

1. Comprehension - Textual Grammar

You may or may not agree with his views but the essay is certainly worth reading and talking about.

I am always amazed when I hear people saying that sport creates goodwill between the nations, and that if only the common peoples of the world could meet one another at football or cricket, they would have no inclination to meet one another at football or cricket, they would have no inclination to meet on the battlefield. Even if one didn't know from concrete examples (the 1936 Olympic Games, for instance) that international sporting contests lead to orgies of hatred, one could deduce it from general principles.

Nearly all the sports practised nowadays are competitive. You play to win, and the game has little meaning unless you do your utmost to win. On the village green, where you pick up sides and no feeling of local patriotism is involved, it is possible to play simply for the fun and exercise: but as soon as the question of prestige arises, as soon as you feel that you and some larger unit will be disgraced if you lose, the most savage combative instincts are aroused. Anyone who has played even in a school football match knows this. At the international level sport is frankly mimic warfare. But the significant thing is not the behavior of the player but the attitude of the spectators: and, behind the spectators, of the nations who work themselves into furies over these absurd contests, and seriously believe-at any rate for short periods-that running, jumping and kicking a ball are tests of national virtue.

Even a leisurely game like cricket, demanding grace rather than strength, can cause much ill-will, as we saw in the controversy over body-line bowling and over the rough tactics of the Australian team that visited England in 1921. Football, a game in which everyone gets hurt and every nation has its own style of play which seems unfair to foreigners, is far worse. Worst of all is boxing. One of the most horrible sights in the world is a fight between white and coloured boxers before a mixed audience. But a boxing audience is always disgusting, and the behavior of the women, in particular, is such that the army, I believe, does not allow them to attend its contests. At any rate, two or three years ago, when Home Guards and regular troops were holding a boxing tournament, I was placed on guard at the door of the hall, with orders to keep the women out.

In England, the obsession with sport is bad enough, but even fiercer passions are aroused in your countries where games playing and nationalism are both recent developments. In countries like India or Burma, it is necessary at football matches to have strong cordons of police to keep the crowd from invading the field. In Burma, I have seen the supporters of one side break through the police and disable the goalkeeper of the opposing side at a critical moment. The first big football match that was played in Spain about fifteen years ago led to an uncontrollable riot. As soon as strong feelings of rivalry are aroused, that notion of playing the game according to the rules always vanishes. People want to see one side on top and the other side humiliated, and they forget that victory gained through cheating or through the intervention of the crowd is meaningless. Even when the spectators don't intervene physically they try to influence the game by cheering their own side and 'rattling'; opposing players with boos and insults. Serious sport has nothing to do with fair play. It is bound up with hatred, jealousy, boastfulness, disregard of all rules and sadistic pleasure in witnessing violence: in other words it is war minus the shooting.

Instead of blah-blahing about a clean healthy rivalry on the football field and the great part played by the Olympic Games in bringing the nations together, it

is more useful to inquire how and why this modern cult of sport arose. Most of the games we now play are of ancient origin, but sport does not seem to have been taken very seriously between Roman times and the nineteenth century. Even in the English public schools the games cult did not start till the later parts of the last century. Dr. Arnold, generally regarded as the founder of the modern public school, looked on games as simply a waste of time. Then, chiefly in England and the United States, games were built up into a heavily-financed activity, capable of attracting vast crowds and rousing savage passions, and the infection spread from country to country. It is the most violently combative sports, football and boxing, that have spread the widest. There cannot be much doubt that the whole thing is bound up with the rise of nationalism—that is, with the lunatic modern habit of identifying oneself with large power units and seeing everything in terms of competitive prestige. Also, organized games are more likely to flourish in urban communities where the average human being lives a sedentary or at least a confined life, and does not get much opportunity for creative labour. In a rustic community a boy or young man works off a good deal of his surplus energy by walking, swimming, snowballing, climbing trees, riding horses, and by various sports involving cruelty to animals, such as fishing, cock-fighting and ferreting for rats. In a big town one must indulge in group activities if one wants an outlet for one's physical strength or for one's sadistic impulse. Games are taken seriously in London and New York, and they were taken seriously in Rome and Byzantium: in the Middle Ages they were played, and probably played with much physical brutality, but they were not mixed up with politics nor a cause of group hatreds.

If you wanted to add to the vast fund of ill-will existing in the world at this moment, you could hardly do it better than by a series of football matches between Jews and Arabs, Germans and Czechs, Indians and British, Russians and Poles, and Italians and Yugoslavs, each match to be watched by a mixed audience of 100,000 spectators. I do not, of course, suggest that sport is one of the main causes of international rivalry; big-scale sport is itself I think, merely

another effect of causes that have produced nationalism. Still you do make things worse by sending forth a team of eleven men, labeled as national champions, to do battle against some rival team and allowing it to be felt on all sides that whichever nation is defeated will 'lose face'.

2. Comprehension: Reading Comprehension

Given below are some statements from the essay. If you agree, give reasons; if you don't, state the reasons.

Nearly all the sports practiced nowadays are competitive. International sporting contests lead to orgies of hatred.

Even a leisurely game like cricket, demanding grace rather than strength, can cause much ill-will.

In countries like India and Burma, it is necessary at football matches to have strong cordons of police to keep the crowd from invading the field.

Even then the spectators don't intervene physically they try to influence the game by cheering their own side and 'rattling' opposing players with boos and insults. Playing games is simply a waste of time.

Games have been built up into a heavily financed activity.

Big-scale sport is merely another effect of the causes that have produced nationalism.

Answer the following

What is sport? Try to define it. Who is a sportsman?

What is sportsmanship?

What is meant by 'the sporting spirit'?

What is the difference between 'sporting' and 'sportive'?

Make a list of the sports mentioned in the essay. (There are more than ten.)

Do you regard the following as sports? Give reasons for your answer.

Chess, dancing, monopoly, knitting, fishing, cooking, bird-

watching, motor-racing, gardening, shooting.

What are the differences between sports and hobbies? What is your hobby? What is body-line bowling?

What is 'ferreting for rat'?

What are your favorite outdoor activities?

What are your favorite week-end-activities?

Match the activity/sport with its dominant criterion.

Martial arts gives a great sense of rhythm

Parachuting builds up stamina

Dancing gives moderate exercise and helps

mobility Boxing teaches self-discipline and self-

defense Ping-pong develops a sense of awe and

mental peace Jogging develops muscular strength

Say whether you like or dislike each one of the activities/sports that you like/dislike. Make use of the list given above and words like relaxing, Boring, disgusting, interesting and exciting.

a) playing cards b) digging in the garden c) mountain-climbing d) washing dishes

e) weight-lifting f) wrestling g) shopping h) gymnastics i)

learning languages j) rowing k) visiting relatives

Now give one reason for each of the activities/sports that you like/dislike. Make use of the list given above and words like relaxing, boring, disgusting, interesting, and exciting.

Example: I like washing dishes because it is relaxing.

a) Complete with be, camp, do, drive, eat, get, go, lose, make, meet, spend, stay, watch, wear.

TEST YOUR PERSONALITY

Do you enjoy _____people?

Do you dislike _____late for appointments

Do you like _____expensive clothes?

Do you ever risked _____to parties to _____TV at a
home? Have you ever risked _____your job?

Do you enjoy _____new

friends? Do you like ___cars?

Do you prefer _____at a hotel to _____in a
tent? Do you like ___Chinese food?

Do you enjoy _____money?

Do you enjoy _____unusual things?

Do you like _____up early?

(If you have answered at least six questions with YES, proceed further.)

**Fill in the blanks, with for, from, about, in, of, up, by, to, at. (Some
are to be used more than once.)**

Are you good organizing?

Are you usedworking hard?

Are up fond solving
 problems?

Are you interested _____ dealing with
people? Are you used ____ making
decisions?

Are you tired _____ being one in a
crowd? Are you good _____ working
with numbers? Are you willing to give ____
_____ smoking?

Can you influence people _____ convincing them?

Do you take pleasure _____ bringing people
together? Can you prevent others _____ cheating
your friends?

Are you capable _____ attracting crowds _____ blah - blahing?
Can you make use of your experience gained ____ blah-blahing
_____ selling things?

Are you excited _____ going places?

Do you feel confident _____ traveling alone?

(If you have answered all the questions with yes, call us today! Bell School of
Management, Tel. 868084.)

GRAMMER GUIDE

Infinitive Phrases as Direct Objects:

Type I Examples: They hope to win
the game.

He claims to be a sportsman.

(In such cases, the 'subject' of the infinitive is the same as the subject of
the main verb, e.g. the subject of hope is the same as the 'subject' of win.)

Answer the questions, using a an infinitive phrase as the direct object

What do you hope to do after you graduation?

What do you sometimes neglect to do?

What do you sometimes refuse to do?

What do you sometimes offer to

do? What do you sometimes

pretend to do? What are the thing

you can't afford to do? What are

the things you fail to do?

Infinitive Phrases as Direct Objects: Type II

Examples: The coach told us to an attacking game.

· The spectators encouraged us to misbehave.

In such cases, the 'subject' of the infinitive is not the same as the subject of the main verb; the subject of told is the coach but the 'subject' of play is us which is also the object of told.

2.7 Answer the following questions, using the verb + object + to = verb.

Who encouraged you to study

English? What to do your teachers

urge you to do? Who reminds you

to do your work?

What do your parents warn you not to do?

What do your friends persuade you to do?

Notes

George Orwell expresses his views on competitive sports in the lesson War Minus Shooting, which also appeared as an article in Tribune in December 1945. He says that, in good olden days that is during Roman Times and in 19th century sports were not taken seriously. Some games like fishing, cockfighting and ferrying of rats did exist long ago, but they were unorganized and were meant only for the rustic communities. The posh and the elite never gave any importance to games. Dr. Arnold, the founder of the Modern Public School, viewed games as a more waste of time. It was later felt that some type of group activity is essential for the outlet of physical strengthen and sadistic impulses. It is this opinion which brought the existence of a more decent word "Sports".

Then chiefly in England and in United States games were built up into a heavily financial activity and attracted the crowds by rousing savage passions and this infection spreaded country to country. Games are taken seriously in London and New York. In the middle ages they were played with much physical brutality and were not mixed up with politics nor a cause of group hatreds.

Organized sports then started gaining momentum and flourished in the Urban Communities also. The English public schools in the later part of the last century became centers of several important sports. Countries like Rome, Byzantium, London, New York, games were taken seriously. New sports namely walking, swimming, snowballing, climbing and finding houses made inroads in different parts of the world. England and United States witnessed costly games in savage passions aroused.

Sports then began to be linked with nationalism. At the same time they were also said to be the cause of politics, brutality and group hatred. Rivalry began to develop especially when the games were played between Jews and Arabs, Germans and Czechs, Indians and British, Italians and Yugoslavs, Russians and Poles. Sports have become one of the main reasons of international rivalry. The author suggests that instead of making things worst by sending forth a team of eleven men, labeled as national champions to do battle against some rival team and allowing it to be felt on all sides that which ever nation defeated "will loose face".

The huge crowds in Boxing, Football and Cricket matches started rattling the opposite players with boos and insults. Harsh and fiercer passions began to be aroused in England and also several other countries. Even a gentleman's game like cricket, which is also called a leisurely game was under question.

The controversy was witnessed over bodyline bowling and over the rough tactics of Australian team that visited England in 1921. A boxing match between white and colored boxers gave a horrible sight. In countries like India or Burma, it is necessary at foot ball matches to have strong cordons of police to keep the crowd from invading the field. The first big foot ball match that was played in Spain about some time ago led to an uncontrollable riot.

George Orwell says that with the passage of time International sports became a mimic warfare. Sports began to be equated with war minus shooting. Instead of promoting good will, they were resulted in much hatred and further fostering the rivalry among the nations. Sports have become competitive when they are played to win and the game has little meaning unless it is won. As soon as the question of prestige arises players do every technique to win the

game as I think that their countries dignity would be lost if that are lost. The attitude of the spectators is also important in creating much rivalry they forget that victory gained through cheating is meaningless. Spectators definitely try to influence the game by cheering their own side by insulting opposite players with boos and insults. The authors feels that modern games have abundant hatred, jealousy, boastfulness and ignoring of all the rules and wit nessed of all the violence. The author strongly feels that it is a pressing need to inculcate sports man spirit among all of us to promote peace and goodwill through sports.

3. SYNONYMS

Synonyms are those words, which are very nearly alike in meaning but not quite. We have to choose from a number of synonyms, the particular word that exactly expresses the idea that we wish to convey.

Fill in the blanks in the following sentences with the words provided

in brackets: Here is a..... sword; it is the one used by Guru Gobind Singh (actual, real)

Give me aaccount of the accident, use language (concise, brief)

A mind gives and expression (vacant, empty)

Captain Cookthe pacific, and a great number of islands (discovered, explored)

The ship and many sailors were..... (sank drowned)

In my new I have not the comforts of a(house home) Mountain is enchanting. What a beautiful (sight, scenery)

It was to the astronomer that the eclipse would be at midnight (obvious, visible)

She met with an This in her life was most memorable. It was an of historical importance (accident, incident, event)

Opium smoking is a badthis existed among the ancient tribes of India (custom, habit)

A is bound to take place in our country sooner or later. The

.....

against the dictator was put down with an iron hand
(rebellion, revolution)

Rain is but not before evening. Frost is
..... though not even at the end of May. (probable,
possible)

Choose the correct synonym of the following words

COMPLEMENT

- | | | | |
|----------------|-----------|--------------|---------------|
| a. disapproval | b. praise | c. complaint | d. completion |
|----------------|-----------|--------------|---------------|

CONCEPT

- | | | | |
|---------|-----------|--------------|------------|
| a. idea | b. belief | c. deception | d. control |
|---------|-----------|--------------|------------|

DUMB

- | | | | |
|----------|----------|---------|-----------|
| a. clear | b. rouge | c. mute | d. stupid |
|----------|----------|---------|-----------|

DUBIOUS

- | | | | |
|------------|---------------|-------------|-------------|
| a. cunning | b. pretending | c. resolved | d. doubtful |
|------------|---------------|-------------|-------------|

INDUCE

- | | | | |
|---------|--------------|-------------|------------|
| a. trap | b. influence | c. resolved | d. inflict |
|---------|--------------|-------------|------------|

MUTTER

- | | | | |
|--------|---------|-----------|----------|
| a. cry | b. weep | c. murmur | d. blame |
|--------|---------|-----------|----------|

SUMMON

- | | | | |
|---------|---------|-----------|----------|
| a. call | b. weep | c. punish | d. order |
|---------|---------|-----------|----------|

COMPLIMENT

- | | | | |
|----------------|-----------|--------------|---------------|
| a. disapproval | b. praise | c. compliant | d. completion |
|----------------|-----------|--------------|---------------|

RECKON

- | | | | |
|-------------|--------------|-------------|------------|
| a. withdraw | b. calculate | c. estimate | d. exclude |
|-------------|--------------|-------------|------------|

INCULCATE

- | | | | |
|------------|----------|----------|------------|
| a. attract | b. adapt | c. cause | d. exclude |
|------------|----------|----------|------------|

SEA-CHANGE

- | | | | |
|--------------------|-------------------|--------------------------|----------------------------|
| a. complete change | b. partial change | c. favourab
le change | d. unfavourab
le change |
|--------------------|-------------------|--------------------------|----------------------------|

ANONYMOUS	a. generous	b. well-known	c. reluctant	d. One whose name is not known.
ASSIDUITY	a. diligence	b. bitterness	c. peace	d. intelligence
CENSOR	a. deceive	b. scold	c. delete	d. fabricate
NOTHING	a. something	b. cipher	c. suffering	d. everything
ANGUISH	a. insult	b. anger	c. suffering	d. desire
COMPLACENCY	a. self-satisfaction	b. negligence	c. carelessness	d. hesitation
FLAIR	a. talent	b. anger	c. jealousy	d. hatred
JEOPARDY	a. upset	b. confusion	c. danger	d. demolition
POSTHUMOUS CHILD	a. brilliant	b. physically weak	c. illegitimate	d. born after the death of the father
INEFFABLE	a. not erasable	b. inadequate	c. not effective	d. not effective
ORATOR	a. speaker	b. singer	c. debate	d. critic
NOSTALGIC	a. indolent	b. diseased	c. homesick	d. soothing
PROCURE	a. preserve	b. acquired	c. recover	d. harm
ATHEIST	a. bachelor	b. disbeliever in God	c. heart doctor	d. priest
OPHTHALMOLOGIST	a. eye doctor	b. skin doctor	c. heart doctor	d. cancer specialist
TERRESTRIAL	a. wide spread	b. relating to the earth	c. windswept	d. earthly

ANTONYMS

Words having opposite or contrary meanings are called Antonyms

Attractive	X	Repulsive
Acknowledge	X	Disown, deny
Adversity	X	Prosperity
Acquit	X	Convict
Affirm	x	Deny
Frugal, thrifty	X	Extravagant
Fickle	X	Constant
Condemn	x	Approve
Savage	X	Civilized
Persuade	X	Dissuade
Prohibit	x	Permit
Punish	X	Reward
Retire	X	Advance, approach
Work	x	
Benefactor	X	Malefactor
Base	X	Noble
Frank	x	Reserved
Complain	X	Refusal
Ambiguity	X	Clarity

Underline the correct antonym of the following words

DISTANT

- a. remote b. far c. near d. yonder

INEVITABLE

- a. certain b. unavoidable c. escapable d. absolute

INCREASE

- a. augment b. decrease c. improve d. diminish

NARROW

- a. broad b. thin c. slime d. wide

EXCLUSION

- a. omission b. elimination c. inclusion d. exemption

DETERIORATE

- a. dwindle b. decrease c. increase d. diminish

PROGRESS

- a. develop b. advance c. recede d. prolong

FAITH

- a. trust b. doubt c. belief d. reliance

FLUCTUATE

- a. vacillate b. change c. shift d. settle

BIAS

- a. equity b. impartiality c. prejudice d. unfairness

CELESTIAL

- a. heavenly b. divine c. supernatural d. earthly

PROTEST

- a. objection b. disapproval c. assent d. contradiction

LANKY

- a. lean b. thin c. sturdy d. bony

LAVIS

- H b. miserly c. liberal d. bountiful

- a. profuse

GREAT

a. advance b. big c. large d. little

IMPERFECT

a. absolute b. complete c. profound d. consummate

SIGNIFICANT

a. important b. insignificant c. vital d. necessary

ISOLATION

a. separation b. loneliness c. intimacy d. solitude

UNIQUE

a. ordinary b. common c. singular d. unequalled

SURMOUNT

a. surpass b. fail c. master d. overcome

JEALOUSY

a. tolerance b. aware c. jubilant d. rustic

AMBIGUITY

a. clarity b. certainty c. rationality d. perversity

FEASIBILITY

a. unsuitability b. cheapness c. impropriety d. impracticability

CIRCUITIOUS

a. round about b. aware c. complete d. direct

GORGEOUS

a. fashionable b. desperate c. plain d. sumptuous
appearance

4. VERBAL ABILITY

WORDS OFTEN CONFUSED

Words that are similar in form or sound, but different in meaning. A list of such words liable to be confused is given below.

Accept: to receive with favour

I accept your offer

Except: to omit or exclude

If you except the last term I shall accept the contract.

Alter: a place for offering

The pious old man bowed before the altar

Altar: To change

Nothing can alter my decision.

Avocation: a subordinate occupation, usually one pursued for pleasure and

Pastime rather than for gain

His vocation is photography

Vocation: chief occupation

His vocation is banking and his avocation is painting.

Womanly: befitting a woman

Modesty is a womanly virtue

Womanish: like woman (used

contemptuously) It was womanish on his part to shed tears.

Verbal: oral; not written

I cannot carry out your verbal orders

Verbose : containing more words than are

wanted. He writes in a verbose style.

Temporary: that which lasts only for a short period

This post is purely temporary

Temporal: earthly; opposed to

spiritual I do not care for temporal interests.

Conscious: aware

She is conscious of her faults

Conscientious: obedient to conscience, scrupulous

He is a conscientious worker and always does his duty.

Divers: several; sundry

Divers men tried to solve the problems

Diverse: Marked different or unlike

Their views were diverse, as diverse as the East and West.

Beneficial: advantageous

Fresh air and the good food are beneficial to the health.

Beneficent: doing good; kind

A beneficent king wins the hearts of his subjects.

Childish: is used in a bad sense and suggests such as silliness, foolishness and weakness.

Your talk is becoming childish

Child - like: is used in a good sense and suggests such as innocence, simplicity and trustfulness

Her child-like innocence appealed to all.

Calender: The calender has gone out of order

Roller machine for pressing and smoothing cloth or paper

Calendar: Please consult the calendar and tell me on what day

Deepawali falls: List of days, week's months, of a particular year.

Eminent: He is an eminent scholar of

Sanskrit. Of great repute

Imminent: there is an danger of the war breaking out. Events, specially dangers, likely to come or happen soon.

Formally: The proposal has not yet been made. In accordance with rules, customs conventions

Formerly: Dr. Bhandari was formely a professor of electrical engineering. Previously

Honorary: Sri Govind Prasad is working as an Secretary of the Indian Chamber of Commerce

Holding office without remuneration

Honorable: He retired after rendering service to the nation for 30 years. Worthy of respect

Loose: The dg is too dangerous to be left free, not held

Lose: he like wearing loose trouser.
Not closing fitting

Momentary : Many decisions taken in life are of only importance
Lasting for a moment, short lived

Momentous: The chairman said that at the next meeting some mimentous decisions would be taken and so he would like all members to be present

Stationery: The office manager occasionally carries out a physical verification of stationery items in stock

Articles use in connection with writing

Stationary: The sun is stationary body and the earth evolves round it
Not moving fixed

Verbal: He sent me a verbal message that he will reach the office half an hour before the meeting.

Spoken, not written

Verb ose: a verbose style leads to vagueness in communication. Using more words than necessary

Zealous: For rural development we need an army of Zealous workers. Full of enthusiasm

Jealous: He is jealous of his colleague's promotion. Full of envy.

Underline the correct word out of those in brackets:

His paintings show that he is a great (artist, artisan).

Our teacher does not believe in (corporal, corporeal)

punishment. He disliked his (childish, child like) habits.

Would you mind just (checking, chequing) these figures for me?

I'd like (complement, compliment) you on your excellent taste in clothes.

They have written a very (practical, practicable) grammar and composition book. Cross-examination failed to (elicit, illicit) any useful information.

All civilized nations now believe in the (human, humane) treatment of prisoners. He is an (eminent, imminent) scientist.

The smog (affects, effects) our lungs and has an unpleasant effect on the skin. Try to (adopt, adapt) your language to the speech of community.

The crops have suffered from the long (drought, draught). A judge must be (uninterested, disinterested) in a case.

He is honest (beside, besides) being hard working.

He is very (conscious, conscientious) worker and always does his duty.

I think it is very (particular, peculiar) for a young man to use perfumed stationery, stationary) for his letter

5. Comprehension

AUGUST 6, 1945 - The day the atomic bomb was dropped on Hiroshima - brought home to all of us in a dramatic fashion the significance of science in human life. The impact of that bomb has left us stunned and confused. Certainly we laymen are frightened by science as we never were before. And certainly too, we are bewildered by the power which science has suddenly placed in our laps - bewildered and humbled by our realization of how unequipped we are, in terms of ethics, law, and government, to know how to use it.

That, I think, is the first reaction of a layman to the stupendous repercussion of that bomb on Hiroshima. And the first question that comes to his mind is this: what use are radio and automobiles and penicillin and all the other gifts of science if at the same time this same science hands us the means by which we can blow ourselves and our civilization into drifting dust? We have always been inclined to think research and technology as being consciously related to human welfare. Now, frankly, we are not so sure, and we are deeply troubled, by the realization that man's brain can create things which his will may not be able to control.

To the layman it seems as if science were facing a vast dilemma. Science is the search for truth, and it is based on the glorious faith that truth is worth discovering. It springs from the noblest attribute of the human spirit. But it is this same search for truth that has brought our civilization to the brink of destruction; and we are confronted by the tragic irony that when we have been most successful in pushing out the boundaries of knowledge, we have most endangered the possibility of human life on this planet. The pursuit of truth has at last led us to the tools by which we can ourselves become the destroyers of our own institutions and all the bright hopes of the race. In this situation what do we do - curb our science or cling to the pursuit of truth and run the risk of having our society torn to pieces?

It is on the basis of this dilemma that serious questions are forming in the public mind. Unless research is linked to a human and constructive purpose, should it not be subject to some kind of restraint? Can our scientists afford to be concerned solely with fact and not at all with value and purpose? Can they legitimately claim that their only aim is the advancement of knowledge regardless of its consequences? Is the layman justified in saying to the scientists: 'We look to you to distinguish between that truth which furthers the well-being of mankind and that truth which threatens it?

One of the scientists who played a leading role in the development of the atomic bomb said to the newspapermen: 'A scientist cannot hold back progress because of fears of what the world will do with his discoveries'. What he apparently implied was the science has no responsibility in the matter, and that it will plunge ahead in the pursuit of truth even if the process leaves the world in dust and ashes.

Is that the final answer? Is there no other answer? Frankly, as a layman, I do not know. Offhand, this disavowal of concern seems callous and irresponsible. But we may

be facing a situation where no other answer is realistic or possible. To ask the scientist to foresee the use – the good or evil of the use – to which his result may be put is doubtless beyond the realm of the attainable. Almost any discovery can be used for either social or anti-social purposes. The German dye industry was not created to deal with either medicine or weapons of war; and yet out of that industry came our sulphur drugs and mustard gas. When Einstein wrote his famous transformation equation in 1905 he was not thinking of the atomic bomb, but out of the equation came one of the principles upon which the bomb was based.

Willard Gibbs was a gentle spirit whose life was spent in his laboratory at Yale University, and who never dreamed that his work in mathematical physics might have even a remote relationship to war; and yet it is safe to say that his ideas gave added power to the armaments of all nations in both World War I and World War II.

I suspect that the way out of the dilemma is not as simple as the questions now being asked seem to imply. The good and the evil that flow from scientific research are more often than not indistinguishable at the point of origin. Generally they are by products, or they represent distortions of original purpose, none of which could have been foreseen when the initial discovery was made. We are driven back to a question of human motives and desires. Science has recently given us radar, jet propulsion and power sources of unprecedented magnitude. What does society want to do with them? It can use them constructively to increase the happiness of mankind or it can employ them to tear the world to pieces. There is scarcely a scientific formula or a process or a commodity which cannot be used for war purposes, if that is what we elect to do with it. In brief, the gifts of science can be used by evil men to do evil even more obviously and dramatically than they can be used by men of goodwill to do good.

I fear there is no easy way out of our dilemma. I would not absolve the scientists from some measure of responsibility, for they are men of superior training and insight and we are entitled to look to them for help and leadership more help and leadership, I venture to add, than have thus far been given. However, I note that a considerable number of scientist who were connected with the atomic bomb project have publicly expressed their apprehension of the consequences of their own creation. 'All of us who worked on the atomic bomb, said Dr Allison of the University of Chicago, had a momentary feeling of elation when our experiment met with success; but that feeling rapidly changed to a feeling of horror, and a fervent desire that no more bombs would be dropped.

Nevertheless, in the long run I do not believe that we shall be successful in making science the arbiter of its discoveries. Somehow or other society itself must assume that responsibility. The towering enemy of mankind is not science but war. Science merely reflects the social forces by which it is surrounded. When there is peace, science is constructive; when there is war, science is perverted to destructive ends. The weapons which science gives us do not necessarily create war; they make war increasingly more terrible, until now it has brought us to the doorstep of doom.

Our main problem therefore, is not to curb science but to stop war to substitute law for force and international government for anarchy in the relations of one nation with another. That is a job in which everybody must participate, including the scientists. But the bomb on Hiroshima suddenly woke us up to the fact that we have very little time. The hour is late and our work has scarcely begun. Now we are face to face with this urgent

question: 'Can education and tolerance and understanding and creative intelligence run fast enough to keep us abreast with our own mounting capacity to destroy?

That is the question which we shall have to answer one way or another in this generation. Science must help us in the answer, but the main decision lies within ourselves.

6. COMPREHENSION

Check your understanding:

1. Who is a layman? What do we call a person who is not a layman?
2. In the first two paragraphs the following words are used: stunned, frightened, bewildered, confused, humbled, troubled. What will be the typical behavior of people in each of the following situations:
 - a) A tiger is found in the garden or a house.
 - b) One is defeated in a match or a debate.
 - c) In the examination hall all the questions in the question paper are found to be difficult.
- 3) Can you name a situation in which
 - a) You will be stunned?
 - b) You will be bewildered?
 - c) You will be troubled?
4. What was the first reaction of the layman to the effect of the dropping of an atomic bomb on Hiroshima?
5. Why are we troubled by the realization that our brain can create things which we may not be able to control?
6. How can our search for truth bring our civilization to the brink of destruction?
7. Can our scientists afford to be concerned solely with the pursuit of truth unmindful of its consequences? What is the author's opinion? What is your opinion?
8. What, according to the author, is the towering enemy of man-kind?
9. When did Einstein write his famous equation? What is it about? Why is it so famous? Who is Einstein?

Matching words with their meanings

Match the words with their meanings as used in the passage. Column II has one

'extra'. You may use a dictionary and look back at the essay.

Column I	Column II
1. Indistinguishable	a. amazing in degree
2. Arbiter	b. free
3. Repercussion	c. unfeeling
4. Dilemma	d. far-reaching effect
5. Perverted	e. denial
6. Absolve	f. cannot be differentiated being in spirits
7. Distortions	g. The state of being in high spirits
8. Stupendous	h. passionate
9. Callous	i. turned to a wrong use
10. Elation	j. having to choose between two

- 11. Fervent
- 12. Disavowal

equality undesirable courses of
action.

- k. person in complete control
- l. false
- accounts m.
- judge.

Think and answer.

Distinguish between:

- i. Culture and civilization
- ii. Knowledge and wisdom
- iii. Anarchy and autocracy
- iv. Education and literacy.

Under each statement given below two meanings are given. Say which one correctly explains the meaning of the italicized expression.

1. Science will plunge ahead in the pursuit of truth even if the process leaves the world in dust and ashes.
a) in a highly pollute state. b) in a state of destruction
2. The weapons which science gives us have brought us to the door – step of doom. a) close to ruin
b) close to evil
3. We have been most successful in pushing out the boundaries of knowledge. a) limits of our knowledge
b) divisions of knowledge
4. We are bewildered by the power which science has placed in our laps. a) in our power
b) at our disposal.
5. We are confronted by the tragic irony. a) sad reversal of a situation.
b) disastrous outcome

Notes

Raymond B. Fosdick in the lesson 'A Dilemma' says that science should be used only for the constructive purpose and not to be aimed at the degeneration of the society. August 6, 1945, a day of unfortunate, on which the atomic bomb was dropped on Hiroshima brought home to all of us about the significance (or) importance of science in human life. Mankind was frightened by science and bewildered by its enormous power. This instance has realised the mankind how unequipped we are in terms of ethics, law, and government, to know how to use it. The author says that science is based on truth and should spring from the noblest attribute of the human spirit.

There are certain inventions that can evoke both positive and negative responses. Invention of Radio, Automobiles, penicillin, Radar and jet propulsions shall be aimed towards the betterment of the society rather than creating ugliness and desolation. The gifts of science, the author vehemently feels, should not blow our civilization into drifting dust. The research and Technology yield right fruits when they are related to human welfare.

Science is the search for truth. But it is the same search for truth that has brought our civilization to the brink of destruction. The writer strongly feels that research shall be subjected to some kind of restraint if it is not linked to human constructive purpose; it is really disheartening to read about that leading scientists associated with atom bomb saying that one should not hold back progress because of fear of misuse of science.

Fosdick then says that some inventions are purely accidental and the scientists never had any evil intentions while discovering them. For instance Albert Einstein never thought of atom bomb while working for his transformation equation in 1905. Yet, from this come out one of the principles upon atom bomb is based. Similarly sulphur drugs and mustard gas which are offshoots of German dye industry was not created to deal with either medicine or weapons of war; Willard Gibbs was a gentle spirit whose life was spent in his laboratory at Yale University had never dreamt that his research in the mathematical physics might have even a remote relationship to World War I & II. These discoveries are classic examples where the gifts of science can be used by evilmen to do evil men to do evil even more obviously and dramatically than can be used by men of goodwill to do good.

The author concludes that the towering enemy of mankind is not science but war. Science merely reflect the social forces by which it is surrounded.

When there is peace, science is constructive and when there is war, science is prevented to destructive ends. Our problem therefore is not to comb science but to stop war- to substitute law for force and international government for awarely in the relations of one nation with another. He feels that our education should be based on tolerance understanding and creative intelligence that should run fast enough to put an end to the evil effects of the science formally, Science must help us but the decision lies within ourselves ie., the role responsibility is of human beings.

7. HOMONYMS

Homonyms are distinct words with quite different meanings that are spelt and pronounced just the same way.

Eg: 1. Grave..... serious, tomb

2. Bank shore, place to deposit money

3. Bear..... a) animal b) to carry

4. bark..... a) the tough outer covering of tree trunks b) the short sharp sound made by dogs.

5. bat a) a small animal like mouse with wings. b) a piece of wood

6. fair a) what is just or reasonable b) an exhibition

7. lie a) to give a false impression b) to rest on a surface

8. resta) to relax b) an object that is used for support
c) the

remaining part

Use the following words in two ways:

- | | | | | | |
|------------|------------|-------------|------------|-----------|-------------|
| 1. BANK | 2. MATCH | 3. CABINET | 4. FACE | 5. SPRING | 6. BOWL |
| 7. CALL | 8. POST | 9. CELL | 10. CORD | 11. COLD | 12. PALM |
| 13. PART | 14. PAST | 15. DISPLAY | 16. DOUBEL | 17. FOLD | 18. PEN |
| 19. LIKE | 20. LIGHT | 21. NAP | 22. OVER | 23. PASS | 24. DON |
| 25. ABOUT | 26. ABSENT | 27. AWAKE | 28. GRATE | 29. HOCK | 30. QUAIL |
| 31. SCHOOL | 32. SCORE | 33. SNAP | 34. SPELL | 35. CLUB | 36. THROUGH |
| 37. BOON | 38. BOWLER | 39. CHANCE | 40. AFFECT | 41. AIR | 42. ADDRESS |

More words at a glance

Acts/ax Ad/add Adds / ads Ade / aid Aerie / airy

Aero / arrow Affect / effect Ail / ale

Air / are

E'er / ere

Err / heir

Aisle / I'll All / awl Allowed / aloud Altar / alter

An / ann Ant / aunt Ante / auntie Arc / ark

Ascent / assent

Ate / eight

8. HOMOPHONES

Homophones are words, which sound identical but are spelt differently and have different meanings.

A homophone is a word that sounds like another word but has a different meaning. A list of homophones are given hereunder

1. Sew	Sow	26. Toe	Tow
2. Aisle	Isle	27. Pair	Pare
3. Profit	Prophet	28. Altar	Alter
4. Hair	Heir	29. Bolder	Boulde
5. Colonel	Kernel	30. Pain	Pane
6. Course	Coarse	31. Pray	Prey
7. Complime	Complement	32. Bow	Bough
8. Sauce	Source	33. Caught	Court
9. Idol	Idle	34. Bare	Bear
10. Dough	Dove	35. Vale	Veil
11. Flower	Flour	36. Tied	Tide
12. Vein	Vain, vane	37. Suite	Sweet
13. Disease	Decease	38. Paw	Poor
14. Flea	Flee	39. So	Sew
15. Fair	Fare	40. To	Too
16. Key	Quay	41. Made	Maid
17. Cereal	Serial	42. Saw	Soar
18. Boy	Buoy	43. Eight	Ate
19. Bear	Bare	44. Hoarse	Horse
20. Air	Heir	45. Knight	Night
21. Steal	Steel	46. Warn	Worn
22. Place	Plaice	47. Grate	Great
23. Tale	Tail	48. Isle	I'll
24. Son	Sun	49. Beach	Beech
25. Peal	Peel	50. Mail	Male

EXERCISE

Fill in the blanks with the suitable words from the blanks:

1. There is a _____ big fire burning in the _____ (grate, great).
2. You can eat the _____ but give me the knife to _____ the skin (pare, pear).
3. He was charged with stealing a _____ of cotton and was released on _____ (bale, bail).
4. The artist's _____ showed a picture of a politician trying to _____ votes (canvass, canvas)
5. He is the _____ of a plan to make slow pupils understand the difference between a _____ and a multiplier (deviser, divisor)
6. There is thunder and _____ and dark stormy sky shows no sign of _____ (lightening, lightning).
7. The _____ of our college is a man of _____ (principal, principles).
8. She wrote a _____ on the history of peace _____ (treatise, treaties).

Underline the correct word:

1. What medicine did the doctor prescribe / proscribe for her?
2. Gandhi did not like corporeal / coporal punishment
3. Milton's poetry is full of classical allusions / illusions.
4. Do you know the Archimedes principle / principal?
5. I passed the intermediate course / coarse.
6. This is not officious / official.
7. Canvass / Canvas cloth is used for tents.
8. Ramesh always sits beside / besides her.
9. The minister is appraised / apprised of the situation.
10. This film is an adaptation / adaptation of novel.

9. Vocabulary and Reading Comprehension

(In every country in the world in which literature holds a place, the name of George Bernard Shaw is well known. No other writer, except, perhaps, Shakespeare, has earned such world-wide fame. The following text, which the literary genius prepared and spoke on a 'gramophone' recording for the Linguaphone Institute, is loaded with characteristic Shavian wit, but with serious purpose behind it all. The provocative ideas are couched in a simple but sparkling rhetorical style)

I am now going to suppose that you are a foreign student of the English language; and that you desire to speak it well enough to be understood when you travel in the British Commonwealth or in America, or when you meet a native of those countries. Or it may be that you are yourself a native but that you speak in a provincial or cockney dialect of which you are a little ashamed, or which perhaps prevents you from obtaining some employment which is open to those only who speak what is called "correct English". Now, whether you are a foreigner or a native, the first thing I must impress on you is that there is no such thing as an ideally correct English. No two British subjects speak exactly alike. I am a member of a committee established by the British Broadcasting Corporation for the purpose of deciding how the utterances of speakers employed by the Corporation should be pronounced in order that they should be a model of correct speech for the British Islands. All the members of that Committee are educated persons whose speech would pass as correct and refined in any society or any employment in London. Our chairman is the Poet Laureate, who is not only an artist whose materials are the sounds of spoken English, but a specialist in their pronunciation. One of our members is Sir Johnston Forbes Robertson, famous not only as an actor but for the beauty of his speech. I was selected for service on the "Committee because, as a writer of plays I am accustomed to superintend their rehearsals and to listen critically to the way in which they are spoken by actors who are by profession trained speakers (being myself a public speaker of long experience). That committee knows as much as anyone knows about English speech; and yet its members do not agree as to the pronunciation of some of the simplest and commonest words in the English language. The two simplest and commonest words in any language are "yes" and "no". But no two members of the committee pronounce them exactly alike. All that can be said is that every member pronounces them in such a way that they would not only be intelligible in every English-speaking country but would stamp the speaker as a cultivated person as distinguished from an ignorant and illiterate one. You will say, "well" that is good enough for me" that is how I desire to speak. "But

which member of the committee will you take for your model? There are Irish members, Scottish members, Welsh members, Oxford University members, American members; all recognizable as such by their differences of speech. they differ also according to the country in which they were born. Now, as they all speak differently, it is nonsense to say that they all speak correctly. All well can claim is that they all speak presentably, and that if you speak as they do, you will be understood in any English-speaking country and accepted as person of good social standing. I wish I could offer you your choice among them as a mode; but for the moment I am afraid you must put up with me-an Irishman.

As a public speaker I have to take care that every word I say is heard distinctly at the far end of large halls containing thousand of people. But at home, when I have to consider only my wife sitting within six feet of me at breakfast, I take so little pains with my speech that very often instead of giving me the expected answer, she says "Don't mumble; and don't turn your head away when you speak I can't hear a word you are saying." And she also is a little careless. Sometimes I have to say "What?" two or three times during our meal; and she suspects me of growing deafer and deafer, though she does not say so, because, as I am now over seventy, it might be true.

No doubt I ought to speak to my wife as carefully as I should speak to a queen, and she to me as carefully as she would speak to a king. We ought to; but we don't. (Don't," by the way, is short for "do not".)

We all have company manners and home manners. If you were to call on a strange family and to listen through the keyhole - not that I would suggest for a moment that you are capable for doing such a very unladylike or ungentleman like thing; but still - if, in you enthusiasm for studying languages you could bring yourself to do it just for a few seconds to hear how a family speak to one another when there is nobody else listening to them, and then walk into the room and hear how very differently they speak in your presence, the change would surprise you. Even when our home manners are as good as our company manners - and of course they ought to be much better - they are always different; and the difference is greater in speech than in anything else.

Suppose I forget to wind my watch, and it stops, I have to ask somebody to tell me the time. If I ask a stranger, I say "What O'clock is it?" the stranger hears every syllable distinctly. But if I ask my wife, all she hears is 'cloxst.' That is good enough for her; but it would not be good enough for you. So I am speaking to you now much more carefully than I speak to her; but please don't tell her!

I am now going to address myself especially to my foreign hearers. I have to give them another warning of quite a different kind. If you are learning English because you intend to travel in England and wish to be understood there, do not try to speak English perfectly, because, if you do, no one will understand you. I have already explained that though there is no such thing as perfectly correct English, there is presentable English which we call "Good English"; but in London nine hundred and ninety nine out of every thousand people not only speak bad English but speak even that very badly. You may say that even if they do not speak English well themselves they can at least understand it when it is well spoken. They can when the speaker is English; but when the speaker is a foreigner, the better he speaks, the harder it is to understand him. No foreigner can ever stress the syllables and make the voice rise and fall in question and answer, assertion and denial, in refusal and consent, in enquiry or information, exactly as a native does.

Therefore the first thing you have to do is to speak with a strong foreign accent, and speak broken English: that is, English without any grammar. Then every English person to whom you speak will at once know that you are a foreigner, and try to understand you and be ready to help you. He will not expect you to be polite and to use elaborate grammatical phrases. He will be interested in you because you are a foreigner, and pleased by his cleverness in making out your meaning and being able to tell you what you want to know.

If you say "Will you have the goodness, Sir, to direct me to the railway terminus at Charing Cross," pronouncing all the vowels and consonants beautifully, he will not understand you, and will suspect you of being a beggar or a confidence trickster. But if you shout, 'please! Charing Cross! Which way!' You will have no difficulty. Half a dozen people will immediately overwhelm you with directions.

Even in private intercourse with cultivated people you must not speak too well: Apply this to your attempts to learn foreign languages, and never try to speak them too well: and do not be afraid to travel. You will be surprised to find how little you need to know or how badly you may pronounce. Even among English people, to speak too well is a pedantic affectation. In a foreigner it is something worse than an affectation: it is an insult to the native who cannot understand his own language when it is too well spoken. That is all I can tell you: the record will hold no more. Good-bye!

10. Reading Comprehension

1. What according to Shaw are the advantages in learning to speak well?
2. a) What is meant by a provincial or cockney dialect?
b) Can you name some important native dialects of English?
3. a) Is there such a thing as ideally correct English?
b) Do all British speakers speak exactly alike?
c) What are the examples cited by Shaw to prove his statement?
4. What are the two simplest and commonest words in English?
5. When can we say that somebody's speech is acceptable?
6. Does Shaw offer himself as a model? What does he say about his own speech?
7. Does Shaw speak to his wife as carefully as he would speak to a queen?
8. If he were to speak to his wife at home as carefully as a public speaker speaking to a large audience, what would she think?
9. When he says 'What?' two or three times to his wife at breakfast what does she suspect?
10. Does Shaw advocate listening through the keyhole? Why not?
11. Why are home manners different from company manners?
12. "What o' clock is it?" - How does his wife hear it?
13. Why should we adjust our speech style to the occasion? Do you do it in your own language?
14. a) Why does Shaw urge foreigners not to try to speak English perfectly?
b) Do you think it is sound advice? Is he speaking with his tongue in his cheek?
c) Can you mention a play that Shaw wrote to prove his point of view?
15. a) "In London nine hundred and ninety nine out of every thousand people not only speak bad English but speak even that very badly."
- Can you explain what it means?
b) "Even among English people, to speak well is a pedantic affectation. " - What does it mean? Why?

Guess the intended meaning

Write out the sentence under each statement that correctly explains the meaning of the italicized expression or expressions.

1. "I am afraid you must put up with me." (Paragraph 1)
_____ Shaw is frightened and he is taking you to stay with him.
_____ He politely says that you must tolerate his way of speaking.
2. "That is good enough of her." (Para 7)
_____ That is all that is necessary or
_____ needed. She deserves only that.
3. "He will suspect you of being a beggar or a confidence trickster." (para 8)
4. _____ In a foreigner it is something worse than an affection.
_____ It is something worse than a kindly feeling.
_____ It is something worse than being unnatural or pretending to be genuine

The responses in the following conversation are those of a person whose knowledge of English is very elementary. Do you think Shaw will approve of the responses? Rewrite the responses in good English.

A: Where were you born? B: I born on ship.
A: What was the name of the ship? B: I not know.
A: What nationality was your mother? B: She French.
A: Where is your mother now? B: She die.
A: Who is your father? B: I not know him.
A: Did your mother tell you about him? B: He English. A seaman I never see.
A: When did your mother die? B: Excuse _ I not know.
A: Do you know how old your were when your mother died? B: I six year old.

A: Afterwards, who looked
after you? B: I take care myself.
A: Can you read and
write? B: I write name.

(From Arthur Hailey's 'In High Places')

In the following sentences the meaning intended is not clear. Can you rewrite the sentences so that the meaning intended is made clear?

(Some clues are given to help
you.)

1. He killed the man with a stick. (How? Who?)
2. I went to my villa ge to sell and land along with my wife. (What
was to be
sold?)
3. The committee's appointment was not
satisfactory. (What was not satisfactory?)
4. Do not go other shops to be disappointed, but come to us. (For
What?)
5. Would you like to try on that dress in the window? (Where? What?)
6. He loves his dog more than his wife. (Who loves who?)

7. I have smoked one of your cigarettes, and shall in future smoke
no
others. (gave up smoking)
8. The college may refuse admission to anyone they think proper.
(Who may
be effused admission?)
9. The report that the students were reading annoyed the warden.
(What
were they reading?)
10. Jim curse the day he was born. (When? What?)

The following expressions are used in the Indian variety
of English. Can you put them in Standard British English?

1. The meeting was pre-poned.
2. The matter will be referred to the concerned ministry.
3. Why you came late to the class?
4. They are having three cars.
5. Look at the alphabets of English.
6. Go and enjoy.
7. In find it difficult to make by both ends meet.

8. You may be knowing that officer.
9. We are living here since 1970.
10. Newspaper advertisement: "Wanted a Non-vegetarian Cooker 45 years old"

Shaw was outraged by the irrational spelling of English. He said, "My surname has two sounds; but I have to spell it with four letters: another 100 percent loss of time, labour, ink, and paper. The Russians can spell it with tow letters, as they have an alphabet of 35 letters. In the race of civilization, what chance has a power that cannot spell so simple a sound as Shaw against a rival that can?"

1. Can you suggest simpler ways of writing the following words?
 a) enough b) queue c) should d) love e)
 f) finally g) quality h) photo i) all right
2. Indian English as it is spoken is highly influenced by the spelling. There are people who pronounce the following words as they are written. Can you say how they are to be pronounced? Psychology, summer, plumber, subtle, bottle, bomb, colonel, drought.
3. Think of your first language (i.e your mother tongue). Do you think all those who speak it speak exactly alike? Are there variations among individuals? Are there variations between two speakers of your first language? Are the speech habits identical? Similar? Can you point out some variations in accent, in the use of words, etc., between individuals, regions, and social classes?
4. Think of your first language. Do you adjust your speech style to the occasion?
 Can you give some examples?

Notes

This lesson is a Gramophone recording for the Linguaphone Institute given by George Bernard Shaw, a well known personality in the history of world literature.

Shaw here emphasizes the point that there is no such thing as ideally correct English and no two Britishers speak English exactly in the same manner. He says that because of his rich experience as a public speaker and also as a playwright he was appointed by the British Broadcasting Corporation as a member of a committee whose main aim was to develop a model of correct English speech for the British Islands. The Committee was chaired by a poet Laureate who was also an artist and his materials are the sounds of Spoken English, and a specialist in pronunciation Johnston Forbes Robertson, a well known actor known for the beauty of speech was also a member of this committee which was a heterogeneous blend of Irish, Scottish, Welsh, Oxford and American members. All these members could be recognized by their difference in speech and hence we can't conclude that they spoke English correctly. They, of course, Spoken English presentably which is easy to comprehend. Imitating them would make us persons of good social standing. It is also astonishing to note that this committee sometimes did not agree to the usage and pronunciation of most of the simple and common words of English.

Shaw says that the two commonest words in English are 'Yes' and 'No'. But no two members of the committee pronounce them exactly alike. Yet there are some people who find delight in avoiding them. Shaw points out that good effort is needed to comprehend or to follow words, syllable by syllable. He says that he is speaking carefully to an audience of thousands of gramphonists. But if he speaks carelessly as he speaks to his wife, the audience can't make out, and at the same time if he speaks carefully at home, his wife thinks that he has gone mad.

The usage of English differs from situation to situation. One would indeed be labeled mad or insane if one talks to his wife in the same manner as he does at a Gramophone recording and vice - versa. Shaw, in a lighter sense, asks us to be careful even while speaking to wife and the conversation between a husband and wife should be like a conversation between a King and a Queen. Unfortunately that doesn't happen with all of us.

Shaw classifies manners into two types namely Company Manners and Home Manners which also vary according to the situation. Family members do

not speak among themselves in the manner as they do on ordinary occasions when they are in the presence of an outsider. Shaw further adds by citing an example of 'key hole moral' the listener gets surprised to note the difference between two situations. The difference is greater in speech than in anything else.

Foreigners need not speak English perfectly if they want to travel in England and if they are wise to be understood these. Even if they do so, they will not be understood since a vast majority in London speaks bad English. If a foreigner speaks perfect English, he/she will be suspected of being a beggar or a confidence trickster. Speaking English too well is in fact a pedantic affectation. George Bernard Shaw further mentions that the stranger, hears every syllable distinctly when he asks him what O' Clock is it? But his wife hears it as "Cloxst", because it is good enough for her but not to the listener.

Shaw emphasizes that there is no such thing as perfectly correct English and there is presentable English which we call "Good English". In London, Shaw points out that Nine hundred ninety nine out of every thousand people don't only speak bad English but speak even that very badly. They neither speak it correctly nor be understood when it is well spoken. He suggests the foreigners, to speak with a foreign accent, and speak broken English, that is English without grammar. Then, the native understands the foreigner and try to understand and gets ready to help.

The native never expects the foreigner to be polite and to use elaborate grammatical phrases. Shaw cites an example ie.,

"Will you have the goodness sir,
to direct me to the railway
terminus at charing cross"

But if the foreigner shouts
"Please! Charing Cross! Which way!"
the stranger would have no difficulty, responding to it half a dozen people will immediately over whelm to help.

If any foreigner requests the native, pronouncing all the vowels and consonants beautifully, how will not understand, and would suspect him to be a beggar or a confidence trickster.

Finally, G.B. Shaw suggests us that one must not speak too well even with cultivated people, during private inter course also. While dispelling the fears of foreigners with regard to the language G.B. Shaw says that little

knowledge is adequate to travel England, and adds that to speak too well is a pedantic affectation, even among English people. G.B. Shaw says that is an insult to the native who can't understand his own language when it is too well spoken.

11. FUNCTIONAL GRAMMAR

A verb must agree with its subject in number and person i.e., the verb should be of the same number and person as that of the subject.

1. Two or more singular subjects joined by 'and' take a plural verb.
Eg: Mohan and Sohan have passed.
2. But some times two subjects are regarded as presenting one idea and than the verb is singular as
Eg: Bread and butter is a wholesome food.
Slow and steady wins the race.
3. If two singular nouns refer to the same person or thing, the verb must be singular;
as
Eg: The orator and states man has arrived (here orator and statesman refer to the same person).
4. If the article is mentioned twice then two distinct persons are intended and the verb following must be in plural number; as.
Eg: The poet and the philosopher are dead.
5. If two singular nouns joined by and preceded by each and every, the verb is singular; as
Eg: Each day and every hour brings us a fresh anxiety.
6. Two or more subjects connected by or, nor, either....or, neither....nor take singular verb; as
Eg: Neither Rama nor his brother was present.
Either Mohan or Sohan is in the wrong. Any boy or girl sees it at once.
7. When one of the nouns or pronouns joined by or, nor is the singular and the other in plural, the verb should be plural and the plural subject be placed near the verb;
as
Eg: John or his brothers are to blame.
Neither Afzal nor his friends were present
8. If two subjects joined by or, nor are different persons, the verb agrees in person with the subject nearer to it; as
Eg: Either you or he is telling a lie.
9. If two nouns are joined with or as well as, the verb, the verb agrees with the first noun, i.e., if the first noun is singular the verb must be singular,

even if the second noun is plural; as

Eg: Rama as well as his friend has won the prize.

Iron as well as gold is found in India.

The king with his ministers was
killed.

The manager as well as the workers is responsible for the accident.

10. Collective noun is a word that refers to a group of collections of persons or things.

Collective noun takes a singular or plural verb according to the sense. If the idea collection are thought of, the verb must be plural.

Eg: The Jury = men of jury were divided in their
opinions. The jury (= one body) has elected its
president.

11. Indefinite pronouns: Pronouns, which do not refer to a particular person or thing, take a singular verb. Some of the commonly used pronouns are: either, neither, everyone, many must be followed by a verb in singular; as
Eg: Either of the two applicants is suitable.

Neither of the applicants is
suitable. Each one of these men is
reliable.

Every one of the boat's crew was
drowned. Many a flower is born to blush
unseen.

12. Errors due to proximity should be avoided. Often verb is made to agree in number with a noun near instead of the proper subject. This should be avoided.

Eg: The behavior of the children was excellent.

Not one of his lectures has ever been
printed. The cost of all these items has been
raised.

13. When the plural noun denotes some specific quantity or amount considered as a whole, the verb is generally singular.

Eg: A thousand rupees is a good sum

Two thirds of the city is in ruins.

14. It is the same with names of books and names of
sciences.

Eg: Arabian Nights is an interesting book.

Mathematics is his favorite subject.

15. Relative pronouns; a relative pronoun always agrees in number and person with its antecedent; as

Eg: I am a woman who seeks my children's welfare.
He is one of those men who know every thing.

16. Words that indicate part or portion: most often such words that indicate part or portion occur as part of a phrase, which acts as the subject. The complete subject determines the number of the verb in such cases.

Eg: Half of the job was completed within two days.
Half of the jobs were completed within two days.
Two thirds of the employees are in favour of this proposal. Two thirds of the pole is rotten.
All the money is spent.
All the students have gone.

18. Words that indicate numbers: When number is preceded by 'the', it takes as singular Verb and by 'a'. a plural verb. This is because 'the' number is generally considered to refer to a unit and 'a' number to individual terms of a unit.

Eg: The number of people who reported for the work this morning is small.
The number of crimes in Delhi is increasing.
A number of meetings were held to discuss the issue. A number of books are missing from the library.

19. Words that indicate amount and people. These words generally take a singular verb

Eg: Ten thousand rupees is a lot of money.
Three miles a day is a good walk.
But when such word is used to convey a general impression, it takes a plural verb.

20. Introductory 'there' and 'it' : In sentences beginning with 'there', the true subject which generally follows the verb, determines the number of verb.

Eg: There are various methods of collecting data.
There is no need for typing this report.
'It' always takes a singular verb, irrespective of whether the subject, which usually follows the verb, is singular or plural.

Eg: It is the people who matter in a democracy. It is the same draft which you showed me yesterday, isn't it?

12. FUNCTIONAL GRAMMAR EXERCISES

AGREEMENT OF VERB WITH SUBJECT

Identify the correct verb or pronoun that agrees with subject of the following sentences:

1. The orator and statesman has/have arrived
2. The poet and philosopher is/are dead
3. Each day and every hour brings/bring a fresh anxiety
4. Neither Rama nor his brother was/were present there
5. Neither Afzal nor his friends was/were available for
comment on the developments
6. The king with all his ministers was/were killed
7. The council that met in the town Hall was/were divided
8. Every one of the boat's crew was/were drowned
9. The behavior of the children was/were excellent
10. Not one of his lectures has/have ever been printed
11. A series of lectures has/have been arranged on the subject
12. Four weeks is/are a good holiday
13. He is one of those men who know/knows every thing
14. Four kilometers is/are a good distance
15. None but the brave deserve the fair
16. Neither children nor their mother is/are admitted
17. Many a flower is/are born to blush unseen
18. A large number of women was/were present at the meeting
19. Mohan as well as his friend is/are guilty
20. Time and tide wait/waits for no man

21. A knowledge of modern languages is/are essential these days
22. The accountant and treasurer has/have absconded
23. Either Rama or his brother is/are a fault
24. Not one of these five boys is/are present in the class
25. Which one of these umbrellas belongs/belongs to you?

Identify the correct verb or pronoun that agrees with the subject of the following sentences:

1. It is these people who instigate/instigates the workers.
2. Neither Mary nor Joseph has collected his/her admit card yet.
3. The multitude was/were frightened at the sight of the lion.
4. Any boy or girl sees/see it at once.
5. Everyman and every woman was/were terrified.
6. Each faculty member as well as most of those students know/knows the names of the miscreants.
7. More than forty boys was/were present at the meeting.
8. Bread and butter are/is a wholesome diet.
9. Mathematics seem/seems to be difficult.
10. I like every thing and everybody who/which reminds me of the greatness of God.
11. The man and the woman, the judge said, is/are guilty.
12. The managing director, not his assistants was/were responsible for the omission.

13. Advice is/are more easily given than taken.
14. The furniture your wish to buy is/are very expensive.
15. The acoustics of new auditorium is/are excellent.
16. The proceeds of this programme go/goes to local charities.
17. The people of India have/has firm faith in democracy.
18. The jury has/have given its verdict.
19. The jury is/are in complete disagreement on the issue.
20. None wants/want a change in the working hours
21. I who is/am your fiend will help you.
22. I am the person who has/have done this.
23. The number of students who reported to the class this morning is/are small.
24. A number of books are/is missing from the library.
25. Every one is/are entitled to one month's salary

13. BUSINESS CORRESPONDENCE

Business communication may be defined as the use of effective language for conveying a commercial or industrial message to achieve a predetermined purpose.

PRINCIPLES OF LETTER WRITING

Of all forms of written communication letters are the most common and considered as the most personal. With the growth of commerce and industry their usefulness has much increased.

When you enter a profession, you will have to write dozens of letters everyday as a part of routine work, letters to other firms and companies, customers, suppliers associate organization, government officers, credit agencies, employees etc. such letters are called business letters. Their aim is to achieve a definite purpose, such as selling a product, making an enquiry, seeking information or advice, mollifying the feelings of a customer, creating good will etc.

Courtesy and Consideration

Necessary tact and courtesy are important, as it is the basic principle of social relationship. Courtesy is like the oil, which removes friction and makes life smooth and helps to win friends. Especially in business correspondence, discourtesy damages both friendship and business.

Directness and Conciseness

Transmission of maximum information by using minimum of words should be the aim in the letter writing. Attention of the reader can be caught with clarity and conciseness. Unnecessary details and redundant expressions are to be avoided. In this mechanical and busy world such expressions

may irritate the reader.

Avoid Verbosity and participial Endings.

A study of business correspondence reveals that there is a lot deadwood and verbosity, which is to be avoided. Participial endings such as assuring, rusting, hoping etc., are also to be avoided.

Clarity and Precision

One of the age -old adages tells us “one should speak as the common people do and think as wise men do”. A simple expression and clear thinking are the most important virtues of effective writing. Here Mathew Arnold rightly advised, “Have something to say and say it as clearly as you can”. This is only the secret of style.

HINTS

Do's

Many thanks for your letter

We are glad to note that

We appreciate your writing

We regret to inform that

We are sorry that

We are grateful for the suggestions you have made

Don'ts

you state

you are wrong in saying

it is difficult to believe

we can't accept your request

we are forced to refuse

we demand.

Negative and roundabout

1. You failed to tell us

2. We can not help you unless

3. We can not help you with

4. You have not cared to pay

Attention to our complaint

1. Please let us know

2. We shall be pleased to help you if..

3. We suggest that you

4. Please look into our complaint.

Structure and Layout of letters

Just as the “apparel of proclaims the man”, the appearance of a letter often reveals the character of the writer and the organization he belongs to.

a) Elements of

- | | | | |
|------------------------|---------------|--------------------------|----------------|
| 1. Heading | 2. Date | 3. Reference | 4. Inside |
| 5. Attention | 6. Salutation | 7. Subject | Address |
| 9. complimentary close | 10. Signature | 11. Identification Marks | 12. Enclosure. |

b) Heading : Most of the business organizations use printed letterheads for correspondence. The letterhead contains the name, the address, telephone number and **e - mail address**.

c) Date: The date, month and year should be indicated in the upper right hand top corner. **d) Reference:** If yours is a reply letter, give the correspondent's reference number against the first and your reference number against the second line.

e) Inside address: The full address of the person or organization you are addressing should be written two spaces below the date.

f) Attention line: To ensure prompt attention, sometimes a letter that is addressed to a firm or company is marked to a particular officer in that organization.

g) Salutation: Salutation is nothing but greeting a person. It is placed two space below the attention line.

h) Subject: The purpose of the subject line is to let the reader know immediately what the message is about.

i) Body: The main purpose of a letter is to convey a message. This is done through the body of the letter.

j) Complimentary close: This is nothing but – a polite way of ending a letter, the close must agree with the salutation.

k) Signature: The signature is the signed name of the writer it is placed below the complimentary close.

l) Identification Marks: These marks are put in the left margin to identify the typist of the letter, one or two spaces below the signature.

m) Enclosure: If anything is attached to the letter. It must be indicated against enclosure. Generally the abbreviated form Encl. is typed against which the number of enclosures is indicated.

Planning a Letter

1. Set aside specific time for handling your correspondence.
2. Ask yourself, what is the main purpose of the letter.
3. Gather relevant information
4. Arrange the material in a logical order
5. Select the right tone.

Quotations, Orders and Tenders

Quotations, orders and tenders are some important types of business correspondence. It is customary for a business organization to invite quotations from several sellers before placing an order.

The purpose is to find out the cheapest and the best source of supply of goods required. The following details are to be furnished in the letter.

Describe your needs clearly and precisely and give the detailed specification such as the shape, size, quality of the goods you require.

Mode and terms of payment

Place and time of delivery

Method of transport

Packing and forwarding charges.

Tenders

While quotations are generally sought from a few selected sellers, notices regarding tenders are advertised in newspapers, magazines etc. inviting prospective sellers of services and goods to quote their rates for doing a job or supplying goods specified in the notice. When a tender is accepted, the successful seller has to sign a contract to do what he has promised.

Sales letters: A good sales letter is essentially like a successful advertisement, it catches the attention of the reader, excites his interest and curiosity and induces him to buy the goods or services offered. Here are few guidelines.

Catching the readers' attention through an attractive opening

Convincing him that your product or service is the best in the market
Motivating him to act quickly

The reader's attention is caught by the layout, color, scheme, illustrations, catchy

phrases, striking statements, questions, etc. he is motivated by such as "Just fill in the coupons below and dispatch it today, send no money. "Only mail the attached card". "Avail this special offer" etc.

The purpose of every sales letter, as of every advertisement is to convert the reader into a customer.

Claim and Adjustment Letters

However efficient an organization may be mistakes are likely to be made owing to human frailty or misunderstanding. Important services are sometimes unsatisfactorily rendered, goods are consigned to wrong destinations

sometimes late, sometimes in less than the required quantities. Occasionally they reach their destination in damaged condition because of faulty packing or improper handling in transit.

Letters written to bring these mistakes to the notice of those who must own the responsibility for them are called **claim or complaint letters** and those written to take action on them are known as **adjustment letters**.

Job application Letters

An application for a job may be the first important business letter that one will write after getting graduated from a college or university.

There are two types of letters of application. In the first all information about qualification, experience and personal details is given in one letter. In the second there are two parts. Part one is a short covering letter, containing reference to the advertisement in response to which you are applying and featuring your most significant qualifications for the post. Part two consists of the resume, a sheet that lists details about you and your qualifications. It includes the following.

- Personal details, age, fitness and marital status.
- Educational qualifications
- Specialized training, if any
- Experience and achievements
- Special honors and distinctions, if any
- Special personal qualities, which make you suitable for job references,
- Names and addresses of persons who can vouch for your references.

Quotations

Write a letter to xyz chemicals and glassware to send the quotation

for the equipment you need.

Letter of order

Write a letter of order to 'REPUTED FURNITURE' to send the furniture as per the list that you have already sent.

Claim

Imagine that you are an officer of Sports Development Authority. Write a letter of claim to VIP Sports Company that has sent you certain broken cricket bats.

Social Correspondence

Write a letter to your friend congratulating him on his promotion as Marketing Manager.

Personal Letter

Write a letter to your friend explaining the importance of English Language Lab in your college.

14. THE STYLE

A report is the Verbal structure, and style is the way we select and arrange the elements of structure. Jonathan Swift thought that style is “proper words in proper places”. Lord Chesterfield said that style is the “dress of thoughts”.

Importance of Professional Writing: The ability to communicate effectively is one of the greatest assets anyone can acquire but the most common and perhaps the greatest communication problem today is that many people are unaware that they lack communicative ability.

To be an effective writer:

Visualize what you wish to say. If the picture you want to communicate is clear to you, the words should automatically follow to express it.

Prepare the first draft without caring much for the mechanics of

writing. Stop when you have finished saying what you wanted to

say.

Revise the draft carefully; delete a word, phrase, sentence or paragraph that does not add any meaning to point under discussion.

Approach the problems with scientist's objectivity, detachment and passion for truth. This will help make your writing crisp and sharp.

Choice of words and phrases: No two words in a language convey exactly the same meaning. For example, 'pretty', 'charming' and 'delightful' are not synonyms they have only a common area of meaning. Sometimes a wrong choice of words may lead to embarrassment, confusion and misunderstanding.

Do's

Prefer concrete to abstract words: A concrete word permits limited interpretation and conveys more definite meaning. A few examples are names of persons. Number, words, dates etc. (e.g. I, he, she, etc.). Abstract words have a tendency to be general and vague.

Original

Revised

- a. Fuel tanks deformation was present The fuel tank was deformed.
- b. The reason for the popularity of slides Slides are popular because they are is the simplicity of their preparation easy to prepare.

Precision

Prefer specific to general words: The use of specific words makes writing clearer and immediately creates an image in the mind of the reader.

1. She has developed a new gas lighter (designed)
2. Transfer the liquid into the receptacle (pour, beaker)

Conciseness: Modifiers of nouns and verbs tend to be vague and subjective. Use verbs instead of phrases having -'-ation words' formed from verbs.

Phrases (Modifier)

Verbs Make an

investigation

investigate Prepare a

formulation

formulate

Plainness: Prefer plain and familiar to long and unfamiliar

Long and unfamiliar

Short and familiar

Expedite

hurry up

Optimum

best

Residence

house

Commerce

start

Endeavor

try Envisage

foresee

Cliches: A cliché is a faded word or a phrase, which has lost its effectiveness because of overuse. When it is first coined it is fresh and vigorous and conveys the meaning vividly. With the passage of time it loses sharpness and ceases to exercise the desired impact. Very often when you start writing, such words and phrases come to your mind and if you are not alert, find a place in the text of your report and thus weaken it.

Avoid excessive use of jargon: 'The technical terminology or characteristic idiom of a special language or group' - jargon. Every group of specialists has developed a highly specialized terms, yet these are the very words that cause readers a lot of difficulty.

Avoid using foreign words and phrases: Foreign words and phrases also like jargon are often used to impress and mystify the reader or to parade one's scholarship. Some writers believe that their use would make the writing dignified. Thus instead of 'see above' they use 'vide supra' but keep your writing simple, use plain English for foreign words and phrases. Abbreviations like e.g. i.e., viz., a.m., p.m., need not be avoided.

Avoid Redundancy: Redundancy is the part of message that can be eliminated without loss of information. It may be either the use of unnecessary words or needless repetition of an idea. It has been well said that a sentence should have no unnecessary words, just as a drawing should have no unnecessary lines, and a machine no unnecessary parts. Here are some of the superfluous words that are underlined:

- | | |
|---------------------------|------------|
| 1. <u>Basic</u> | fundament |
| 2. <u>Resume</u> | again |
| 3. <u>Absolutely</u> | essential |
| 4. <u>Completely</u> | eliminated |
| 5. <u>Through out the</u> | month |
| 6. <u>Repeated</u> | again |
| 7. <u>Fast</u> | speed- |
| 8. <u>Refer</u> | back |

As detailed above, a report was to be prepared in the practical class room and attempt the following.

- 1) Supposing you are a police inspector and the D.G.P has asked you to submit a report about the smuggling of drugs from across the border, suggest what can be done to check this.
- 2) Imagine that you are the Director of a private detective agency and you

have been employed by a client to find out who has been threatening him on phone. Prepare a report of your investigation and findings and suggest what he should do.

- 3) Write a report about the need of the establishment of Medical Colleges in all tribal areas of the state.
- 4) Write a report on the need to use non conventional energy sources like the wind and the sun and how these will replace conventional energy sources in a few decades.

15. PRECIS WRITING AND SUMMARIZING

The word précis means an abstract, abridgement or summary; and précis writing means summarizing. To make a précis of a given passage is to extract its main points and to express them as clearly and as briefly as possible.

The essential features of a good précis are:

It should give the main points and the general impression of the passage summarized.

It should be read like a continuous piece of prose.

It should be clear. It must present the substance of the original in clear language.

It should be precise and brief. Cut away all irrelevancies, omit all digressions and remove all unimportant details.

It should not be sketchy. It should be complete in every way. It should contain all that is important in the original.

Important points while making a précis:

Write down in order all the important points of the original passage, which serves as a framework.

Keeping this framework before you, now try to write your summary. Write simply, clearly and briefly.

See that the parts of your précis have the same balance and proportion in relation

to one another, as do the parts of original.

It will be advisable to present the facts in the same order as they appear in the original.

If the length of the précis is not prescribed, about one third of the original is usually expected.

Choose your words carefully. Avoid all unnecessary adjectives and adverbs. Pay proper attention to important nouns and verbs that make your précis short and impressive.

The use of direct speech is to be avoided. The précis is written in indirect speech, after a verb of saying in the past tense.

Avoid figurative language, omit all metaphors and similes. Avoid redundancy and ambiguous words.

Precis must be connected whole.

Some Don'ts

Don't write your précis in a very small hand in order to give impression of conciseness.

Don't add comments of your own or other irrelevancies. Don't borrow phrases and sentences from the original. Don't emphasize the wrong point. Don't exceed or fall short of the prescribed limit by more than five and six words. Don't make your précis a series of disjointed sentences. Don't be so brief as to become unintelligible. Your précis must be brief and clear. Don't use colloquial expressions, circumlocutions or rhetorical statements. Don't write bad English. Avoid mistakes in spelling, grammar punctuation, idiom and the like.

Don't use personal construction when summarizing. Avoid such phrases as I think, I believe, and in my opinion etc.,

Make a précis of the following paragraph and suggest suitable title:

1. Speech is a great blessing, but it can also be a great cur, for, while it helps us to make our intentions and desires known to our fellows, it can also, if we use it carelessly, make our attitude completely misunderstood. A slip of the tongue, these of an unusual word, or of an ambiguous word and so on, may create an enemy where we had hoped to win a friend. Again different classes of people use different vocabularies, and the ordinary speech of an educated man may strike an uneducated listener as showing pride; unwittingly we may use a word, which bears a different meaning to our listeners from what it does to men of our own class. Thus speech is not a gift to use lightly without thought, but one, which demands careful handling. Only a fool will express himself alike to all kinds and conditions of men.

2. Men are not made in the same mould, like a lot to bricks. It would have ill-suited the wants of the world if it had been so. Consequently, even in the same country, men differ in disposition, and inclination and manners, and opinion, more probably than they do in face or form. And between the people of different countries the contrast is even more striking. We have then, also, different sentiments, different sympathies, different hopes, different ways altogether. It will always be so. So long as there are different minds, there will be different views on all matters that admit of opinion. So long as there are different degrees of latitude and longitude, as well as differing circumstances there will be different interests different attachment and different habits. It behoves us, therefore, to cultivate a generous spirit of forbearance towards

those, of whatever race, who may think differently and act differently, from ourselves. Even though we may be convinced that they are wrong, if we know them to be sincere, we should still bear with them and give them credit for their sincerity.

This is the virtue of toleration or bearing with others when we may differ from them, or may not like their ways. Toleration should be shown in all differences of opinion on even the highest matters of life and death; and there it is of more value than anywhere else. When we cannot agree with one about a point of science, or philosophy, or faith, we can at least agree to differ from him, and there is an end. We must always remember that we are all likely to make mistakes and possess weaknesses, and that we ourselves need the same forbearance and sympathy. We are, besides, all of the same human brotherhood, and should, "like brothers, agree".

FIGURATIVE LANGUAGE

Figurative language is associated with literature—and with poetry in a particular. But the fact is, whether we're conscious of it or not, we use figures of speech every day in our writing and conversations.

The Top Figures

1. **Alliteration:** Repetition of an initial constant sound. In this way language becomes musical.
Eg: How high his honor holds his haughty head.
2. **Antithesis:** The juxtaposition of contrasting ideas in balanced phrases.
Eg: God made the country but man made the town united we stand divided we fall.
3. **Apostrophe:** Breaking off discourse to address some absent person or thing, some abstract quality, an inanimate object, or a nonexistent character.
Eg: Wild west wind, thou breath of Autumn's being.
4. **Euphemism:** The substitution of an inoffensive term of one considered offensively explicit.
5. **Hyperbole:** An extravagant statement; the use of exaggerated terms

for the

purpose of emphasis or heightened effect. Here is the smell of blood still; All perfumes of Arabia will not sweeten this little hand.

6. **Irony:** The use of words to convey the opposite of their literal meaning. A statement or situation where the meaning is contradicted by the appearance or presentation of the idea.

Eg: He is an honorable man (in fact he is not)

7. **Epigram:** A brief pointed saying. Eg: the child is the father of man.

8. **Metaphor:** An implied comparison between two unlike things that actually something important in common.

Eg: The camel is the ship of the desert.

9. **Metonymy:** a figure of speech in which one word or phrase is substituted for another with which it is closely associated; also, the rhetorical strategy of describing something indirectly by referring to things around it.

Eg: The pen is mightier than sword.

10. **Onomatopoeia:** The formation or use of words that imitate the sounds associated with the objects or action they refer to. The murmurous haunt of flies in summer eves.

11. **Oxymoron:** a figure of speech in which incongruous or contradictory terms appear side by side.

Eg: James I was the wisest fool in Christendom.

12. **Personification:** A figure of speech in which an inanimate object or abstraction is endowed with human qualities or abilities.

Eg: Opportunity knocks at the door but once.

13. **Pun:** A play on words, sometimes on different senses of the same word and sometimes on the similar sense or sound of different words.

Eg: An ambassador is a gentleman who lies abroad for the good of his

country.

- 14. Simile:** A stated comparison (usually formed with “like” or” “as”) between two fundamentally dissimilar things that have certain qualities in common.

Eg: The younger brother is as good as gold.

- 15. Synechdoche:** A figure of speech is which a part is used to represent the whole, the whole for a part, the specific for the general, the general for the specific, or the material for the thing made from it.

Eg: Kalidhasa is the shakespeare of India.