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## UNIT 23

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### 23.0 OBJECTIVES

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In this unit our aim is to give you the recording of a speech by Jawahar Lal Nehru to enable you to check whether you can now understand such passages without any difficulty.

We shall also give you two dialogues for study. In the first you will have the description of a young woman who is to be met at the airport by someone who has never seen her before. In the second dialogue you will note how a speaker expresses agreement or disagreement with another person.

In the section on pronunciation we shall tell you about the occurrence of the sound /r/ and give you practice in

- (i) distinguishing between the sound /v/ and /w/, and
- (ii) the patterns of stress and rhythm in sentences.

After completing the unit you should be able to

- answers comprehension questions on speeches by eminent persons without any difficulty.
- take part in conversations in which you describe people, or express your agreement or disagreement with others,
- use the sounds /v/ and /w/ and the patterns of stress and rhythm correctly.

### Cassette Recording

A cassette recording accompanies this unit and is available on payment. You can listen to it at home, if you have a cassette player. Alternatively, you can listen to it at the nearest study centre set up by the university.

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## 23.1 LISTENING COMPREHENSION

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### ‘Tryst with Destiny’

by Jawahar Lal Nehru

#### Exercise 1

Listen carefully to this famous speech made by Jawahar Lal Nehru in the Constituent Assembly of India on 14th August, 1947 on the eve of the attainment of independence. The word ‘tryst’ means an appointment, an agreement to meet at a certain time or place. After you have listened to the speech, answer the following questions. You can listen to the speech again after reading these questions.

1. What was the ‘tryst’ we made with ‘destiny’ ?

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2. What important event was to take place at midnight ?

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3. What pledge did Nehru suggest people should take at the time ?

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4. When did India start her quest ?

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5. What did Nehru say freedom would bring with it ?

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6. Who was to have the supreme power in free India ?

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7. What does the service of India mean ?

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8. Nehru refers to ‘the greatest man of our generation’. Who was he ?

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9. In what way do we share our dreams with the rest of the world ?

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10. What is the great adventure Nehru refers to ?

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## 23.2 CONVERSATION

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### 23.2.1 Describing People

#### Exercise 2

Read this dialogue between Mr. Roy and his young business partner, Mr. Sen. Mr. Sen has agreed to go to the airport to meet Mr. Roy's niece, Sujata, who is arriving from Calcutta. Mr. Sen has never met Sujata before and has to ask his partner for a good description of her, so that he doesn't make a mistake at the airport. Notice that the description which Mr. Roy gives includes details of physical appearance and also information about what Sujata is wearing and carrying.

After you have read the dialogue, listen to it on the cassette. Then you can practise reading it aloud.

Mr. Sen : What's the flight number, did you say ?

Mr. Roy : It's IC 304 arriving from Calcutta at 9-30. I hope the plane's on time.

Mr. Sen : Now tell me what she looks like, so I won't make any mistakes.

Mr. Roy : Well she's fairly tall, and slim.

Mr. Sen : How tall?

Mr. Roy : Around 170 cms. I think.

Mr. Sen : How old is she ?

Mr. Roy : Pretty young, actually—in her early twenties.

Mr. Sen : That's not much help, is it ? There might be quite a few young women on that plane who are tall and slim. How would I recognize her ?

Mr. Roy : You can't miss her. Few Indian women are that tall! Besides, she has the most fabulous smile. And extraordinarily large brown eyes that sparkle when she smiles.

Mr. Sen : (with a laugh) All right, then, if you say so. She sounds like a very friendly and confident person.

Mr. Roy : She is ! Oh yes, and if this is of any help, she usually wears jeans when she travels. And shall probably carry her large brown suitcase with her.

Mr. Sen : Large brown eyes with a large brown suitcase, did you say ? Fine, that certainly helps ! I should be on my way now. See you later.

Mr. Roy : Don't forget to tell her why I couldn't come to the airport. I shall look forward to meeting her at lunch, of course.

### 23.2.2 Expressing Agreement and Disagreement

#### Exercise 3

Read the following dialogue and make a note of the different ways in which the speakers express agreement or disagreement with each other. You should then listen to the dialogue recorded on the cassette.

Arun : Hello, Sarat. Where have you been ?

Sarat : To watch the third cricket test match between India and Pakistan.

Arun : But there's hardly any interest left in the match. It looks like it's going to be another draw.

Sarat : Oh, you never know. Anything can happen in a game like cricket.

Arun : Well, what do you think can happen ?

Sarat : Oh, the Indians can win, if they bowl the Pakistan out for a low score.

Arun : I don't think they can. They haven't got good bowlers.

Sarat : You can't say that. Kapil Dev, Shastri, Binny, for example, can be very effective.

Arun : I agree, but I think India's bowling is not as strong as their batting.

Sarat : That's not the point. India's bowling may not be as strong as Pakistan's but it has been quite successful. The bowlers have already claimed four Pakistan wickets.

Arun : But surely that doesn't necessarily mean that it will be easy to get the remaining Pakistan batsmen out.

Sarat : Well, I agree it may not be easy. But they have a fair chance if they continue to bowl as well as they did today.

Arun : That again, I suppose, depends on chance.

Notice that the speakers use the expressions—*I don't think.....you can't say that, that's not the point. But surely...*to disagree with each other and they use the expression *I agree* to express agreement.

Now read the dialogue aloud after you have listened to it on the cassette.

**Exercise 4**

Your friend is of the opinion that watching television is bad for young children. You disagree with him/her. Write a short dialogue in which you disagree with your friend. You think television is good for educating young children.

You can begin like this .....

Your friend : I think young children shouldn't be allowed to watch television.

You : I don't agree, I think .....

Your friend: You may be right, but some of the programmes are not meant for children at all.

You : I agree. But .....

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**Exercise 5**

Your friend agrees with you that every Indian child must attend school up to the age of sixteen. Write a short dialogue in which your friend agrees with you and gives two reasons why every Indian child must attend school.

**Note :** Remember there are other ways to expressing agreement and disagreement than the ones in the dialogue you have read in the unit. You can, for instance, agree in following ways :

- Yes, that's right.
- That's what I feel, too.
- I think so, too.
- Exactly.
- I think he/she is right.

He/she has raised a good point.  
 And disagree in the following ways—  
 I don't agree.  
 I don't think so.  
 That's no proof.  
 Oh no,.....

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## 23.3 PRONUNCIATION

### 23.3.1 Distribution of /r/

In British Received Pronunciation the consonant /r/ occurs only before a vowel. In most varieties of American and Indian English, however, /r/ occurs in all positions. You have a free choice between the two patterns, but if you decide to drop your /r/ before consonants and finally, you must have the 20 vowels of British R. P.

*Examples*

	British R. P.	American
<i>arm</i>	/ɑ:m/	/ɑrm/
<i>born</i>	/bɔ:n/	/bɔrn/
<i>court</i>	/kɔ:t/	/kɔrt/
<i>bird</i>	/bɜ:d/	bɜrd/
<i>air</i>	/eə/	/eər/
<i>dear</i>	/diə/	/diər/
<i>poor</i>	/puə/	/puər/
<i>father</i>	/'fɑ:ɔə/	/'fɑ:ɔər/
<i>far</i>	/fɑ:/	/fɑ:r/

In words like *air*, *dear*, *poor*, *father* and *far*, British R. P. has no /r/ in the final position when the word is said in isolation, but when it is followed by a vowel, /r/ is inserted as a link between the words.

Example :

*far* / fa :/

But *far away* /'fa:r e'wel/

### 23.3.2 /v/, /w/

The English consonants /v/ and /w/ have to be distinguished. They are both different from Indian /v/. /v/ is produced by placing the upper teeth near the lower lip and letting the air come out with friction. It also has **voice**, the musical note produced by the vocal cords, which you can feel by touching your neck at the larynx (the **vice box**).

/w/ is produced by preparing to say the vowel /u :/ and rounding the lips, and then quickly saying the following vowel.

#### Exercise 6

Say the following words, producing the sounds /v/ and /w/ correctly. You can also listen to these words on the cassette

/v/	'very	conver'sation	ar'rive	
	'valley	'never	give	
	'vowel /'vau l/	'travel	have	
	va'riety	'haven't	effective	
	voice			
	'vocal			
/w/	what	/wɒt/	'twenty	/'twenti/
	wear	/weə/	'forward	/'fɔ:wəd/
	won't	/wəʊnt/	be'tween	/bt'twi:n/
	'women	/'wɪmɪn/	quite	/kwaɪt/
	way	/weɪ/	a'way	/ə'weɪ/
	Why	/waɪ/		
	where	/weə/		
	watch	/wɒtʃ/		
	win	/wɪn/		
	'wicket	/'wɪkɪt/		
	will	/wɪl/		
	well	/wel/		
	word	/wɜ:d/		
	when	/wen/		

Now say the following pairs of words, making a clear distinction between /v/ and /w/. You can also listen on the cassette.

/v/	/w/
vie	why
vest	west
vine	wine
vile	wile
verse	worse

### 23.3.3 Stress and Rhythm

#### Exercise 7

Say the following sentences with the correct stress patterns as shown. You can also listen to them on the cassette.

1. 'Where have you 'been?
2. But there's 'hardly any 'interest 'left in the match.
3. It 'looks like it's going to be an/other/draw.
4. 'Anything can 'happen in a 'game like 'cricket.
5. 'What do you think 'can happen ?

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## 23.4 LET US SUM UP

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In this unit we gave you

- the recording of a speech by Jawahar Lal Nehru to enable you to check whether you were able to understand it,
- dialogues in which you saw how we described people and how we could express our agreement or disagreement with other people,
- practice in the sounds /v/ and /w/ and patterns of stress and rhythm in sentences.

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## 23.5 KEY WORDS

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**ˌdistri'bution** (of a sound) : positions and words in which it occurs

**ˈlarynx** : a cavity in the throat

**ˈrhythm** (in English) : regular movement determined by the succession of accented and unaccented syllables in speech. The accented syllables in English occur at roughly equal intervals of time.

**tryst** : appointment

**voice** : musical sound formed in the larynx



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## **23.6 SUGGESTED READING**

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*Jawahar Lal Nehru's Speeches, 1946-1949*

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## **23.7 ANSWERS TO EXERCISES**

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### **Exercise 1**

1. We promised that we would free ourselves from British rule.
2. India would become a free country.
3. They should devote themselves to the service of India and her people and of humanity at large.
4. At the beginning of history.
5. Responsibility.
6. The people of India.
7. It means the service of our people and ending of poverty, ignorance, disease, and inequality of opportunity.
8. Mahatma Gandhi.
9. All people in the world want peace, freedom, and prosperity.
10. The adventure of building a new India where all the people are happy and free.