You are a fool!" muttered the turner ... "I tell you on my **conscience (moral sense)**, before God, ... and you go and ... Well, you are a fool! I have a good mind not to take you to Pavel Ivanitch!"

The turner let the **reins (strap, control)** go and began thinking. He could not bring himself to look round at his old woman: he was frightened. He was afraid, too, of asking her a question and not getting an answer. At last, to make an end of uncertainty, without looking round he felt his old woman's cold hand. The lifted hand fell like a **log (stump of tree)**.

"She is dead, then! What a business!"

And the turner cried. He was not so much sorry as **annoyed (irritated)**. He thought how quickly everything passes in this world! His trouble had hardly begun when the final **catastrophe (calamity, disaster)** had happened. He had not had time to live with his old woman, to show her he was sorry for her before she died. He had lived with her for forty years, but those forty years had passed by as it were in a fog. What with drunkenness, quarreling, and poverty, there had been no feeling of life. And, as though to spite him, his old woman died at the very time when he felt he was sorry for her, that he could not live without her, and that he had behaved dreadfully badly to her.

"Why, she used to go the round of the village," he remembered. "I sent her out myself to beg for bread. What a business! She ought to have lived another ten years, the **silly (absurd)** thing; as it is I'll be bound she thinks I really was that sort of man ... Holy Mother! but where the devil am I driving? There's no need for a doctor now, but a burial. Turn back!"

Grigory turned back and lashed the horse with all his might. The road grew worse and worse every hour. Now he could not see the yoke at all. Now and then the **sledge (horse strap)** ran into a young fir tree, a dark object scratched the turner's hands and flashed before his eyes, and the field of vision was white and **whirling (spin)** again.

"To live over again," thought the turner.

He remembered that forty years ago Matryona had been young, handsome, merry, that she had come of a well-to-do family. They had married her to him because they had been attracted by his handicraft. All the essentials for a happy life had been there, but the trouble was that, just as he had got drunk after the wedding and lay **sprawling (spraed out)** on the stove, so he had gone on without waking up till now. His wedding he remembered, but of what happened after the wedding -- for the life of him he could remember nothing, except perhaps that he had drunk, lain on the stove, and quarreled. Forty years had been wasted like that.

The white clouds of snow were beginning little by little to turn gray. It was getting dusk.

"Where am I going?" the turner suddenly bethought him with a start. "I ought to be thinking of the burial, and I am on the way to the hospital ... It as is though I had gone **crazy (mentally strange)**."

Grigory turned round again, and again lashed his horse. The little nag **strained (stress, tension)** its utmost and, with a **snort (nose sound)**, fell into a little **trot (move along briskly)**. The turner lashed it on the back time after time ... A knocking was audible behind him, and though he did not look round, he knew it was the dead woman's head knocking against the sledge. And the snow kept turning darker and darker, the wind grew colder and more cutting ...

"To live over again!" thought the turner. "I should get a new **lathe (machine)**, take orders, ... give the money to my old woman ..."

And then he dropped the reins. He looked for them, tried to pick them up, but could not -- his hands would not work ...

"It does not matter," he thought, "the horse will go of itself, it knows the way. I might have a little sleep now ... Before the funeral or the **requiem (ceremony, ritual)** it would be as well to get a little rest ..."

The turner closed his eyes and dozed. A little later he heard the horse stop; he opened his eyes and saw before him something dark like a hut or a **haystack** (pile of hay)...

He would have got out of the sledge and found out what it was, but he felt overcome by such **inertia (lifelessness)** that it seemed better to freeze than move, and he sank into a peaceful sleep.

He woke up in a big room with painted walls. Bright sunlight was streaming in at the windows. The turner saw people facing him, and his first feeling was a desire to show himself a respectable man who knew how things should be done.

"A requiem, brothers, for my old woman," he said. "The priest should be told ..." "Oh, all right, all right; lie down," a voice cut him short. "Pavel Ivanitch!" the turner cried in surprise, seeing the doctor before him. "Your honor, benefactor! " He wanted to **leap up (jump)** and fall on his knees before the doctor, but felt that his arms and legs would not obey him. "Your honor, where are my legs, where are my arms!"

"Say good-by to your arms and legs ... They've been frozen off. Come, come! ... What are you crying for ? You've lived your life, and thank God for it! I suppose you have had sixty years of it -- that's enough for you! ..." "I am grieving ... Graciously forgive me! If I could have another five or six years! ..."

"What for?" "The horse isn't mine, I must give it back ... I must bury my old woman ... How quickly it is all ended in this world! Your honor, Pavel Ivanitch! A cigarette-case of birchwood of the best! I'll turn you croquet balls ..."

The doctor went out of the ward with a wave of his hand. It was all over with the turner.

(Source: <http://www.eastoftheweb.com/short-stories/UBooks/Grie.shtml>)

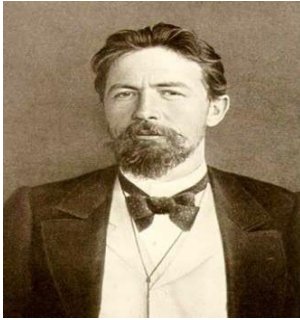
## **5.2 CHARACTERS:**

**Grigory Petrov:** He is the protagonist (hero) in the story who is a drunkard, successful in career but unsuccessful in life.

**Matryona:** She is wife of Grigory. A responsible lady, who dies because of sickness and lack of care by her husband.

**Pavel Ivantich:** a doctor in the story representing the social class in Russia.

### **5.3 ABOUT THE AUTHOR:**



**(29 January 1860 - 15 July 1904)**

Anton Pavlovich Chekhov (29 January 1860 - 15 July 1904) was a Russian doctor, playwright and short-story writer. Along with [Henrik Ibsen](#) and [August Strindberg](#), Chekhov is often referred to as one of the three seminal figures in the birth of early [modernism](#) in the theatre. Some of the popular plays written by Chekhov are [The Seagull](#), [Uncle Vanya](#), [Three Sisters](#) and [The Cherry Orchard](#). He wrote more than four hundred stories on a range of themes depicting compassion and human interrelationships. He used to say that the role of an artist was to ask questions, not to answer them.

### **5.4 BRIEF NOTE ON THE THEME:**

Human beings by nature are created to be interdependent. We love to be in the company of people and are influenced by surroundings. Human beings grow and evolve through their relationships constituted over a period of time. While negotiating with different types of life experiences like physical, linguistic, emotional and psychological; sharing of emotions and feelings makes life full of purpose and meaning. We love to be cared and given the sense of belonging and oneness; which is feasible while being with the people we care for and through the relationships we form. Hence people and relationships are important in fact core themes of literature.

### **5.5 SUMMARY OF THE STORY:**

*Grief* is a story of apathy (uncaring attitude) and ruthlessness (cruelness) of society towards the misery and agony (pain) of others particularly poor. The story is also a representation of contemporary (at a particular time) Russia where interpersonal relations had little value. The husband in the story shows little respect to his wife's sincere hard work done for the family.

Even during her sickness, the husband's callous (cruel) attitude and arrogance (ego) towards the dying wife is a sarcastic (mocking) commentary on the true nature of family and its value. The worst is the society does not come to the help of a dying person and becomes indifferent to the pain and agony of people in need of care and sympathy. This is a remarkable story by Chekhov, which in fact lays bare the true evil nature of human beings towards fellow human beings and depicts the situation of helplessness and bleakness (despair). The story can be read as a reminder to human beings to be compassionate (sympathetic) and philanthropic (charitable).

## **5.6 EXERCISES**

### **5.6.1 VOCABULARY: ACTIVITY 1**

*Give at least two opposite words for the difficult words in bold used in the story.*

### **5.6.2 VOCABULARY: ACTIVITY 2**

*Substitute the underlined words/phrases with appropriate word/phrase so that the meaning does not change.*

And the turner went on muttering endlessly. He prattled on mechanically to get a little relief from his depressing feelings. He had plenty of words on his tongue, but the thoughts and questions in his brain were even more numerous. Sorrow had come upon the turner unawares, unlooked-for, and unexpected, and now he could not get over it, could not recover himself. He had lived hitherto in unruffled calm, as though in drunken half-consciousness, knowing neither grief nor joy, and now he was suddenly aware of a dreadful pain in his heart. The careless idler and drunkard found himself quite suddenly in the position of a busy man, weighed down by anxieties and haste, and even struggling with nature.

## **5.7 GRAMMAR: ACTIVITY 1**

**Conjunctions:** A word that joins or connects single words or larger units that are of the same kind. Unlike prepositions, they do not have an object. E.g. *and, or, but* etc.

*Find out 10 conjunctions used in the story and use them in sentences of your own so that their meaning becomes quite clear.*



### 5.7.1 GRAMMAR: ACTIVITY 2

**Direct Speech:** What people actually say is direct speech; direct quotations and are placed between quotation marks; the first word of the direct quotation is capitalized.

**Indirect Speech:** When what someone said is reported, it is indirect speech or reported speech. In it noun clause functions as the object of the verb in the main clauses.

**Reported Speech Types:** 1. No Modification of Tense or Person: *Mohan says, 'raj has passed' – mohan says that raj has passed.* 2. Modification in Person: *He says, 'I am ill today' – He says that he is ill today.* 3. Modification in Verb, Person, and Adverbial: *Mohan said, 'I am ill today' – Mohan said that he was ill on that day.* 4. Modification of the Structure or Pattern in Questions, Commands, Requests, Greetings etc.: *He asked, 'what is the time?' – He asked what the time was.*

*Rewrite the following paragraph by converting direct speech used in it into indirect speech.*

"Don't cry, Matryona, ..." he muttered. "Have a little patience. Please God we shall reach the hospital, and in a trice it will be the right thing for you ... Pavel Ivanitch will give you some little drops, or tell them to bleed you; or maybe his honor will be pleased to rub you with some sort of spirit -- it'll ... draw it out of your side. Pavel Ivanitch will do his best. He will shout and stamp about, but he will do his best ... He is a nice gentleman, affable, God give him health! As soon as we get there he will dart out of his room and will begin calling me names. 'How? Why so?' he will cry. 'Why did you not come at the right time? I am not a dog to be hanging about waiting on you devils all day. Why did you not come in the morning? Go away! Get out of my sight. Come again to-morrow.' And I shall say: 'Mr. Doctor! Pavel Ivanitch! Your honor!' Get on, do! plague take you, you devil! Get on!"

### 5.8 LISTENING ACTIVITY

*Fill in the blanks or tick the correct answer:*

1. Where is the administration building located in university campus?.....
2. How many people are waiting in the queue?.....
3. What does the women want to have for lunch and drink?.....
4. How much money does the woman give to the man?.....
5. Name of the applicant is .....

6. Which course does the candidate want to get register with?.....
7. What did the man buy for her to eat?.....
8. What must the students do as a part of registration at the university?.....
9. Where is National Westminster bank located?.....
10. Which bank is located in City Plaza?.....
11. ....may not be allowed to access all the facilities given to .....
12. Services provided to students will depend on .....
13. Recommended account.....
14. Bank supplies .....and chequecard which guarantees cheque.
15. Delta cards: take the money .....the account.
16. According to the article, USA produces 300 million aluminum each
  - a. Year
  - b. Day
  - c. Minute
  - d. Week
17. The attention given to the production of aluminum cans is compared to
  - a. Black and Decker
  - b. Morphy Richard
  - c. Aircraft Manufactures
  - d. National Manufactures
18. Each Can weights
  - a. 0.58 ounces
  - b. 0.38 ounces
  - c. 0.48 ounces
  - d. 0.98 ounces
19. It can take more than .....pounds of pressure
  - a. 90 pounds
  - b. 80 pounds

- c. 85 pounds
  - d. 60 pounds
20. The body of the can is made by .....and the base is .....
- a. Gold, thinner
  - b. Bronze, small
  - c. Iron, big
  - d. Aluminum, thicker

### **5.8.1 AUDIO SCRIPT:**



Listening Script\_Lesson 5.mp3

Hey um, can you help me? I was looking for the main hall. Now, maybe I can actually I'm looking for the main hall to. I think it's in the administration building. Are you a new student yam? I thought you looked as lost as me. I've tried to find the admin building to so I can register for my course. I don't seem to be having much luck. Well, look, according to this map of the campus. Here you go. Straight up the steps, turn left and the buildings on the right, okay.

Okay, let's see if we can find it.

This looks right? Yeah, yeah, must be. Look, there are hundreds of other people here. There must be, at least 50 people in the queue will be here to go onto a clock at this, right? I'm starving sigh. My actually, I was on my way to the canteen to get something for lunch. Why don't I go to the canteen and buy something and you stay here and wait, good idea. What would you like, pizza sandwich, hot dog, fried rice. They do everything, something Easy, take away fried rice, sounds good. Okay, fried right. No, no. I'm second thoughts. I'll have a cheese and tomato sandwich, right? One cheese and tomato anything to drink. Yeah. Give me a coffee. Would you hot coffee is a bit hard to carry? What about a Coke or an orange juice? Give me an orange juice, then look, he's \$5. Oh yeah, I take two dollars back. Shouldn't cost me more than \$3. Well, get the five will sort it out later. Oh, and could you?

Give me an apple as well. Okay, back in a minute.

Well, I'm here to register for the first-year law course. I'll just have to fill out this form for our records. And what's your name, Julia? Perkins. Can you spell that for me? Yeah, that's JULIAPERKINS address, flat 515, waratah road. That's with Brisbane Brisbane and your telephone number of we haven't got the phone on yet, we've only just moved in. Okay. Well can you let us have the number once the phone is connected and I'll make a note here to be advised and the course beg your pardon. What course are you doing first-year law, right? Well you'll have to go across to the law faculty and get this card stamped and then you come back here with it and pay your union fee. Thanks very much.

Well there you are you never going to come back? Sorry the canteen was absolutely packed by the way for ages and then when I got to the front of the queue then hardly any food left. So I had to get you a slice of pizza. Sorry, Dad I said okay I could eat anything. I'm so hungry Oh, and there's your bottle of orange juice and your Apple. You still manage that great. Thanks a lot. No. And is your \$2 back down? I'm worried about it. Buy me a cup of coffee later, huh. All right. So how'd you go? Oh, well, in order to register with, got to go to the law faculty, and get this card stamped and then go back to the admin building and pay the union fees. That means we're registered after that. We have to go to the notice board to find out about lectures and then we have to put our names down for Ariel groups and go to the library. Great. Well, we'll first, let's sit down and have our luncheon.

Right. Thanks for turning up today. Thanks for turning up today to this short talk. I'm going to give on student banking. Many of you are unfamiliar with the way Banks work in this country and today's talk should just give you a few starting points. I will, of course answer any question at the end Of course, answer any questions at the end, right? Well as you probably know you'll need to open a bank account. While you're here, it's the safest place to keep your money and it's best to open an account with one of the major Banks. You should each have a handout with the names and addresses in. Yeah, right. There's there's Barclays in realty Square National Westminster in Preston Park, Lloyd's in City Plaza and Midland in Hope Street. Okay, all these Banks offer special student accounts. However, it's important to note that as an international

student. You're not necessarily be eligible for all the facilities offered to Residents students. Now, as an international student, you will need to provide evidence that you can fund yourself for have a long Services that they'll offer, you will depend on your individual circumstances and on the discretion of the bank manager involved. So it's a matter of going there and finding out about your own particular situation, right? When you do go to open a bank account, you should take some documentation with you. I've already mentioned that, you must be able to support yourself. In addition, to this, most banks asked you to bring your passport and your letter or certificate of enrollment. Okay. Now, by far, the most useful type of account to open is a current account. When you do this, you will actually get what is called a student account, which is a current account with special concessions. For students. When you open the account, the bank will give you a check book and you can use this to draw money out as you need it. If you need to write checks in shops, you'll also need a check card. This is really an identity card which guarantees that correctly written checks up to the value stated on the card will be honored by the bank. Okay, everybody with me so far

Right. If you want to draw out cash for yourself, you can make the check payable in your own name or to cash. You can also withdraw cash from a cash point machine with a cash card. Now these are extremely useful as they enable you to withdraw cash from your account during the day or at night. There is also another card called switch or Delta and you can use this to pay for things in shock.

And it takes the money right out of your account so you don't need your checkbook. Now you may want to take more money out of the More money out of the bank than you have in it. Yeah, this is called having a. Nope. Oh hi Alma, I'm glad I bumped into you. I've just found a great idea for the presentation. We've got to do for dr. Banks next month, what? The one on everyday objects? Yes. Look at this article, it's really interesting. The aluminium Coke can, you know, Coca-Cola cans soft drink cans. Look, let's sit down here. Have you got a minute?

It the sure. I'll just get my bag.

Okay, so you think we can get a presentation out of this article? I'm sure we can. First of all we can provide some interesting facts about the aluminium cans that we drink out of everyday. Like

well here it says that in the u.s. they produce 300 million aluminum drinking and each day. Wow? 300 million Exactly That's an enormous number it says here, outstrips the production of nails or paper clips and they say that the manufacturers of these cans exercise as much, attention, and Precision, in producing them, as aircraft manufacturers do, when they make the wing of an aircraft, really? Let's have a look. They're trying to produce the perfect can as thin but as strong as possible.

This bits interesting, today's can weighs about not point four, eight ounces thinner than two pieces of paper from this magazine, say, yeah. And yet, it can take a lot of weight, more than 90 pounds of pressure per square inch three times, the pressure of a car tire. Okay? I agree. It's a good topic.

What I thought was that we could do a large picture of a Coke, can and label it. And then talk about the different parts. Look, I've done a rough picture here. Okay, so where should we start? Well, the lid is complicated. Let's start with the body. First, I'll do a line from the center of the can like this and label it body, what does it say? It's made of aluminium, of course, and it's thicker at the bottom, right? So that it can take all that pressure and then I think you should draw another line from the body for the label, right?

### **5.9 READING: ACTIVITY 1**

*Fill in the blanks with appropriate words:*

He remembered that forty years..... Matryona had been young, ....., merry, that she had come..... a well-to-do family. They had married her .....him because they had been .....by his handicraft. All the essentials for a happy life .....there, but the trouble was that, just as he had got drunk .....the wedding and lay sprawling .....the stove, so he had gone on .....waking up till now. His wedding he remembered, .....of what happened after the wedding -- for .....life of him he could remember....., except perhaps that he .....drunk, lain on the stove, and quarreled. Forty years had been .....like that.

### **5.9.1 READING: ACTIVITY 2**

*Read the story to your friend. Stop after every third paragraph and without looking in the Text, tell at least three important points you could recall or retain from your reading.*

### **5.10 SPEAKING: ACTIVITY 1**

*Spend at least 05 minutes doing the following activity.*

Your semester end examination is approaching near. You are a hostler sharing a room with your partner. Talk together for about five minutes and discuss the preparations you will be undertaking. Here are a few hints for you:

- Time Management
- Tuitions
- Making Notes
- Taking Mock Tests
- Studying Late Nights
- Consulting Seniors
- Discussion With The Teachers
- Last Minute Revision

### **5.10.1 SPEAKING: ACTIVITY 2**

*Retell the story grief to your group of friends by replacing the Russian names with Indian names and also give another appropriate title to the story. You may incorporate words of interpersonal relationships used in your context.*

### **5.11 WRITING: ACTIVITY 1**

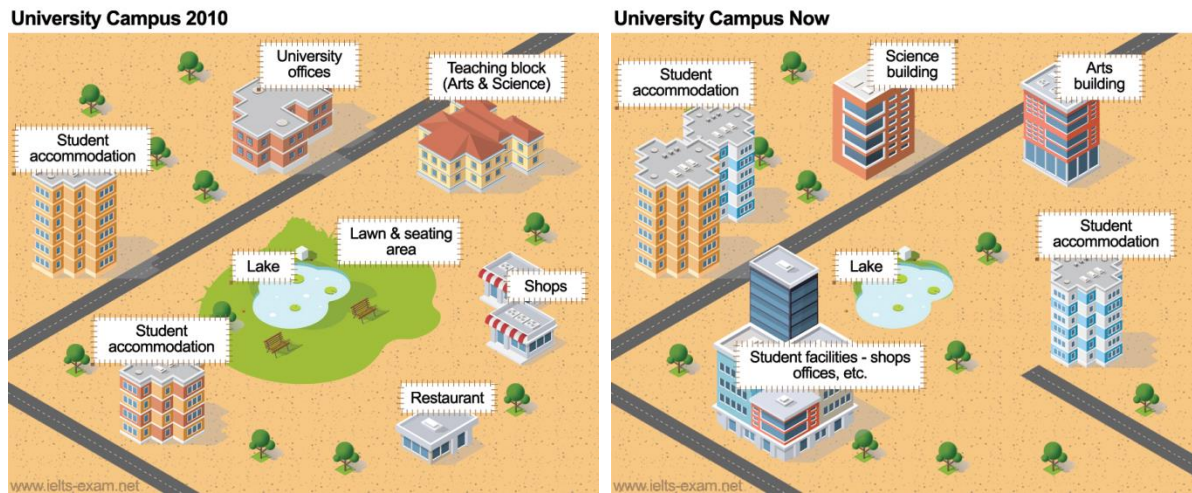
You are the team leader of the NSS unit of your school. Recently, while on a visit to the city, you and your friends noticed many poor people sleeping on the pavement outside the railway station. Write a letter to the principal of your school requesting for allowing your unit to collect funds and help the needy poor people. You may like to include the following points in your letter:

- a. City visit

- b. Homeless people
- c. Kind of help to be offered

**5.11.1 WRITING: ACTIVITY 2**

The following maps show improvements that have been made to a university campus between 2010 and the present day. Compare the maps and write your response in 150 words.



(Source: [https://www.ielts-exam.net/academic\\_writing\\_samples\\_task\\_1/1121/](https://www.ielts-exam.net/academic_writing_samples_task_1/1121/))

**5.12 ANSWER KEY:**

**Listening Activity:**

1. Right side in the campus
2. 50
3. Cheese and tomato sandwich, coffee and apple
4. \$ 5.00
5. Julii peikins
6. Law
7. Slice of Pizza, orange juice and apple
8. Pay the union fee
9. Preston park
10. Lloyds
11. International students, resident students
12. Individual /personal Circumstances
13. Current student account
14. Checkbook
15. Directly from/right out of
16. B
17. C
18. C
19. A
20. D

**5.12.1 READING ACTIVITY 1:**

ago, handsome, of, to, attracted, had been, after, on, without, but, the, nothing, had, wasted



### **5.13 CONCLUSION**

An apt example of humanity being at the centre of being a human being, the chapter does invoke the reader to be compassionate and humane in thoughts and actions towards fellow human beings.

### **5.16 SUGGESTED READINGS AND REFERENCES:**

1. Bruce Rubin, *Inside Reading: The Academic Word List In Context (3)*, Oxford University Press, 2009
2. Kent Richmond, *Inside Reading: The Academic Word List In Context (4)*, Oxford University Press, 2009
3. Mindy Pasternak & Elisaveta Wrangell, *Well Read (3 &4)*, Oxford University Press, 2007
4. N. Krishnaswamy, *Modern English: A Book of Grammar, Usage and Composition*, Macmillan, 1975
5. Nancy Douglas, *Reading Explorer (3&4)*, HEINLE CENGAGE Learning, 2010
6. Raymond Murphy, *Murphy's English Grammar*, Cambridge University Press, 2004
7. *Teaching Speaking DVD Training Booklet*, British Council
8. *Testing Language & Literature (Block III & IV)*, PGDTE Notes, TEFLU, Hyderabad

# **SECTION – B**

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# **CERTIFICATE COURSE IN EFFECTIVE BUSINESS AND SOCIAL COMMUNICATION**

## **CEBC 1: COMMUNICATION IN ENGLISH -**

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### **UNIT – 6: THE LAST LEAF**

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#### **STRUCTURE:**

##### **6.0 AIM & OBJECTIVES**

##### **6.1 TEXT OF THE STORY**

##### **6.2 ABOUT THE AUTHOR**

##### **6.3 ABOUT THE THEME**

##### **6.4 SUMMARY OF THE STORY**

##### **6.5 EXERCISES**

###### **6.5.1 VOCABULARY: ACTIVITY 1**

###### **6.5.2 VOCABULARY: ACTIVITY 2**

##### **6.6 GRAMMAR: ACTIVITY 1**

###### **6.6.1 GRAMMAR: ACTIVITY 2**

##### **6.7 LISTENING ACTIVITY**

###### **6.7.1 AUDIO SCRIPT**

##### **6.8 READING: ACTIVITY 1**

##### **6.9 CONCLUSION**

##### **6.10 SUGGESTED READINGS AND REFERENCES**

#### **6.0 AIM & OBJECTIVES:**

The Unit is based on the theme of ‘Hope’. The primary aim of the unit is to foster positive attitude in learners so that they may be prepared for coping with crisis in life. Also the unit aims at facilitating a better appreciation of narratives of hope available in world literature. The activities given in the exercises section of the unit are designed by integrating the theme of hope so that the learners could draw examples from life around. The activities include vocabulary, grammar, reading, listening, speaking and writing with the following objectives in mind:

- to improve learners' communicative competence
- to enable learners acquire linguistic (grammatical) competence
- to enable learners in becoming effective users of English in context
- to foster taste for creative writing
- to facilitate learners in practicing critical thinking by engaging with *realia*

## 6.1 TEXT OF STORY

### The Last Leaf

O. Henry (1862 - 1910)

In a little district west of Washington Square the streets have run **crazy** (cracked) and broken themselves into small **strips** (streets) called “places.” These “places” make strange angles and curves. One street crosses itself a time or two. An artist once discovered a valuable possibility in this street. Suppose a collector with a bill for paints, paper and canvas should, in traversing this route, suddenly meet himself coming back, without a cent having been paid on account! So, to **quaint** (old fashioned) old Greenwich Village the art people soon came **prowling** (searching), hunting for north windows and eighteenth-century **gables** (triangular tops between sloping sides of wall) and **Dutch attics** (lofts of Netherland style) and low rents. Then they imported some **pewter mugs** (mugs made of grey metal) and a **chafing dish** (a pan with heating apparatus) or two from Sixth avenue and became a “**colony**” (a place where all types of artists resided). At the top of a **squatty** (thick/broad), three-story **brick** (block of the building) Sue and Johnsy had their studio. “Johnsy” was familiar for Joanna. One was from **Maine** (a US state of northeast); the other from **California** (a US state on the West Coast). They had met at the *table d'hote* (French word meaning dinner in a restaurant) of an Eighth street “Delmonico's,” and found their tastes in art, **chicory salad** (salad of a blue flowered plant) and **bishop sleeves** (full sleeves gathered at the wrist) so **congenial** (friendly) that the joint studio resulted. That was in May. In November a cold, unseen stranger, whom the doctors called Pneumonia, **stalked** (followed to affect/kill) about the colony, touching one here and there with his icy fingers. Over on the east side this **ravager** (destroyer) strode boldly, smiting his victims **by scores** (too many), but his feet trod slowly through the **maze** (confusing paths) of the narrow and moss-grown “places.”

Mr. Pneumonia was not what you would call a **chivalric** (gentle & polite towards women) old gentleman. A **mite** (small particle) of a little woman with blood thinned by California **zephyrs** (soft breeze) was hardly fair game for the red-fisted, short-breathed old duffer. But Johnsy he **smote** (hit hard); and she lay, scarcely moving, on her painted iron bedstead, looking through the small Dutch window-panes at the blank side of the next brick house. One morning the busy doctor invited Sue into the hallway with a **shaggy** (rough), **gray** (dull/sad) eyebrow. “She has one chance in—let us say, ten,” he said, as he shook down the mercury in his clinical thermometer. “And that chance is for her to want to live. This way people have of lining-up on the side of the **undertaker** (person preparing burial for the dead) makes the entire **pharmacopeia** (medicine store) look silly. Your little lady has made up her mind that she's not going to get well. Has she anything on her mind?”

“She—she wanted to paint the Bay of Naples some day,” said Sue.

“Paint? —bosh! Has she anything on her mind worth thinking about twice—a man, for instance?” “A man?” said Sue, with a **jew's-harp twang** (an instrument's sharp loud sound) in her voice. “Is a man worth—but, no, doctor; there is nothing of the kind.” “Well, it is the weakness, then,” said the doctor. “I will do all that science, so far as it may filter through my efforts, can accomplish. But whenever my patient begins to **count the carriages in her funeral procession** (wait for death) I subtract 50 per cent from the curative power of medicines. If you will get her to ask one question about the new winter styles in **cloak** (coat) sleeves I will promise you a one-in-five chance for her, instead of one in ten.”

After the doctor had gone Sue went into the workroom and cried a Japanese napkin to a pulp. Then she **swaggered** (walked confidently) into Johnsy's room with her drawing board, whistling **ragtime** (American music tune). Johnsy lay, scarcely making a ripple under the bedclothes, with her face toward the window. Sue stopped whistling, thinking she was asleep. She arranged her board and began a pen-and-ink drawing to illustrate a magazine story. Young artists must **pave** (prepare) their way to Art by drawing pictures for magazine stories that young authors write to pave their way to Literature. As Sue was sketching a pair of elegant horseshow riding trousers and a **monocle** (glass lens) on the figure of the hero, an **Idaho** (a US state) **cowboy** (a boy who herds cattle riding on a horseback), she heard a low sound, several times repeated. She went quickly to the bedside.

Johnsy's eyes were open wide. She was looking out the window and counting - counting backward. "Twelve," she said, and a little later "eleven"; and then "ten," and "nine"; and then "eight" and "seven," almost together. Sue looked **solicitously** (anxiously) out the window. What was there to count? There was only a bare, **dreary** (dull) yard to be seen, and the blank side of the brick house twenty feet away. An old, old **ivy vine** (evergreen plant like money plant), **gnarled** (twisted) and **decayed** (weather beaten) at the roots, climbed halfway up the brick wall. The cold breath of autumn had **stricken** (badly affected) its leaves from the vine until its skeleton branches clung, almost bare, to the crumbling bricks.

"What is it, dear?" asked Sue. "Six," said Johnsy, in almost a whisper. "They're falling faster now. Three days ago there were almost a hundred. It made my head ache to count them. But now it's easy. There goes another one. There are only five left now." "Five what, dear? Tell your Sudie." "Leaves. On the ivy vine. When the last one falls I must go, too. I've known that for three days. Didn't the doctor tell you?" "Oh, I never heard of such nonsense," complained Sue, with **magnificent scorn** (increased contempt). "What have old ivy leaves to do with your getting well? And you used to love that vine so, you naughty girl. Don't be a **goosey** (silly person). Why, the doctor told me this morning that your chances for getting well real soon were—let's see exactly what he said—he said the chances were ten to one! Why, that's almost as good a chance as we have in New York when we ride on the street cars or walk past a new building. Try to take some **broth** (soup) now, and let Sudie go back to her drawing, so she can sell the editor man with it, and buy **port wine** (strong sweet wine) for her sick child, and **pork chops** (small pieces of pork) for her greedy self." "You needn't get any more wine," said Johnsy, keeping her eyes fixed out the window. "There goes another. No, I don't want any broth. That leaves just four. I want to see the last one fall before it gets dark. Then I'll go, too."

"Johnsy, dear," said Sue, bending over her, "will you promise me to keep your eyes closed, and not look out the window until I am done working? I must hand those drawings in by tomorrow. I need the light, or I would draw the shade down." "Couldn't you draw in the other room?" asked Johnsy, coldly. "I'd rather be here by you," said Sue. "Besides, I don't want you to keep looking at those silly ivy leaves." "Tell me as soon as you have finished," said Johnsy, closing her eyes, and lying white and still as a fallen statue, "because I want to see the last one fall. I'm tired of

waiting. I'm tired of thinking. I want to turn loose my hold on everything, and go sailing down, down, just like one of those poor, tired leaves.”

“Try to sleep,” said Sue. “I must call Behrman up to be my model for the old hermit miner. I'll not be gone a minute. Don't try to move 'till I come back.” Old Behrman was a painter who lived on the ground floor beneath them. He was past sixty and had a **Michael Angelo's Moses beard** (beard like Italian artist Michal Angelo's sculpture Moses) curling down from the head of a **satyr** (a mythological figure – half-man, half-goat) along the body of an **imp** (a mischievous child). Behrman was a failure in art. Forty years he had **wielded** (used) the brush without getting near enough to touch **the hem of his Mistress's robe** (perfection in his art). He had been always about to paint a **masterpiece** (his greatest work) but had never yet begun it. For several years he had painted nothing except now and then a **daub** (careless/unskillful painting) in the line of commerce or advertising. He earned a little by serving as a model to those young artists in the colony who could not pay the price of a professional. He drank **gin** (a strong drink) to excess, and still talked of his coming masterpiece. For the rest he was a **fierce** (angry/disagreeable) little old man, who scoffed (mocked) terribly at softness in any one, and who regarded himself as a special **mastiff-in-waiting** (guard/protector artist) to protect the two young artists in the studio above.

Sue found Behrman smelling strongly of **juniper berries** (berries used in preparation of gin) in his dimly lighted **den** (small room) below. In one corner was a blank canvas on an **easel** (a wooden frame) that had been waiting there for twenty-five years to receive the first line of the masterpiece. She told him of Johnsy's **fancy** (imagination), and how she feared she would, indeed, light and **fragile** (delicate) as a leaf herself, float away when her slight hold upon the world grew weaker. Old Behrman, with his red eyes plainly streaming, shouted his **contempt and derision** (anger and mockery) for such idiotic imaginings. “Vass!” he cried. “Is dere people in de world mit der foolishness to die because leafs dey drop off from a confounded vine? I haf not heard of such a thing. No, I will not bose as a model for your fool hermit-dunderhead. Vy do you allow dot silly pusiness to come in der prain of her? Ach, dot poor leetle Miss Yohnsy.” (English spoken with German accent of Behrman)

“She is very ill and weak,” said Sue, “and the fever has left her mind **morbid** (unhealthy) and full of strange fancies. Very well, Mr. Behrman, if you do not care to pose for me, you needn't. But I think you are a **horrid** (terrible/bad) old—old **flibbertigibbet**. (irresponsible, silly person)”

“You are just like a woman!” yelled Behrman. “Who said I will not bouse? Go on. I come mit you. For half an hour I haf peen trying to say dot I am ready to bouse. Gott! dis is not any blace in which one so goot as Miss Yohnsy shall lie sick. Some day I vill baint a masterpiece, and ve shall all go away. Gott! yes.” Johnsy was sleeping when they went upstairs. Sue pulled the shade down to the window-sill, and motioned Behrman into the other room. In there they peered out the window fearfully at the ivy vine. Then they looked at each other for a moment without speaking. A persistent, cold rain was falling, mingled with snow. Behrman, in his old blue shirt, took his seat as the hermit miner on an upturned kettle for a rock.

When Sue awoke from an hour's sleep the next morning she found Johnsy with dull, wide-open eyes staring at the drawn green shade. “Pull it up; I want to see,” she ordered, in a whisper. Wearily Sue obeyed. But, lo! after the beating rain and **fierce gusts of wind** (strong rush of wind) that had **endured** (tolerated) through the livelong night, there yet stood out against the brick wall one ivy leaf. It was the last on the vine. Still dark green near its stem, but with its **serrated** (sharp, pointed) edges tinted with the yellow of dissolution and decay, it hung bravely from a branch some twenty feet above the ground. “It is the last one,” said Johnsy. “I thought it would surely fall during the night. I heard the wind. It will fall to-day, and I shall die at the same time.”

“Dear, dear!” said Sue, leaning her **worn** (exhausted) face down to the pillow, “think of me, if you won't think of yourself. What would I do?” But Johnsy did not answer. The loneliest thing in all the world is a soul when it is making ready to go on its mysterious, far journey. The fancy seemed to possess her more strongly as one by one the ties that bound her to friendship and to earth were loosed. The day wore away, and even through the twilight they could see the lone ivy leaf clinging to its stem against the wall. And then, with the coming of the night the north wind was again loosed, while the rain still beat against the windows and pattered down from the low Dutch **eaves** (edges of roofs). When it was light enough Johnsy, the merciless, commanded that the shade be raised.



The ivy leaf was still there. Johnsy lay for a long time looking at it. And then she called to Sue, who was stirring her chicken broth over the gas stove. “I’ve been a bad girl, Sudie,” said Johnsy. “Something has made that last leaf stay there to show me how wicked I was. It is a sin to want to die. You may bring me a little broth now, and some milk with a little port in it, and—no; bring me a hand-mirror first, and then pack some pillows about me, and I will sit up and watch you cook.”

An hour later she said: “Sudie, some day I hope to paint the Bay of Naples.” The doctor came in the afternoon, and Sue had an excuse to go into the hallway as he left. “Even chances,” said the doctor, taking Sue’s thin, shaking hand in his. “With good nursing you’ll win. And now I must see another case I have downstairs. Behrman, his name is—some kind of an artist, I believe. Pneumonia, too. He is an old, weak man, and the attack is **acute** (crucial). There is no hope for him; but he goes to the hospital to-day to be made more comfortable.” The next day the doctor said to Sue: “She’s out of danger. You’ve won. Nutrition and care now—that’s all.”

And that afternoon Sue came to the bed where Johnsy lay, contentedly knitting a very blue and very useless woolen shoulder scarf, and put one arm around her, pillows and all.

“I have something to tell you, white mouse,” she said. “Mr. Behrman died of pneumonia to-day in the hospital. He was ill only two days. The **janitor** (caretaker) found him on the morning of the first day in his room downstairs helpless with pain. His shoes and clothing were wet through and icy cold. They couldn’t imagine where he had been on such a dreadful night. And then they found a lantern, still lighted, and a ladder that had been dragged from its place, and some scattered brushes, and a palette with green and yellow colors mixed on it, and—look out the window, dear, at the last ivy leaf on the wall. Didn’t you wonder why it never fluttered or moved when the wind blew? Ah, darling, it’s Behrman’s masterpiece—he painted it there the night that the last leaf fell.”

## **6.2 ABOUT THE AUTHOR:**



**(September 11, 1862 – June 5, 1910)**

O. Henry is the pseudonym (pen name) of William Sydney Porter. Porter was born in Greensboro, North Carolina, United States. His father Algernon Sydney Porter was a physician. His mother Mary died when he was only three. Porter loved reading in childhood. After high school, he joined his uncle's drugstore and got himself licensed as a pharmacist at the age of 19. In 1882, he moved to Texas to work on a sheep ranch and later as teller and bookkeeper in the first National Bank in Austin. There he met his wife Athol Estes and began writing sketches in 1887. In 1894, he started a humorous weekly *The Rolling Stone*, but could not succeed in this venture. Then he joined *Houston Post* as a reporter, columnist, and occasional cartoonist. After the death of his wife in 1902, he moved to New York, remarried his childhood friend Sarah Lindsey Coleman (a writer herself) and continued writing. In this phase of intensive writing, he wrote 381 stories. His most loved stories are *The Gift of the Magi*, *After Twenty Years*, *The Duplicity of Hargraves*, *The Last Leaf*, and *The Ransom of Red Chief*.

## **6.3 ABOUT THE THEME:**

Notwithstanding the fact that the life is the second name for problems and difficulties, one has to live life with an affirmative attitude towards self and surroundings. Positive thinking and hope are the quintessential elements of good and meaningful life. There are numerous reasons for us to be negative thinkers but there are number of reasons for us to be positive thinkers. Hope has the power to make us work with determination and perseverance. Especially in the current times, life in terms of luxury has become simple and mechanical but life in its true sense has always been like a riddle with internal and external complexities. When the majority are becoming self-

centered, the hope to be with each other in times of crisis shall have to be the catalyst to make life simple and enjoyable. Let us hope to promote a community of people for each other.

#### **6.4 SUMMARY OF THE STORY:**

*The Last Leaf* is a story of two young friends Sue and Johnsy. Both were artists and shared a studio at the top of an old apartment building in Greenwich Village, a bohemian neighbourhood in New York City. With the coming of winter season, Johnsy catches pneumonia and becomes very ill. It was early 20<sup>th</sup> century and the doctor warns Sue after examining that Johnsy could survive only if she finds the will to live. He says that his medicines were not effective at all because the patient had lost all hope to live and was waiting for death. The doctor asks to find out the reason of Johnsy's depression and wonders if there was a man in her life. But according to Sue, the only unfulfilled ambition of Johnsy's life was to paint the Bay of Naples. Soon Johnsy correlates her life's journey the vine outside her window and become obsessed with its falling leaves. She tells Sue that when the last leaf of the vine falls, she will die. While working on an illustration for a magazine, she tries to convince Johnsy but fails. She shares her worry with their downstairs neighbour Behrman. He becomes worried on hearing about Johnsy's health and totally disapproves of her obsession at first. But, Behrman was an artist too – an old and unsuccessful one, who had not lost hope that someday he will paint his 'masterpiece'. There was a violent storm that night too. In the morning, much depressed Johnsy asks Sue to draw the curtain so that she could see the last leaf had also fallen, wonders to see the single leaf still there after two storm nights. She has zest for life again and becomes to recover, not at all knowing that Behrman had stayed outside the whole stormy night to paint 'a leaf that looked real' outside their window. After two days, the doctor declares Johnsy out of danger but on the other hand, Old Behrman dies due to an acute attack of pneumonia because of his exposure in rain and cold. Sue tells this to Johnsy saying "Behrman painted his masterpiece the night the last leaf fell".

#### **6.5 EXERCISES**

##### **6.5.1 VOCABULARY: ACTIVITY 1**

*Give at least two antonyms (words opposite in meaning) for the difficult words used (marked bold) in the story.*

### **6.5.2 VOCABULARY: ACTIVITY 2**

*Substitute the underlined words/phrases with appropriate words/phrases so that the meaning does not change.*

Mr. Pneumonia was not what you would call a chivalric old gentleman. A mite of a little woman with blood thinned by California zephyrs was hardly fair game for the red-fisted, short-breathed old duffer. But Johnsy he smote; and she lay, scarcely moving, on her painted iron bedstead, looking through the small Dutch window-panes at the blank side of the next brick house. One morning the busy doctor invited Sue into the hallway with a shaggy, gray eyebrow. “She has one chance in—let us say, ten,” he said, as he shook down the mercury in his clinical thermometer. “And that chance is for her to want to live. This way people have of lining-up on the side of the undertaker makes the entire pharmacopeia look silly. Your little lady has made up her mind that she's not going to get well. Has she anything on her mind?”

### **6.6 GRAMMAR: ACTIVITY 1**

**Phrasal Verbs:** Such verbs are formed by combining a preposition with a verb. The prepositional form used with the verb may be called as an adverb, prepositional adverb or particle. E.g. took off, set off, ran away, gave away, looked after, put up, make up, follow up etc.

**Prepositional Verbs:** Prepositions used after verbs (not part of the verb) and before nouns are referred as prepositional verbs or prepositional objects. E.g. apply for a post, approve of an action, wait for somebody, listen to the radio, cure somebody of a disease, allow for, attend to, live on etc.

*Find out the phrasal verbs (prepositional verbs) used in the story and use them in sentences of your own so that their meaning becomes quite clear.*

### **6.6.1 GRAMMAR: ACTIVITY 2**

*Rewrite the following paragraph by converting direct speech used in it into indirect speech.*

“What is it, dear?” asked Sue. “Six,” said Johnsy, in almost a whisper. “They're falling faster now. Three days ago there were almost a hundred. It made my head ache to count them. But now it's easy. There goes another one. There are only five left now.” “Five what, dear? Tell your Sudie.” “Leaves. On the ivy vine. When the last one falls I must go, too. I've known that for three days. Didn't the doctor tell you?” “Oh, I never heard of such nonsense,” complained Sue,

with magnificent scorn. “What have old ivy leaves to do with your getting well? And you used to love that vine so, you naughty girl. Don't be a goosey. Why, the doctor told me this morning that your chances for getting well real soon were—let's see exactly what he said—he said the chances were ten to one! Why, that's almost as good a chance as we have in New York when we ride on the street cars or walk past a new building. Try to take some broth now, and let Sudie go back to her drawing, so she can sell the editor man with it, and buy port wine for her sick child, and pork chops for her greedy self.” “You needn't get any more wine,” said Johnsy, keeping her eyes fixed out the window. “There goes another. No, I don't want any broth. That leaves just four. I want to see the last one fall before it gets dark. Then I'll go, too.”

### **6.7 LISTENING ACTIVITY**

*Fill in the blanks/tick the correct answer:*

1. Hinde Instruments' headquarters is based  
in.....
2. Hinde Instruments faced the risk of bankruptcy  
in.....
3. Jack Lester worked for WAC as  
.....
4. At first Hinde Instruments' telescopes were available through  
.....
5. By 1983 sales reached  
to.....dollars.
6. In.....Hinde instruments faced demands for repayment of its  
loan.
7. Amtex sold.....stock along with all its liabilities for  
\$1,000.
8. It took only.....to clear Hinde  
Instruments' debts.
9. Why did Ralcona decide to expand their product range?

- a. Demand for their core product was falling. , b. Their competitors were increasing their market share. c. They wanted to build on the success of their core product.
10. Ralcona’s senior management thought that the new product range should be
- b. Limited to the European market. , b. Introduced in planned stages. , c. Sold under a different brand name.
11. What was Ralcona’s strategy with regard to their new products ?
- a. To price them at a higher level than their existing products., b. To copy their competitors’ successful products., c. To target them at the younger and of the marked
12. How did Ralcona find designers for the packaging of the new products?
- a. They headhunted personnel from their competitors.
  - b. They recruited newly qualified young designers
  - c. They subcontracted the design to a specialist agency.

### **6.7.1 AUDIO SCRIPT:**



Listening Script\_Lesson 1.mp3

Speaker:- Jack Dester, founder of Hind instruments corporation, a telescope manufacturer, giving a talk about the development of his company.

### **Script**

My name is Jack Lester and I’m here to talk about the company I originally founded in nineteen seventy two, Hind instruments. Today, the company, with factories in Nevada and Texas and its headquarters in California, is one of the world’s largest manufacturers of telescopes. Sales have grown at a rate of thirty six percent for the last ten years and in two thousand and two, reached one hundred and twenty six million dollars. but this hasn’t always been the case. In fact, in nineteen one, the threat of bankruptcy was hanging over the company.

I' always been an amateur astronomer and started building my own telescopes when I was ten. After working as an engineer at WAC, it seemed quite natural to start my own telescope company, hind Instruments. To start with, the company imported telescopes and sold them by mail order, but by nineteen seventy seven, the company was making its own telescopes. almost over night,, we took a huge portion of the market, amateur astronomers being keen to buy our telescopes because of the features they offered. by nineteen eighty three, sales reached two million dollars.

in nineteen eighty six, I sold the company for six point five million dollars to the Amtex group staying on as President. from the start, I disagreed with the new owners, and things did not go well. then, the sky fell in. In February, nineteen ninety one, the bank called in the company's loans. there was no cash at the time. In fact the company's balance sheet gave a net. worth of minus two point five million dollars fro nineteen ninety one, the company having lost that much the previous year lost that much the previous year on sales of eleven point five million dollars.

I made a personal loan to the company of sixty five thousand dollars to stave off the bank for one week so I could start to negotiate with three senior managers at Hind interested in buying the company. it worked, and Amtex agreed to sele us one hundred percent of the company's stock, along with all its liabilities, for one thousand dollars. As the key investor, I purchased fifty one percent of the company for five hundred and ten dollars.

the four of us managed to put together two million dollars, and we decided this was to be used totally on product development. Amtex hadn't moved on any new products, so we had the luxury of engineering and of proof of concept waiting for us. We published a new catalogue of high tech products and took out advertising in leading astronomy magazines. Just twelve months after our purchase, we managed to get the company.

Part two:- speaker:- A Business studies tutor and a student, Martin, discussing Ralcona, a UK based soft drinks company.

Tutor

Women:- OK, Martin, I asked you to prepare the manufacturer. Let's work through the main at together. Now, I assume you've looked at the background? Can you give me a summary?

Martin:- Yeah, well, Rollona are a UK Company who had one very famous drink Jista which was Selling well worldwide. But two years ago, when the new chairman arrived, he decided to exploit that popularity to expand the product range. Rolcona had introduced Jista into markets in Japan. Australia and several South East Asian Countries. But there's recently been a slide in sales, despite the fact that Jista is still holding up reasonably well against some stiff competition from other multinationals.

Woman:- OK, stop, there, because I want to fill you in on the discussions that took in the planning of this new product range they were very interesting. Inevitably, the various interested parties in the company all had very different ideas but they all advocated caution. so, for example, the finance department wanted to test the markets closer to home first, while the marketing team were worried any new drinks would dilute the image of the core brand and so were looking at new names. But across the board, the people at the top favored launching each product separately at different to get maximum impact for each product. So that's what happened. All right, go on.....

martin:- well, they then had to decide which market to aim for. Did they just replicate other drinks on the market and try to eat into those markets? Should they focus solely on the youth market, which was rapidly expanding? or should they be daring and go for an older more sophisticated age group with more expensive products? Riskily, they plumped for the latter. Then, having decided where they were going, the R and D department began developing the products.

woman:- Right , and a key factor here was deciding on the all important design of the packaging. Now, designers tend to have a track record of success or not so the safest option would have been to employ a team of consultants who specialized in this. But, driven by the focus on innovation from the new chairman, they traveled the market for recent graduates, thinking their enthusiasm would make up for their lack of experience. They were also approached by designers from other companies, but thought they'd be too set in their ways. so the industry was waiting eagerly to see what Ralcona Rad to offer, but at the last minute, the company halted the launch for three months. Why was that?



Martin:- An over worked marketing department had pulled out all the stops to get everything ready. And the retailers, who had been geared up for getting the products in the shops, took a pretty poor view of the decision. But Ralcona's chairman had heard, correctly, that their main rivals intended to attack the launch with an aggressive promotion, so he intervened at the last minute. Eventually, the delayed launch went ahead, and the new products.

### **6.8 READING: ACTIVITY 1**

*Fill in the blanks with appropriate words:*

Old Behrman was ..... painter who lived on .....ground floor beneath them. He was past sixty ..... had a Michael Angelo's Moses ..... curling down from the head .....a satyr along the body of .....imp. Behrman was a failure ..... art. Forty years he .....wielded the brush without getting .....enough to touch the hem of .....Mistress's robe. He had been always about .....paint a masterpiece but had .....yet begun it. For several years he had painted .....except now and then a daub in ..... line of commerce or advertising. He earned a little ..... serving as a model to .....young artists in the colony .....could not pay the price of .....professional. He drank gin .....excess, and still talked of .....coming masterpiece. For the rest he ..... a fierce little old man, who scoffed .....at softness in anyone, and who regarded himself as especial mastiff-in-waiting ..... protect the two young artists in the studio above. Sue found Behrman smelling .....of juniper berries in his dimly ..... den below. In one corner was .....blank canvas on an easel that had been waiting .....for twenty-five years to receive the first .....of the masterpiece.

### **6.8.1 READING: ACTIVITY 2**

*Read the story to your friend. Stop after every third paragraph and without looking in the*

*Text, tell at least three important points you could recall or retain from your reading.*

### **6.9 SPEAKING: ACTIVITY 1**

*Spend at least 05 minutes doing the following activity.*

The present education system has become faulty. Annual system has been replaced with semester system, though with protest from many corners. Talk together for about five

minutes and discuss the merits and demerits of semester system and what do you hope from the policymakers. Here are a few hints for you:

- Learner Centered Teaching
- Examinations
- Rote-Learning
- Real Learning
- Regular Learning/Teaching
- Less Burden

### **6.9.1 SPEAKING: ACTIVITY 2**

*Retell the story The Last Leaf to your group of friends by replacing the English names with Indian names and also give another appropriate title to the story.*

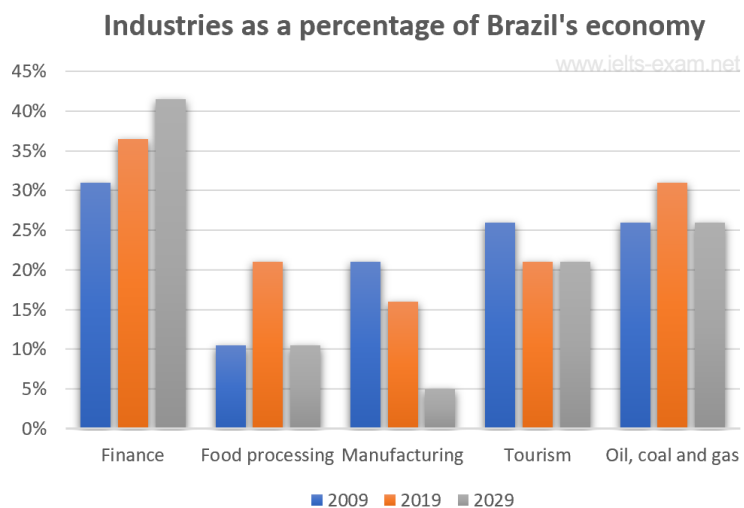
### **6.10 WRITING: ACTIVITY 1**

You are the coordinator of the Environment Club of your school. Recently, while on a visit to the city, you and your friends noticed cutting of trees and heap of garbage lying around. Write a letter to the Mayor of the City requesting for taking steps to prevent what you saw. You may like to include the following points in your letter:

- d. City visit
- e. Reasons for what you saw
- f. Suggest alternate ways to save the environment

### **6.10.1 WRITING: ACTIVITY 2**

The bar chart below illustrates five different industries' percentage share of Brazil's economy in 2009 and 2019 with a forecast for 2029. Analyze the chart and write your response in about 150 words.



(SOURCE: [HTTPS://WWW.IELTS-EXAM.NET/ACADEMIC WRITING SAMPLES TASK 1/1119/](https://www.ielts-exam.net/academic_writing_samples_task_1/1119/))

### **6.11 ANSWER KEYS:**

#### **Listening Activity:**

1. Headquarters, 2. 1991, 3. Engineer, 4. Mail Order, 5. Features, 6. Loans, 7. 100%, 8. 12 Months, 9. C, 10. B, 11. A, 12. B,

#### **Reading Activity 1:**

a, the, and, beard, of, an, in, had, near, his, to, never, nothing, the, by, those, who, a, to, his, was, terribly, to, of, lighted, a, there, line

### **6.12 CONCLUSION**

The chapter has beautifully conveyed the point that hope in life is the only source to surpass obstacles and moments of dejection. The aim of the author to instill sense of optimism in readers gets justified and accomplished with the narrative and its structure.

### **6.13 SUGGESTED READINGS AND REFERENCES:**

9. Bruce Rubin, *Inside Reading: The Academic Word List In Context (3)*, Oxford University Press, 2009
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  14. Raymond Murphy, *Murphy's English Grammar*, Cambridge University Press, 2004
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# **CERTIFICATE COURSE IN EFFECTIVE BUSINESS AND SOCIAL COMMUNICATION**

## **CEBC 1: COMMUNICATION IN ENGLISH**

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### **UNIT – 7: THE WORK OF ARTIFICE**

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#### **STRUCTURE:**

**7.0 AIMS & OBJECTIVES**

**7.1 TEXT OF THE POEM**

**7.2 GLOSSARY**

**7.3 ABOUT THE AUTHOR**

**7.4 BRIEF NOTE ON THE THEME**

**7.5 SUMMARY OF THE POEM**

**7.6 CRITICAL APPRAISAL**

**7.7 EXPLANATION OF THE POEM**

**7.8 EXERCISES**

**7.8.1 VOCABULARY: ACTIVITY 1**

**7.8.2 VOCABULARY: ACTIVITY 2**

**7.9 GRAMMAR: ACTIVITY 1**

**7.9.1 GRAMMAR: ACTIVITY 2**

**7.10 LISTENING ACTIVITY**

**7.10.1 AUDIO SCRIPT**

**7.11 READING: ACTIVITY 1**

**7.11.1 READING: ACTIVITY 2**

**7.12 SPEAKING: ACTIVITY 1**

**7.12.1 SPEAKING: ACTIVITY 2**

**7.13 WRITING: ACTIVITY 1**

**7.13.1 WRITING: ACTIVITY 2**

**7.14 ANSWER KEYS: LISTENING ACTIVITY, READING ACTIVITY 1, READING  
ACTIVITY 2**

**7.15 CONCLUSION**

**7.16 SUGGESTED READINGS AND REFERENCES:**

## **7.0 AIM & OBJECTIVES:**

The Unit is based on the theme of 'Women'. Since ancient times, women have held mixed positions in society. Across countries and communities, there have been instances and practices of discrimination against women and their exploitation. The learners are expected to understand women as human beings with aspirations and intelligence at par with men. The activities given in the exercises section of the unit are designed by integrating the theme of women so that the learners could draw examples from their own life and society they are part of. The activities include vocabulary, grammar, reading, listening, speaking and writing with the following objectives in mind:

- to improve learners' communicative competence
- to enable learners acquire linguistic (grammatical) competence
- to enable learners in becoming effective users of English in context
- to foster taste for creative writing
- to facilitate learners in practicing critical thinking by engaging with *realia*

## **7.1 TEXT OF THE POEM**

### **A Work of Artifice**

**Marge Piercy (1936 - )**

The bonsai tree  
In the attractive pot  
Could have grown eighty feet tall  
On the side of a mountain  
Till split by lightning.  
But a gardener  
Carefully pruned it.  
It is nine inches high.  
Every day as he  
Whittles back the branches  
The gardener croons,  
It is your nature  
To be small and cozy,

Domestic and weak;  
How lucky, little tree,  
To have a pot to grow in.  
With living creatures  
One must begin very early  
To dwarf their growth: The bound feet,  
The crippled brain,  
The hair in curlers,  
The hands you  
Love to touch.

(Source: <https://engpoetry.com/marge-piercy/a-work-of-artifice/>)

## **7.2 GLOSSARY:**

<b>Artifice:</b>	a clever trick or method intended to deceive
<b>Bonsai:</b>	a very small tree that is grown in a small container/pot and is stopped from growing bigger by repeated cutting
<b>Lightning:</b>	a bright flash of light that appears in the sky during a storm, and is usually followed by thunder
<b>Prune:</b>	to remove dead or living parts from (a plant) so as to increase fruit or flower production or improve the form
<b>Whittle:</b>	to make shape of tree by repeatedly cutting small pieces of its branches
<b>Croon:</b>	to sing or talk in a sweet, low voice full of emotion
<b>Dwarf:</b>	any human being, animal or plant that is much smaller than the usual one of its species; to make something seem small by comparison
<b>Bound Feet:</b>	refers the incapability of women (the painful practice in ancient China of tightly binding the feet of girls (belonging to rich families) in early age to keep their feet as small as possible made them only look as objects of beauty for homes for they were incapable of going outside and work.

**Crippled Brain:** refers to intellectual disability of women. Women are not allowed to think independently, the patriarchal societies always stop the growth of their minds

**Hair in Curlers:** Women generally curl their hair for beauty; refers to women only as objects of beauty not to interfere in society's other works

**Hands you love to touch:** refers to women as sex objects

### **7.3 ABOUT THE POET:**



**(March 31, 1936 - )**

Marge Piercy was born in Detroit, Michigan, United States on March 31, 1936. She became the first in her family of working-class people to pursue higher studies and acquired an MA degree. A prolific American Writer, Piercy writes poetry, fiction, memoirs, and essays. She has published around 20 books of poetry including the most famous *Made in Detroit* (2015), *The Crooked Inheritance* (2013), and *The Hunger Moon: New and Selected Poems* (2012); and published around 20 novels including *Sex Wars: A Novel of Guilded Age* New York. Her collection of essays on Poetry titled *Parti-Colored Blocks for a Quilt* has also been quite famous where she gives a clear perception of the major poetic and political voices. Her novels generally address larger social concerns through sharply observed characters and brisk plot lines. Though usually written from a feminist point of view, Piercy's novels have taken on a variety of topics such as historical fiction and science fiction. Her novel *He, She, and It* (1991)—published as *Body of Glass* in the UK—won that country's prestigious Arthur C. Clarke Award. A well-known feminist writer of US, Piercy has also edited the poetry anthology *Early Ripening: American Women Poets Now* (1988) and is currently the poetry editor of *Tikkun* quarterly



magazine. Marge Piercy is married to the well-known author, lecturer, radio personality and publisher Ira Wood. They have their residence in Wellfleet, Massachusetts.

#### **7.4 ABOUT THE THEME:**

Writers and poets have written much about the role and status of woman world over. The problems and concerns of women cutting across countries have been by and large similar in nature. For example, discrimination in career opportunities and social responsibilities for being a woman is one of the many evil practices prevalent globally. Though considered to be better half of man, woman in practice face many difficulties both inside and outside the house. Literature has abundant narratives supporting the cause of women empowerment and emancipation. Especially indigenous literature does project women as equal partner and at times even superior to man. There is an urgent need to sensitize society towards the need to restore a life of respect and honor to women.

#### **7.5 SUMMARY OF THE POEM:**

Oppression of women being the central theme, the poem talks about the pathetic and discriminatory attitude of society towards woman. Considered to be inferior to man, woman has to live a life of bondage and dependency. Traditional customs force a woman to be what she is and it would take a lot of courage and social support to eradicate such rudimentary customs and traditions. The bonsai tree in the poem is a symbol and represents the oppression of women, their inability to grow and how society has kept them tied to ancient customs. The poem strikes at the root of gender inequality prevalent in a male dominated world. However, the poem speaks more about the psychological degeneration that happens due to the clipping of wings. The title of the poem is sarcastic; Artifice means cunning devices used for deception. The poem explains how the women are deceptively made to lead limited lives. It also suggests the moral degradation of this male dominated society which has always looked at women as inferior objects meant only for decoration. The women were conditioned to live according to the customs and traditions. They were expected to feel good about the roles assigned to them. The gardener is a metaphor for the society and the male members of the family. It sets the rules for the plant. Every girl child is conditioned to understand the rules her society has set for her. The nature of a tree is to grow large but so it can be turned into an object of interior decoration, it is tied down and trimmed.

These girls are also conditioned in a similar manner. Their wings are clipped so they cannot think of flying and can stay satisfied with their fate. Fundamentally, the poem is about gender bias and the resulting inequality which has always kept women from living their lives to the fullest. The poem is a telling commentary on the status of women and demands immediate restoration of freedom, liberty and honor to women.

**7.6 CRITICAL APPRAISAL:**

Though much has been written about woman, the poem under study is unique for its imagery and literariness. Projecting bonsai tree as the metaphor for a woman, it strikes aptly at the core issue. Woman being projected as an item of decoration like the bonsai tree is what the poet wants the society to understand. Another metaphor of gardener being a representative of patriarchal system is unique; gardener is generally shown as somebody who tenders the plants and a caretaker. But here in this poem, he executes the evil designs of the system. Certainly, the poem written in free verse style is a sarcastic commentary on the double and dubious standards of society towards woman. The language and structure of the poem are easy and enables the reader to connect with the theme easily.

**7.7 EXPLANATION OF THE POEM:**

<p>The bonsai tree          In the attractive pot          Could have grown eighty feet tall          On the side of a mountain          Till split by lightning.          But a gardener          Carefully pruned it.          It is nine inches high.          Every day as he          Whittles back the branches          The gardener croons,          It is your nature          To be small and cozy,</p>	<p>The bonsai tree has the capacity to grow to the height of 80 feet in the mountains (natural environment) if it is not struck by lightning.</p> <p>Unfortunately, a gardener cut and reduced its height to 09 inches. In fact, the gardener trims the branches everyday and sings softly to the bonsai tree that it is the nature of tree to be small and beautiful, to be at home (for decoration purposes) and to remain weak.</p>
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Domestic and weak; How lucky, little tree, To have a pot to grow in. With living creatures One must begin very early To dwarf their growth: The bound feet, The crippled brain, The hair in curlers, The hands you Love to touch.	He tells the tree that it is lucky because it grows in a pot (sarcastic, because nature is the natural habitat for trees). With living creatures (human beings), their growth is dwarfed (restricted) in the childhood itself; a few examples of such inhuman practices are bound feet, crippled brain, hair are curled using curlers. In the last line addressing men, the poet says that the oppressors (men) love to touch the hands of women they oppress and torture.
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## **7.8 EXERCISES**

### **7.8.1 VOCABULARY: ACTIVITY 1**

*Use the difficult words used (given in the Vocabulary list) in the poem in sentences of your own so that their meaning becomes clear.*

### **7.8.2 VOCABULARY: ACTIVITY 2**

*Tick the words you know from the list given in the box.*

jewels	pattern	bridges	design	windmill	poster	thieves	gatekeeper		
footprint	memory	platform	message	palace	mason	corner	flap	counter	
sling	locker	Prawns	parade	puzzle	route	rucksack	mirror	towers	tiles
spinach	manager	cannons							

## **7.9 GRAMMAR: ACTIVITY 1**

**Possessive Adjectives & Pronouns:** Forms *my, our, your, his, her, its, their*, when placed before nouns function like possessive adjectives but do not always indicate possession. They are formed from personal pronouns *I, we, you, he, she, it, they*. Forms like *mine, ours, yours, his, hers, theirs*

are used without the following nouns and they are called as possessive pronouns. His is used both as possessive adjective and pronoun. E.g. That is *his* book. That book is *his*.

*Rewrite the following sentences, using 'appropriate possessive pronouns' instead of the words in italics:*

- a. This is my pen, and that is *your pen*.
- b. My house is near the college, but *his* house is not.
- c. Is this your coat or *my coat*?
- d. Here are your tickets, but where are *my tickets*?
- e. Your father and *my father* are good friends.
- f. My car is new, but *your car* is old.
- g. My shirt is clean, but *their shirts* are dirty.
- h. Is this his watch or *her watch*?

### **7.9.1 GRAMMAR: ACTIVITY 2**

**Punctuation:** In writing punctuation marks are signals that help the reader the same way that pauses and changes in voice help the listener. Hence, punctuation marks are important. Important punctuation marks/ rules are as follows:

- a. Begin every sentence with a capital letter and put a full stop at the end of it; capitalize names of people, months, days and holidays, deity, holy books, title of a name, particular places and things, geographical names, races, religions, titles specific to an individual but not of seasons
- b. Put a comma after 'yes', 'no', 'well' when these words start a sentence
- c. Possessive forms of nouns use apostrophe
- d. Semicolon is used in place of a full stop to denote that the sentences are somewhat connected.
- e. Comma is used to separate a series of the words of the same class in the same sentence and to denote the omission of a word, especially a verb; also comma is used before connectors like *or*, *and*, *but*.

*Insert the punctuation marks in the following paragraph.*

Once there was a beautiful river maiden called clytie she wanted to marry the glorious sun god she sat down by the side of a stream with a sad face she refused both food and milk and followed with her eyes the daily course of Apollo

For nine days she sat thus and then the god changed her to a sunflower and even as the sun passed across the sky the golden disc of the flower was turned towards it

So clytie became the symbol of faithfulness

### **7.10 LISTENING ACTIVITY**

*Fill in the blanks/tick the correct option while listening to the audio script.*

1. It is important to allow sufficient time for the .....
2. Make sure that you establish a .....that is both sensible and manageable.
3. Always focus on the .....situation.
4. Persuade your staff of the value of .....to the project.
5. Competent .....is important for monitoring the project.
6. Keeping staff informed will enable them to understand the.....they have made.
7. Meetings with staff from different departments may ..... the project.
8. Ensure that you .....when things go wrong.
9. Peter and Sarah agree that the purpose of their current assignment is to
  - a. Analyse failed strategies
  - b. Evaluate existing strategies
  - c. Formulate new strategies
10. What aspect of the course is Peter impressed by?
  - a. The balance of theory and practice
  - b. The focus on individual needs
  - c. The expertise of lectures
11. What feature of the course does Sarah find unsatisfactory?
  - a. Group discussions
  - b. Reading requirements

c. Timetable arrangements

12. What does Sarah enjoy about her current job?

a. Working as part of a team

b. Having contact with clients

c. Running a series of projects

### **7.10.1 AUDIO SCRIPT:**



Listening Script\_Lesson 2.mp3

Speaker: - A woman and a group of managers giving advice on how to run a project.

#### **Script**

Woman:- UM, ok, can I have your attention me 'how do I know if a project is good and, if so, how do I then keep on track? well, there are no magic formulas, but I do have a few tips for choosing and managing projects that I'd like to share with you today.

first of all, choose carefully! your projects needs to be large enough to be worthwhile and one in which your basic skills will enable you to succeed. This means sifting through proposals very carefully, and so its essential that you allocate enough hours to the selection process. when you've done that, you need to work out how long the project will take. It's pretty tough to maintain a project's freshness and flexibility, so you don't want it running on too long therefore, you need to set a sensible, manageable timescale. When you start, you need to think about how your project will be bitter than the last one, and this means you should constantly keep the customer's circumstances in mind and think about what they want. Employees will be enthusiastic about the project if you emphasise how important it is. so you shoud aim to convince them of how crucial teamwork is, and if you can do that, you're more likely to get the best results. also good managers have a constantly updated picture of the project performance, and to achieve this, you need to be efficient at record keeping.

As the project gets going, you should always keep employees informed and involved, in what's going on, so that they understand any constraints. At the same time, this will help them to appreciate the progress being made. And try meeting across boundaries. In well managed projects, you'll find that any meetings that are held are not exclusive to the project workers, but include people from different disciplines who work in the same organization. These 'outsiders' may come up with fresh approaches, which can speed up the whole project.

Now, encountering problems is almost inevitable; you need to recognize that and deal with them. To do this successfully, you need to share information about anything which is not going well. This will allow you to make decisions quickly and minimize any big changes.

Man:- Well, Sarah, What do you make of this assignment? Quite tough, isn't it?

Woman (Sarah): - Peter, its not the easiest, that's for sure! But this course was never going to be a holiday, was it?

Man:- Definitely not! Anyway, the job this time seems to be pretty detailed analytical.

Woman:- But we have to be looking at the wide picture, don't we?..... I mean, the strategies these organizations we are supposed to be reviewing.

Man:- yup. I must say, I think the course in general is pretty well put together.

Woman:- Yeah, the lecturing input's pretty high standard, isn't it?

Man:- No better than I expected..... though it's probable a bit tipped in favour of the theoretical side, I'd say . But whatever, I do feel everyone's particular situation's taken account of, so we all feel its tailor made for us, somehow, if you see when I mean.

Woman:- I do, though I can't say I'm entirely happy.....

Man:- Oh?

Woman:- well, we do all the reading and I've learnt a lot from that in itself and then get into our respective, but then I find we've all got different concerns.....

Man:- contents.....

Woman:- Yeah, Yeah, that it doesn't really get, even in the two hour slots they give us, which ought to be enough, surely.

man:- But don't you find that's true in any work situation?

woman: - Not necessarily, no. well, perhaps full stop. My Motivation comes from seeing steps, you know? A line of particular projects coming up, and the challenge of knocking each one into shape and then going onto the next. I think that's the best way to be satisfying client demand, whether you're dealing directly with them or not. I used to be more face to face, but I have less fo that now.

Man:- That's interesting, cause where I'd like to be further on down the line is in dealing with building up brand image for my company ..... you know, seeing what strategies can be put in place to increase the perceived quality of what you've got on offer..... so that's similar to what you're saying in some ways.....

Woman:- I expect we both need to talk to a recruitment consultant in the near future.

Man:- They are the ones with the contracts.....

Woman:- Yeah, but often in a specialized field..... I mean more that they are in position to make your see what employers actually require..... You know, take you out of your dream world.....

Man:- Yeah.....

Woman:- ..... and get you in to the business of focusing the value of what you offer more precisely.

Speakers: - Peter and Sarah, who are taking a MBA course, discussing their experiences and views of business.



## **7.11 READING: ACTIVITY 1**

*Read the text and do the task that follows.*

Most historians today would agree that Catherine's legacy was decidedly mixed. On the one hand, she drove her country deep into debt for the first time in its history and created more serfs (slaves) than ever before, which led to the greatest Russian uprising ever before the 1917 revolution. On the other hand, during her rule of 34 years, she attempted to reform many aspects of Russian life, and this gained her huge support. Since Catherine, Russia has not had another woman leader. For some modern day Russians such as Lyubov Sogurenko, this is a shame. He further explains that a woman is more serious; a woman thinks as a mother; a woman knows the problems of the family, all the pains, more than a man. It seems to me that a female ruler would live more for the people, the same way she does for her family. Perhaps that is how Catherine herself would most like to be remembered – as a strong woman who cared passionately about her family and the Russian people.

1. The greatest Russian uprising happened because
  - a. Catherine was the emperor
  - b. The country was in debt
  - c. More number of serfs
  - d. People wanted a change
2. Catherine was a good ruler because
  - a. She ruled for 34 years
  - b. Brought in many reforms
  - c. Had huge support of people
  - d. There have been no woman ruler before
3. Russians feel that woman ruler is good because
  - a. A woman is more serious
  - b. Can make a balance between family and people
  - c. Understands the problems of family
  - d. Soft hearted
4. Catherine would like to be remembered as
  - a. Strong woman

- b. One who cared for people
- c. Passionate about her work
- d. An emperor

**7.11.1 READING: ACTIVITY 2**

Read the information below and match each word in bold with its definition and give a title to the passage.

Although Valentine’s Day may seem like a modern event, its roots go back over 2000 years. This day of **romance** evolved from the roman celebration called Lupercalia, which was held every year on February 15. When the emperor Constantine made Christianity the official religion of the Roman Empire, around A.D. 313, the holiday continued and was renamed for saint valentine. According to a story in about A.D. 270, roman emperor Claudius II seeking to **recruit** more soldiers for his army, **prohibited** men from marrying. Valentine, it is said, was a priest who performed marriages in secret despite the ban. For his **defiance** of the emperor, valentine was killed on February 14. One of the first Valentine’s Day cards was sent in 1415 from France’s Duke of Orleans to express his **affection** for his wife while he was held prisoner in England. Today, giving your sweetheart a Valentine’s Day card has become the **norm** for lovers in many countries around the world.

- a. A way of behaving that is considered normal in a particular society.....
- b. Behavior showing you are not willing to obey.....
- c. Feelings of love for someone.....
- d. Referring to the actions and feelings of people who are in love.....
- e. To select or persuade someone to join an organization.....
- f. To prevent someone from doing something one likes to do.....

**7.12 SPEAKING: ACTIVITY 1**

*Spend five minutes discussing the following situation.*

The woman cell of your college is organizing an event to celebrate women’s day. You both have been made the coordinators for this event. Talk together for about five minutes and discuss the preparations you will be undertaking. Here are a few hints for you:

- Suitable Date and Time
- No of Participants
- activities
- keynote speaker
- refreshments
- prizes and mementoes
- chief guest

### **7.12.1 SPEAKING: ACTIVITY 2**

Draw a plan of your ideal room and all the things you want in it. Now describe your drawing to your partner who should draw whatever is described by you. Now ask your partner to draw a plan of his ideal room and listen to the description. You can draw the items described by your partner. Finally discuss your rooms with each other for five minutes. Your discussion can have the following points:

- a. What are the good and bad points about each room?
- b. Which room do you like the best?

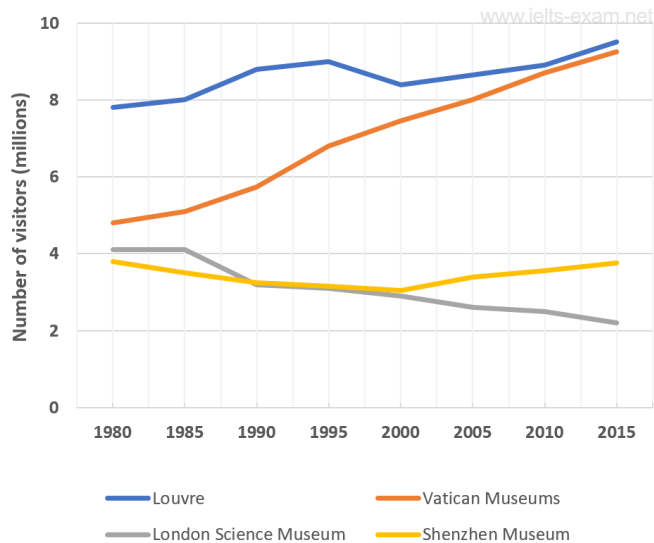
### **7.13 WRITING: ACTIVITY 1**

*Write an answer to one of the advertisements given below:*

Wanted a graduate groom for fair, beautiful, tall, slim girl, 22, caste, language no bar, simple marriage. Apply Box No. 420, C/O 'Made in Heaven', Delhi 1100807.

### **7.13.1 Writing: Activity 2**

The graph shows the number of visitors to four international museums between 1980 and 2015. Analyze the graph and write your response in about 150 words.



### **7.14 ANSWER KEYS:**

#### **Listening Activity:**

1. Selection Process   2. Timescale   3. Customer   4. Teamwork   5. Record keeping  
6. Progress   7. Speed up   8. Share Information   9. B   10. B   11. A   12. C

**Reading Activity 1:** 1. B, 2. B, 3. B, 4. B

**Reading Activity 2:** a. norm, b. defiance, c. affection, d. romance, e. recruit, f. prohibited

### **7.15 CONCLUSION**

The chapter puts women in the centre and discusses the ways women have been discriminated and marginalized. The reader is expected to support the cause of women and strengthen the idea of treating women as human beings with intelligence and aspirations like men.

### **7.16 SUGGESTED READINGS AND REFERENCES:**

1. Bruce Rubin, *Inside Reading: The Academic Word List In Context (3)*, Oxford University Press, 2009
2. Kent Richmond, *Inside Reading: The Academic Word List In Context (4)*, Oxford University Press, 2009
3. Mindy Pasternak & Elisaveta Wrangell, *Well Read (3 &4)*, Oxford University Press, 2007

4. N. Krishnaswamy, *Modern English: A Book of Grammar, Usage and Composition*, Macmillan, 1975
  5. Nancy Douglas, *Reading Explorer (3&4)*, HEINLE CENGAGE Learning, 2010
  6. Raymond Murphy, *Murphy's English Grammar*, Cambridge University Press, 2004
  7. *Teaching Speaking DVD Training Booklet*, British Council
  8. *Testing Language & Literature (Block III & IV)*, PGDTE Notes, TEFLU, Hyderabad
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# **CERTIFICATE COURSE IN EFFECTIVE BUSINESS AND SOCIAL COMMUNICATION**

## **CEBC 1: COMMUNICATION IN ENGLISH**

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### **UNIT – 8: GOOD BYE PARTY FOR MS PUSHPA T.S**

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#### **STRUCTURE:**

**8.0 AIMS & OBJECTIVES**

**8.1 TEXT OF THE POEM**

**8.2 GLOSSARY**

**8.3 ABOUT THE AUTHOR**

**8.4 BRIEF NOTE ON THE THEME**

**8.5 SUMMARY OF THE POEM**

**8.6 CRITICAL APPRAISAL**

**8.7 EXPLANATION OF THE POEM**

**8.8 EXERCISES**

**8.8.1 VOCABULARY: ACTIVITY 1**

**8.8.2 VOCABULARY: ACTIVITY 2**

**8.9 GRAMMAR: ACTIVITY 1**

**8.9.1 GRAMMAR: ACTIVITY 2**

**8.10 LISTENING ACTIVITY**

**8.10.1 AUDIO SCRIPT**

**8.11 READING: ACTIVITY 1**

**8.11.1 READING: ACTIVITY 2**

**8.12 SPEAKING: ACTIVITY 1**

**8.12.1 SPEAKING: ACTIVITY 2**

**8.13 WRITING: ACTIVITY 1**

**8.13.1 WRITING: ACTIVITY 2**

**8.14 ANSWER KEYS: LISTENING ACTIVITY, READING ACTIVITY 1, READING  
ACTIVITY 2**

**8.15 CONCLUSION**

**8.16 SUGGESTED READINGS AND REFERENCES**

## **8.0 AIM & OBJECTIVES:**

The Unit is based on the theme of ‘Languages’. The broader aim of the unit is to acquaint the learners with the importance of language in our life and to sensitize the users for appropriate use of a language which is second to us. The poem in the unit shows that at times our cultural and emotional life interferes with the use of a second language. The activities include vocabulary, grammar, reading, listening, speaking and writing with the following objectives in mind:

- to improve learners’ communicative competence
- to enable learners acquire linguistic (grammatical) competence
- to enable learners in becoming effective users of English in context
- to foster taste for creative writing
- to facilitate learners in practicing critical thinking by engaging with *realia*

## **8.1 TEXT OF THE POEM**

### **Goodbye Party For Miss Pushpa T.S.**

**Nissim Ezekiel (1924 – 2004)**

Friends,  
our dear sister  
is departing for foreign  
in two three days,  
and  
we are meeting today  
to wish her bon voyage.

You are all knowing, friends,  
What sweetness is in Miss Pushpa.  
I don't mean only external sweetness  
but internal sweetness.

Miss Pushpa is smiling and smiling  
even for no reason but simply because  
she is feeling.

Miss Pushpa is coming  
from very high family.  
Her father was renowned advocate  
in Bulsar or Surat,  
I am not remembering now which place.

Surat? Ah, yes,  
once only I stayed in Surat  
with family members  
of my uncle's very old friend-  
his wife was cooking nicely...  
that was long time ago.

Coming back to Miss Pushpa  
she is most popular lady  
with men also and ladies also.

Whenever I asked her to do anything,  
she was saying, 'Just now only  
I will do it.' That is showing  
good spirit. I am always  
appreciating the good spirit.

Pushpa Miss is never saying no.  
Whatever I or anybody is asking  
she is always saying yes,  
and today she is going



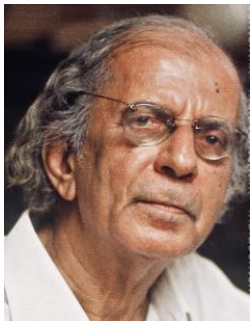
to improve her prospect  
and we are wishing her bon voyage.  
Now I ask other speakers to speak  
and afterwards Miss Pushpa  
will do summing up.

(Source: <https://allpoetry.com/poem/14330576-Goodbye-Party-For-Miss-Pushpa-T.S.-by-Nissim-Ezekiel>)

## **8.2 GLOSSARY:**

<b>Depart:</b>	to go away, leave
<b>Foreign:</b>	another country
<b>Bon Voyage:</b>	a French Phrase expressing ‘Good Wishes for a Safe Journey’
<b>External sweet(ness):</b>	physically beautiful, pretty
<b>Internal sweet(ness):</b>	having a beautiful mind
<b>High family:</b>	noble family
<b>Renowned:</b>	famous
<b>Appreciate:</b>	to value/regard highly
<b>Good Spirit:</b>	good nature/great soul
<b>Prospect:</b>	source of profit
<b>Sum (ming) up:</b>	she will be the last speaker

## **8.3 ABOUT THE POET:**



**(December 16, 1924 – January 9, 2004)**

Nissim Ezekiel was an Indian Poet who wrote in English. Having a long literary career of four decades, he is considered the most influential figure in literary history of postcolonial India. Born in a Marathi speaking Jewish family in Bombay in 1924, Ezekiel went to England after graduation to study Philosophy. Coming back from London, he married Daisy Jacob and joined the literary scene in India by publishing his first poetry collection *The Bad Day*. Besides being a Professor of English, Ezekiel worked as editor of the famous magazine *Illustrated Weekly* and *Poetry India*, founded the literary magazine *Imprint*, worked as art critic for *The Times of India*, a broadcaster of art and literature for All India Radio, and a made an art series for Indian Television. A mentor for the next generation poets, Ezekiel was bestowed with Sahitya Akademi Cultural Award (1983 and Padmashree Award (1988). Apart from editing many volumes, Ezekiel wrote a few articles including ‘Naipaul’s India and Mine’ and also wrote a few plays. His poetry has Indian themes in centre and focuses on contemporary Indian scene, modern urban life, human relationships, love, and spiritual values. His most famous poems include, *The Night of the Scorpion*, *Island*, *Tribute to the Upanishads*, and *Hymns of Darkness* etc. His depicting of ‘Indian thinking’ in ‘Indian English’ reflects in many poems including *Ram Rajya*, *The Patriot*, *Guru* and *Goodbye Party For Miss Pushpa T.S.* Ezekiel died in January 2004, after a prolonged battle with Alzheimer disease.

#### **8.4 BRIEF NOTE ON THE THEME:**

It is said in Indian philosophy of language that ‘word’ constructs ‘the world’. It means that world is constituted by language(s). In fact, since human being originated, language has been the earliest and most significant attribute (trait/quality) to differentiate human beings from other species. Language is central to our identity and representation of self vis-à-vis (in comparison to) world. Cultural experience and its manifestation make us unique. Language being a cultural product becomes the most important medium of our cultural representation. Besides these attributes, language is an instrument of thought because our thoughts vibrate in language. Hence, language is so important for one’s identity and progress. Every language is unique and contains rich literary content. Attempt should be made to learn more and more languages, because a polyglot always thinks critically. India being a multilingual and multicultural country, offers very

good opportunities in terms of linguistic experience. Our students must be trained in multiple languages entailing (resulting in) good career avenues (opportunities) for them.

### **8.5 SUMMARY OF THE POEM:**

While commenting on the use of English language by Indian speakers, the poet narrates an incident from his own family. The family has gathered to wish good bye to the poet's sister who is going to a foreign country. His sister Miss Pushpa is a gentle lady, friendly to everybody and always bears a smiling face even if there is no reason for it. Miss Pushpa hails from a rich family in Surat, where the poet himself has stayed once. Miss Pushpa is a famous lady and is ever ready to help others. During the farewell gathering, all speak about Miss Pushpa and she concludes with her speech.

### **8.6 CRITICAL APPRAISAL:**

The poem is an interesting but critical commentary on mis(use) of English by Indians. The poem is also an indication of Indians' idiosyncrasy to flaunt their status through English even if it is wrongly used. Indians' fondness and tendency to use progressive tense, repetition, inappropriate collocations etc is illustrated in the poem through the following examples:

*Departing, all knowing, sweetness in Miss Pushpa, external/internal sweetness, smiling and smiling, she is feeling, is coming, am not remembering, now cooking nicely, coming back to, men also and ladies also, to do anything, was saying, that is showing, am also appreciating, Pushpa Miss, anybody (instead of somebody), never says no, are wishing her, summing up.*

The poem can also be read as an indication that influence of one's cultural context and native language on a second language like English is inevitable. The Indian speakers unknowingly get carried away by their emotional experiences and contexts, and end up mixing up with the standard structure and vocabulary of English. Attempt should be made to eradicate the indicated inconsistencies while using English language.

### **8.7 EXPLANATION OF THE POEM:**

Friends, our dear sister	The poet has invited his friends for a farewell meeting organized for his sister who is going
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<p>is departing for foreign in two three days, and we are meeting today to wish her bon voyage.</p> <p>You are all knowing, friends, What sweetness is in Miss Pushpa. I don't mean only external sweetness but internal sweetness.</p> <p>Miss Pushpa is smiling and smiling even for no reason but simply because she is feeling.</p> <p>Miss Pushpa is coming from very high family.</p> <p>Her father was renowned advocate in Bulsar or Surat, I am not remembering now which place.</p> <p>Surat? Ah, yes, once only I stayed in Surat with family members of my uncle's very old friend- his wife was cooking nicely... that was long time ago.</p> <p>Coming back to Miss Pushpa she is most popular lady with men also and ladies also.</p> <p>Whenever I asked her to do anything, she was saying, 'Just now only I will do it.' That is showing good spirit. I am always appreciating the good spirit.</p>	<p>to a foreign country.</p> <p>The sister Miss Pushpa is a sweet lady, who is sweet both externally and internally; she keeps smiling in all the circumstances at times even for no reason, she smiles because she feels like to smile.</p> <p>Miss Pushpa belongs to a rich family; her father was an advocate in Surat. The poet once visited Surat to meet his uncle's friend's family, whose wife is a very good cook.</p> <p>Miss Pushpa is a famous lady both with men and women. She is always ready to help others and remain in high spirits and never says no to anything asked from her.</p>
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<p>Pushpa Miss is never saying no. Whatever I or anybody is asking she is always saying yes, and today she is going to improve her prospect and we are wishing her bon voyage. Now I ask other speakers to speak and afterwards Miss Pushpa will do summing up.</p>	<p>Now she has decided to go abroad to make career. All her friends have gathered to bid farewell to her; The speaker invites others to speak so that after everybody has finished speaking about her, Miss Pushpa could conclude the farewell party with her address.</p>
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## **8.8 EXERCISES**

### **8.8.1 VOCABULARY: ACTIVITY 1**

*Match the words in column A with their opposites in column B.*

<b>A</b>	<b>B</b>
Transient	Impolite
Courteous	Modest
Grim	Lasting
Haughty	Pleasant
Obvious	Temporary
	Obscure
	Smooth

### **8.8.2 VOCABULARY: ACTIVITY 2**

*Read the following passage and answer the questions that follow.*

One day, a rich merchant of Baghdad sent his servant to the market to buy food. The servant returned very quickly and rushed into his master's room, his eyes wide and glassy, his whole body shaking with fear. Master, he cried, as I was walking through the crowded market, a woman struck against me and I nearly fell. When I turned to help her, I saw that it was death, and

she raised her hand and was about to lay it on me. I ran from that evil place and did not look back. Now I must escape from this town at once. “But how do you know that this woman was death?” asked the merchant. I knew her perfectly, replied the man, and his voice dropped to a whisper as he remembered the frightful minute when he looked into her face and knew her. “I have good reasons to know her,” continued the servant. “I was alone with her face to face for six long days and nights, two years ago, when I had fever. And once, only a month ago, she looked me in the face when a madman threw a knife at me and it scratched my skin an inch above my heart. Please lend me your fastest horse and I will ride like the wind to samara, where I shall be safe”. The merchant lent the poor man a horse, and watched him disappear along the road to the north in a cloud of dust. Then the merchant walked to the market and looked about until he at last saw a woman who was a stranger to him. He greeted her and told her who he was. Why did you lift your hand in order to take my servant?’ he asked. “I did not mean to take him then,” she replied. “I raised my hand in a movement of surprise. I was surprised to see your servant in Baghdad today, because I arranged long ago to meet him in samara tonight”.

*Choose the right meaning of the highlighted phrases in each of the following statements choosing from the given options.*

1. The servant’s eyes were **wide and glassy**.
  - a. Open with tears
  - b. Smooth and shiny
  - c. Big and clear
  - d. With no emotion
2. She **looked me in the face**.
  - a. Came very close to me
  - b. Looked at me threateningly
  - c. Stared at me
  - d. Saw my face
3. I will ride **like the wind** to samara.
  - a. Fast and swift
  - b. Lightly
  - c. With force

- d. Without being seen
- 4. I ran from **that evil place**.
  - a. Place that had bad people
  - b. Place where death was present
  - c. Place where he fell down
  - d. Place where he could not stay
- 5. I did not mean to **take him** then.
  - a. Deceive him
  - b. Accompany him
  - c. Make him die
  - d. Go to him

### **8.9 GRAMMAR: ACTIVITY 1**

**Subject & Predicate:** A sentence has two parts; subject and predicate. Subject of the sentence usually denotes a person, thing, or place about which something is said in the predicate. Rest of the sentence (other than the subject) is called predicate, which says something about the subject. Subject of a sentence can be proper noun, personal pronoun, demonstrative pronoun (this, that), noun/noun phrase (these books/gold), dummy subject (there, it), adverbs (tomorrow, today, yesterday) etc.

*Describe yourself, your father and a friend of yours using the following information given in the box.*

Name, occupation or status, sex, age, nationality, quality, colour, ambition, hobbies, dislikes

### **8.9.1 GRAMMAR: ACTIVITY 2**

**Transitive & Intransitive Verbs:** Transit means the act of passing or being carried across, and to carry across we need an object. The noun, pronoun or noun phrase following a transitive verb is called its object. In case of intransitive verbs, nothing is passed on, there is no transition, they have no objects. Verbs like eat drink, smoke, love seems to be intransitive but they are transitive because the object is implied there.

*Complete the following sentences and say which one of the verbs in each sentence has been used transitively and which one intransitively.*

Example: I rolled the ball and the ball rolled.

- a. She opened the door and the door.....
- b. We began the play and the play began.....
- c. He flew the kite and the kite .....
- d. You break the glass and the glass.....
- e. We boil water and the water .....
- f. We end the discussion and the discussion.....
- g. You burn the paper and the paper.....
- h. The ripens the apples and the apples.....

**8.10 LISTENING ACTIVITY**

*Fill in the blanks/tick the correct answer while listening to the audio script.*

- 1. Try to obtain the .....which is free.
- 2. Study the .....carefully.
- 3. Use the .....carefully.
- 4. From the information pack, retain visitors' names and the .....
- 5. Remember to pack a .....
- 6. Take plenty of .....
- 7. Take several of your .....
- 8. On arrival at the fair, first visit the .....
- 9. Duncan thinks that a new employee is needed to
  - a. Assist in marketing activities
  - b. Deal with customer enquiries
  - c. Implement database changes
- 10. Kathy suggests that the new employee will have to
  - a. Work for several departments
  - b. Undergo further training
  - c. Delegate various duties
- 11. Kathy criticizes the way in which
  - a. Vacancies are advertised
  - b. Interviews are conducted
  - c. Job specifications are changed
- 12. Duncan thinks many of the company's staff are dissatisfied with their



- a. Salaries
- b. Workloads
- c. Holidays

### **8.10.1 AUDIO SCRIPT:**



Listening Script\_Lesson 3.mp3

Speaker:- A woman giving a talk to a group of purchasing managers about how to make good use of visits to trade fairs.

#### **Script**

Woman:- Good afternoon. My short talk today is about trade fairs: not how to exhibit at them, but how to take best advantage of being a customer a visitor to the fair. How can you make your visit really cost and time efficient?

Firstly, an issue which is often overlooked is pre-exhibition preparation. It may be that the fair won't be helpful, so find out as much as you can before you consider booking. As soon as you know it's taking place, send off for the publicity folder, for which there is no charge. It contains information which can save you time and money. One particular thing I always advise clients to do is to look over the exhibitor list with great care and talk to line managers and colleagues about it. This will give you the best insight into whether this particular fair is right for your company. If it is, sign up for it. Then, if you think the fair is for you, do take time to look into hotel arrangements. My advice is that you should try to choose a hotel yourself from the internet rather than selecting one from the trade fair's recommended list. Trade fairs and exhibitions tend to use large chains because they are easier to deal with, rather than ones with the most suitable facilities.

In due course, you will receive an enormous amount of trade fair information..... a lot of it you can throw away immediately. But not everything the hand outs to hang onto are the finalized list of visitors, and it's also worth keeping the floor plan. Organizers seldom remember to supply extra copies, and you'll be stuck if you don't have one.

Then take a little care with your packing don't forget to take a large note pad (fairs tend to supply tiny ones these days, and your jottings can get lost on small scraps of paper and whatever you do, don't forget to take a good supply of business cards. there's surely nothing more embarrassing than not being able to produce one on request. one other thing that I pack is a small pile of my own company brochures not too many? they'd be too heavy but to give out to selected personal obviously you're there with a view to buying, but an exchange of information helps everyone.

So now you've arrived and you're standing in the exhibition hall with its bewildering array of people and exhibits. where do you start? well, my advice is to ignore the people at reception and go straight to the press office. they'll be good source of information about the really important events of the day and what the interesting new products and services are after this, it's.

Speakers:- This is the discussion two managers Kathy and Duncan, who work in the human resources department of a company.

Kathy :- Well, Duncan, I think we can often get a lot out of these in formal talks.

Duncan: - I couldn't agree more, Kathy..... the agendas in standard meetings are usually too rigid to allow for real discussion.

Kathy:- Ok, now, you'd like to appoint a new assistant.....

Duncan : - Yes, I think its important.

Kathy :- Because you're wanting to look at agents and consultants.....

Duncan : - Yeah they're all stored on computer, but not in a useful way, I want the whole thing revised , so that we can access information in a wide reance of clear categories.

Kathy:- And that's a sparate job

Duncan:- Quite and a big one we need a set up like the marketing department has for clients user friendly.

Kathy:- I can certainly see your case. My only thought is that this person's role is likely to become more complex.

Duncan:- Oh, sure these are just my initial thoughts.....

Kathy:- So, you'll have to make sure you get someone who's got the right qualifications.....

Duncan:- Mm the right diplomas.

Kathy:- And will they be going to many meetings?

Duncan:- Yeah, but not having to travel there..... I mean, they will be in house....

Kathy:- I see it as a cross departmental role.

Duncan:- I guess that depends on the directors. I'd rather keep it within HR.

Kathy:- Hm, its always an issue, isn't it, how the first idea of the job gets transformed, often neglecting the original need. I've sat on plenty of interview panels here, where we're all doing our utmost to let the candidate give it their best shot.....

Duncan:- oh sure.

Kathy:- ..... and found myself thinking, hang on, too many people have got their hands on this and changed the requirements or desirable qualities since the time we put out the advertisement..... I just don't think all the details should be passed around as they currently are.

Duncan:- I suppose everyone's a bit desperate and looking for any opportunity to delegate, so if someone new's coming in, they think, oh, that might help me. ..

Kathy:- only natural.

Duncan:- the new salary scales, welcome though the increases are, don't address the real problem. And the flexible holiday system hasn't done anything to reduce the day-to-day pressure.

Kathy:- I know what you mean, but I do have faith in things getting better, if the current initiatives go ahead.

Duncan:- Hm, I'll believe them when I see them, especially these glamorous new system it are proposing.

Kathy:- well, I .....

Duncan:- I just wish everything could be as straight forward as the production team manage to make it what they are proposing is so practical that it's bound to go through, while the rest of us are sitting around, considering every possible aspect and application, and drawing up endless finance projections.

Kathy:- time will tell..... I must say, I'm not entirely happy about the way things are going.

Duncan:- well, I just don't think information is being handled very well it's a skill that's neglected here. we have, in theory at least, a good team system, but we still end up running late at crucial stages on.

### **8.11 READING: ACTIVITY 1**

*Based on your reading of the passage given for Vocabulary Activity 2, choose the right answer given after each statement below:*

1. The servant's eyes were 'wide and glassy' because
  - a. He could see clearly
  - b. He was stunned and emotionless
  - c. He wore thick glasses
  - d. He was in a hurry
2. The servant says he ran from that 'evil place' because
  - a. The place was dark and gloomy
  - b. Seeing the woman in that place was a sign of something bad
  - c. The woman was bad
  - d. He did not like the place
3. Why is 'Death' spelt with a capital D in this story?
  - a. 'Death' is a fearsome thing
  - b. 'Death' is always spelt with a capital 'D'
  - c. 'Death' takes the form of a person here

- d. 'Death' is inevitable
- 4. 'I have 'good reason' to know her'. The servant means that
  - a. He knew her very well
  - b. He was close to dying twice earlier
  - c. He had seen her many times before in the market
  - d. He wanted to know who she was
- 5. The servant is called 'the poor man' because
  - a. He was sad, frightened and helpless
  - b. He did not have any money
  - c. He did not want to meet Death
  - d. He was hit by the strange woman

### **8.11.1 READING: ACTIVITY 2**

*Read the following passage and Indicate if the statements that follow are true or false:*

In the 14th-15th century, following the Hundred Years War with France that ended French rule of the British Isles, English became the language of power and influence once again. It got a further boost through the development of English literature and English culture, spearheaded by William Shakespeare. Shakespeare's influence on the development of the English language and its unique and rich culture is hard to grasp; the man is said to have invented at least 1,700 words, including "alligator", "puppy dog", and "fashionable", in addition to penning classics like *Romeo & Juliet* and *Hamlet*! Towards the end of Middle English, a sudden and distinct change in pronunciation (the Great Vowel Shift) started, with vowels being pronounced shorter and shorter. From the 16th century the British had contact with many peoples from around the world. This, and the Renaissance of Classical learning, meant that many new words and phrases entered the language. The invention of printing also meant that there was now a common language in print. Books became cheaper and more people learned to read. Printing also brought standardization to English. Spelling and grammar became fixed, and the dialect of London, where most publishing houses were, became the standard. In 1604 the first English dictionary was published.

1. The passage is about old English. True / False
2. Hundred years war was won by France. True / False

3. Development of English literature and culture was mainly due to Shakespeare. True / False
4. Growth of English language can be attributed to its literature and culture. True / False
5. Because of Great Vowel Shift theory, pronunciation of vowel sounds became shorter. True / False
6. Because of classical learning only many new words entered in English language. True / False
7. Invention of printing boosts the growth of English language. True / False
8. Printing also made books cheaper and standardized the grammar of English. True / False
9. This resulted in reading becoming a habit of people. True / False

### **8.12 SPEAKING: ACTIVITY 1**

*Practice the following dialogues in a group of three friends. Assign your roles accordingly.*

**Examiner:** Good Morning/Good Afternoon/Good Evening, I am..... and what are your names.

**Candidate A:** I am.....

**Candidate B:** I am.....

**Examiner:** A, where are you from? B, where are you from?

**Candidate A:** I am from.....

**Candidate B:** I am from.....

**Examiner:** A, what do you study? B, what do you study?

**Candidate A:** I study/am a student of.....

**Candidate B:** I study/ am student of.....

**Examiner:** A, what do you like most about your studies?

**Candidate A:** I like.....

**Examiner:** B, what do you like most about your studies?

**Candidate B:** I like.....

**Examiner:** Now I am going to ask you both some questions on Importance of English Language.

- international language
- boosts career prospects
- enables critical thinking

### **8.12.1 SPEAKING: ACTIVITY 2**

*Practice pronouncing the following pairs of words with your partner:*

Lot and Not, Flight and Fight, Lit and Let, Pat and Bat, Sip and Zip, Writer and Rider, Pen and Pan, Tease and Knees, Tie and Lie, Arrive and Alive, Grow and Glow, Sigh and Thigh, Cut and Cat, Pin and Bin, Tent and Tenth, Sheer and Cheer, Bowling and Boring, Kneel and Near, Hard and Heart, Bent and Vent

(Source: <https://www.fluentu.com/blog/english/minimal-pairs/>)

### **8.13 WRITING: ACTIVITY 1**

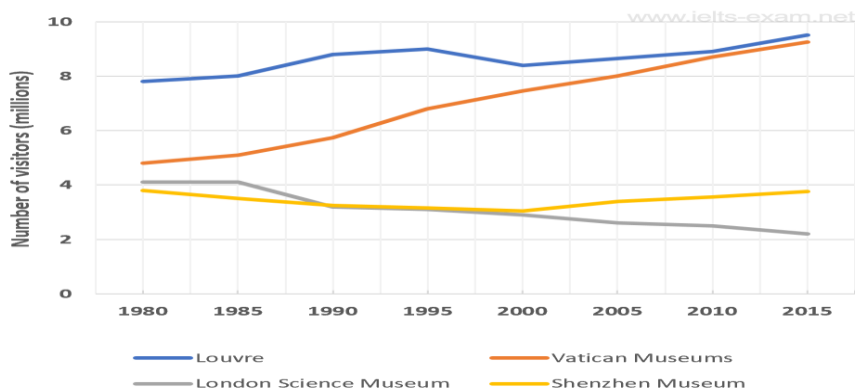
Recently you visited a foreign country on a tourist visa. While your stay in a hotel, the services provided were not up to the mark.

*Write a letter in 150 words to the manager of the hotel. You may include the following points in your letter.*

- a. Period of your visit and stay in the hotel
- b. Problems faced by you
- c. Your suggestions for improvement

### **8.13.1 WRITING: ACTIVITY 2**

The following graph shows the number of visitors to four international museums between 1980 and 2015. Analyze the chart carefully and write your response in about 150 words.



(Source: [https://www.ielts-exam.net/academic\\_writing\\_samples\\_task\\_1/1117/](https://www.ielts-exam.net/academic_writing_samples_task_1/1117/))

### **8.14 ANSWER KEYS:**

#### **Listening Activity:**

1. Publicity Folder    2. Exhibitor List    3. Internet    4. Folder Plan    5. Large note pad  
6. Business cards    7. Company Brochures    8. Press Office    9. C    10. A    11. C    12. B

#### **Reading Activity 1:**

1. A, 2. B, 3. C, 4. B, 5. A

#### **Reading Activity 2:**

1. False, 2. False, 3. True, 4. True, 5. True, 6. False, 7. True, 8. True, 9. True

### **8.15 CONCLUSION**

Language being the primary marker of one's identity, the chapter does emphasize the importance of language in human life particularly of one's native language. The reader is made aware of the fact that every language is unique in terms of its structure and usage; hence every language must be respected.

### **8.16 SUGGESTED READINGS AND REFERENCES:**

1. Bruce Rubin, *Inside Reading: The Academic Word List In Context (3)*, Oxford University Press, 2009
2. Kent Richmond, *Inside Reading: The Academic Word List In Context (4)*, Oxford University Press, 2009
3. Mindy Pasternak & Elisaveta Wrangell, *Well Read (3 &4)*, Oxford University Press, 2007



4. N. Krishnaswamy, *Modern English: A Book of Grammar, Usage and Composition*, Macmillan, 1975
  5. Nancy Douglas, *Reading Explorer (3&4)*, HEINLE CENGAGE Learning, 2010
  6. Raymond Murphy, *Murphy's English Grammar*, Cambridge University Press, 2004
  7. *Teaching Speaking DVD Training Booklet*, British Council
  8. *Testing Language & Literature (Block III & IV)*, PGDTE Notes, TEFLU, Hyderabad
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# **CERTIFICATE COURSE IN EFFECTIVE BUSINESS AND SOCIAL COMMUNICATION**

## **CEBC 1: COMMUNICATION IN ENGLISH**

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### **UNIT – 9: I SIT AND LOOK OUT**

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#### **STRUCTURE:**

**9.0 AIM & OBJECTIVES**

**9.1 TEXT OF THE POEM**

**9.2 GLOSSARY**

**9.3 ABOUT THE AUTHOR**

**9.4 BRIEF NOTE ON THE THEME**

**9.5 SUMMARY OF THE POEM**

**9.6 CRITICAL APPRAISAL**

**9.7 EXPLANATION OF THE POEM**

**9.8 EXERCISES**

**9.8.1 VOCABULARY: ACTIVITY 1**

**9.8.2 VOCABULARY: ACTIVITY 2**

**9.9 GRAMMAR: ACTIVITY 1**

**9.9.1 GRAMMAR: ACTIVITY 2**

**9.10 LISTENING ACTIVITY**

**9.10.1 AUDIO SCRIPT**

**9.11 READING: ACTIVITY 1**

**9.11.1 READING: ACTIVITY 2**

**9.12 SPEAKING: ACTIVITY 1**

**9.12.1 SPEAKING: ACTIVITY 2**

**9.13 WRITING: ACTIVITY 1**

**9.13.1 WRITING: ACTIVITY 2**

**9.14 ANSWER KEYS: LISTENING ACTIVITY, READING ACTIVITY 1, READING  
ACTIVITY 2**

**9.15 CONCLUSION**

**9.16 SUGGESTED READINGS AND REFERENCES**

## **9.0 AIM & OBJECTIVES:**

The Unit is based on the theme of Self & Society. The unit aims at facilitating better understanding of self in the context of society and the role each plays in their mutual growth. The learner is expected to appreciate the interface created between self and society by the poet in the prescribed poem. The unit's activities are designed by integrating real life and its aspects. The activities include vocabulary, grammar, reading, listening, speaking and writing with the following objectives in mind:

- to improve learners' communicative competence
- to enable learners acquire linguistic (grammatical) competence
- to enable learners in becoming effective users of English in context
- to foster taste for creative writing

## **9.1 TEXT OF THE POEM**

### **I Sit and Look Out**

**Walt Whitman (1819-1892)**

I SIT and look out upon all the **sorrows** of the world, and upon all  
**oppression** and shame;

I hear secret **convulsive sobs** from young men, at **anguish** with  
themselves, **remorseful** after **deeds** done;

I see, in low life, the mother misused by her children, dying,  
neglected, **gaunt, desperate**;

I see the wife misused by her husband—I see the **treacherous seducer**  
of young women;

I mark the **ranklings** of **jealousy** and **unrequited** love, attempted to be  
hid—I see these sights on the earth;

I see the workings of battle, **pestilence, tyranny**—I see **martyrs** and  
prisoners;

I observe a **famine** at sea—I observe the sailors **casting** lots who  
shall be kill'd, to preserve the lives of the rest;

I observe the **slights** and **degradations** cast by **arrogant** persons upon  
laborers, the poor, and upon negroes, and the like;  
All these—All the **meanness** and **agony** without end, I sitting, look  
out upon,  
See, hear, and am silent.

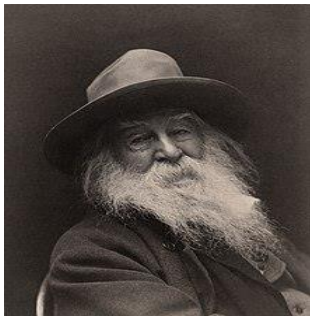
(Source: <https://allpoetry.com/I-Sit-And-Look-Out> )

## **9.2 GLOSSARY:**

<b>Sorrow:</b>	grief, pain, suffering, agony
<b>Oppression:</b>	misery, hardship, cruelty, maltreatment
<b>Convulsive:</b>	volatile, dangerous, stormy, frenzied
<b>Sob:</b>	cry hard, weep, wail, lament
<b>Anguish:</b>	severe upset, pain, agony, sorrow
<b>Remorseful:</b>	guilty, ashamed, apologetic, sad
<b>Deed:</b>	act, action, accomplishment, handiwork
<b>Gaunt:</b>	skinny, emaciated, thin, grim
<b>Desperate:</b>	reckless, outrageous, daring, bold, rash
<b>Treacherous:</b>	dishonest, disloyal, tricky, unreliable
<b>Seducer:</b>	lover, dear, flattery, darling
<b>Ranklings:</b>	festering, disturbing, annoying, irritating
<b>Unrequited:</b>	unanswered, unreturned, unfulfilled
<b>Pestilence:</b>	epidemic, sickness, disease, infection
<b>Tyranny:</b>	dictatorship, autocracy, oppression, cruelty

<b>Martyr:</b>	sufferer, saint
<b>Famine:</b>	drought, misery, destitution
<b>Casting:</b>	throw aside, drop, impel, toss
<b>Slights:</b>	petty, small, unimportant
<b>Degradation:</b>	shame, degeneration, decline, humiliation
<b>Arrogant:</b>	exaggerated self-opinion, haughty, aloof, smug
<b>Meanness:</b>	greed, wicked, corrupt, pettiness
<b>Agony:</b>	suffering, pain, misery

### **9.3 ABOUT THE POET:**



**(May 31, 1819- March 26, 1892)**

Considered to be America's most important poet, Walt Whitman was an essayist and journalist too. He is often called the father of free verse (open poetry). He left schooling at the age of 11 and started working in the printing industry and later on worked as a journalist, teacher, and a government clerk. Because of being in the print industry, Whitman became a voracious reader and read all important writers and philosophers. Whitman's popular poetry collection, *Leaves of Grass*, first published in 1855 with his own money was an attempt at reaching out to the common person. During the American Civil War, he went to Washington, D.C. and worked in hospitals caring for the wounded. This influenced his poetry which focused on both loss and healing.

When he died at age 72, his funeral was a public event. Whitman was a staunch supporter of human dignity.

#### **9.4 ABOUT THE THEME:**

An adage says, “man is a social animal”, which means that human being is part of the society and bound by the norms (rules) of society. The interface (bond) between man and society is mutual in nature, and complement (support) each other. The feeling of community and interdependence enables one to relate self with society and vice-versa. To be compassionate (kind-hearted) and humane are the cardinal (fundamental) attributes (qualities) of being human. Unfortunately, in the name of progress, this bond between self and society has been weakened and compromised. The acts of oppression and exploitation around us have ceased (stopped) to be our concerns. The tendency of Self-centeredness is gradually eradicating the basic tenets (principles) of being a social animal. In fact, the feeling of community is being replaced with individualism resulting in indifference of human beings to evil and unsocial practices taking place all around.

#### **9.5 SUMMARY OF THE POEM:**

While being in the reflexive mood, the poet contemplates about the sorrows, all types of oppressors, agony and pain of young who repent for their misadventures done in the past. The poem talks of woman as the oppressed ones both by their children and abusive husbands. The pathetic consequences of wars are being discussed in the poem along with the help rendered by sailors during the famine in sea. Besides talking about the exploitation of poor and laborers, racial discrimination has been discussed in the poem. The poet reflexes on the agonizing world and finds no end to the troubles of the oppressed; and ultimately, decides to be silent. May be, the poet uses silence as the weapon against violence being perpetrated against the weak and helpless.

#### **9.6 CRITICAL APPRAISAL:**

Written in the reflexive mood, the poet in the poem highlights the evil ways of the world. Different sections of society like women, laborers, poor, Negroes etc. are shown as second-rate citizens of the world. The poem is a telling commentary on the world, what it has come to be. The poet by highlighting the evil practices is, in fact, hoping the world to be without such

uncivilized acts. The poet demands protest against these practices and recommends silent protest. ‘Silence’ here does not mean indifference rather it enables you to think critically and offer better solutions to the world.

**9.7 EXPLANATION OF THE POEM:**

<p>I SIT and look out upon all the sorrows of the world, and upon all                    oppression and shame;  I hear secret convulsive sobs from young men, at anguish with                    themselves, remorseful after deeds done;  I see, in low life, the mother misused by her children, dying,                    neglected, gaunt, desperate;  I see the wife misused by her husband—I see the treacherous seducer                    of young women;  I mark the ranklings of jealousy and unrequited love, attempted to be                    hid—I see these sights on the earth;  I see the workings of battle, pestilence, tyranny—I see martyrs and                    prisoners;  I observe a famine at sea—I observe the sailors casting lots who                    shall be kill'd, to preserve the lives of the rest;  I observe the slights and degradations cast by arrogant persons upon                    laborers, the poor, and upon negroes, and the like;</p>	<p>Sorrows, oppressions and shame of the world are thought of by the poet in solitude; the voice of repentance is heard from the young people, who are angry with themselves and full of remorse for what they did in the past;    the poet sees mothers being neglected by their own children and mistreated by their husbands;    the pangs of unfulfilled love are seen by the poet; misery and violence all-around after the war is seen by the poet,    also the martyrs and prisoners are reflected upon;  trouble at sea is thought of in which sailors save lives of others at the cost of their own life;    the poet reminds himself of the ruthless behavior of arrogant people towards poor and helpless sections of society; the poet feels pained to see that the inhuman acts and</p>
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<p>All these—All the meanness and agony without end, I sitting, look out upon, See, hear, and am silent.</p>	<p>suffering in the world are not going to end,  while sitting, the poet can see and hear all these but remains silent as a mark of protest and condemnation.</p>
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**9.8 EXERCISES**

**9.8.1 VOCABULARY: ACTIVITY 1**

*Put each word in the box in the correct column, based on which target word it is a synonym for. Use your dictionary to check the meanings of new words. Compare your results with a partner.*

activate	cause	different	spark	add	clear	distinguishing	special
adhere	connect	fasten	start	apparent	conspicuous	plain	unique

Obvious	Trigger	Attach	Distinctive
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....

**9.8.2 VOCABULARY: ACTIVITY 2**

*Complete the sentences about Albert Einstein using the target vocabulary in the box. Use each item one time. The synonyms in the brackets can help you.*



concentrated	expertise	pursued	considerably	factor	revealed
enormous	intelligence	an environment	normal		

- a. The.....(very large) .....(mental ability) of Albert Einstein is now well known, but it was not so obvious when he was young.
- b. In school, the young Einstein loved mathematics and science, but he.....(focused) less on other subjects. He received poor grades in history, geography and languages.
- c. When he was 16, he wrote a paper that.....(made known) his early ideas about the theory of relativity.
- d. Though it is.....(usual) for children to speak before the age of 3, Einstein did not say his first words until he was nearly 4. He did not read until he was 7, which was.....(much) older than other prodigies such as Abigail Sin or Billy Sides.
- e. As a boy, Einstein’s two uncles gave him.....(the surroundings) that challenged him and encouraged his interest in mathematics and science.
- f. His.....(knowledge) related to his theory continued throughout his life. He was awarded the noble peace prize in 1921.
- g. One.....(thing) that led to his interest in physics sprang from an incident that occurred when he was only five. His uncles showed him a compass. From then on, Einstein.....(tried to understand) physics with great passion.

**9.9 GRAMMAR: ACTIVITY 1**

*Fill in the blanks with the most appropriate choice:*

1. I do not remember.....about the accident. (anything/something/nothing)
2. Chris and I have known.....for quite a long time. (us/each other/ourselves)
3. How often do the buses run?.....twenty minutes. (all/each/every)
4. I shouted for help, but.....came. (nobody/no one/anybody)
5. Last night we went out with some friends of.....(us/our/ours)
6. It did not take us a long time to get here.....traffic. (it wasn’t much/there wasn’t much/it wasn’t a lot)
7. Can I have.....milk in my coffee, please? (a little/any/some)

8. Sometimes I find it difficult to.....(concentrate/concentrate me/concentrate myself)
9. I drink.....water every day. (much/a lot of/lots of)
10. ....in the city centre are open on Sunday. (most of shops/most of the shops/the most of the shops)

### **9.9.1 GRAMMAR: ACTIVITY 2**

*Select the correct response from the underlined words?*

1. I will try to be on time, but do not worry if / when I am late.
2. Do not throw that bag away. If / when you do not want it, I will have it.
3. Please report to reception if / when you arrive at the hotel.
4. We have arranged to play tennis tomorrow, but we will not party if / when it is raining.
5. What would you do if / when you lost your keys?
6. I hope I will be able to come to the party, but I will let you know if / unless I cannot.
7. I like travelling by ship as long as / unless the sea is not rough.
8. You might not remember the name of the hotel, so write it down if / in case you forget it.
9. They always have the television on, even if / if nobody is watching it.
10. Even / although we played very well, we lost the match.

### **9.10 LISTENING ACTIVITY**

*Fill in the blanks/tick the correct answer while listening to the audio script.*

1. This year's and last year's .....are the same.
2. In the UK, several new .....have been achieved.
3. The ..... was reduced, resulting in lower labour costs.
4. Export business made difficult by the level of the .....
5. Performance of subsidiary suffered because of low .....
6. American joint venture currently running below its .....
7. The return on assets now targeted at .....
8. Team set up to examine .....

9. Why does Maria think that staff turnover is so high in their company?
  - a. Staff are dissatisfied with their workload
  - b. The company pays lower salaries than its competitors
  - c. Staff feel unimportant to the company
10. Which of the following did the consultants identify as a problem?
  - a. New employees feel that their training is inadequate
  - b. The wrong people are chosen for promotion
  - c. Senior managers feel their job responsibilities are unclear
11. Maria is concerned that the newspaper article on the company will...
  - a. Discourage potential recruits from applying to the company
  - b. Cause skilled staff to consider leaving the company
  - c. Make many staff anxious about the company's future
12. How does David think the staff turnover problem should be resolved?
  - a. People should be made aware of their role in achieving company goals
  - b. A bonus scheme should be set up for staff who reach targets
  - c. Management structure should be altered to improve communication

### **9.10.1 AUDIO SCRIPT:**



Listening Script\_Lesson 4.mp3

Woman:- ladies and gentleman, it has been, in general , a good year for the company. Although overall profits are down compared with last year, they are, I am pleased to be able to announce, higher than we expected at this time last year this year's figure is three hundred and fifty four million pounds compared with last year's figure of four hundred and fifty one million pounds. the board is recommending a final dividend of seven pence per share, which makes a total dividend for the year of ten P per share, identical to last year.

The profit is mainly thanks to the company's UK plants, which again put in very strong performances, setting a significant number of production records.

Deliveries to markets outside Europe were twelve percent up on the previous year, largely due to economic conditions outside our control. Operating costs, we are pleased to report, were two percent lower than in the previous year, due mainly to reduced employment costs, as the workforce was cut from fifty two thousand to fifty thousand.

Now to the less good news: there have been difficulties with our export trade over the last year. The main culprit here has been the strong pound, which has reduced profits by approximately five hundred million pounds. Secondly, S.B. steel, our fifty one percent owned German stainless steel subsidiary, continued to be badly affected by depressed selling prices. Then Huntingdon's our twenty five percent owned joint venture in the USA, encountered technical problems during the year, which mean that it is unlikely to resume operating eat capacity again until late this year.

Now, faced with these problems, your Board has taken a number of measures, which we believe will be effective within a short tiem frame firstly, we have established a target for all our businesses of achieving fifteen percent return on assets. We are stream lining the organization structures to make them flatter and more responsive to changing needs.

We have also established team to look at our working practices with the aim of improving productivity. We are creating a considerably more.

Woman:- David, this issue of staff turnover has been brewing foe a while. I assume you've had time to read the report from the consultants we called in to look at the problem? And I was horrified to see that turnover of staff is now up to forty five percent a year. can we put our heads together and see what we can come up with?

Man:- Yes, I'll read the report and I agree we need to deal with this fairly urgently.

Woman:- Now, I'm aware that our pay rates have not been competitive for a while, but we still seem to be able to recruit, so we need to look at what happens when people actually start here. they seem to become unhappy when they realize how much we require of them and in fairly difficult circumstances as well. I think most staff are conscious of how essential they are to our success, but that's clearly not enough..... what's your view?

Man:- well, reading through the consultants report, it seems there are serious issues affecting all grades of staff for example, they mentioned the fact that, although new recruits are well catered for, there's no real ongoing training. Then it noted that, once sales staff reach a certain level, there's now here for them to go. And also it found that the higher levels of management would like a more clearly defined role in the organization. it seems there are a range of problems.

Woman:- Yes, and it's not been helped by that newspaper article about our expansion. It was so critical that I think it will start affecting our capability to attract new staff. We've already got too many skilled staff leaving, and having a shortage in other areas will just compound the problem. Certainly the article didn't present a very confident view of our future but people on the inside have more faith in us, thank goodness.

Man:- Well, we've got a range of option haven't we? I think we have got a good communication system in place now most of the managers feel that's working fairly well. But we need to make sure we're all working towards the same recognizable end. we need a system in place so everyone knows what they're doing and why. Other alternatives, like offering rewards for achieving performance targets, don't really address the underlying problem.

Woman:- Hmm I know that our closest competitor, Harston's had a similar problem a few years ago, and they seem to have addressed it successfully by deciding to get all the staff together every year, somewhere different like a hotel, and getting them to talk about what's bothering them. But I think you get the same result by using an appraisal system. I think Harsbon's also tried to prevent problems arising in the first place new staff were assigned a mentor, but, I'm not sure how effective it's been.

### **9.11 READING: ACTIVITY 1**

*Read the following passage and answer the questions that follow.*

Though humans may share certain emotions and recognize them in others, we do not all have the same emotional response to every situation. In fact, most emotional responses are learned and stored in our memories. The smell of freshly cut grass for example, will generate happy feelings in someone who spent enjoyable childhood summers in the countryside, but not in someone who was forced to work long hours on a farm. Once an emotional association like this is made, it is

very difficult to reverse it. According to researchers, emotion is the least flexible part of the brain. But we can learn to control our emotions by becoming consciously aware of their underlying cause and by not reacting automatically to things in our environment. The moot question is can we control our mental state away from negative feelings towards a calmer state of mind. It is only in recent years that we have really started to learn how the brain works; nevertheless there is still a long way to go before we understand our minds' many complexities.

1. What is the passage mainly about?
  - a. How memory works
  - b. How the mind works
  - c. How our emotions are processed in our brain
  - d. Mind reading
2. Most of the emotional responses are stored in
  - a. Mind
  - b. Memory
  - c. Left cortex
  - d. Language
3. An emotional association can be reversed. True/ False
4. Emotions can be controlled by
  - a. Reacting to the things
  - b. Understanding the causes behind
  - c. Meditation
  - d. Mind training
5. Our negative emotions can be converted into positive emotions by controlling mental state. True / False / Cannot say

### **9.11.1 READING: ACTIVITY 2**

*Read the following requirements of a visiting tourist group. Then study the comparative chart of hotel information and decide which hotel would be suitable for the group.*

Ten British tourists are arriving at Udaipur from 5 to 8 December. They require accommodation: four double rooms, two single rooms on or near lake, 4 star and above, with swimming pool.

Most of them are elderly; visits to local places, shopping centres; steep climbing and too much walking to be avoided. Maximum tariff: Rs 2500-3000 for a double room; 1800-2200 for a single room; continental cuisine.

	<b>Veena Villa</b>	<b>Karim Heights</b>	<b>Palace Hotel</b>	<b>Hotel Lake View</b>
<b>Location</b>	Sylvan surrounding overlooking lake	Heartly of the city with shopping centre within walking distance	Overlooking lake, away from the noise of the city	Lush green surroundings within walking distance of the lake
<b>Rooms</b>	fully furnished AC	Well-furnished AC	Royal interior décor	Luxurious rooms
<b>Facilities</b>	WIFI connectivity; swimming pool, library, cab service	Music room, internet café, swimming pool, cab service	Convention hall, 24-hour coffee shop, wifi connectivity, swimming pool, cab service	Swimming pool (open 4 hours every day)
<b>Cuisine</b>	Multi-cuisine	Indian, Chinese	Continental, Indian, Chinese	Multi-cuisine
<b>Tariff</b>	Single: 2000 Double: 2500	Single: 1500 Double: 2000	Single: 4000 Double: 5000	Single: 2000 Double: 2500

### **9.12 SPEAKING: ACTIVITY 1**

*Discuss the following situation with your partner for at least five minutes.*

Your school wants to make its presence and visibility on social media platforms. You both have been given this responsibility. Talk together for about two minutes and discuss the strategy you will be undertaking.

Here are a few hints for you:

- design home page
- school logo and vision
- selected pictures
- accomplishments
- alumni
- color scheme

### **9.12.1 SPEAKING: ACTIVITY 2**

Think about your life and the people you know or have known. Select at least two persons known to you who have influenced your life in some way. These persons can be your parents/friends/relatives or personalities from history or literature.

*Make notes and tell your partner or class how these two persons have influenced you.*

### **9.13 WRITING: ACTIVITY 1**

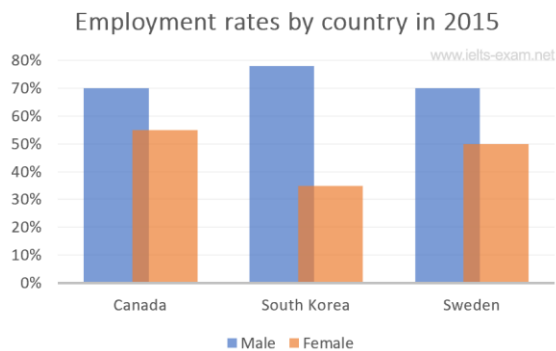
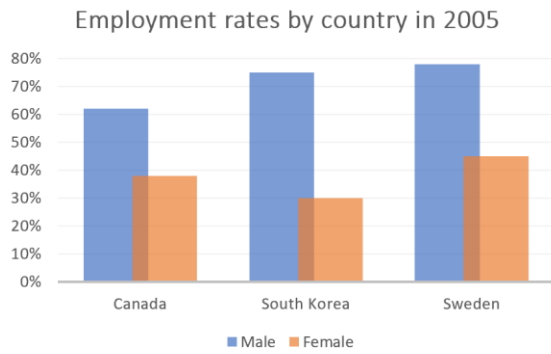
*Discuss the following measures intended to increase the number of foreign tourists coming to your country:*

- a. better advertising and information (where/ what form should it take)
- b. improve facilities like hotels, transportation, communication etc.
- c. training of personnel- guides, managers etc.

### **9.13.1 WRITING: ACTIVITY 2**

The following bar charts show the percentage of men and women in employment in three countries in 2005 and 2015. Analyze the charts and write in responses in about 150 words.





(Source: [https://www.ielts-exam.net/academic\\_writing\\_samples\\_task\\_1/1115/](https://www.ielts-exam.net/academic_writing_samples_task_1/1115/))

### **9.14 ANSWER KEYS:**

#### **Listening Activity:**

1. Dividend per share
2. Production Records
3. Workforce
4. Strong pound
5. Selling Prices
6. Operating capacity
7. 15%
8. Working practices
9. A
10. C
11. A
12. A

#### **Reading Activity 1:**

1. C, 2. B, 3. False, 4. B, 5. Cannot say

#### **Reading Activity 2: Veena Villa**

## **9.15 CONCLUSION**

The interface between self and society has been well established in the chapter. The core element of interdependence has been emphasized and the reader is coaxed to be part of this interface and promote a progressive society by abdicating self-centeredness.

### **a. SUGGESTED READINGS AND REFERENCES:**

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  13. N. Krishnaswamy, *Modern English: A Book of Grammar, Usage and Composition*, Macmillan, 1975
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  15. Raymond Murphy, *Murphy's English Grammar*, Cambridge University Press, 2004
  16. *Teaching Speaking DVD Training Booklet*, British Council
  17. *Testing Language & Literature (Block III & IV)*, PGDTE Notes, TEFLU, Hyderabad
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# **CERTIFICATE COURSE IN EFFECTIVE BUSINESS AND SOCIAL COMMUNICATION**

**CEBC 1: COMMUNICATION IN ENGLISH -**

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## **UNIT – 10: OF STUDIES**

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### **STRUCTURE:**

**10.0 AIMS & OBJECTIVES**

**10.1 TEXT OF THE ESSAY**

**10.2 ABOUT THE AUTHOR**

**10.3 BRIEF NOTE ON THE THEME**

**10.4 SUMMARY OF THE ESSAY**

**10.5 EXERCISES**

**10.5.1 VOCABULARY: ACTIVITY 1**

**10.5.2 VOCABULARY: ACTIVITY 2**

**10.6 GRAMMAR: ACTIVITY 1**

**10.6.1 GRAMMAR: ACTIVITY 2**

**10.7 LISTENING ACTIVITY**

**10.7.1 AUDIO SCRIPT**

**10.8 READING: ACTIVITY 1**

**10.8.1 READING: ACTIVITY 2**

**10.9 SPEAKING: ACTIVITY 1**

**10.9.1 SPEAKING: ACTIVITY 2**

**10.10 WRITING: ACTIVITY 1**

**10.10.1 WRITING: ACTIVITY 2**

**10.11 ANSWER KEYS: LISTENING ACTIVITY, READING ACTIVITY 1, READING  
ACTIVITY 2**

**10.12 CONCLUSION**

**10.13 SUGGESTED READINGS AND REFERENCES**

## **10.0 AIM & OBJECTIVES:**

The Unit is based on the theme of ‘Learning’. The primary aim of the unit is to acquaint the learner with importance of the urge for learning in one’s life. Moreover, the story in the unit offers the scope for learner to learn from experience of others and life around. The learning outcome of the unit is to enable learners in becoming aware of the happenings around them, which in fact are the sources of learning. The unit’s activities are designed by integrating real life and its aspects. The activities include vocabulary, grammar, reading, listening, speaking and writing with the following objectives in mind:

- to improve learners’ communicative competence
- to enable learners acquire linguistic (grammatical) competence
- to enable learners in becoming effective users of English in context
- to foster taste for creative writing
- to facilitate learners in practicing critical thinking by engaging with *realia*

## **10.1 TEXT OF THE POEM**

### **Of Studies**

**Francis Bacon (1561-1626)**

Studies serve for **delight** (happiness), for **ornament** (decoration), and for ability. Their chief use for delight is in **privateness** (privacy/alooofness) and retiring; for ornament, is in **discourse** (dialogue); and for ability, is in the judgment and **disposition** (frame of mind) of business. For expert men can **execute** (to do/implement), and perhaps judge of particulars, one by one; but the general **counsels** (adviser/to advise), and the plots and **marshalling** (to oversee) of affairs, come best from those that are learned. To spend too much time in studies is **sloth** (laziness); to use them too much for ornament, is **affectation** (to adore/love); to make judgment wholly by their rules, is the **humor** (joke/lightheartedness) of a scholar. They perfect nature and are perfected by experience: for natural abilities are like natural plants, that need **pruning** (to cut/shorten), by study; and studies themselves do give **forth** (forward) directions too much at large, except they be **bounded** (limited/surrounded) in by experience. **Crafty** (clever) men **condemn** (criticize/reject) studies, simple men **admire** (appreciate) them, and wise men use them; for they teach not their own use; but that is a wisdom without them, and above them, won by observation. Read not

to **contradict** (to oppose) and **confute** (disprove); nor to believe and take for granted; nor to find talk and discourse; but to **weigh** (to measure) and consider. Some books are to be tasted, others to be swallowed, and some few to be **chewed** (to crush between the teeth) and digested; that is, some books are to be read only in parts; others to be read, but not curiously; and some few to be read wholly, and with **diligence** (quickness/intensity) and attention. Some books also may be read by deputy, and extracts made of them by others; but that would be only in the less important arguments, and the **meaner** (cheap) **sort** (type) of books, else **distilled** (screened/refined) books are like common distilled waters, flashy things. Reading maketh a full man; conference a ready man; and writing an exact man. And therefore, if a man write little, he had need have a great memory; if he **confer** (discuss) little, he had need have a present **wit** (humour): and if he read little, he had need have much **cunning** (clever), to seem to know that he **doth** (does) not. Histories make men wise; poets witty; the mathematics **subtle** (delicate/profound); natural philosophy deep; moral grave; logic and **rhetoric** (long speech) able to **contend** (satisfy). Abeunt studia in **mores** (traditional customs) [Studies pass into and influence manners]. Nay, there is no stond or **impediment** (obstacles) in the wit but may be **wrought out** (made/produced) by fit studies; like as diseases of the body may have appropriate exercises. Bowling is good for the stone and reins; shooting for the lungs and breast; gentle walking for the stomach; riding for the head; and the like. So if a man's wit be **wandering** (roaming), let him study the mathematics; for in demonstrations, if his wit be called away never so little, he must begin again. If his wit be not apt to **distinguish** (differentiate) or find differences, let him study the Schoolmen; for they are cymini sectores [splitters of hairs]. If he be not **apt** (right/appropriate) to beat over matters, and to call up one thing to prove and **illustrate** (to give example) another, let him study the lawyers' cases. So every defect of the mind may have a special receipt.

(Source: <https://www.psy.gla.ac.uk/~steve/best/BaconJohnson.pdf>)

## **10.2 ABOUT THE AUTHOR:**



**(January 22, 1561 – April 9, 1626)**

**Francis Bacon** was an English philosopher and statesman who served as Attorney General and as Lord Chancellor of England. Known as father of empiricism (theory that learning is by sensory experience) Bacon's works promoted scientific outlook towards the surroundings. He wanted people to observe nature carefully and learn by experience. Educated at trinity college, London, Bacon made significant contribution by developing a system for libraries; he catalogued books under three broad categories, namely history, poetry, and philosophy. He died of pneumonia at the age of 65. Bacon's works are categorized as scientific, religious, literary, and judicial in nature. He wrote 106 essays on various subjects.

## **10.3 ABOUT THE THEME:**

Since inception, human beings have been known to engage in thinking and learning about life. In fact, to know self and surroundings has been one of the foremost desires to be fulfilled. To do this, human beings have developed several theories of learning, namely experiential learning theory, cognitive learning theory, learning by doing theory etc. Writers and poets have written abundantly on the art of observation and learning from nature. In fact, nature has been projected as the best guide and teacher to human beings. The main aim of education is to evolve students into thinking individuals who can learn, create and disseminate knowledge to others. Hence, learning is an important aspect of life which is based on keen observation of nature and surroundings.

## **10.4 SUMMARY OF THE ESSAY:**

*Of Studies* is an important essay by Bacon, in which he recommends three purposes of studies; for delight, for ornament in communication, conversation and discourse, for better judgment and disposition of business. However, studies must be done in acceptable limits because otherwise a person would lose naturalness and capacity to think with experience. In fact Bacon goes on to say that nature and experience perfect studies. Bacon says, “Crafty men contemn studies, simple men admire them, and wise men use them”. That means it is only the wise people who make use of their studies in practical terms.

Bacon is of the view that a man should not read to disagree with others, reading is to measure the depth of ideas and value they carry. That is why Bacon says in the essay “Some books are to be tasted, others to be swallowed, and some few to be chewed and digested”. He goes on to say that “Reading maketh a full man; conference a ready man; and writing an exact man”. It is the thoughtful and innovative writing supported by effective reading which makes a person perfect.

Bacon recommends study of various subjects for predetermined objectives; history makes us wise and witty; mathematics makes us intellectually sound, philosophy brings depth to ideas, and logic and rhetoric make us effective debaters who can argue effectively. Overall, Bacon says that studies have a vital role to play in one’s life, but one should know what to study and how much to study.

## **10.5 EXERCISES**

### **10.5.1 VOCABULARY: ACTIVITY 1**

*Complete the definitions using words from the box given below. You may use a dictionary or take help from your partner.*

acknowledge	dismiss	abstract	extraordinary	master	humble	primitive
reveal	pronounce	simulate				

- a. To.....something means to become skilled in the use of it.
- b. If you.....an action or a feeling, you pretend to do it.

- c. To.....something means to show it, or make people aware of it.
- d. A(n).....person is not proud, and does not believe they are better than other people.
- e. If you.....a fact or situation, you accept or admit that it is true.
- f. A(n).....idea or way of thinking is based on general ideas rather than on real things and events.

**10.5.2 VOCABULARY: ACTIVITY 2**

*Cohesive markers help to connect ideas in a text. Use the following words given in the box in sentences of your own so that their meaning becomes clear.*

even though    furthermore    especially    so as    overall    in conclusion    for instance  
 later    nevertheless    clearly    definitely    therefore

**10.6 GRAMMAR: ACTIVITY 1**

**Active & Passive Sentences:** *The door opened.* (active voice); *The door was opened.* (passive voice) Passive means not active; the subject is passive, that is, it does not perform any function. In case of passive sentences a form of be is used before the main verb. Important points while forming passive sentences: a. object of the verb functions as its grammatical subject; b. helping verb is placed before the verb; c. preposition by is placed before the unit that was the subject of the verb in the active sentence. Since the subject is passive, it is not the agent. Form of the verb used after the helping verb be is the third or past participle form of the verb; the agent(preposition by and its object) is to be mentioned;

*Ask questions to your partner using the words given in the brackets.*

Example: The book was written in 1973. (when); When was the book written?

- a. The book was left on the table. (where)
- b. The bridge was constructed last year. (when)
- c. It was designed by a German engineer. (by whom)
- d. It was completed in July. (in which month)
- e. It was destroyed by fire. (how)



- f. The money was stolen by one of the servants. (by whom)
- g. The telegram was sent last evening. (when)
- h. The mail is delivered at ten o'clock. (what time)

**10.6.1 GRAMMAR: ACTIVITY 2**

*A says something and B replies. Which goes with which?*

A	B
1. I have made a mistake on this form.	a. do not worry. I will tidy it up.
2. I am too warm with my coat on.	b. no problems. I can fix it up.
3. This jacket looks nice.	c. Kate pointed it out.
4. My phone number is 576920.	d. That is OK. Just cross it out and correct it.
5. This room is in a mess.	e. yes, why do not you try it on?
6. What is 45 Euros in dollars?	f. OK, I will not bring it up.
7. How did you find the mistake?	g. just a moment. I will write it down.
8. I am not sure whether to accept their offer or not.	h. why do not you take it off then?
9. I need a place to stay when I am in London.	i. you can look it up.
10. It is a subject he dies not like to talk about.	j. I think you should turn it down.

**10.7 LISTENING ACTIVITY**

*Fill in the blanks/tick the correct answer while listening to the audio script.*

1. The Government plans to give .....dollars to assist the farmers.
2. ....but has now been re-allocated.
3. Farmer say that the money will not help them because it is.....
4. An aero plane which was carrying a group of .....was forced to land just ..... minutes after take-off.
5. The passengers were rescued by .....

6. The passenger thanked the .....for saving their lives but unfortunately they lost their .....
7. The student is looking for the school of
- A. Fine arts.
  - B. Economic History
  - C. Economics.
  - D. Accountancy
8. The orientation meeting
- A. Took place recently
  - B. Took place last term.
  - C. Will take place tomorrow.
  - D. Will take place next week.
9. Attendance at lecture is
- A. Optional after 4 pm.
  - B. Closely monitored
  - C. Difficult to enforce
  - D. sometimes unnecessary
10. Tutorial take place
- A. Every morning
  - B. Twice a week.
  - C. Three mornings a week
  - D. Three afternoons a week

### **10.7.1 AUDIO SCRIPT:**



Listening Script\_Lesson 5.mp3

## **Listening Script**

The Prime Minister has pledged today that he will make two hundred and fifty million dollars available to help the drought stricken farmers who have not seen

rain for years, get through the next five years. Money that was to have been spent on the re-structuring of Sydney's road system has been re-allocated to what the Prime Minister described as a more worthy cause. Farmers are to receive financial assistance to help see them through the worst drought in over 50 years. Many farmers feel that while the money is welcome it has come too late to save them and their farms from financial ruin and are angry that the government did not act sooner.

A group of school children who were travelling in a privately chartered aeroplane from Sydney to Queensland to take part in a musical concert found themselves swimming for the shore when their aeroplane had to land in the sea just three minutes after taking off from Sydney airport. The pilot managed to bring the aircraft and its fifty passengers down safely in the calm waters of Botany Bay where boats and pleasure craft were able to come to the rescue of the boys. The fact that it was a weekend meant that there were hundreds of boats in the bay enjoying the good weather and this undoubtedly helped the rescue operation. We owe our lives to the skill of the pilot said one of the boys, but the pilot replied modestly that it was all part of a day's work. However, all their musical instruments were lost and they now got to play at their concert.

Male:- Hello, Can I come in?

Female:- Oh yes, come in. How can I help you?

Male:- I was looking for the economics office. I've been all over the Arts faculty building looking for it but I could only find the school of accounting and economic History. Is this the right place?

Female:- Yes, this is the school of economics. I was wondering if someone could give me some information.

Female:- Well I might be able to help. I lecture on that program. What do you need to know?

Male:- Quite a few things, actually. Firstly, how many lectures a week do I have to attend?

Female:- Ah, well, the economics I course is a double unit so there are two lectures a week and one tutorial . The lectures are scheduled for Tuesday and Thursday.

Male:- What time?

Female:- let me see..... you know this information is all in the handout which you should have received yesterday at the orientation meeting.

Male:- Oh, was there a meeting yesterday? I didn't know about that..... no one mentioned.....

Female:- Yes, there was, but never mind. Now lectures are at four in the afternoon.

Male:- four's a bit late. I've got a part time job that starts at four thirty?

Female:- Well you can't be in two places at once, can you, and attendance at lectures is necessary. we expect at least 90% attendance at this university, you know.

Male:- 90% ! that's high. Do they enforce that rule?

Female:- Yes, we do. we're pretty strict about it actually.

Male:- And what times have been set down for the tutorial do you have that information?

Female:- That's very well attended course so there's a number of tutorial items.

## **10.8 READING: ACTIVITY 1**

*Read the following passage and answer the questions that follow:*

Blue, the colour of sky and sea, has long been associated in many cultures with water, holy or religious objects, and protection against evil. Over the years, darker shades of the colour have also come to represent calm, stability, and power. Dark blue, for example is the colour of the business suit or police uniform; it tells others, "I am in control" or "you can trust me." In other cultures, blue has been associated with sadness. It is common in English, for example, when feeling sad or depressed, to talk about "feeling blue," while in Iran, blue is the colour of mourning, worn when a person dies. Rooms painted blue help people to relax or sleep. The colour also seems to inhibit hunger. Blue food is rarely seen in nature. Thus eating off blue plates may reduce one's hunger. Like pink, blue has a neutral, calming effect on people. Colour has the power to influence our behavior and state of mind. Colours not only make the world more beautiful, they also convey emotion and symbolize power. Using colours people in olden times extracted from insects, plants and minerals, primitive humans copied animals, painting their bodies to signal aggression toward an enemy or to attract a mate.

1. The passage is mainly about:
  - a. How colours influence our life
  - b. The sources of colour
  - c. How views of colour have changed
  - d. How blue colour can have a calming effect
2. Blue colour in all the cultures represents peace, calm and happiness. True / False
3. Blue colour symbolizes power and authority to suppress. True / False
4. Feeling blue means
  - a. Sad and gloomy
  - b. Unexpected/ sudden
  - c. Mourning
  - d. Happy and delightful
5. Sleeping pills are coloured blue as they induce sleep. True / False
6. Blue promotes hunger. True / False
7. Colours represent human behavior replicated from animals. True / False

8. Pink colour has a soothing effect on people. True / False

### **10.8.1 READING: ACTIVITY 2**

*Read the following information from a tourist brochure and inform your friend about the place he intends to visit.*

Royal Chitwan Park	
Date of Establishment	1973
Area	932 KM
Location	Terai (Doon Valley), Central Nepal
Distance from Kathmandu	165 KM
Vegetation	Shal Forest, Chirpin, Flame of the forest, Wild Fig, Orchids
Animals Found	40 Species: Tigers, Rhinos, Bisons, Sloth Bears, Deer
Birds Found	450 Species: Hornbills, Parakeets, Kingfishers, Golden Orioles, Common Myna

### **10.9 SPEAKING: ACTIVITY 1**

*While talking to your partner/friend, describe your hometown using the following points.*

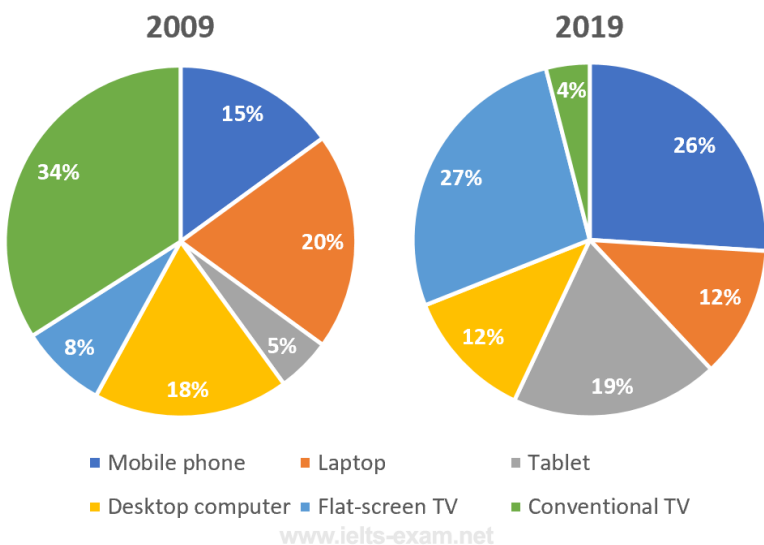
- a. What is special about it?
- b. Where is your hometown located?
- c. Is it easy to travel around your hometown?
- d. What is it known for?
- e. What do people in your town do?
- f. What are the main industries in your hometown?
- g. What problems face your hometown?
- h. What languages are spoken in your hometown?
- i. What are the advantages of living in your town?



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**10.10.1 WRITING: ACTIVITY 2**

The pie charts below show the devices people in the 18 to 25 age group use to watch television in Canada in two different years. Analyze the charts and write your response in about 150 words.



(Source: [https://www.ielts-exam.net/academic\\_writing\\_samples\\_task\\_1/1111/](https://www.ielts-exam.net/academic_writing_samples_task_1/1111/))

**10.11 ANSWER KEYS:**

**Listening Activity:**

1. 250 Million, 2. Road System, 3. Too Late, 4. School Children, Three, 5. Boats and Pleasure Craft, 6. Pilot, Musical Instruments, 7. C, 8. A, 9. B, 10. C

**Reading Activity 1:**

- 1.A, 2. False, 3. False, 4. A, 5. True, 6. False, 7. True, 8. True



## **10.12 CONCLUSION**

Based on the important theme of learning, the chapter is an excellent narrative on the art of learning. Observation and experimentation being the core elements of learning, the reader is enabled to learn from nature and experience.

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