

**PRESCRIBED BY THE UNIVERSITY OF DELHI FOR THE
B.A. PROGRAMME I YEAR STREAM B COURSE IN ENGLISH**



Picture 1

<http://en.wikipedia.org/wiki/File:Corporate%28Film%29.jpg> Accessed on 11-02-11 at 12:45 pm.

**ENGLISH
AT
THE
WORKPLACE I**



Picture 2

http://farm4.static.flickr.com/3116/2796220406_886f5e0b6d.jpg

Accessed on 11-02-11 at 12:50 pm.

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ENGLISH AT THE WORKPLACE I
(For the B.A. Programme I Yr Stream B Course in English)

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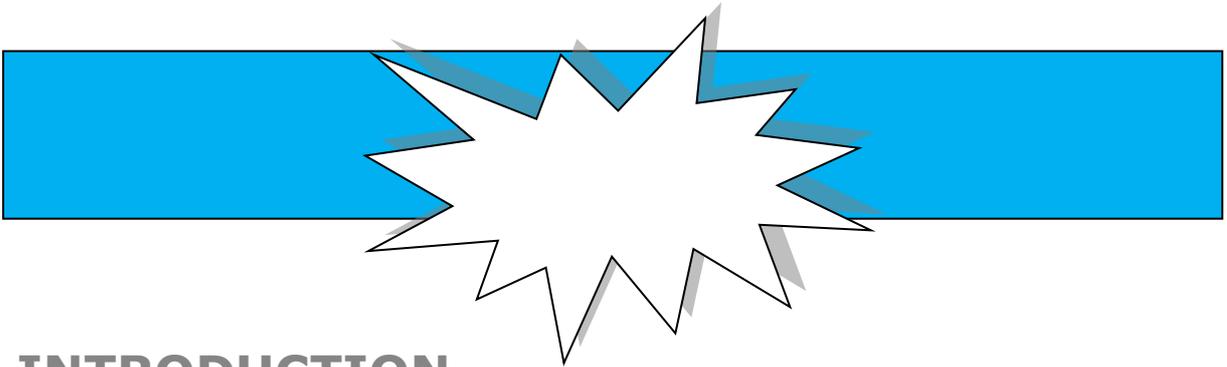
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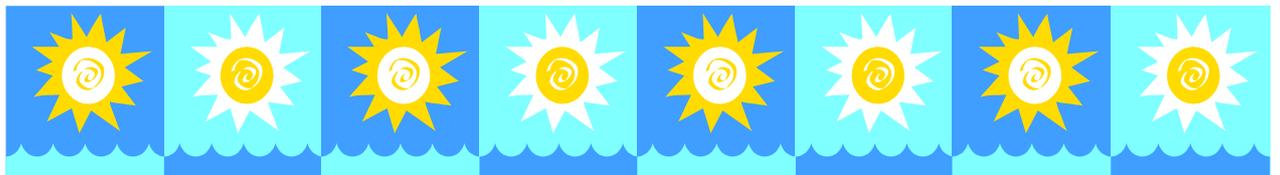


INTRODUCTION

Learning a language involves the capacity to acquire reading, writing, listening and speaking skills. This is an activity that requires on-going practice to ensure that the learner: becomes proficient enough to understand the nuances of words and their usage in different contexts and situations; gains mastery over the language; and, develops the confidence to use it with ease. This course and the in-built activities in it have been designed to facilitate this process. The primary aim is one of initiating thinking and the capacity to read with understanding when the texts in question are tables, advertisements, pie-charts, bar graphs, maps or even train/airline timetables.

This has been done with the knowledge that the learner is an adult and has mastery over at least one language. The challenge lay in organizing this e-material in such a way that the language resources already available to the learner were optimally used. The exercises - tests and activities - have been arranged in order of difficulty - lower, medium and higher.

By building up the learners' listening, speaking, reading, writing, grammar and vocabulary skills, the tests aim at building up the learners' confidence and proficiency in the English language.





Picture 3

[http://www.thehindu.com/multimedia/dynamic00122/IN10 OFFICE WORK 122792f.jpg](http://www.thehindu.com/multimedia/dynamic00122/IN10_OFFICE_WORK_122792f.jpg) Accessed on 11/02/2011 at 12:56 pm.



Picture 4

<http://www.trippinthesixties.com/blog%20aus%20no2010/New%20folder/01%20working-on-song-schedule.jpg> Accessed on 11/02/2011 at 12:58 pm.

This book has been divided into two sections in increasing order of difficulty to ensure the student's comfort in studying and attempting the various activities that have been prepared, keeping in mind that the student has mastery over at least one language.

The learners are part of an environment that is undergoing fast-paced changes and hence one needs to be sensitive to the challenges and pressures that they are put under to give their optimum output at the workplace.



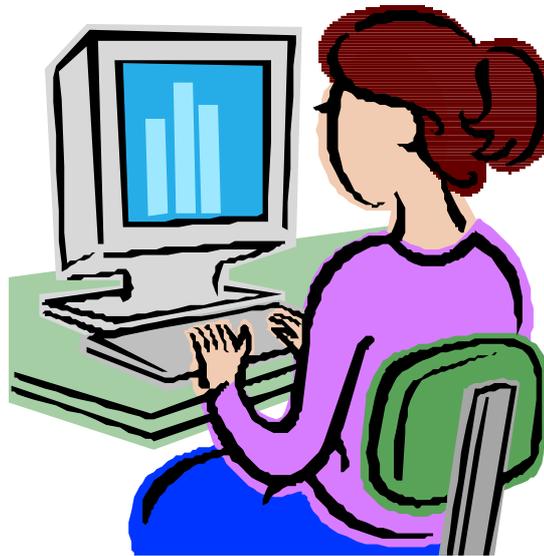
Picture 5

<http://us.123rf.com/400wm/400/400/skyneshers/skyneshers1001/skyneshers100100121/6174898.jpg> Accessed on 11/02/2011 at 1:00pm.



Picture 6

<http://mae.osu.edu/labs/afcad/sites/default/files/imagecache/original/images/office.jpg> Accessed on 11/02/2011 at 1:10 pm.



Picture 7
Clip Art

<http://mae.osu.edu/labs/afcad/sites/default/files/imagecache/original/images/offi ce.jpg>

Accessed on 11/02/2011 at 1:10 pm.

The tests in the first set that we are about to begin focus on the beginner's listening skills. They start by testing how good a listener he/she is and finally end where he/she would not only have understood how essential it is to be a good listener but also understood how to make no errors in listening to any kind of speech.

This has several benefits since any communication is a two-way process. So one may have to listen carefully to a recorded customer care voice over the phone, a weather report, a recorded speech or he/she may have to identify the correct word from among similar sounding words, some of which have been misspelt or pronounced with a slight aberration. The learner will clearly understand the benefits of effective vis-à-vis ineffective listening and the tests will help in achieving better results.

So let's get started with some exercises on improving listening skills.

LESSON 1



HIGHLIGHTS OF THE LESSON:

- Pre-Listening Activity
- Effective V/s Ineffective Speaking 1.1
- Listening to Similar Sounding Words 1.2
- Listening to a Conversation 1.3
- Listening to a Speech 1.4
- Inferences drawn from Listening 1.5
- What Have You Learnt? Summing Up

ANTICIPATED LEARNING OUTCOMES:

- The communication process is a two way activity that engages the writer/reader and speaker/listener.
- Regular reference to the thesaurus can help us avoid errors and overcome the difficulty of handling similar sounding words.
- To understand what the speaker is talking about, the listener needs to be focused and attentive.
- An inference is the forming of a conclusion on the basis of evidence or information provided/received.

LISTENING I

TOTAL TIME: 70 MINS

PRE-LISTENING ACTIVITY

Time: 10 mins

The communication process is a two way activity that engages the writer/reader and speaker/listener. What do you think are some of the essential qualities of a good listener?

Listening can often be tedious and boring. For example, listening to many lectures in the day can be boring and taxing for students unless there is some change of activity to arouse their interest. To begin with, let's do a warm-up, keeping this point in mind.

Exercise 1.1.1

Assigned Topic	Focus	Other areas	Conclusion
Public Conveyance In Delhi.	Upgrading of services- metro, low fleet buses	Maintenance, Cost Effective, Environment friendly.	Encourage more people to travel to work, home or other destinations by it.

These are some of the points for consideration for the assigned topic on Public Conveyance. Now listen to the audio recording and also read the transcript given below. After listening to the audio file once, go through the exercise and see for yourself how attentively you have listened to it.



Picture 8

<http://www.panasianbiz.com/wp-content/uploads/2010/07/DMRC.jpg>

Accessed on 15/02/2011 at 2:23 pm.

Transcript on Public Conveyance

[Click here for the audio file](#) Audio File (Ex 1.1.1)

Delhi has witnessed a significant improvement and upgrading of public transport in recent years. The government has spent a lot of money to encourage more and more people to make use of it through publicity and motivation. The metro has been a boon to the people since it not only reduces travel time, but is also economical and environment friendly. The low fleet buses that have been introduced in Delhi attract people more than the green and yellow ones did since they are cleaner and more comfortable to travel in. These efforts can be seen as a conscious effort on the government's part to make the means of travelling environment friendly. They also help to reduce the level of pollution in the city. The efforts of the State government to encourage more people to avoid use of private vehicles is highly commendable. It also helps save money, time and the environment if we travel as far as possible by metros and low fleet buses!

Now that you have listened to the tape, see if you can tell which of the statements given below is true, and which false.

1. Driving one's own private vehicle is no longer the most preferred option for getting around in Delhi. T/F
2. Buses and the metro are the best means of commuting in Delhi. T/F
3. Though it is known that the environment must be kept pollution-free, yet our mode of conveyance must be comfortable even if it is at the expense of the environment. T/F
4. Short distances should be covered by private vehicles. T/F
5. Green and yellow buses are a deterrent to most travellers. T/F

Answers
1.1.1

1. **True.** As the passage mentions “the low fleet buses that have been introduced in Delhi attract people more than the green and yellow ones did since they are cleaner and more comfortable to travel in.[...] They also help to reduce the level of pollution in the city. The efforts of the State government to encourage more people to avoid use of private vehicles is highly commendable.
2. **True.** If we travel as far as possible by metros and low fleet buses, it helps save money, time and the environment. Thus the ride in metros and low-fleet buses is any day preferable to commuting via private vehicles.
3. **False.** The passage above shows the government’s prioritization of environmental concerns to provide clean and comfortable transport.
4. **False.** Distances-long or short do not matter. Public transport is a conscious effort to save time, money and keep the environment free of pollution.
5. **True.** The upgraded environment-friendly public transport that is clean and comfortable to travel in has replaced the earlier yellow and green buses that are neither clean nor comfortable and cause pollution.

EFFECTIVE V/S INEFFECTIVE
LISTENING (1.1)

Time: 15
mins

Exercise
1.1.2

Here are a few examples of daily conversation. Point out which of these are examples of effective listening and which of bad/ineffective listening.

Q 1. Akshay: I am going by bus to Dehradun. Do you want to come along?

A 1. Gaurav: Where?

Q 2. Rashi: I want to learn how to prepare a carrot cake. Do you know the recipe?

A 2. Asha: What?

Q 3. Sunaina: I have got two tickets for the play at the Kamani Auditorium. Will you come along?

A 3. Aakash: Where?

Q 4. Sunita: I am going to watch a music concert in the evening. Are you coming along?

A 4. Rafia: I would love to. What time is the concert?

Q 5. Hina: Have you got some extra money? I needed to borrow some.

A 5. Anita: What?

Q 6. Samir: The train leaves at 6:00 am. Will you be ready?

A 6. Payal: Sure. At what time would you like to leave?

Q 7. Poonam: The weather is good today. Do you want to go out somewhere?

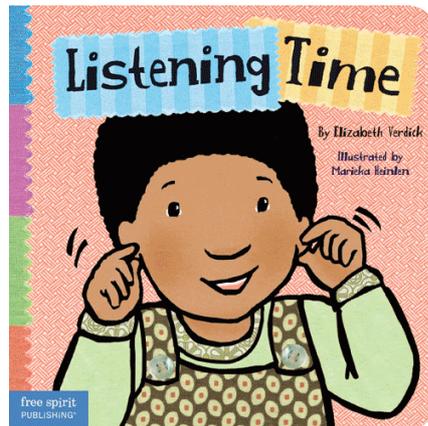
A 7. Deepika? Oh yes, definitely.

Q 8. Ayesha: I met our old friend Priya after ages. Do you remember her?

A 8. Ritu: Who?

Answers 1.1.2

- A 1. Ineffective listening. The answer shows lack of attention. Gaurav has missed the mention of 'Dehradun' as the destination.
- A 2. Ineffective listening. The answer shows that the listener was not paying attention to the speaker who wanted to learn the recipe for 'carrot cake'.
- A 3. Ineffective listening. The answer shows that Akash had not been attentive to Sunaina's mention of 'Kamani auditorium'.
- A 4. Effective listening. The answer conveys the message that the listener heard the speaker attentively and seeks the precise time of the concert.
- A 5. Ineffective listening. The answer shows either deliberate or genuine lack of interest in what the speaker was conveying.
- A 6. Ineffective listening. The listener did not hear the first sentence of the speaker clearly.
- A 7. Effective listening. The answer shows that the listener is attentive.
- A 8. Ineffective listening. The question "who" shows that the listener did not listen to the the first sentence of the speaker.



Picture 9

http://www.freespirit.com/files/IMAGE/COVER/LARGE/Listening_Time1.gif
Accessed on 17/02/2011 at 2:07 pm.

LISTENING TO SIMILAR
SOUNDING WORDS (1.2)

Time: 10
mins

The activity given below provides you a set of sentences with words which are pronounced in the same way, but the words show incorrect or faulty usage. So they can result in an error of pronunciation, because of the difference in the structuring of the consonants. The similarity exists only in the sound of the words. Go through this exercise with the aim of understanding the incorrect pronunciation of some of these words in daily conversation. Sometimes the error in pronunciation can arise when you apply the wrong stress pattern to a given word. For instance, /ci`nema/ is often mispronounced as /cine`ma/. We need to make a conscious effort for improvement in these areas if we intend to make our skills of speaking, listening, reading and writing, error-free. Regular reference to a dictionary can help us avoid some of these errors and overcome difficulties in handling such words. For instance /menu/ is often mispronounced as /minu/.

Exercise
1.2

Given below is an exercise designed to test your ability to identify wrongly pronounced words.

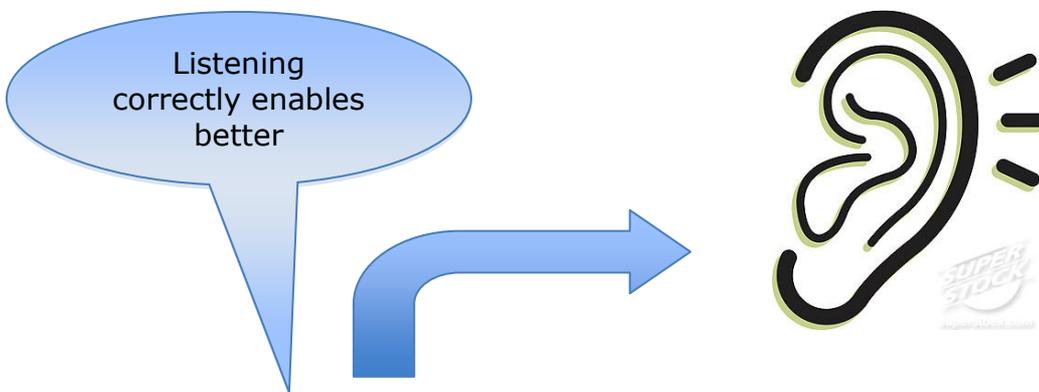
In the sentences below, each highlighted word is pronounced in the manner given. Decide whether the word has been spoken correctly; if not, give the correct pronunciation.

[Click here for the audio file](#) Audio File (Ex 1.2)

- a. Are you **aalright**? I hope you did not hurt yourself.
- b. In which **iskool** did you study?
- c. I will be going to the **makit** after a while.
- d. When does the **sheep** reach the port?
- e. What **eggjhactly** do you mean by saying that I am not invited?
- f. Oh, its my **plajure**.
- g. What is the **plaan**? Are we going for the movie tonight?
- h. Can I have some **vater**, please?
- i. After you finish shopping in the **maal**, we will go for a movie.
- j. I enjoy walking in the **parak** in the evening hours.

Answers 1.2

- a. all right (pronounced as two words 'all' and 'right' and not as a single 'awright').
- b. school (Don't pronounce 's' as 'is').
- c. market (Not two words- 'mark' and 'it' but one word 'market').
- d. ship ('ip' as in 'hip' and not as an elongated 'ee').
- e. exactly (pronounce 'ex' as in 'text' and not as 'gg' as in 'egg').
- f. pleasure (pronounce 's' as 'zh' as in 'measure' and not as 'aie').
- g. plan (the 'a' in 'plan' is a short sound as in 'tap' and not a long sound as in 'bark').
- h. water (Note the difference between 'w' and 'v' in pronunciation).
- i. mall (not 'maal' with elongated 'a').
- j. park (a single a sound so not 'parak' but 'park').



Picture 10

http://wwdelivery.superstock.com/WI/223/1538/PreviewComp/SuperStock_1538R-51928.jpg Accessed on 21/02/2011 at 2:28 pm.



Picture 11

http://1.bp.blogspot.com/_1k_Mfz0jWjA/S_VDNx9-k-I/AAAAAAAAAIw/stQwKDRx4fg/s1600/17632-Middle-Aged-Caucasian-Businessman-Who-Is-Hard-At-Hearing-Cupping-His-Ear-To-Listen-Clipart-Illustration.jpg Accessed on 21/02/2011 at 2:27 pm.

LISTENING TO A CONVERSATION (1.3)

Time: 10 mins

Exercise 1.3

Here is a recorded audio clip of a conversation between two people. Speaking and listening as we all know are interlinked parts of the process of communication. To understand what the speaker is saying, the listener needs to be focused and attentive. Slipping of attention is an indicator of the listener's poor attention span. It is also rude. But in reality only a very small percentage of us are good listeners; most of us are best at talking and lose interest when the speaker is someone other than ourselves!

Click on the audio clip to listen and answer some of the questions based on this conversation to discover if you are a good listener or not.

[Click here for the audio file](#) (Audio File- Ex 1.3)

Transcript of a telephone conversation between two friends. Asha is the speaker and Anjali is for a greater part of the conversation, the listener.

Asha: Hi Anjali, it's so good to talk to you after such a long time.

Anjali: Oh, hello. How are you doing Asha and how was your experience as a summer trainee over the vacation.

Asha: That is the reason why I had called, Anjali. I am so excited to talk to you about it.

Anjali: Oh do narrate how your experience was, dear.

Asha: I got the job, as I told you before. It was through a friend who works at Adworld.

Anjali: Okay.

Asha: Its an advertising company and you know how enthusiastic I was about working in an advertising firm.

Anjali Yeah, right.

Asha: Even the working hours were flexible and hence comfortable. Besides, you know how interested I am in creative work and luckily the stint that I got was in the creative division. I hope you too had a good time during the vacation. Did you go out anywhere?

Anjali: Oh, nowhere in particular. Just had a lot of guests over. Hey, I have to go now. Let's catch up later some time. We should meet up soon.

Asha: Bye, it was nice talking with you.

Anjali: Same here, Asha, bye.

Now see how good a listener you are by listening to the tape once without rewinding and answering some of the questions asked below.

1. What does Asha do over the vacation?
2. Is Anjali an interested listener?
3. Did Asha enjoy her experience?
4. Which department did Asha work in?
5. What did Anjali do during the vacation?

Answers
1.3

1. She worked as a summer trainee in an advertising firm named Adworld.
2. She seems to be an interested listener as she is curious to know about Asha's experience.
3. Yes, she did.
4. In the creative division
5. Nothing in particular except entertaining a lot of guests.

LISTENING TO A SPEECH (1.4)

Time: 15
mins

Given below is a recorded version of an excerpt taken from the prescribed book English At The Workplace p. 19. Listen to it carefully. You may rewind, pause or forward the tape whenever required. After listening to it, do the exercise that follows.

[Click here for the audio file](#) (Audio File-Ex 1.4)

Transcript of the recorded audio file:

What is child abuse?

Most people believe that children are the world's most valuable resource and should be loved and cherished. However, because they are dependent on adults for safety and nurturing, and can neither look after themselves nor fight for their rights, they are often treated badly and abused. A report published by the World Health Organization (WHO) in 1999 claimed that "more than 40 million children around the world suffer from abuse and maltreatment".

But things are beginning to change. Did you know that the United Nations has a special Convention on the Rights of the Child and that Article 19 and Article 34 of this Convention deal specifically with child abuse?

Child abuse has been defined as "all forms of physical, and/or emotional treatment or commercial or other exploitation, resulting in actual and potential harm to the child's right to health, survival, development or dignity in the context of a relationship of responsibility, trust or power". It is being increasingly recognized that even children deserve to be treated with dignity and that their freedom should be respected.

Taken from Mukti Sanyal, Sudesh Sawhney, Shormishtha Panja and Promodini Varma, Eds, English at the Workplace. 2006. Rpt Delhi: Macmillan India Ltd, 2008.p, 19.

Exercise 1.4

Fill in the blanks:

1. _____ should be loved and cherished.
2. They are dependent on adults for _____ and _____.
3. _____ children around the world suffer from abuse and _____.
4. Articles _____ and _____ of the UN Convention on Child Rights deal specifically with child abuse.
5. Child abuse is defined as 'all forms of _____, and/or _____ treatment or commercial or other _____'.

Answers
1.4

1. children
2. safety, nurturing
3. More than 40 million, maltreatment
4. 19, 34
5. physical, emotional, exploitation

INFERENCES DRAWN FROM LISTENING (1.5)

Time: 10 mins

What is an **inference**?

An inference is the forming of a conclusion on the basis of evidence or information provided/received.

Exercise 1.5

Refer to the passage from Exercise 1.4, and answer if the following inferences are true or false.

1. Since children are the world's most valuable resource they must be loved and cherished. T/F
2. Children are dependent on adults and are therefore vulnerable to abuse and exploitation. T/F
3. The United Nations has a special convention on the rights of the child. T/F
4. More than 40 million children suffer abuse and exploitation. T/F
5. Things cannot change in matters related to child abuse. T/F
6. Only that kind of exploitation that results in actual harm to the child can be defined as child abuse. T/F

Answers
1.5

1. **True.** The passage states, "most people believe that children are the world's most valuable resource and should be loved and cherished."
2. **True.** The passage clearly states that, "because they(children) are dependent on adults for safety and nurturing, and can neither look after themselves nor fight for their rights, they are often treated badly and abused."
3. **True.** The passage quotes that, "the United Nations has a special Convention on the rights of the Child and that Article 19 and Article 34 of this Convention deal specifically with child abuse."
4. **True.** . It seems to be true as 'maltreatment' is one form of exploitation.
5. **False.** The passage does not state this but rather hints that things are beginning to change in matters related to child abuse.
6. **False.** Child abuse cannot be defined as only that kind of exploitation that results in actual harm to the child. It is one form of exploitation, others being physical and emotional abuse or commercial or other exploitation resulting in actual and potential harm to the child's right to health, survival, development or dignity in the context of a relationship of responsibility, trust or power.

WHAT HAVE YOU LEARNT?

- Speaking is never done in isolation (except in drama in the form of a soliloquy). Therefore it demands the active participation of the listener. Effective listening can be a difficult activity unless the interest of the listener is stimulated or there is some change of activity at regular intervals.
- Similar sounding words or phonetically similar words can lead to mistakes while speaking and this can also cause the listener to misunderstand the message. Correct pronunciation is needed for error free communication.
- Listening that is not effective is considered impolite and must be avoided as far as possible. Often listening to a conversation, especially one that does not concern us, can be boring, yet we need to be attentive to the speakers as well.
- Correct inferences from a speech can be drawn only if we have listened to it carefully and attentively.

LINKS FOR IMAGES

Picture 1

<http://www.funonthenet.in/images/stories/bollywood/corporate/corporate-1.jpg>

Picture 2

http://farm4.static.flickr.com/3116/2796220406_886f5e0b6d.jpg

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http://www.delivery.superstock.com/WI/223/1538/PreviewComp/SuperStock_1538R-51928.jpg

Picture 11

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