



CFE-01

VARDHAMAN MAHAVEER OPEN UNIVERSITY, KOTA

English in Specific Situations

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English in Specific Situations



Vardhaman Mahaveer Open University, Kota

Contents

English in Specific Situations

Unit -1	Sentence and its Structure	1-14
Unit -2	Word Formation	15-34
Unit -3	Verb Patterns	35-42
Unit -4	Report Writing	43-66
Unit -5	Letter Writing	67-87
Unit -6	Proposals	88-95
Unit -7	Essays Writing	96-116
Unit -8	Precis Writing	117-131
Unit -9	E-mail Etiquettes	132-136
Unit -10	Telephone Conversation	137-145
Unit -11	Situational Conversation	146-153
Unit -12	Role Play	154-158
Unit -13	Phrasal Verbs	159-168
Unit -14	Idioms	169-186
Unit -15	Antonyms & Synonyms	187-208
Unit -16	Homonyms	209-223
Unit -17	Punctuations	224-231
Unit -18	Diction and Style	232-240
Unit -19	Reading Comprehension	241-246
Unit -20	Reading Skills	247-250
Unit -21	Listening Skills	251-253
Unit -22	Writing Paragraphs	254-257
Unit -23	Internal Communication	258-264
Unit -24	Oral Presentation	265-268

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UNIT-1

SENTENCE AND ITS STRUCTURE

Structure

- 1.0 Objectives
- 1.1 Introduction
- 1.2 Analysis of Sentences
- 1.3 Sentence Structures
- 1.4 Practice Exercises

1.0 Objectives

In this unit we shall make a detailed study of sentence and its structures including sentences and types, parts of a sentence, analysis of sentences, attributes and sentence patterns. In the end we have given you some practice exercises.

1.1 Introduction

What is a Sentence?

While speaking or writing, different words are combined together to convey the idea. A group of words which makes complete sense is called a sentence. Words belong to different parts of speech.

There are four types of sentences

A. Declarative/Assertive Sentences

These are in the form of statement, which convey simple facts.

Example

Kate is playing tennis.

Mother is in the kitchen

B. Interrogative Sentences

Sentences which are in the questions form or those which make an inquiry belong to this type.

Example

What are the children doing?

What are you doing?

C. Imperative Sentences

Such sentences are in the form of commands or requests.

Example

Please bring me a glass of water.

Keep quiet.

D. Exclamatory Sentences

Sentences which express strong feelings or emotions fall in this category.

Example

How beautiful the flower is !

Alas ! She has finished writing.

Subject & Predicate

It is noted that a sentence always tells about a person or thing. Thus, in the first part of the sentence there is a person or thing spoken about, this is known as the subject. The second part of the sentence says something about the subject and it is known as the Predicate.

Example

Subject	Predicate
Jawahar Lal Nehru	was a great leader.
The President of America	signed the nuclear agreement.
The sea	was calm.
The naughty boy	broke the window pane.

Note : The position of the subject may change in different sentences.

Example

After the meals came the desert.

There is a thick book on the table.

The subject is usually hidden in imperative sentences.

Example

Pick up the book.

The above sentence actually means (You) pick up the book, but the subject is not given in the sentences. It is understood who is being asked but not expressed.

Phrases & Clauses

Note the following sentence

There is lizard *in the cupboard*.

The group of words *in the cupboard* in the above sentence makes sense but not complete sense, these do not convey the complete meaning. Such group of words are called Phrases.

Example

Mother will come *for the party*.

The lady in black sang a beautiful song.

Population is increasing at a *fearful rate*.

I hope he will come *as soon as possible*.

Note the sentence given below.

He is the boy who stood first in class.

This sentence can be divided into two parts. The first group of words : *He is the boy* has a subject: 'He' and a predicate 'is the boy' and the second group of words also have a subject 'who' and a predicate 'stood first in class.' Thus both parts of the sentence have a subject and predicate and make complete sense these are called Clauses.

Example

Bring me the pen *I gave you yesterday*.

Children *who work hard* are awarded.

Jack has a bag *filled with gold coins*.

He told me *that he will come tomorrow*.

1.2 Analysis of a Sentence

Subject

It has already been explained that a sentence is divided into a subject and predicate. It is also noted that a subject can be a single word or a group of words referred to as the subject line. A subject always consists of a word, which carries more importance as compared to other words. This main word is called the *Subject Word*.

Example

The naughty child broke the jar.

The subject line in the above sentence is - The naughty child. The noun 'child' is the subject word in the sentence as it is the most important in the subject line. It is also noted that generally subject words are qualified by different kinds of attributes. In the sentence given above the attributes is 'naughty' which tells about the subject word 'child.'

Types of subjects

Note the subjects in the sentences given below :

1. *Sunlight* is necessary for living beings.

In this sentence the subject 'sunlight' is a noun.

2. *We* will visit the Taj Mahal tomorrow.

The subject *we* is a pronoun.

3. *Swimming* is the best exercise.

The subject 'swimming' is a gerund.

4. *Jack and Jill* went up the hill.

The subject 'Jack and Jill' is two nouns combined with a Conjunction.

5. *To tell lies* is a bad habit.

The subject 'To tell lies' is a 'to infinitive' i.e., to + verb.

6. *Birds of the same feather* flock together.

The subject 'Birds of the same feather' is a phrase.

7. *The beautiful* must not condemn the ugly

The subject 'The beautiful' is an adjective used as a noun.

Thus, it can be concluded that a subject can be a noun, noun phrase, pronoun or a pronoun phrase, a to-infinitive or an adjective or adjective phrase.

Types of Attributes

The different types of attributes have been analyzed in the table given below:

No.	Subject	Predicate	Subject word	Attribute	Attribute type
1.	Hungry babies	cry aloud	babies	hungry	adjective
2.	Hitler, the dictator	belonged to Germany	Hitler	the dictator	Noun in apposition
3.	An ambition to succeed	can lead a man to great heights	ambition	1. An 2. To succeed	Article to infinitive
4.	The days of glory	are always treasured	days	1. The 2. of glory	Article, word group working as an adjective
5.	His opinion	is not necessary	Opinion	His	Possessive adjective
6.	Raman's friend	bought him a pen	Friend	Raman's	Noun in possessive case

Verb

The most important part of the predicate is the verb. It is impossible to convey anything about the subject without a verb. The verb can be present in the predicates as a single word, e.g., Birds *fly*, Girls *laugh*, or as a group of words. A verb in the predicate is generally followed by a group of words which add something more to its meaning. These are known as **adverbial qualifiers**.

Example:

The gas spread *quickly*. (adverb)

She bought *fruits*. (noun)

He twisted to *ease the pain*. (to infinitive)

She looked *unhappy*. (adjective)

Sometimes when the verb in the sentence is intransitive in nature i.e., it is not followed by an object, it alone forms the predicate.

Example:

1. The sun *shines*.
2. Fire *burns*.
3. Birds are *flying*.
4. Children *have been studying* since morning.

It is noted that intransitive verbs in the above sentences convey the complete meaning and can be present as a single word (as it is in sentence 1 & 2) or a group of words (as in sentence 3 & 4).

When the verb in the predicate is transitive in nature it is followed by an object.

Example:

The naughty child *broke the vase*. (object)

She *passed the examination*. (object)

The object

If the verb is transitive, it must have an object to convey the complete sense. Note this sentence.

Nancy bought apples.

If we observe the first part of the sentence which contains the subject and the verb i.e., Nancy bought, it is unable to convey the complete sense. The question arises Nancy bought what? The word 'apples' answer this. As soon as the word 'apples' is added to the sentence the meaning is complete. Thus the action of the transitive verb - 'bought,' is transferred to the word 'apples' which is the **Object** in this sentence.

Types of objects

No. Subject	Predicate		
	Transitive Verb	Object	Object Type
1. Rabbits	dig	burrows	Noun
2. He	likes	her	Pronoun
3. The noble	help	the poor	Adjective used as noun
4. Children	love	playing	Gerund
5. We	promised	to study	To infinitive
6. They	organized	a marvellous party	Phrase

Type of attributes used with the objects:

1. He constructed *the* house. (attribute is article ‘the’)
2. She designed a *beautiful* dress. (attribute is an adjective).
3. We purchased *Nancy’s* car. (possessive noun)
4. They lent *their* book. (possessive adjective)
5. I saw him *cheating*. (a participle)
6. They appointed Karvy, *his sister*. (a noun in apposition)
7. He brought different chocolates *to eat*. (to infinitive)

Direct and Indirect Object

Sometimes a transitive verb in the predicate is followed by two objects to complete the sense. For example, note the sentence given below :

Father gave me a dictionary.

It is noted that the transitive verb is followed by two objects - ‘me’ and ‘dictionary.’

In such a case the two questions that arise are :

Father gave whom?

Father gave what?

The answer is:

Father gave me.

Father gave a dictionary.

Thus, of the two objects the first one answers the questions *whom* and it is known as the Indirect Object, the second one answers the question *what* and it is known as the Direct Object.

Types of objects

Subject	Predicate		
	Verb	Indirect Object	Direct Object
The teacher	taught	us	the lesson
Jane	gave	me	a book
Mother	bought	Vivek	a new shirt
They	offered	him	a job
The Bank	gave	them	a big loan
She	lent	me	her Chemistry book

The Complement

Sometimes the intransitive verb in the predicate is unable to convey the complete meaning. Such verbs are called intransitive verbs or verbs of incomplete predication and they need a noun, pronoun or an adjective to convey the complete sense. The word/words added to complete the sense of the predicate are called the Complement.

Note the following sentences :

The house appears

Children are

It is noted that the sentences given above have a subject and an intransitive verb but they are incomplete i.e., there is a need to add something more to complete the sense of the sentence. A *complement* is required to complete the sentences and give a meaning to the intransitive verb in the sentence. The above sentence can be completed as :

The House appears *dark*.

Children are *naughty*.

Subject Complement

Analyse the above sentence once again :

The house appears dark.

It is observed that the complement 'dark' in the above sentence tells us about the subject 'house.' Thus as the complement in such sentences tells us more about the subject, so it is called the **Subjective Complement**.

Subject	Predicate	
	Intransitive Verb	Subject Complement
She	is	a pilot. (noun)
Tanmay	is	handsome. (adjective)
The weather	was	humid. (adjective)
Those little girls	are	pretty. (adjective)
He	became	a doctor. (noun)
Mango pudding	is	very sweet. (adjective)
She	looked	gorgeous. (adjective)
The weather	grew	cold. (adjective)
My uncle	went	abroad. (adverbial)
He	is	in the office (adverbial)

Object Complement

The transitive verbs in certain sentences along with the object are followed by another word complementing the object and also completing the sense of the predicate. Such words in the predicate which tell something more about the object are called **object complement**.

Example: Grandfather named him Vaibhav.

In the above sentence the transitive verb 'named' is followed by an object 'him' which in turn is followed by the name 'Vaibhav.' The name *Vaibhav* thus complements the object *him* and also completes the sense of the sentence. It answers the question. Grandfather named him what? i.e., Vaibhav. Thus the word 'Vaibhav' here acts as the **object complement**.

Example of different types of object complements:

No. Subject	Predicate		
	Verb	Object	Object Complement
The teacher	proved	him	wrong. (adjective)
The management	appointed	him	Principal (noun)
They	painted	the cupboard	green. (adjective)
His death	forced	her	to marry. (to infinitive)
We	found	her	crying. (participle)
They	could meet	him	at the end of the day (phrase)

Some more examples of adverbial qualifiers

Sometimes it is noted that sentences end with certain expressions of time, place, purpose etc. related to the object or the verb in the predicate. Such expressions are known as **adverbial qualifiers**.

Analyse the following sentence :

Raman distributed *gifts to the children*

The phrase *to the children* in the predicate here is the adverbial qualifier as it relates to the object *gifts* and also qualifies the verb *distributed*. It tells that the gifts were distributed to the children.

Examples:

Subject	Predicate			
	Verb	Object	Complement	Adverbial
Savvy	was cooking	food		in the kitchen
Victor	appeared		confused	at the end of the session
My aunt	ordered	pizzas		for me.
The children	rushed			into the classroom

Points to remember

- A sentence is a group of words, which makes complete sense.
- A sentence consists of phrases and clauses.
- A clause in the sentence always has a subject and a predicate.
- The sentence can be analyzed in terms of subject, object complement, adverbial etc.
- All sentences have different structures.

1.3 Sentences Structures

1. Subject + Verb (Intransitive) SV Pattern

Subject	Verb (Intransitive)
Sameer	sings
Moon	shines.
Fire	is burning.
Donkeys	bray.
The water	is boiling.
Time	flies.

2. Subject + Transitive Verb + Direct Object (SVO Pattern)

Subject	Transitive Verb	Direct Object
We	saw	a movie.
I	have found	the pen.
Mother	baked	a cake.
The boy	burnt	his hands.
The British	attacked	the Indians.
Jane	likes	ice creams

Note : Reflexive pronouns like himself, myself etc. can also be used as objects in a sentence

Example: I hurt *myself*.

The dog hurt *itself*.

Myself and *Itself* act as objects in the above sentence.

3. Subject + Verb + Preposition + Prepositional Object

Subject	Verb	Preposition + Prepositional Object
Father	is arriving	on Friday.
He	is frightened	of snakes.
The magician	lives	across the river.
They	went	to the market.
She	is waiting	for her aunt.
The pen	was kept	in the drawer.

4. Subject + Verb + Indirect Object + Direct Object (SVIODO Pattern)

Subject	Verb	Indirect object	Direct object
The teacher	asked	her	a question.
The bank	lent	Mr. Smith	a big loan.
The shopkeeper	handed	him	the bill.
He	bought	himself	a new shirt.
I	told	her	a secret.
We	bought	the children	some cakes.
Jatin	fixed	himself	a snack.

5. Subject + Transitive Verb + Direct Object + Preposition + Indirect Object

Subject	Transitive verb	Direct object	Preposition	Indirect object
My sister	bought	a diary	for	me.
She	made	tea	for	us.
Tarun	gave	presents	to	all the family members
They	ordered	soup	for	themselves
He	showed	the documents	to	his boss.
I	discussed	the problem	with	my father.
We	shared	the sweets	with	our friends.

6. Subject + Transitive Verb + Object + Object Complement (SVOC Pattern)

Subject	Transitive verb	Object	Object complement	
			Noun	Adjective
They	elected	him	Chairman.	
The teacher	made	her	leader.	
They	named	their daughter	Mini.	
She	called	me	Mother.	
He	painted	the door		white.
The book	made	him		famous.
They	called	her		mad.
We	found	the gift		expensive.

7. Subject + Verb + Object + to Infinitive

Subject	Verb	Indirect object	Direct object
We	asked	them	to leave.
They	told	me	to sing.
The director	asked	the Manager	to quit.
He	has	a lot of work	to do.
She	joined	her hands	to pray.
His father	advised	him	to study law.
Mahesh	forced	me	to smoke.

8. Subject + Verb + to Infinitive (as the object of the verb)

Subject	Verb	To infinitive (Object of the verb)
He	continued	to speak.
They	promised	to come.
She	refused	to postpone the meeting.
The President	proposed	to amend the bill.
We	will continue	to support him.
I	prefer	to walk.
Jon	likes	to play football.

9. Subject + Verb + Object + (to be) complement SVOC Pattern

Subject	Verb	Indirect object	Direct object
They	thought	the clerk	(to be) foolish.
The circumstances	proved	her	(to be) guilty
I	found	the documents	(to be) useful
We	crowned	him	(to be) the King
The committee	elected	Sam	(to be) the Secretary
She	invited	her	(to be) the Chief guest.

10. Subject + Verb + Subject + Complement (SVSC Pattern)

Subject	Verb	Subject Complement	
		Noun	Adjective
The rules	are		strict
Mother	was		angry
The grapes	were		sour
The novel	is		interesting
Children	are		inquisitive
This news	is		shocking
He	is	a doctor	
His sister	became	a teacher	
That child	is	a genius	
It	is	him	
This	is	a book	

11. Subject + Verb + Subject Complement (Adverbial)

Subject	Verb	Subject complement (Adverbial)
The guests	arrived	early in the morning.
The program	concluded	late in the evening.
Flies	appear	everywhere.
He	went	abroad.
The principal	is	in the auditorium.

1.4 Practice Exercises

I. Determine the pattern of the following sentences in terms of SVOCA :

1. The house is empty.
2. Joseph is a singer.
3. He told his father the truth.
4. The maid came in the morning.
5. The boys whistled.
6. We would like you to stay.
7. Mother gave us sweets.
8. He lit the candle.
9. The Taj Mahal is famous.
10. Socrates was a great Philosopher.
11. They approved the plan.
12. She behaved politely.
13. He coloured the walls blue.
14. Rajan paid the money to the shopkeeper.
15. They paid the architect a large amount.
16. This stone is precious.
17. Elections were announced.
18. I like coffee.
19. Dr. Rajendra Prasad was the first President of India.
20. They named their dog Jim.
21. Joseph is a singer.
22. The enemy forced them to surrender.
23. The hunters killed a tiger in the forest.
24. The bank offered him a big loan.
25. He delivered the lecture.

2. Write two sentences each on the pattern give below :

- (a) S + V
- (b) S + V + O

- (c) S + V + IO + DO
 - (d) S + V + O To Infinitive
 - (e) S + V + O Adverbial
 - (f) S + V + Preposition + Prepositional Object
 - (g) S + V + SC
 - (h) Subject + Verb + Object + Complement
 - (i) Subject + Verb + to infinitive
 - (j) Subject + Verb + Adverbial.
-

UNIT-2

WORD FORMATION

Structure

- 2.0 Objectives
- 2.1 Introduction
- 2.2 Primary Derivatives
- 2.3 Use of Prefixes
- 2.4 Use of Suffixes
- 2.5 Compound Words
- 2.6 Formation of Nouns
- 2.7 Formation of Verbs
- 2.8 Formation of Adjectives
- 2.9 Practice Exercises

2.0 Objectives

In this unit you are going to study about formation of words, derivatives, prefixes and suffixes, compound words and list of word forms. In the end we have given you practice exercises.

2.1 Introduction

Formation of Words

The simplest form of a word is called a 'root.' These are called the primary or basic words which are not derived from any other word/words.

- (a) New words can be formed from root words by making some changes in the words. These changes can be made by making certain variations in the root e.g.,

bound	bind
song	sing
choose	choice
stroke	strike

These type of words formed by making certain changes in the root are called primary derivatives.

- (b) Another method of forming new words is by adding a syllable/syllables at the beginning or at the end of a root word. Words formed by this process are known as 'secondary derivatives.' An addition at the beginning of a words is called **prefix** and at the end is called a **suffix** e.g.

happy	unhappy
throne	dethrone
child	childhood
youth	youthful

- (c) A simple way of forming new words is bringing together two words to form a third one; this process of adding two words is called compounding and such words are known as ‘compound words,’ e.g.

make + shift	makeshift
pass + port	passport

Word formation

Note

While compounding, it is noted that certain words are hyphenated and some are not. Some words can also be formed by making certain internal changes while adding the two words together .e.g.

2.2 Primary Derivatives

advise	advice	grief	grieve
bath	bathe	hale	heal
belief	believe	half	halves
bind	bond	knot	knit
blood	bleed	live	life
breath	breathe	lose	loss
brood	Breed	prove	proof
break	breach	price	prize
choose	choice	sale	sell
cloth	clothe	speak	speech
drop	drip	strike	stroke
float	fleet	tale	tell
food	feed	thief	thieves

2.3 Use of Prefixes

Prefix	Meaning	Examples
a	an/in	asleep, abed, ashore, abroad
	out/from	arise, awake
	without/not	atheist, apathy
ab	way/not	abnormal, abstain, abuse
al	all	almost, almighty
ambi/amb/am	on both sides/around	ambidextrous, ambient, ambivalent, ambition
ante/anti/an	before anticipate, ancestor	antedate, antenatal, antediluvian,
antei	against	anticlimax, antidote, antichrist, antibiotic, antibody
auto	self/oneself autograph	autobiography, automatic, autonomy,
bene	well	beneficial, benediction
bi	twice circumference, circumnavigate,	bimonthly binocular, bisect, biscuit
circu/circum	around	circumscribe, circuit
co	together	co-exist, co-operate, co-education, co-ordinate
Contra/counter	against	counteract, counterfoil
de	down	dethrone, descend
di	double	dilemma, dichromatic
dis	apart/opposite	disjoin, discourage, disagree, disappear
epi	upon/in addition	epicentre, epigraph, epilogue, epitaph
ex	out of	exclude, exodus, exit, ex-chief-minister
hemi	half	hemisphere, hemicycle
hepta	seven	heptagon heptachord
hetro	different	heterogeneous, heterodoxy
hexa	six	hexagon, hexameter
hyper	over/excessive	hypercritical, hyperbola

in	in	income, inland
ir/ll/in/im	not	irregular, illegal, insecure, imprudent
inter	between	international, interchange, intervene
mal	bad/ill	malcontent, malpractice, malnutrition, maltreatment
mega	great	megaphone, megalomania
mis	bad/wrong	misbehave, misdeed
mono	line/single	monogamy, monopoly
multi	many	multinational, multistoreyed
non	not	nonsense, non-co-operation
omni	all	omnipotent, omnipresent
over	beyond/above	overthrow, overtake
peri	round	perimeter, periscope
post	after	postdate, postpone, postscript, postwar
pre	before	prewar, prefix, prevent, predict
pro	for	pro-American, pronoun
re	again/back	reconsider, reclaim, renew, refund
retro	backward	retrograde, retrospect
semi	half	semi-official, semicircle, semi-colour
sub	under	subway, subsoil, subdue, submarine
trans	across/beyond	transplant, transmit, transfer, translate,
tri	three	triangle, tripod
un	not	unhappy, unemployment
uni	one	universe, uniform, unique, university

2.4 Use of suffixes

A. *Forming proper noun, common noun and abstract noun :*

1. Indicating people belonging to different categories

Suffixes	Meaning	Examples
ate	doer	curate, advocate
ee	receiver	trainee, nominee
eer	doer	auctioneer, mountaineer
er	doer	writer, partner, sailor, beggar,

ess	used to denote a female in a particular position belonging to a party	bookseller baker, boiler, Britisher, waitress, authoress, actress stewardess
ist	belonging to profession belonging to a particular branch of study	anarchists, fascist loyalist, communists, calvinist dentist, florist, botanist, psychologist
ian/ion	types of people	novelist economist egotist, Canadian, action, attraction
ster	types of people	spinster, punster, gangster, youngster

2. Indicating state of action or condition

Suffixes	Meaning	Examples
dom	condition/action	wisdom, freedom
hood	condition/action	childhood, manhood, fatherhood, womanhood
ness	condition/action	boldness, darkness, goodness, wickedness
ship	condition/action	friendship, hardship, workmanship, lordship
th	condition/action	health, growth, warmth, stealth, truth

B. Forming adjectives

Suffixes	Meaning	Examples
able	having the quality	lovable, suitable
al	having the quality	rational, national, fatal, mortal, floral
ate	having the quality	fortunate, obstinate, ornate
ed	made of	gifted, talented learned, aged
en	full of	golden, woolen, earthen, wooden
ful	like/comparable to	harmful, beautiful, useful, joyful
ish	having the quality	girlish, greenish
ly	having the quality	manly, homely, godly, lovely
some	having the quality	handsome, quarrelsome, wholesome, meddlesome
some	having the quality	meddlesome
y	having the quality	airy, windy, thirsty, dirty, healthy, wealthy

C. *Forming verbs*

Suffixes	Examples
ate	vacate, locate
ise	realise, popularise
en	strengthen, weaken, darken, sweeten, deaden
er	glitter, chatter, flutter, glimmer
fy	purify, beautiful
ish	publish, nourish, punish, banish
le	handle, twinkle
se	cleanse, rinse

D. *Forming Adverbs*

Suffixes	Meaning	Examples
long	manner	lifelong, headlong, sidelong
ly	manner	freely, sweetly, badly, calmly, wisely
wise	manner	likewise, otherwise
ward/wards	direction	homeward, backward, forward, upwards, downward

2.5 Compounds words

These words are mostly nouns, adjectives or verbs and are formed by compounding two words belonging to different parts of speech.

1. Compound nouns

(a) Noun + Noun

Example : horse-power, maid-servant, shoe-maker, screw-driver, tax-payer, post-man, sun-light, arm-chair

(b) Verb + Noun

Example : break-fast, cut-throat, make-shift, pick-pocket, spend-thrift, scare-crow, daredevil,

(c) Adjective + Noun

Example : shorthand, black-board, quick-silver, strong-hold, hard-ear, sweet-heart, double-dealing, lay-man, free-thinker

(d) Noun + Gerund

Example : fruit-picking, play-acting, sooth-saying, bull-baiting

(e) Gerund + Noun

Example : skipping-rope, shaving brush, drawing room, walking-stick, laughing stock

(f) Adverb + Noun

Example : after-thought, over-coat, down-fall, by-pass, out-law, out-patient, post-script, in-mate, fore-sight, under-tone

(g) Adverb + Verb

Example : over-throw, in-put, out-law, out-cast, out-put, out-let, in-come, out-cry, upkeep, out-look, out-set

(h) Verb/Noun + Adverb

Example : dock-up, break-down, draw-back, farewell, die-hard, send-off, passer by, go-between

2. Compound Adjectives

(a) Preposition + Noun

Example : over-land, out-door, post-graduate, up-hill

(b) Adjective + Adjective

Example : luke warm, dully-gray, red-hot, blue-black

(c) Noun + Adjective/participle

Example : sky-blue, home-sick, blood-red, moth-eaten, sea-sick, heart-broken, waterproof, world-wide, frost-bitten, stone-blind

(d) Adverb + Participle

Example : ever-lasting, well-deserved, out-spoken far-seen, never-ending

3. Compound verbs

(a) Adjective + Verb

Example : safe-guard, white-wash, ful-fil

(b) Adverb + Verb

Example : over throw, over-take, cross-examine, out-run, over-come, over-load, undertake, out-number, under-go, over-hear

(c) Noun + Verb

Example : Type-write, hood-wink, brow- beat, back-bite, ear-mark

2.6 Formation of Nouns

<i>(a)</i>			
From Verbs			
<i>Verbs</i>	<i>Nouns</i>	<i>Verbs</i>	<i>Nouns</i>
Abide	Abode	Offend	Offence
Advise	Advice	Practise	Practice
Bear	Birth, bier	Pretend	Pretence
Believe	Belief	Prove	Proof
Bind	Bond, band	Pursue	Pursuit
Bite	Bit	Receive	Receipt, reception
Break	Breach	Relieve	Relief
Choose	Choice	See	Sight
Die	Death	Shake	Shock
Drink	Draught	Sit	Seat
Float	Fleet	Speak	Speech
Flow	Flood	Strike	Stroke
Fly	Flight	Strive	Strife
Give	Gift	Tell	Tale
Lend	Loan	Think	Thought
Live	Life, living	Wake	Watch
Lose	Loss	Weave	Web
<i>(ii)</i>			
Abound	Abundance	Connect	Connection
Admit	Admission	Deceive	Deception
Agree	Agreement	Decide	Decision
Amuse	Amusement	Defy	Defiance
Apply	Application	Deliver	Delivery
Approve	Approval		Deliverance
Arrive	Arrival	Deny	Denial
Assist	Assistance	Discover	Discovery
Attend	Attendance	Dismiss	Dismissal

	attention	Exceed	Excess
Attract	Attraction	Exist	Existence
Bless	Blessings	Expect	Expulsion
Bury	Burial	Free	Freedom
Carry	Carriage	Furnish	Furniture
Compel	Compulsion	Grow	Growth
Conceal	Concealment	Hate	Hatred
Heal	Health	Provide	Provision
Judge	Judgment	Quote	Quotation
Know	Knowledge	Reduce	Reduction
Laugh	Laughter	Refer	Reference
Learn	Learning	Refresh	Refreshment
Manage	Management	Refuse	Refusal
Marry	Marriage	Respond	Response
Mean	Meaning	Resolve	Resolution
Move	Motion	Reveal	Revelation
	movement	Secure	Security
Narrate	Narrative	Seize	Seizure
	narration	Sell	Sale
Obey	Obedience	Serve	Service
Object	Objection	Slay	Slaughter
Occupy	Occupation	Steal	Stealth
Oppose	Opposition	Succeed	Success
Perform	Performance	Tell	Tale
Please	Pleasure	Try	Trial
Populate	Population	Urge	Urgency
Precise	Precision	Vacate	Vacancy
Predict	Prediction	Vary	Variety
Proceed	Process,	Wed	Wedding
	procedure	Weight	Weight
Protect	Protection	Write	Writing, writ

(b) **From Adjective**

<i>Adjectives</i>	<i>Nouns</i>	<i>Adjectives</i>	<i>Nouns</i>
Able	Ability	False	Falsehood
Abundant	Abundance	Fast	Fastness
Active	Activity	Fertile	Fertility
Brave	Bravery	Few	Fewness
Broad	Breadth	Frail	Frailty
Brief	Brevity	Gallant	Gallantry
Busy	Business	Gay	Gaiety
Calm	Calmness	Generous	Generosity
Certain	Certainty	Grand	Grandeur
Cheap	Cheapness	Great	Greatness
Civil	Civility	Happy	Happiness
Coward	Cowardice	Hard	Hardness hardship
Curious	Curiosity		
Dear	Dearth	High	Height
Deep	Depth	Holy	Holiness
Dense	Density	Honest	Honesty
Equal	Equality	Hot	Heat
Inferior	Inferiority	Red	Redness
Just	Justice	Rich	Richness
Lame	Lameness	Rigid	Rigidity
Local	Locality	Rival	Rivalry
Long	Length	Round	Roundness
Mean	Meanness	Royal	Royalty
Merry	Merriment	Sacred	Sacredness
Moist	Moisture	Safe	Safety
Mortal	Mortality	Scarce	Scarcity
Necessary	Necessity	Severe	Severity
New	Newness	short	shortness

Noble	Nobility		
Obedient	Obedience	Slow	Slowness
One	Oneness	Solitary	Solitude
Perfect	Perfection	Splendid	Splendour
Pious	Piety	Strong	Strength
Poor	Poverty	Stupid	Stupidity
Popular	Popularity	Supreme	Supremacy
Private	Privacy	Sweet	Sweetness
Proud	Pride	Timid	Timidity
Prudent	Prudence	Vacant	Vacancy
Pure	Purity	Weak	Weakness
Quick	Quickness	Wide	Width
Real	Reality	Young	Youth
(c)	From Nouns		
<i>Nouns</i>	<i>Abstract Nouns</i>	<i>Nouns</i>	<i>Abstract Nouns</i>
Act	Action	Infant	Infancy
Agent	Agency	King	Kingship
Baby	Babyhood	Man	Manhood
Beggar	Beggary	Mother	Motherhood
Bond	Bondage	Owner	Ownership
Child	Childhood	Patriot	Patriotism
Coin	Coinage	Priest	Priesthood
Creature	Creation	Servant	Service
Friend	Friendship	Slave	Slavery
Hero	Heroism	Widow	Widowhood
		Woman	Womanhood

2.7 Formation of Verbs

(a)	From Nouns		
<i>Nouns</i>	<i>Verbs</i>	<i>Nouns</i>	<i>Verbs</i>
Apology	Apologise	Bath	Bathe
Authority	Authorise	Battle	Embattle

Beauty	Beautify	Harmony	Harmonize
Bed	Imbed	Haste	Hasten
Blood	Bleed	Head	Behead
Body	Embody	Heir	Inherit
Brood	Breed	Horror	Horrify
Cage	Encage	Idol	Idolize
Camp	Encamp	Joy	Enjoy
Centre	Concentrate	Justice	Justify
Character	Characterize	Knee	Kneel
Christ	Christen	Knot	Knit
Circle	Encircle	Magnet	Magnetize
Class	Classify	Memory	Memorise,
Cloth	Clothe		commemorate
Cloud	Becloud	Monopoly	Monopolise
Colony	Colonize	Nation	Nationalise
Company	Accompany	Nature	Naturalise
Courage	Encourage	Necessity	Necessitate
Critic	Criticise	Nest	Nestle
Custom	Accustom	Neuter	Neutralize
Danger	Endanger	Office	Officiate
Deity	Deify	Origin	Originate
Dew	Bedew	Patron	Patronize
Drop	Drip	Peace	Pacify
Economy	Economize	Peril	Imperil
Electricity	Electrify	Person	Personate
Example	Exemplify	Port	Transport, import,
Fame	Defame		export, deport
Famine	Famish	Power	Empower
Food	Feed	Prison	Imprison
Fool	Befool	Red	Redden
Force	Enforce	Right	Rectify

Fraud	Defraud	Sermon	Sermonize
Friend	Befriend	Shelf	Shelve
Fright	Frighten	Slave	Enslave
Frost	Freeze	Snare	Ensnare
Fruit	Fructify	Society	Associate
Glass	Glaze	Spark	Sparkle
Glory	Glorify	Substance	Substantiate
Gold	Gild	Sympathy	Sympathize
Guile	Beguile	System	Systematize
Habit	Habituate	Table	Tabulate
Half	Halve	Terror	Terrify
Hand	Handle	Throne	Enthroned
Title	Entitle	Vapour	Evaporate
Tomb	Entomb	Verse	Versify
Utility	Utilise	Vice	Vitiate
Vacancy	Vacate	Vigour	Invigorate

(b) **From Adjectives**

<i>Adjectives</i>	<i>Verbs</i>	<i>Adjectives</i>	<i>Verbs</i>
Able	Enable	Long	Elongate
Alien	Alienate		lengthen
Base	Debase	Low	Lower
Bitter	Embitter	Mad	Madden
Bold	Embolden	Mean	Demean
Brief	Abbreviate	Moist	Moisten
Broad	Broaden	New	Renew
Calm	Becalm	Noble	Ennoble
Certain	Ascertain	Perpetual	Perpetuate
Cheap	Cheapen	Poor	Impoverish
Civil	Civilize	Popular	Popularize
Clean	Cleanse	Proper	Appropriate
Clear	Clarify	Public	Publish

Dark	Darken	Pure	Purify
Dear	Endear	Rare	Ratify
Deep	Deepen	Real	Realize
Dense	Condense	Rich	Enrich
Different	Differentiate	Right	Rectify
Double	Duplicate	Sick	Sicken
Equal	Equalize	Solid	Consolidate
False	Falsify	Special	Specialize
Familiar	Familiarize	Specific	Specify
Feeble	Enfeeble	Stable	Stabilize
Fertile	Fertilize	Strange	Estrange
Fine	Refine	Stupid	Stupefy
Flat	Flatten	Sure	Ensure
General	Generalize	Thick	Thicken
Glad	Gladden	Timid	Intimidate
Hale	Heal	Venerable	Venerate
Just	Justify	Vile	Vilify
Large	Enlarge	White	Whiten
Little	Belittle	Wide	Widen

2.8 Formation of Adjectives

<i>(a)</i>	From Nouns		
<i>Nouns</i>	<i>Adjectives</i>	<i>Nouns</i>	<i>Adjectives</i>
Accident	Accidental	Advantage	Advantageous
Adventure	Adventurous	Ease	Easy
Advice	Advisable	East	Eastern
Affection	Affectionate	Economy	Economical
Air	Airy	Emphasis	Emphatic
Ancestor	Ancestral	Empire	Imperial
Angel	Angelic	Enemy	Inimical
Anger	Angry	England	English

Angle	Angular	Essence	Essential
Asia	Asiatic, Asian	Example	Exemplary
Atmosphere	Atmospheric	Expectation	Expectant
Authority	Authoritative	Expense	Expensive
Autumn	Autumnal	Expression	Expressive
Beauty	Beautiful	Fable	Fabulous
Blood	Bloody	Face	Facial
Body	Bodily	Faith	Faithful
Book	Bookish	Fallacy	Fallacious
Boy	Boyish	Fame	Famous
Brass	Brazen	Fancy	Fanciful
Brother	Brotherly	Fate	Fateful
Brute	Brutal	Father	Fatherly
Burden	Burdensome	Fault	Faulty
Calamity	Calamitous	Favour	Favourable
Capacity	Capacious	Feather	Feathery
Centre	Central	Fever	Feverish
Ceremony	Ceremonial	Fiction	Fictitious
	ceremonious	Figure	Figurative
Character	Characteristic	Fire	Fiery
Cheer	Cheerful	Fish	Fishy
Child	Childish, childlike	Flesh	Fleshy
Chivalry	Chivalrous	Flower	Flowery
Circle	Circular	Fog	Foggy
Class	Classic, classical	Fool	Foolish
College	Collegiate	Force	Forcible, forceful
Colony	Colonial	France	French
Comfort	Comfortable	Fraud	Fraudulent
Contempt	Contemptuous,	Friend	Friendly
	contemptible	Frost	Frosty
Coward	Cowardly	Fruit	Fruitful

Crime	Criminal	Fury	Furious
Custom	Customary	Gas	Gaseous
Danger	Dangerous	Germ	Germinal
Day	Daily	Ghost	Ghostly
Earth	Earthly, earthen	Glory	Glorious
God	Godly	Life	Lifelike, lifeless
Gold	Golden	Limit	Limited, limitless
Grass	Grassy	Line	Lineal, linear
Greed	Greedy	Lord	Lordly
Grief	Grievous	Love	Lovely, loving,
Habit	Habitual		lovable
Hair	Hairy	Lustre	Lustrous
Hand	Handy	Machine	Mechanical
Ham	Harmless, harmful	Man	Manly
Haste	Hasty	Manner	Mannerly
Haze	Hazy	Medicine	Medicinal
Head	Heady	Memory	Memorable
Heart	Hearty	Merchant	Mercantile
Heat	Hot	Mercury	Mercurial
Heaven	Heavenly	Mercy	Merciful,
Heir	Hereditary		merciless
Herb	Herbal	Merit	Meritorious
Hero	Heroic	Metal	Metallic
Hill	Hilly	Might	Mighty
Holland	Dutch	Military	Martial
Home	Homely	Milk	Milky
Honour	Honorary, honourable	Miracle	Miraculous
		Mirth	Mirthful
Horn	Horny	Moment	Momentary
Hour	Hourly	Money	Monetary

Hysteria	Hysterical	Month	Monthly
Ice	Icy	Mother	Motherly
Ignorance	Ignorant	Muscle	Muscular
Industry	Industrial	Mystery	Mysterious
	industrious	Myth	Mythical
Irony	Ironical	Nation	National
Island	Insular	Nature	Natural
Jew	Jewish	Navy	Naval
Joke	Jocular	Need	Needy
Joy	Joyful	Neighbour	Neighbourly
King	Kingly	Nerve	Nervous
Labour	Laborious	Neuter	Neutral
Lady	Ladylike	Night	Nightly
Land	Landed	Notice	Noticeable
Language	Linguistic	Number	Numerical
Law	Lawful	Ocean	Oceanic
Leaf	Leafy	Odour	Odorous
Licence	Licentious	Office	Official, officious
Oil	Oily	Sympathy	Sympathetic
One	Only	System	Systematic
Orator	Cratorial	Table	Tabular
Origin	Original	Talk	Talkative
Ornament	Ornamental	Taste	Tasty, tasteful
Palace	Palatial	Terror	Terrible
Paper	Papery	Thirst	Thirsty
Passion	Passionate	Thought	Thoughtful,
Peace	Peaceful		thoughtless
People	Popular,	Title	Titular
	populous	Tribe	Tribal
Picture	Picturesque	Trifle	Trivial
Policy	Politic	Trouble	Troublesome

Practice	Practical	Tutor	Tutorial
Prejudice	Prejudicial	Type	Typical
Price	Precious	Use	Useful, useless
Profit	Profitable	Valour	Valiant
Prose	Prosaic	Value	Valuable
Quarrel	Quarrelsome	Verb	Verbal
Queen	Queenly	Vice	Vicious
Question	Questionable	Viceroy	Viceregal
Ruin	Ruinous	Vigour	Vigorous
Sand	Sandy	Virtue	Virtuous
Scholar	Scholarly	Voice	Vocal
Science	Scientific	War	Warlike
Season	Seasonable	Water	Watery
Sense	Sensible	Week	Weekly
Service	Serviceable	Will	Willing, willful
Silk	Silken, silky	Wind	Windy
Silver	Silvery	Winter	Wintery
Slave	Slavish	Woman	Womanish,
Smoke	Smoky		woman like
Society	Social	Wood	Wooden
Solitude	Solitary	World	Worldly
Space	Spacious	Worth	Worthy
Star	Starry	Wretch	Wretched
Stone	Stony	Year	Yearly
Storm	Stormy	Youth	Youthful
Sun	Sunny	Zeal	Zealous

(b) **From Verbs**

<i>Verbs</i>	<i>Adjectives</i>	<i>Verbs</i>	<i>Adjectives</i>
Cease	Ceaseless	Talk	Talkative
Move	Movable	Tire	Tiresome

(c) **From Adjectives**

<i>Adjectives</i>	<i>Adjectives</i>	<i>Adjectives</i>	<i>Adjectives</i>
Black	Blackish	Tragic	ragical
Blue	Bluish	White	Whitish
Clean	Cleanly	Whole	Wholesome
Comic	Comical	Yellow	Yellowish
Red	Reddish		

(d) **Foreign Adjectives**

<i>Nouns</i>	<i>Adjectives</i>	<i>Nouns</i>	<i>Adjectives</i>
Air	Aerial	Life	Vital
Blood	Sanguinary	Light	Lucid
Body	Corporal	Male	Masculine
Brother	Fraternal	Moon	Lunar
Cat	Feline	Mother	Maternal
City	Civic	Mouth	Oral
Daughter	Filial	Name	Nominal
Day	Diurnal	Night	Nocturnal
Death	Mortal	Nose	Nasal
Dog	Canine	Place	Local
Ear	Auricular	Root	Radical
Earth	Terrestrial	Salt	Saline
East	Oriental		

2.9 Practice Exercises

1. **Convert the following words in their verb form by adding prefix/suffix:**

- | | |
|--------------|----------------|
| (a) Circle | (i) Glorious |
| (b) National | (j) Weak |
| (c) Friend | (k) New |
| (d) Courage | (l) Memorable |
| (e) External | (m) Simple |
| (f) Length | (n) Inspection |

(g) Clear

(o) Bright

(h) Place

2. Form adjectives from the following words by adding suitable suffixes:

(a) Spirit

(i) Wood

(b) Progress

(j) Faith

(c) Glory

(k) Picture

(d) Patriot

(l) Truth

(e) Friend

(m) Touch

(f) Circle

(n) Include

(g) Illusion

(o) Talk

(h) Relative

3. Frame nouns (abstract and concrete) from the following words by adding suitable suffixes:

(a) Absent

(i) Scence

(b) Agree

(j) Arrive

(c) Describe

(k) Emit

(d) Arrange

(l) Perform

(e) Guide

(m) Surgical

(f) Pure

(n) Corrode

(g) Hate

(o) Revolve

(h) Foolish

4. Form diminutives from the following:

(a) Weak

(e) Pack

(b) Kitchen

(f) Chick

(c) River

(g) Duck

(b) Bird

(h) Book

UNIT-3

VERB PATTERNS

Structure

- 3.0 Objectives
- 3.1 Introduction
- 3.2 Verb Patterns with Usage in Sentences
- 3.3 Practice Exercise

3.0 Objectives

In this unit we shall make a detailed study of verb patterns and usage of pattern in sentences. In the end we have given you practice exercise.

3.1 Introduction

Different verbs are used in different patterns.

3.2 Verb Patterns with Usage in Sentences

Pattern 1

Subject + Verb

This is simplest of verb patterns. The subject is followed by an intransitive verb, which expresses complete sense without the help of any other words.

	Subject	Verb
1.	Birds	fly.
2.	Fire	burns.
3.	The moon	is shining.
4.	The baby	is crying.
5.	Kamala	was singing.

Pattern 2

Subject + verb + subject complement

The complement usually consists of a noun, a pronoun or an adjective.

	Subject	Verb	Subject Complement
1.	This	is	a pen.
2.	His brother	became	a soldier.
3.	It	is	me.
4.	That book	is	mine.
5.	Gopal	looks	sad

Pattern 3

Subject + verb + direct object

	Subject	Verb	Direct Object
1.	I	know	his address.
2.	The boy	has lost	his pen.
3.	Mohan	opened	the door.
4.	Who	broke	the jug.
5.	Mr. Pitt	has bought	a car.

Patterns 4

Subject + verb + indirect object + direct object

	Subject	Verb	Indirect Object	Direct Object
1.	I	lent	her	my pen.
2.	The teacher	gave	us	homework.
3.	We	have paid	him	the money.
4.	The old man	told	us	the whole story.
5.	You	must tell	the police	the truth.

Pattern 5

Subject + verb + direct object + preposition + prepositional object

	Subject	Verb Object	Direct position	Pre object	Prepositional
1.	I	lent	my pen	to	a friend of mine.
2.	The teacher	gave	homework	to	all of us.
3.	We	have paid	the money	to	the proprietor
4.	He	told	the news	to	everybody in the village.
5.	He	promised	the money	to	me (not to you).

Pattern 6*Subject + verb + noun/pronoun + adjective*

	Subject	Verb	Noun/Pronoun	Adjective
1.	The boy	pushed	the door	open.
2.	The smith	beat	it	flat.
3.	She	washed	the plates	clean.
4.	The thief	broke	the safe	open
5.	He	turned	the lamp	low.

Pattern 7*Subject + verb + preposition + prepositional object.*

	Subject	Verb	Preposition	Prepositional Object
1.	We	are waiting	for	Suresh.
2.	He	agreed	to	our proposal.
3.	You	can't count	on	his help.
4.	These books	belong	to	me.
5.	His uncle	met	with	an accident.

Pattern 8*Subject + verb + to-infinitive (as object of the verb)*

	Subject	Verb	to-infinitive etc. (object of the verb)
1.	She	wants	to go.
2.	I	forgot	to post the letter.
3.	He	fears	to speak in public.
4.	They	intend	to postpone the trip.
5.	Ramesh	proposes	to go into business.

The commonest verbs used in this patterns are : like, love, prefer, begin, start, agree, try, attempt, choose, continue, intend, propose, desire, wish, want, hate, dislike, hop, expect, promise, refuse, fear, remember, forget, offer, learn.

Pattern 9*Subject + verb + noun/pronoun + to infinitive.*

	Subject	Verb	Preposition	Prepositional Object
1.	I	would like	you	to stay.
2.	We	asked	him	to go.
3.	He	helped	me	to carry the box.
4.	She	advised	him	to study medicine.
5.	The doctor	ordered	Gopi	to stay in bed.

The chief verbs used in this pattern include ask, tell, order, command, persuade, encourage, urge, want, wish, request, intend, expect, force, tempt, teach, invite, help, warn, like, love, hate, allow, permit, remind, cause, mean, dare.

Pattern 10

Subject + verb + gerund

	Subject	Verb	Gerund etc.
1.	She	began	singing.
2.	He	has finished	talking.
3.	I	hate	borrowing money
4.	You	mustn't miss	seeing him
5.	Mr. Bannerjee	loves	teaching

In this pattern the gerund is the object of the verb. The chief verbs used in this pattern include begin, start, love, like, hate, stop, finish, enjoy, prefer, fear, remember, forget, mind, miss, suggest, practise, try, understand, keep, help, advise, admit, avoid, consider, intend, delay, deny.

Pattern 11

Subject + verb + noun/pronoun + present participle

	Subject	Verb	Noun/Pronoun	Present Participle
1.	I	saw	him	crossing the bridge.
2.	We	smell	something	burning.
3.	We	noticed	the boy	walking down the street.
4.	She	caught	him	opening your letters.
5.	They	found	him	playing cards.

The verbs used in this pattern include see, hear, smell, feel, watch, notice, find, observe, listen, get, catch, keep, leave, set, start.

Pattern 12

Subject + verb + noun / pronoun + plain infinitive

	Subject	Verb	Noun/Pronoun	plain infinitive
1.	I	saw	him	go out.
2.	She	watched	him	steal the watch.
3.	We	heard	her	sing.
4.	The thief	felt	someone	touch his arm.
5.	-	let	me	go.

The chief verbs used in this pattern are : see, watch, notice, observe, hear, listen feel, make, let, help, bid.

Pattern 13

Subject + verb + noun / pronoun + past participle.

	Subject	Verb	Noun/Pronoun	Past Participle
1.	I	heard	my name	called.
2.	I	want	this letter	typed.
3.	She	felt	herself	lifted up.
4.	You	should get	that tooth	pulled out.
5.	He	had	his suit	cleaned.

The verbs used in this pattern are : see, hear, find, feel, want, wish, like, make, prefer, get, have.

Pattern 14

Subject + verb + noun/pronoun + (to be +) complement

The complement may be an adjective, adjective phrase or noun.

	Subject	Verb	Noun/Pronoun	(to be+) Complement
1.	I	consider	the plain	(to be) unwise.
2.	We	thought	him	(to be) foolish.
3.	People	supposed	him	(to be) a patriot.
4.	They	reported	Robert	(to be) reliable person.
5.	The court	appointed	her	guardian of the orphan child.

The chief verbs used in this pattern are : *appoint, elect, make, call, name, nominate, crown, christen.*

Pattern 15

Subject + verb + that-clause (object of the verb)

	Subject	Verb	that-clause (object of the verb)
1.	I	suppose	(that) he is not a home.
2.	I	expect	(that) it will rain.
3.	We	hoped	(that) you would succeed.
4.	He	says	(that) he has met your uncle.
5.	The teacher	said	he was very busy.

Among the important verbs used in this pattern are say, think, suppose, imagine, know, believe, admit, confess, declare, suggest, complain, hope, expect, fear, feel, hear, intend, notice, propose, show, understand, wonder.

Pattern 16

Subject + verb + noun / pronoun + that - clause

	Subject	Verb	Noun/ Pronoun	that clause
1.	He	told	me	(that) he was coming on Sunday
2.	I	warned	him	that there were pickpockets in the crowd.
3.	She	has assured	me	that she is ready to help.
4.	Venu	promised	us	that he would be here at five.
5.	We	have informed	him	that we are leaving this afternoon.

The chief verbs used in this pattern are tell, inform promise, warn, remind, teach assure, satisfy.

Pattern 17

Subject + verb + interrogative + clause

	Subject	Verb	Interrogative + clause
1.	I	asked	where he was going.
2.	Nobody	knows	when he will arrive.
3.	I	wonder	what he wants.
4.	She	showed	how annoyed she was.
5.	Tom	could not decide	what he should do next.

The important verbs used in this pattern are say, ask, wonder, know, believe, imagine, decide, discuss, understand, show, reveal, find out, suggest, tell (especially in the interrogative and negative).

Pattern 18

Subject + verb + noun / pronoun + interrogative + clause

	Subject	Verb	Noun/Pronoun	that clause
1.	She	asked	me	when you had gone.
2.	-	Tell	us	what it is.
3.	I	showed	them	how they should do it.
4.	-	(Please) advise	me	what I should do.
5.	-	(Please) inform	me	where I should turn off the road.

The chief verbs used in this pattern are tell, ask, show, teach, advise, inform.

Pattern 19

Subject + verb + interrogative + to-infinitive

	Subject	Verb	Interrogative + to-infinitive, etc.
1.	I	don't know	how to do it.
2.	I	wonder	where to spend the week end.
3.	She	knows	how to drive a car.
4.	He	forgot	when to turn.
5.	Tom	couldn't decide	what to do next.

The commonest verbs used in this pattern are know, understand, wonder, remember, forget, decide, settle, find out, enquire, see, explain, guess, learn, consider.

Pattern 20

Subject + verb + noun / pronoun + interrogative + to-infinitive.

	Subject	Verb	Noun/Pronoun	interrogative + to-infinitive
1.	I	shall show	you	how to operate it.
2.	He	has taught	me	how to play chess.
3.	They	informed	us	where to turn off the road.
4.	-	(Please) advise	me	what to do.
5.	-	(Please) tell	us	how to get there.

3.3 Practice Exercise

Make five sentences each with the verb patterns given below :

1. Subject - Verb

2. Subject - verb - subject complement
 3. Subject - verb - direct object
 4. Subject - verb - indirect object - direct object
 5. Subject - verb - direct object - preposition - prepositional object
 6. Subject - verb - noun/pronoun - adjective
 7. Subject - verb - preposition - prepositional object
 8. Subject - verb - to-infinitive (as objective of the verb)
 9. Subject - verb - noun/pronoun - to infinitive
 10. Subject - verb - gerund
 11. Subject - verb - noun/pronoun - present participle
 12. Subject - verb - noun/pronoun - plan infinitive
 13. Subject - verb - noun/pronoun - past participle
 14. Subject - verb - noun/pronoun - (to be +) complement
 15. Subject - verb - that - clause (object of the verb)
 16. Subject - verb - noun/pronoun - that - clause
 17. Subject - verb - interrogative - clause
 18. Subject - verb - noun/pronoun - interrogative - clause
 19. Subject - verb - interrogative - to-infinitive
 20. Subject - verb - noun/pronoun - interrogative - to-infinitive
-

UNIT- 4

REPORT WRITING

Structure

- 4.0 Objectives
- 4.1 Introduction
- 4.2 Characteristics of a Report
- 4.3 Importance of Report
- 4.4 Classification of Report
- 4.5 Purpose of a Report
- 4.6 Informal Reports
 - 4.6.1 Laboratory Report
 - 4.6.2 Memo Report
 - 4.6.3 Newspaper Reporting
- 4.7 Formal Report
- 4.8 How to Get Started
- 4.9 The Role of Media
 - 4.9.1 Types of Media
 - 4.9.2 Role of Media During War and Crisis
- 4.10 Practice Exercise

4.0 Objectives

In this unit we shall study report writing including characteristics of a report, importance of report, classification of report, purpose of report, information of report, formal reports, how to get started and sample report. In the end we shall give you practice exercise.

4.1 Introduction

Among many qualities that a professional of any field should possess, the ability for effective communication is the most important. During the course of his job he is required to gather information, investigate the data, organise it logically and then present it in the most precise manner. Thus report writing forms the basis of professional communication.

The word 'report' has its origin in the Latin word 'reportare' which means to bring back. A report, therefore, is a detailed description of any event carried back (brought back) to someone who has himself not witnessed the event happening. Thus it is a communication from someone who has information, to someone who wants to use the information purposefully.

4.2 Characteristics of a Report

1. **Special format:** A report follows more or less a fixed format which is prepared by fixed standards. It is not a spontaneous outburst of emotions and feelings. In fact, it is presented in a conventional form with thorough preparation and rigorous analysis.
2. **Special purpose:** A report is a formal statement of facts and information and is meant for a specific purpose. This specific purpose should be very clear right from the beginning and the report must proceed systematically.
3. **Factual:** As a report is written with a specific intention in mind, it should fulfill the purpose of providing exact details and facts. This scientific accuracy becomes all the more important because reports invariably contribute to decision-making.
4. **Specific audience:** A report is written keeping in mind the audience i.e., it is reader-oriented. While drafting the report, it becomes mandatory to draw the scope of the audience so that communication of information is most effective and relevant.
5. **Simple language:** A report does not need poetic embellishments or emotional hyperbole to be effective. Language should be simple, unambiguous and grammatically correct. As a report helps an executive to perform his functions of planning and evaluating resources efficiently, the language must be direct and clear.
6. **Logical conclusion:** The conclusion drawn in the report is of fundamental importance. If the conclusion is not systematically and objectively drawn, the purpose of writing the report falls miserably.
7. **Objective:** The report should present factual data, conveying most authentic information in a completely impartial and objective manner with utmost detachment.
8. **Unbiased recommendations:** Recommendations made at the end of the report should be given after logical analysis with complete objective. They must provide definite directions to be followed in future.

Thus, report writing occupies an intrinsic place in professional communication. It facilitates logical presentation of ideas and information. Moreover, it ignites reasoning, helps in getting rid of woolly thinking and prevents digressions from the main purpose. Thus, this exercise not only develops the power of organisation, discrimination and judgement but also excites effective presentation.

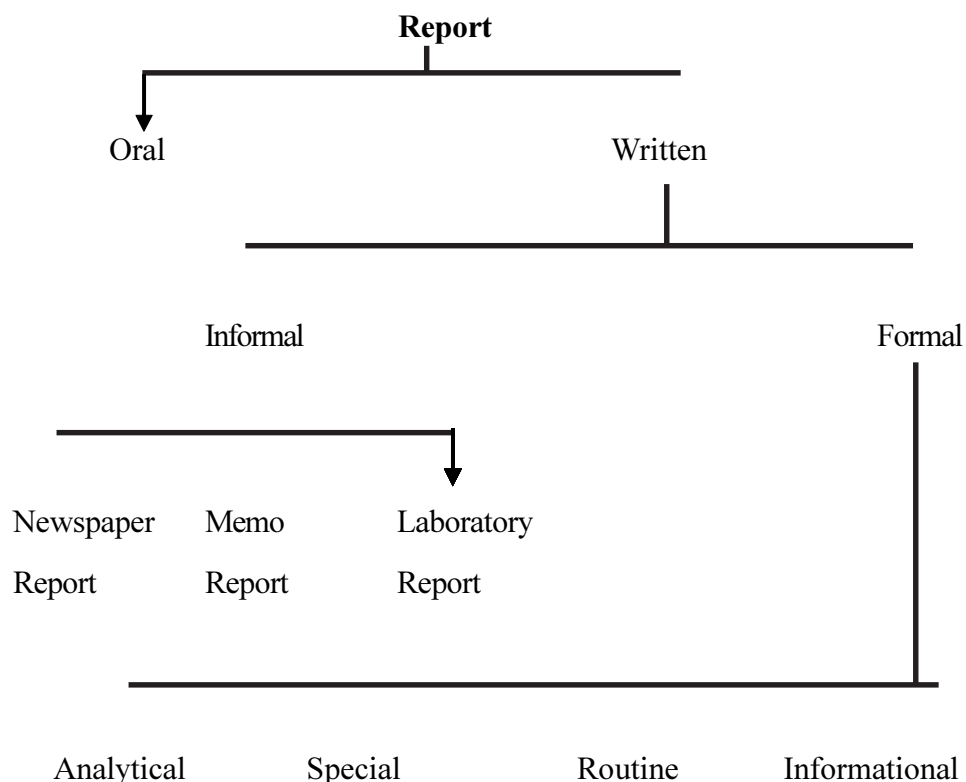
4.3 Importance of Reports

Reports are extremely important for all kinds of organisations and companies as they are the most vital tools used in decision-making. The ever growing complexity in the work area and the multifarious activities being handled by high organisations have made it mandatory for such a kind of document writing. Thus, in today's scenario, report writing has become indispensable. The importance of reports is as follows:

- (a) They facilitate decision-making and problem solving in organisational setup.
- (b) They offer direct hints for effective future planning.

- (c) They provide authenticity to any purposeful activity.
- (d) They are the best tools for disseminating information within and outside organisations.
- (e) Reports are the best documents for future reference. Hence, they act as information repositories.
- (f) Reports provide a trace of the real progress and growth of any activity and mission of an organisation.
- (g) Reports maximise the potential of a writer to think logically and systematically.
- (h) Reports help the writer to learn the skill of planning, organising and decision-making.

4.4 Classification of Reports



4.5 Purpose of a Report

There may be various purposes behind the writing of a report. Sometimes, it is written to convey information, or reach a decision. Another purpose may be to record the progress of any project or undertaking. There are four kinds of reports informational, analytical, routine and special.

Reports may be oral or written. An oral report is a piece of face-to-face communication about something seen or observed. It saves a lot of time of the reportee but is very time consuming for the receiver as he has to invest all his energies on grasping the content, word by word. A written report is relatively more accurate and permanent. In many cases scanning through the report is enough to understand the contents or approve the conclusions or recommendations. As it follows proper arrangement of ideas, it is more logical and systematic. It is also permanent as it can be referred to as many times in future also.

Oral	Written
1. It is face-to-face communication	1. It is documented communication
2. Immediate feedback is possible.	2. No immediate feedback possible
3. It cannot be referred to in future.	3. It can be referred to in future as is properly stored
4. Audience need to concentrate completely.	4. Audience can ponder, comprehend and analyse at their own pace.
5. It has less professional value.	5. It has more professional value because of its utility.

4.6 Informal Reports

Informal reports are of three types-laboratory reports, newspaper reports and memo reports. Each report is described in detail:

4.6.1 Laboratory Report

A report that presents the information of experiments conducted in a laboratory in an organised manner is a laboratory report. All students of any technical and engineering field are required to master this specialized skill of written communication. A well trained scientist, when performing experiments in a laboratory, needs to verify theories, convey informations, report findings, present ideas and make recommendations so that the information presented is easily understood by the targeted audience. This kind of reporting follows a fixed format which has its foundation on accuracy, brevity and clarity. The lab report is an account of the various steps involved in performing an experiment put together in a logical manner. Without proper presentation, no scientific experiment acquires authenticity. Thus writing lab reports is considered to be an essential part of scientific investigation and experimentation. Generally, a lab report contains the following headings:

1. Aim/object
2. Apparatus/Equipment and Material required
3. Principle/Theory
4. Procedure
5. Observations
6. Calculations
7. Results
8. Sources of error or Precautions.

4.6.2 Memo Reports

Memos provide quick information to a group of people within an organisation. They are used when some 'official' information is to be circulated in the organisation. Many companies use a fixed format

for memos for intra-departmental and inter-departmental communications. The format requires a standard letterhead. The main body of the memo will include heading according to the subject under discussion. Most of the times, the memo report does not have a proper closing or signature. Many organisations follow printed formats for memo in which memo reports are to be submitted.

Format of Memo

1. Title and distribution
2. Introduction
3. Discussion
4. Conclusion

1. **Title and distribution:** This part provides the addressing information about the sender and receiver. Title gives a focus to the purpose of memo.
2. **Introduction:** It is upon the title to provide the reason why the memo is written and what is the purpose of memo that needs to be accomplished.
3. **Discussion:** This section provides necessary information supporting the topic.
4. **Conclusion:** This section is a polite request for action or response to accomplish the goal of the memo. It actually reiterates the goal of the memo.

Sample Memo

(Internet Survey Source)

Company letterhead	PSJ Call Centre Associates, Call Centre Associates
Distribution	To : Marketing Department From : Kelwin James, Vice President Date : May 26, 2006 Subject : Changed Phone Policy 2007
Introduction	Our company is implementing new phone policy on July 1st, 2007. Because of customer complaints that our phones ring forever, we require all employees to make all possible attempts to answer their phonees within the first three rings. Please review this documents before that date to ensure you understand and can implement the new phone protocols.
Discussion	Over the past four years our company has averaged four rings to pick up outside lines. This statistic is based on over 20,000 incoming calls. According to a survey conducted by 'Better your Services Each day,' our phone ring response rate is much below the national average for competitive companies in our sector.

Conclusion	On July 1st 2007, the new phone policy will be implemented. Kindly answer your phone on the first three rings to make our services better. For any kind of queries please contact me on my office address.
	Thanks, Kelwin James

4.6.3 Newspaper Reporting

EXAMPLE - 1

Heading: A Report on Srinagar Car Blast

On Monday, the 27th, Militants exploded a car bomb when an army convoy was passing through central Srinagar, wounding two jawans and a civilian, critically. A stationary Maruti car laden with explosives went off near a hospital at Bernina around 9.50 am when an army convoy heading towards Baramulla, was passing through the area. Two army jawans and a car's civilian driver were injured grievously when splinters hit their vehicle, the spokesman said,

Security forces cordoned off the entire area and launched a massive hunt for the attackers. The power full explosion shattered window panes of many houses at Bernina and adjoining areas. A Maruti car with a fake registration number was seen parked near the hospital minutes before the explosion occurred. No militant group has claimed responsibility for the blast so far.

EXAMPLE - 2

Heading : A Report on Mansarovar Yatra

Mansarovar Yatra to begin on May 29 Dehradun: The annual Kailash - Mansarovar Yatra in Utranchal will begin on May 29 and end on September 24. The programme for the Yatra has been announced by the Ministry of External Affairs.

According to official sources, 16 batches of pilgrims will undertake the yatra up to Tibet this year. The first batch will leave New Delhi on June 1 after a medical examination. It will reach Dharchula, the base camp of the yatra, in Kumaon on June 2. From there, it will go to Buddhi through Gala on June 4. On June 5 the team will reach Gunji where members will undergo a medical examination on June 6.

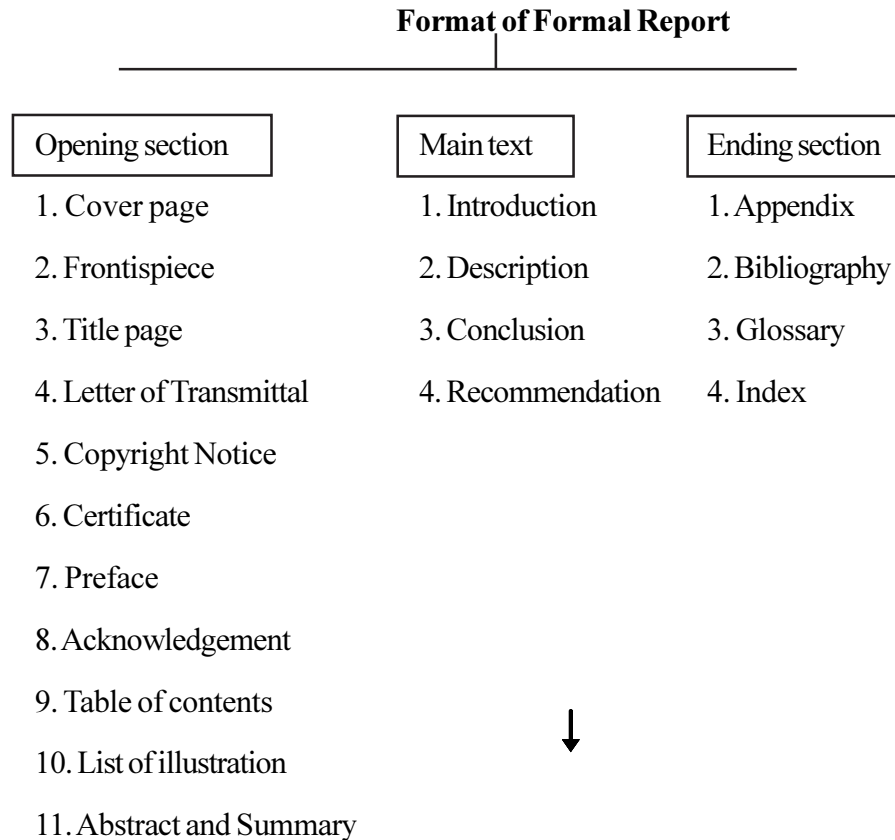
After the check up, they will go to Kalapani on June 7 and Nabhidhang on June 8. The members will reach Taklakot, the first halt in Tibet, on June 9. The first batch will return to Delhi on June 26. The last batch is scheduled to return to Delhi on September 24. Kailash-Mansarovar, a distance of 865 km from Delhi, is known as the centre of the universe in the Puranas. Mount Kailash is believed to be the abode of Lord Shiva and Parvati while the vast Mansarovar lake nearby is said to have been created by Brahma. It is believed that any one who bathes in the sacred waters of the Mansarovar goes to paradise-the abode of Brahma-after death.

4.7 Formal Report

Formal report is divided into three sections : 1. Opening section, 2. Main text 3. Ending section

1. The opening section is mostly related to the formality of the report.

2. The main text is the cream of the report that contains all information, data analysis and conclusion.
3. The ending section consists of appended part. These parts contain supplementary information that is not essential to the report but may be helpful to some readers. Though a formal report follows a fixed set of elements yet some of the constituents can be omitted, if the situation does not require them.. The following figure presents the mandatory and optional elements of a formal report.



Optional Elements

1. Frontispiece
2. Letter of transmittal
3. Copyright Notice
4. Preface
5. Summary
6. Index

Long formal reports generally contain all the elements but in shorter reports there is no need to include elements which will be of no use. Thus a conscious analysis of the usefulness of constituents should be made before including them in a report. If this point is not kept in mind the report may become bulky and unnecessarily long.

The various elements of a formal report are discussed in detail:

Opening Sections

1. Cover page

The cover page gives the first impression of the report. It should therefore be designed with style. The cover not only gives the report a neat appearance but also saves it from damage. It must focus on the topic directly as it is the focal point around which the attention of the reader will be held. The use of drawings, pictures or illustrations suggesting the theme are creatively used to design the cover page. The title is written in any style and font as of the interest of the reporter. The main purpose of cover page is to arouse the curiosity of the reader.

2. Frontispiece

Reports that are meant for wide circulation are generally bound and they have some illustration or picture reflecting the intent of the report. This illustration or picture is known as frontispiece and it acts as a key to ignite the interest of the reader. Photographs and drawings may also be used.

3. Title page

It is the first right hand page of a report that contains 4 main informations:

(a) The title

(b) The name of the report writer

(c) Name of the person or organisation to whom the report is being submitted

(d) Date.

Title should not be too long or too short.

SAMPLE TITLE PAGE

(a)

A REPORT ON EFFECTS OF ADVERTISEMENT ON YOUNG CONSUMERS

By

Raj Kumar Sinha

Submitted to

Director

Deptt. of Mass Communication, Jaipur

Feb. 22, 2006

(b) JAIPUR STEEL WORKS

Sitapura Jaipur

A report on

Installation of a new Production Unit

20th Sept. 2007

The certificate should contain a statement testifying the original work, place, date and signature of the supervisor.

SAMPLE

(i)

Certificate

This is to certify that the project entitled _____ is an original work done by _____ under my supervision.

Place:

Date:

Signature

7. Preface

The preface gives a brief introduction of the report. It tells the reader about the contents, factors that led to writing of the report, the highlights the significance of the topic, what has not been considered and the reasons. Generally, a printed report has a preface

8. Acknowledgements

It provides an opportunity to the report writer to thank all those people who have helped him in the making of the report. On this page one may acknowledge the invaluable assistance and guidance of people, institutes, libraries, laboratories, colleges, friends, assistants, teachers and family members.

If the report writer has used any published material, he should very clearly state on this page that permission has been taken for the reproduction.

ACKNOWLEDGEMENTS

I am extremely grateful to Prof. V.P. Rao, Head, Deptt. of Nuclear Physics, who made the writing of this report possible. Great acknowledgements are also due to my teachers for their unending supporting. My heartfelt thanks are due to my colleagues and my co-workers for their constant guidance and motivation during the entire making of the report. Name of the Reporter

9. Table of contents

It is the most vital part of the report as it provides the reader with a complete picture of the contents. It is the retrieval system of a report as it gives a list of sections and sub-sections along with the page number on which they could be found. Table of contents or content is not required in shorter reports which are less than 10 pages.

Table of Contents

Preface

(i)

Acknowledgement

(ii)

1.	Introduction	1
2.	Description	3
	(2.1) Effects	5
	(2.2) Causes	7
	(2.3) Comparative analysis	10
	(2.4) Air Pollutants	12
3.	Conclusions	18
4.	Recommendations	22
	<i>Appendix</i>	(iii)
	<i>Glossary</i>	(iv)
	<i>Bibliography</i>	(v)

The page for all preliminary material like preface, acknowledgement and ending section should be written in lower case roman numbers, while the page number for the main section is written in Arabic numerals.

10. List of illustrations

List of illustrations is the ‘contents page’ for all the figures, tables, graphs of charts which appear in the report on separate pages. It facilitates the reader to quickly locate specific illustrations as this list also contains the page number on which it can be found. It is required if the report contains more than 10 illustrations.

List of illustrations Tables

S.No.	Topic	Page No.
Table 1	Combined data of last two years	1
Table 2	Average representations	6
Table 3	Probability table	13
Figures		
S.No.	Topic	Page No.
Fig.1	_____	4
Fig.2	_____	7
Fig. 3	_____	9

11. Abstract

Abstract is the exact essence of the report; it is usually 2-5 percent of the report. If the report is of more than 10 pages, then an abstract is included. When the communication is specialist to specialist

or the information to be passed is technical and the reader is supposed to have some background information then there is a need to include abstract. No illustrations and abbreviations are to be included in it.

12. Summary

Summary is required in longer reports when the reader has to gather precise information quickly without having to go through the complete report. Summary presents the entire report in a nutshell including all important details in the same order as they appear in the report. It is usually 5-10% of the report and has no restricted audience i.e. it is meant for all readers.

MAIN TEXT

The purpose of a report is to describe what has happened. It is a detailed examination of a situation or problem that is presented in an informative and clear manner. The main text is the most important part of a report as information is arranged and presented in a proper order under various headings and sub-heading.

The various headings are:

1. Introduction
2. Description
3. Conclusion
4. Recommendation

According to the need and scope of the report the headings are further divided into sub-headings.

1. Introduction

Introduction provides a good start to the report so that the reader may grasp the real purpose of the report. It is also written to orient the reader to the problem at hand. It presents the reasons, aims, objectives and limitations of the report. The purpose of the report with the basic background information is also quoted in the introduction. This vital part tells the reader about the boundaries of the problem and what will not be found in the report. The general aim of introduction is to acquaint the reader with some issues related to that subject like what work has already been done and what new angle is now incorporated for further research etc.

Introduction will contain the following details

- (i) Background information
- (ii) Scope and purpose
- (iii) Reasons for writing the report
- (iv) General plan for solving the problem at hand
- (v) Methods used in collecting data

2. Description

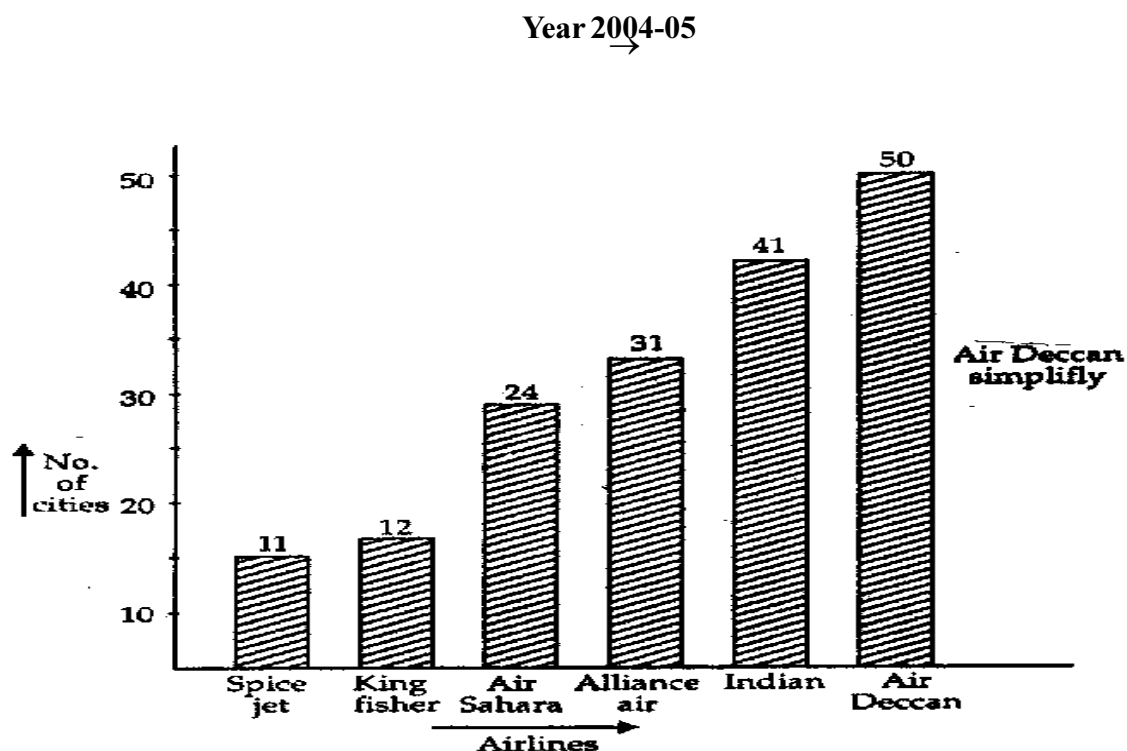
This is the most voluminous part of the report as it contains all the data which is collected and presented systematically. It contains headings and sub-headings. Description presents a detailed explanation

of experiments conducted, survey's done and investigations carried out. Such logical focusing and comprehensive study of material assists in effective decision-making. It also includes a note of already existing data and analysis carried out in the report. It is advisable to tell the reader how data has been collected in sufficient detail. Normally, this part comprises the bulk of the report's content. In fact, in a sense this part is the report. With the exception of conclusion or recommendation the other parts of the report are attached parts. For the purpose of comparative analysis, factual evaluation and logical deduction data can be presented in figures, charts, diagrams, graphs or illustrations. (Fig. 3.1)

Sample illustrations used in Main Text 4 Description e.g. 1

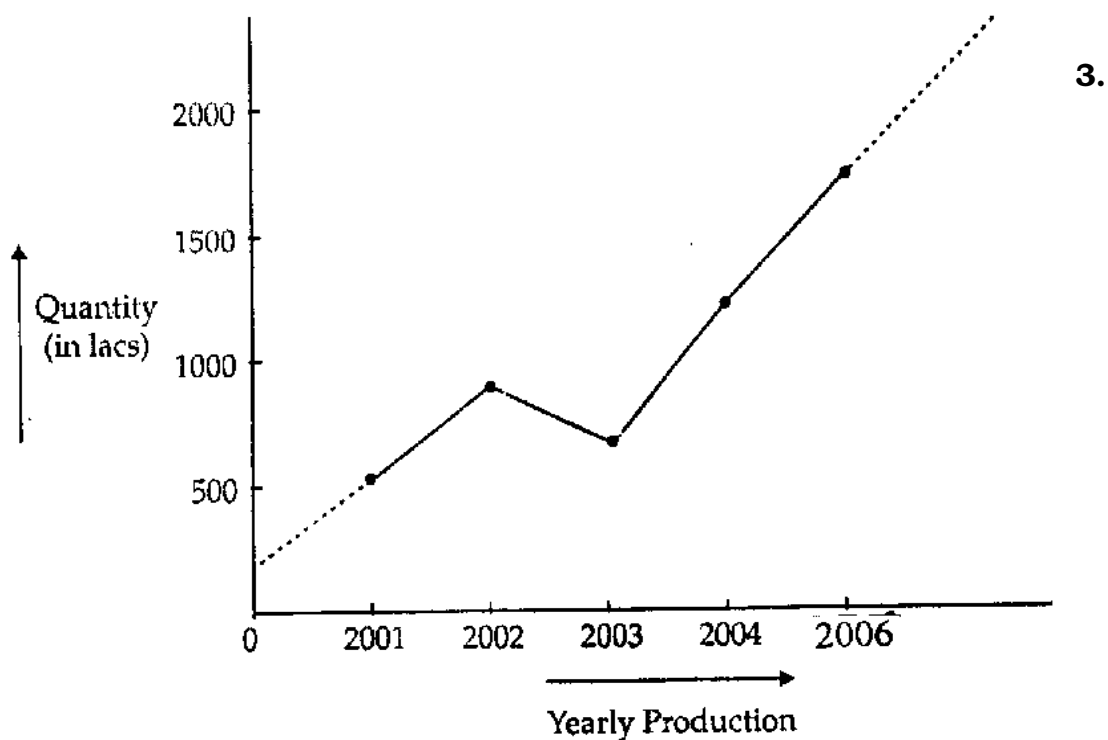
Percentage distribution of Countries producing copper

(Source American Metal Market)



Air Deccan covering maximum cities in India

Fig. 3.2



3. Conclusion

All reports that seek an answer to a problem end with a conclusion. Some reports not only present information but also analyse the information in the light of the problem and then reach a conclusion. Generally, conclusion is that section which brings the discussion to a close after drawing logical inference. It has the following characteristics:

- (i) It is narrative when there are few conclusion.
- (ii) It is written in points when there are many conclusions.
- (iii) It contains only opinions. It never suggests future action to be taken by the reader.
- (iv) It contains no new idea which is not previously discussed in the report.

4. Recommendations

Recommendations specify a course of action to be taken after the aim of the report is accomplished. The conclusions of the report assist in providing recommendations. They help the reader to take some important decisions or solve some serious problems. It is advisable not to give recommendations to your seniors but if you are asked you should state them completely, including who should do what, when, where, why and sometimes how. As there can be multiple ways to solve a problem there can be many recommendations. The reader in that case may choose his own course of action and implement the recommendations.

ENDING SECTION

1. Appendix:

It is that section which provides additional and supplementary information supporting the body of the report. It is kept separate from the main text as it is voluminous. Generally questionnaires, sample documents, fixed calculations, statistical data tables, graphs and examples are included in the appendix.

Sometimes appendix may also have some recent work or database added at the last moment. Instead of rewriting the report, such data may get their placing in the end of the report in the appendix. It provides some additional information to the reader.

2. Glossary:

It is an alphabetical listing of all the technical words used in the report with their explanation for the benefit of the reader.

SAMPLE GLOSSARY

Personnel	:	Persons employed in an organisation
retard	:	slow down
simultaneous	:	happening at the same time
stroll	:	walk leisurely
syntax	:	arrangement of words in a sentence

3. Bibliography:

This section contains an alphabetical list of the sources, references journals, books, dissertations, and other published documents that have been used in the making of the report. This listing assists the reader for further references. Bibliography will contain the following details:

SAMPLE BIBLIOGRAPHY

Burton, Helen. *The City Fights Back*, Citadel press, New York, 1985, 318 pp.

Donald, W.T. editor, *Handbook of Business Management*, Shannon-Dale book Co., Inc. New York, 1986, 731, pp.

Kiernan, Gladys M., *Retailers Manual of Tax and Regulations*, 12th ed. Institute of Distribution, Inc., New York, 1984, 340, pp.

The format of each entry in a bibliography is as follows -

- (i) Author's name
- (ii) Title of book
- (iii) Place of publication
- (iv) Publisher
- (v) Date of publication
- (vi) Page No.

4. **Index:** In very bulky reports index is needed to locate specific terms and information. It acts as a quick guide helping the reader to locate and reach any specific information. It is an alphabetical listing of the terms with the page numbers on which the entry will be available. It is very useful for cross-reference.

4.8 How To Get Started

PLAN

The first step to drafting a report is to plan a report. Planning for a report is most crucial as the effectiveness of a report depends on it. Enough time should be devoted to understand the subject and then relevant material should be collected to support it. Once the collected material is logically arranged, an outline of the report should be made.

Planning involves various steps :

(i) Purpose, (ii) Audience, (iii) Expression, (iv) Content, (v) Sources of investigation (vi) page numbering, (vii) Visual aids

- (i) **Purpose:** As reports are written to specify specific targets, it is very important that the purpose is clear right from the beginning. Purpose of report is the communicative intention in compiling the report. The goal of a report should be focused so that the work of reporting is accurate.
- (ii) **Audience:** First, the target group should be identified and then the report should be written in such a manner that can be easily comprehended by potential readers. Presenting information according to the needs, interest and background of the audience is a vital step of planning reports.
- (iii) **Expression:** The reporter should use his own words to present correct and concise information. The information should be very clear to the intended reader, Moreover, it should be presented in a formal and factual manner.
- (iv) **Content:** The report should project logical development of ideas from one section to another. There should be coherence within each section. The information presented should be relevant and specific.
- (v) **Sources of investigation:** To decide the methods you would use to collect information is another important task in report planning. Facts and data can be collected from various sources like company files, reports, bulletins, pamphlets, periodicals and journals, core and reference books. Identifying the source of information and then using it is required right in the beginning of the report. Data can also be collected through questionnaires, personal interviews, and schedules. After the initial planning is done, the first draft of the report is prepared.
- (vi) **Page numbering:** Numbering pages in a report is done in a fixed manner. All the pages before page I of the introduction are marked in lower case roman numerals (i) (ii) (iii) in the bottom centre of the page. Rest of the pages are numbered in numerals. (1, 2). Few pages like cover page, title page and table of contents are not numbered at all.
- (vii) **Visual aids:** To make communication more effective visual aids can be taken into consideration. Illustrations like tables, figures, graphs, maps, charts, drawing and photographs can represent

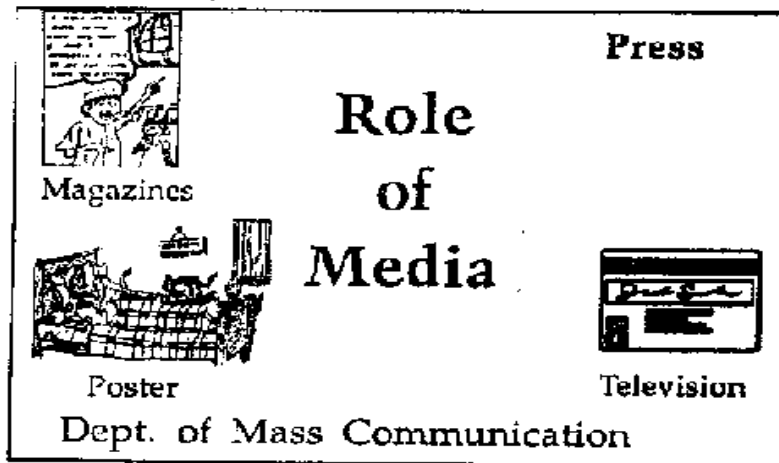
more clearly than what can be presented by the spoken word. A few things should be kept in mind while using visual elements.



(a) Visual aids should support the main theme.

(b) Pictures or graphs that are out of context should be avoided. So that distractions are minimum

SAMPLE FORMAL REPORT

Prepare a report on the role of media in the growth of India.



Leave space 1/2" for Binding	TITLE PAGE
	<div data-bbox="657 1153 922 1220">1" (leave space) </div> <div data-bbox="459 1232 922 1400"> A Report on The Role of Media In the Growth of India } (leave 3 lines) </div> <div data-bbox="459 1456 922 1590"> By:S.P. Singhania Secretary } (leave 3 lines) </div> <div data-bbox="459 1612 1177 1758"> For /submitted to: The Chairman Deptt. of Mass Communication  1/2" (Leave space) </div>

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LETTER OF TRANSMITTAL

23rd Mach

Mr. Madan Kumar

Deptt. of Mass Communication

Nasik

Dear Sir,

It gives me great pleasure in submitting the report on the Role of Media in the Growth of India.

As you read the report you will be surprised to see the impact of Media on the masses.

The report presents a detailed analysis of the positive and negative effects of Media along with the expected role of Media in developing the economy of India.

I am grateful to you for this assignment.

Sincerely Yours

S.P. Singhania

(Secretary)

1/2"	<p>PREFACE</p> <p>The report on the Role of Media in the Growth of India is an attempt to study and visualize the effect, impact and duties of the Media in our present day society.</p> <p>An effort has been made to present the report in a lucid manner that can be easily understood by the readers. The report talks about the role of media, types of media, their advantages and disadvantages and their applications in daily life.</p> <p>The report also includes graphs and charts for quick analysis.</p> <p>All suggestions for the improvement of the report will be fully acknowledged.</p> <p>S.P. Singhania</p> <p>(Secretary)</p> <p>(iii)</p>
1/2"	<p>ACKNOWLEDGEMENT</p> <p>I am extremely grateful to my colleagues for their constant support and encouragement throughout the making of this report.</p> <p>I would also like to express my gratitude to my teacher Prof. H.N. Singh (Prof. Deptt. of Mass Communication JNU, New Delhi) who has always been a pillar of support to me.</p> <p>S.P. Singhania</p> <p>(Secretary)</p> <p>(iv)</p>

	<p>TABLE OF CONTENTS</p> <p><i>Copyright Notice</i> (i)</p> <p><i>Preface Acknowledgement</i> (ii)</p> <p>1. Introduction (iii)</p> <p>1.1 Definition of Media 1</p> <p>1.2 Mass Media 2</p> <p>1.3 Types of Media 3</p> <p>2. Description</p> <p>2.1 Role of Media in Globalization 5</p> <p>2.2 Role of Media in Democracy 6</p>
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	2.3 Role of Media during War and Crisis	7
	3. Conclusions	10
	4. Recommendations	11
	<i>Appendix</i>	
	<i>Glossary</i>	
1/2"	<i>Bibliography</i>	

4.9 The Role of Media

Definition: Media refers to the organised means of dissemination of facts, opinions, entertainment and other information, such as newspapers, magazines, cinema, films, radio, television, the world-wide web, billboards, books, CDs, videos and other forms of publishing material. It is a truncation of the term ‘media of communication.’ The key role of media in democratic governance has been recognized since the late 17th century and it still remains a fundamental principle of modern day democratic theory and practice.

Today, media shapes public opinion but it is in turn being influenced and manipulated by different interest groups in society. It promotes democracy by educating voters, protecting human rights, promoting tolerance among various social groups and ensuring that governments are transparent and accountable. The media, however can play anti-democratic roles as well. It can sow fear, division and violence in the minds of the people and can contribute to democratic decay.

With media penetrating every walk of life it becomes difficult to imagine life without it. As it has an overwhelming impact on everybody, it should be fair and impartial. The information provided by media should be accurate.

MASS MEDIA

The term is used to denote that section of media that is specifically designed to reach a very large audience (as large as whole population). mass media is the channel of communication through which messages flow that are produced by a few for consumption by many people.

4.9.1 Types of Media

1. **Print Media:** Media in the printed form is known as print media. For example

- (a) Newspapers
- (b) Magazines
- (c) Banners Posters and Hoardings

Newspapers	Magazine	Banner, Poster
1. Has a diverse audience	Has a targeted audience	Large audience
2. Available and affordable the masses	Available to a selected group of society message is brief.	Reaches to large to number of people but

3.	Poor quality of printing	High quality of printing need.	Printing quality according to
4.	Low cost	High cost to need	High or low cost according

DESCRIPTION

THE ROLE OF MEDIA IN GLOBALIZATION

In the past there were traditional means of media like newspapers, magazines, television and radio. They were limited, time consuming and slow. With the advent of internet and World Wide Web in 1990 large audiences are now being attracted to the new form of media of this century.

Media, today plays an extraordinary role in the creation of public opinion in the world and also in the creation of the most important political decision on the global front.

Media giants are significant beneficiaries of the current global social structure. Nowadays, the political process often bypasses traditional information channels. Through T.V. citizens can follow events not only in their own country but also in distinct regions as and when things happens.

Due to media, globalization has taken place and it has brought the world closer, with no geographical boundaries to cross. In fact, newer boundaries are consciously created by self declared communities' communities of similar interests and goals.

MEDIA'S ROLE IN DEMOCRACY

Without free press, democracy is not possible. Media plays a prominent role by educating voters, protecting their rights, advocating tolerance among various social groups, and ensures that the working of the governments is completely transparent. But media also has power to instill fear, division and violence in the minds of the masses. Today, media should aim at guarding interests of the public. It should also check against the abuse of power. Media should act as an arena for public debate

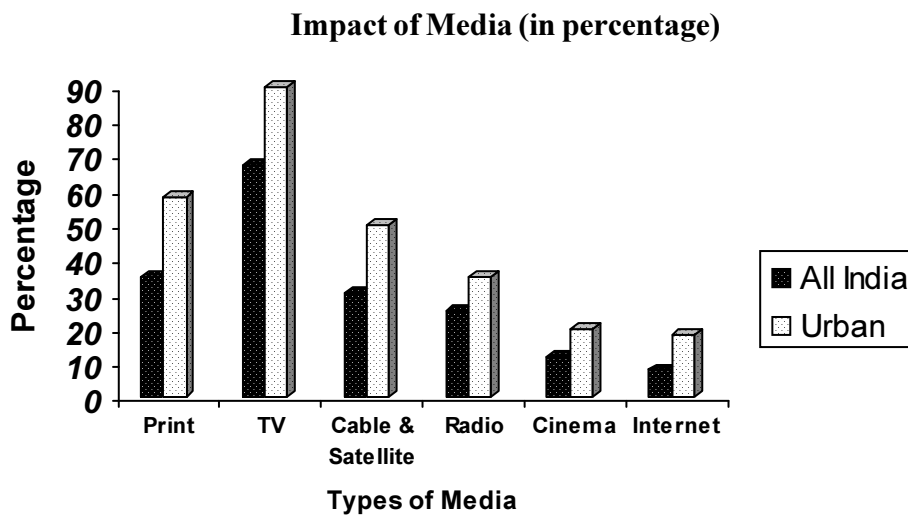
4.9.2 Role of Media During War and Crisis

In war times media serves a variety of roles. It provides information about the real horrors of the war to the public. It meditates information about the progress of war and then communicates it to the public.

At the time of crisis, both, local and national media is crucial in relaying information to the general public. Media also directs public response by alerting them to action that they should take, such as staying indoor, and staying away from certain areas.

The role of media can be disastrous also. Many times images speak volumes, depicting violence

and negative scenes rather than showing uplifting events or positive descriptions of military, police or law. The negative psychological aspects of these images can be quite perilous. It can sometimes incite the viewing public to actually become participants in events such as the 1992 Los Angeles Riots. Thus sometimes they may add fuel to fire.



There are some 70,000 media outlets available to broadcast real time coverage 24 hours per week according to a recent survey. Thus the influence of media touches every corner of the globe and every segment of the population. This can be a great service or disservice depending on the event and its representation by the media.

CONCLUSION

Positive

1. Media is an essential part of human life as it is a major source of information as well as entertainment.
2. It ensures that the working of the government is transparent and accountable.
3. It helps in human unity all over the globe.
4. It protects and promotes public interests.
5. It controls corruption and ensures proper functioning of the government and exposes it before the public when there is any misuse of power.
6. It is an early warning system and helps in national reconciliation.

Negative aspects

1. Media can cause harm to the police by not providing reliable information.
2. Media often sensationalize issues and create great stereotypes.
3. Misinformation may lead people to suffer emotionally.

4. Press under influence may increase corruption and tension among groups.
5. Misinformation in the situation of war can lead to destruction of a nation.

RECOMMENDATION

- For proper and healthy working of media the government has to protect the independent functioning of the media.
 - Media should be independent and pluralistic as it helps in decision making process.
- Journalists and correspondents should be trained to cover election campaigns and the elections should take place in a fair and impartial manner, giving equal coverage to all viewpoints concerned.

GLOSSARY

Accountable	:	expected to justify actions or decision, understandable.
Analysis	:	a detailed examination of the elements or structure of something.
Attempt	:	make an effort to achieve or complete something.
Beneficiary	:	a person who gains benefit from something.
Disastrous	:	causing great damage.
Dissemination	:	spread widely.
Fundamental	:	serving as a foundation or core of central importance.
Hoarding	:	a large board used to display advertisement
Manipulate	:	control or influence cleverly or unscrupulously
Meditate	:	think carefully about
Perilous	:	dangerous, risky
Transparent	:	clear, straightforward, explicit
Truncate	:	shorten, decrease, diminish
Visualize	:	envisage, picture in the mind' eye, imagine.

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4.10 Practice Exercise

1. Prepare a report using the following information (300 words).

Unemployment among engineers - difficult problem - many prefer executive jobs - reluctant to start small scale industries - dislike teaching jobs - unwilling to go out of their states - problem can be solved - must start their own industries - become mobile - must be willing to take up any suitable job.
2. Prepare a report using the following information (250 words).

A large number of engineering colleges in the state - a lot of problems - less concerned about career of engineers - lack of professional approach - hi-fi setups, large land areas and accumulated infrastructure - but lacking quality of education - academic constraints - insufficient and inexperienced faculty - poor training and placement facilities - lacking vision government should intervene - seats remain vacant - no need to open more engineering colleges nor increase the seats - emphasis to be given on quality and not quantity.
3. Choose any laboratory experiment from physics or Chemistry and then write a lab report following the format of lab report.
4. In the capacity of the governor of Maharashtra write a report to the home minister on the damage done to life and property by recent floods in the state.
5. You, as a collector have been asked by the secretary, home department, Andaman to submit a report on the relief work that was undertaken after the devastating Tsunami hit the area last year with the fund that ministry sanctioned.
6. You are the estate manager and have been asked by the Director of your institute to present a report on the car parking plan of your institute as car parking at the road of your institute has become a problem. In spite of separate areas for staff and student car parking there are lot of difficulties. You have to analyse the whole problem and present recommendations. Prepare a report under suitable headings with details.
7. You, as the chairman of municipal corporation, Jaipur has been asked by the The District Collector, Rajasthan to submit a report on the causes of increased road accidents in the state. You are also asked to provide suggestive measures to improve the situation.
8. Write a report on the growing multiplex culture in your state. You may also add suggestions to it.

UNIT-5

LETTER WRITING

Structure

- 5.0 Objectives
- 5.1 Introduction
- 5.2 Characteristics of a Good Letter
- 5.3 Essential Components of a Letter
- 5.4 Informal Letters
- 5.5 Official Letters
- 5.6 Applications
 - 5.6.1 Applications for Leave
 - 5.6.2 Applications for Job
 - 5.6.3 How to Prepare a Resume
 - 5.6.4 Examples of Job Applications
- 5.7 Practice Exercise

5.0 Objectives

In this unit we shall study letter writing including letters and types, characteristics of a good letter, components of a letter, informal letters, formal letters and applications. In the end we have given you practice exercise.

5.1 Introduction

Letters are the best means of written communication. A letter is a revelation of ideas, notions, opinions, personality etc. It is commonly used to convey the thoughts of individuals in the written form. A letter should be drafted carefully as it lays an impression on the reader. Letters should bring forth clarity of thought and should be written neatly. Letters have always been the most appropriate means of corresponding with those who are distant. These are a necessity for a modern man both in his personal and professional life to keep in touch, make one's presence felt and of course to pass the information. Letter are written for various reasons and very educated individual should be adept in the art of letter writing.

Letters are mainly of two types

1. Informal/Personal Letters
2. Formal/Official Letters

5.2 Characteristics of A Good Letter

Clear Objective

The writer should be aware of the purpose for which the letter is to be written. He should visualize the thought accordingly and frame a clear picture in his mind. Clear thinking and clear writing go hand in hand, thus, once the writer develops the thoughts, he/she can frame the ideas in words and sentences in a systematic manner.

Concise:

In the modern world today, effective writing is that which conveys the sense in as few words as possible. Writer should be tactful in selecting the pertinent material and then selecting, the exact vocabulary to express the idea briefly. Inclusion of irrelevant information should be avoided, Exact words and phrases fulfill the aim of the letter i.e., to accomplish the task.

Tone:

The tone of the letter should agree with the message being delivered. It should be courteous and polite i.e., polished language should be used. The language of the letter sketches the personality of the writer, therefore the matter should be framed carefully to lay the right impact.

Neat and legible:

Another important element of an ideal letter is its neatness. As soon as the reader views the letter it is its tidiness and readability that impresses him the most. Thus, utmost care of this aspect should be taken while writing the letter. A methodically formatted letter reflects an organized personality and leaves a pleasant mark in the memory of the reader.

5.3 Essential Components of a Letter

Although letters are of different types, every letter consists of certain elements which are common to all of them. These parts include:

- (a) **The sender's address :** This consists the information of the person writing the letter. This information includes the complete address of the writer and makes the reader aware of the address at which he/she is supposed to reply. It is positioned at the top left hand corner of the page.

Example

54, Trimuti Lane

New Delhi - 1100048

- (b) **Date :** The date is placed just below the sender's address. It should be written in the correct format. *Example :*

12, December, 2006

12, December 2006

December 12, 2006

Do not write - 12-12-2006

- (c) **Salutation** : It is a formal greeting or the manner of addressing the person to whom the letter is written. The choice of salutation depends on the relationship between the reader and the writer.

Example

Dear/My dear, Father, Mother etc. in case of close or friendly relation

Dear Mr. Smith, /My Dear Ravi, Sir,/Madam, or Dear Sir/Madam in case of formal relation.

- (d) **Body of the letter** : The aim of any letter is to convey a message in such a way so as to get the required response from the reader. This message is written in the body of the letter in different ways depending on the purpose of the letter. The language used in the body should be simple, direct and to the point. The subject matter can be divided into paragraphs to mark the variation in thoughts. Generally, the body starts with an introduction to the thought being conveyed and then the details are dealt with. Lastly, a polite leave taking is expressed to conclude the letter. All points in the body are arranged in a logical manner for clarity.

- (e) **Subscription** : It is the courteous or polite way of ending the letter. The subscription should agree with the salutation used in the letter. The subscription, also called the complimentary close is placed two spaces below the last line of the letter.

A list of salutations and subscriptions that usually go together is given below :

	Type	Salutation	Subscription
1.	Informal letter Relative, friends and acquaintances)	Dear Father, My dear Brother,.. My dear Anil,	Yours affectionately, Your loving son, ...
2.	Formal letters (Official, Editors, Teachers, Principals, Managers of business firm, trader etc.)	My dear Susan,... Sir/Madam Dear Sir(s)/Madam(s), Dear Mr. Ghosh Dear Customer/Member Reader etc.	Yours truly, Yours faithfully, Your obediently, Yours sincerely Yours truly, faithfully Yours faithfully Your truly

- (f) **Signature** : It is placed just below the subscription. In case of official or business letters, the name and designation of the individual is also mentioned below the signature.

Note

- Use of salutations like Respected Sir or Honoured Sir should be avoided.
- Apostrophe is not placed in the word - 'Yours' either before or after 's'.
- Use of subscriptions like Yours respectfully or Yours lovingly should be avoided.
- While using subscriptions like Yours sincerely etc., the comma is placed after sincerely i.e., after

the second word, *e.g.*, Yours sincerely,

In case of salutations like Dear Son etc., both ‘D’ and S’ are in capitals. But in salutation with three words *e.g.*, My dear Son ‘d’ of dear is in small letters and ‘M’ and ‘S’ are in capitals.

USAGE OF PHRASES

Outmoded and Wordy	Current usage-direct and precise
We beg to say	We are writing to say
We beg to offer	We are writing to offer
We beg to inform	We are writing to inform
We beg to remain	We remain
We beg to request	We request
We are of the opinion	We think
We are in the receipt of	We have received
At your earliest convenience	As soon as
On a monthly basis	Monthly
For the month of May	For May
In the near future	
In early course	Soon
Taken into consideration	Considered
In view of the fact that	As/Because/Due to
Please be good enough to send us	Please send us
In compliance with your request	As requested
Enclosed please find	We are enclosing
Enclosed herewith please find	
In the event that	If
In the case of	
In relation to	
With regard to	Concerning
We remain	
Thanking you in anticipation	(Do not use)

A note on the format of letters discussed in this unit

There are different types of formats that are used for writing letters. The most popular style used in the present times is the block format. It is simple and easy to use. In this style the sender's address, date line, receiver's address, salutations, subject, body of the letter, subscription and signature all come on the left side of the page. Paragraphs are not indented, space can be left in between paragraphs to indicate the change in paragraph. It is this format which will be followed in all the letters discussed.

(BLOCK FORMAT)

Sender's address

Date

Receiver's address

Salutation, Subject:

Body of the letter

Para 1

Para 2

Para 3

Subscription

Signature

Name

5.4 Informal Letters

These are also known as personal letters and their universal objective is to keep a relationship alive. The tone adopted in these letters is friendly in nature. The spontaneous flow of emotions and feelings is put down in ink to convey the expression and the mental state of the writer, but an order should be maintained while writing. An individual should keep in mind that he does not completely concentrate on his own interests but considers the thoughts of common interest which give pleasure to the reader as well.

Although, the style of writing is informal, the rules of grammar *i.e.*, construction of meaningful sentences rules of spelling and punctuations should be followed. It should be kept in mind that a letter bears the stamp of the personality and using non-permissible phrases reveals the mental level of a person. The body of the letter may be divided into paragraphs to show the changes in the flow of thought.

FORMAT OF INFORMAL LETTER

Sender's Address

Date

Salutation,

Body of letter

Subscription

Signature

Name

Examples of Personal Letter

To a friend, congratulating him on his success in a competitive examination

18, Trimurti Lane

New Delhi-110007

20 January, 2010

Dear Siddharth,

It was wonderful receiving your letter with the great news of your success in the pre-engineering examination. I am really pleased to know that you are among the top ten, and congratulate you for such an outstanding performance.

Your selection in this examination marks a new beginning in your life. It has decided your future and the profession you will enter. So now you will be engaged in selection of a good college and the appropriate branch of your choice. I wish you all the best for your bright future. I have conveyed this news to all our friends and they are very happy for you.

Convey my regards to uncle and aunt and do keep me informed about the proceedings.

Your loving friend,

Nilesh

For a son to his father for the examination fee

Room No. 104

Kasturia Hostel

Lucknow University

Lucknow 226005

7 February, 2010

Dear Father,

College life is interesting and classes keep me occupied, but sometimes, I feel homesick. Our final exams are in April and I have started preparing. Our classes are going on at full swing these days and the syllabus is on the verge of completion. The examination forms are being filled. We have to submit the examination fee along with the form by the end of this month. Therefore, I request you to kindly send me an amount of Rs. 500, as early as possible to meet the extra expense. Convey my regards to Mother and love to dear sister.

Yours affectionately,

Shailender

To a friend describing a recreational trip

S/156, Andheri West

Mumbai 400045

10 November, 2010

Dear Rohit

I am sorry for writing after such a long time. Last week we were taken for a recreational tour to the heritage city, Jaipur. I would like to share my experience with you.

Jaipur is a beautiful city, it is popularly known as Pink city due to the colour of the buildings in the old city areas. There are various historical buildings, monuments and forts in Jaipur. We visited all these ancient forts and monuments and their architectonic beauty left us mesmerised. Shopping in the old markets and the modern malls was an exciting experience. Overall, the city is an amalgam of the traditional and the modern, which makes it an ideal location for tourists.

Visiting Jaipur was a memorable experience and I would like you to plan a visit to the city sometime in future. Convey my regards to uncle and aunt.

Your loving friend,

Anuj

An informal letter of invitation

H/5, Banjara Apartments

Nehru Marg

Chennai 600015

9 January, 2010

My dear Uncle,

You will be glad to know that we are organising a party on the occasion of grandfather's 75th birthday 25 January, 2010. All the family members have been invited and it would be our pleasure if you and aunt grace the occasion.

I am writing well in advance, so no excuse will be accepted as you have enough time to plan the visit and make the necessary arrangements. Your presence will surely add to the joy and happiness on this occasion.

Hoping you will give us the pleasure of your company.

Yours affectionately,

Mridul

5.5 Official Letters

These letters are formal in nature and of different types. These can be applications, like applications

for leave, loan, concession, job etc. Different types of government letters, written for official purposes, from officials to individuals or *vice versa* or letter written by different officials belonging to separate departments etc., also fall in this category. Letters of general concern, like letters written by individuals on public issues or letters of social importance which affect the masses as a whole are also official in nature. Thus, official letters is a wide classification encompassing letters written for a variety of reasons.

Points to be remembered

- The language adopted should be simple, no special vocabulary is required.
- Unnecessary exaggerations should be avoided and the subject matter should be exact.
- Such letters are written by professionals, for professionals or by individuals holding a position in the society, therefore the language used should be impressive and direct.
- Lengthy official letters do not appeal to readers as nobody has time to read vague and elaborate expressions, therefore these letters should be short and to the point.
- Use of decorative language, clichés, jargons and hackneyed phrases should be avoided; instead, simple terms should be used.
- Before putting down the thought on paper, collect all the facts together mentally and organise them in logical sequence. Choice of words is important, therefore choose correct, concrete and short words and frame your sentences.
- Revise the first draft and make sure that relevant information is conveyed. Official letters are written for specific reason, thus the message delivered should be exact to assure a prompt response. make necessary changes and frame the final draft.

Format of an official letter

Sender's address

Date

Receiver's address

Salutation,

Reference:

Subject

Body of the letter

(divided in paragraphs)

Subscription,

Signature

Name

Enclosures :

1.

2.

3.

Sender address: The writer's address is placed on the top left hand corner of the page. It includes street address, city, pin code and telephone no. (optional). The writer should not include his/her name or title as it is mentioned at the end below the subscription.

Example:

A-468, Banabhatta Marg
Bhubaneshwar - 750013
Tribhuvan Apartments
C-5, Nariman Point
Mumbai-400021

Date: The date line is written below the senders address and should mention the month, day and year clearly in the format given below :

Example :

November 25, 2005
25 November, 2005
Nov. 25, 2005
25 Nov., 2005

Receiver's address: This consists of the designation of the reader and his address. It is written a little below the date and should include the complete official address of the receiver.

Example:

The Head of the Department
Department of Humanities
Vrinda College of Architecture
17, Martin Street
Kolkata-700017

The Editor
Hindustan Times
67, Arya Marg
Ahmedabad-38003

The same address is written on the envelope of the letter concerned.

- In case of married women 'Mrs.' is written before the name and Miss in case of unmarried women. The latest trend is to write 'Ms' before a woman's name which does not reveal her marital status.

Salutation: It is another important component of a letter and is a formal greeting used to address the receiver. The type of salutation used in official letter depends upon the relationship between the writer and the reader. If the reader is on close terms with the writer, he/she can be addressed as Dear Mr./Mrs./Ms. followed by his/her Sir name or Dear Sir/Madam.

Example:

Dear Mr. Bhatia or

Dear Mrs. Menon etc.

In case of addressing a person holding a high position in his concerned office or society and having a formal relationship with the writer, he/she is addressed as Sir/ Madam.

Note: Official letters which are addressed by names of persons have a significant 'impact on the reader and ensure a quick response.

Subject: The subject line is placed a little below the salutation. It is written after the salutation. It is written in the form of a phrase which immediately conveys what the subject matter of the letter is.

Example:

Subject: Application for concession in fee.

Subject: Frequent power failures in the city.

Reference: It is mentioned if the letter is a reply letter. It can either be a reference number or a reference line indicating the source i.e., the reference of the letter, advertisement etc., to which the reply is sent. It is an optional component.

Example:

Reference: CP/JNR/356

Reference: Advertisement in 'The Hindu' dated 16th November, 2005

Body of the letter: It is the main part of the letter and contains the message which has to be conveyed, to the reader. Therefore, it should be organised in a proper manner. Official letters convey matters of personal and common interests which aim at receiving quick and exact response and prompt action. Thus, careful thinking and proper drafting of the body of the letter is necessary, It should be divided into paragraphs for a systematic approach and better understanding.

The ending line of the body of the letter should be polite in nature leaving the desired impact and further strengthening the relationship between the writer and the -reader.

Subscription: The subscription or the complimentary close is a courteous manner of ending the letter. The subscription should be in accordance with the salutation.

Example:

Yours faithfully,

Yours sincerely, (Commonly used in formal letter)

Yours truly, (Warmer than above)

Signature: It is positioned below the subscription and is followed by the full name, of the writer and his designation in certain cases.

OFFICIALS LETTERS

Letter to the Editor Complaining about frequent power failures in a particular locality.

4/69, Madhavan Street

Raj Nagar

Chennai-600041

20 November, 2006

The Editor

The Indian Express

LNH Street

Chennai 600042

Sir,

Subject: Frequent power failures in Raj Nagar.

Lately, the problem of frequent power failures in our locality has increased. Such power failures without any notification are causing a lot of inconvenience to the residents. Staying without electricity for such a long duration *i.e.*, 4 to 5 hours is unbearable not only for common man but also affects the preparation of the students community for their forthcoming examination. Such neglect on the part of the Electricity Board is becoming a hindrance in our routine work and prompt action should be taken by the concerned authorities to overcome this problem and maintain a continuous supply of electricity in our area.

We hope that this would make the authorities aware of the problem and prompt them to do the needful.

Yours faithfully,

Avinash Kumar

Letter to the Controller of Examinations for revaluation

A-165, Shastri Nagar

Jaipur

17 January, 2006

The Controller of Examinations

University of Rajasthan

Jaipur

Sir,

Subject: Revaluation of answer sheet.

I had appeared in the BE, III semester examinations conducted by the University, in December, 2005. The result has been declared, but I am not satisfied with my marks in electronics, paper-I.

Therefore, I request you to kindly reevaluate the paper mentioned above. My roll no. is A-5654. I am enrolled in the University of Rajasthan, enrolment number 7526. I am enclosing a draft of the required amount (DD. No. P-572) with this letter. Looking forward to your cooperation.

Thanking you.

Yours faithfully

Raman Gupta

5.6 Applications

An application for leave, concession, loan, refund etc. should be courteous and polite in nature. It should be specific in nature and only required details should be stated according to the purpose for which the application is written. It should be precise and inclusion of unnecessary details should be avoided. The message should be conveyed in clear and simple language.

5.6.1 Application for Leave

A leave application should convey the reason for taking leave and the specific dates or day on which leave is required. It should be concluded with a polite request for leave sanction. The number of days or duration of leave should also be mentioned while requesting for leave.

Example:

24 November 2005

The Principal

St. Xavier College

Chennai-600012

Sir,

Subject: Application for leave

This to bring to your kind notice that I shall not be able to attend college from 28 November, 2005 to 27 November, 2005, as I have to attend my brother's marriage ceremony.

Therefore, kindly grant me leave for three days.

Thanking you,

Anirudh Gupta

(Class/Department)

Note : In case the sender's address has to be mentioned, it can be mentioned before the date.

A brief reminder

Official correspondence is formal in nature; therefore, it involves planned thinking and understanding.

The nature of the letter reveals personality characteristics of the receiver, the information to be delivered, decides the content of the letter.

The subject matter should be tactfully organised to get the desired result.

Care should be taken to pass on the information in a polite manner so that the reader is not offended.

The letter should always end at an optimistic note.

5.6.2 Application for Job

An application for job projects the personality of the applicant, therefore, it plays a vital role in career advancement. It is the first correspondence between the applicant and the prospective employer and is responsible for laying the first impression of the individual applying for a particular post. The objective of the job application is to sell the talents of the applicant and persuade the reader to believe in the suitability of the applicant, for the post concerned. Any careless error in the application may lay an adverse effect on the career prospects of an individual. Thus, it is necessary that the application is neatly typed on a clear sheet of paper of the appropriate size and should be mailed in a clean envelope. Taking care of such intricate details will surely secure a call for an interview.

Purpose of a Job Application

- Brings forth the personality traits of the applicant.
- Convinces the employer about suitability of the applicant for the post applied for.
- Conveys the requisite qualification and experience of the applicant.
- Highlights the extraordinary achievements of the applicant.
- Conveys the applicant's desire to be interviewed.

Job application can be written in two ways. In the first, all the information regarding the individual's qualification and experience is given in the application letter along with the other details. In the second one the application is divided into two parts. The first part is a brief covering letter consisting of details like reference to the advertisements, the post applied for and information about the availability for the interview. The second part is the curriculum vitae or the resume with details regarding the qualifications and experience of the individual along with other personal information.

Points to be remembered before drafting the job application

- Carefully analyse the job requirements i.e. what kind of experience and qualification is required for the job. The job analysis helps in identifying the specific personality traits the company requires for the position applied for.
- Thoroughly study your own personality characteristics and evaluate your professional qualification and skills, the relevant experience in the specific fields, the area of interest, your goals and future vision.
- Gather adequate information about the organisation and their requirements regarding the job.
- Draw comparisons between the job requirements and your personality traits, achievements, qualifications and experience and then frame your thoughts.
- Draft the application in such a way that it catches the attention of the employee with the ideal balance between your credentials and the requirements for the job. It should convince the reader about the suitability of the candidate.
- End the letter in such a manner that it ensures prompt action from the reader.

Thus, a job application should consist of :

A beginning that attracts attention Body of the letter.

Body of the letter convincing about the suitability of the applicant.

A motivating ending assuming quick response from the reader.

Format of a job application

Sender's address

Date

Receiver's address

Salutation, Reference

Subject

Body of the letter

Opening paragraph

Middle paragraph

Ending paragraph

Subscription

Signature

Name

Sender's address: The name of the sender can be specified along with the complete postal address, otherwise only the address of the sender is given.

Example

From

Mr. Aditya Sharma

A-54, Shastri Nagar or A-54, Shastri Nagar

New Delhi-110014 New Delhi-110014

Receiver's address: The name or designation of the individual to whom the application is addressed specified before the address.

Example

Mr. S. Shah The Personnel Manager

L & T Constructions Ltd. or L & T Constructions Ltd.

Marine Road Marine Road

Mumbai 600005 Mumbai 600005

Note

A job application is always addressed to a specific person holding a position in the company.

Salutation : It is according to the person to whom the application is addressed. Generally, the salutation used is Sir/Madam.

Reference: It contains the information related to the source from which the applicant has come to know about the vacancy.

Example:

Reference: Advertisement in Times of India dated 15th January, 2006

or

(Advertisement no. JP/054/JE)

Subject: It informs the reader about the purpose of the letter i.e., what is the specific reason for which the application is written.

Example:

Subject: Appointment of Junior, Engineer

or

Application for the post of junior Engineer

Body of the job application letter

Opening paragraph

The opening paragraph should be drafted carefully so that it immediately draws the attention of the employer. One of the common ways of beginning a job application letter is mentioning the source of

information about the vacant post. It can be an advertisement in the newspaper or a notice of vacancy on the web site etc. It also informs the reader about the post applied for.

Some customary ways of beginning letters:

Replying to an advertisements in the newspaper etc.

- In response, to your advertisement in the Ascent section of The Times of India dated March 5, '05, I wish to apply for the post of Sr. Engineer.
- I am writing in response to your advertisement in the Ascent section of The Times of India, dated, March 5, '06. I wish to apply-for the post of Sir. Engineer.
- I wish to apply for the post of Sr. Engineer advertised in the Ascent section of The Times of India, dated March, '06.

Opening by references

Mr. Smith, a senior official of your Organisation informed me that the company requires Junior Engineers with specific qualifications and two years experience. I am an electronics engineer with four yrs. experience in a similar field, therefore, I wish to apply for the post.

Beginning by proving the suitability for the post

Being an M. Tech. from BITS Pilani and having five years of experience in a relative field makes me confident that I can be a suitable candidate for the post of Asst. Professor advertised in Times of India dated March 6, 2006.

Second Paragraph

It contains the information regarding the suitability and availability for the post applied for. The different ways of expressing the suitability are:-

In case all the details are provided in the resume:

- The details of my qualification, and experience are given in my resume attached with this application.

In case certain specific requirements for the post advertised are stated in the application to lay a better impact:

- My two years experience as the supervisor of the production department and specialised training on CNC machines provide me an extra edge over the job requirements specified. I believe that my credentials match exactly with the skills and experience you require. I am sure that I would be able to add to the growth of the company.
- Working with a big team of individuals and communicating and coordinating with them are a part of my job. My professional degree of B Tech. in computer and an additional MBA degree provide me a sound base in the relevant field. With these skills and appropriate qualifications, I feel that I shall be able to serve you well.

Closing Paragraph

The closing includes the information about the availability for the interview, a reference to the resume, if it has not been given before and a closing line motivating the reader to respond in the favour of the applicant.

Ending with a reference to the resume and information about the availability for the interview.

- Enclosed is my resume with the details of my qualifications and experience.

or

- My resume is attached with the application for your kind consideration.
- I shall be available for the interview anytime.

or

Kindly inform me a week in advance, so that I can make the required arrangements to appear for the interview.

- I would be grateful if you give me an opportunity to be interviewed.

or

I believe that I will be favoured with an interview as I possess the requisite qualifications and skills for the post.

- Looking forward to hearing from you.

or

Looking forward to a positive response.

Subscription: It should match the salutation and in job application it i&-Yours truly or Yours faithfully, The signature and name of the applicant is placed below it. *Example:*

Yours faithfully,

Mr. Ram Krishnaswamy Enclosures: A list of all the documents attached with the application can be specified here, numbering can be done. Example: Enclosures

1. A copy of class XII mark-sheet
2. A copy of the BE mark-sheet
3. A copy of the MBA mark-sheet
4. Resume

Sample Covering Letter

60-A, Saket Colony

Ajmer-45001

5 March, 2006

The Personnel Manager

JP Cement Ltd.

New Delhi-110002

Sir,

Subject: Application for the post of Engineer

With reference to your advertisement in Times of India dated 4, March, 2006, I wish to apply for the post of Engineer in your company. The details of my qualification and experience are provided in my resume attached with the application. I believe that my credentials match exactly with the skills and experience you are seeking therefore, I am sure, I would be able to add to the growth of the company.

Kindly inform me a week in advance so that I can make the required arrangements and appear for the interview. I would be grateful if you give me an opportunity to be interviewed.

Yours faithfully,

Raman Ayyar

5.6.3 How to Prepare A Resume

Once the covering letter has been framed, the next question that comes to one's mind is how to prepare an impressive resume. A resume is a brief account of an applicant's overall details which consist of personal information, educational and special qualifications, experience personal interests, and achievements, references etc. The relevant information can be given under headings and sub-headings for clarity.

Resume can be framed and formatted in different styles. As an individual gains more and more experience the details provided in the resume vary and style changes according to the requirement. The first resume that an applicant designs consists of the basic information. The format of this basic resume is given below:

Resume

Name :

Father's Name :

Gender :

Date of Birth :

Address :

Telephone No. : Mobile :

E-mail :

Qualification

Education :

Examination	Year Board/Uni.	Division	Remarks

Special : (Any special training or diploma course)

Experience	Duration	Company	Designation

Achievement :

Personal Interest:

Marital Status :

References :

Things to remember

- The educational qualifications and experience should be stated from the latest to the previous ones in order.
- The reference of a recognized personality who can be contacted to inquire about the competence of the applicant should be given. His/Her name, address and the contact number should be stated clearly.

Another example of a resume

RESUME

Mr. Pranoy Bannerjee

B-140, Lajpat Nagar, New Delhi-110021

Tel. 011-654321, Mobile : 9414397265

E-mail Pran@indiatimes.com

Objective : To contribute to the growth of the company by being appointed at a suitable position that gives ample opportunity to utilise my skills and experience.

Educational Qualification: M.Tech in Civil Engineering from BITS, Pilani, 2003.
B. Tech in Civil Engineering from Xaiver Institute of Technology, Bhubaneshwar, 2001.

Experience : Senior Engineer Construction L & T Constructions ltd., New Delhi, July 2004 to present.
Engineer Birla Constructions Ltd. Chittor, July 2003 to March 2004.

Special Skills : Diploma in interior designing.
Training in specialised construction techniques from NTM, Japan

Interests : Football, Basket Ball, Fiction, Movies

Reference : MR. Aditya Roy (Sr. Professor) Deptt. of Civil

Note : It is not necessary to give the reference always. Therefore, give references only when asked for.

5.6.4 Examples of Job Applications

1. An application for Trainee Technical Support Engineer in Compucare India Ltd. Requirement is fresh Engineering graduates in Computer Science with 75% marks aggregate. Application should be addressed to The Manager, Training and Placement.

456, Raj Nagar
Ghaziabad, 246002
12 December, 2005
The Manager
Training and Placement
Compucare India Ltd
(Gurgaon 110005)
Sir,

Subject: Appointment of Trainee Technical Support Engineer

With reference to your advertisement in *Times of India* dated 10th December, 2005, I wish to apply for the post, of Trainee Technical Support Engineer.

My resume with the details of my qualification and experience is enclosed with the application for your kind consideration. I shall be available for the interview any time.

I would be grateful if you provide me an opportunity to be interviewed. Looking forward to a positive response.

Yours Truly,
Ashish Tanwar

RESUME

Name	:	Ashish Tanwar
Father's name	:	Mr. Girish Tanwar
Gender	:	Male
Date of Birth	:	10th October, 1983
Address	:	456, Raj Nagar Ghaziabad 246002
Telephone No.	:	0120-2467269
E-mail	:	Ash@Yahoo.com.

Education

:

Examination	Year	Board/Uni.	Division	Remarks
BE	2005	Rajasthan Univ.	I	78%
Higher Secondary	2001	CBSE	I	Aggregate Distinction Merit
High School	1999	CBSE	I	position holder

5.7 Practice Exercise

1. Write a letter to your aunt thanking her for her efforts in helping you obtain a seat in a private engineering college.
2. Write a letter to the principal of your institute suggesting an educational trip to Delhi. Suggest the places to be visited in Delhi and lessons to be learnt.
3. Write a letter to the Editor of a local newspaper complaining about the poor sanitation facilities in your locality. You had personally approached an Assistant Engineer in the Municipal Corporation regarding the problem, but there was no response.
4. Write an application to the Principal of your college requesting him to issue you some important testimonials.
5. Write a letter to your friend requesting him to return a book which you lent him long ago. Write in such a way so as to bring forth your need for the book.
6. Write a letter to your brother thanking him for the present he sent for you on your birthday.
7. Write a letter to your friend inviting him to visit your city.
8. Write an application to the manager of a bank requesting for house loan.
9. Write an application for the post of junior engineer. Candidate should have a degree in Mechanical engineering with at least 70% marks aggregate. Apply to Sterling International Ltd., 56 MG Road, New Delhi.
10. Respond to the following advertisement -

Applications are invited for the post of works manager. The candidate should be B.E. (Electrical) preferably MBA with 4-5 year of experience in handling production and quality function. Salary will commensurate with experience. Interested candidate may send their resume to - Ferolite Industries Ltd., C-178, B.S. Road, Industrial Area, Bangalore - 560027.

UNIT-6

PROPOSALS

Structure

- 6.0 Objectives
- 6.1 Introduction
- 6.2 Objectives of a Proposal
- 6.3 Types of Proposals
- 6.4 Format of a Proposal
- 6.5 Sample Proposal
- 6.6 Practice Exercise

6.0 Objectives

In this unit we shall study proposals in detail including types of proposals, format of a proposal and a sample proposal. In the end we have given you some practice exercise.

6.1 Introduction

A proposal is a suggestion or plan put forward with an aim to make the reader agree with the proposal stated. A proposal is a planned suggestion before the authorities which aims at getting their approval so that the action may proceed, whereas a report is implemented and accomplished.

Proposals may be written to accomplish the tasks related to multiple fields. These can be written for business purpose, scientific research or for future technical projects. Thus, proposals can be widely classified as :

- (a) Research proposals
- (b) Business proposals
- (c) Technical proposals.

6.2 Objectives of a Proposal

- . to convey to the reader that plan would suit his/her requirements.
- . to introduce a new technology which would benefit the reader.
- . to seek funds/loans.
- . to portray the services or product the dealer deals in

Companies may seek proposals by public announcement of a project. This declaration may be made through newspapers or trade journals, proposals can also be given by individuals employed in a company and interested in a project or introducing a new technology which suits the requirements of the

company. Verbal definition of the proposal does not fulfill the purpose, therefore it is necessary to frame the ideas in a systematic manner in the written form. This facilitates a logical presentation of the ideas and makes it available for the reader to understand the suggestion put forth.

6.3 Types of Proposals

Proposals can be further categorised into two more wide categories:

- (i) External proposals
- (ii) Internal proposals

(1) External proposals

It is a proposal written by one independent organization or individual to another such entity.

The need for a proposal arises when an independent consultant wishes to do a project for a firm. It also includes projects carried out by a company in a particular country for another firm in a foreign country. In this case the documents related to the proposals are sent outside the organization.

(2) Internal proposals

Such proposals are designed for individuals within the organisation. These are written when higher authorities wish to plan out the action plan and pass the instruction to the official concerned to give relevant suggestions regarding the project and its motive is to convince the group in authority so that the ideas can be implemented.

Another way in which the proposals can be classified is –

- 1. Solicited proposals
- 2. Unsolicited proposals

(1) Solicited proposals

A solicited proposal is prepared in response to an invitation by a government or private organization. Thus, a proposal is solicited for it. The proposer places an open bid in the market and is required to supply the relevant details or fill a form as per the requirements of the firm. The firm judges the proposer on the basis of the details provided and makes the selections according to particular criteria.

(2) Unsolicited proposal

It is a proposal which is developed by the proposer without any external encouragement. Such proposals can be internal or external in nature. The responsibility of attracting the attention of the receiver in such cases lies with the proposer. The motive of the proposer is to attain a profit and therefore the person who prepares it focuses his attention on encompassing every important aspect and all graphics and designs to persuade the reader.

6.4 Format of a Proposal

Format of a Technical proposal may have different parts according to the type of proposal. Some types of proposals have some common elements. The four main parts of proposals are —

- A. Front Matter
- B. Technical section
- C. Managerial section
- D. Financial section

(A) Front Matter

The front matter consists of four parts :

1. Cover Page Topic, Name & Designation of proposers, date
2. Title page Title of the proposal, writer/ writers of the proposal, Receiver/
organisation the proposal is made for, date
3. Table of Location/ parts & Pg. No. of the different sections.
contents
4. Abstract/
Executive
Summary A statement of the case and a gist of the proposal.

(1) Cover page

The cover page consists of the topic of the proposal, the name of the proposer and the date on which it is submitted. The designation of the proposer and the address of the organisation is stated with the name.

Example

A Proposal for

A Refresher program for Marketing Executives

By

Prashant Singhal

Manager HR

ABC Garments,

161, Green Avenues

Bangalore

(2) Title Page

This comprises of the title of the proposal, the name of the company for which the proposal is designed, the name, designation and the organization address of the proposer. The date of submission of the proposal is mentioned at the end.

Example

A proposal for upgrading the computer equipment

For

Thompson Computers

New Tech. Avenue

Delhi

By

John Simon

Executive Engineer

Maclever Computer Services

Gandhi Nagar

Kolkata

December 20, 2007

3) Table of Contents

This helps to locate the different sections of the proposal. A proposal is read by different readers and each reader has a specific area of interest in the proposal. The managers may be interested in cost or time factor and the engineer in technical details. Thus, the table of contents helps them to select their area of interest that suits their need.

Example

The Table of Contents for a Proposal for providing Accounting Services.

Table of contents

Executive Summary	(v)
1.0 The Project	
1.1 Purpose	2
1.2 Problem.....	2
2.0 Proposal.....	3
2.1 Solution	4
2.1.1 Applied Accounting	4
2.1.2. Payroll Scheduling	6
2.1.3. Time Scheduling	
2.2 Project Management.....	7

2.2.1	Personnel Requirement.....	8
2.2.2	Method of Allocation	9
2.3	Cost Summary	9
2.3.1	Cost Analysis	11
2.3.2.	Contract and Terms	

(4) Executive Summary/ Abstract

This consists in brief, the information required to convince the reader. It provides a snapshot of the entire proposal and summarises all the key information given in the proposal. The Abstract focuses on-

- (a) The Problem : The need or the requirement statement necessitating the proposal.
- (b) The Solution : A solution describes the project and the suggestions regarding the problem are stated.
- (c) Benefits : The advantages of implementing the suggestions are stated here.

Example

Executive Summary of a proposal for providing accounting services.

Executive Summary

The Problem

Frontline Computer requires professional assistance in managing its accounts and payroll services. Outsourcing these services will help the organization to function better, and give maximum output.

The Objectives

Provides services in a cost effective manner.

Provision of professionally managed accounting services.

Guarantees pay regulation and other accounts payable on time.

The Plan of implementation

Daily, quarterly and yearly accounting reports.

Ledger maintenance

Yearly tax payment reports

Yearly account summaries

Standard pay checks

Benefits

Lowering overall costs, for accounting needs.

(B) Technical Section

The technical section of the proposal states the purpose of the proposal. It also brings forth the problem and the suggested action plan. The proposer also explains the objective he wishes to achieve.

In this section the proposer highlights his expertise in the specific area and shows how it can be applied to overcome the problem.

(C) Management Section

This section gives an overview of the team of personnel, who shall work on the proposal. It also describes how the team shall implement the suggestions according to their expertise. The previous accomplishments of the organization and their expert employees can also be given in this section.

(D) Financial section

This section gives an analysis of the monetary requirements for the project. It provides an account of the cost for every aspect and item of the proposal.

SAMPLE PROPOSAL

A. Opening Section

Title page

A Proposal

for

The Manufacturing of Surgical Appliances

By Hemant Kumar

Manager

Aakash Medical Centre

Kanpur

March, 2001

Date : March 5, 2001

To : Ministry of Health, Lucknow, Uttar Pradesh

From : Hemant Kumar, Manager
Aakash Medical Center , Kanpur

Subject : Proposal for the financial assistance for the Manufacturing of Surgical Appliances

Summary or Abstract :

The project is about to set up a manufacturing unit of the surgical appliances. The appliances manufactured would include, artificial limbs, instrument to measure blood - pressure, thermometer etc. These would help the physically handicapped people in their day-to-day life. Now - a - days surgical appliances are very much in demand.

INTRODUCTION

The Purpose

Life has become very complex today. Streets are over crowded, hence people often meet accidents and become lame. The artificial limbs will help them to walk and work properly as they did earlier. Other appliances will be of great use.

The Problem

The supply of these surgical appliances often falls too short of the demand. The establishment of this firm will meet out the people's demand. The availability of different surgical items will be increased after the implementation of this project.

Scope and Limitations

The scope for these surgical appliances is very wide. In the national as well as the international market there is a great demand of India made artificial limbs.

Now-a-days we have heavy power cuts which may hamper the steady working of the manufacturing unit. One more problem which a proposer may come across is the availability of the raw material which often falls short of the demand.

B. Technical Section

In order to carry out this project systematically, the project work will be divided among the following units :

- (i) **The Design Unit :** Its main job will be to decide the shape and form of a limb which is proposed to be manufactured
- (ii) **The Material Unit :** This unit will help in collecting the required material from different sources

C. The Management Unit

The main function of this unit will be to maintain coordination in the working staff. It will keep an account of the material brought from various sources, money spent and the quality of the product. It will also manage the labour required in the process of manufacturing these artificial limbs.

D. Financial Section

The project will be viable from human point of view. It will also be profitable to the proposer. The estimated cost is as follows

Raw Material	5,00,000
Equipment	10,00,000
Wages	2,00,000
Contingency (Maintenance of Machines, Correspondence, Travelling etc.)	<u>20,00,000</u>
Total	<u>37,00,000</u>

6.6 Practice Exercise

1. Assume the role of Manager – HR in Danichi India Ltd. You feel the need of a refresher program in computer application for the technical team of your company. You feel that the program would help the team members to update their skills and thus give better output. You require funds for this program and team of specialists from IT section to conduct the training. Prepare a proposal of the program for the Manager of your company.
 2. What are the different parts of a proposal? Give a brief explanation of each element.
 3. What is the purpose of a Proposal?
 4. As the Managing Director of Bluebells Medical centre, prepare a proposal for the Ministry of Health, Delhi suggesting a project of manufacturing modern surgical appliances which are generally imported. Also support the proposal with the numbers ways in which this would benefit the patients and bring down the cost of expensive surgeries. Also give an analysis in the project requesting for a grant.
 5. What are the different types of proposals? Give a brief description for each type.
-

UNIT-7

ESSAY WRITING

Structure

- 7.0 Objectives
- 7.1 Introduction
- 7.2 Three Parts of an Essay
- 7.3 Characteristics of a Good Essay
- 7.4 Some Practical Hints of Essay Writing
- 7.5 Sample Essays
- 7.6 Practice Exercise

7.0 Objectives

In this unit we shall study essay writing including types of essays, three parts of an essay, characteristics of a good essay, some practical hints of essay writing and sample essays. In the end we have given you practice exercise.

7.1 Introduction

An essay is a piece of writing on a particular subject. It is a collection of thoughts on the topic. It is a systematically organized piece of writing dealing with a single subject. Every para must have a Para theme. All the sentences in it must point towards or talk only about that para theme. It is a single united whole with an *introduction*, a *body*, and a *conclusion*.

Types of Essays

Incidentally, the titles like **Essay**, **Composition** or **Article** mean the same thing i.e. a piece of writing on any subject.

Other than official correspondences and stories, all other writings and in particular Essay/Composition/Articles will fall under 4 categories as follows :

1. Expository -A piece of writing on the rules and regulations of games like football, cricket etc. Explanation and interpretation of some theory.
2. Descriptive-Description of any event in great details such as a picnic or sports item or Republic day parade or some personal experience.
3. Narrative-One that deals with the details of an event such as long train journey or a holiday or an excursion or the complete proceedings of a meeting of any kind. The details must be covered in the same sequence as they occurred without any frills or imaginary additions to it. The difference between a Descriptive essay and a Narrative essay is in its presentation. In the former the writer has the privilege of highlighting certain occurrences and even omitting some, all according to the

preference of the writer. Whereas in the Narrative type, the description must cover all occurrences and events in the same sequence from A to Z without any additions. Further, there is to be no “Conclusion” in the Narrative while this is permissible in the Descriptive.

4. **Argumentative** : Many subjects have two sides to them for and against. The writer gives equal importance to both. He is expected to give a verdict in favour of one of them but supported by strong arguments.

7.2 Three Parts of an Essay

Some subjects could be presented in all the 4 types. Some may be suitable for a particular type only. No matter which type you write on every essay must be organised in 3 major parts as follows :

a. Introduction

It consists of a very short description of what the reader is going to read about. This will be usually of a single and short para. The first sentence must be a catchy one.

b. Main Body

All the supporting points/arguments come next. The body will have as many paras as the elaborating points but each with a para theme.

Conclusion

This again will be a single and small para summing up all the important points and linking up with the Introductory para in some way. So much so, if a person reads the Introduction and Conclusion, he must be able to guess the contents of the Main body.

7.3 Characteristics of a Good Essay

1. A good essay must have mature ideas, organic unity (middle must flow from the beginning and the end must flow from the middle), and a lucid style.
2. The theme of the essay should be well defined. The writer must first decide his objectives behind writing an essay.
3. The main idea should be dealt with at length and it should be given a prominent place.
4. The beginning or introduction should be short and crisp. It should introduce the subject in brief. The middle or the main body should develop the subject. The middle is lengthier than both the beginning and the end. The end or the conclusion should sum up the whole idea.
5. Essays should be in a formal style. Therefore language should also be formal without any slang or colloquial expressions.
6. An essay should be well structured and every part should contribute to the objective. Nothing superfluous or irrelevant should be stated.
7. The different ideas should be given due emphasis according to their significance for the theme.

7.4 Some Practical Hints of Essay-Writing

1. Pick out the essay you would attempt out of the essays given. Weigh in your mind each word of the title of the chosen essay. If you miss a word, you miss the true importance of the essay.
2. Once you have selected out the essay you have to deal with, keep an eye on the time that you can devote to it. Do not change the subject now and concentrate your thoughts on it.
3. Think before writing. Raise questions. Put down on a piece of paper the principal ideas that suggest themselves to you. The subject should be observed from every side, from each social, political, religious, economic, cultural or literary point of view. Each paragraph may be devoted to each of these points of view. Examples from history and biography may be given to make these points lively and to increase the size of the essay.
4. When all kinds of ideas, acts, and illustrations connected with the subject have been jotted down, you should make a proper selection of the relevant and interesting stuff. All that which has not direct bearing on the subject should be strictly rejected.
5. The selected points on the subject should now be organized in an outline. Thoughts should be arranged in their natural and logical order, for if they are not expressed systematically in their logical order, they will show that your intellect is not clear and that you think loosely and inaccurately.
6. Divide your essay into three parts, the Introduction, the Middle and the Conclusion. Remember that an essay should be a methodical treatment of a subject and not a miscellaneous jumble in which you can put anything anywhere you like.
7. Divide your composition into paragraphs. Each paragraph should deal with one idea and should consist of sentences which are closely related to one another.
8. Always have a sense of proportion. Do not go on writing until you are exhausted. A few well-written pages will be more serviceable than a whole pamphlet disfigured by slipshod writing and careless thought hastily recorded. Unity, proportion and coherence are the chief essentials of a good essay.
9. Write in a simple, concise, clear, direct and natural style. Affectation in writing is as bad as affectation in manners and speech. Do not use obsolete words, poetic and high-flown expression, foreign words and phrases and colloquial terms. Observe economy in the use of language and try to convey the maximum of sense through the minimum of words.
10. Keep your 'I' in the background. It seems somewhat presumptuous in a young man to assert his opinions dogmatically. Thus, eschew that habit of using phrase like, 'I am of the opinion,' 'It seems to me,' 'I cannot help thinking,' etc.
11. When you have finished your essay, make it a point to revise it. Due regard should be paid to spelling, punctuation and grammatical correctness. The stops and errors should be corrected. The writing must be legible and spellings correct. Remember that negligence towards these minor things means a serious loss of marks.

7.5 Sample Essays

In the following pages a few essays dealing with various topics of current interests are given. They are, however, not to be taken as models : they are meant to supply information, stimulate thought and indicate the line of approach. Students should first read these essays and then try to write their own on the subject of similar nature that have appeared in the question papers of different university and competitive examinations of the country, and which are here given at the end of almost each essay.

1. The Role of Women in Free India

Introduction :

Of the several factors that justify the greatness of India's culture and which have survived the test of time, one is the pride of place ascribed to woman in Indian society. Since the dawn of civilization, women have been respected and worshipped in our land as goddesses. They have been adored from time to time as virtues incarnate. Testimonies to this effect can be gathered from various legends and traditions that centre round the race of women and that have been handed down from generation to generation in our country. So many of our virtues like learning, wisdom, chastity, virginity and wealth are represented in our religion and mythology by goddesses. Learning is called *Saraswati*, chastity is called *Parvati*, wealth is represented by *Laxmi*, wordly beauty by Maya, and energy is symbolized by Durga Kali, Manu, the great Hindu Law giver of India says, "Where women are worshipped, there the deities are pleased." Whenever we refer to our ideal heroes like Ram and Krishan, we always prefix their names with those of their wives. Our country itself is called 'Motherland' in illuminating contrast to the 'Fatherland' of the west. What is to be the place of women in modern India acquires an importance by reason of the impact of Western ideas on Indian thought and culture and of the letter being put to an acid test. Can the constant feature of the Indian social life maintain its identity after this impact the Western of modern forces? Very likely, the lure may disappear and India may reassert her superiority, as she has done from time to time in the past.

The Position of Indian Women in the Past:

In ancient times women of India occupied an exalted position in society and excelled in various spheres of life. According to an old Sanskrit verse, the woman was considered 'in action like a minister, in kindness like mother, in service, like a maid, in enjoyment like a Rambha.' There was no 'pardah' and education was as much as privilege of woman as man. In the houses as well as in the forest universities of India, boys and girls were educated together. Atraiyi studied under Balmiki along with Lav and Kush, the sons of Ram. Kamandaki was educated along with Bhurivasu and Devarta as; we learn from Bhavabhuti's "Malatimadhav". Fine arts like music, dancing and painting were specially encouraged in the case of girls. Even today, our women on various festive occasions paint pictures on walls of their house, take part in singing and dancing, and through the form of their performance if rudimentary, the spirit persists and reminds us of the power and place that women occupied in, the long past. In ancient India, women distinguished themselves as saints and scholars as well. Maitreyi, Lilawati, Gargi and Katyayani are great names in the literary and cultural annals of country that neither time can wither nor custom stale. We have on record not only the names of great female scholars, but also these of great women soldiers. Bhavani Durga by taking the oath that whatsoever would win her in the battlefield should be her husband, killed many Rakshasas. Nayanika of Andhra dynasty and Prabhavati Gupta of the Vakataka dynasty were in charge of huge kingdoms during the minority of their sons. In a number of Raiput families, the tradition of

imparting military training to women continued down to the advent of the British Rule.

Today, women are no longer regarded as slaves or drudges, Our Constitution grants them equally of status and opportunity with men. As a result of their newly gained freedom, they have distinguished themselves in various spheres of life as politicians, statesmen, scholars, poets, orators, lawyers, doctors, judges, diplomats, administrators and ambassadors. Kasturba, Rajkumari Amrit Kew, Ms. Sarojini Naidu, Mrs. V. L. Pandit and Begum Shah Nawaz are immortal names in the history of modern India. They struggled hard for the freedom of their country, and the uplift of their sex. There is today hardly any sphere of life in which our women have not taken part and shown their worth to the curious gaze of the orthodox. They exercise their right to vote, fight for election, seek appointment to public office, and in a variety of interests, fight together with men for the rights of both and for good government, but more often alone for the protection of their rights as women in shaping the social and political destiny of their nation. The acquisition by woman of the right to vote, to be elected, to hold public office, as distinct from the personal rights or economic right, is part of the trend towards more liberty and more equality. They are no longer an object of this fight but a subject. They now have a say in public affairs and they are called upon to express themselves on all the questions which arise. They have acquired more liberty to participate in the affairs of their country. They have been accorded equality with men in fulfilling the task of shaping the future. They have assumed more responsibilities for themselves, their family and their country than before. In many respects, their position today bears comparison with the one they had in ancient India.

Their Role as Mothers and Housewives:

A woman in India is the mistress of her household and her domain over things that enter the threshold is absolute. As a mother, she is the first teacher of the child, as an old lady, hers is the last word on many problems. Her main sphere of action is, therefore, essentially a happy home, which is her kingdom, where by her sweet manners, constant ministering and advice as wife, mother, sister or daughter, she sweetens the ways of life. Where she works as a labourer, she does not claim exclusive right to use her wages. Then, too, she brings an income to make the two ends meet. For some time past a very erroneous conception had developed that motherhood is a lowly and humiliating task imposed upon woman by man. This conception is as baseless as unnatural. The progress of a nation depends upon the care and skill with which mothers rear up their children. "Give me good mothers," said Napoleon, "and I will give you a good nation." "Maids must be wives and mothers," writes F.A. Jemble, "to fulfill the entire and the holiest end of woman's being. The first and noble duty of Indian mothers should, therefore, be to bring forth noblest generations of patriots, warriors, scholars, politicians and statesmen.

Their Role as Teachers and Professors :

The second task for which nature has best endowed women is that of teaching. In our illiterate country where masses are groping in the dark, the services of efficient teachers are urgently needed. By virtue of their natural gifts of intelligent persuasion, sympathy and love, women can prove the best teachers, specially in the primary stages of education. They can understand better than men the psychology of child and direct his energy to flow in their right direction. The highest virtue of a teacher is, as we know, to teach while he pleases. Who can be better fitted than women in this art of teaching and amusing simultaneously? It is but gratifying that in our country, educated women have cast off their *pardah* and have proceeded abroad for higher studies in humanities and sciences.

Their Role as Doctors and Nurses :

As doctors and nurses, again, woman can serve the country very admirably. They can, serve as nurses, midwives and surgeons specially in the maternity hospitals. “That a women’s voice is a cure and her touch a balm” has not been idly said. It has been found out that the woman by virtue of her naturally delicate and soft hands is very often the best surgeon. Florence Nightingale has shown the way to womankind how nobly they can serve humanity in moments of grave dangers and epidemics. Lady doctors can render specially efficient services in the war hospitals because they have natural virtues of temperature and cool headedness even in the face of grave dangers.

Their Role as Social Workers:

There is yet one more sphere to, which women are better fitted than men. It is the sphere of social service, canvassing and propaganda. Women can do multifarious activities especially in Indian villages. Rapid growth population in the rural areas specially is a great curse to our country. Women volunteers can more easily take up the difficult task of canvassing the cannons of family planning and child welfare among the rural woman-folk. They can easily carry out from kitchen to a propaganda against unhygienic conditions under which the villages dwell. In the urban area, they can efficiently take up the task of visiting and teaching orphans and helpless widows in the orphanages and widow welfare centres. They can train them in sewing, knitting, embroidery, drawing and painting in which women by nature excel. They can train them in the arts of music and dancing. In our country where flood, famines, earthquakes and epidemics have been appearing in quick succession, services of enthusiastic woman volunteers have already proved a boon.

Conclusion :

In short, then, women have to play a vital role in the national reconstruction and rural uplift to free India. They have shown their worth as leaders and administrators, and that time is not far off when India will have at the helm of women affairs who will lead the country from strength of strength. At one time, they may not formally shape the destinies of the nation as men do but nowhere is the saying-the hand that rocks the cradle rules the world-more applicable than in India, because in India this hand is not of an *aya* but that of a mother whom the citizens of India hail in *vande matram*. In order to prove themselves equal to the dignity of this status given to them and accomplish the great tasks that confront their country, women have to shake off the age-old shackles of slavery, fight unhealthy superstitions, broaden their outlook, develop their oriental calibre and come out into the open field to share the social, economic and political responsibilities with men shoulder to shoulder. At the same time, men on their side have to dispel the vain and futile armour of superiority and think of women as persons and not as possessions.

2. Cinema - its Uses And Abuses

Introduction :

The institution of cinema has occupied in recent years a position of deep and far-reaching influence. Even in these days of high economic depression and scarcity of foodstuff, it is not so much the ration shops that are crowded as the cinema houses. Cinema reaches hundreds of millions of people very day, feeding them with ideas, moving their emotions and moulding their thoughts. It has laid its grip on the imagination of every class of people, upper, middle and lower. Its influence has penetrated every aspect of our daily life. At the concerns of streets, within the doom of a house, cinema songs rest on the lips of the young and old

alike. We echo Dileep Kumar in our dialogues, Mukesh and Late in our songs, and we ape the manners of Raj Kapoor and Nargis in our gait and costumes. We have Douglas Fairbanks moustache, Barua shirt and Kananbala blouse. To be posted up-to-date in the cinema world is considered a mark of social accomplishment. In company the talk frequently turns on Hollywood studios, film stars and their achievements. There are magazines which deal only with film-matters, directories to guide the novice in the film-land, and picture cards of Film stars sold every day in million to the cinema firms. Every modern city has its cinema balls and so vital and widespread is their importance and influence that they have come to be looked upon as one of the fundamental requisites of city. A city is not called a city in the modern sense of the term until it has at least one or two good cinema theatres to its credit, although it may possess all others necessary elements such as municipality, college, post office and so on.

It Uses :

This immense popularity of cinema is due to a large extent, certain manifest advantages. The value of cinema can be judged: principally from four points of view, namely, recreative, educative, economic and artistic.

As a Recreative Agency :

Cinema is the most popular and diffused form of public entertainment today. After the day's hard work, a visit to cinema picture of our choice refreshes our dull spirits and chases away all our boredom beyond measure. The representation of delightful scenes, stories and songs on the milky screen provides us with a welcome diversion from the fatigue of humdrum existence and when we return home at night we have at times a feeling that the time and money we spent in a cinema-have could not be put to a better use. On the silver screen, we find all the best features of the theatre and music-hall, and something more than that. We find a background which no stage can represent, a spaciousness of representation which no stage can provide. In many ways, the pleasures of the screen have beaten them of the stage hollow.

As an Educative Agency:

The cinema is a pleasant universal teacher. It combines entertainment with instruction. Its share in shaping and educating the public mind in different branches of learning is certainly inestimable. There are indeed many educational films. In India we do not see many of them but in Western countries the school going children are, shown these films regularly. They are thus, taught many interesting things about natural history, botany, chemistry, geography, and other branches of learning in an attractive manner.

Then there are documentary or topical films which keep us in touch with the events of the world in general and those of our country in particular. Such films increase the scope of our knowledge and broaden the range of our sympathies. No amount of bookish knowledge can enlighten us about foreign ideals and institutions, scenes and sights as does the enjoyment of documentary films. Travelling is costly, hazardous, sometimes prohibited by personal reasons, but all of us can enjoy this arm-chair travelling in a cinema-hall. Now we are in a street of New York, then in a park of Tokyo; now we see the rolling floods of the Mississippi, then the burning sands of the Sahara; now we hear the explosion of atom bombs on Hiroshima and Nagasaki, then the earthquake of San Francisco. Films representing foreign life and manners teach us great truths that despite all the differences of caste, colour and creed, human nature is essentially the same all over the globe. They elevate our thoughts and promote a healthy spirit of international understanding and co-operation, which is so badly seen at present. It has often been said that one of the potent cause of

international misunderstanding, hot and cold wars, it that people of different countries do not have the means to appreciate and understand each other adequately.

The cinema is both a teacher and reformer. There are besides topical films, social pictures which expose the evils and weaknesses our present-day structure of society is subject to. They exhibit vividly such social evils as untouchability, caste-system, dowry, divorce, drunkenness, poverty, Prostitution and the curse of widowhood. These films act as art eye-opener and create in us an urge for reform and improvement. In this respect, Cinema has proved a mighty vehicle of popular instruction and rapid social advancement. The work of social criticism is more vitally accomplished by cinema than by our popular journals and novels. Literature benefits only the literate, but cinema influences equally the educated classes and the ignorant masses.

As an Art :

Cinema has great artistic potentialities. "There is no doubt whatsoever," said Mr. Justice Rajamannar, Chairman of the Sangeet Natak Academy, "that the film must be treated as a distinct form of art most modern of fine arts. It links with the other arts like music, dance and drama, but it has its separate artistic individuality." Similar was the verdict of Lenin who said that the cinema should be regarded as the most important of arts.* Despite all the adverse criticisms it cannot be doubted or denied that cinema encourages the art of story-writing, patronizes the fine arts of poetry and music and makes an efficient use of photography, painting and calligraphy. There are various films which provoke our thoughts and appeal to our imagination more deeply than the famous plays of Shakespeare or Shaw. The stage which had long been regarded in the past as the vehicle of dramatic art, cannot in the modern age hold candle to the screen. On the stage, if an actor commits a blunder, either in his speech or in his action, this blunder is irrevocable. The screen is remarkably free from this kind of handicap because the actions are recorded in a studio, away from critical eyes, and shots "are taken over and over again until the director says, "O.K." Another great advantage enjoyed by the screen is the immensity of the field available for its operation. In the comparatively limited space available on the stage a forest scene, a desert or a mean street has to be represented by backdrops and scenes which are at best lame substitutes for the real thing. Moreover, hundreds of actors cannot be accommodated on the stage, let alone horses, elephants or chariots, etc., which may be incidental to the story. Not so on the screen.

Its abuses :

Like every other human institution, cinema is subjected to, its own peculiar evils and abuses. From the individual point of view too much of cinema going is fraught with danger to eye sight, health, purse and time. The cinema is like a heady wine. Mild and regulated does do one good, but too much of it makes one a habitual drunkard. It is one thing to witness a good cinema show after a week's hard toil, it is quite a different thing to look with greedy eyes into the cinema advertisement page in the morning paper and run to the picture-house in the evening for any and every show, good, bad or indifferent.

The greatest evil of cinema is that for the sake of earning money and catering to the cheap -taste of the masses, indecent and immoral pictures are produced by the cinema traders. Under the garb of romantic love, they present the most sentimental, illegitimate and improbable varieties of passion. The Western films which attract our youth in thousands are splashed with vulgarity and lavish displays of gaudy sentiment. The average films with their sensational hits and hair-raising stunts often produce an impression on the mind of

the youth that such a life is worth leading aspiring for. Young men and women begin to yearn secretly for the screen type of romance with the result that they are involved in all sorts of difficulties.

Conclusion:

The evils of cinema have a disastrous potentiality and have to be seriously pondered over. Shri Nehru observed at the International Film Festival that, "The films must not be allowed to degrade one's artistic and aesthetic sense and the values for which one must stand." The films which are revolting to our moral sense and depict sensual scenes of caresses and other physical demonstrations of love, the appeal of the half-naked feminine body, in word, what is comprehensively called sex-appeal or the spirit of Hollywood, which Bernard Shaw has called one of the plague sports of industry should curb their profiteering motive, and in the interest on national regeneration, refrain from putting on the screen films lacking in moral tone. They should exploit for film purposes themes of real adventure and heroism, first rate stories from classical mythology, historical subjects, and plots from Indian literary masterpieces. Short films on scientific, historical commercial and literary subjects ought to be produced in large numbers for school going children. Again films dealing with problems such as sanitation, hygiene, scientific agriculture will be highly useful for the illiterate and ignorant Indian masses. The Board of Censors and the municipalities should join hands in permitting to screen only those films which are definitely harmless. We should also organize purity campaigns as is being done in America to eradicate the sex appeal of the films. If cinema industry steers clear of its evils, in near future it is sure to become a powerful instrument of raising the moral and intellectual tone of Indian Life. It would then be our true friend, philosopher and guide.

Different Forms of Topic

(1) The Cinema as Pastime. (2) What is wrong with our Indian films. (3) The Influence of the Cinema on Literature Today. (4) Cinema as an Industry. (5) Screen vs. Stage. (6) Educational Value of the Cinema. (7) The Cinema, as a Cultural Force. (8) Aesthetic Value of Indian Films. (9) Indian Film and Film-Stars. (10) The Uses and Abuses of Cinema. (11) The Art of the Cinema. (12) The Influence of the Cinema on the Public Taste. (13) Films : Eastern and Western.

3. Problem of Unemployment in India

Introduction :

It is no figure of speech to say that the problem of unemployment is hanging like a sword of Damocles on the head of our country. Workless people are always dangerous to the security of the State. The 'fire of stomach' can lead them to commit any crime in the calendar. If they are not given a job by which they may earn their living honestly, they will have no other alternative than beg their food.

Unemployment is the mother of measureless ills. It is a poison, it pollutes the society and wrecks the political fabric of the country. It creates Jean Valjeans; it turns law-abiding and honest men into criminals, and dacoits. It encourages dishonesty, patronizes corruption, glorifies falsehood, and brings into light the dark side of human character. It is difficult to expect truth, nobility and honesty from a person who cannot have two square meals a day and who cannot provide a morsel of food or a dose of medicine to his sick wife or ailing children. He can have no sense of self-dignity for he has no sense of security. "A ploughman on his feet," says Franklin, "is higher than a gentleman on his knees." A long spell of poverty and unemployment is a great menace to the State. It creates discontent; discontent generates disaffection, breeds sedition and sedition may culminate in a revolution. It is, therefore, the first and foremost duty of a

State to give employment to its citizens and keep them busy doing some work or other so that they may have no time to nourish unhealthy, disaffectionate and seditious thoughts. According to Sir W. Beveridge, "it is better to employ them on digging holes and filling them up again than not to employ them at all.

Extent of this Problem :

Although the problem of unemployment is not new for our country, yet what makes us feel more disturbed is the alarming proportions it has assumed lately. As the live-registers of the Employment. Exchange tell us every year 7,00,000 graduates are thrown in the employment market. As a broad generalization, about 2,00,000 persons are added every year to the ranks of those seeking non-manual jobs. Disguised unemployment or under-employment affects more than 71 million agricultural labourers who remain idle for two to six months in a year. These figures present a very gloomy and, up to a very great extent, a very grim picture of the course of our task ahead. There is no doubt, that the Indian Government is now fully alive to the seriousness of the situation, nevertheless they have so far failed to demonstrate a positive proof of the radical remedies needed to check its further growth.

Three Phases of Unemployment in Our Country :

The problem of unemployment in our country has now become a national problem. It has affected educated classes as well as uneducated masses, machine workers as "well as the tillers of the soil. Broadly speaking, there are three important phases of unemployment in our country. The first and foremost phase of this problem is the country-wide unemployment among the educated class of people. There are millions of matriculates and graduates in India for the absorption of which no adequate demand exists. Pale and spectre thin, these white collars pass from street to street tapping at various offices from dawn to dusk only to be told that there is no vacancy. The second phase of this problem is industrial unemployment. The post-war slump and de-control, the enforcement to prohibition and heavy taxation, introduction of new mechanical processes and labour saving devices, frequent strikes and lockouts and the cycle of recurring depressions in trade and commerce have resulted in millions of mill and factory labourers being thrown out of employment. The third phase of this problem, equally serious is agricultural unemployment. As nearly as 70 percent of our total population is dependent on agriculture, unemployment among field-workers has meant misery and hardship to millions. Our peasants depend wholly on agriculture. They work only four or five months while the rest of the year they sit idle. Moreover, Indian agriculture depends upon the vagaries of monsoon. Proverbially speaking, it is 'a gamble in rains.' Among the other causes that have contributed towards unemployment among the peasants, mention may be made of their ignorance of modern scientific methods of production, the subdivision and fragmentation of these holdings, their chronic indebtedness, increasing pressure on soil and the gradual decline in the productive power of the land.

Causes of Unemployment:

There are various causes of unemployment in our country. The post-war conditions, economic depression, deflation, illiteracy and ignorance of modern methods of scientific farming among the peasants, backwardness of agriculture, liberal education which turns out as, ever-increasing army of unwanted educated persons, neglect of cottage industries, the growing menace of expanding population, law standard of living, excessive industrialization and cut-throat competition-all these factors have been responsible for the wave of unemployment that has swept like a hurricane over India, causing much distress to all classes of people. We discuss these causes methodically in the following paragraph.

Our Defective System of Education :

The unemployment among the educated is supposed to be largely due to the wrong system of education prevails in our country. Every year Indian universities produce fifteen lakhs of graduates who can work only on clerical posts. There is no provision for technical training or vocational instruction. The education imparted to our youths these days is purely literary or theoretical. It does not touch the practical necessities of life. It offers no solution to the problem of bread and butter! On the contrary, it makes the students dislike manual work and employment in the rural areas. The result is that the educated persons look for absorption in the urban sector, and shift to the congested cities and towns in search of white collar jobs which can absorb only a small fraction of them. The rest either go about unemployed, or do whatever they can to keep their body and soul together.

Industrialization of the Country at a Premature Stage :

It is believed that the system of large-scale production and the industrialization of India at the cost of her small-scale cottage industries have done away with a large number of skilled and unskilled labourers. Two men are now sufficient at the place where ten used to work previously. It is doubtless that the process of industrialization has mined the cottage industries of India, with the result that millions of petty artisans, living in the villages have been deprived of their ancestral vocations.

Capitalistic System of Our Society :

However, the problem of unemployment is not merely an industrial problem. It has a social aspect also. In a society where a few depend upon many, and where life is competitive, unemployment is bound to prevail. The profit which is the be-all and end-all of capitalistic enterprise is bound to keep the class of wage-earners just off the starvation point. In capitalistic system, the tendency is to oust rivals competitors, with the result that the rich grow richer and the poor poorer. A stage finally reaches when the society is left with a few Birlas and Tatas, and the rest grovel in misery and unemployment.

Remedies :

Unemployment in India has now become such a complicated uneconomic, social and political issue that unless immediate and effective steps are taken to eliminate its scourge, it will eliminate law and order in the Country. Half measures or actions of temporary nature will not in any way affect the situation. We have to attack the enemy from all sides with full force. Over-centralization of industries will have to be rectified, the quality of the raw materials, improved technical training imparted to labour, capital resources mobilized, managerial skill improved and industrial organization generally galvanized. In short, an integrated programme for implementation and promotion of interrelated economic development policies together with a change in social pattern of the country can alone be of help to us in this direction.

Overhauling of Our Educational System :

In order to tackle the colossal problem of unemployment among the educated people, radical reformation in the modern system of education is needed. We have to overhaul our educational system from top to bottom in order to fit in with the changed conditions of modern life brought about by the rapid growth of science and technology. The swarm of clerks and white collar, job-seekers should be permanently eliminated by a system of education, the main emphasis of which should be laid on the side of practical and useful living. Our new educational institutions should be in the nature of occupational institutes which prepare our boys and girls for specific vocations in life. There should be the closest co-ordination and

integration between our educational and industrial programmes. More rural universities should be established for giving practical and latest training in the art of scientific farming and agriculture in the village folks. All steps should be taken to curb down the common tendency of the students to seek employment in overcrowded cities and dislike to work in villages. They should be made to realize the dignity of labour. It is believed that if education is thus properly planned and made available to all the citizens of the State, there is no reason why unemployment cannot be combated.

Industrialization of the Country :

It is rightly considered by our Prime Minister that Industrial development is our solitary hope to relieve us from the miseries of unemployment. There is no lack of man Power, cheap labour, raw materials and mineral resources in our country, but the misfortune is that they are not scientifically used for the benefit of common people. If the water of many rivers that flows uselessly into oceans is used scientifically, not only new industries would be carried by the power of electricity but also employment will be provided to many hands. We have to plan and exploit our industrial potentiality to the fullest extent to raise the status of the country, and to improve national income and living of the masses.

Development of Cottage Industries :

Along with industrial development there should also be a development of our rural cottage industries and native handicraft. In a well-balanced economy, the two should be coordinated in a useful purpose. Mahatma Gandhi realized fully the importance of cottage industries in India's national economy. His Charkha was the symbol of our cottage Industries, its universal use stood for their wholesale development. It is hoped that if government makes provision for the guidance and training of rural artisans, for making materials available to them at cheaper rates, for better marketing facilities by periodical arrangements, for holding industrial markets and Swadeshi exhibitions, a large number of villagers will be prevented from flocking into industrial centres in search of employment.

Establishment of a Socialistic Pattern of Society :

Above all, the capitalistic system of society should be replaced by a socialistic pattern. The problem of unemployment is inherent in a capitalistic system, for the view before the capitalist is never national welfare but his personal profit. He would never consider the need of the nation but run only those industries which he calculated to bring him the maximum of profit with the minimum of expenditure. Moreover, when a slump or depression comes in trade, he closes down his industries at a moment's notice. The result is that thousands are thrown out of job and are left either to starve on the road-side or to live on government doles. War is the only remedy for unemployment known to that bankrupt system but is a remedy which is much more terrible than the disease itself. On the contrary unemployment is altogether unknown to the socialistic system like that of Russia or China for the simple reason that the capitalist with selfish aim of exploitation does not exist there. Industry is State-owned. The State guarantees work, food and clothing to everyone. Industries are run for the benefit of workers themselves. Production is always planned. In India also, if this sort of system is not gradually introduced and principal avenues of incomes are not nationalized as well as the responsibility of providing jobs to all who need them is taken over by the government. There is little hope of solving our problem of unemployment.

Conclusion :

Hence, one of the greatest concerns of the government at Present should be to provide gainful employment to every able-bodied citizen of India. It is a constitutional obligation on the part of the government, for one of the main directive principles of our Constitution is that “the citizens have the, right to an adequate means of livelihood.. All our plans and projects of national development, if they do not take into account the question of poverty and unemployment, are bound to be looked with disfavour by the public and end in failure. Gandhiji told us that to a poor and hungry man. God could appear only in the form of bread or a bowl of rice. To millions of our unemployed countrymen the National Plan can have some meaning only if it gives them bread and work. Instead of asking for Light, more Light, they want us to provide them with employment.

The trouble in our country is that people expect the government to do every thing. The man is the street wants that the Government sitting in New Delhi should go on issuing orders and like Alladin’s Lamp, great and good things should be created out of nothing. We forget that if we do not to the work, the work will not be done. This generation of ours, as Shri Nehru once said, is condemned to hard labour. It is only through patient, untiring constructive labour on the part of the ruler and the ruled alike that the solution of unemployment problem in a backward country like India can come through.

Different Forms of the Topic

(1) Educated Unemployment in India. (2) Towards Greater Employment(9) The Problem of Unemployment in India. (4) Reasons and Remedies of Unemployment in India.

4. Sweet are the Uses of Adversity

Introduction :

There are two brothers who hold the destiny of man in the hollow of their hands. Though born of the same parents, they are as different in nature as black is from white as two poles as under. The one is lovely, well-favoured and amicable. He is received everywhere with open arms. The other is ugly, ill-favoured and repulsive. He is driven away from every door with a sneer and disdain. The one lifts a man up and up; the other lowers him down, down, down. The one gives the ups; the lowery the downs, and thus ups and downs in life flow from the hands of these two brothers, as water flows from a fountain. The name of the one is Prosperity; that of the other is Adversity. It is, however, with Adversity that we are concerned in this essay.

Adversity as Salt of life :

Dark and detestable as adversity is, it has yet an important end to serve in our life. It sets in relief the bright days of prosperity, making life what it is, a mingled yarn of joy, and sorrow, light and shade. Pain is a necessary part of life, as inevitable as the ‘shades of darkness’ falling softly from the wings of night, after the day is done. We may desire to be happy always, but dark days will come. Life, as the scheme of things exists, can never be without a cloud and a storm. The sky cannot always remain clean and blue and filled with sunshine. That life is not a real life, a rational life in which only sunshine reigns and no bitter blasts rage. It is the mixture of both that constitutes human life. Those who seek the one and try to avoid the other cannot be said to understand life, far from enjoying it. They cannot realize the great but simple truth that if pain were impossible, so also would pleasure be impossible; for it is by exactly the Same physical machinery

that we are able to feel both pain and pleasure. And it is a fact commonly unknown that a great deal of our pleasure is entirely due to its being alternated with pain.

It Teaches us Virtues of Courage, Fortitude and Firmness :

Adversity endows us with courage and resourcefulness, fortitude, and firmness. Because we have to battle with adverse circumstances, we put our best foot forward ... and inch by inch gain back, by hard straggle, the grounds lost. In the struggle, we bring to bear all that we have within us. It is a grim fight and fought with determination. Many unsuspected virtues and qualities of our head and heart lying latent with us come out. The potential in us become the actual and after we have won back our position we are altogether changed men, no longer vague about our idea, or weak in our will or listless in our bearing. It is, therefore through suffering that we are made manly and strong, our higher nature becomes noble and brave. Adversity is the mother of some of our noblest virtues. Without it there would be no patience, nothing to bear : no courage, nothing to brave. Pressed by adversity, we learn to suffer and fight alone and to look the world in the face, and in a world where fickleness is so common, where fortune flies and friends feign, what can be more precious than self-help and fortitude 1 “The - virtue of poverty is temperance, the virtue of adversity is fortitude, which in mortals is the more heroic virtue,” says Bacon.

It Teaches us Values of Humanity and Sympathy :

And above all, where would sympathy have been in a world in which there was not pain, not grief ? Sympathy is the daughter of God, brought hen by pain to remind us of our celestial birth, of the high destiny to which we shall attain, and no human being would hesitate to say that suffering is a cheap price to pay for such an honour, such a glory as the power of sympathy. In the days of prosperity, we are apt to forget this honour and glory, and grow indifferent towards the sufferings of others. We think that all is well with the world so long all is well with us. It is only when we are bent down with the burden of adversity that we learn to be humble, and considerate in life. It is through suffering that we become humbler, more sympathetic, and more responsive to the cries and groans of the afflicted. “Those who have suffered much are like those who know many languages: they have learned to understand and be understood by all”.

It is the Best Discoverer of Virtue in Man :

Adversity is the test of one’s character. It reveals whether a man is a coward or a hero, honest or dishonest, selfless or selfish : in short, virtuous or wicked. The story of Harish Chandra illustrates how this fearless devotee of truth cheerfully underwent every sorrow and suffering, hardship and privation for the sake of ideals. Not even the death of his son, the piteous appeals of his wife could deflect him from the path of virtue and righteousness. If Rana Pratap was great in the battle of Haldighati in challenging the ‘might’ of Akbar, his greatness multiplied manifold during the hardships he bore as a fugitive in the hills of Aravali with the Moghul forces always at his heels. Later on, when the atrocities and religious persecution of the Moghuls came ahead, there appeared on the scene the great leader of the Marathas, Shivaji who sent a clarion call to his people to rise in defence of their religion, culture and country. Under the banner of this able and fearless leader the people faced every hardship and eventually succeeded in putting an end to the tyranny of Aurarogzeb in a large part of India. The valiant fight and the superhuman ‘Jauhar’ exhibited by the sons and daughters of Chittor when faced with the unconquerable forces of the Khi lji Sultan is a proud page of the history of our country, a shining illustration of how the brave and the great react to adversity which once seemed inescapable and unconquerable. Rani Laxi Bai of Jhmsi is mother glowing example of adversity, discovering, the highest virtue in man. Abraham Lincoln was born in a poor family-a log cabin-

and his circumstances of life in the beginning, wore far from favourable. Yet this man rose from the log-cabin to the Presidency of the United States.

It Reveals Human Nature and Tries our Friends :

Another great advantage of adversity is that it reveals the real character of man and separates sheep from goats, true friends from mere flatterers. In ordinary times, every man is mystery to every other man. But in moments of danger and crisis, when he is engaged in a life and death struggle, his real nature stands naked and revealed. Moreover, if adversity discovers virtues in good men, it exposes the inherent vices of evil souls. The essential baseness of human nature cannot be tested if it is not tried in the fire of misfortune. It is: therefore, rightly said, "Prosperity gains friends, adversity tries them." When we have health, wealth, and honour, we have plenty of friends who profess love and prefer every kind of help, although we do not need it. The sincerity and genuineness of these professions and of this offer is put to the proof when we are overtaken by adversity, making you bare and bald as a tree smitten by a lightning. "Corn is cleansed with the wind, and the soul with adversity." Thus will our friends be tried by it.

It is a Blessing in Disguise for an Artist :

Among other things adversity acts as a stimulus to poets and artists. It is the basis and cause of genuine poetic inspiration. The artistic products of prosperity are generally superficial, comic and fantastic. On the other hand, "Our sweetest songs are those that tell of saddest thought." Shakespeare is immortal of his tragedies like Hamlet, Macbeth, King Lear and Othello, and not by his comedies. The whole range of English Romantic Poetry of the nineteenth century highly indebted to adversity which characterized the personal life of the poets. It is through the fire of adversity that imagination becomes more sensitive and glowing. It gather poignancy, softness and appeal. Shelley was one of the most imaginative and lyrical poets because he fell upon the thorns of life and bled.

Its Evil Effects :

Nevertheless, unmitigated and unrelieved adversity has a degrading influence on man's character. Instead of making him brave and gentle, and elevating his higher nature, it is apt to make him sordid, exacting and malicious, paralyze his faculties and ultimately crush him completely. If a person who has been the victim of grinding poverty, has been faced with hunger and disease for years, he cannot be expected to find sermons in stones and cherish honesty as the best policy. It will be small surprise if he casts greedy eyes on the belongings of those who have never felt the true pangs of hunger. Principles of honesty and justice, even blood ties and parental relations are given a good-bye when the sufferings become intolerable. During the Bengal famine of 1943, it is reported that mothers sold their young girls for a crumb of bread. The starving destitute would pick up the garbage lying in the road dust-bins, pick up the remains of a plate or a left to quench the inner man. Sermons about fortitude and respect for civilized conduct would not cut much ice for such people and to them adversity would appear nothing but the ugly said venomous toad without the precious jewel in its head. In fact, the uses of adversity must be judged in relation to the personal character of the man or whom it exercises its effects. It is not everybody who, in times of trouble, girds up his loins and turns adversity to a good account. There is no dearth of cowards and weaklings in the world.

Conclusion :

Yet for all this, the sweet was of adversity cannot be lost sight of. The really great men of the world are those who have risen from the ranks, and the world has been benefited more by these struggling souls

than by men nursed in prosperity. Weighed in an impartial balance, adversity brings us more good than evil and helps more than hinders us. It is a matter of common experience that the trees that came out of a hard rocky soil are generally tall, tough and straight, but those which grow on a soft ground, though full of luxuriant growth, do not always attain that straightness and toughness. What is true of the tree is perhaps also true of man. Those men who rise from the ranks, pressed by poverty and hampered by untoward circumstances, are invariably better specimens of humanity than those who are nurtured in the lap of luxury. Besides, man's natural tendency is towards vice. This tendency is fanned into flame by the genial breeze of prosperity; and this flame, burning to ashes all his good qualities, leads him hell-ward. It is adversity the cold blast of which freezes that tendency into death, that sets the feet of man in the right path and conducts him heaven-ward. Adversity is, therefore, a boon from God, seeming ugly and dark, but actually the messenger of sweetness and light. Sorrows come, storms blow and lightning threatens us; yet out of darkness, comes light, out of death, comes life, and out of sorrow, joy. "If winter comes, can Spring be far behind?" A wise man should, therefore, patiently bear the ordeal and "Know how sublime a thing it is To suffer and be strong."

Different Forms of Topic

(1) "The virtue of poverty is temperance, the virtue of adversity is fortitude." (2) "Slow rises worth by poverty depressed." (3) "Prosperity gains friends, adversity tries them." (4) Prosperity doth best discover vice, but adversity doth best discover virtue." (5) "Know how sublime a thing it is to suffer and be strong." (6) "Our sweetest songs are those that tell of saddest thought." (7) "The gods are just and our pleasant vices make instruments to scourge us."

5. Qualities of an Ideal Student

Introduction :

The future destiny of a country rests not in the hands of soldiers and merchants but in those of students and scholars. Dr. Annie Besant beautifully but truthfully remarks, "The destiny of a nation is folded within its budding youth as is the flower within the close embrace of the petals. That is what our youths think today the nation will think tomorrow." Standing on the threshold of budding youth, a student cherishes splendid visions, colourful dreams and buoyant hopes. It is the spring time of his life when his energies equally ready for the good and evil channels, are at the highest. His mind is like a lump of wax upon which any kind of image one wishes to impress is easily fixed. It is a season of life when one can either make or mar one's career for ever. Rightly has it been described as the period of preparatory training for the practical duties of manhood. A student should, therefore, very carefully observe the path he walks upon during this period and make his life a living success by judicious application of his energies into right channels.

A Sound Physical Health :

The first duty of an ideal student is to keep his body healthy, active and agile. A sound mind lives in a sound body. To keep the house of his mind safe and strong against the attacks of disease and sickness, he should take a keen interest in games and sports and different forms of physical exercises. Games impart freshness and liveliness to his spirits and a ruddy glow to his cheeks. They not only build his health but also play an important part in the formation of his character and personality. It is on the playground that he forms friendships which endure throughout life. The social instinct is developed in him. A spirit of brotherhood

enters his soul. Games teach the students initiative and leadership, team spirit and sportsmanship. Napoleon was a world conqueror, but England defeated Napoleon in the Battle of Waterloo. How Because English soldiers in their schooldays had played games at Eton School. The proverb says, “The Battle of Waterloo was won on the playgrounds of Eton.” Free India cannot afford to be a nation of parasites and weaklings. It needs about young men who can act as soldiers in times of emergency and safeguard the hard-won freedom of their motherland. Courses of military training have been introduced in many schools and colleges with a view to developing the health of the students and their social character. It is the duty of every student to participate in these courses and serve both his own interests and the interests of his country. An ideal student is never careless of his health and physical fitness, and he builds his muscles by healthy exercises, learns the dignity of manual labour, takes simple food, avoids luxuries of tongue, and cultivates the habit of economy, simplicity and self-restraint. The ideal of poverty, self dependence, and celibacy which was pursued by students of ancient India still holds good in the changed circumstances of the modern world.

Love of Knowledge and Clear Thinking :

On the intellectual side, an ideal student should devote a greater part of his time in the selfless pursuit of knowledge and wisdom. He should play while he plays but work while he works. He should put his whole heart in the books which he reads. “Reading maketh a perfect man” and it would not be bad, if like Milton, he ‘scorns delight and lives laborious days’ in the pursuit of knowledge. He should fill his solitude with them day by day. An ideal student has a deep love of books and goes to the library with the same passion which a lover goes to meet his dainty sweetheart. He lives in a world of books-muses with Wordsworth, Shelley, Keats and Rabindranath, thinks with Newton, Faraday and Raman, and meditates with Plato, Socrates and Vivekananda. But at the same time, he does not lose the glow of his own individuality and become a slave of others thoughts. He reads not to accept or to reject but to weigh and consider, to form his own independent judgment and to search truth or reality. Education would have failed him if he does not develop in him love of severe and sustained thinking, a power of resistance to popular sentiment and mob passion. A really educated person is one who is willing to follow truth wherever it leads him and refuses to be forced into action simply because everybody else has been doing it. He worships truth and welcomes knowledge for he knows that truth is beauty and that knowledge is power.

Cultivation of Sweet Manner and Purity of Personal Life :

But knowledge without character is wickedness of force without justice is tyranny. Mahatma Gandhi rightly said, “All our learning or recitation of the Vedas, correct knowledge of Sanskrit, Latin, Greek and what not avail us nothing, if they do not enable us to cultivate absolute purity of heart. The end of all knowledge must be the building up of character.”

“Let knowledge grow from more to more

But mom -of reverence in us dwell”

So sang Tennyson. A good student should, therefore, not merely follow intellectual knowledge but also form his moral character. Obedience to parents, respect for teachers, sympathy for the poor, ‘love for all and malice towards none’ should be his chief moral ideals. Refined in his taste, sweet in his speech and polite in his attitude, he should know how to influence people and win friends. Courtesy costs nothing but it pays a lot. A spirit of tolerance discipline and decency, civic sense and self-control should characterise every aspect of his daily conduct. Sweetness of temper, sanity of outlook and strength of spirit, patience,

wisdom and the courage are the qualities of a truly cultured and educated mind.

A Spirit of Social Service :

An ideal student should be inspired with patriotic sentiments and should volunteer himself for works of social service. ‘Me task of the students’, says Vivekananda, “is among the lowliest and the last. What our country now wants are muscles of iron, nerves of steel, gigantic will which nothing can resist, which can penetrate into the mysteries and secrets of the universe and will accomplish their purpose in any fashions “an if it means going down to the bottom of the ocean and meeting death.” A true student should never be terrified or disappointed by difficulties and dangers, howsoever alarming they may be. He regards life as a perpetual struggle and faces its trials and tribulations with a spirit of bravery, fortitude and self trust. He is a servant of humanity, a builder of society, a soldier of peace. In him burns the spark of divine fire. Full of idealism and enthusiasm, he can perform miracles. He rushes in where men of lesser courage fear to tread. He fights fire where there is no fire brigade. He spreads the light of education where there is no school or college. He protects the honour of women when the human devil soils it. In flood or famine, he raises funds, rescues the distressed, feeds the hungry, nurses the sick and clothes the naked. And he does all this without any motive and to all-as the sun shines for all, or the flower opens for all. He identifies his life with the larger life of the community and works with a spirit of *mafaleshukadachana*.

In free India, students are the hopes of future. They can do a lot for the mass reformation and social reconstruction of their country. We have achieved political freedom but we have to achieve freedom from orthodoxy, casteism, untouchability, purdah, dowry, illiteracy and many other social evils. Students can help us in achieving this social freedom as much as they did in achieving political freedom. Their labour can make India once more flow with milk and honey. It was said to Shaj Jahan that he found Agra a city of bricks and left it a city of marble. The students can make India a country of marble and gold.

Conclusion : To sum up, an ideal student is one who draws out all the faculties on very side of his nature, develops in himself every intellectual and moral power and strengthen himself physically, emotionally, mentally and spiritually so that he turns out at the end of his educational career a useful citizen and patriotic, pious gentleman who respects himself those around him.

Different Forms of the Topic

(1) Students of Today are the Citizens of Tomorrow. (2) Compulsory Military Training.

6. The Purpose of Education

Education : A device -

“Education” says C.E.M. Joad, “is a device for helping man to grow up to his full stature.” It enables him to realise his nature both mentally and spiritually and in that realisation to become all that he has it in him to be. It is to the child what perfect gardening is to the tree, a help so to grow that it may develop its own personality. A good gardener helps each plant to put forth that essential quality of its own that differentiates it from all other plants and makes it a thing of use and beautify in the world. The good educator performs a similar office for the human being. Education aims at the training of the intellect of the senses and of the emotions. The purpose of education is to train and discipline intellect to master what is difficult or dull, to make young children love what is beautiful and seemly, and to convert the raw material of emotions and the tendency to act in accordance with the impulse of the moment into action in accordance

with rule and in pursuance of purpose. The purpose of education is to create in young men and women a habit of correct observation, of scientific curiosity, of thinking a right and not of cramming the brain with information. It aims at an all round development of human personality-physical, intellectual and spiritual.

For important aims -

Education has a number of aims of which four are most important. The first purpose of education is to embellish the personality of a student and to equip him to earn his bread and butter. The second aim of education is to enable him to play his role as a citizen in a democratic set-up. The third purpose of education is to inspire him to develop all his hidden powers and faculties of nature. The fourth aim of education is the character training of an individual.

Vocational Education -

In the modern times when the pressure of population on land is rapidly increasing and a vast army of the unemployed people is looking blank, education has become the means of employment- It is, therefore, obligatory on the part of a developed community to equip its citizens to earn their living. In order to discharge this obligation, the community has to make proper arrangement for giving not only general education but also technical instructions in such trades as engineering, plumbing, medicine and rural industries. This kind of education gives them self-employment and makes them self-reliant and hopeful about their future.

Education for Citizenship -

Education for citizenship is a necessary condition for democracy. The effective working of democracy depends on alert and informed body of public opinion. Democracy cannot rightly go on without education for citizenship. Failing such education citizens are likely to fall prey to the manipulations of business pirates and political sharpers. For the achievement of this end of education, imparting of liberal education is a must/A student has to be acquainted with a number of subjects for developing a dynamic personality. The teaching of modern history, constitutional theory, elementary physiology and geography is necessary for developing right understanding about society, general administration and international affairs.

Education for right living -

Education helps a man to grow to his full stature. It enables him to develop his latent powers and faculties of nature. It enables him to develop his mental and spiritual potentialities. It helps him to realise all that is in him. Radhakrishnan writes :

“Our education is a failure if we do not obtain during our College years such a conception of the universe round us, Such an understanding of the movement of life and the progress of mind as to secure for us a vision of spirit in every detail of nature and life, the spirit in which all human souls, the humblest and the greatest live, move and have their being. The aim of education is not simply to enrich the minds of people with new knowledge. It must raise them to the value of spiritual realities, turn their eyes from the things which are merely temporal to the things which are eternal and enable them to pursue the values which are ultimate and not to be occupied with utilitarian ends.”

Education and character building-Character training occupies an important role in our life. The first important element of this training is our training in social behaviour. By temperament human beings are self-centred and self-willed but they have to live in a community. According to C.E.M. Joad :

“To the main Of trained faculties and developed tastes the world has become literally a large place, larger and more exciting. He is able to see in it more beauty, more variety, more scope for his sympathy and understanding than he saw before.”

Human beings are born to four citizenships-the membership of the family, the membership of the community, the membership of a nation and the membership of the whole society. Many of the world's, problem arise due to the failure in one or another of these citizenships. It means that they have not learnt the art of living with others.

Education and transformation of man -

Liberal education aims at producing moral gifts as well as intellectual sweetness of temper as much as sanity of outlook. In the art of living, the educated man carries a certain grace, a certain refinement, a certain distinction which redeems him from the sterile futility of aimless struggle. Sweetness of temper, acuity of outlook and strength of spirit-patient, ac wisdom and courage are the qualities of an educated and cultured man. Since a person is a transformed individual, the~ world becomes a bigger and more charming place. He sees more beauty and variety in it. His understanding of the universe is wide and deep. He transforms the whole world into the treasure house of the beauty and misery. The men in whom the characteristics of intelligence, virtue and good taste are most highly developed, are the typical specimens of humanity.-A Cluttan Brock writes :

“Education ought to teach us how to be in love always and what to be in love with. The great things in history have been done by the great lovers by the saints and men of science and artists, and the problem of civilization is to give every man a chance of being a saint, a man of science or an, artist.”

Training for leadership-In democracy, the purpose of education in to train students for leadership. Education is a failure if it does not develop in students a love of severe and sustained thinking, a power of resistance to sentiments and passion.

The plight of modern education-It is a matter of great pity that character training and development of mental and spiritual potentialities are given a secondary place in the modern education system. The present system of education is just a passport to the boys for employment and to the girls for their marriage, In India we have 120 universities with a total enrolment of 28 lakh students. The annual expenditure of about Rs. 3,700 crores on education by the Central and State agencies is next only to that of defence. But the growth of higher education has largely been quantitative. In the words of the University Grants Commission, “It still continues to be dominated by models and value systems adopted during the colonial regime.” In fact, we need a new type of education for new India - education that could inculcate upon the minds of students the need to discard laziness, selfishness and all narrowness of outlook and treat work as wealth and service as happiness. If we are to be called educated in the real sense, we should realise that honest work is the sheet anchor to which we should cling if we want to be save from danger or difficulty.

7.6 Practice Exercise

Write an essay on the following themes :-

1. Students and Politics

2. Newspapers - their Good and Evil Effects
 3. Are we fit for Democracy
 4. Defect of our Education System
 5. The Art of Public Speaking
 6. Youth and Talent
 7. Money the Supreme God
 8. Environmental Pollution
 9. Technology
 10. Multiplexes
 11. Retail Marketing
 12. Advertisements
 13. Unity in Diversity of India
 14. The Neo Rich Class of India
 15. Shifting Roles of Indian Women
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UNIT-8

PRECIS WRITING

Structure

- 8.0 Objectives
- 8.1 Introduction
- 8.2 Rudiments of a Good Precis
- 8.3 Four Procedures of Precis writing
- 8.4 Practical steps to write a Precis
- 8.5 Model Precis
- 8.6 Passages for Practice
- 8.7 Practice Exercises

8.0 Objectives

In this unit we shall study precis writing including rudiments of a good precis, four procedures of precis writing, practical steps to write a precis. We shall also give you some model precis and passages for practice.

8.1 Introduction

The word 'Precis' is a French word which means 'summary' or 'condensed'. As Collins puts it Precis "is to extract the main points of any paragraph, and to express them as clearly and in as few words as possible". Thus Precis may be defined as a concise and clear statement embodying the essence of the passage in a connected and readable shape.

Precis writing has become an important tool in understanding and expressing language in the present technologically advanced times. Due to storage or time in every sphere of life brevity is required in language, be it oral or written. Precis writing provides an excellent training in the concentration of attention to achieve precision in language. It involves concentration, judgement, retention of ideas, wide vocabulary and originality of expression.

Precis is an art which involves competence in reading and writing skills. It can be mastered with regular practice and intelligent reading.

8.2 Rudiments of a Good Precis

1. **Brevity and clarity:** An ideal precis should be clear and lucid. All important details should be included. However, unnecessary details and irrelevant digressions should be outrightly avoided. Brevity, though an important aspect of precis should not be at the cost of clarity.
2. **Originality:** Precis should be a miniature replica of the ideas given in the paragraph. No personal views, corrections or addition of facts should be included in precis.

3. **Intact:** Precis should emerge as a well connected piece of writing which can be easily appreciated and understood by the reader without any reference to the original. Equally significant is the fact that it should not be a confused patchwork but a coherent whole which follows a logical order.
4. **Language:** Precis should be in simple and direct style. It is written in Indirect speech, third person and past tense. Usually it is the same idea expressed in the own words of the writer. Redundancy and figures of speech should be avoided.

8.3 Four Procedures of Precis Writing

Precis writing involves four procedures

1. Strategic Reading
2. Outlining
3. Summarising techniques
4. Reconstruction

1. Strategic reading

For complete comprehension a careful and complete reading plan should be adopted which is as follows’:

- Identify the central idea by quick reading.
- Take out important details and points.
- Identify all examples, redundant phrases, restatements and avoid their use.
- Avoid dialogues and quotations.
- The logical order of sentences should be carefully noted. It may be changed without altering the meaning of the passage.

2. Outlining

After identifying important points an outline of the core information is prepared. It should include all core words and terms.

3. Summarising technique

This involves three techniques - selection, Rejection and Condensation.

Selection: This technique involves careful concentration on the main theme of the passage. Essential details and major supporting points should be properly woven together to make the precis a concrete whole.

Rejection: This technique involves removal of all unnecessary detail. Rejecting the repetitions, examples, illustrations, redundant expressions will make precis more focused.

Condensation: This technique intends to concentrate on remodelling rather than mere omission. Again it should be kept in mind that the meaning should not be distorted in the process of rearrangement. Condensation can be done in two ways :

(i) Condensation of words and sentences

(ii) Condensation of ideas

(i) Condensation of words and sentences

- (a) John is a boy who always looks on the bright side of things. (13 words)
John is an optimist. (4 words)
- (b) By profession he is the person who is incharge of the museum. (12 words)
He is a curator. (4 words)
- (c) Kate received a letter that carried neither the writer's name nor his address. (13 words)
Kate received an anonymous letter. (5 words)
- (d) The boy fell into the river and before help could reach him he sank. (14 words)
The boy drowned in the river. (6 words)

(ii) Condensation of ideas

- (a) As the name implies, minicomputers are small computers. Unlike the mainframe computer, which may fill an entire room, a minicomputer may fit in a single rack or box. Infact, it is a scaled down version of a mainframe computer. (38 words)
Microcomputers are scaled down version of mainframe computers. (8 words)

4. Reconstruction

This step involves re-writing the passage in a different way without changing or distorting its original meaning. It may also include a change in the logical flow of ideas but the main theme remains unchanged or unaltered.

8.4 Practical Steps to Write a Precis

1. Read the passage carefully twice to derive the main theme of the passage.
2. Give a suitable, short title to it, expressing the main idea adequately.
3. Pick out the important ideas and put them as separate points, these points should be brief.
4. Using these listed points, frame a rough draft of the precis in your own words.
5. Check the word limit, precis should always be one third of the original passage. The rough draft may be more or less than one third.
6. If it is less, expand by including some important points. While, if it is more than the required word limit, apply the technique of condensation.
7. Condensation should be applied without changing the meaning of the sentence.

8. No extra detail or fact should be included in the fair draft.
9. After the required changes are made, the final draft should be prepared. It should be within the prescribed limits and appear as a connected whole.

8.5 Model Precis

Model Precis-1

Your mental attitude is a great determining influence in your daily life. Begin the day with an expectant and energetic mental attitude towards your work and it will elevate and enhance all your activities. The spirit in which you regard the world and your fellow-men will be reflected back to you. When you are in the right mental attitude many things will seem to conspire and co-operate to advance your work and interests. Primarily, it is your mental attitude that makes the day happy and productive, or the contrary. You can demonstrate the truth of this today by looking for the best, to be intelligently optimistic, and to have confidence in the eternal supremacy of God. Make more positive reinforcement to bear upon such resolutions. Assert in vigorous tones the thoughts you wish to establish an unconscious habits of your life, remembering always that while it is a great thing to conceive a great idea, it is still greater to put it into execution. (180 words)

Vocabulary

Determining	:	Decisive factor.
Expectant	:	Hoping that especially something pleasant is about to happen.
Elevate	:	Lift to a higher position.
Conspire	:	Seem to be acting together.
Re-enforcement	:	The process of giving added strength to something.
Resolutions	:	A firm decision, determination. -
Vigorous	:	Physical strength and good health.
Conceive	:	Device in the mind, formulate in the mind.
Execution	:	Implementation, putting into action. .

Title: VALUE OF MENTAL ATTITUDE

Main points

1. Mental attitude of a person is a great determining influence of his life.
2. Quality of work can improve with the right kind of attitude.
3. The attitude of a person towards other will be reflected to him by others.
4. Looking for the good in every situation, enjoying the highs and lows of life, being optimistic and having faith in the mercies of God can make each day happy and productive.
5. Regular assertion of positive thoughts will help in implementing ideas, which seem unattainable at

first.

Rough draft

The mental attitude of a person determines the kind of life he leads. With the right kind of spirit many goals can be achieved. Life, like a looking glass reflects back the attitude one has for the world. One should be optimistic and ready to face any situation that life puts in front of him with an unshakable faith in the supreme master. Each day can be made happy and productive by regularly asserting positive thoughts. Such an attitude will make life meaningful and successful. (85 words)

Fair draft

One's mental attitude plays an important role in one's life and career. A healthy and optimistic outlook will facilitate in achieving various goals and ultimately decide the quality of life. One must begin the day with a happy, energetic and hopeful resolution with a firm faith in the mercies of the Supreme master. Thus, by regularly asserting positive resolutions life becomes more meaningful and productive. (65 words)

Model Precis-2

Photosynthesis is a very important process. It plays a significant role in maintaining the ecological balance. In fact, photosynthesis maintains the proper balance of CO₂ in the atmosphere and purifies the air by liberating oxygen, which is a by product of the process. Photosynthesis can be defined as a building process in which carbohydrates are synthesized from simple substances like carbon dioxide and water by the chlorophyll containing cells of the plant in the presence of light; oxygen being liberated as a by-product. All the food is derived from the process of photosynthesis, either directly by eating the plants, their various parts, or their numerous products or indirectly by eating plant-fed animals. In fact, the energy by which all the animals including the human beings live is generated by the oxidation of the food produced by plants.

The oxidation of organic compounds during respiration liberates carbon dioxide in the atmosphere and, thus, helps in maintaining the proper balance of CO₂. The combustion of coal, oil and other fuels causes enormous production of CO₂, yet the percentage of CO₂ has remained nearly constant since it was measured first. It is, therefore, obvious that the total rate of CO₂ consumption during photosynthesis just, equals the CO₂, production on a global basis. It is the balance that maintains the earth's atmosphere. If CO₂, is not utilized during photosynthesis, its proportion in the atmosphere will definitely rise to a great extent. Since CO₂ absorbs infrared radiations, there will be an appreciable rise in temperature. This may melt the polar ice caps and, hence, result in floods and consequently there will be variation in the level of the ocean. The process of photosynthesis purifies the air by liberating oxygen, which is a by-product of the process. The oxygen is used for respiration by all living organisms except the anaerobes, which can sustain life, by anaerobic respiration and fermentation. This interdependence of plants and animals is important in understanding the carbon cycle in nature. (328 words)

Vocabulary

Significant	:	Important, meaningful.
Ecological	:	Concerned with the relations of organism to one another and to their physical surroundings.
Synthesis	:	Combination, union, merging.

By-product	:	An incidental or secondary product made in the manufacturing of something else.
Oxidation	:	The process of being oxidized.
Combustion	:	The process of burning; rapid chemical combination with oxygen, evolving the production of heat and light.
Enormous	:	Very large, excessive.
Appreciable	:	Substantial, significant, enough to be noticed.
Anaerobe	:	An anaerobic micro-organism.
Anaerobic	:	Requiring the absence of free oxygen.
Sustain	:	Strengthen or support physically or mentally.
Fermentation	:	The chemical breakdown of a substance by bacteria, yeast or other micro-organisms.

Title: PHOTOSYNTHESIS-SUSTAINER OF LIFE ON EARTH

Main points

1. Photosynthesis is an important process that maintains ecological balance.
2. Photosynthesis maintains proper balance of CO₂, in air and liberates oxygen as a by-product.
3. This building process generates energy for plants and animals including human beings by oxidation of food.
4. Enormous production of CO₂ takes place due to oxidation of organic compounds and combustion fuels yet percentage of CO₂, has remained constant.
5. This balance has maintained earth's atmosphere otherwise disastrous effects could be felt like melting of polar ice, floods, rise in temperature.
6. Photosynthesis purifies air by liberating oxygen and thus sustains life on earth.

Rough draft

Photosynthesis plays a significant role in maintaining the ecological balance by using CO₂, and liberating oxygen. This building process involves synthesis of carbohydrates by the chlorophyll containing cells of the plants in the presence of sunlight. All energy, in fact all food is derived from this process of photosynthesis, either directly by eating plants, their products or indirectly, by eating animals which feed on these plants. Oxidation of organic compounds and combustion of fuels liberate CO₂, in the atmosphere yet the percentage of CO₂, has remained constant since it was first measured.

The oxygen liberated in photosynthesis is consumed by animals and humans. This interdependence has maintained the ecological balance and earth's atmosphere; otherwise disastrous effects could be felt like melting of polar caps, drastic rise in temperature and uncontrollable floods. Thus photosynthesis purifies air and sustains life on earth. (140 words)

Fair draft

Photosynthesis is a vital process in maintaining proper balance of CO₂, in the atmosphere. This building process involves synthesis of carbohydrates by the chlorophyll containing cells of the plants in the presence of sunlight. Energy, in fact, all food is derived from the process of photosynthesis, either directly, by consuming the plants, their products or indirectly by eating plant-fed animals. In photosynthesis CO₂, is used and oxygen is liberated as a by-product. This oxygen is consumed by animals and humans. Moreover, oxidation of organic compounds also liberate CO₂, yet its proportion in air has remained constant. This interdependence of plants and animals has maintained ecological balance by purifying air and sustaining life. (102 words)

Model Precis-3

The birth of a volcanic island is an event marked by prolonged and violent travail : the forces of the earth striving to create, and all the forces of the sea opposing. At the place where the formation of such an island begins, the sea floor is probably nowhere more than about fifty miles thick. In it are deep cracks and fissures, the result of unequal cooling and shrinkage in past ages. Along such lines of weakness the molten lava from the earth's interior presses up and finally bursts forth into the sea. But a submarine volcano is different from a terrestrial eruption, where the lava, molten rocks and gases are hurled into the air from an open crater. Here on the bottom of the ocean the volcano has resisting it all the weight of the ocean water above it. Despite the immense pressure of it, may be, two or three miles of sea water, the new volcanic cone builds upwards towards the surface, in flow after flow of lava. Once within reach of the waves, its soft ash is violently attacked by the motion of the water which continually washes away its upper surface, so that for a long period the potential island may remain submerged. But eventually, in new eruptions, the cone is pushed up into the air, where the lava hardens and forms a rampart against the attacks of the waves. (233 words)

Vocabulary

Prolonged	:	Lengthy, extended.
Travail	:	Painful or laborious effort.
Fissures	:	A long narrow crack.
Shrinkage	:	The process, fact or amount of shrinking.
Terrestrial	:	Of, on, or relating to the earth or dryland.
Hurled	:	Throw or impel with great force. Vehemently
Submerged	:	Cause to be under water.
Rampart	:	A defensive wall of a castle or walled city, having a board top with a walkway, embankment.

Title: BIRTH OF A VOLCANIC ISLAND

Main points

1. Island is formed when a struggle between earth and sea take place.
2. Sea bed is cracked and uneven lava bursts out along weak cracks.

3. Comparison of submarine and land lava.
4. Island is formed when volcano resists the pressure of oceanic water. Lava cone pushes upward towards the surface.
5. Waves attack the upper surface of the volcanic eruption.
6. Lava hardens and become island.

Rough draft

A volcanic island comes into being after a long and violent struggle has taken place between the forces of the earth and the sea. The island begins to form when hot lava breaks through weak points on the sea-bed where the earth's crust is not more than fifty miles thick and is marked by deep cracks. The volcanic island, unlike a land volcano, has to push up through the immense pressure of the sea. The cone made up of lava finally reaches the surface, but it does not appear because waves wash away its upper surface. When the lava hardens it stands up to the waves and the island is formed. (112 words)

Fair draft

A volcanic island is born only after long and violent struggle between the forces of the earth and the sea. When hot lava breaks through the cracked and uneven seabed, such an island starts forming. Quite unlike a land volcano, it has to build upwards despite the immense water pressure. Even then it is too soft to withstand the waves and remains under water until the cone is pushed into the air from below and the lava hardens. (77 words)

Model Precis-4

Unemployment arises from a number of causes. One which is always recurring, and of the effect of which we have had a recent example is the disorganization of industry as a result of a long wars. This is a serious problem admitting of no easy solution at the best of times. Again, there is the unemployment which follows a marked diminution in the quantity of any raw product, such as cotton: fewer hands are required in the mills and factories. We may call this cause bad harvests. Similar, but more serious is the effect of changes in industry due to the invention of machinery which does more work and requires fewer hands. Yet another serious cause is strike or lock-out; and this is more to be deplored because such a stoppage sometimes is due to a very trivial matter perhaps; the fact that men are working half an hour longer than the regulations of their union permit. (120 words).

Vocabulary

Recurring	:	Occurring again.
Diminution	:	Shortage.
Lock-out	:	Exclusion of workers by the employer.
Employer	:	Job provider.
Regulation	:	Prescribed rules.

Title: THE CAUSE OF UNEMPLOYMENT

Main points

1. Unemployment arises due to disorganization in industry.

2. Inventions of machines have also increased the problem.
3. Strikes take place because of petty conflicts, like working against the regulations of the union.
4. Diminution in the quality of the raw material has also aggravated the problem.

Rough draft

There are various reasons that causes unemployment. Disorganization of industry due to long wars and an acute shortage of raw material have also increased the problem. Other evident causes are the shift in the methodology of the industry from manual to machine, which requires fewer hands to put in labour. With factory unions coming into existence small diversions from the labour laws and regulations have resulted in strikes and lock-outs, finally aggravating the problem. (74 words)

Fair Draft

Unemployment has become a major problem in recent years. It arises from disorganization of industry due to wars, shortage of raw material, invention of machinery. With factory union coming into existence strikes and lock-outs have taken place resulting in aggravating this problem.

8.6 Passages for Practice

Write a precis each of the following passages-

1. Fake currency fuels inflation. Influx and availability of counterfeit currency will increase laxity among people and their ethical dimensions touch a low with the people indulging in deceit and treachery while getting addicted to easy money. We are living in an era where caution needs to be exercised in more things than one thing.

The problem of counterfeit currency is being faced by the countries the world over. It has become the fastest growing economic crime. Circulating fake currency is an act of vandalism, which is assuming the proportions of terrorism; it has developed into a sophisticated network of organized crime.

The Indian experience to the nuisance of fake currency is not new. We hear stories about police raiding units, which bundle out bogus currency Reports state that unaccounted 'fake currency' is being circulated in India, and crippling the economy The question that looms large is that how does one detect that a particular note is a genuine or a fake. The quality of the paper used for printing fake notes usually is inferior to that of the original currency note, which can be felt by the touch. The paper used for the making of the currency by the Government is a special kind made at the security paper mill out of pure cotton pulp, whereas most of other kinds of paper are made out of wood pulp and recycling of paper. Several other factors to which one needs to be attentive to avoid being duped are the size of the note, quality of printing and the numbering.

People need to be doubly conscious and increase their awareness about the prevalence of fake currency since the advancement of technology in printing field has made even intricate printing simple with the advent of colour scanners and printers. Some of the various methods adopted for making fake currency include photographic method, process-made forgery, hand engraved blocks, offset printing process and hand drawn forgery. However, there are enough gadgets in the market which aid in detecting fake currency such as UV fluorescence, magnetism and watermark detection,

chemical detection pen, magnifying glass, counterfeit detection scanner, universal currency verifier, etc. (356 words)

Vocabulary

Inflation	:	A general increase in prices and fall in the purchasing value of money.
Counterfeit	:	Made in exact imitation of something valuable with the intention to deceive or defraud.
Laxity	:	Not sufficiently strict, severe or careful.
Treachery	:	Guilty of or involving betrayal or deception.
Vandalism	:	An act of literally destroys or damages public or private property.
Bogus	:	Not genuine or true.
Duped	:	Deceive, trick.
Intricate	:	Very complicated or detailed.
Forgery	:	Produce a fraudulent copy or imitation of (a bank note, work of art, etc.)

2. Whether work should be placed among the causes of happiness may perhaps be regarded as a doubtful question. There is certainly much work which is exceedingly irksome, and an excess of work is always very painful. I think, however, that provided work is not excessive in amount, even the dullest work is to most people less painful than idleness. There are in work all grades, from mere relief of tedium up to the profoundest delights, according to the nature of the work and the abilities of the worker. Most of the work that most people have to do is not in itself interesting, but even such work has certain great advantages. To begin with, it fills a good many hours of the day without the need of deciding what one shall do. Most people, when they are left free to fill their own time according to their own choice, are at a loss to think of anything sufficiently pleasant to be worth doing. And whatever they decide on, they are troubled by the feeling that something else would have been pleasanter. To be able to fill leisure intelligently is the last product of civilization, and at present very few people have reached this level. Moreover, the exercise of choice is in itself tiresome. Except to people with unusual initiative it is positively agreeable to be told what to do at each hour of the day, provided the orders are not too unpleasant. Most of the idle rich suffer unspeakable boredom as the price of their freedom from drudgery. At times they may find relief by hunting high game in Africa, or by fishing around the world, but the number of such sensations is limited, especially after youth is past. Accordingly, the more intelligent rich men work nearly as hard as if they were poor, while rich women for the most part keep themselves busy with innumerable trifles of those earthshaking importance they firmly persuaded. Work therefore is desirable, first and foremost, as a preventive of boredom, for the boredom that a man feels when he is doing necessary though uninteresting work is as nothing in comparison with the boredom that he feels when he has nothing to do with his days. With this advantage of work another is associated, namely that he makes holidays much more delicious when they come.

Provided a man does not have to work so hard to impair his vigour, he is likely to find far more zest

in his free time than an idle man could possibly find. (385 words)

Vocabulary

Irksome	:	Something that irritates or annoys.
Leisure	:	Time spent in relaxation or enjoyment.
Trifles	:	A thing of little value or importance.
Profoundest	:	Very great or intense.
Tedium	:	Quality of being boring and tiring.
Idleness	:	Time spend not working or producing anything.
Initiative	:	The ability to take decisions without being directed by someone.
Drudgery	:	Hard boring work,
Impair	:	To make something less good than it usually is.
Vigour	:	Physical and mental energy and determination.

3. By collecting things man can give free rein to inherent avarice. Whether the desire to collect is inborn or not, is not clear. At any rate, it makes its appearance very early in life. Hardly a little boy is to be found who does not collect something: marbles, stamps, coins, cheese labels or birds' egg. Children are concerned not so much with the quality of the things they gather, as with the number. They will proudly tell you they have 4876 stamps and go on counting and re-counting then, like a miser going through his hoard. Most of us grow out of this tendency. Those who do not, become obsessed with their collections and throughout their lives go on adding to them relentlessly; classifying them scientifically; and boring their friends with long accounts of their progress.

The desire to amass objects is not to be found in individuals only. It expresses itself on a national scale. There can hardly be a great city in the world which does not pride itself in its museums, art galleries and libraries. People who claim that they never collect anything, often have the biggest collection of all. Tucked away in the dark recesses of their houses, in the attics and cellars, there are masses of junk which they would never dream of throwing away. 'You never know when it will come in handy', they say as they relegate the broken chair to the attic. And so the collection grows. Whatever goes up into the attic stays there. That broken chair seldom, if ever, comes in handy.

Collections we are told, are useful and instructive. They very often are, but just as frequently this claim is simply a cover for man's irrepressible greed: his innate desire to have, to hold, to count, and rarely to look at. (300 words)

Vocabulary

Rein (n)	:	To allow emotion or feeling to be expressed freely
Inherent	:	Existing in something as a permanent or essential attribute.
Avarice	:	Extreme greed for wealth or material gains.
Miser	:	Person who hoards wealth and spends very little.

Hoard	:	A store of money or valued objects.
Obsessed	:	Preoccupy continually or to a troubling extent.
Tendency	:	An inclination towards a particular characteristics.
Relentlessly	:	Oppressively constant, harsh or inflexible.
Attics	:	A room inside or partly inside the roof of a building.
Junk	:	Useless or worthless articles.
Relegate	:	Assign an inferior rank or position to.
Irrepressible:		Not able to be restrained.
Inborn	:	Existing from birth.

4. Until recently the environment has been largely taken for granted-that it will continue, as it always has, to support our life and livelihood, providing the air that we breathe, the water that we drink, the food that we eat, and much of the industrial raw material. This is our biological capital, the basic apparatus on which our total productivity depends. If we destroy it, our most advanced technology will come to naught and any economical or political system which depend on it will founder. Yet, the major threat to this biological capital is technology itself.

Technology is widely credited with many of the good things in modern life. Technology has greatly magnified the wealth that is produced by human labour, it has lengthened our lives and sweetened the fruits of living. All this has increased a firm faith that technology is an undiluted good. There is at least one strong reason to question this faith: the phenomenon that has finally begun to capture the public attention that it merits- environmental pollution. It is beginning to be clear that this assault on the integrity of the environment is the price that we pay for many of the benefits of modern technology. For the advantages of automotive transportation, deterioration and disease; for the powerful effects of new insecticides, we pay a price in dwindling wild life; for nuclear power, we risk the biological hazards of radiation; by increasing agricultural production with fertilizer we worsen water pollution.

(250 words)

Vocabulary

Livelihood	:	A means of securing the necessities of life.
Apparatus	:	The equipment needed for a particular activity Come to
naught	:	Be ruined or failed.
Founder (v)	:	To fail after a period of time because something has gone wrong.
Undiluted	:	Very strong, not mixed.
Assault	:	The crime of attacking someone.
Deterioration	:	Become progressively worse.
Dwindling	:	Diminish gradually

5. To picture ourselves of the wider life that unity should open to men, is a very attractive speculation.

Life will certainly go with a stronger pulse; it will breathe a deeper breath, because it will have dispelled and conquered a hundred infections of the body and mind that now reduces it to invalidism and squalor. We have already laid stress on the elimination of drudgery from human life through the creation of a new race of slaves-the machines. This and the disappearance of war and the smoothing out of endless restraints and contentions by better social and economic arrangements, will lift the burden of toilsome work and routine work that has been the price of human security since the dawn of the first civilization from the shoulders of our children. This does not mean that they will work freely, planning, making, creating according to their gifts and instincts. They will fight nature no longer as dull conscripts of the pick and plough, but for a splendid conquest. Only the spiritualness of our present depression blinds us to the clear intimations of our reason that in the course of a few generations every little country town could become an Athens, every human being could be gentle in breeding and healthy in body and mind, the whole solid earth mans mine and its uttermost regions his playground. (244 words)

Vocabulary

Speculation	:	Dream.
Pulse	:	Zest for life.
Dispel	:	Make (a doubt, feeling) to disappear.
Invalidism	:	Act of making weak or disable by illness or injury, ailment or disease.
Squalor	:	Dirtiness, filthiness
Elimination	:	Completely remove or get rid of
Drudgery	:	hard or dull work.
Race of slaves	:	Machines will serve as a new generation of slaves.
Toilsome	:	Involving hard work.
Contention	:	Conflict
Conscript	:	Enlist compulsorily
Instincts	:	Natural inclinations
Breeding	:	Upbringing

8.7 Practice Exercises

1. Read the passage given below and make a précis in about 70 word:

Life on earth depends on the continuing flow of energy from the sun, mainly as heat and light, across 150 million kilometres of space. In fifteen minutes more energy arrives in this way on earth than all the power used by mankind in a year such as coal, oil, electricity and nuclear energy. In other words, every square metre of the sun's surface is continuously losing some power into space. How is this immense flow of energy carried through the nothingness of space? The problem is one which has concerned philosophers and scientists since the earliest times, Three hundred

years ago two brilliant scientists, Sir Issac Newton in England and Christian Huygens in Holland, put forward opposing theories about the nature of light. Newton believed the light, like matter was atomic and that the sun was shedding particles of light in all directions. The particles travelled in straight Lines, as beams of lights are observed to do, and could explain more or less readily all the experiments that had at that time been conducted on the behaviour of light. Huygens' approach was different. He compared light with sound and suggested that both were due to the motion of waves. Huygens' theory would also explain most of the experiments that had been carried out at the time. (5 Marks)

2. Make a precis in about 50 words:

What has been television's influence on the press? People feared that television would cause a drop in newspaper sales. People said that television would break the public's attachment to the press. They explained how an overnight broadcast may itself be front page news next morning, as in the case of a television interview of a political leader. Moreover, they said the papers could not ignore the fact that most readers would already know the main news that the newspaper report. They would indeed have heard of later development in any fast changing crisis. But, one market research firm set out to discover what people felt about news coverage on the radio and television. They found that people preferred the newspaper. People complained that they could not absorb a mass of spoken material, that they could not go back to check on anything. In general, we may say that while television has produced some brilliant background documentaries, it cannot compete with the press in reporting in depth. (5 Marks)

3. Read the following passage and make a precis, giving it a suitable title:

Education has always had two objectives; on the one hand to give skill and on the other, to impart a vaguer thing which we may call wisdom. The role of skill has become very much larger than it used to be and is increasingly threatening to oust the role of wisdom. At the same time it must be admitted that wisdom in our world is useless except for those who realise the great part played by skills, for it is increase of skill that is the distinctive feature of our world. Although scientific skill is necessary, it is by no means sufficient. A dictatorship of men of science would very soon become horrible, skill without wisdom may prove to be purely destructive. For this reason, if for no other, it is of great importance that those who receive a scientific education should not be merely scientific but should have some understanding of that kind of wisdom which, if it can be imparted at all, can only be imparted by the cultural side of education. Science enables us to know the means to any chosen end, but it does not help us to know the means to any chosen end, but it does not help us to decide upon what ends should be pursued. If you wish to exterminate the human race, so that all are on the verge of starvation, it will show you how to do that. If you wish to secure adequate prosperity for the whole human race, science will tell you what you must do, but it will not tell you whether one of these ends is more desirable than another. Nor will it give you that instinctive understanding of human beings that is necessary if your measures are not to arouse fierce opposition which only ferocious tyranny can quell. It cannot teach you patience, it cannot teach you sympathy, it cannot teach you a sense of human dignity. These things, in so far as they can be taught in formal education are most likely to emerge from the learning of history and great literature. (6 Marks)

4. Make a precis of the given passage in about 60 words:

A blind reverence for the past, is bad and so also is a contempt for it, for no future can be founded

on either of these. The present and the future inevitably grow out of the past and bear its stamp, and to forget this is to build without foundation and to cut off the roots of national growth. It is to ignore one of the most powerful forces that influence people. Nationalism is essentially the memory of past achievements, traditions, and experiences; and nationalism is stronger today than it has ever been. Many people thought that nationalism had its day and must inevitably give place to ever-growing international tendencies of the modern world. Trade and commerce, easy communication and rapid transport, the radio and cinema, all helped to create an international atmosphere and to produce the delusion that nationalism was doomed. Yet whenever a crisis has arisen, nationalism has emerged again and dominated the scene, and people have sought comfort and strength in their old traditions. (5 Marks)

The career of a civil servant is not one which appeals to the man of ambition of Rajasthan. The majority of men, at any rate, compromise is their choice of career between ambition and security. The civil servant certainly has reasonable security. He is spared the kind of anxiety which too often becomes the destroyer of contentment in many other walks of life. There is no boss to dismiss him in a fit of temper, no practice to lose through the ill health or ill luck, no share holders to satisfy and no bankruptcy to face through the caprices of the market. On the contrary, grave misdemeanors apart, he is assured of an adequate livelihood rising to comfort in modest style; he can look forward to retirement with a not ungenerous pension, before he is worn out and enjoy a tranquil retired life. As for ambition he endeavours. With reasonable industry and ability he can expect to earn a regular promotion up to such limits as his talents merit. The influence he exerts will never be spectacular, but for a good many men there is more attraction in becoming a power of a kind which may give great inner satisfaction and may even inner vanity, but without the risk of a neck breaking fall.

UNIT-9

E-mail ETIQUETTES

Structure

- 9.0 Objectives
- 9.1 Introduction
- 9.2 How to Check & Compose Mail on an the Stationery
- 9.3 Do's and Don't
- 9.4 Things to Remember
- 9.4 Practice Exercise

9.0 Objectives

In this unit we shall study E-mail Etiquettes including what is E-mail and its use, how to open an E-mail ID, and Do's and Don'ts of E-mail. We shall conclude by things to Remember and Practice Exercise.

9.1 Introduction

The widespread use of Computers in offices and homes and the mushrooming of cyber cafes have made e-mail communication very popular. People are even sending inter-office communications and letters through e-mails, rather than the conventional letter.

E-mail is a shortcut to the conventional letter. You do not need a letterhead, paper or envelope. Nor bother about using postage stamps or visiting the post office. you can even do away with the formalities of a conventional letter. Just sit down at the computer, open a file, write your message and send this via e-mail. The process is so fast that if the recipient is sitting at his computer, within the next few minutes you could have a response to your letter! Neither does it matter that the recipient lives in another part of the world.

As in all other forms of communications, however, etiquette and good manners are important even in e-mails. Most people have acquired e-mail. Most people have acquired e-mail addresses through some free service providers. These addresses are flouted on their stationery and visiting cards to impress others. However, with no personal computer, many rarely check their mail, visiting a cyber cafe occasionally to do so. Should be daily, particularly if your e-mail address is on the stationery.

9.2 How to Check & Compose Mail on an Existing e-mail Account

After opening the web mail on which the concerned account is present follow the steps given below :

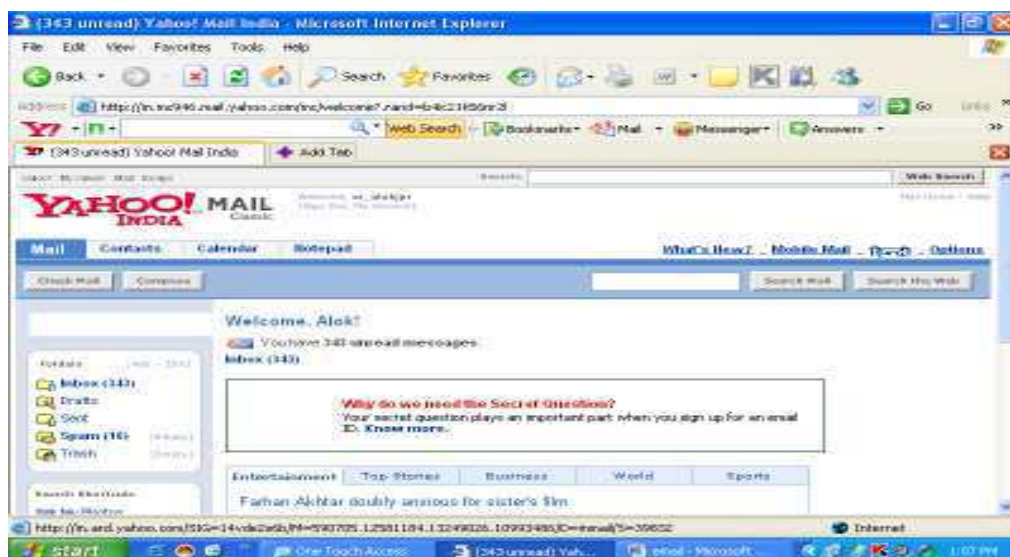
Step 1

Type the e-mail ID/Login and password in the dialogue box. If the information is correct the account opens. See figure 1 & 2

Figure 1



Figure 2



Step 2

When the account opens click on the option required, see figure 2

- (a) In case you wish to check the mail. Click on check mail box. The listing of mails received is displayed in the window, **See figure 3**

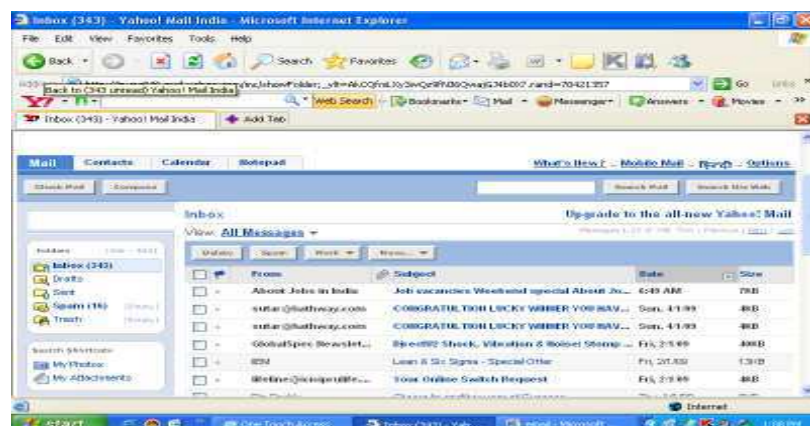
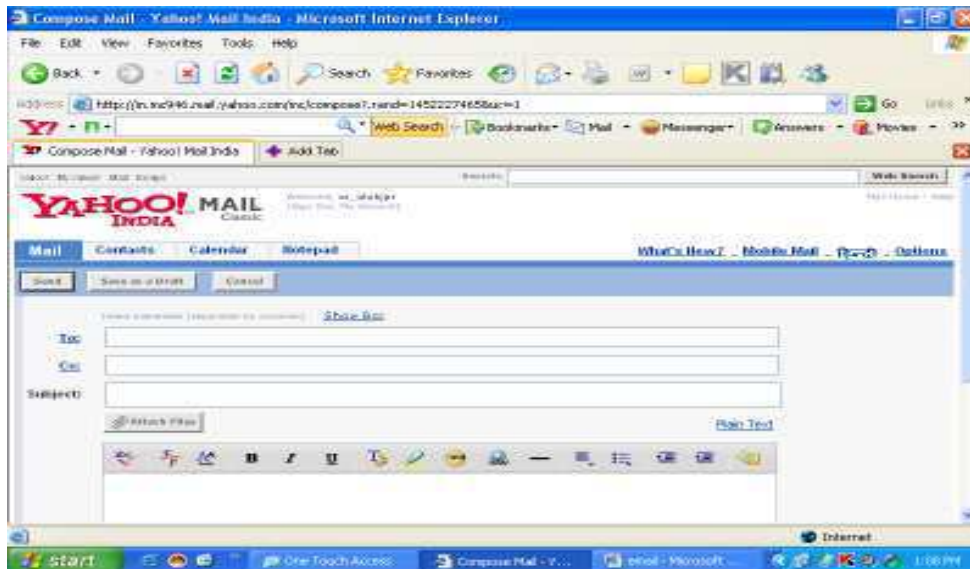


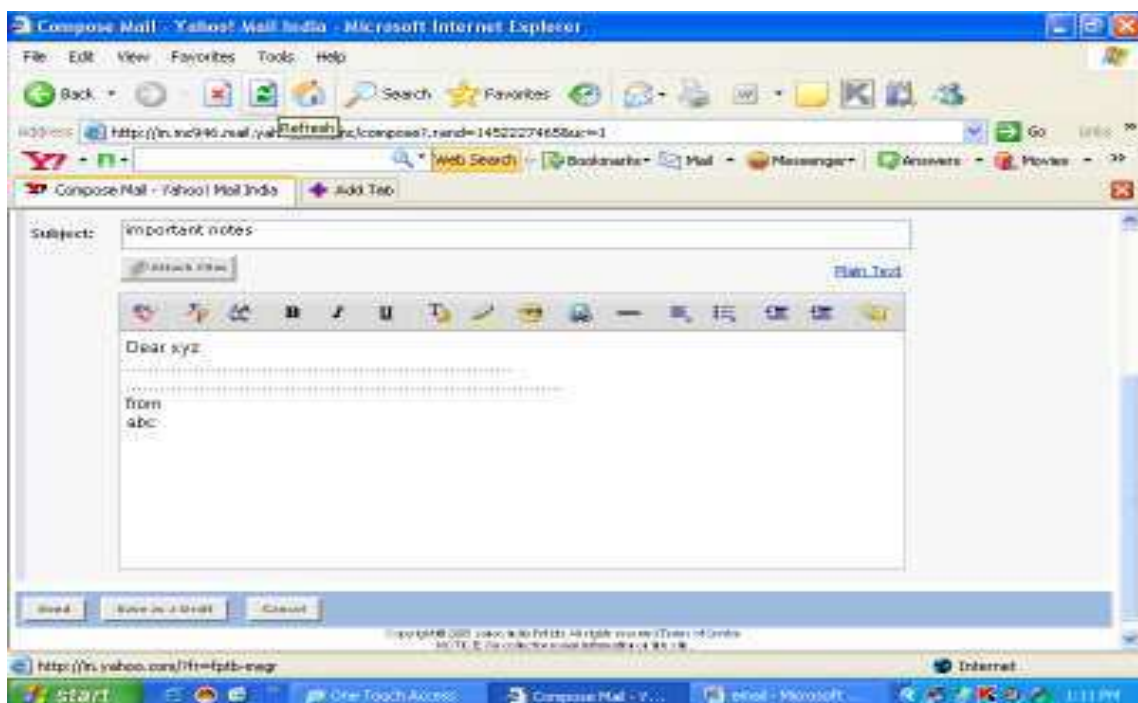
Figure 4

- (b) If you wish to compose mail and send it to a recipient click on compose box. The relevant screen for composing the mail appears in the window. Fill in relevant details in the given boxes i.e. the e-mail address to which the mail has to be sent, the subject line etc., See figure 4



Type the contents to be sent in the mail. See figure 5

Figure 5



After typing the mail send the mail by clicking on **send** option. In case a file has to be attached click on, **attach files** option visible in figure 5, attach the file to be sent and then send the mail.

9.3 Do's & Don't

- When sending e-mail, people do away with several conventional practices like using capital letters, ensuring grammatical correctness, using proper punctuation and similar usage. Instead, they use abbreviations to write messages faster. It is proper to write short messages. Also, use lower case letters.
- Attachments can be sent if necessary. Do ensure these are not very big. Large mails are difficult to download. Besides, if not downloaded in time, the mailbox can get choked in time, the mailbox can get choked, creating problems for the recipient.
- Do not forward all kinds of unsolicited mail to others. Such mails is referred to as Spam. This is irritating and can cause inconvenience and waste the recipient's time. Do not pass on e-mail addresses of friends and acquaintances to others without permission. This may result in their getting Spam mail.
- Send mail only to the concerned persons(s). Do not send copies to everyone you *think* would find it interesting. Address your mail to the persons from whom you expect a response by writing their names in the 'To:' box. Copies can be sent to others directly connected with the message, but do not need to respond, by putting their addresses in the 'Copy to:' box.
- Do not create or forward chain mail. No one has ever been blessed with luck or received money by sending e-mail. Chain mail increases Internet traffic, slowing down the service. It also irritates recipients.
- Hackers may forward virus-loaded mail to you. Never open mail from strangers, particularly when the subject is vague or mischievous. Many gullible people have fallen prey to such mail, suffering great loss through virus infections of the hard disk.

9.4 Things to Remember

- While addressing the mail, in the 'TO' column, put the i.d.'s of the person(s) who is to take action in the matter; in the 'CC' column, the id's of those who are in the loop only; the 'BCC' column should better be left unused as many companies, consider it unethical to use that column.
- Make the subject line specific and short. Don't leave the subject blank, and don't use a generic subject line, "Hi" or "Just for you." Don't also have a long subject line.
- Use different mails for different subjects; do not club three or more different subjects under a general subject. Only one subject, and its connected data, should be in one mail.
- Follow correspondence rules. Do not type everything in caps or in lower case; follow grammar rules, and don't commit mistake.
- Punctuations marks should be correctly used, and not overused, showing intense excitement etc.
- Use soft and neutral words, and cut out harsh or emotional content. A business letter should be

business like, not a drama script.

- Your mails should normally fit into one page without the reader having to scroll down.
- Don't forward messages with three pages of mail-to information before they get to the content. In the message you forward, delete the extraneous information such as all the "Memo to," subject, addresses and date lines.
- When replying to a mail, don't automatically hit the 'Reply All' button.
- Sometimes very embarrassing internal mail goes to an external customer, with disastrous results.
- When replying to a questions, copy only the question into e-mail, then provide your response.
- Address and sign your e-mails. Although this is included in the 'To' and From sections, remember that you're communicating with a person not a computer.
- Use your company id only for business mail, and your personal id for your friends etc.
- All mails sent through the company computer are scanned by the company. Be careful regarding what you send. If you have visited an X site, then you are in deep hot water.
- Be careful what you write in your mails. They are a record, and can be used against you in the future, when you least expect it.

9.5 Practice Exercise

1. Write an E-mail to your buddy Joseph of New York inviting him to come to India and spend his Christmas vacations in your city.
2. Write an E-mail to Registrar, M/S Karvy consultants Ltd. Bangalore requesting him to convert your physical share certificate of Chennai Petroleum Ltd. into D-mat form. Give necessary details of your shares. Invent the I-D of the Registrar.

UNIT-10

TELEPHONE CONVERSATION

Structure

- 10.0 Objectives
- 10.1 Introduction
- 10.2 Understand How a Telephone Works
- 10.3 Do's & Don'ts
- 10.4 Mobile Phone Etiquettes
- 10.5 Point to Remember
- 10.6 Some Telephonic Conversations
- 10.7 Telephone Etiquettes in the Office
- 10.8 Practice Exercise

10.0 Objectives

In this unit we shall study about telephone conversation including importance of telephones, use of telephone, manners on telephone, mobile phone etiquettes, some telephonic conversations and telephone etiquettes in the office. In the end we shall give you some practice exercise.

10.1 Introduction

Our telephone network has grown phenomenally. Possession of a telephone at the residences has become a very common thing these days. But, it is a sad commentary that many do not know how to talk on the telephone. As a result, they make themselves sometime the laughing stalks or annoy a caller in no small measures.

Nothing has brought people closer across cities, countries and continents as the telephone has. Today, one can talk to people even in remote corners of the world. Business houses have a telephone on every desk.

Telephone have even gone to remote villages. Where individuals cannot afford them, there are public call offices spread all over the country. One can talk to any part of the world from these booths.

Telephones have even made it possible to send documents through fax machines connected to the telephone line. Documents can now be sent within minutes. The Internet connected through the telephone has brought the world to every home.

All these developments have given rise to the need for good manners on the telephone.

10.2 Understand How a Telephone Works

Read the telephone booklet carefully.

- Many telephone instruments have the facility to store telephone numbers, key important numbers into the instrument, and on pressing a single button the number can be dialed automatically the redial button can be used to dial the last number dialled.
- Refer to the city codes/country codes while dialing outside the city or country.
- To dial a number from a place where as personal exchange is installed, as in some homes or in offices and hotels, you first need to dial a number like '0' in Hotels, this number is noted in the directory of services provided in every room.

It is not practical to remember the numbers of all the persons one needs to contact. The telephone department supplies a directory of the local telephone numbers to all users. Some organizations have supplemented this service by publishing special directories referred to as *Yellow Pages*, as these are printed on yellow paper. For daily use it is not possible to keep referring to these directories. Therefore, one must maintain a personal telephone directory where one can note down the numbers of persons one speaks to frequently. For emergency use, the numbers of the hospital, fire brigade, railways, the bus terminal, police station and the family doctor may be noted on the first page.

In some cases, as at railway stations or airports you may be put on to a number that is connected to a computer. When you are connected to the railway station, this number will automatically give instructions. It may ask you whether you want to inquire about departures, or arrivals. It will also direct you to key in a particular number for departures, and another one for arrivals. When you follow instructions, you may now be asked the train number. When you key in the train number, you will get a response saying, "The train is running 45 minutes late." This way you can get information about many services conveniently on the telephone.

10.3 Do's & Don'ts

- When making official calls, you must be clear about the person you wish to speak to, and what you want to convey. This will ensure no time or money is wasted on wrong calls. Furthermore, whenever you dial a number make sure it is the right number.
- When you make an official or business call and the person you wish to speak with is not available, leave your contact details with the receptionist or telephone operator. This will ensure that when the person gets back, s/he will know that you had called and would be in a position to call back if they so desire.
- To get personal services like food or groceries by using the telephone, when you ask for home delivery, identify yourself clearly and give your precise address and the telephone number you are speaking from.
- When dialing international numbers, it is good manners to check the time of the country where you are calling. It may be daytime here, but it could well be midnight in the country where you wish to call and you might disturb the recipient at an odd hour.
- When you speak on the phone, it is your voice that makes or mars your image. It is, therefore, important that you speak courteously on the phone. Be polite. Answer the call gently.

10.4 Mobile Phone Etiquettes

With almost all cities being linked through mobile phones, the number of users has grown dramatically. With this has arisen the need for good manners and etiquette when using mobile phones.

Many people use mobile phones not because they need to, but because it is perceived to be a status symbol. It may be all right to carry a mobile phone when travelling, or when one needs to stay away from home until late into the night. But it is certainly not something to carry to school or college.

10.5 Points to Remember

1. A user subscribes to the cellular phone service for personal convenience. If you wish to talk to the person, it is simple courtesy to first try and get the person on the landline. Only if the person is unavailable on the landline, and you need to get in touch quickly, should you dial the mobile number.
2. Many mobile phone users are guilty of keeping their instruments on at restaurants, cinema halls and temples, during meetings and at places where these can disturb others. It is good manners to keep the ringer off when you are in a public place where it can disturb people. Use the vibration mode instead.
3. If you need to respond to calls made when you are in a public place, remember that speaking even in hushed tones can disturb others. Excuse yourself, and go to a place where you can speak without disturbing others.
4. *It is dangerous and against the law to use mobiles while driving.* Many accidents have occurred simply because the driver's attention had been distracted by a call. If you need to take or make an urgent call, stop the car by the roadside and then speak.

10.6 Sample Telephonic Conversations

Situation I

Neena, a second year student, is in her house all by herself. Her parents, Mr. and Mrs. Satish Chandar are out on a social function. Mr. Satish Chandar is a Deputy Secretary in the Central Govt.

(The telephone rings)

- | | | |
|-------|---|--|
| Neena | : | Hullo. |
| Voice | : | Is it 2431678? |
| Neena | : | It is. |
| Voice | : | May I speak with Satish, please? |
| Neena | : | I'm afraid, Mummy and Daddy are out. May I take down a message? |
| Voice | : | May I know who is on the line? I am Tandon here, Satish's colleague. |
| Neena | : | Good evening, uncle. I am Neena, Satish Chandar's daughter. |

Tandon : Oh, Hullo, Neena. Nice to hear you, my child. Any idea when your parents would be back?

Neena : No idea, uncle. They didn't tell me the time. They would have dinner and then return, I presume.

Tandon : Oh what a pity? Could you do me a favour, Neena?

Neena : Sure, uncle.

Tandon : Could you please tell father to ring me back as early as possible? Even at dead of night? There is something urgent.

Neena : Of course, uncle. Does father know your number?

Tandon : Yes, he does. Please leave a note to him in case you go off to sleep.

Neena : No uncle. I will be awake when they return. I am preparing myself for tomorrow's test, you see?

Tandon : Good, Wish you the best of luck. Good night Neena.

Summary

Over the residential telephone, it is good practice not to tell the caller who you are or even your own telephone number until you know who exactly is calling. So, to answer an incoming call with a "Hullo" is quite in order.

Once Neena knows that an elder is calling, she greets him and addresses him as "Uncle." This is correct etiquette. Neena could have addressed the caller as Mr. Tandon. But being young, she addresses him respectfully and this adds a little intimacy.

Mr. Tandon is quite impressed with the way Neena spoke on the line and the way she had composed her sentences. So, he addresses the young maiden as, "my child." This is a compliment for Neena.

Situation 2

Mira Chatterji has just completed her +2; has appeared for several competitive examinations. Her ambition is to join an HT or some engineering college and go in for a Computer science degree. She had attended several coaching classes too and had prepared herself to face any kind of interview. See how she manages a conversation with a middle aged high society lady. Mira has rung up her friend (Nomita Roy) for a chit chat.

(Mira hears the ring back tone)

Voice : Hullo?

Mira : Hey Nomita? Didn't you promise to ring me this morning to talk about the movie this evening? Forgot or what?

Voice :

Mira : Why don't you say something, idiot?

Voice : Are you sure you are talking with Nomita?

Mira : Come, come. Don't try to fool me. You are Nomita, aren't you?
I know your voice well, idiot and a half. This isn't the first time I am talking, eh?

Voice : This is Nomita's mother speaking. (It is a commanding voice. *Mira thinks the lady is sounding like her English teacher in Std. XII of Lorretto school*)

Mira : (*Gulps a few times*) I am .. er I am sorry, Madam. Really .. sorry
You sound so much like Nomita, Madam. Please forgive me.

Voice : All right, my child. What's your name?

Mira : I am Mira, Madam. Mira Chatterji from Salt Lake. Nomita and I are classmates.

Voice : Good. I shall call her. Please wait.

Mira : I am sorry, Madam. You sound so much like Nomita.

Voice : What are you doing nowadays Mira?

Mira : Nothing in particular, Madam. Just waiting for the results.

Voice : Ali, here is Nomita for you. (Passes over the handset to Nomita)

Nomita : Hi, Mira. How are you?

Mira : Wait. Wait. Is your mother around or has she gone away?

Nomita : She has gone. Why?

Mira : I got frightened, stupid.

Nomita : Why? Why?

Mira : Because, she sounded so imposing and overpowering. I was scared to address her, "Aunty".

Nomita : Oh, cut it out, yaar. Mom is a gentle lady. If you see her you would change your mind.

Mira : Am not sure. Is she a teacher or something?

Nomita : Didn't I tell you, she is an HOD in St Xavier's?

Mira : No. Anyway, now I know. Which movie are we seeing today, my girl?

Summary

Mira has obviously picked up some choice 'homilies' and friendly invectives to be used with friends. What shock she would have felt on learning that she had been talking with Nomita's mother for a while. "Why did I use all those frightful phrases?" she would have regretted in her mind. Some young

women may have put the phone down and run away at this point! But, Mira is a different kind of a person. She regains her composure and immediately apologises to the lady for her folly and addresses her reverentially as Madam.

Situation 3

Sometimes, young people may get flabbergasted and blabber indistinguishable words and sentences if they encounter an opposite sex at the other end. No need at all. Keep your wits about. Let us see how Manoj manages such a situation.

Manoj had rung up 972 3456 to speak with his friend, Bhola. He is aware that Bhola has no sisters and only two brothers. But he encounters a female voice.

(Manoj has dialled the number and waits)

Voice : Hullo.

Manoj : (Surprised at an young female voice) Is it 972 3456?

Voice : Yes, it is.

Manoj : This is Manoj here. May I speak with Bhola, please?

Voice : I am afraid. Bhola isn't here. Has gone for some shopping. Could I take down a message or something?

Manoj : Thank you. But, I am eager to know who I am talking with? You have a wonderful voice.

Voice : Well, I am Bhola's cousin. A visitor to Lucknow.

Manoj : (Deeply impressed with the lady's voice and mannerisms, he wants to float a conversation with her) Welcome to Lucknow. You didn't tell me your name.

Voice : I am Nandini.

Manoj : Welcome to Lucknow, Miss. Nandmi. Will you be staying in Lucknow, for long?

Nandini : Just a couple of days, I think.

Manoj : What a pity? I would love to meet you, you know? You have such a lovely voice, you see?

Nandini : Thank you. Isn't it just an ordinary female voice?

Manoj : No, I think it is an extraordinary voice.

Nandini : Thank you. Shall I tell Bhola that YOU Tang up.

Manoj : Please do.

Summary

Do note that Manoj had kept his cool all the while. The dialogue is highly dignified; no irrelevant

and silly questions. It is of a high level English as well.

See the sophistication in the sentence, “I am eager to know who I am talking with?”

Some young men may ask, “Who are you, what is your name etc?” Similarly, mark the diplomacy in the sentence, “You didn’t tell me your name?” He is entitled to frame the question this way because he had mentioned his own name earlier.

Manoj has followed the trick of ‘giving a compliment’ to make the other talk and keep the conversation alive. He had picked on her ‘wonderful voice’. Nandini has been only modest by saying, “isn’t it just an ordinary female voice?”

When you have to give out your name, say, “I am so and so.” Never use the phrase, “My name is ... so and so.”

The various shortcuts used here are:

“I am after-aid ... Bhola isn’t here” - “I am afraid” is a prelude to a negative statement that has followed.

“Just a couple of days” - I shall be staying in Lucknow for a couple of days.

“Please do” - Please tell Bhola that I rang him up.

The correct acknowledgement for “Thank you” is, “You are welcome.” Here, Manoj had no opportunity at all to use this phrase.

Situation 5

Another occasion people use strong words or lose their temper is when they receive a wrong number. It is not a caller’s fault at all if he gets a wrong number, is it? He/she didn’t mean to inconvenience you at all. Yet, the caller in such situation is expected to be nice and console the ‘telephone-disturbed subscriber’.

Let us see how Norton behaved in one such situation, The time now is 1030 p.m. and Norton is the only member awake in the house; he has been revising his lessons. Norton is a First year engineering student.

(Telephone bell rings)

Norton	:	Hullo?
Voice	:	Is it 627 4-317?
Norton	:	I am afraid, No. I think you have got a wrong number.
Voice	:	But, I dialled the number correctly, you know?
Norton	:	Well, sometimes one may get a wrong number, you see?
Voice	:	I am very sorry. So sorry to have disturbed you at this hour. My apologies.
Norton	:	You are welcome.

Summary

When you encounter a wrong number, don't shout at the caller. It is not his/her fault at all. Just say politely, "Sorry, wrong number." And don't curse the caller either.

The caller at this stage is duty bound to apologise because she/he had certainly caused some inconvenience to the other. Copy the method used by Norton.

10.7 Telephone Etiquettes in the Office

Do's

- Always return calls. Even if you don't yet have an answer to the caller's questions, call and explain what you're doing to get the requested information, or direct them to the appropriate place to get it.
- If you're going to be out, have someone pick up your calls or at a minimum, have your answering system tell the caller when you'll be back in the office and when they can expect
- When you initiate a call and get a receptionist or secretary, identify yourself and tell them the basic nature of your call. That way, you'll be sure you're getting the right person or department and the person you're trying to reach will be able to get the appropriate information and help you more efficiently.
- When you receive a phone call, identify yourself and your department, if it is an in house call, and your name and the company if it is an outside call. Answer the phone with some enthusiasm or at least warmth, even if your ARE being interrupted, the person on the other end doesn't know that!
- Make sure your voice mail system is working properly and doesn't tell the caller that the mailbox is full, transfer them to nowhere, or ring indefinitely. Address technical and system problems a rude machine or system is as unacceptable as a rude person.
- You don't have to reply to tele-advertisements. If someone is calling to sell you something, you can indicate that you are not interested and hang up without losing too much time on it.

However, you do need to be careful. You may be receiving a call from an insurance or long distance company that wants to hire you as a consultant! Be-sure you know the nature of the call before you (politely, of course) excuse yourself.

Don'ts

- Personalize the conversation. Many people act in electronic media (including phone, phone mail, and e-mail) the way they act in their cars. They feel since they're not face-to-face with a person, it is perfectly acceptable to be abrupt, crass, or rude. We need to ensure that we make best use of the advantages of these media without falling headfirst into the disadvantages.
- Don't put a person on hold without asking him if he would mind holding.
- When you take a message for someone, do so on a large sheet of paper in some detail. Do not edit the message. Add the date and time, and your signature before leaving it on the absentee's table
- Don't make funny noises on the phone. Drinking water while answering the phone eating chips, or

blowing your nose, is unacceptable.

10.8 Practice Exercise

1. Invent a telephone conversation with the personal at Sundaram Appliances complaining about the mal functioning of your new T.V. set.
2. Your close friend rang you up on your mobile while you were busy at a social function. Invent a dialogue with her.

UNIT-11

SITUATIONAL CONVERSATION

Structure

- 11.0 Objectives
- 11.1 Introduction
- 11.2 Breaking the Ice
- 11.3 Some Common Situation Conversations
- 11.4 Practice Exercise

11.0 Objectives

In this unit we shall study situational conversation including breaking the ice, some common situation conversations and practical hints and summaries. In the end we have given you some practice exercise.

11.1 Introduction

English is known to be a very polite and polished language. It contains a lot of niceties and if you don't know them or don't know how to use them, your listeners may conclude that you haven't learnt the language thoroughly at all. Or, you may cut a sorry figure in front of them. Some people may even avoid your company on the impression that you are an ill-mannered person and it is not worth cultivating any friendship with you

11.2 Breaking the Ice

Many English users at college levels would feel confident of talking in grammatically correct English. This would be the case when the conversation has picked up. But, the problem could be, how to start off a conversation especially with a stranger or even the opposite sex. Some people are absolutely sure that if someone could kick start it could keep it going. It is that initial inertia that frightens them.

The 'first step' is the real obstacle and tiding over it is known as "Breaking the ice." How to break the ice? It is not at all that difficult. Situation 1 & 2 depict how one could break this ice and feel free to talk.

11.3 Some Common Situation Conversations

Situation 1

This is your first day in a Self financing engineering college. You have got a Management seat here in the Civil engineering discipline. While you were looking at the notice board and staff list board, a well dressed gentleman hails you. You turn around and note that the other doesn't look like a student; an elderly gentleman. You feel he is probably a Professor or a Senior Lecturer. Your name is Naman.

Prof : Hullo there!

Naman : Good morning. Good morning, Sir. Did you call me?

Prof : Yes, I did. Are you sure you haven't lost anything?

Naman : No, Sir, I don't think I have lost anything?

Prof : Is this your pen?

Naman : Yes, it is, Sir. I don't know how it had slipped out of my pocket. Thank you, Sir

Prof : You are welcome. What's your name young man?

Naman : Naman, Sir

Prof : Good. I am Professor Natesan, Head of Department of Civil Engineering.

Naman : (Gulps) I am I am a Civil engineering student, Sir, I am I am a new student, Sir.

Prof : Oh good. What a coincidence? So you will be coming to my department from next year, won't you?

Naman : I suppose so, Sir.

Prof : Well, see you, Naman

Summary

The atmosphere here is quite different.

An elder or a senior teaching staff like a Professor or Principal could take the liberty of saying, "What's your name? Similarly, you as an adult can ask a little child, "What's your name?" But, between persons of the same age or status, this practice is to be avoided.

When an elder is at conversation with young man, the initiative to keep the conversation going will always be taken by the elder. So, there is no question of breaking the ice. You just answer all his questions correctly, accurately and respectfully. You don't have to ask any question from your side. An occasional one yes, and that too totally innocent and friendly.

Shall we analyse some of the sentences?

When someone has done some favour to you or done something in your favour, always thank the other. 'Thank you or Thank you very much' ' is the right phrase. Avoid mentioning, "Thanks". "Thanks" is not considered quite polite enough. 'Thank you' is the short form of "I do thank you". The acknowledgement for a 'Thank you' is, "You are welcome." Some persons have the habit of acknowledging it by, "No mention please or it is all right." These are wrong. Stick to "You are welcome."

"What a coincidence" looks like a phrase. It is equal to, "Isn't it a coincidence? or, It is a coincidence."

You must show the greatest respect to your teachers in a School or College.

What is the meaning of "see you"? It is equal to, "Shall meet you sometime later." When you take leave, it is customary to use this sentence.

Be liberal with your 'Thank you's'. Here, Naman doesn't fail to thank the Professor for handing

over his pen.

Situation 2

At a Bus stop, David a first year student of a Science college “meets his neighbour Mr. Seshadri, a government official. Standing next to Seshadri is a girl of about 10 years, possibly his daughter. David knows that Seshadri is his neighbour and has bumped into him quite a number of times and sometimes along with his parents. Let’s see how David manages the situation.

- David : Good morning, Sir. Waiting for Bus 153?
- Sesh : Good morning, young man. Yes. No 153 has
- David : It is unusual, uncle. I am also waiting for 153.
- Sesh : How are you David? How far are you going?
- David : Fine, thank you, uncle. To Parry’s.
- Sesh : How are your parents? Haven’t seen them for quite sometime.
- David : They are well, uncle. Dad is out of station. Will be back from Delhi next week, I think.
- (Seshadri feels a tug at his waist and looks down at his daughter)*
- Sesh : Ah yes. David, meet my daughter, Selvi.
- David : How do you do Selvi? Nice to meet you. Where have you been all these days?
- Selvi : I just returned from Boarding last night.
- David : Boarding? You studying outside Chennai?
- Selvi : Yes. In Hyderabad. I am in the VI standard.
- David : Isn’t that wonderful? Well, hope to see you more often, Selvi.

Summary

When you sight someone known to you, even known casually, it is bad etiquette to ignore his/her presence. Here, David wishes Mr. Seshadri heartily with a warm “Good morning” as the first step in starting a conversation and also makes a small enquiry. Initially he addresses the other as Sir and later switches over to Uncle. A youngster addressing an elder “Uncle” or “Aunty” is accepted in our society and this, only in informal surroundings. If you happen to meet an elder outside, even an acquaintance, always stick to “Sir” or “Madam”.

“How are you?” is an acceptable greeting when you meet someone known to you very well. “How do you do?” is the correct greeting cum response when you are introduced to someone. David does this to Selvi. Selvi here has no chance to say, “How do you do?” since David has thrown a question at her in the same breath. The acknowledgement for “How do you do” is again “How do you do?”

When you are introduced to someone, even if to a small boy or girl, don’t stop after saying, “How

do you do?"; always initiate some kind of a conversation appropriate to the situation and the person concerned.

Since the age difference between David and Selvi being about 8 years or so, David could have greeted her on introduction, "Hullo, Selvi or even Hai Selvi." But he chose to treat her as a young maiden.

Some more situations with Analysis and Practical Exercises Michael making an inquiry at the Post Office.

Situation 3

- Micheal : Excuse me.
- Counter Clerk : Yes
- Micheal : I want to send this parcel, please.
- Counter Clerk : Do you want to send it by letter post or parcel post? It'd be seven rupees fifty paise by letter post, and five rupees twenty-five paise by parcel post.
- Micheal : You'd better send it by letter post. It might be quicker.
- Counter Clerk : All right. Anything else I can do for you?
- Micheal : Yes. Could you weigh this letter, please?
- Counter Clerk : It is just over twenty grams. It'll cost you one rupee forty paise. Here're the stamps for the parcel and the letter. Will you affix them, please
- Micheal : I also want twenty inland letter sheets and ten stamped envelopes.
- Counter Clerk : By all means. But wait a minute, please. Let me first give you the receipt for the parcel. Here's the receipt. And here's the postal stationery.
- Micheal : Thank you very much. Can I leave the parcel there on the desk in front of you?
- Counter Clerk : Yes. But put the letter in the box over there.
- Micheal : Oh, yes. Thank you very much.

A Practical Exercise for Understanding the Dialogue

Read the following questions and try to answer them as briefly as you can. Read the dialogue again when you are not sure of the answer

1. Where does the dialogue take place?
2. How many people are taking part in the dialogue? Who are they?
3. Do we know the name of the Counter Clerk? Is it a man or a woman? Do we know?
4. Micheal wants to do three things at the post office. What are they?

5. Are the two people in the dialogue polite to each other?
6. Does Micheal leave the post office happy or unhappy?

B. Communication Analysis

The following sentences are from the dialogue between Micheal and the Counter Clerk at the post office. Read them.

1. Could you weigh this letter, please?
2. Will you affix them, please?
3. Wait a minute, please.

In sentence (1) above, Micheal is requesting the Clerk, very politely, to weight the letter, In sentence (2), the Clerk is making a request to Micheal - he is asking Micheal to stick the stamps on the letter. The Clerk is asking Micheal to wait a little, in sentence (3).

In our daily lives, we ask people to do something or other for us. We ask them *politely* and they will help us readily and cheerfully. A request is a polite way to asking people to do something fort us.

Situation 4

An Interviewee named Vinod faces five interviewers who ask him various questions to test him.

Vinod (interviewee): Good morning

Interviewers (A, B, C, D, E) : Good morning

A : Please sit down.

Vinod : Thank you.

B : Please tell us your name.

Vinod : I'm Vinod Chattopadhyaya.

C : Your name gives the impression that you're a very learned man.

Vinod : I wish I were. If only names could be an index of the mind of the people who bear them.

D : What about your name? Do you think it indicates your personality?

Vinod : I can't answer that question, but I'm sure I can't make any claim to any great learning or knowledge that my name....

E (interrupting him) : Well, do n't worry about your name. Please tell me what subjects you studied for your B.A.

Vinod : History, economics and political science.

E : I wonder why most of you offer these subjects.

Vinod : That's because most colleges teach only these subjects. They have no facilities to teach certain subjects which most of us would like to study.

- A : Can you name some of these subjects?
- Vinod : Yes, sociology., for example. Or education and psychology. Or still more useful and career-oriented subjects like business management, social work, journalism, international understanding, oceanography.
- B : But to you think you can mention social work and oceanography together, in the same breath?
- Vinod : Oh I just named them as they came to me, at random. I wasn't in any way attempting a classified list.
- C : Can you tell me why you're interested in an administrative career? Most candidates for jobs try their luck at everything and plump for whatever job they can lay their hands on. They don't care whether they are fit for a certain career or not.
- Vinod : Well, I don't know much about others. I'm taking this interview because I'd, any day, prefer an administrative position to any other.
- B : Why?
- Vinod : Well, I think I'm good at getting things done rather than doing them myself.
- A : That's a good answer! Thank you.
- Vinod : Thank you.

A. Practical Exercise for Understanding the Conversation

1. Where does the conversation take place?
2. What kind of job is the interview for?
3. What is Vinod's qualification?
4. Does Vinod answer well? Do you like his answers?
5. Do you think Vinod will get the job?

B. Communication Analysis

The interviewers asked Vinod a large number of questions. They had to, because they were seeking information about the candidate. As we know, questions are the best way to seek information.

The following are some of questions the interviewers asked Vinod.

Do you think it indicates your personality?

Can you name some of these subject?

Do you think you can mention social work and oceanography together?

Can you tell me why you're interested in an administrative carrer?

2. Compare these two pairs of sentences:

- (a) What subjects did you study for your B.A.?
- (b) Please tell me what subjects you studied for your B.A.
- (a) Does it indicate your personality?
- (b) Do you think it indicates your personality?

Questions marked (a) in the pairs above and sentences marked (b) both ask for the same items of information. But question (a) is rather abrupt; it might even sound a little rude. Question (b) is polite; it is more tactful.

In polite conversation, people use expression like *Please tell me* or *Do you think.....?* to introduce questions. Let's look at some such expressions:

1. Can you tell me...
2. Could you (please/kindly) tell me....
3. I wonder if you could tell me.....
4. I hope you don't mind my asking, but I'd like to know.....

As you will have noticed, these expressions have been arranged in order of increasing politeness - expression 1 is polite 2 is more polite, and 4 the most polite.

Interviewer C asks Vinod :

Can you tell me why you're interested in an administrative career?

This question has two parts:

- (A) Why are you interested career?
- (B) Can you tell me?

The real question is (A). But is made more polite by adding (B) before it. It is called an 'indirect question.'

Study three more examples from Vinod's interview:

1. Does your name indicate your personality?
Do you think?
Do you think your name indicates your personality?
2. What subjects did you study for your B.A.?
Please tell me.
3. Can you mention social work and oceanography together?
Do you think?
Do you think you can mention.....?
2. Compare these two question:

- (A) Why are you late? (Direct question)
- (B) Can you tell me why you are late? (Indirect questions)

Study the word-order of (A). It is the usual word-order of questions, that is:

are	you.....?	(Direct Question)
(verb)	(subject)	

Now, look at the word-order of (B):

you	are	(Indirect question)
(subject)	(verb)	

The indirect question has the word-order of a statement.

11.4 Practice Exercise

1. Write the conversation between the owner of a tea stall and a customer whose order has been delayed. Invent the necessary details.
2. Write the conversation between a customer and a counter clerk at the bank. The customer makes an inquiry regarding a cheque he wants to encash at the counter. Invent the necessary details.
3. Imagine you are inviting a close friend to tea. Write the conversation between you and your friend inventing the necessary details.
4. Write a conversation between two friends discussing a latest movie which has broken all box office records.

UNIT-12

ROLE PLAY

Structure

12.0 Objectives

12.1 Introduction

12.2 Some Practical Role Plays for Better Understanding

12.3 Practice Exercise

12.0 Objectives

In this unit we shall study role play and, some practical roles plays for better understanding. In the end we give you some practice exercise.

12.1 Introduction

Individuals play different roles in the various arenas of their lives. for example a person may be a father, son or brother at home whereas a receptionist, manager, or a director in his office. The content of his conversation depends upon the role that is assumed by the individual at the specific moment. While playing a particular role one should analyse the situation and then decide the content to be spoken. Proper content and clear delivery makes the conversation effective. Some practical situations in which people assume different roles are given below to enhance the understanding.

12.2 Some Practical Role Plays for Better Understanding

Role 1

Mary in the role of Bill's friends.

She is back from Scotland and Bill is talking to her about his holiday

Bill : Well, did you enjoy your week at the seaside, Mary?

Mary : Oh, yes, I did. I feel very much better now, not tired at all.

Bill : You've had a lively sunny week, haven't you? Are you going to spend another holiday there soon?

Mary : I hope I'll go there again some day, but I don't know when I'll be able to

Bill : I must soon make plans for *my* holidays. I haven't yet decided where I want to go. George came with me last year.

Mary : Did he? Where did you go?

Bill : We made a tour of several countries in Europe. I don't think I can afford to go abroad again this year, though.

Mary : Have you ever been to the Channel Islands? Its' very much like a trip abroad to go there, because they lie quite close to France. The sea is warm, there's plenty of sun, and it won't cost very much if you want to go.

Bill : Good heavens, Mary. You sound like a travel agent! Have you changed your job since you came back from Scotland?

Mary : Of course not. But I was reading a brochure about Jersey yesterday

Bill : I'll ask George tomorrow if I see him. he hasn't made up his mind yet, either, so perhaps we can go there together. Will you join us if we go to the Channel Islands, Mary?

Mary : What a wonderful idea! Let me know what George thinks. I'll certainly try to come too, if the time is suitable.

Bill : I have an even better idea. Why not ask your friend Ann to join us? I still haven't met her, you know. What do you think of that?

Mary : No, Bill; it's a very *bad* idea. I really don't know why you are so interested in her.

Bill : Perhaps because you are always talking about her. And if she comes, she'll be good company for George, won't she?

Mary : But you don't know that George will be able to come, do you? Besides, I'm sure Ann has made plans for her holiday already.

Role 2

Jane in the role of a victim who has lost her bag. She converses with the policemen regarding the matter.

Policeman : Good morning. Can I help you?

Jane : I hope so. I've lost my bag.

Policeman : Where did you lose it?

Jane : I'm not sure exactly. I went shopping this morning and I don't know where I left it.

Policeman : Is this bag yours, by any chance? Someone handed it to us a short while ago.

Jane : Well, no that's not mine. Mine is quite different.

Policeman : What's yours like, then?

Jane : Well, mine is made of brown leather, and quite big.

Role 3

Mr. Sharma in the role of a person whose credit card has been stolen.

Mr. Sharma : Can you help me, please? I've been robbed. My credit has been stolen.

Policeman : When did this happen?

Mr. Sharma : Just half an hour ago? I was shopping and when I went to pay, somebody bumped into me and took my purse.

Policeman : And can you describe this person.

Mr. Sharma : About twenty.

Policeman : Do you want to make a report.

Mr. Sharma : Yes, please. Do you think that there's any chance of getting my credit card back?

Policeman : Frankly, I doubt it.

Role 4

Nidhi in the role of patient. She is making an appointment with the doctor on the telephone.

Nidhi : Can I make an appointment with the doctor, please?

Secretary : Certainly. At half past ten on Friday morning?

Nidhi : All right

Secretary : Can I have your name, please?

Nidhi : Yes, of course. It's Nidhi, Nidhi Saxena.

Secretary : And what's the problem, Ms. Nidhi?

Nidhi : I've got a sore throat and a temperature.

Role 5

Reema in the role of a customer who wants to hire a car.

Agent : Good morning. What can I do for you?

Reema : Good morning. I'd like to hire a car, please.

Agent : Yes. For how many days?

Reema : For five days. From the from the eight to the twelfth of August.

Agent : Very good. What kind of car do you want?

Reema : A ford, please. How much does it cost per day?

Agent : Eight pounds, with unlimited mileage. And you have to leave a hundred pound deposit, too.

Reema : All right. I'll take that.

Agent : How would you like to pay?

Reema : Do you take credit cards?

Agent : Certainly. Will you give me your name, please?

Reema : Reema Gupta.

Agent : OK. Can I see your proof of identity, and your driving licence?

Reema : Of course. Here are my passport and my driving licence.

Agent : Thank you. And have you got your credit card too?

Reema : Yes. Here you are.

Agent : That's fine. Could you sign here, please?

Reema : Certainly.

Agent : So, here are your keys. Have a good journey!

Role 6

Tom and Jane in the role of two friends.

Tom : Hallo, Jane. What are you doing here in the park so early on Sunday morning

Jane : The same as you, I expect, Tom enjoying the sunshine.

Tom : Where did you go yesterday, Jane? I didn't see you all day. Did you do anything interesting?

Jane : Well, I worked at the office all the morning, as usual. And you know what I did in the afternoon, because yesterday was Saturday.

Tom : Oh, of course. You must have played tennis in the afternoon. Where did you play?

Jane : Our office has its own tennis club, so I played there. They have very good tennis courts.

Tom : Did you play many games?

Jane : Yes, I did. I played a match of three sets against my friend Ann.

Tom : You must have been very tired. Did three sets take all the afternoon?

Jane : Yes, they were long games. We were very thirsty after the last game.

Tom : Didn't you have any refreshments?

Jane : Oh, yes, we had some lemonade. I had a sandwich, too; but Ann didn't have one.

Tom : By the way, do I know your friend Ann? Did I meet her at your little party last week?

Jane : No, she didn't come. I didn't invite her.

Tom : What a pity! I want to meet her.

Jane : Hm! Perhaps you do, but I'm not sure that I want her to meet you.

Tom : Oh, Jane! I don't want you to think I'm specially interested in Ann....

Jane : But you are, though, aren't you? Anyway, let's talk about something else. Did you go anywhere yesterday, Tom?

Tom : Yes. I was at the theatre in the evening. They did a play by Terence Rattigan called 'The Deep Blue Sea'.

Jane : That must have been very interesting . Did you enjoy it?

Tome : Yes, I did. You must come with me, next time I go to the theatre - oh, and bring Ann with you .

Jane : Thank you Tom. It's very kind of you to ask *me* to come.

12.3 Practice Exercise

1. You are a Sales Executive of Airtel Communications. Invent a dialogue with a new customer offering some new attractive pre-paid plans.
2. You are an M.R. of Seagull Pharmaceutical Ltd. Invent a dialogue with a Physician telling him about some new medicines of your company.

UNIT-13

PHRASAL VERBS

Structure

- 13.0 Objectives
- 13.1 Introduction
- 13.2 Some Commonly Used Phrasal Verbs
- 13.3 Practice Exercise

13.0 Objectives

In this unit we shall study about phrasal verbs and meaning and usage of commonly used phrasal verbs. In the end we have given you some practice exercise.

13.1 Introduction

English language, having borrowed much from many foreign sources, is especially rich in idioms and idiomatic phrases - words and phrases with a special meaning independent of the dictionary definitions and often going against the rules of grammar. Under 'Idioms' we include peculiar use of particular words, and also particular phrases or turns of expressions which from long usage have become stereotyped in English. The modern trend of style is pre-eminently towards idiomatic English and such turns of expression as are usually forcible, terse and vivid. It is considered that to write idiomatically is to write vigorously graphically and naturally. The same meaning could be set forth in some other way, but not with equal force and brevity. It is idiomatic part of a language that is the most difficult part for foreigner to master.

Certain verbs when followed by certain Prepositions or Adverbs become compounds verbs bearing a new signification. For instance, to carry is to bear; to carry through is to accomplish. Some of these compound verbs have more than one preposition added to the simple verb; as bear up against, come in for, come up with etc. These compound verbs are sometimes called prepositional verbs but in as much as the added preposition is in reality an adverb closely united to the verb and modifying it, the term prepositional verb is not satisfactory. We therefore, suggest the term 'Verb-phrases.'

Act

1. **Act on** (produce effect). 'Strong acids act on metals.'
2. **Act up to** (fulfill). 'He will act up to his promise.'
3. **Act upon** (on the lines of). 'The police, acting upon the information they had received, caught the robbers.'

Bear

1. **Bear down** (overthrow, or crush by force). 'They were borne down by the enemy's large force.'
2. **Bear down upon** (approach with a fair wind.) 'The fleet bore down upon the enemy.'

3. **Bear out** (support or confirm). 'Your statement is not bore out by facts'
4. **Bear through** (manage to support to the end). 'Religion car bear man through all the ills of life.'
5. **Bear up** (support; keep from failing or striking; to be firm; not to sink). 'His patience along bore him up in his troubles.' I must try to bear up against his misfortune.'
6. **Bear with** (endure; tolerate). 'A sincere man should bear with his friend's shortcomings.'

Beat

1. **Beat down** (destroy; crush; lessen). 'To beat down a wall,' to beat down opposition, 'to beat down the price of an article.'
2. **Beat off** (drive back) . 'The enemy was beaten off.'
3. **Beat up** (gather; search out and collect). 'He went round to all his friends to beat up meeting.'

Blow

1. **Blow out** (extinguish) . "Blow out all the lights."
2. **Blow up** (explode). 'A match-stick is enough to blow up a petrol tank.'
3. **Blow upon** (taint; blast). 'I will not allow my reputation to blow upon.'
4. **Blow over** (pass away without injurious effect). "The cloud of misfortune has now blown over.'

Break

1. **Break down** (1. come down by breaking 2. fail in an undertaking. 3. to be overwhelmed). "The coach broke down midway.' 'He broke down in the middle of his speech.' "The poor boy was broken down with grief at his mother's death.'
2. **Break forth** (burst out). 'He broke forth into shouts of gladness.' 'Hearing this, the prisoner broke forth into loud appeals for mercy.'

Bring

1. **Bring about** (cause to happened). 'I do not know what has brought about this wonderful change in his character.'
2. **Bring back** (recall; remember). 'I could not bring back his name of memory.'
3. **Bring forth** (bear; as offspring). 'The lioness brings forth only one cub at a time.'
4. **Bring forward** (produce to view). 'Bring forward your reasons.'
5. **Bring in** (produce; introduce). 'His property bring in Rs. 1,000 a year.' 'Strange fashions have recently been brought in.'
6. **Bring on** (cause to bring). 'Cold brings on fever.'
7. **Bring out** (show or expose). 'Bring out the meaning of this paragraph.' 'The investigation is sure to bring out some surprising results.'
8. **Bring over** (draw to a new party). 'They soon brought him over to the aide of the Government.'

‘Three Hindus have recently been brought over to Mohammedanism.’

9. **Bring to** (restore to consciousness). ‘He fainted, and was brought to sense with great difficulty.’
10. **Bring up** (1. educate; 2. finish). 1. ‘Bring up a child in the habits of truth and honesty.’ 2. ‘The manager of the hotel will not give him anything on credit unless he brings up his arrears.’

Call

1. **Call at** (visit). ‘When I called at his house, he gave me a warm reception.’
2. **Call to account** (demand an explanation from). ‘He was called to account for his conduct in that affairs.’
3. **Call back** (revoke; summon back). ‘I will not call back any of my statements.’ ‘The Governor was called back at once!’
4. **Call down** (invoke; bring down). ‘They call down the anger of God upon their enemy.’ ‘He will call down thunderbolts from heaven.’
5. **Call forth** (bring into action). ‘This work will call forth all his energies.’ ‘His remarks called forth much opposition.’
6. **Call for** (demand or require). ‘This statement calls for no remark.’ ‘This offence calls for a great punishment.’
7. **Call in** (collect; withdraw from circulation). ‘Call in debts.’ ‘Call in uncurrent coins.’
8. **Call off** (to summon away; to divert). ‘He called off my attention.’ ‘I called off workmen from their employment.’
9. **Call names** (abuse). ‘When I refused to accept his views, he began to call me names.’
10. **Call on or upon** (1. make a short visit to; 2. invoke) ‘I called on my friend before I left.’ ‘Call upon me in the hour of trouble.’
11. **Call out** (speak aloud; call to service; challenge to fight). ‘I called out to him from a distance.’ ‘He called his opponent out, but the fellow was too great a coward to come.’
12. **Call up** (bring to view or recollection). ‘Can you call up the image of an absent friend?’

Carry

1. **Carry off** (1. kill; 2. bear away). ‘When the epidemic broke out in the the district thousands of people were carried off’.
2. **Carry on** (continue). ‘He carried on his studies even after his failure.’
3. **Carry out** (accomplish; execute). ‘I shall carry out your orders.’
4. **Carry through** (sustain or support to the end). ‘His labour and honesty carried him through all difficulties.’

Cast

1. **Cast about for** (try to get). ‘As soon as the book was ready for publication, he began to cast

about far subscribers.'

2. **Cast aside** (reject as useless). 'He soon got tired of his and cast it aside for a new one.'
3. **Cast away** (throw away; reject). 'Such a golden opportunity should not be cast away.' 'We were cast away on a barren island.'

Come

1. **Come about** (happen). 'How did this ad event come about.'
2. **Come in** (brought into use or fashion). 'The custom came in with the British rule.'
3. **Come off** (1. emerge; come out, 2. take place). 'He came off successful at the B.A. examination.'
2. 'When does Dussehra festival come off?'
4. **Come to one's self** (recover consciousness). 'He fainted and it was a long while before he came to himself.'
5. **Come up** (amount to). 'His debts come up to a thousand rupees.'

Cry

1. **Cry up** (praise). 'A merchant will naturally cry up his goods.'
2. **Cry out** (scream; complain loudly). 'Do not cry out before you are hurt.'

Do

1. **Do away with** (put and end). 'The custom has been done away with.'
2. **Do up** (pack up). 'My pillow is done up in the bundle.'
3. **Do without** (dispense with). 'We should learn to do without luxuries.'

Draw

1. **Draw back** (retire). 'I will not draw back whatever the difficulties in my way may be.'
2. **Draw off** (retire). 'He drew off his forces from the field.'

Fall

1. **Fall away** (1. lose flesh 2. decrease in number). 1. 'He has fallen away a great deal since his illness.' 2. 'His followers fell away rapidly.'
2. **Fall in with** (1. agree with 2. meet with). 1. 'He fell in with my views.' 2. 'On the way he fell in with thieves.'
3. **Fall off** (1. withdraw or become separated, 2. perish; die away, 2. drop). 1. 'Friends fall off in bad days.' 2. 'Words fall off by disuse.' 3. 'Fruits fell down when ripe.'
4. **Fall on** (attack). 'The fell on him and threw him down.'
5. **Fall short of** (to be less than). 'The result fell short of expectations.'
6. **Fall under** (1. come under. 2. be placed in). 'These things do not fall under human sight or observation.' 2. 'These substances fall under different classes.'

Get

1. **Get at** (come near, reach). 'I could not get at him on account of the crowd.' 'Our object in this inquiry is to get at the truth.'
2. **Get ahead** (advance; prosper). 'Shanti got ahead of her brother in studies.'
3. **Get away** (leave; escape). 'I got away early from the meeting.'
4. **Get back** (recover; return). 'He tried to get back the money.' 'He got back safe to his house.'
5. **Get down** (descend). 'He got down from the platform.'
6. **Get forward** (advance). 'This is very discouraging to one who is trying to get forward in the world.'
7. **Get on** (progress; live together pleasantly). 'How is he getting on at the school?' 'The husband and wife cannot get on together.'
8. **Get out (escape)**. 'He got out of the difficulty.'
9. **Get over (overcome)**. 'I have got over my difficulties.'
10. **Get to (reach)**. 'We have got to the end of the first book.'
11. **Get loose (become free)**. 'He got loose from constables.'

Give

1. **Give out (emit, announce)**. 'Though defeated, he would not give in.'
2. **Give out (emit, announce)**. 'Some flowers give out their richest fragrance at night.' 'He gave out that he was going to England.'
3. **Give up (resign; cease from)**. 'He has given up smoking altogether.'
4. **Give way (break, yield to pressure)**. 'The bamboo gave way and the roof came down.' 'The old man gave way under his misfortunes and died of a broken heart.'

Go

1. **Go abroad** (go out of the country; become public). 'He is going abroad for a year.' 'A Story went abroad to the effect that he had committed suicide by jumping into a well.'
2. **Go away** (wander from the right course). 'They have gone astray from the path of virtue.'
3. **Go off** (1. depart. 2. be discharged). 1. 'He went off home.' 2. 'The gun would go off.'
4. **Go out** (become extinguished). 'The light went out.'
5. **Go over** (1. read 2. change sides). 1. 'I have gone over this book.' 2. 'He has gone over to the Socialist Party.'

Hold

1. **Hold fast** (adhere to firmly). 'Honest men hold fast to their principles.'
2. **Hold on** (continue). 'I find it impossible to hold on any longer, and I must, therefore, resign my

place.'

3. **Hold one's own** (maintain one's ground). 'I cannot hold my own against him in argument.'
4. **Hold together** (remain united). 'They will fail in their mission because they cannot hold together.'
5. **Hold over** (postpone). 'The High School Examination has been held over till Monday next.'
6. **Hold off** (keep at a distance). 'I love him very dearly; I cannot hold him off.'

Keep

1. **Keep down** (hold under control). 'Keep down your temper.'
2. **Keep from** (refrain from). 'He cannot keep from the use of tobacco.'
3. **Keep in** (restrain). 'He could not keep in his tears.'
4. **Keep off** (remain at a distance). 'Always keep off wicked people.'
'These curtains are meant to keep off mosquitoes.'
5. **Keep up** (maintain). 'It is not possible for everyone to keep up an elephant.' I will try to keep up the reputation of my family.'
6. **Keep up with** (not to fall behind). 'Can America keep up with Britain in the building of ships.'

Lay

1. **Lay bare** (expose). 'He laid bare all my secrets.'
2. **Lay before** (present to view). 'He laid his sad case before the Judge.'
3. **Lay one self down** (retire to rest; recline). 'He laid himself down on the soft grass.'
4. **Lay out** (1. expend 2. put aside. 3. dress in gay clothes). '1. He laid out a thousand rupees in jewellery.' 2. 'He laid out all his ambitions.' 3. 'He laid himself out.'
5. **Lay up** (1. store. 2. confine to bed). 'Lay up for your treasures.' He is laid up with fever.'

Look

1. **Look down upon** (despise). 'We should not look down upon the untouchables.'
2. **Look for** (1. export 2. search). 'I am looking for the arrival of the goods by the ship.' 'Look for the key I lost yesterday.'
3. **Look into** (examine closely). 'When we look into the works of nature how marvelous is the evidence of skill and design.'
4. **Look over** (examine). 'Look over these exercises.'
5. **Look through** (understand thoroughly). 'I must look through the case before giving my opinion.'

Make

1. **Make over** (transfer or give). 'He made over all his property to his son.'

2. **Make for** (1. move towards 2. to be advantageous to). 'The boat made for the shore.' 2. 'A war between India and Pakistan will make for the interest of the Great Powers'
3. **Make much of** (to treat as much importance or value). 'He made much of his speech for the defence.'
4. **Make of** (understand). 'I do not know what to make of this letter.'
5. **Make out** (1. under 2. prove) 1. 'I cannot make out why he comes to see me so often.' 2. 'He failed to make out his case.'
6. **Make up** (1. collect into a mass or sum. 2. adjust. 3. supply what is lacking. 4. compose 5. compensate. 5. determine) 1. 'Make up a bundle.' 2. 'Make up your quarrel.' 3. 'I want a rupee to make up the account.' 4. 'The book is made up of the account.' 4. 'The book is made up of extract.' 5. 'He cannot make up his loss' 6. 'Make up your mind.'
7. **Make up with** (be reconciled with). 'I can never make up with him.'
8. **Make off with** (run away with). 'A thief broke into his house and made off with all his cash.'

Pass

1. **Pass through** (undergo). 'Great men pass through many difficulties.'
2. **Pass for** (to be regarded). 'He passes for a learned professor in our little community.'
3. **Pass away** (expire ; die). 'His uncle passed away last night.'
4. **Pass over** (come and depart). 'A frown passed over his face as he read the letter.'

Put

1. **Put (in) across** (succeed in anything). 'I thought he would fail but he contrived to put it across.'
2. **Put by** (save). 'He put by a little money every month.'
3. **Put down** (subdue). 'The rebellion was put down carefully.'
4. **Put forth** (exert). 'He put forth all his skill to defeat me.'
5. **Put off** (offer oneself for). 'Several candidates have put in for the headmastership.'
6. **Put up with** (submitted to or tolerate; stay at a person). 'He could not put up with such an insult.' He is putting up with his uncle in his village.'

Run

1. **Run after** (pursure; follow). 'He ran after the thief but could not catch him.'
2. **Run down** (speak disparagingly of). 'We must not run a man down simply because we do not like him.'
3. **Run on** (be continued). 'His account in my office has been running on for a year.'
4. **Run out** (come to an end). 'My leave has run out.' If land is cropped and not manured, it will soon run out.

5. **Run through** (1. waste money, 2. pierce). 1. 'He ran through his whole fortune in a year.' 2. 'His words ran through my heart.'
6. **Run up** (enlarge by additions). 'Your bill is running up fast.'

Set

1. **Set aside** (1. reject 2. leave out of account). 1. 'The judgment was set aside.' 2. 'Setting all other reasons aside, I can say.'
2. **Set off** (1. start 2. show to advantage). 'They set off in search of the lion.' 'The dress set off her figure.'
3. **Set on** (instigate). 'He has been set on to do this'
4. **Set forth** (exhibit). 'He set forth his views with cleverness and force.'
5. **Set up** (establish). 'It is difficult to set up world peace on a permanent basis.'
6. **Set up for** (claim to be considered as). 'I do not set up for a saint.'
7. **Set with** (studded with). 'The bracelet is set with pearls.'

Stand

1. **Stand over** (be postponed). 'The matter must stand over for the present.'
2. **Stand to** (be consistent with). 'Her conduct does not stand to reasons.'
3. **Stand** (tolerate). 'I cannot stand this behaviour of yours.'

Strike

1. **Strike off** (remove, as name from a list). 'His name was struck off the Attendance Register.'
2. **Strike up** (begin to play, said of musical instruments). 'The musicians were told to strike up.'
3. **Strike down** (attack). 'My friend is struck down with malaria.'
4. **Strike in with** (agree with). 'His views strike in with yours.'

Take

1. **Take for** (suppose to be). 'I took him for a drunkard.'
2. **Take in** (1. contract, 2. deceive, 3. comprise). 1. 'He took in that business.' 2. 'I cannot be taken in by his high-sounding words.' 3. 'The definition took in many things.'
3. **Take off** (mimic, copy in jest). 'He takes off his father's manner of walking.'
4. **Take to** (1. adopt the profession, 2. become addicted to). 1. 'My friend has taken to teaching.' 2. 'He has taken to smoking.'

Throw

1. **Throw away** (lose by neglect). 'He has thrown away a fine opportunity.'
2. **Throw back** (retort). 'Do not throw back words on me.'

3. **Throw up** (resign). 'The man has thrown up his appointment.'
4. **Throw out** (reject). 'The bill was thrown out by ten votes to three.'
5. **Throw off** (fling off). 'He has thrown off all sense of shame.'

Turn

1. **Turn against** (become hostile). 'Do not turn against your friends.'
2. **Turn aside** (avert, deviate). 'Never turn side from the path.' How can a wicked man hop to turn aside the judgment of the God?"
3. **Turn over** (consider). 'I will soon turn over this matter.'
4. **Turn upon** (depend upon). 'The whole argument turns upon the truth of this document.'
5. **Turn up** (1. happen 2. come). 1. 'None can say what will turn up tomorrow.' 2. 'He did not turn up that day.'

Work

1. **Work against** (work in opposition). 'For these three years he has been working against me.'
2. **Work off** (get ride of gradually). 'H worked off his debts.'
3. **Work on** (influence). 'The temptation can work on any honest man.'
4. **Work out** (1. produce a result, 2 solve). 1. 'Our reformation worked itself out.' 2. 'Work out this sum quickly.'
5. **Work for** (work as agent for). 'I am working for Tata Mills.'

13.3 Practice Exercise

Fill up the following blanks sentences with appropriate preposition to make the correct phrases:

1. Many are convinced that they ought to give superstition but they have no courage to act their convictions.
2. Every man must answer his actions of God.
3. The bride cannot long bear the force of the current.
4. The police broke the robbers when they were in a lonely place dividing their booty.
5. You seem to have broken him altogether.
6. The king tried to bring the rebels by offering a free pardon.
7. Parliament will be called next session to undertake important legislation.
8. Cholera has carried half the people of the village.
9. Perseverance and pluck will carry a man many difficulties.
10. He looked much cast on his mother's death.

11. Will you please cast this column of figures for me.
 12. If the weather clears in the afternoon, we shall go for drive.
 13. The event came just as he has predicted it.
 14. A look of terror came the sweet smiling face.
 15. This man has had a severe illness but is coming again.
 16. This book comes my idea of what of school book ought to be.
 17. They forced him to comply their request.
 18. The admiral counted assistance from the land forces.
 19. This man cries his own wares as the best in the fair.
 20. A judge should deal equal justice to all.
 21. The man who so genial that I was drawn him at once.
 22. I dropped at the club on my way home.
 23. The weak minded boy quickly fell the plan of the burglar.
 24. As neither of us would give the bargain fell
 25. The second horse in the race gained the first.
 26. It is no easy thing to get the meaning of every idiom in English.
 27. If this fellow was imprisoned for but one week for so grave an offence, he got very cheap.
 28. This room goes the name of The Study.
 29. Is this the principle you always go?
 30. The discussion of the case can easily hang till next meeting.
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UNIT-14

IDIOMS

Structure

14.0 Objectives

14.1 Introduction

14.2 List of Some Idiomatic Phrases in Use Now

14.3 Practice Exercise

14.0 Objectives

In this unit we shall study idioms including meaning of commonly used idioms and usage of idioms in sentences. In the end we have given you some practice exercise.

14.1 Introduction

Idioms and phrases are meant for situation when ordinary words fail to embody the experience or catch the spirit of the special situation. They enrich a language. The dictionary defines an idiom as a combination of two or more words which function as a unit of meaning as opposed to other expression which are made up of “distinct meaningful parts.” Thus, often the derived meaning is different from what the words actually suggest.

In a straightforward sentence, we say or write what exactly we mean, but we don't use straightforward English sentences all the time. Sometimes we drift into devious English; we use words with indirect meanings. Such use is accepted too. Such use adds colour to the language. But if one does not recognise such words and their indirect meaning (or, hidden meaning) one is likely to misunderstand the sentence(s). Words with a hidden meaning are called IDIOMS. In idioms, the intended meaning is different from the dictionary meaning.

For example, the expression ‘Blue Blood’ does not mean the blood is blue but it means ‘to belong to royal family.’

14.2 List of Some Idiomatic Phrases in use Now

- A -

1. **Acid test** (Noun=a severe and conclusive test)

The new job was an *acid test* for my elder brother.

2. **An axe to grind** (Noun = a personal interest in the matter)

Our political leader has no *axe to grind* in standing for election in this area.

3. **At the heels of** (Complement = at a close distance)

The police were *at the heels* of the fleeing robber.

4. **All out** (Complement = at full speed/effort)
We went *all out* to catch the offender.
5. **Apple of one's eyes** (Noun = a great pet/a real loved one)
Baby Pinky is the *apple of her father's eyes*.
6. **Above board** (Complement = without any blemish or suspicion or concealment) Our teaching staffs' conduct has been always *above board*.

- B -

1. **To burn one's fingers** (Verb = to get oneself into trouble)
My father *burnt his fingers* by interfering in his neighbour's affairs.
2. **To burn the candle at both ends** (Verb = to overwork oneself/spending all one's energies on his work)
Isn't our Prime Minister *burning the candle at both ends*?
3. **To bury the hatchet** (Verb = to stop the quarrels and forget the past)
Why don't you *bury the hatchet* and work for your mutual friendship?
4. **To blow one's own trumpet** (Verb = praising oneself)
After passing in the entrance test, this student is *blowing his own trumpet*.
5. **Bag and baggage** (Complement = with all one's belongings)
After withdrawal from this boarding, this student had to go home *bag and baggage*.
6. **Broken-hearted** (Adverb = greatly oppressed)
He was sad and totally *broken-hearted* when the bad news came.
7. **To burn one's boats** (Verb = to run into difficulties)
We *burnt our boats* in a foolish adventure and lost all our money in the bargain.
8. **A blessing in disguise** (Noun = an apparent misfortune but ending in an unexpected good luck)
The cancellation of our trip to Tripadu turned out to be a *blessing in disguise* because the van in which we were to travel, met with an accident en route.
9. **A bosom friend** (Noun = a very intimate friend)
Nagarajan and Sudhir are *bosom friends*.
10. **To break the ice** (Verb = to break the silence in a group)
Young Shalmi *broke the ice* by commenting on the weather prevailing that day.
11. **To beat about the bush** (Verb = to approach the subject slowly/ talking uselessly without coming to the point). The teacher *beat about the bush* and the students got bored.
12. **Between the devil and the deep sea** (Complement = to be in a totally helpless condition.) I

found myself *between the devil and the deep sea* when I had to make a definite decision about going for higher studies.

13. **Birds of the same feather** (Noun = people with similar character)
When this group met, the members found themselves to be *birds of the same feather*.
14. **By hook or crook** (Complement = by fair or foul mean; mostly by foul means)
A few substandard students get their degree *by hook or crook*.
15. **In bad books** (Complement = out of favour with a superior)
I feel I am in my boss's *bad books*.
16. **Once bitten twice shy** (Complement = one becoming cautious after an unhappy experience)
Once bitten twice shy; that is the reason for his hesitation to accept additional responsibility
17. **To the bitter end** (Complement = right to the end despite difficulties)
The troops in Kargil fought *to the bitter end*.
18. **A black spot** (Noun = a poor point)
Failing in one subject in the finals is a *black spot* in my student's career.
19. **A bird in hand** (Noun = what you already have/possess)
A bird in hand is worth two in the bush. (What you possess with yourself is far more valuable and assured than what is visible at a distance)
20. **A bolt from the blue** (Noun = a sudden and unexpected shock)
The news of a clash in Kargil with Pakistan was a *bolt from the blue* for India.
21. **To burn the midnight oil** (Verb = to study till very late at night)
During examination time, many students *burn the midnight oil*.
22. **To make one's blood boil** (Verb = to infuriate someone)
My father's castigation made my *blood boil*.
23. **Bone of contention** (Noun = one's stand or argument)
The HOD's *bone of contention* is that every student must score above 75%.
24. **To make one's blood run cold** (Verb = to horrify someone)
His speech on 'Character' made my *blood run cold*.
25. **To make no bones about** (Verb = to make no fuss)
This rich boy *made no bones* about losing his purse today.
26. **To make a clean breast of** (Verb = to admit/confess to the act)
The lady student made *a clean breast* of her involvement in the theft.

27. **To be in one's good books** (Verb = to be in someone's favour)
Some students are always in the good books of our class leader.
28. **To kill two birds with one stone** (Verb = to achieve two successes in one attempt) By attending the convocation, we *killed two birds with one stone*.
29. **To put all eggs in one basket** (Verb = to risk everything in one venture)
He *put all eggs in one basket* when he deposited all his money in a new Company.
30. **To bend backwards** (Verb = to be humble and beg)
You don't have to *bend backwards* to get what is your right.
31. **No one's business/None of your business** (Noun = not your concern at all)
Please don't discuss our home matters; it is *none of your business* at all.
32. **The ball is in your court** (Complement = the next action is from your side)
I have given my views and now the *ball is in your court*.

- C -

1. **In camera** (Complement = in private, without anyone being present)
We held our group's meeting *in camera* in my home.
2. **To build castles in the air** (Verb = to dream of big things about the future)
Don't *build castles in the air* before you take your examinations.
3. **Cats and dogs** (Complement = heavily)
It rained *cats and dogs* in my area last night,
4. **A cake walk** (Noun = a very easy matter)
Getting through the entrance examination is a *cake walk* for my son.
5. **To put the cart before the horse** (Verb to do things in the reverse/wrong order)
Our English Lecturer put the *cart before the horse* when he called for a Departmental staff meeting without the HOD's permission.
6. **Chicken-hearted** (Complement = fearful, not courageous)
If you are *chicken-hearted*, you cannot join the Army.
Chicken-hearted men cannot join the Army. (phrase used as Adjective)
7. **Under a cloud** (Complement = under disfavour)
Menon has been *under a cloud* because of some misdeeds on his part.
8. **In cold blood** (Complement = without any feelings/pity)
The thieves killed an old woman in *cold blood*.

9. **To call it a day** (Verb = to end all activities)
 Shall we *call it a day* since it is 4 p.m. already?
10. **As the crow flies** (Complement = at the map distance/straight distance)
 As the crow flies, the distance from Tambaram to Chennai city is 8 KM.
11. **To cut a sorry figure** (Verb = to make a poor impression about oneself)
 This student *cut a sorry figure* in the eyes of the class by failing in all subjects.
12. **To call a spade a spade** (Verb = to speak bluntly and straightforward)
 People who *call a spade a spade* are not liked by some.
13. **To curry favour** (Verb = to use unfair methods for personal benefits)
 He is *currying favour* with his tuition master.
14. **Cat's whiskers** (Noun = geniuses/too clever for others)
 His daughters are claimed to be *cat's whiskers*, you see?
15. **To take the cake** (Verb = to win the honour by eloquent presentation of his theory)
 This boy *took the cake* by claiming to be an outstanding sprinter. (This phrase is always used in a negative way i.e, to ridicule a person on his personal claim)
16. **A cock and bull story** (Noun = an unbelievable statement)
 What he says is a *cock and bull story*.
17. **To have the cake and eat it too** (Verb = to enjoy a double benefit)
 This criminal *had the cake and ate it too* when he got himself released from the jail and appointed as a candidate for the local election.
18. **To count the chicks before they are hatched** (Verb = to make plans on imaginary hopes)
 As regards your admission to an engineering college, don't *count your chicks before they are hatched*.
19. **To shed crocodile tears** (Verb = hypocritical tears/tears without feelings)
 In every funeral in his constituency, this politician will *shed crocodile tears*.
20. **To let the cat out of the bag** (Verb = to reveal some personal secret) This student *let the cat out of the bag* by pointing at a friend responsible for his success in the examination.
21. **To pay back in his own coin** (Verb = to retaliate using the other's personal method) When our win came we *paid him back in his own coin* by charging him a hefty amount for the help rendered.
22. **Till the cows come home** (Complement = never)
 His father is not in the country; you can wait for him *till the cows come home*.
23. **The ball is in your court** (Complement = the next action is from your side) We have done our bit

and the *ball is now in your court*.

24. **A cut and dried method** (Noun = a ready made solution)

We should not expect a *cut and dried* result for everyone of our problems.

25. **A cold feet** (Noun = fear/scare)

When little Ramani saw a huge five footer at the boxing ring, he developed a *cold feet* instantly.

26. **Cold shoulder** (Noun = a snub; distaste for someone's company) When I was introduced to Radha, she displayed a *cold shoulder* to me.

27. **To eat a crow** (Verb = to be humiliated)

He had to *eat a crow* by saying that he would win the elections hands down

- D-

1. **To dance to one's tune** (Verb = to follow faithfully someone's advice) This great politician always *dances to the tune, of his wife*.

2. **Demon for work/Workhorse** (Noun = working tirelessly for hours)

Our colony supervisor is a *workhorse*. Our colony supervisor is a *demon for work*.

3. **Dead letter** (Noun = A rule/practice no more in force) The practice of Sati nowadays is a *dead letter*.

4. **To fall on deaf ears** (Verb = to listen and ignore completely) My statement that smoking is injurious to health *fell on deaf ears*.

5. **A dog in the manger** (Noun = preventing others to use what has become useless for himself/herself)

Many people in our country follow a policy of *dog in the manger* in their daily life.

6. **To go to the dogs** (Verb = to go waste completely)

All our labour to reform our mutual friend Radha, *went to the dogs*.

7. **A dark horse** (Noun = A person whose capabilities are not known and whose future cannot be guessed)

In our batch of soft spoken maidens, the new entrant Monica looks to be a *dark horse*.

8. **To deliver the goods** (Verb = to do one's duty well)

If we don't *deliver the goods*, nobody would invite us for any kind of odd jobs.

9. **To wash dirty linen in public** (Verb = to expose all home secrets)

He *washed the dirty linen in public* when he revealed the reasons for the quarrels in the family.

10. **Over my dead body** (Complement = something could take place only after the person concerned is dead)

You could go through this project only *over my dead body*.

11. **To give the devil its due** (Verb = to do justice regardless of any bias)

We must *give the devil his due* when it comes judging a person on his performance.

12. **To let the sleeping dog lie** (Verb = not to disturb the progress lest such action produce trouble)

We should *let the sleeping dog lie* as far as the progress on fly over construction is concerned in Chennai.

13. **To dot the i's and cross the t's** (Verb = to be absolutely perfect in all details)

When calculating anyone's arrears of pay, one should *dot the i's and cross the t's*.

14. **To bite the dust** (Verb = to admit to a humiliating defeat)

We had to *bite the dust* when we could not qualify in the heats.

15. **Dog tired** (Complement = exhausted)

When I reached home after the long trek, I was *dog tired*.

- E -

1. **To end in smoke** (Verb = to come to nothing/not to bear any fruit)

The Minister's efforts and plans to eradicate corruption *ended in smoke*.

2. **To make both ends meet** (Verb = to live within one's means)

Heavy drinkers could never make *both ends meet* as regards the home-budget.

3. **To eat humble pie** (Verb = to face a humiliating defeat)

He had to eat humble pie when he discovered that his opponent was a crafty follow.

4. **To eat one's words** (Verb = to retract your own statement)

You may have to *eat your words* if you don't argue your case carefully.

5. **To see eye to eye** (Verb = not to agree)

George and I don't see *eye to eye* when we discuss about colony functions.

6. **All eyes/All ears** (Complement = to watch intently or to hear intently)

When the Chief Minister came as the chief guest, we were *all eyes and ears* to hurt.

-F-

1. **To fall from favour/grace** (Verb = to find oneself away from favour/grace)

Madhavi fell from the Professor's grace after she was caught copying in an exam.

2. **To feel free to** (Verb = not to hesitate)

Do *feel free to say* 'no' if you don't like our proposal.

3. **To face the music** (Verb = to accept any criticism)

We should be ready to *face the music* if this method fails in our next match.

4. **A fish out of water** (Noun = a misfit in a particular environment)

I felt like a fish out of water when I attended a talk on Atomic physics.

5. **(To feel) fed up** (Complement = tired of something)

Are you *fed up* with the monitor's tantrums?

6. **At one's ringer tips** (Complement = information ready on one's mind)

All the trigonometrical formulae are *on my finger tips*.

7. **In a fit of fury** (Complement = in a sudden wave of anger)

After the match, Somnath hit Banerjee *in a fit of fury* for not playing well.

8. **Out of the frying pan into the fire** (Complement = from a bad to a worse condition) This young student found himself *out of the frying pan into the fire* when he joined another college close by.

9. **To put one's foot into the mouth** (Verb = to blunder/to get into scrap with someone) He is sure to *put his foot into the mouth* if he intervenes in this domestic problem.

10. **To fly in cloud nine** (Verb = to feel overly happy and joyful)

He was *flying in cloud nine* when he heard of his winning the first prize.

11. **To come off with flying colours** (Verb = to emerge with honour and success)

When he took part in the Declamation, *he came off with flying colours*.

12. **A feather in one's cap** (Noun = an honour / a compliment)

The unexpected victory in the finals was a *feather in our cap*.

13. **A fly in the ointment** (Noun = a person who ruins a plan which otherwise would have been perfect)

Don't accept him in our scheme because he is *a fly in the ointment*.

14. **To mend fences with ...** (Verb = to remove all obstacles between..)

We ought to mend fences with all our neighbours in a colony.

15. **To have a finger on every pie** (Verb = to involve oneself in many projects at the same time)

This student has his *fingers on many pies*.

- G -

1. **Good for nothing** (Adjective - useless)

Kandasamy is a *good for nothing* fellow as far as dependability is concerned.

2. **For good** (Complement = finally/for ever)

Kamaleshwar left India *for good*.

3. **Go getter** (Noun = a real achiever)
Being a *go getter*, Suresh could be given any job and he will come off with flying colours in it.
4. **Gift of the gab** (Noun = talent to speak well)
Lawyers must possess the *gift of gab* if they want to do well in their profession.
5. **To give a piece of one's mind** (Verb = to reproach some one)
Our class HOD *gave a piece of his mind* when students came late for his class.
6. **To let the grass grow under one's feet** (Verb = not to remain idle in the job)
Mallika never *let the grass grow under her feet* when she was learning computers.
7. **Going great guns** (Noun = faring excellently in some effort)
Soman is *going great guns* in his job as the college football team captain.
8. **To kill the goose that lays golden eggs** (Verb = to destroy the source that gives great gains)
When the college sacked the canteen contractor, it killed the goose that *lays the golden eggs*.
9. **Touch and go** (Adjective = a close thing/experience)
We just reached the station at the last minute; it was a *touch and go* thing.

- H -

1. **Hard pressed** (Complement = under pressure/determined)
I am very *hard pressed* for time these days since I am on an important assignment
2. **Heart of gold** (Noun = a generous heart)
Our new Asst. Lecturer has a *heart of gold*; she would never scold any student.
3. **Heart to heart** (Adjective = intimate and personal)
We should have a *heart to heart* talk with Sandy who has fallen out recently from our group.
4. **To make head or tail** (Verb = to understand/comprehend)
We couldn't make *head or tail* of what the chief guest was talking about.
5. **Above one's head** (Complement = beyond one's understanding)
This theory is above my head.
6. **To have it out** (Verb = to settle the issue)
I certainly would like to have it out with that girl.
7. **To feel at home / At home** (Verb = to feel easy and comfortable)
I never *feel at home* with Mathematics.

- This boy is never *at home* with English. (Used as a complement)
8. **Hand in glove** (Complement = together as partners)
I was *hand in glove* with Madfiuri on this teasing incident.
9. **A hard nut to crack** (Noun = a difficult person to deal with)
This person is *a hard nut to crack* when it comes to arguing with him.
10. **Hue and cry** (Noun = a loud protest/noise)
We made a *hue and cry* when our point was not accepted by the HOD.
11. **A Hobson's choice** (Noun = no alternative whatever)
When the teacher announced that the list was closed we had only a *Hobson's choice*.
12. **Hall mark** (Noun = an important characteristic)
The *hall mark* of this new student is his outright sincerity in whatever he does.
13. **To hit the nail on the head** (Verb = to say or do the right thing)
He hit the *nail on the head* when he said that it was a very tough question paper.
14. **To hunt with the hound and run with the hare** (Verb = to have a double policy like for and against at the same time)
Don't hunt with *the hound and run with the hare* on this situation; make up your mind.
15. **To get the hell out of here** (Verb = to leave the place at once/ to get lost)
You have made some uncharitable remarks about us; *get the hell out of here*.
16. **To get into hot water** (Verb = to get into trouble)
We understand that Samuel *got into hot water* even after he was let off by the Professor.
17. **To take one's hat off** (Verb = to compliment and praise someone)
We should take out *hat off* to Sangeetha who stood by her statement.
18. **To make hay while the sun shines** (Verb = to seize a good opportunity) Govardhan was lucky in every venture. So, he *made hay while the sun shone*.
19. **Nothing to write home about** (Noun = nothing worth mentioning about somebody) There is *nothing to write home* about the new benchmate I have in the new class.
20. **Seventh heaven** (Complement = A feeling of extreme joy)
I was in *seventh heaven* when the result of the declamation was announced.
(Also, "I was in cloud nine when the result was announced" "I was floating in cloud nine when the result was announced.")
21. **In high spirits** (Complement = feeling extremely joyful/elated) I was *in high spirits* when the exam results were announced.

- I -

1. **In the long run** (Complement = in the final analysis) Honesty helps one *in the long run*.
2. **In the nick of time** (Complement = just at the last moment) We reached the railway station *in the nick of time*.
3. **To strike when the iron is hot** (Verb = to strike when the situation is favourable) In the battle field, you must *strike when the iron is hot*.

-K-

1. **To dress to kill** (Verb = to dress in an alluring way to attract others) Sadhana of First year always *dresses herself to kill* the young men around her.
2. **To know one from Adam** (Verb = unable to recognise/identify someone) I don't know this boy *from Adam*. (Use this only in the Negative form).

-L-

15. **To read between the lines** (Verb = to understand carefully including the hidden meanings) When this man makes any proposal, *read between the lines*; don't say 'yes' immediately.
16. **To lead by the nose** (verb = to make one obey him/her) This lady always *leads her husband by the nose*.
17. **The lime light** (Noun = great publicity)
Modest people would always try to avoid *the lime light*.
18. **Let bygones be bygones** (Verb = to forgive and forget) Being close friends, shall we *let bygones be bygones*?
19. **No love lost between them** (Noun = not on good terms with someone) There is *no love lost between the two brothers* who have been at logger heads for years.
20. **A little bird told me** (A Simple sentence = a reliable information picked up from a reliable source)
A little bird told me that you have been engaged. Right or not?
21. **Lakshman rekha** (Noun = a restricting line and not to be crossed under any circumstances) Your *Lakshman rekha* is our front door. Don't you ever cross it. (This is a pure Indian idiom phrase)

- M -

1. **As a matter of fact** (Complement = truly; as it happens)
As a matter of fact, my father is under transfer now.
2. **For that matter** (Complement = incidentally/accordingly) (This is a connector as well.) For that matter, may I also confirm to you my full co-operation in this case?
3. **To make a mountain out of a mole hill** (Verb = to exaggerate to a very high degree) It was such a small scratch on the little boy's knee and he made a *mountain out of a mole hill*.
4. **Music to the ears** (Noun = something very very joyful)

The news of my father's promotion was *music to our ears*.

5. **To miss the boat/bus** (Verb = to miss an opportunity)

You may *miss the boat* if you take your job interview lightly.

6. **To give one a piece of mind** (Verb = to scold someone for some lapse)

I gave a piece of my mind to Saroja when she failed to bring my class notes.

7. **Monkey business** (Noun = something totally foolish)

If you ask me, selecting this place for an excursion is nothing but a *monkey business*.

8. **Once in a blue moon** (Complement very rarely)

Robert comes to our house *once in a blue moon*.

9. **To face the music** (Verb = to face some criticism)

When I returned home late that evening, I had to *face the music* from my mummy.

10. **To hold on to/hang on to mother's apron** (Verb = to depend totally on someone)

Though married, my elder brother *hangs on to his* mother's apron.

- N -

1. **Not worth his salt** (Noun = he is a worthless fellow)

A boy who runs away from any problem is *not worth his* salt at all.

2. **Under one's nose** (Complement = within one's knowledge)

Raju is so absent minded that he doesn't know what passes *under his* nose.

3. **A new broom** (Noun = a newly appointed person, hence works well)

Our servant is a *new broom* as of now.

4. **To cut one's nose to spite one's face** (Verb = to do silly things and make his/her own personality worse)

In order to become popular this boy cut his nose to *spite his* face.

5. **Neck deep** (Complement = to be in deep trouble)

When I went to help my friend, more troubles came *neck deep*.

- O -

1. **Out of date** (Complement = something old fashioned)

This kind of dress is *out of date* surely.

2. **Off their guard** (Complement = being careless)

This boy attacked me from behind when I was *off guard*.

3. **Out of place** (Complement = not in the right order/sequence)

This chair is *out of place* in this room, don't you think?

4. **Out of pocket** (Complement = without money after some loss)

After my long leave I am *out of pocket*.

5. **With open arms** (Complement = being received very warmly)

The host received us *with open arms*.

- P -

1. **To play with fire** (Verb = to engage oneself in dangerous activities)

Those involved in gold-smuggling are *playing with fire*.

2. **To play upon words** (Verb = to use words with unusual meanings)

Some authors *play upon words* in their writings.

We can use this idiom as a noun also: There is a *play of words* in this line.

3. **To poke one's nose into** (Verb = to interfere)

We should not *poke our nose* into someone's private affairs.

4. **To pay through one's nose** (Verb = to pay more than what is required)

We had to *pay through our nose* for this CD player.

5. **To cast pearls before swine** (Verb = to describe a great information to a worthless person)

To explain to this man about God is to *cast pearls before a swine*.

6. **To paint the town red** (Verb = to make everyone notice the doer)

This girl *painted the town red* by walking in a mini skirt.

7. **To put the thinking cap on** (Verb = to examine an issue seriously)

I had to *put my thinking cap on* when I was asked to teach a small poem to VIII standard children.

8. **To pick up the thread** (Verb = to restart from the previous closing point)

Moses *picked up the thread* of the arguments where Marian had left.

9. **To put one's foot down** (Verb = to refuse to proceed further)

I had to *put my foot down* when my small brother asked for Rs 50 pocket money.

10. **A pinch of salt** (Noun = not a serious information)

I take every statement of this student with a *pinch of salt*.

11. **To run from pillar to post** (Verb = to run from one office to another)

To get our visa on time, we had to *run from pillar to post*.

12. **To pull someone's legs** (Verb = to play a joke on someone)

We *pulled his legs* by saying that he stood first in the class.

13. **To pull up someone** (Verb = to scold someone on his/her default)

The teacher *pulled up* Shami when she wasn't attentive in the class.

14. **Pull up your socks** (Verb = do your work with some seriousness) (A command)

Your work is very casual and substandard. *Pull up your socks*, will you?

- R -

1. **Heart in the right place** (Complement = of a kind and sympathetic nature)

Rajinder has his *heart in the right place*.

2. **Round the corner** (Complement = very near)

My elder sister's marriage is *round the corner*.

3. **To take one for a ride** (Verb = to get fooled)

You would be *taken for a ride* if you follow his ideas.

4. **Red tape** (Noun = Too many details asked for and too much of delay)

There is too much of *red tape* when we want anything done from any Govt. Department.

5. **To ring a bell** (Verb = to remind one of something)

Whenever I see you, *a bell rings* in my mind. Haven't we met before?

6. **A rainy day** (Noun = difficult circumstances/financially hard days)

Everyone must save for *a rainy day*. .

- S -

1. **To show one's true colours** (Verb = to reveal one's true nature)

The young maiden showed her *true colours* only after marriage.

2. **To stick to one's guns** (Verb = to be firm in his/her stand)

Sundarant *stuck to his guns* even when he was threatened with punishment.

3. **A storm in a tea cup** (Noun = a commotion over a small point)

The quarrel between the brother and sister is only *a storm in a tea cup*.

4. **A shot in the arm** (Noun = a morale booster)

The announcement of a scholarship was a *shot in the arm* for me.

5. **Spick and span** (Complement = neat and tidy)

We must always keep our premises *spick and span*.

6. **To spill the beans** (Verb = to give away a secret)

The child *spilled the beans* when she said that her father was a drunkard.

7. **At a stone's throw** (Complement = at a short distance)
My house is only *a stone's throw* away from my school.
8. **For a song** (Noun = at a very low price)
I got this famous book *for a song*.
9. **To smell a rat** (Verb = to suspect some foul play)
When Samson made an unusual proposal *we smelt a rat* in it
10. **To leave no stone unturned** (Verb = to use all possible methods)
The police *left no stone unturned* in locating the culprit.
11. **To talk shop** (Verb = to talk about office/workplace)
You are not expected *to talk shop* during social gatherings.
12. **To sail in the same boat** (Verb = to suffer or enjoy equally)
You and I are *sailing in the same boat* as far as this issue is concerned.
13. **To lose one's shirt** (Verb = to lose one's temper)
Our football coach *lost his shirt* when the team lost to a weak team.
14. **To rub salt on one's wound** (Verb = to aggravate one's sorrow over some failure) Don't *rub salt* on a wound of failure.
15. **A snake in the grass** (Noun = one who attacks at an unexpected time)
Don't trust this boy because he is a *snake in the grass* type.
16. **Skeletons in the cupboard** (Noun = has many misdeeds to his/her credit)
He is not a sincere politician at all because he has many *skeletons in his cupboard*.
17. **Spoilsport** (Noun - one who spoils the enjoyment/ruins others' prospects)
Whenever we plan a joint function with boys and girls, Ramanathan turns a *Spoilsport*.
The weather played *spoil sport* when we went on a sightseeing trip the other day.
18. **To steal the lime light/thunder** (Verb = to snatch away a credit which naturally was somebody else's)
The small children *stole our limelight / thunder* in the entertainment show.
19. **A close shave** (Noun = a narrow escape)
In a car accident last week, we had a *close shave*.
20. **To go for a six** (Verb = to go out of control/to get destroyed)
Our picnic programme *went for a six* when it rained cats and dogs that morning.
21. **Saving grace** (Noun = a comforting factor)

The *saving grace* was that the chief guest shook hands with each one of us after we had lost the match to an unknown team.

-T-

1. **A tall order** (Noun = an aim which cannot be reached)
My beating this fat boy in a boxing bout is *a tall order*.
2. **To turn a blind eye** (Verb = to take no notice of some event)
This invigilator *turned a blind eye* to the copying going on in last year's exams.
3. **To turn a new leaf** (Verb = to change one's way for the better)
This lady student *turned a new leaf* when she entered the Fourth Semester.
4. To throw/pour cold water on (Verb = to discourage someone highly)
Every time I suggested something new, my uncle *poured cold water* on it.
5. To take the word from someone's mouth (Verb = to say exactly the same points which were somebody's ideas)
When he spoke, he *took the words out of my mouth*.
6. **To take one to task** (Verb = to rebuke someone for his/her faults)
Our Lecturer *took me to task* when I reported late for my English test.
7. **Thick skinned** (Complement = irresponsive)
This student is so *thick-skinned* that he won't accept any suggestions.
8. **Tooth and nail** (Complement = with all power and resources)
We shall fight our case with the teacher *tooth and nail*.
9. **On the tip of my tongue** (Complement = readily available in my memory)
His name is *on the tip of my tongue* but I can't get it out of my mouth.
11. **Tickled to death** (Complement = feeling extremely joyful)
He was *tickled to death* to meet me on a public road.
12. **To speak with the tongue in the cheek** (Verb = not to say anything sincerely and openly)
This boy always says things with his *tongue in the cheek*.
13. **Cup of tea** (Noun = a practice that pleases me) (to be used in the NEGATIVE.)
Attending everyone's birthday party is not *my cup of tea*.
14. **To throw in the towel** (Verb = to give up the play)
This champion *threw in the towel* when he sprained his ankle midway in the game.

- U -

1. **Under the carpet** (Complement = to hide something from public view)
He has the habit of sweeping all his misdeeds *under the carpet*.
2. **Under a cloud** (Complement = out of favour/under suspicion)
This leader is *under a cloud* on account of some scandals doing the rounds.
3. **Underdog** (Noun = a person who submits himself/herself)
Ramanujam is the *underdog* in our group.

- W -

1. **To take the wind out of one's sail** (Verb = to frustrate someone's efforts)
He took the *wind out of my sail* by removing me from the basket ball team.
2. **To wash dirty linen in public** (Verb = to expose a personal matter in public)
You would be *washing dirty linen in public* if you say anything about the quarrel you had with your sister at home.
3. **A wolf in sheep's clothing** (Noun = a cheat posing to be a good fellow)
Don't depend on his promises at all; he is a *wolf in sheep's clothing*.
4. **A wild goose chase** (Noun = an useless search)
Finding honest and sincere persons these days is *a wild goose chase*.
5. **Writing on the wall** (Noun = a clear future possibility)
It is a *writing on the wall* that India will become a great power in the next decade.
6. **A windfall** (Noun = a sudden gain of wealth)
By getting this job, he will be experiencing *a windfall*.
7. **To walk an extra mile** (Verb = to help out someone more than what is minimum)
If you *walk an extra mile* with poor people, you would get great rewards from God.
8. **Much water has flowed under the bridge** (Past form verb = many things have happened since a particular time)
Much water has flowed under the bridge since we last met.
9. **To feel on top of the world** (Complement = a feeling of elation)
I *felt on top of the world* when the Professor gave me a remark "Very good over my project assignments."
10. **A white elephant** (Noun = Something prohibitively costly)
This newly built house is *a white elephant* for us.

14.3 Practice Exercises

A. Below are written certain idioms/phrases. Give the meaning of each phrase/idiom.

1. An apple of somebody's eyes.
2. To get into hot water.
3. A bone of contention.
4. A red carpet welcome.
5. To put up with.
6. By fits and starts.
7. A bolt from the blue.
8. To turn a deaf ear.
9. To lay one's fingers on.
10. To poke one's nose.
11. A swan song.

B. Write the meaning of the following idioms/phrases. Also use each idiom/phrase in sentence of your own :

1. All and sundry.
2. Pros and cons.
3. Bird's eye view.
4. To cry over spilt milk.
5. Nine times out of ten.
6. In a nutshell.
7. A cat and dog life.
8. A fair weather friend.
9. Ins and outs.
10. A blessing in disguise.
11. A silver lining in the dark cloud.
12. Hand to mouth.
13. To have one's eggs in one basket.
14. To kill two birds with one stone.
15. To turn the table.
16. To fight tooth and nail.

UNIT-15

ANTONYMS & SYNONYMS

Structure

- 15.0 Objectives
- 15.1 Introduction
- 15.2 Commonly Used Words and Antonyms
- 15.3 Synonyms
- 15.4 Commonly Used Words and Synonyms
- 15.5 Practice Exercise

15.0 Objectives

In this unit we shall study antonyms and synonyms of English. In the end we have given you some practice exercise.

15.1 Introduction

An antonym is a word which has the opposite meaning of the given word.

15.2 Commonly Used Words and Antonyms

A

Absence	:	Presence, attendance
Absurdity	:	Meaning, reasonableness
Acquisition	:	Relinquishment, surrender
Activity	:	Inactivity, Repose
Adversity	:	Prosperity good fortune
Affectation	:	Modesty, artlessness
Affirmation	:	Negation, Nullification
Agreement	:	Disagreement, Discord
Aid	:	Hindrance, block
Ancestry	:	Posterity descendants
Answer	:	Inquiry, question
Appearance	:	Disappearance, Invisibility
Approach	:	Distance, Regress

Arrangement	:	Disorder, disarrangement
Arrival	:	Departure, exit
Ascent	:	Descent, drop
Assent	:	Dissent, disagreement
Attack	:	Defense, shelter
Attention	:	Inattention, distraction
Avoidance	:	Confrontation, facing
Attenuate	:	Fortify, increase

B

Beauty	:	Ugliness, repulsiveness
Beginning	:	End, finish
Belief	:	Doubt, disbelief
Benevolence	:	Malevolence, cold-heartedness
Blindness	:	Vision, sight
Bluntness	:	Sharpness
Boasting	:	Modesty, humility
Breadth	:	Narrowness
Brittleness	:	Coherence

C

Care	:	Neglect, carelessness
Cause	:	Effect, result
Caution	:	Rashness, unaware
Celebration	:	Lamentation, indifference
Celibacy	:	Marriage, matrimony
Chance	:	Certainty, inevitability
Cheerfulness	:	Dejection, sad
Consent	:	Refusal, rejection
Contact	:	Interval, distance
Convergence	:	Deviation, Divergence
Cowardice	:	Courage, valour

D

Debt	:	Payment, credit
Decrepit	:	Strong, fit
Defiance	:	Obedience, fear
Dejection	:	Cheerfulness, joyful, buoyancy
Deterioration	:	Improvement, enhancement, upgradation
Difference	:	Identity, similarity
Discord	:	Agreement, harmony
Doubt	:	Certainty, resolution
Durable	:	Transient, momentary
Discursive	:	Concise, brief

E

Elegance	:	Vulgarity, inelegance
Energy	:	Weakness, exhaustion
Exaggeration	:	Modesty detraction
Exclusion	:	Inclusion, addition
Exertion	:	Repose, relaxation
Extrinsic	:	Intrinsic, constitutional
Extraction	:	Insertion, inclusion
Endearment	:	Hate, detraction
Elevation	:	Depression, indentation
Edge	:	Interior, middle

F

Fulfill	:	Fail, neglect
Facility	:	Difficulty
Figurative	:	Literal, factual, unembellished
Freedom	:	Subjection, restraint
Frequency	:	Rarity, uncommonness
Future	:	Past, ancient
Futile	:	Useful, fruitful

G

Generality	:	Specialty, uniqueness
Giving	:	Receiving, acquisition
Greatness	:	Littleness, unimportance
Gratitude	:	Ingratitude, ungratefulness
Gravity	:	Levity, light heartedness
Guilt	:	Innocence, shamelessness
Grammar	:	Error, inaccuracy

H

Humorous	:	Serious, Solemn
Hardness	:	Softness, elasticity
Haste	:	Slowness, Delay
Hope	:	Hopelessness, Despair
Humility	:	Pride, Arrogance

I

Ignorance	:	Knowledge, intelligence
Imagination	:	Truth, weariness
Imitation	:	Unconformity, identity
Improvement	:	Deterioration, degeneration
Impulse	:	Thought, recoil
Inactivity	:	Activity, action
Indication	:	Concealment, disguise, camouflage
Intuition	:	Reasoning, calculation
Inventive	:	Unimaginative, Pedestrian (adj.)
Invidious	:	Desirable, fair

J

Jittery	:	Calm, laid-back
Judgement	:	Error misjudgement
Justice	:	Injustice, bias
Jealousy	:	Belief, trust, admiration

Jejune	:	Sophisticated, mature
Jeopardy	:	Safety, security

K

Knowledge	:	Ignorance, folly
Killing	:	Life, reproduction
Kudos	:	Infamy, dishonour

L

Lamentation	:	Rejoicing, celebration
Leniency	:	Severity harshness
Levity	:	Gravity, seriousness
Liberation	:	Restraint, confinement
Limit	:	Freedom, infinity
Loquacity	:	Taciturnity, reticence
Love	:	Hate, dislike
Lowness	:	Height, elevation
Lush	:	Barren, Meagre
Logical	:	Illogical, irrational

M

Mediocrity	:	Perfection, superiority
Memory	:	Oblivion, unmindfulness
Momentous	:	Trivial, insignificant
Motion	:	Inactivity, stability
Multitude	:	Rarity unity
Modesty	:	Vanity conceitedness
Misjudgement	:	Judgement, judiciousness, sagacity
Minimize	:	Maximize, exaggerate, increase
Miniature	:	Gigantic, enormous

N

Necessity	:	Need, choice
Negation	:	Affirmation, assertion
Neglect	:	Care, duty

Nobility	:	Populace, masses
Nullification	:	Affirmation, celebration
Numerous	:	Few, less
Nurture	:	Hinder, neglect
Neutral	:	Biased, combatant
Newness	:	Oldness, age
Nutritious	:	Unhealthy, unwholesome

O

Objective	:	Biased, partial, subjective
Oblivion	:	Memory, consciousness
Obliquity	:	Direction, straightness
Obscurity	:	Certainty, transparency
Obstinacy	:	Uncertainty, changeableness
Opposition	:	Cooperation, side, friend
Ostentation	:	Simplicity modesty
Overrunning	:	Insufficiency, failure
Outspoken	:	Diplomatic, evasive, reticent
Oscillation	:	Stability, firmness

P

Pain	:	Pleasure, happiness
Permission	:	Prohibition, forbidding
Perpetuity	:	Transientness, time
Precedence	:	Sequence, progression
Prediction	:	Change, surprise
Preparation	:	Neglect, unpreparedness
Preservation	:	Deterioration, waste
Pride	:	Humility, modesty
Probity	:	Improbability, affectation
Progression	:	Regression, relapse
Prosperity	:	Adversity misfortune
Punishment	:	Compensation, recompense

R

Rarity	:	Density, multitude
Rashness	:	Caution, safety
Rebellious	:	Obedient, subservient
Refreshment	:	Weariness, weakness
Resistance	:	Submission, obedience
Reasonable	:	Unreasonable, illogical

S

Severity	:	Moderation, neglect
Submission	:	Defiance, resistance
Symmetry	:	Distortion, irregularity
Stupendous	:	Ordinary, slight
Submerge	:	Surface, top
Stability	:	Changeability, motion
Specialty	:	Generality, commonness
Softness	:	Hardness, inelasticity
Similarity	:	Difference, deviation
Shortness	:	Length, loquacity

T

Tenacity	:	Weakness, submission
Thought	:	Rashness, inattention
Truth	:	Error, falsehood
Torpid	:	Energetic, inactive
Titillate	:	Bore, turn off
Thorough	:	Superficial, cursory, careless
Tentative	:	Definite, confident
Temporal	:	Spiritual
Temperate	:	Intemperate, immoderate, extreme

U

Unity	:	Discord, division
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Unpreparedness	:	Preparation, expectation
Universal	:	Particular, local
Unparalleled	:	Ordinary, run-of-the-mill
Unravel	:	Entangle, tangle
Unrest	:	Peace, calm
Unscrupulous	:	Ethical, honest

V

Variegation	:	Uniformity, colour
Vindication	:	Accusation, guilt
Vapid	:	Lively, colourful
Variable	:	Uniform, constant
Vehement	:	Apathetic, indifference
Veracious	:	Dishonest, untrue
Verbose	:	Succinct, taciturn

W-Z

Weakness	:	Strength, power
Weariness	:	Energy, Amusement
Will	:	Necessity, unwillingness
Yield	:	Resist, withstand, defy.
Zenith	:	Nadir, Bottom
Youthful	:	Elderly, Doddering
Zeal	:	Apathy, indifference

15.3 Synonyms

A synonym is a word or expression that has the same or nearly the same meaning as another in the same language.

15.4 Commonly Used Words and Synonyms

Word		Synonyms
A		
Abandon	:	Leave, relinquish, forsake
Abduct	:	Kidnap, carry off, steal

Ability	:	Power, skill, competency
Absolute	:	Complete, perfect, despotic
Accommodate	:	Adjust, adapt, suit
Accomplish	:	Complete, fulfil, perform
Accustom	:	Habituate, familiarize, inure
Adjourn	:	Defer, postpone, discontinue
Advantage	:	Superiority, upper hand, leverage
Affectation	:	Artificiality, facade, pose

B

Balance	:	Equilibrium, steadiness, stability
Benevolence	:	Kindness, unselfishness, generosity
Blessing	:	Benediction, commendation, boon
Boisterous	:	Noisy, clamorous, vociferous
Brisk	:	Alert, quick, animated
Brilliant	:	Radiant, intelligent, resplendent
Buffoon	:	Food, jester, comedian, clown
Burst	:	Rupture, break, explode
Brood	:	Ponder, mope, meditate
Brutal	:	Cruel, inhuman, crude
Breach	:	Split, rift, dissension
Brisk	:	Alert, quick, animated
Brilliant	:	Radiant, intelligent, resplendent

C

Callous	:	Tough, insensitive, hardened
Calibre	:	Quality ability, capability
Camouflage	:	Disguise, conceal, pretence
Captivate	:	Charm, fascinate, enchant
Carriage	:	Bearing, conduct
Checkered	:	Varied, irregular, colourful
Cherish	:	Nurture, foster, nourish

Chronic	:	Continuing, persistent, constant
Clandestine	:	Secret, furtive, undercover
Congenial	:	Compatible, agreeable, harmonious

D

Delinquent	:	Neglectful, negligent, culpable
Derisive	:	Mocking, sarcastic, contemptuous
Dilemma	:	Perplexity, predicament, quandary
Dwindle	:	Diminish, shrink, lessen
Dainty	:	Delicate, exquisite, fastidious
Deficient	:	Lacking, imperfect, inadequate
Delineate	:	Sketch, draw, portray
Deliberate	:	Intentional, unhurried, studied
Dogmatic	:	Dictatorial, imperious, arrogant
Dubious	:	Doubtful, uncertain, questionable

E

Elicit	:	Extract, evoke, draw forth
Elucidate	:	Clarify, illuminate, illustrate
Enormous	:	Monstrous, excessive, titanic
Enrapture	:	Transport, enravish, captivate
Enervate	:	Weaken, devitalize, emasculate
Erudite	:	Learned, wise, literate
Erratic	:	Abnormal, capricious, queer
Esthetic	:	Artistic, tasteful, beautiful
Exaggeration	:	Overstatement, hyperbole, magnification
Exhilarate	:	Elate, inspirit, cheer
Extravagant	:	Prodigal, lavish, wasteful

F

Falter	:	Hesitate, waver, vacillate
Fascination	:	Charm, bewilderment, attraction
Fecund	:	Prolific, inventive, creative

Flamboyant		Extravagant, showy, ostentatious
Fringe	:	Border, edge, outskirts
Furious	:	Raging, violent, turbulent
Furtive	:	Stealthy, sly, surreptitious
Frustrate	:	Defeat, thwart, circumvent
Frugal	:	Prudent, saving, sparing
Formulate	:	Frame, devise, concoct

G

Gamut	:	Scale, scope, extent, compass
Genesis	:	Creation, origin, formation
Gigantic	:	Titanic, enormous, huge
Grandeur	:	Magnificence, splendour, eminence
Gumption	:	Initiative, self-reliance, common sense
Genial	:	Affable, cordial, friendly
Gist	:	Essence, significance, point
Garrulity	:	Loquacity, wordiness, verbosity
Graphic	:	Pictorial, descriptive, picturesque
Grapple	:	Size, grasp, clutch
Grievance	:	Complaint, annoyance, injustice

H

Haughty	:	Overbearing, arrogant, proud
Hectic	:	Feverish, turbulent, agitated
Heinous	:	Dreadful, abominable, hateful
Hideous	:	Frightful, horrible, repulsive
Hilarity	:	Amusement, mirth, laughter
Hackneyed	:	Trite, stale, banal
Haphazard	:	Aimless, random, casual
Hindrance	:	Interruption, obstruction, stoppage
Humour	:	Disposition, temper, mood
Husky	:	Sturdy, powerful, strong, throaty

I

Impetus	:	Force, stimulus, incentive
Imperil	:	Endanger, jeopardize, risk
Impartial	:	Dispassionate, unbiased, unprejudiced
Impropriety	:	Misbehaviour, vulgarity, immodesty
Imprudent	:	Careless, incautious, rash
Inane	:	Pointless, senseless, silly
Inanimate	:	Lifeless, inert, dormant
Incessant	:	Endless, continual, unceasing
Inclination	:	Learning, propensity, fondness
Indispensable	:	Vital, essential, needful

J

Jargon	:	Lingo, gibberish, doubletalk
Jinx	:	Curse, evil, bad luck
Jocularly	:	Humour, mirth, laughter
Judicious	:	Prudent, sound, appropriate
Junk	:	Rubbish, waste, trash
Jubilant	:	Joyful, triumphant, exultant
Jeopardy	:	Danger, peril, threat
Jovial	:	Cordial, genial, merry
Journey	:	Trip, voyage, expedition
Juvenile	:	Youngster, adolescent

K

Kaleidoscopic	:	Variegated, varying, colourful
Knave	:	Rascal, villain, rogue
Knead	:	Press, squeeze, massage
Kindle	:	Ignite, ablaze, rouse
Knack	:	Adeptness, ability, aptitude

L

Labyrinth	:	Maze, meander, complexity
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Laconic	:	Concise, pithy
Languid	:	Weak, feeble, spiritless
Lavish	:	Prodigal, profuse, bountiful
Legend	:	Tradition, tale, saga
Legible	:	Readable, decipherable, clear
Lethal	:	Deadly, fatal, mortal
Lethargy	:	Lassitude, sluggishness, indifference
Lexicon	:	Vocabulary, dictionary, wordbook
Lineage	:	Ancestry, pedigree, posterity
Loquacity	:	Talkativeness, volubility~ garrulity

M

Magnificent	:	Splendid, superb, awe-inspiring
Mandatory	:	Compulsory, obligatory, required
Malignant	:	Vicious, criminal, harmful
Manifestation	:	Demonstration, exhibition, display
Mar	:	Disfigure, deface, blemish
Marathon	:	Continuous, nonstop, arduous
Meagre	:	Spare, scanty, sparse
Mediocrity	:	Moderate degree, middle course, temperance
Melancholy	:	Dejected, depressed, dispirited
Mesmerize	:	Hypnotize, fascinate, captivate

N

Negotiate	:	Accomplish, arrange, bargain
Neurosis	:	Mental disease, illness, nervous disorder
Niche	:	Hollow, recess, nook, corner
Nocturnal	:	Nightlike, night-time, nightly
Nominal	:	Reasonable, moderate, titular
Nostalgia	:	Homesickness pathos, lustfulness
Novelty	:	Originality, newness, innovation
Nuance	:	Variation, modulation

Noxious	:	Venomous, poisonous, harmful, injurious
Numerous	:	Myriad, multitudinous, plentiful

O

Objective	:	Unemotional, unprejudiced, impersonal
Obligation	:	Duty, promise, liability
Obnoxious	:	Repulsive, hateful, loathsome
Obsession	:	Fixation, preoccupation, mania
Obsolete	:	Extinct, outworn, antiquated
Observant	:	Attentive, mindful, vigilant
Onerous	:	Difficult, troublesome, burdensome
Opprobrious	:	Abusive, insulting, derogatory
Optimal	:	Optimum, prime, best
Oratory	:	Elocution, speech, expression
Outlandish	:	Bizarre, eccentric, foreign

P

Pageant	:	Exhibition, parade, spectacle
Panorama	:	Vista, perspective, scene
Paragon	:	Ideal, model, perfect
Paramount	:	Chief, supreme, all-important
Paraphernalia	:	Apparatus, trappings, belongings
Pedagogical	:	Academic, educational, professional
Penchant	:	Flair, inclination, predisposition
Pinnacle	:	Summit, acme, peak
Pioneer	:	Originator, forerunner, settler
Pragmatic	:	Practical, empirical, dogmatic
Precarious	:	Dangerous, doubtful, unsafe
Prototype	:	Original, standard, exemplary

Q

Quandary	:	Dilemma, perplexity, light
Quest	:	Search, investigation, pursuit

Quit	:	Resign, relinquish, abandon
Quixotic	:	Visionary, unrealistic, foolish
Quiescent	:	Motionless, still, stationary

R

Radiant	:	Shining, sparkling, splendid
Ramification	:	Division, divergence, branching
Random	:	Haphazard, casual, fortuitous
Rapacious	:	Greedy, voracious, ravenous
Redundance	:	Repetition, profuseness, superabundance
Remunerative	:	Profitable, rewarding, lucrative
Rendezvous	:	Appointment, date, meeting
Repletion	:	Surfeit, satiety, over fullness
Repugnance	:	Aversion, disgust, inconsistency
Requisite	:	Necessary, essential, indispensable
Retrospect	:	Remembrance, reminiscence, review

S

Sarcastic	:	Scornful, contemptuous, ironical
Scandal	:	Disgrace, humiliation, defamation
Scintillate	:	Glisten, sparkle, twinkle
Scrupulous	:	Fastidious, meticulous, punctilious
Scrutiny	:	Examination, inspection, investigation
Sedentary	:	Stationary, sluggish, passive
Semblance	:	Resemblance, likeness, similitude
Seminal	:	Rudimentary, fundamental, germinal
Sensual	:	Voluptuous, carnal, salacious
Sensuous	:	Sensitive, emotional, pleasurable
Simultaneous	:	Coincident, contemporaneous, synchronous, concurrent
Sinister	:	Ominous, unpropitious, evil
Sluggish	:	Inactive, stagnant, torpid, dull

Snare	:	Trap, pitfall, springe
Spendthrift	:	Wastrel, prodigal, squanderer
Speculate	:	Ponder, meditate, contemplate
Splendid	:	Gorgeous, magnificent, glorious
Spontaneous	:	Instinctive, automatic, extemporaneous
Stupefy	:	Deaden, numb, dull
Stupendous	:	Prodigious, enormous, astounding
Sturdy	:	Robust, hard, husky
Subjugate	:	Conquer, vanquish, master
Submerge	:	Drown, engulf, plunge, inundate
Subsequent	:	Succeeding, following, sequent
Subsidiary	:	Branch, supplementary, secondary
Subsidize	:	Patronize, aid, support
Suggestive	:	Indicative, expressive, stimulating
Summit	:	Top, maximum, culminating
Sumptuous	:	Lavish, imposing, luxurious
Supercilious	:	Arrogant, contemptuous, disdainful
Superfluous	:	Unnecessary, needless, excessive
Surveillance	:	Vigilance, scrutiny, supervision
Synonymous	:	Similar, equivalent, analogous

T

Tactics	:	Strategy, maneuvering, diplomacy
Tedious	:	Tiresome, looting, monotonous
Temperament	:	Constitution, disposition
Temporal	:	Worldly, mundane, impermanent

U

Ulterior	:	Hidden, remote, beyond
Unabated	:	Tireless, relentless, ceaseless
Unacquainted	:	Ignorant, unknowing, uninformed
Uncompromising	:	Inflexible, unyielding, rigid

Unfeasible	:	Impracticable, impossible, unthinkable
Unveil	:	Disclose, reveal, uncover
Uphill	:	Laborious, difficult, strenuous
Unrighteous	:	Wicked, ungodly, unjust
Unscrupulous	:	Unprincipled, conscienceless, dishonest
Unprejudiced	:	Impartial, dispassionate, unbiased

V

Vantage	:	Advantage, higher ground, rise
Variation	:	Modification, diversification, divergence
Vengeance	:	Revenge, retribution, reprisal
Venture	:	Enterprise, undertaking, risk
Veteran	:	Elder, seasoned man, mature man
Vibrant	:	Robust, dynamic, energetic
Vicinity	:	Neighbourhood, proximity, locality
Vigilant	:	Alert, cautious, circumspect
Vitiate	:	Adulterate, weaken, contaminate
Voluminous	:	Capacious, bulky, prolin, capious

W-Z

Whimsical	:	Peculiar, humorous, quaint
Wit	:	Sense of humor, jocularity, levity
Wreck	:	Destruction, ruin, demolish
Wrath	:	Anger, vengeance, fury
Zenith	:	Summit, acme, pinnacle
Zest	:	Relish, enjoyment, thrill, gusto

15.5 Practice Exercises

- I. Provide a suitable antonym for the underlined words in the following sentences
- While kerosene kindles fire, water it.
 - A diligent student comes first in class, not the one.
 - Uncle Sam turned out to be a magnanimous fellow, not like his friend.
 - Some are born to lead and other them.

- (e) Teaching little children is an onerous task, not an one.
- (f) The event ended up being an utter fiasco but the performance of the lad guitarist was a
- (g) The path of virtue leads one towards peace whereas drags an individual down to misery.
- (h) Gautam acquired the job with guide, but his friend Nitin got the job due to his
- (i) My sister is so gregarious that she finds it difficult to adjust with people.
- (j) The judge may mitigate the sentence if the evidence convince him or else he may also it.

II. Choose the appropriate synonym of the words from the list given below.

manifold, adversity, elation, supreme, greediness, harmless, despite, talkative, dummy, nauseating, immoral, unfortunate, expert, arrogant, natural

- | | |
|----------------|------------------|
| (a) Licentious | (i) Haughty |
| (b) Euphoria | (j) Innocuous |
| (c) Effigy | (k) Multifarious |
| (d) Loathe | (l) Loquacious |
| (e) Gluttony | (m) Omnipotent |
| (f) Mishap | (n) Hapless |
| (g) Pungent | (h) Innate |
| (o) Adept | |

III. Direction : Choose the alternative, which most nearly means opposite of the given word. (Antonym)

1. Summon

(a) Shorter	(b) Enclose
(c) Delight	(d) Send-away
2. Terminate

(a) Obey	(b) Begin
(c) Assess	(d) Combine
3. Bland

(a) Airy	(b) Golden
(c) Spicy	(d) Quick
4. Deplete

(a) Prefer	(b) Wrinkle
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- | | | |
|-----------------|-------------------------|-------------------------------|
| | (c) Restore | (d) Quick |
| 5. Bizarre | | |
| | (a) Underhanded | (b) Common place |
| | (c) Sincere | (d) Morale |
| 6. Disarray | | |
| | (a) Friendliness | (b) Contemplation |
| | (c) Sincere | (d) Morale |
| 7. Rogor | | |
| | (a) Laxity | (b) Secrecy |
| | (c) Immensity | (d) Tardiness |
| 8. Distant | | |
| | (a) Cordial | (b) Interior |
| | (c) Scholarly | (d) Diligent |
| 9. Audacity | | |
| | (a) Justice | (b) Interior |
| | (c) Silence | (d) Weakness |
| 10. Resplendent | | |
| | (a) Brief | (b) Dim |
| | (c) Isolated | (d) Inaudible |
| 11. Prosaic | | |
| | (a) Imaginative | (b) Agreeable |
| | (c) Committed | d) Successful |
| 12. Ruminare | | |
| | (a) Consider fleetingly | (b) Stare angrily |
| | (c) Gaze admiring | (d) Speak convincingly |
| 13. Fetid | | |
| | (a) Silent | (b) Refrigerated |
| | (c) Solidified | (d) Aromatic |
| 14. Incoherence | | |
| | (a) Flattery | (b) Clear, orderly expression |

- | | | |
|----------------|----------------|-----------------|
| | (c) Vigilance | (d) Permanence |
| 15. Flamboyant | (a) Unfamiliar | (b) Unappealing |
| | (c) Plain | (d) Amusing |

IV. Direction : Choose the alternative, which is the closest in meaning to the given words. (Synonym)

- | | | |
|---------------|-------------------------------|------------------------------------|
| 1. Reverie | (a) Daydream | (b) Adoration |
| | (c) Awakening call | (d) Meeting |
| 2. Ecstatic | (a) Clairvoyant | (b) Bewildered |
| | (c) Spellbound | (d) Fitful-regular in short period |
| 3. Obviate | (a) To point out | (b) Make unnecessary |
| | (c) Clarify | (d) Improve |
| 4. Nonchalant | (a) Calm & Casual | (b) Listless |
| | (c) Apprehensive | (d) Negligent |
| 5. Prosaic | (a) Wordy | (b) Terse |
| | (c) Efficient | (d) Unimaginative |
| 6. Phlegmatic | (a) Sick | (b) Ignorant |
| | (c) Sluggish | (d) Bloated |
| 7. Interdict | (a) Accusation of wrong doing | (b) Temporary |
| | (c) Decree | (d) Appeal |
| 8. Posthumous | (a) Causing laughter | (b) Slow in processing |
| | (c) Organic | (d) Happening |
| 9. Illusion | | |

- | | | |
|------------------|------------------|----------------------------------|
| | (a) Daze | (b) Reference |
| | (c) Diagram | (d) Deception |
| 10. Precarious | | |
| | (a) Harsh | (b) Wary |
| | (c) Ill | (d) Risky |
| 11. Inspired | | |
| | (a) Prohibited | (b) Motivated |
| | (c) Inhibited | (d) Interred |
| 12. Renowned | | |
| | (a) Celebrated | (b) Dismal |
| | (c) Failed | (d) Upheld |
| 13. In itself | | |
| | (a) Intensely | (b) Verbally |
| | (c) With a group | (d) On its own |
| 14. Overnight | | |
| | (a) Very quickly | (b) Slowly |
| | (c) In 24 hrs. | (d) Completely |
| 15. Pioneer | | |
| | (a) Hid | (b) Prepared for other to follow |
| | (c) Uncovered | (d) Debut |
| 16. Likened | | |
| | (a) Understated | (b) Loved |
| | (c) Compared | (d) Deluded |
| 17. Genre | | |
| | (a) Category | (b) Folder |
| | (c) Description | (d) Overview |
| 18. Depictions | | |
| | (a) Portrayals | (b) Conscript |
| | (c) Indecision | (d) Cases |
| 19. Masterpieces | | |

- | | | |
|-----|-----------------|-----------------|
| | (a) Derivatives | (b) Great works |
| | (c) Failures | (d) Painting |
| 20. | Based | |
| | (a) Completed | (b) Built |
| | (c) Destroyed | (d) Fantasize |
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UNIT-16

HOMONYMS

Structure

- 16.0 Objectives
- 16.1 Introduction
- 16.2 Commonly used Homonyms with Meanings & Sentences
- 16.3 Practical Exercise

16.0 Objectives

In this unit we shall study homonyms. In the end we have given you some practice exercise.

16.1 Introduction

Homonym is a word having the same sound as another, but a different meaning and origin. Words are liable to be confused and misused not simply because they are similar in meaning or form but also because they sometimes happen to be similar in their sound or pronunciation. Such words as are similar in sound, though different in meaning are properly called homonyms. For instance *alter* and *altar*, *canvas* and *canvass*, *cease* and *seize* are snares of pairs as are quite apt to confuse the students and lead them to commit serious errors in their composition. The following list of homonyms deserves a very careful study.

16.2 Commonly used Homonyms with Meanings & Sentences

1. **Advice** - (noun. counsel) One should always follow the advice of one's elders.
Advise - (verb, to offer advice) The doctor has *advised* me to take rest for a week.
2. **Accede** - (**agree**) The parents should not *accede* to the unjust demands of their children.
Exceed - (surpass) I advised my friend never to exceed his expenditure to his income.
3. **Access** - (approach) The dacoit was not arrested as he had *access* to the politicians.
Excess - (superfluous) *Excess* of smoking leads to death.
4. **Accept** - (admit) My officers had not only *accepted* my suggestions but
Except - (exclude) It cannot be said that every Congressman *except* Sri Nehru was corrupt.
5. **Affect** - (verb) Too much hard labour is sure to *affect* his health.
Effect - (noun) Good breeding has a far reaching *effect* upon the life of a person.
6. **Ale** - (wine) His excessive fondness of *ale* is resulting into fast deterioration of his health.
Ail - (ill) What *ails* him? I want to know.
7. **Adapt** - (accommodate to) Chameleon can *adapt* itself to its surroundings.

- Adept** - (skilful) An orator is *adept* in the art of pleasing the public.
- Adopt** - (take up) One must be very cautious in *adopting* a course of life.
8. **Alter** - (change) He refused to *alter* his pre-decided programme.
- Altar** - (a place of offering) He sacrificed a goat at the *altar* to please God.
9. **Allusion** - (reference) The writings of Charles Lamb are abound in *allusions*.
- Illusion** - (a deceptive appearance) The Indian sages regard this world an *illusion*.
10. **Assay** - (attempt) He *assayed* hard to succeed in IAS examination.
- Essay** - (a piece of composition) Francis Bacon is famous all over the world for his thoughtful *essays*.
11. **Addition** - (putting more) The electricity board has served a notice to its consumers to pay Rs. 1 more per unit in addition to the previous charges.
- Edition** - (a number of books printed at one time) There is a new *edition* of Chamber's dictionary in the market.
13. **Apposite** - (suitable) Some *apposite* measures were taken to control the rapid price hike of certain essential commodities.
- Opposite** - (contrary) Black is the *opposite* of white.
14. **Antic** - (strange) He played *antic* tricks to get rid of him.
- Antique** - (of old times) Her drawing-room is decorated with antique furniture.
15. **Assent** - (consent) At last the President gave assent to the Lok Pal bill, passed by the Parliament.
- Ascent** - (going up) The *ascent* to the Himalayas is full of hazard.
16. **Affectation** - (pretence) His grave and sober behaviour is not a reality but mere *affectation*.
- Affection** - (love) Mother's *affection* for her children knows no bound.
17. **Bale** - (bundle of goods) A *bale* of cotton usually contains 500 lb of cotton.
- Bail** - (security) The accused was, at last, released on *bail*.
18. **Baron** - (a landlord) In olden days, the *barons* enjoyed certain privileges.
- Barren** - (infertile) His brother cheated him by giving a *barren* patch of land on which all his labour had gone waste.
19. **Berth** - (a sleeper in a train) He got a berth reserved as he was going on a long journey.
- Birth** - (come to life) Still there are many families in India that mourn at the *birth* of a girl.
20. **Bough** - (a branch of a tree) The soft *bough* of the tree cracked because of too much load of ripe fruits.
- Bow** - (bend) He *bowed* his head before the statue of God.

21. **Borrow** - (take on loan) Money often becomes a bone of contention hence we should neither *borrow* nor lend money to our friends.
Burrow - (a hole in earth) Serpents live in *burrows*.
22. **Bare** - (naked) An Indian farmer works *bare* footed throughout the day in his field.
Bear - (to tolerate) One should *bear* all sufferings patiently.
(a type of animal if it is a noun] He was caught for hunting a bear in a prohibited area.)
Beer - (a kind of wine) Beer is considered a drink, good for health.
23. **Beach** - (shore) The *beach* was covered with water-worn pebbles.
Beech - (a kind of tree) There was a long line of *beech* trees in the forest.
24. **Beside** - (by the side of) He was buried *beside* the grave of his mother.
Besides - (in addition to) *Besides* the intelligent boys, some dull boys have also opted for Computer Science.
25. **Brake** - (apparatus for checking motion) One should have full control over the *brakes* while driving a scooter.
Break - (to make apart) It is difficult to break the close ties of friendship.
26. **Borne** - (carried) The dead body was borne away to the churchyard.
Born - (given birth to) Rajeev Gandhi was born with a silver spoon in his mouth.
27. **Blew** - (Past tense of blow) The heavy gust of wind *blew* away the important papers.
Blue - (a colour) He was wearing a *blue* shirt.
28. **Base** - (noble) His motives are *base*.
Bass - (deep-sounding) The eminent Indian singer is gifted with *bass* voice.
29. **Calendar** - (Chart showing months and days) I keep a *calendar*, hung on the wall of my bedroom.
Calendar - (a roller machine) The dry-cleaner used the *calendar* to press my shirt.
30. **Cast** - (verb-to throw; noun actors) Let him now *cast* off his old shirt. The *cast* of this new movie is very good,
Caste - (community) Since the Vedic period, the Indian society is divided into four different *castes*.
31. **Cannon** - (a big gun) Several *cannons* were fired to celebrate the 50th Independence Day in India.
Canon - (rule) A moralist prescribes the *canons* of morality which should be followed by all.
32. **Censor** - (examiner of plays or films to remove their undesirable parts) The *censors* should be very strict while examining a film.

- Censure - (criticize adversely) Shakespeare was *censured* by some critics that made him gloomy.
33. **Ceiling** - (the inner side of the roof, the top limit for anything) The *ceiling* of his bed-room is artificially decorated.
- The government has fixed the *ceiling* of prices which the shopkeepers have to follow,
- Sealing** - (affix seal to something) This time good *sealing* wax is used for seals.
34. **Cite** - (quote) The lawyer *cited* some antecedent cases before the judge in support of this argument.
- Site** - (a place for building something) He chose a good *site* for building a hospital.
- Sight** - (scene) The Romantic poets are always fascinated by the wonderful sights of nature.
35. **Cease** - (stop) He suddenly *ceased* the publication of his newspaper.
- Seize** - (take hold of) The burglar *seized* of his land and left him a pauper.
- Siege** - (operation to compel surrender of fortified place) Several attempts were made by the enemy for the *siege* of the castle.
36. **Cereal** - (edible grain) The prices of *cereals* are touching the sky.
- Serial** - (a story published in installments). The *serial* publication of Dickens novel David Copperfield, brought it close to the public.
37. **Cell** - (a room or a small city) A dark cell was provided to the prisoner.
- Sell** - (dispose off) We shall *sell* the apples at Rs. 25 per kg.
38. **Council** - (an assembly) The Chief Minister called an urgent meeting of his *council* of ministers.
- Counsel** - (advice) He accepts word for word of the good *counsel* given to him by my father.
39. **Coarse** - (rough) His coat is made of a very *coarse* cloth.
- Course** - (way) Much of our success depends upon our right choice of a *course* of life.
40. **Career** - (profession) One should always choose a *career* of one's choice.
- Carrier** - (one who carries) Uncovered food is a *carrier* of contagion.
41. **Coma** - (a state of senselessness) The patient, lying in coma, needs special medical attention.
- Comma** - (a mark of punctuation). The young students now-a-days do not know the proper use of *commas*.
42. **Complacent** - (self-satisfied) A hermit leads a very *complacent* life.
- Complaisant** - (polite) Indian women are generally of *complaisant* nature.
43. **Check** - (examine) The teacher *checks* the home assignments of the pupils.
- Cheque** - (a written order of money to a bank) He gave me a *cheque* of Rs. 4,000.
44. **Conscientious** - (careful) The classical poets were very *conscientious* artists in the use of metres.
- Consensus** - (agreement of opinion) The party reached a consensus that he should be the party

President.

45. **Confidant** - (a person entrusted with secrets) A true *confidant* is one who keeps friend's secrets to oneself.

Confident - (sure) The Indian Hockey team is *confident* of winning while playing against Australia.

46. **Compliment** - (praise) Gandhi's noble policies won people's *compliment*.

Complement - (that which completes) A verb is an essential *complement* of a sentence.

47. **Credible** - (believable) The fairy tales do not appear *credible* in the modern scientific age.

Creditable - (worthy of praise) The effort of social workers for communal harmony are *creditable*.

48. **Current** - (running stream; belonging to the current time; movement of electrically charged particles).

The tumultuous *current* of flood washed away the entire village.

Some *current* events of communal rift have worried the administrators.

The electricity *current* may be fatal if it is used carelessly.

Currant - (dried grapes) I sent him yesterday a packet of *currants* which he likes very much.

49. **Capital** - (centre of administration) London is the *capital* of England.

Capitol - (U.S. Congress house or state legislature building) The Congress meets in the *capitol* from time to time.

50. **Chord** - (a string of a musical instrument)

There are seven *chords* in a sitar.

Cord - (a thin rope) Soon the *cordless* telephones are going to be popular in India.

51. **Defy** - (to challenge) The juniors cannot *defy* the orders of their seniors.

Deify - (to worship like a God) The Indian wives *deify* their husbands.

52. **Desert** - (waste land; what one deserves.) The Sahara is the largest desert in the world.

He was awarded according to his deserts.

Dessert - (course at the end of the dinner) After the dinner, the *dessert* course was served to the guests.

53. **Deference** - (respect) The Indians have always shown high *deference* to Mahatma Gandhi.

Difference - (Distinction) The *difference* between a fine and a coarse cloth is quite apparent.

54. **Dependent** - (relying on-adj.) The completion of the project will be *dependent* on the availability of the raw material.

Dependant - (depending on-noun) In the old age, the parents are *dependants* on their children.

55. **Die** - (to expire) One who is born is bound to die.

Dye - (to colour) She *dyes* her saree in green colour.

56. **Disease** - (illness) Cancer is still an incurable *disease*.
Decease - (death) The sudden *decease* of Lal Bahadur Shastri was a great shock for the Indians.
57. **Dairy** - (milk depot) Mother *dairy* is producing many milk-products.
Diary - (a note-book) My friend is fond of writing *diary*.
58. **Deprecate** - (condemn) People have *depreciated* his immoral behaviour.
Depreciate - (to decrease in value) The value of rupee has remarkably *depreciated* in comparison of dollar and pound.
59. **Dual** - (double) The last governments *dual* policies are responsible for its failure.
Duel - (a fight between two) Arjuna and Duryodhana fought a duel.
60. **Dam** - (barrier for checking the downward flow of water) The Britishers built some very well-known *dams* in India.
Damn - (to condemn) The sinner was *damned* by all.
61. **Descend** - (come down) The mountaineers managed to *descend* safely from the high summit of the Himalaya mountain.
Dissent - (refuse to assent, to disagree) The growing orthodoxy in Catholicism made the religious reformers to *dissent* from Catholic religion.
62. **Dose** - (the quantity of medicine taken at a time) Over *dose* of medicine may be fatal.
Doze - (sleep) I usually *doze* for fifteen minutes after lunch.
63. **Eligible** - (fit to be chosen) Those who have qualified NET are *eligible* for the post of Lecturer in graduate and post-graduate colleges.
Illegible - (that which cannot be read) I could not read my sisters letter as her writing is *illegible*.
64. **Elusive** - (escaping from grasp) Certain allusions in Bacon's essays are quite *elusive*.
Illusive - (deceptive) His polite behaviour is actually *illusive*.
65. **Elicit** - (to draw out) The police tried hard to elicit information from the terrorist who was caught last night.
Illicit - (illegal) Prostitution is an *Illicit* profession which is flourishing in the metropolitan cities.
66. **Eminent** - (distinguished) William Shakespeare is an *eminent* English dramatist.
Imminent - (approaching) War between India and Pakistan seems *Imminent*.
67. **Emigrant** - (one who leaves one's country to settle in another) India today faces the problem of brain- drain as most of the Indian scholars are *emigrants*.
Immigrant - (one who comes as permanent resident into foreign country) The *immigrants* face some very serious problems.
68. **Eruption** - (bursting out) The volcanic *eruption* causes a lot of harm,

- Irruption** - (sudden invasion) The Irruption of the Turks on the ancient capital town-Constantinople- led to Renaissance.
69. **Extant** (still existing) He promised to acquire the earliest *extant* manuscript of this poem.
Extent - (limit) We can help the destitute but only to an *extent*.
70. **Fain** - (gladly) I would *fain* become the leader of my party.
Feign - (to pretend) He is an unscrupulous man but *feigns* to be simple and sincere.
71. **Fair** - (beautiful) It is quite astonishing that she is chaste as well as *fair*.
Fare - (payment for travelling) The recent hike of bus fare has invited the wrath of masses.
72. **Foul** - (unfair) People think that we may attain our motives either by fair or *foul* means.
Fowl - (a sort of hen) She prepared a delicious dish of fowl meat.
73. **Fir** - (a type of tree) Fir trees are not commonly found in Western Uttar Pradesh.
Fur - (soft hair of animal) Shawls and baby coats, made of fur, are very much in fashion.
74. **Feat** - (an exploit) The magician performed a marvelous feat.
Feet - (the plural of foot) Human beings are gifted with two feet.
75. **Forego** - (go before) The *foregone* conclusions would have averted the disastrous impact of the earthquake.
Forgo - (abstain from) She had to forgo her own pleasures for the well-being of her children.
76. **Gage** - (something pledged) He has lent him money even without a *gage*.
Gaze - (look steadily) when I met my friend after along time, we *gazed* at each other and could not recognize for sometime.
77. **Gait** - (manner of walking) She entered the room in a graceful *gait*.
Gate - (large door) The *gate* of heaven remain open for the virtuous souls.
78. **Goal** - (aim) The *goal* of martyrs was to set India free from the British do minion.
Gaol - (prison) The prisoner was kept under close watch in the *gaol*.
79. **Gamble** - (to play for money) *Gambling* has become an alarming vice which should be, eradicated from the society.
Gambol - (to frisk or jump in happiness) The news of his promotion made him to *gambol*.
80. **Gild** - (cover with thin layer of gold or adoren with golden colour. She was wearing the beautiful *gilded* ornaments.
Guild - (society of men for mutual aid) In olden, days, there were several *guilds* for the smooth working of the society.
81. **Gentle** - (courteous) He was *gentle* enough to help me in my crisis.

- Genteel** - (graceful in form) Her *genteel* form won her everybody's applause.
82. **Hail** - (frozen drop of water) The untimely hail storm has caused a lot of damage to the wheat crop.
- Hale** - (healthy) I am pleased to know that my son is quite *hale* and hearty.
83. **Heal** - (to cure) Time is called a great *healer*.
- Heel** - (hinder part of human foot) A wound in his *heel* has made it difficult for him to walk.
84. **Hoard** - (to store) *Hoarding* of essential commodities leads to scarcity in the market.
- Horde** - (a gang) The *horde* of Tartars often attacked the towns and cities.
85. **Hart** - (a male deer) The *harts* in the Zoological garden of Delhi are of special type.
- Heart** - (an organ of the body) Too much fat causes obesity which is fatal for *heart*.
86. **Hare** - (a rabbit like animal) A *hare* is a large rabbit with tawny fur and long ears.
- Heir** - (a successor) He is the only *heir* to the great wealth of his father.
87. **Human** - (relating to man) A *human* being can never be a model of perfection.
- Humane** - (kind) He is a perfect gentleman as his heart is full of *humane* qualities.
89. **Ideal** - (perfect) An *ideal* teacher is always a hero of his pupils.
- Idle** - (lazy) An *idle* fellow can never succeed in his life.
- Idol** - (a person or thing that is the object of excessive devotion) His mother is an *Idol* for him.
89. **Incite** - (to provoke) I am *incited* by his arrogant behaviour.
- Insight** - (penetration in character or circumstances) Prime Ministers speech brought into light his *insight* of the burning problems of the country.
90. **Impudent** - (disrespectful) I do not like such fellows who are impudent in their behaviour.
- Imprudent** - (unwise) An *imprudent* fellow can never be successful in his life.
91. **Ingenious** - (clever) The *ingenious* contriver forms reasonable and probable plans.
- Ingenuous** - (open or frank) For his *ingenuous* dealing, he has earned a good name in The market.
92. **Indite** - (to compose write) The Daffodils' is a famous poem, *indited* by William Wordsworth.
- Indict** - (to accuse) He is *indicted* for the murder of his brother.
93. **Indigenous** - (native) The English novel is the only form of literature which is of *indigenous* origin.
- Indigent** - (poor) Some people in India are so indigent that they do not get enough food.
94. **Jealous** - (envious) My brother became *jealous* of my deserts.
- Zealous** - (enthusiastic) He is very *zealous* about a new project on which he is going to work.

95. **Knotty** - (difficult) This problem is too knotty for me to solve it.
Naughty - (mischievous) My little nephew is a very *naughty* boy.
96. **Lightening** - (reducing weight) He came to my help and thus, helped a lot in *lightening* my burden.
Lightning - (flash in clouds) Thundering is usually followed by *lightning*.
97. **Loose** - (not tight) She likes *loose* dresses.
Lose - (deprived of) He *lost* both of his parents in a road accident.
98. **Later** - (comparative degree of late) In the beginning, a new work seems hard but *later* practice makes it easier.
Latter - (opposed to former, second in position) Of India and Pakistan, the *latter* is not a secular state.
99. **Loath** - (reluctant) He seems *loath* to depart for England.
Loathe - (to abominate) They *loathe* non-vegetarian food.
100. **Mead** - (meadow) The cattle graze in the *mead*.
Meed - (reward) Rabindra Nath Tagore got *meed* of praise for his great work 'Geetanjali'.
101. **Minor** - (underage) *Minors* are looked after by their parents.
Miner - (one who works in a mine) The miners live a very hard life.
102. **Metal** - (iron, copper, gold etc.) Ornaments are made of gold which is a very precious *metal*.
Mettle - (courage) He faced the dacoits boldly and thus showed his *mettle*.
103. **Main** - (Chief) The police caught the *main* culprit of the Bank of Baroda dacoity case.
Mane - (long hair on the neck of horse, lion etc.) It was a strong horse with fine *mane*.
104. **Mantle** - (a loose sleeveless cloak) She wears a beautiful embroidered *mantle*.
Mental - (of the mind) John Donne is famous for presenting beautiful *mental* images in his poems.
105. **Moat** - (a deep wide ditch filled with water round a castle etc. as a defence) It is not an easy job to cross the *moat* and reach the manor's house.
Mote - (a particle of dust) A *mote* in the eye causes a lot of pain.
106. **Marry** - (to wed) A famous cricket player has *married* a cine star.
Merry - (happy) My friend wished me a *merry* Christmas.
107. **Monetary** - (relating to money) He is an expert of *monetary* matters.
Monitory - (warning) Pope's *monitory* letters advise men to refrain themselves from some offence,
108. **Marshal** - (a military officer) Field *Marshal* called an urgent meeting of top army officers.

- Martial** - (warlike or brave) He cowed down his enemies with his martial traits.
109. **Maize** - (corn used in India) The Indian villagers are fond of *maize* breads.
Maze - (labyrinth) The big castle is a *maze* of narrow alleys.
110. **Ordinance** - (law) After independence, the government passed a number of *ordinances*.
Ordnance - (a gun artillery) The Army *ordnance* Corps in the US is responsible for military supplies.
111. **Oar** - (rowing a boat) *Oarsmen* tried hard to save the ship from being drowned.
Ore - (unwrought metal) In India, there are many places which are rich in *ores*.
112. **Pail** - (bucket) He brought a pail of fresh water.
Pale - (of faint lustre) After prolonged illness, he became *pale*.
113. **Pray** - (offer, prayer to God) He *prayed* to God for his success in his new venture.
Prey - (victim) He fell a *prey* to his ambitions.
114. **Principal** - (head of the institution) The *principal* expelled four mischievous students from the college.
Principle - (codes) One should not sacrifice one's *principles* for material gains.
115. **Persecute** - (treat cruelly) The terrorists *persecuted* the kidnapped foreigners.
Prosecute - (institute legal proceeding) The money-lender *prosecuted* the debtor for the non-payment of debt.
116. **Patrol** - (go on a round) The police *patrolling* in the city is intensified because of the increasing incidents of robbery.
Petrol - (refined crude oil) Recent hike in the price of *petrol* has made it difficult for most of men to afford a car.
117. **Physics** - (medicine) The medical researchers are in search of some effective *physics* for the cure of cancer.
Physique - (body structure) He is appreciated for a good physique.
118. **Plain** - (simple) The pupils requested the teacher to explain the passage in *plain* language.
Plane - (surface) It is difficult for a layman to approach a politician as the politician lives on a high *plane*.
119. **Personal** - (belonging to a person) Indian Prime Minister has asked America not to interfere in the *personal* matters of India.
Personnel - (the body of persons engaged in the public service) Military *personnel* enjoy certain privileges in every walk of life.
120. **Practice** - (noun-constant use) *Practice* makes a man perfect.

- Practice** - (verb) One should *practice* one's own preaching.
121. **Prophecy** - (noun-something foretold) The *prophecy* of Caesar's death came true.
Prophecy - (verb-to predict) It is *propheesied* that he will meet an accident in near future.
122. **Prescribe** - (to give directions) All the students are supposed to abide by the *prescribed* rules of the college.
Proscribe - (to prohibit) Processions are *proscribed* by the local administration.
123. **Precede** - (go before) Shakespeare was *preceded* by Marlowe.
Proceed - (to go on) Let us *proceed* with our work.
124. **Proffer** - (offer) He *proffered* him the chairmanship of his company but he declined the offer.
Prefer - (like more) I *prefer* milk to coffee.
125. **Peal** - (loud prolonged sound esp. of thunder or laughter) There were *peals* of joy on India's winning the cricket match against Australia.
Peels - (remove the skin) She *peels* potatoes cleanly and then only cooks them.
126. **Pain** - (bodily suffering) Excessive *pain* in knees has confined me to bed.
Pane - (glass) She cleaned all the window *panes*.
127. **Pair** - (two of a thing) He has bought a *pair* of woodland shoes.
Pare - (trim by cutting away irregular parts) She *pared* my hair.
128. **Quite** - (perfectly) The exam papers of the State Bank Probationary Officers' Examination were *quite* easy.
Quiet - (peaceful and silent) The teacher asked the students to keep *quiet*.
129. **Right** - (correct; fair claim) In a democratic state, generally people are conscious of their *rights* but not of their duties.
Rite - (ceremony) He was cremated after the *rites* of the church.
Write - (compose) My friend *wrote* me a letter inviting me for an excursion at Shimla.
130. **Rein** - (bridle) A jockey *reins* his horse properly.
Reign - (rule) Augustan *reign* in Rome was the golden age.
Rain - (condensed moisture of the atmosphere falling in separate drops) Don't go out in the *rain*.
131. **Route** - (courses taken in a journey) In ancient India, the water-*routes* were used for trade and commerce.
Rout - (utter defeat) It was not an ordinary defeat but a *rout* and he could not bear it.
132. **Recover** - (regain) He is gradually recovering after his prolonged illness.
Re-cover - (cover again) He hawkers are advised to *re-cover* all their dishes.

- 133. Sole** - (single; sole of the shoe) The *sole* aim of my life is to serve my country. The sole of my shoes needs repairing.
Soul - (spiritual part of man) Pythagoras believed in the transmigration of *soul*.
- 134. Sooth** - (truth) In *sooth*, I do not know why I am so sad. (Antonio - *The Merchant of Venice*)
Soothe - (to console) His words *soothed* my pained heart.
- 135. Stationary** - (fixed) The stars are *stationary*.
Stationery - (Writing material) He owns a *stationery* shop in one of the posh colonies of Delhi.
- 136. Soar** - (to fly high) The birds *soar* in the sky.
Sore - (painful) The *sore* knee has made it difficult for me to walk.
Sour - (bitter) Vinegar is very *sour* in taste.
- 137. Start** - (looking fixedly) He was so fascinated by her bewitching beauty that he *stared* at her face for a long time.
Stair - (set of steps) We should climb up the *stairs* carefully.
- 138. Spacious** - (large space) His new house is more *spacious* than the old one.
Specious - (outwardly attractive) The *specious* promises of the mill-owner could not win the hearts of the labourers.
- 139. Straight** - (not curved) He asked me to draw a *straight* line.
Strait - (narrow) The lane where he lives is very *strait*.
- 140. Story** - (tale) Maupassant was a famous *story*-teller.
Storey - (floor of a building) She committed suicide by jumping from the fourth *storey* of a five star hotel.
- 141. Suit** - (to fit) This bat does not *suit* you.
Suite - (a set of rooms) A *suite* was booked in a five star hotel for the foreign tourists.
- 142. Shear** - (to trim the sheep) They'll be *shearing* the sheep next week.
Sheer - (complete or absolute) Reading vulgar novels is a *sheer* waste of time.
- 143. Serge** - (a kind of cloth) He wore a coat made of *serge*.
Surge - (move as in waves). The sea-storm caused the waves of the sea *surge* violently.
- 144. Team** - (a group of players) There are eleven players in a cricket *team*.
Teem - (to abound) Bihar, an Indian state, is *teemed* with coal mines.
- 145. Tamper** - (meddle with) The murderer could not be punished because the proofs were all *tampered*.
Temper - (disposition) His brother is of rash *temper*.

- 146. Toe** - (a part of the foot) Severe pain in the *toe* made it difficult for him to sleep.
Tow - (a rope). The broken car was pulled along by a *tow* to the nearest garage.
- 147. Tenor** - (drift) Did you get the *tenor* of the argument?
Tenure - (period, time or conditions under which land is occupied or used)-The feudal lords gave the farmers their lands for a definite *tenure*.
- 148. Urban** - (pertaining to city) Pope, the 18th century English poet, had criticized the hypocrisy of the *Urban* people.
Urbane - (civil) He is very much appreciated for his *urbane* behaviour.
- 149. Umpire** - (a referee) An *umpire*'s job in a cricket match is to act as judge whenever there is a dispute.
Empire - (dominion) Aurangzeb's policies brought the downfall of the Mughal *Empire*.
- 150. Vacation** - (holiday) The colleges are closed for winter *vacations*.
Vocation - (profession) One should be very careful while choosing a *vocation* for oneself.
- 151. Vain** - (proud, useless) I do not like the *vain* fellows.
Vein - (a blood vessel) *Veins* convey impure blood to heart.
- 152. Vane** - (weather-cock) The big buildings have a *vane* at their top.
Wane - (to decrease) After the full moon, the moon goes on *waning* for the next fifteen days.
- 153. Veracity** - (truthfulness) Mahatma Gandhi was famous for his love of *veracity*.
Voracity - (greediness) *Voracity* of food often leads to obesity.
- 154. Vassal** - (a slave) In olden times, the people of black race were kept as *vassals* by the feudal lords.
Vessel - (a container) Veins and arteries are the blood-*vessels* in human body.
- 155. Vale** - (valley) The *vale* of Kashmir is known as the heaven upon the earth.
Wail - (to weep) The *wails* of widows after the Kalinga war made Ashoka, the great, mournful.
- 156. Waste** - (useless) Indulging in frivolities is a sheer *waste* of time.
Waist - (part of a human body) The young girls are very fond of wearing *waist*-bands.
- 157. Wreck** - (to destroy) Many lives were lost in the ship-*wreck*.
Wreak - (to take revenge) Prince Hamlet *wreaked* of his father's murder.
- 158. Waive** - (forgo) Keeping in view his superb performance at the interview, the interview-board *waived* off all other necessary qualifications.
Wave - (waves in sea) The stormy sea-*waves* terrified the sailors.
- 159. Weather** - (a state of atmosphere) The *weather* is often pleasant in the cities near the coastline.

Whether - (if) I do not know *whether* the exams will commence from 15th of this month or not.

Wither - (fade away) The flowers have a very short life and soon they *wither* away.

160. Wet - (being drenched) His clothes were wet because of sudden heavy rain.

Whet - (sharpening) Shylock *whetted* his knife keenly before cutting one pound of flesh from Antonio's body.

161. Yolk - (the yellow portion of an egg) The *yolk* part of an egg is rich in protein.

Yoke - (bondage) The efforts of innumerable martyrs set India free from the *yoke* of British rule.

162. Yarn - (thread) He stitches the fine dresses with durable *yarn*.

Yearn - (crave for a thing) He *yearns* to own a car and a bungalow.

16.3 Practice Exercises

A. Give the meaning of the following homonyms and frame sentences to show the difference.

- | | |
|-----------------------|---------------------|
| 1. Beat, Beet | 2. Dew, Due |
| 3. Knave, Nave | 4. Lessen, Lesson |
| 5. Loan, Lone | 6. Cot, Caught |
| 7. No, Know | 8. Hole, Whole |
| 9. New, Knew | 10. Pale, Pail |
| 11. Raise, Rage | 12. Lo, Low |
| 13. Site, Sight, Cite | 14. Sea, See |
| 15. So, Sow | 16. Which, Witch |
| 17. Vice, Wise | 18. Tale, Tail |
| 19. Way, Weigh | 20. Son, Sun |
| 21. Hart, Heart | 22. Faint, Feint |
| 23. Lye, Lie | 24. Sore, Sour |
| 25. Vale, Veil | 26. Soul, Sole |
| 27. Pray, Prey | 28. Dear, Deer |
| 29. Dye, Die | 30. Career, Carrier |
| 31. Naval, Navel | 32. Not, Knot |
| 33. None, Nun | 34. Our, Hour |
| 35. Male, Mail | 36. Forth, Fourth |
| 37. Lain, Lane | 38. In, Inn |

39. Gilt, Guilt

40. Heard, Herd

B. Which of the two words bracketed in the following sentence is correct?

1. When boys are tired, they begin to (*doze, dose*).
2. The scout (*petrol, patrol*) got into train bound for Lucknow.
3. The recent floods have (*rot, wrought*) a great havoc in areas near the Ganges.
4. Wicked persons are not (*illegible, eligible*) for responsible posts.
5. Akbar kept in army of (*spies, spice*) who informed him of the minutest details of things happening in his vast (*umpire, empire*).
6. A military (*crops, corpse*) was sent to suppress the rebels.
7. Good persons never (*desert, dessert*) their friends in adversity.
8. We should act according to the (*advice, advise*) of our elders.
9. The policeman (*seized, seiged*) the thief by the (*choler, collar*) and knocked him down.
10. The carpenter cut off a large (*bough, bow*) of timber.
11. Can you (*cite, site*) an example of a great man who has not loved his mother.
12. Do not (*altar, alter*) the (*course, coarse*) of action once adopted.
13. He is a boy of (*lose, loose*) character.
14. Dr. R.N. Tagore was an (*imminent, eminent*) scholar of this country.
15. The wood-cutter (*hewed, hued*) the branch of a tree in no time.
16. One should (*adapt, adopt*) oneself to all circumstances.
17. The Emperor is staying at the royal (*mansion, mention*).
18. The (*site, sight*) of our college building is very fine.
19. All the (*principle, principal*) citizen of Agra were present at the meeting.
20. He said good (*by, bye*) and went away.

C. Write three separate sentences to bring out the difference in meaning

- (i) plan, plain, plane
- (ii) steal, steel, still
- (iii) rain, rein, reign
- (iv) accept, except, expect
- (v) cast, caste, cost

UNIT-17

PUNCTUATIONS

Structure

- 17.0 Objectives
- 17.1 Introduction
- 17.2 When and Where to Use Punctuations
- 17.3 Use of Capitals in Sentences
- 17.4 Practical Exercise

17.0 Objectives

In this unit we shall study the use of punctuation in English. In the end we have given you some practice exercise.

17.1 Introduction

It is important to use proper punctuations when you write a paragraph. For instance, when a sentence had ended, you put a full stop. “Full stop” is a punctuation which marks the end of a sentence and allows you to start the subsequent sentence. In addition, there are many other punctuations which are required to be used while writing a paragraph. But for the use of accurate punctuations, a sentence may not give the right meaning or may even give a wrong meaning.

When we talk, don't we give a short or long pause in between words and sentences? Such pauses represent different type of **breaks** and **rhythms** in the spoken sentences. And while writing too, we have to follow the same kinds of pauses and rhythms and this is done through Punctuations.

In this chapter we shall cover the following punctuations which you must use in your written English and for that matter, in any language. They are Full Stop (.) Comma (,) Semicolon (;) Colon (:) Dash (-) Questions mark (?) Brackets () Quotations marks (“.....”) Exclamation (!) and Apostrophe (').

17.2 When and Where to Use Punctuations

Full stop (.)

We use this to represent the longest pause,

- (a) to mark the end of a complete sentence, be it a Simple or Complex or Compound sentence.

James came home by seven thirty last night.

- (b) after all abbreviations and initials,

Dr. M.L.A. Co. M.R. T.A. Anandan Dr. D.G. Sundaram

Note:

We can mark the end of a sentence also by a Question mark or Exclamation. In such cases, we don't use a Full stop in addition.

Comma (,)

A Comma represents a short pause and it is used,

- (a) to separate a series of words in a sentence
 - (i) England, India New Zealand, Australia and Sri Lanka took part in the Cocacola cup cricket match.
 - (ii) *This man lost lands, vehicles, houses and friends.*

Note:

In such series, we don't use a comma before the conjunction 'and' since this conjunction marks the last word in the series.

- (b) To separate an adjunct. (Adjunct is: extra/additional information or phrases added to qualify a word in a sentence such as an Adjective clause without the S-A-V elements in it)
 - (i) *Sir C.V Raman, a Nobel prize winner, was a great Indian scientist.*
 - (ii) *My brother, the Captain of our District football team, is studying in XII standard in this school.*
 - (iii) *Milton, the great English poet, became a blind man.*
- (c) to separate any pairs of words connected by **and**.

High and low, rich and poor, wise and foolish, will be always among us.
- (d) before and after Direct speech.
 - (i) *He said, "I must leave immediately.*
 - (ii) *"All my students are good, " announced the class teacher.*

Semicolon (;)

We use a **Semicolon**,

- (a) to show a pause whose duration will fall roughly between a comma and a full stop.
- (b) To break up two or more closely allied ideas in the form of Simple sentences.
 - (i) This crocodile is friendly type; it will not charge at you ever. (allied idea)
 - (ii) This boy crossed my path at the beach; we became friends at once. (allied idea)
 - (iii) Reading makes a full man; speaking a ready man; writing an exact man.

Colon (:

Colon also is used for a pause which will be slightly longer than a semicolon. We use it

- (a) when we give out a list of names or articles one by one.
 - (i) *The big rivers in India are: The Ganges, the Brahmaputra, the Narmada and the Cauvery.*
 - (ii) *Three kinds of fuels are now in use in India: coal, oil and electricity*
- (b) for a follow up information.
 - (i) To summarise: Adjectives are simple words; they must describe a noun; so, place an adjective to the left of a noun.
 - (ii) *Many students secured first division. They are: Mohan, Sugirtha, Christian, Sundari ...*
- (c) though not necessary, we may use it along with a dash.
 - (i) For example:- steel, coal, electricity etc.
 - (ii) Examine the following sentences:
 - (1) Didn't you ever touch a cigarette?
 - (2) Sam shall never commit a mistake like that?

Dash (-)

A **dash** also represents a pause but in a different way. We use it to,

- (a) indicate a sudden stop or a change of thought but somewhat allied with a foregoing sentence.
 - (i) *If my father were alive - but, why go into the past? - he would have attended this function today.*
 - (ii) *Some of my relatives and friends - they no longer live here - never identified themselves with me.*
 - (iii) *When the Chairman began his speech - the hum and chatters had died down by then - the microphone went dead.*

Question mark (?)

We use this symbol at the end of a question.

- (i) *Where are you going?*
- (ii) *You went to market on your own, didn't you?*
- (iii) *Isn't Chennai the capital of Tamil Nadu?*

Note.

When we use a Question mark at the end of a sentence, don't use a Full stop to mark the end of that sentence.

Brackets ()

We use the brackets,

- (a) to mark off the words used in any explanation.
 - (i) *My son will return from England (He is abroad for higher studies) by the end of this year.*
 - (ii) *We depart on 26th January (Our Republic day) at 6 a.m.*
- (b) to separate from the main part of a sentence a phrase or a clause.
 - (i) *Saravanan gained from his investment (Which was out of his savings) made with a known Finance company.*
 - (ii) *No trespassers (Men or women or children) will be spared from prosecution.*

Quotation marks (“.....”)

We use these marks,

- (a) to reproduce the exact words used by a person,
 - (i) *The Minister said, “I shall get a legislation passed about this.”*
 - (ii) *“I would rather die, “ the accused conveyed, “than give false evidence.”*
- (b) to mark off a familiar quotation.
 - (i) *Didn’t your mother ever remind you, “Waste not, want not?”*
- (c) if a quotation occurs within a quotation, it is to be marked by single inverted commas.
 - (i) *“If you say, ‘I get what I like’, I would say, I like what I get’.*
- (d) in Direct speech.
 - (i) My mother said, “Your father will take you to school today.”

Note

Note the following points while writing a Direct speech:

- (i) Use a comma before writing the Direct speech.
- (ii) Put the Direct speech sentence(s) inside inverted commas.
- (iii) The first word inside the inverted commas must be in capital letter.
- (iv) Before the closing inverted commas, use a full stop/question mark to show the end of the sentence Or a comma if the Direct speech projects into Indirect speech as shown below:

“Don’t compel me to guide you every time,” warned our brother.

Exclamation (!)

This is a ‘part of speech’ as well. We use this symbol (!) to show a sudden joy or surprise or shock through a particular word or a whole sentence in the written form. (In the spoken form, we will be using the body language or audible sounds of some kind to show joy, surprise, shock etc).

- (i) Alas!
- (ii) The patient is dead!
- (iii) Oh my God!
- (iv) Ah! How terrible?

Note

When we use the exclamation mark at the end of a sentence (like in (ii) and (iii), there would be no need for a full stop.

Apostrophe (‘)

We use this sign,

- (a) to show possessive nouns.
 - (i) *This is Mohanas note book, (This is her note book)*
 - (ii) *The children’s bed room is over there.*
 - (iii) *The boys’ homework books are here.*
 - (iv) *The Inspector’s jeep met with an accident.*
 - (v) *The VIP escort is way ahead in the convoy.*
- (b) to show an abbreviated word.
 - (i) *Don’t (do not)*
 - (ii) *I’ve (I have)*
 - (iii) *Won’t (will not)*

Note:

Here, if we remove the apostrophe sign, the word (wont) will have a different meaning altogether - what someone is fond of doing usually.

- (iv) *Isn’t (is not)*
- (v) *Shan’t (shall not)*
- (vi) *We’re (We are or we were); they’re (they are or they were)*
- (vii) *He’s, She’s, It’s (He is/has, She is/has, It is/has)*
- (viii) *Wouldn’t, couldn’t, shouldn’t (Would not, could not, should not)*
- (ix) *Mustn’t (Must not)*
- (c) to show the plural of Figures and Letters.
 - (i) *Add two 5’s with two 7’s.*
 - (ii) *Don’t put too many e’s or t’s in your spelling.*

- (d) to show the plural of some nouns and proper nouns especially those ending with an 's' sound or in such cases where the apostrophe will not be mistaken for possessive cases or where addition of the letter 's' is likely to cause confusion.
- (i) *Thermos's* (Thermos flasks - plural)
 - (ii) *the Thomas's* (Mr. and Mrs. Thomas)
 - (iii) *Up's and Down's*
 - (iv) *In's and Out's*

17.3 Use of Capitals in Sentences

Use the **Capital letter**,

- (a) for the first letter in the first word while starting a new sentence after a full stop.
 - (i) *The boy was bad. He had joined a new school.*
- (b) for all proper nouns even if they are in the middle of a sentence.
 - (i) *When we reached New Delhi, it was raining. Madhavan and Raghuvaram were at the station to receive us.*
- (c) for all adjectives derived from a proper noun.
 - (i) *Several Indian scholars and British poets were present at the meeting.*
 - (ii) *We don't sell Kashmiri dresses in our shop.*
- (d) for all nouns and pronouns referring to God wherever they may appear in a sentence.
 - (i) *God is our creator In His name we always pray.*
 - (ii) *It is always He (God) who meets all our needs. We must thank Him always.*
 - (iii) *When you pray, say, Lord our Father...*
- (e) for all titles of honour, office, salutations in official letters and all initials wherever they may appear in a sentence.
 - (i) *My dear Sir Dear Madam. My dear Professor.*
 - (ii) *Mr. Vishwanathan, Padma Sri.*
 - (iii) *Dr. S.Ratnasamy, M.B.B.S.*
 - (iv) *Miss. Leela John, M. Tech.*
- (f) for all months, days of week, seasons and festivals wherever they may appear in a sentence.
 - (i) *It rains in October in Chennai.*
 - (ii) *See me next Tuesday.*
 - (iii) *Deepavali and Dussera fall in October this year*

- (iv) *25th December is the Christmas day all over the world.*
- (g) for the first person singular pronoun and interjections wherever they may occur in a sentence.
- (i) *I didn't take your cycle nor did I see it near my house.*
- (ii) *Sue and I are good friends.*
- (iii) *Oh! he is out.*
- (iv) *Oh dear! Oh dear!*
- (h) for the first word in a sentence inside the inverted commas. (Quotation marks)
- (i) *Rajinder shouted, "Catch that thief."*
- (ii) *We all agreed, "Wednesdays would be observed as half working days."*
- (i) for all abbreviated titles, captions and words.
- (i) *UN, UNESCO, AIR, SIDCO.*
- (ii) *OK*

17.4 Practice Exercises

Exercise 1

Punctuate the following sentences and put capital letters where necessary.

1. come along young chap said the drill master loudly you are malingering aren't you next you are habitually lazy I notice
2. i am sorry i interrupted you you said stop me if you don't understand.
3. people say subash chandra bose is dead or he would have come to india which is waiting for years to give him a grand reception
4. after lunch we resumed our trek and reached a village named hastinapurandar what a tongue twister I couldn't help saying. Oh we call it hasti usually said the village headman
5. who is the girl sitting cross-legged on the bench i asked i am tried sir she answered with impunity
6. give me the instruments box father he said i will set it right.
7. is it brave to pick a quarrel with mr sampson
8. after raman did his assignment he went out to play with his friends kamal and pranav
9. karan said i like to play games on computers
10. ashok said poverty can be eradicated from the indian society if population growth is controlled

Exercise 2

Insert comma, where necessary in the following sentences:

1. History it has been said is the essence of any human record.
 2. Nothing probably has contributed more to perpetuate poverty and backwardness in India than the want of selfless leadership.
 3. Most of us or nearly all of us fail to live upto our full length of time owing to accidents and heart burns and avoidable illnesses.
 4. At midnight however the senior politician was awakened by the sound of heavy boots of some dozen men in uniform.
-

UNIT-18

DICTION AND STYLE

Structure

- 18.0 Objectives
- 18.1 Introduction
- 18.2 The Choice of words
 - 18.2.1 Colloquialisms and Slang
 - 18.2.2 Archaic Words
 - 18.2.3 Foreign Expressions
 - 18.2.4 Hackneyed Phrases (Cliches)
 - 18.2.5 Pedantic Phrases and Polysyllabic Words in Place of Simple Words
 - 18.2.6 Journalistic Style : Good and Bad
 - 18.2.7 Officialese
 - 18.2.8 Redundancy of Expression
- 18.3 The Arrangement of Words
 - 18.3.1 Rule of Proximity
 - 18.3.2 Ambiguity
 - 18.3.3 Rhythm and Euphony
- 18.4 Varieties of Style
- 18.5 The Analysis of the Characteristics of Style
- 18.6 Essential Qualities of Good Style
- 18.7 Practice Exercise

18.0 Objectives

In this unit we shall study the significance of diction and style in the use of the English language.

18.1 Introduction

By the term 'diction' is meant the choice and arrangement of words. It might at first seem that anyone who can speak the English language correctly and fluently should find difficulty in the choice and arrangement of words in writing. But such a supposition leaves out of account the fact that the *written* language is not the same as the *spoken* language. The written language is an artificial product- more formal and exact than the spoken language; it is the product of generations of men of letters who have established

a definite tradition in the matter of form and expression. This is not to say that all great writers have adopted the same style: nothing would be farther from the truth. But the classic writers have set certain standards in literary expression to which all who wish to write well must conform. The writers have, in fact, become 'classic' because they succeeded in enshrining in literature the permanent element of the spoken language of their day (and the spoken language is undergoing continual change from one century to another and even from one generation to another), so that their written language was not for their age only but for all time.

18.2 The Choice of words

18.2.1 Colloquialisms and Slang

The spoken language, even of educated people, is full of colloquial and slang expressions, many of which are fashionable for a time and are then discarded. Such expressions as *rotten*, *ripping*, *fed up*, *out to* (He is out to win the game), *up to* (It is up to you to do so), *with it* (He is not with it), pass very well in speech, but they must not be used in writing. Similarly, the colloquial uses of *nice* and *awful* should be confined to conversation.

18.2.2 Archaic Words

Words like *anent*, *erstwhile*, *methinks*, *perchance*, *whilom* may be appropriate to the diction of poetry, which is often deliberately archaic, but they are out of place in modern prose.

18.2.3 Foreign Expressions

Foreign Expressions should always be avoided where a good English equivalent exists-

en route (on the way), *entire nouns* (between ourselves), *hors de combat* (out of action), *bate noire* (pet aversion)

Certain foreign words, however, supply deficiencies in English. The French *naïf* (spelt naive in English) and *denouemen*, for instance, are permissible in English since we have no word that quite expresses the idea; similarly *entente* has no simple English equivalent and it has become a recognised term in diplomatic language. Certain words like *unique*, *prestige*, originally French, have been so long in the language that we hardly think of them as being foreign.

18.2.4 Hackneyed Phrases (Cliches)

Certain expressions that were perhaps striking when first used have become so hackneyed by repetition that they are avoided by good writers. Examples are- *the fair sex*, *last but not least*, *slowly but surely*, *the cup that cheers*, *conspicuous by its absence*, *this pales into insignificance*, *its importance cannot be over estimated*.

18.2.5 Pedantic Phrases and Polysyllabic Words in Place of Simple Words

Wedding is better than *nuptial ceremony*, *fireworks* than *pyrotechnic display* and *tobacco* than *the fragrant weed*.

Owing to the mixed nature of English vocabulary. We very frequently have the option of using either a simple, and generally short, native English word or a longer and more learned word of Latin origin (e.g. *heavy- ponderous, calling- vocation, bodily- corporal, greedy-voracious, lively-vivacious*). This wealth of synonyms in English is of advantage to a practised writer, because it enables him to achieve great variety in expression; but it also has its dangers. The writer who constantly makes use of a Latinised vocabulary is apt to become pedantic.

The polysyllabic humor is a characteristic of the writing of Dickens; he, indeed, made it so popular that he has since been imitated by numerous inferior writers who seem to think that they can establish their claim to be considered humorists simply by calling an *uncle* “*an avuncular relative*” or a *dog* “*a member of the canine species.*” This particular sort of humour so easily becomes cheap and flashy that the young writer should avoid it altogether.

18.2.6 Journalistic Style :Good and Bad

Students of an earlier generation used to be warned against the stylistic vices of what was called ‘journalese.’ the old-fashioned journalist of the lower sort did, in fact, tend to write in a pompous, verbose, and inflated style. He preferred the long word to the short, the elaborate to the simple.

Revolutionary developments have taken place in journalism, however, in the course of this century, and the old strictures on “journalese” no longer apply. On the one hand, the “quality” newspapers are much better written; on the other hand, the popular papers have acquired new literary vices. Their articles are generally written in an excessively colloquial manner calculated to appeal to the mass of less intelligent and less educated readers catered for by the modern big-circulates the chatty style of intimate conversation as the means of getting on the best terms with the reader. He is at no pains to avoid slipshod expression so long as he secures the right tone of familiarity. He picks up and overworks all the latest tricks of phrases; he runs after novelty in the use of words; and his style is coloured by his constant effort at the sensational and the “dramatic”. It is only fair to add that some of the faults in his writing are due simple to the haste with which he has to work.

It is still necessary, therefore, to caution students against imitating the style of inferior journalism. It should be repeated, however, that in the best daily newspaper and weekly periodicals the writing is of a very high standard and can be thoroughly recommended as a model.

18.2.7 Officialese

Another example of how not to write is to be found in “officialese”- the kind of jargon that is constantly met with in government documents, in ministerial pronouncements, and in statement issued by officials of public corporations, business organisations, trade unions, and the like. It is essentially a form of verbosity. The idea is clothed in superfluous wrappings of words. The writer will never make a simple concrete statement if it possible to string together a number of abstract nouns and prepositions. He does not think it sufficiently impressive to say:

We think that unrest will soon become widespread.

He prefers: feeling of dissatisfaction is likely to assume considerable proportions in the immediate future.

18.2.8 Redundancy of Expression

i.e. the use of unnecessary words- is a common fault. Redundancy has various forms-

(a) Tautology- This occurs when the same thing is said twice in different words-

They came *one after the other in succession*.

The phrase “in succession” is synonymous with “one after the other.” Similarly, tautology occurs in- Gradually, little by little, we forced our way through the obstacles.

(b) Pleonasm- A word is pleonastic when its meaning is implied in that of some other word in the sentence-

To see the snow-capped mountains far away is one of the most glorious *sights*. *The speed* of the car was too fast. We *returned back* home. The reason why he did come was because he was ill. The pleonastic use of *as to* is very common-

I began thinking *as to* what I should say if my opinion were asked. (Omit *as to*)

(c) Verbosity (Wordiness)- A sentence is verbose when many words are used to express what could be said equally well in a few- In my opinion the remuneration received by the subordinate officials in this office exceeds by a very considerable amount what is generally paid by other similar firms.

This could be more simply and effectively expressed thus- I think the junior staff in this office get far higher pay than they would elsewhere.

(d) Periphrasis or Circumlocution- i.e. a roundabout way of saying a simple thing. This, or course, leads to verbosity. Third rate writers like to refer to Shakespeare as “the bard of Avon,” or to Nelson as “the hero of Trafalgar.” Periphrases are often used in order to avoid a repetition of a name, but this undesirable practice can be avoided if the sentence is so constructed that pronouns can be clearly used-

It was hoped that Mr A. and Mr B. would be able to play in the second Test Match at Lord’s but the old Oxford blue has been taken ill with appendicitis and the old Harrovian declined because he is not in form.

Here “the old Oxford blue” means simply “Mr A” and “the old Harrovian” means “Mr B.” An example of circumlocution-

It cannot be denied that Lamb’s most serious frailty was his *habit of partaking too freely of alcoholic stimulants*.

18.3 The Arrangement of Words

In the arrangement of words in sentences the writer should keep in mind above all else the need for *simplicity* and *clearness*. The following rules must be carefully observed if clearness is to be obtained.

18.3.1 Rule of Proximity

All qualifying words, phrases and, clauses should be placed as near as possible to the words to which they refer. If this rule is not observed, ambiguity will arise.

(a) Qualifying Word-

Incorrect : This lift must *only* be used by the staff.

Correct : This lift must be used *only* by the staff.

(b) Qualifying Phrases-

Incorrect : Piano for sale by a lady *with carved legs*.

Correct : Piano *with carved legs* for sale by a lady.

Better: (Lady has for sale a piano *with carved leg*.)

(c) Qualifying Clause-

Incorrect : I do not recommend you to buy this house because the train service is so poor.

Correct : Because the train service is so poor, I recommend you not to buy this house.

Note- Particular care should be taken in placing the correlatives *either.....or*, *neither.....nor*, *not only.....but also*, *rather.....than*, etc. The following is incorrect-

He was not only fond of books but also of music.

Not only refers to the phrase *of books* and should therefore be placed immediately before it.

18.3.2 Ambiguity

A sentence may be ambiguous, or obscure in meaning, through various cause-

(a) Bad Arrangement of words or clause- i.e. violation of the rule of proximity.

(b) The Vague Use of Pronouns- This occurs particularly in reported speech-

The counsel asked the witness whether *he might* take it for granted that what *he had* just said represented all *he* knew about the matter.

Does the second 'he' refer to 'counsel' or 'witness'?

(c) The Omission of Necessary Words-

The qualifications for a teacher and lecturer are not the same. (Insert the articles 'a' before 'lecturer' to show that two distinct persons are referred to.)

In the first place, there is the oil indicator, showing whether the lubrication system of the engine is working properly, and if a pressure supply (which is common to most cars nowadays), what working pressure the oil pump is registering in lbs. per square inch (Write '.....and also, if there is a pressure supply.....')

18.3.3 Rhythm and Euphony

It is important to notice that a sentence, although grammatically correct and containing properly used and judiciously chosen words, may yet be unsatisfactory because it lacks *euphony*; that is, it is not a *harmonious* combination of words. No sentence can be regarded as satisfactory if it offends the ear when it is read aloud. In particular, it should have an agreeable *rhythm*. Prose, no less than verse, should have rhythm, though the rhythm of the one is different from that of the other.

Certain writers have produced a beautiful form of prose resembling verse in its strongly marked rhythm; but it is dangerous for the inexperienced writer to imitate such prose- dangerous because he will tend to write bad verse instead of good prose. Without exaggerating the rhythmical quality of his writing, however, he should always seek to secure ease and grace in diction.

(a) Faulty Rhythm (rearrangement of words needed)

The camp never looks gayer than it does on the real opening day- *which will be Monday- of these events*, provided the weather be fine.

The above sentence illustrate the awkwardness that may arise from the use of parenthesis.

(b) Sequence of Relatives (introducing clauses that do not all refer to the same antecedent)-

These are the politicians who are fiercest in their denunciation of those *who* are attacking this evil, *which* is so widespread.

He has written a book *which* contains a chapter *which* impugns the honour of a cabinet minister.

(c) Too Many Prepositions-

The secretary was asked to record a minute *of* the appreciation *of* the committee *of* the work done *by* the special sub-committee *in* connection *with* this matter.

(d) Unintentional Rhyme-

Leisure is an inestimable *treasure* to those who make proper use of it.

(e) Inharmonious conjunction of Similar sounds-

He intends to pursue a course of intensive study.

18.4 Varieties of Style

We have so far considered some of the difficulties in the way of correct writing. But, as we have already suggested, it must not be supposed that when once these difficulties have been conquered all writers will express themselves in the same way. On the country, just as everybody has his own characteristic manner of speaking, or of wearing his clothes, so every writer has his peculiar way of expressing his ideas. A writer's characteristic mode of expression is called his style.

In criticising any piece of prose, therefore, we may consider two things- the matter (i.e., what the writer says), and the style (i.e. the way he says it). Matter and style vary in importance according to the purpose of the writer. In a scientific treatise, for instance, we are concerned mainly with the facts pre-

sented; so long as the writer expresses himself clearly, we ask for little more. In work of a literary character, however, style and matter are of equal importance. Some books- Lamb's Essays, for instance- have won enduring popularity almost entirely through their charm of style. Every writer who wished to make his work interesting or persuasive must cultivate a style suited to his purpose.

18.5 The Analysis of the Characteristics of Style

When we read a passage of prose, it is often not difficult to perceive that a special quality of style is exhibited; that is to say, we realise in a general way that the ideas here expressed by A would have been set down in a different form by B or C. But it may be by no means easy to analyse the characteristics of the writing and to explain in detail how the writer achieves his effect. Yet it is only by attempting this process of dissection that we come to learn some of the secret of the art of composition. By carefully reading the following extract and the comments made on them, the students should gain an insight into the way in which the elements of style in a given passage can be analysed and described.

When I look upon the tombs of the great, every emotion of envy dies in me; when I read the epitaphs of the beautiful, every inordinate desire out; when I meet with the grief of parents upon a tombstone, my heart melts with compassion; when I see the tomb of the parents themselves, I consider the vanity of grieving for those whom we must quickly follow; when I see kings lying by those who deposed them, when I consider rival wits placed side by side, or the holy men that divided the world with their contests and disputes, I reflect with sorrow on the little competitions, factions, and debates of mankind. When I read the several dates of the tombs- of some that died yesterday, and some six hundred years ago- I consider that great day when we shall all of us be contemporaries, and make our appearance together.

Comments- The *emotional* quality of this passage is obvious at once. How is the emotion conveyed to the reader? It is, of course, inherent in the ideas; the awfulness of death is brought vividly before us when we are reminded that children and parents lie together in the grave, and that those who were great rivals in life come to the same nothingness in the tomb. But the feeling is enhanced by the form given to the individual statements and to the passage as a whole. The *parallelism* of structure strikes us immediately. We have a series of similar clauses beginning with 'when'; this gives the general pattern of the passage. There is also a superb use of *balance* in the arrangement of the clauses. The result is a piece of wonderfully *rhythmical* prose. A reading of the passage aloud produces an effect akin to that of verse. A reading aloud also makes clear another point- the extraordinarily effective *climax* achieved in the last sentence. The emotion suggested by the tombs of the great increases with the mention of the parents and children, it gathers intensity with the reference to the little quarrels of rival kings and great men, and it rises to its highest point in the vision of the great day that awaits all mankind.

18.6 Essential Qualities of Good Style

Certain faults have already been described in this unit and good style will possess none of these; but that is a merely negative conclusion. The following are the positive qualities exhibited by all writing of the highest standard.

Clearness- A writer should use just those words that convey his thought exactly, and not only

exactly but instantaneously. It follows that the language used must be simple. It is necessary, however, to distinguish between what is simple to read and what is simple to write. It must not be thought that because a statement is correct in a photographic sense it is clear. Some impressions have to be conveyed by indirect means which, while they result in language that is quite simple, often entail much labour and experiment on the part of the writer.

It should also be remembered that clearness will not be secured merely by attention to the word or the individual sentence. The facts and ideas on a given topic have to be organised into a paragraph, and much depends on the way in which the paragraph is built up.

Simplicity implies the use of the simplest words that can convey the exact meaning of the writer. Fancy words are merely evidences of a debased style, and if the meanings of the words are imperfectly understood by the writer- as often happens- the result is ludicrous in the extreme. It cannot possibly be incorrect to call a spade a spade; to term it an agricultural implement adapted for the tillage of the soil wastes paper, ink, and the time of the reader.

Strength-Clearness demands sentences that 'hit the nail on the head', and such sentences make for strength of language. A style that is too emphatic is not strong; and the use of too many superlatives and highly coloured adjectives result in weak writing. Verbosity is fatal to strength of language.

Idiomatic Writing- Idioms give life to literature. Prose devoid of the peculiar idiom that has developed in the English language is too machine like to arouse interest in its readers.

Rhythm and Harmony- These have been sufficiently considered already. It is enough to say here that if a passage is not 'easy to read' aloud, its style is faulty.

The best advice we can give to the young writer is this- Try to express your own ideas as simply and as clearly as possible. Study the work of standard authors, for from them you will learn new modes of expression and you will see how certain difficulties are to be overcome. But only by practice will you secure facility in expression and only by practice will you develop a style of your own.

18.7 Practice Exercise

1. Comment on the diction of these sentences:
 - (a) We are giving active consideration to the possibility of using this invention.
 - (b) As the leather travelled towards him, the batsman made a wild sweep at it with his valiant willow.
 - (c) He stood up and made for the door, but ere he could reach it Jack Hobhouse stood before it and confronted him.
2. Point out the causes of ambiguity in following:
 - (a) He told his brother that he had failed in his examination.
 - (b) After removing the defective valve from the locomotive they sent it to the shed to fix a new one.

- (c) I have now seen him, and though not for long, he is a man who speaks with perfect frankness.
 - (d) These events occurred in the reign of Solomon, the son of David, the most renowned of the King of Israel.
3. Criticise the following sentences in respect of vocabulary and diction, and rewrite them in improved form-
- (a) I was sure that they would soon mutually find each other out.
 - (b) I have struggled hard at golf; I have literally removed mountains.
 - (c) The cause of the rise in prices is attributed to the scarcity of labour.
-

UNIT-19

READING COMPREHENSION

Structure

- 19.0 Objectives
- 19.1 Introduction
- 19.2 Comprehension Judged in Competitions
- 19.3 How to Take the Comprehension Test
- 19.4 Long Sentences
- 19.5 Worked Out Example
- 19.6 Practice Exercise

19.0 Objectives

In this unit we shall study the significance of reading comprehension.

19.1 Introduction

Comprehension is the act of understanding. If you do not understand a thing, it is no use wasting time upon it. Reading without understanding is even worse than without digesting. In reading without understanding you do not get even momentary gratification. Understanding is what one should aim at. It is a habit which should be formed early in life. The earlier, the better. Once this becomes a habit, life becomes easy at every step.

19.2 Comprehension Judged in Competitions

Wherever you go, a person with a better comprehension is always valued. Once apprised with a situation, his decisions will be based on a clear picture. On the other hand, one who cannot comprehend well, in spite of his or her decision-making ability, can never take the right decision.

Most of the selectors are also looking for candidates who are unbiased. *When you are given a passage, you are not supposed to answer the questions based on preconceived notions.* The answers have to be based on what is given in the passage. Success at comprehension shows an un-preoccupied mind.

When you go to an interview, your comprehension may be judged by narrating an incident and then asking you what you make out of certain aspects of the incident. At the written level, the same thing is done by giving a passage before your eyes.

There is another aspect of the personality which comprehension passages take care of - *the ability to understand the things in a given time.* Time limit plays an important role in answering questions based on the comprehension passages.

19.3 How to Take the Comprehension Test

If the student has developed an approach of his own to answering the comprehension questions and the approach is effective, he or she should stick to that approach. However, this method of one's own should be thoroughly checked bearing in mind the time duration.

But for those of you who feel uneasy the moment a comprehension passage comes into sight, here are some tips which may also be called speed-enhancing techniques.

1. It is good idea to take a cursory glance at the questions given. In an age of cut-throat competition, you cannot afford the copybook style of reading and re-reading the passage until you have thoroughly understood it and then come down to questions. No, be pragmatic. If you take a look at the questions before reading the passage, you know what aspects of the passage to concentrate on.
2. Now read the passage carefully. While reading find out the main point and the arguments that have been given in its favour. If you have got these correct, you have well begun and it is more than half done.
3. Examine the attitude of the writer. This is one of the pet questions of those setting comprehension tests.
4. Often the questions pertain to synonym or antonym of a word as used in the passage. The important point here is **as used in the passage**. You should not go for the meaning blindly.
5. Here is in a nutshell what is generally looked for in the questions:

(i) Main idea of the passage: Whenever a passage is written, it is to propagate an idea. This idea forms the nucleus around which words and sentences are constructed. Get to the root of this idea.

(ii) Attitude of the writer: This is again important because the same sentence may carry a different meaning if looked at in isolation. But when used in a given context, it takes the meaning dependent on the attitude of the writer, which is nothing but the overall feeling that you get after having read passage.

(iii) What the writer says and what he does not; It is very important to categorically see what the writer says and what he does not. This will be possible if we do not operate with unnecessary assumptions.

(iv) Implied meaning of the passage; Often you may come across passage which carry meaning beyond the literal one. You should have an insight sharp enough to penetrate the literal layer.

(v) Title of the passage: If you are familiar with the main idea and the way it has been put in, this is something not difficult.

If you bear in mind the above points, you may comprehend the passage even in one reading. But if you are not sure of the answers after the first reading and time allows, you should not hesitate in going for a second reading.

3. This suggestion is of course a homework and has to do with cultivation in due process. But if you cultivate it, it is going to be of immense help in the examination hall. The suggestion is: **develop your vocabulary and sentence construction**. Then you do not have to grope in the dark or loiter

while reading the passage.

19.4 Long Sentences

The trend of the day is short sentences. But we still encounter sentences which prove to be discomfitingly long. Fortunately, however, these sentences are not as long as you would find in earlier authors- George Eliot's sentences often ran for almost one long paragraph. Still, the sentences today *are* long at times. And the longer they are, the more baffling they become for the beginners. The editorials of certain newspapers and articles by certain academics put off a not-too-well-versed reader. Long sentences are nothing but a combination of short ones. *All you need know is how to split them.*

19.5 Worked Out Example

People travelling long distances frequently have to decide whether they would prefer to go by land, sea, or air. Hardly anyone can positively enjoy sitting in a train for more than a few hours. Train compartments soon get cramped and stuffy. It is almost impossible to take your mind off the journey. Reading is only a partial solution, for the monotonous rhythm of the wheels clicking on the rails soon lulls you to sleep. During the day, sleep comes in snatches. At night when you really wish to go to sleep, you rarely manage to do so. If you are lucky to get a couchette, you spend half the night staring at the small blue light in the ceiling, or fumbling to find your passport when you cross a frontier. Inevitably you arrive at your destination almost exhausted.

Long car journeys are even less pleasant, for it is quite impossible even to read. On motor-ways you can at least travel fairly safely at high speeds, but more than not, the greater part of the journey is spent on narrow, bumpy roads which are crowded with traffic. By comparison, trips by sea offer a great variety of civilized comforts. You can stretch your legs on the spacious decks, play games, swim, meet interesting people and enjoy good food-always assuming, of course, that the sea is calm. If it is not, and you are likely to get sea-sick, no form of transport could be worse. Even if you travel in ideal weather, sea-journeys take a long time. Relatively few people are prepared to sacrifice up to a third of their holidays for the pleasure of travelling on a ship.

Aeroplane have the reputation of being dangerous and even hardened travellers are intimidated by them. They also have the grave disadvantage of being the most expensive form of transport. But nothing can match them, for speed and comfort. Travelling at a height of 30,000 feet, far above the clouds, and at over 500 miles an hour is an exhilarating experience. You do not have to devise ways of taking your mind off the journey, for an aeroplane gets you to your destination rapidly. For a few hours, you settle back in a deep armchair to enjoy the flight. The real escapist can watch a free film show and sip a hot or cold drink on some services. But even when such refreshments are not available, there is plenty to keep you occupied. An aeroplane offers you an unusual breathtaking view of the world. You soar effortlessly over high mountains and deep valleys. You really see the shapes of the land. If the landscape is hidden from view, you can enjoy the extraordinary sight of unbroken clouds plains that stretch out for miles before you, while the sun shines brilliantly in a clear sky. The journey is so smooth that there is nothing to prevent you from reading or sleeping. However you decide to spend your time, one thing is certain: you will not have to spend the next days recovering from a long and arduous journey.

Word Meaning:

snatches	:	pieces
cramped	:	making the movement difficult
monotonous	:	dull
rarely	:	hardly
couchette	:	sleeping berth in a compartment
fumbling	:	feel around
bumpy	:	jolting and jerking
intimidated	:	frightened
exhilarating	:	with high spirits
escapist	:	one who escapes
uncrumpled	:	without tiredness
ardous	:	difficult

(a) Answer the following questions briefly in your own words as far as possible:

- (i) Why is it difficult to read on a train in long distance Journey? Give two reasons.
- (ii) What are the two disadvantages of travelling by sea?
- (iii) What are the two disadvantages of travelling by car?
- (iv) What are the pleasures of air-flight according to the writer?
- (v) Why does the writer dislike long car journey?

Answers:

- (i) It is difficult to read on a train in long distance journey because:
 - (a) The compartment soon gets cramped and stuffy.
 - (b) The monotonous noise of wheels of the rails and the noise of passengers distracts our attention.
- (ii)
 - (a) A traveller becomes sea-sick.
 - (b) In an ideal weather sea journeys always take a long time.
- (iii)
 - (a) It is a dangerous and risky journey.
 - (b) It is rather an expensive form of transport.
- (iv)
 - (a) One can enjoy the scenes of high mountains and deep valleys.
 - (b) One can see the shape of the land.
- (v) The writer dislike long car journeys because reading is quite impossible.

(b) Find words in the above passage which convey similar meaning as the following:

- (i) pieces (ii) feel around (iv) causing excitement

Answers

- (i) piece : snatches
(ii) feel around : fumbling
(iii) causing excitement : exhilarating

19.6 Practice Exercise

1. Read the passage and answer the questions that follow:

We have been brought up to fear insects. We regard them as unnecessary creatures that do more harm than good. Man continually wages war on them, for they contaminate his food, carry diseases or devour his crop. They sting or bite without provocation: they fly uninvited into our rooms on summer nights or beat against our lighted windows. We live in dread not only of unpleasant insects like spiders or wasps, but of quite harmless ones like moths. Reading about them increases our understanding without dispelling our fears. Knowing that the industrious ant lives in a highly organised society does nothing to prevent us from being filled with revulsion when we find hordes of them crawling over a carefully prepared picnic lunch.

No matter how much we like honey, or how much we have read about the uncanny sense of direction which bees possess, we have a horror of being stung. Most of our fears are unreasonable, but they are strangely fascinating. We enjoy reading about them, especially horrible lives. We enjoy starting at them, entranced as they go about their business, unaware (we hope) of our presence. Who has not stood in awe at the sight of a spider pouncing on a fly, or a column of ants triumphantly bearing home an enormous dead beetle?

Last summer, I spent days in the garden watching thousands of ants crawling up the trunk of my prize peach tree. The tree has grown against a warm wall on a sheltered side of the house. I am especially proud of it, not only because it has survived several winters, but because it occasionally produces delicious peaches. During the summer I noticed that the leaves of the tree were beginning to wither. Clusters of tiny insects called aphids were to be found on the underside of the leaves. They were visited by a large colony of ants which, obtaining a sort of honey from them. I immediately embarked on an experiment which, even though it failed to get rid of the ants, kept me fascinated for twenty-four hours. I bound the base of the tree with a sticky tape, making it impossible for the ants to reach the aphids. The tape was so watched them scurrying around the base of the tree in bewilderment. I even went out at midnight with a torch and noted with satisfaction (and surprise) that the ants were still swarming around the sticky tape without being able to do anything about it. I got up in despair. Indeed, I saw that they had discovered a new route. They were climbing up the wall of the house and then on to the leaves of the tree. I realized sadly that I had been completely defeated by their ingenuity. The ants had been quick to find an answer to my thoroughly unscientific methods!

(a) Answer the following questions in your own words as far as possible:

- (i) What is your attitude to insects?

- (ii) Why does man try to exterminate insects?
 - (iii) Why does the writer say that knowing about the insects does not help man to change his attitude to insects?
 - (iv) Do you think that the attitude of man to insects as described herein is right? Why, why not?
 - (v) What did you think the writer wanted to prove by the experiment he conducted on ants.
- (b) Select words from the above passage which convey the similar meaning as the following:
- (i) drive away (ii) sudden attack (iii) cleverness
-

UNIT-20

READING SKILLS

Structure

- 20.0 Objectives
- 20.1 Introduction
- 20.2 What Is Reading?
- 20.3 Purposes of Reading
- 20.4 Reading as a Skill
- 20.5 Types of Reading
 - 20.5.1 Skimming
 - 20.5.2 Scanning
 - 20.5.3 Extensive Reading
 - 20.5.4 Intensive Reading
 - 20.5.5 Loud and Silent Reading
- 20.6 Practice Exercise

20.0 Objectives

In this unit we will learn and understand:

the importance of reading as a skill

the need to develop this skill for better understanding and language use

different types of reading for different purposes

the subskills of reading.....

20.1 Introduction

We require several skills for acquiring knowledge and wisdom. The first and foremost skill required for learning a language is reading skill. Therefore it is the primary skill that helps us acquire knowledge about everything in this world. Those who cannot read or write are prone to exploitation and suffering. Therefore it is important for all human beings to read and learn. In this unit on reading skills we will learn about the various aspects of reading as a skill. This will help us not only to improve our learning ability but also our communication skills.

20.2 What is Reading?

The following are a few definitions/descriptions regarding the process of reading.

Reading is thinking under the stimulus of the printed page.

Reading is a Psycho- linguistic guessing game.

Reading Comprehension is understanding a written text. Understanding a written text means extracting the required information from it as efficiently as possible.

20.3 Purpose of Reading

We read many things in our day-to-day lives. Let us name a few of them:

- * Newspapers and magazines
- * Advertisements, leaflets, pamphlets
- * Text books, novels, short-stories
- * Letters, telegrams
- * Recipes, puzzles, menus
- * Articles, reports, legal documents
- * Dictionaries, telephone directories
- * Cartoons, comic strips
- * Time-tables, maps, statistical graphs and diagrams etc

When we read each of these things we do have a purpose for which we read them. They are read either for *pleasure* or for *information*. We might get information even when we read something purely for pleasure. Why we distinguish between these purposes of reading is that the way we read always is influenced by the purpose of our reading. This leads us to the various types of reading.

20.4 Reading as a Skill

Most of us think of reading as a passive process where we sit down, relax and run our eyes through the words on the page and try to understand the information. But today, we have realised that reading is an active process. A reader can understand a text only when s/he actively uses his/her mental faculties.

Hence to read efficiently one has to have:

- * The knowledge of the writing system of the language
- * The knowledge of the language (grammar, vocabulary)
- * The ability to interpret
- * A reason for reading and the appropriate method of reading and
- * The knowledge of the world (experience/background knowledge)

When all these requirements are used efficiently while reading, understanding would be effective

and meaningful. Hence reading is a skill which has to be acquired by constant experimentation and struggle.

20.5 Types of Reading

As we have already said we read in different ways depending on the purpose for which we are reading a text. Let us look at a few types of reading.

20.5.1 Skimming

We can define/describe skimming as “*looking quickly over a text/book to get a general superficial idea of the content.*”

20.5.2 Scanning

As you read a text, editorial or an article you suddenly come across a word that is not familiar to you. Naturally you would like to know the meaning of the word for your own benefit. So you get the dictionary and carefully find the word. You see the spelling, pronunciation, meaning and also the various uses of the same word (if any). This type of careful reading to find out the specific, clear details is known as Scanning. Here, you just don't run your eyes across the page but look into the information for specific details.

20.5.3 Extensive Reading

As we have already mentioned our way of reading is influenced by the purpose of our reading. Most of us have the habit of reading especially when we are free or have a lot of leisure time. We might get hold of a novel, a comic strip, a magazine etc. When we read for the pure pleasure of reading we call it extensive reading. But we should not give it lesser priority because it is extensive reading. It is enjoyable as well as informative.

20.5.4 Intensive Reading

When we read shorter texts like a research paper for getting specific details/ information we read slowly with a lot of concentration. This is intensive reading. When you read a book as a resource material for research you read it intensively because the overall understanding is not objective, purpose of our reading. When you read an article in order to write a review on it, you read it intensively. We use all the skills of reading when we do intensive reading.

20.5.5 Loud and Silent Reading

Most of our day-to-day reading is done silently. When we read an article or an advertisement, we are engaged in the process of deriving meaning from the passage. Actually when we read aloud our concentration is divided between reading and speaking. This makes reading difficult and may cause problems in understanding the matter. But there are situations when we have to read things aloud, like the notices and circulars, when others don't have access to it. You need to read the instructions aloud to students or employees so that there is no confusion later. Besides these extra-ordinary situations, most of the time the natural way of reading is silent reading which is ideal and helps comprehension.

20.6 Practice Exercise

Read the TV programme guides given in a daily newspaper and then answer questions such as those given below:

1. Programmes of how many channels have been printed ?
2. How many channels offer programmes in regional languages ?
3. What are the different types of programmes each channel specialises in ?
4. Which music channel has a wider variety of programmes?

UNIT-21

LISTENING SKILLS

Structure

- 21.0 Objectives
- 21.1 Introduction
- 21.2 What is Listening ?
- 21.3 Listening as a Skill
- 21.4 Types of Listening
- 21.5 Obstacles for Listening
- 21.6 Purposes of Listening
- 21.7 Practice Exercise

21.0 Objectives

In this unit we wish:

- (i) To enable you to comprehend (Understand) oral messages in English successfully.
- (ii) To enable you to communicate better with the help of the understanding of the oral messages.
- (iii) To enable you to improve your speaking skills since speaking depends mostly on your capacity to listen.
- (iv) To enable you to understand the nuances of spoken language in different contexts and thus improve your skill by listening to other speak English.

21.1 Introduction

Listening is a skill, which is not given its due importance in our language learning. We take it for granted that naturally all listen to language automatically and therefore, there is no need of developing listening as a skill of language. This unit offers you a lot of insights into the skill of listening, giving you ample opportunities to improve your listening skill.

21.2 What is Listening ?

Listening is an active process. The language learner is fully, actively involved in the process of communication which in turn helps him/her to learn the language. Listening can be depicted as follows:

Input Processing \longrightarrow Output

By input we mean the words spoken by the speaker and output is the response of the listener.

Hence the response of the listener is appropriate to the type of listening that the listener does. The listener processes the input before coming out with a response.

At one level the listener processes the information solely on his knowledge and familiarity with the grammar and vocabulary (word power) of the language. He might relate the words in a sentence grammatically and arrive at an understanding. At a different level the listener might use his background knowledge on the speaker's topic and understand the message. He/she might guess the meanings and then verify them.

Listener's background knowledge will help him to get the meaning of the utterance in the situation. The **tone** and **attitude** of the teacher also helps the listener understand the meaning.

Certain words and phrases also help the listeners to understand the message clearly. Words or phrases like "of course", "really" show the changing attitude or opinion of the speaker and "actually" "well" "anyway" and "now" establish continuity between statements of the speaker. So the listeners will have to be familiar with these markers and also should be able to note the change occurring thereof.

21.3 Listening as a Skill

Generally people think of listening as a passive process. But listening is an active process where the listener is actively involved in the process of communication. His response to the input would be according to the subskills of listening that he has acquired during his language learning.

21.4 Types of Listening

There are two types of listening:

1. **Casual Listening:** In most of the cases in our day-to-day life we listen to various things without any particular purpose in mind. Hence we do not pay much attention to the content of the messages. This type of listening we practise in our daily social, formal, contexts in our interaction with others.
2. **Focussed Listening:** This type of listening is something like intensive reading. When you want to listen to something with a particular purpose in mind you do focussed listening. This is used when you listen to your business client and other negotiators like your teachers and lecturers. You are attentive and concentrate on what the speaker is saying.

Hearing and listening: involves processing the data, reconstruction the data and also giving meaning to the data. But hearing is just letting the sounds beat your eardrums. The data is received and recorded but is not processed. Hence it is passive while listening is active. When we go into the street we hear a lot of noise but when we come home and switch on the radio for the news, we listen to it carefully

21.5 Obstacles for Listening

The following could be some of hurdles in the way of proper listening comprehension:

- (i) The listener may not have listened to a particular text at all.
- (ii) The listener may have listened to something properly but may not have understood it due to difficulties in understanding some words and sentence patterns.

- (iii) The listener may be busy with some problem. Hence he/she might have heard but not listened.
- (iv) He/she may have listened and understood but has not succeeded in expressing or interpreting the message because of the lack of previous knowledge.

21.6 Purposes of Listening

When we are listening to anything, the first thing that we should ask ourselves is “Why do I listen to this?” Let us take the common examples of listening to a political speech, taking down dictation, listening to a joke, listening to a cricket commentary, or listening to an announcement in the railway station. Well, in each of these situations this purpose of listening is different. We may not do it so systematically, consciously or deliberately but what we look for in each of these instances might be different. The following could be some of the purpose of listening in real-life situations:

- (i) We could be listening **to get the idea of what the speaker has to say.**
- (ii) We could be listening to it intently **to get some specific, particular detail** (what is mentioned in the election manifesto)
- (iii) We could be listening to **find out what the opinion or attitude of the speaker is** towards a subject.
- (iv) We could be listening for **the overall summary of the topic under discussion.**

Hence in each of the listening activities that we go through in our daily life we need to specify as to why we are listening to a particular thing. Then we will be more likely to get the results.

21.7 Practice Exercise

1. Briefly explain what listening skill means.
2. What are the different types of listening?
3. What is the difference between hearing and listening?
4. What is the purpose of listening?

UNIT-22

WRITING PARAGRAPHS

Structure

- 22.0 Objectives
- 22.1 Introduction
- 22.2 What is a Text ?
- 22.3 Linkage and Cohesion
- 22.4 What is a Paragraph ?
- 22.5 Marking out Cohesive Linkers in Paragraphs
- 22.6 Structure in Writing
- 22.7 Pointers for Making Summaries
- 22.8 Practice Exercise

22.0 Objectives

As the end of this lesson you will be able to write passages and divide them into comprehensive paragraphs. You will know the difference between:

1. A sentence and a paragraphs
2. What constitutes a text.

22.1 Introduction

You have already learned what a sentence is, and the different types of sentence. Now we shall take a look at the paragraphs and their importance within a text.

22.2 What is a Text ?

Unless we understand what is meant by text we cannot go into the structure of paragraphs. We know that a sentence begins with a capital letter and ends with a full stop. A sentence can be long or short but it does not extend beyond a few lines. Now, a text is an organized and meaningful series of sentences/ clauses. It may consist of one clause or less or may contain a whole series of clauses/sentences. A text may be a whole book, sermon, debate or essay.

22.3 Linkage and Cohesion

A sentence is built up in relationship to its clauses. If it contains more than one clause, each of the clauses needs to be connected to the other clauses. These clauses/sentences also need to be connected to clauses and sentences. This connection, linking to form a complete, recognizable whole is called cohesion. This kind of cohesion is an integral part of a text.

Now, let us look at an example:

The bedroom was furnished with blue curtains and delicate walnut furniture; therefore the adjoining suite too was furnished in the same manner.

The first clause, The bedroom was furnished with blue curtains and delicate walnut furniture in linked to the second clause by the linker *therefore*. Thus text is built on clauses and on sentences which lead to paragraphs. These together form a cohesive unit or whole.

When adjacent clauses and sentences are linked together, this type of linkage is called cohesion. *But when ideas are organized and patterns of movement established in the text as a whole, this type of linkage is called coherence.* By linking of sentences to paragraphs, which together form ideas, which are sound and coherent, we get a complete text. Thus we see that there are two principal patterns emerging in a text Cohesion is concerned with linguistic construction but coherence is related to ideas.

22.4 What is a Paragraph ?

According to Wren and Martin, *A paragraphs is a number of sentences grouped together and relating to one topic; or, a group of related sentences that develop a single point.*

When you look at any text you will see that it is divided into sections, the first line of each being indented slightly to the right or inside of the section. These sections are called paragraphs. The beginning of each paragraphs in a book or any kind of text marks a change of topic or a step in the development of an argument or of a story.

There are certain factors to be noted in the construction of paragraph is that of unity. Just as a sentence deals with one thought, so also each paragraph must deal with one idea or topic only. And every sentence in the paragraph must be closely connected with the main topic of the paragraph. This is what is meant by cohesion and coherence.

You will note that the topic, theme or subject is very often expressed in the first sentence of the paragraphs itself. This sentence is called the topical sentence or the key sentence. But sometimes, this may be reversed and the final or last sentence may reveal the topic.

Order: The second principle of paragraph construction concerns the logical sequence of thought or development of the subject. Events must be related in the order of their occurrence, and all ideas should be connected with the leading idea and arranged according to their importance or order.

Variety: The third principle of paragraph construction is variety. To avoid monotony, the composition of a paragraph should be of different lengths, and not of the same sentence construction.

Now we realise that a text can be divided into a set of formal units called paragraphs. Several writers have shown that the paragraph is a suitable intermediate grammatical unit between sentence/discourse/text. Users (competent in the language) are found to differ on the number of paragraphs they assign to a particular passages, though they usually agree on where a break is possible. The number of breaks actually allowed depends on the rhetorical structure the writer wishes to impose on the passage.

For example, in a newspaper report or an article in a popular magazine there will be short paragraphs because the newspaper reader's attention span is estimated to be low. But the same newspaper article, made more elaborate, if occurring in a reputed journal could easily contain longer paragraphs as it

will catering to a different kind of clientele.

22.5 Marking out Cohesive Linkers in Paragraphs

When information is organized in a clause/sentence and connected to the next clause/sentence or paragraph, progressively subsuming the importance of the previous sentence and leading on to a new focus of a new development, cohesive links need to be established.

There are five types of cohesive links. These are:

1. **Conjunctions** and their usage
2. **Reference** which is concerned with marking and identifying items, people, and events
E.g. the book I left behind in Sita's house. Here 'The' identifies a particular book which the text implies, has been mentioned earlier.
3. **Lexical replacement:** When continuing a piece of writing instead of using Pronouns to represent people, objects, events, noun (lexical items) may be used. **E.g.** Her daughter is travelling. The girl has not come home for the holidays. The phrase 'girl' replaces 'Her daughter' and most probably the phrase 'Her daughter' replaces a previous mention of the girl, perhaps by name.
4. **Substitution:** It is possible to substitute other words for something previously mentioned
E.g. Ravi and Rita have a wedding anniversary next month. Rita's brother and his wife have one too.
In the second statement the words 'wedding anniversary' have been replaced by 'one.'
5. **Ellipsis:** Ellipsis is best explained by an example. Ravi and Rita's have a wedding anniversary next month. Her brother and his wife have one too. Here the element is not replaced, but it is dropped because the context clearly supplies the information.

Thus we see that unless we have all these different elements in place in a text, there will be no cohesion of thought.

22.6 Structure in Writing

When we write with a text, we know that it to be divided into various paragraphs for clarity of thought and not just for convenience. Therefore we need to follow some basic structural patterns. Following are some guidelines:

1. There should be correctness, flexibility and variety in language. But please avoid verbosity.
2. There should be understanding on when and how to use complex sentences and to subordinate one idea to another.
3. You should know how to use elegant variation in language and the use of correct grammar.
4. You should learn how to use cohesive devices in appropriate places like linkers of transition markers, contextual reference, ellipsis and substitution.
5. Learn how to use succinct, precise language.

22.7 Pointers for Making Summaries

We have learned how to write a text, and the importance of the paragraph. Now we are going to learn how to make summaries. Sometimes we read long passages of a speech or listen to a long talk. All of it may not be important. Very often journalists are required to write short synopses of speeches or interviews for the newspapers. Or, as students, we are required to answer a question paper within the required time limit. This means that we have to learn how to pick out only the important facts and put the relevant details together without diluting the basic content.

What is a summary ?

Now let us see what is meant by a summary. A summary is a short concise summing up of any material, either auditory or written. We need to learn how to shorten passages without leaving out any important facts or figures.

Here some basic rules to be followed:

1. Express the logical organization of the passage. Be logical sequential and precise.
2. Focus appropriately on major and minor ideas. If minor ideas can be omitted without damaging the main central idea, do so, but only if it is absolutely necessary.
3. The degree of prominence to be given to rhetorical units/ordering of topics should be according to the purpose of article/speech/lecture.
4. There should be precision of details.
5. Concretisation of facts is important.
6. You may restate the given idea or topic in different words for purposes of clarification or detail.
7. Avoid all redundancy and padding. You need to summarize, not beat about the bush.
8. Check for correctness, flexibility and variety in language, without adding to the basic structure.
9. While condensing, make sure that you are absolutely clear and logical in your statements.
10. Avoid descriptive passages and aim for a simple, lucid style, which will get the message across.

Before starting, go through the passage at least twice, making a list of all the relevant points. Cut away all redundant expressions and flowery language. Do away with circumlocutory and repetitive statements and restate the major statements in simple language. Use relevant, appropriate language suited to the type of summary. (minutes, lecture, speech or schematic summary.)

Do not worry about what type of summary you have to make. The above points are universal and can be put to use for making any summary. Just learn to use your common sense!

22.8 Practice Exercise

1. What do you understand by linkage and cohesion.
2. Explain five types of cohesive linkers.

UNIT-23

INTERNAL COMMUNICATION

Structure

- 23.0 Objectives
- 23.1 Introduction
- 23.2 Documents for Internal Communication in Organizations
- 23.3 Writing Memos, Circulars and Notices
- 23.4 Content of Memos
- 23.5 The format Used for Writing Memos
- 23.6 Tips for Writing Circulars and Notices
- 23.7 Practice Exercise

23.0 Objectives

At the end of this unit you will be able to understand:

1. The different types of communication documents used in organizations.
2. The various principles involved in writing memos including minutes of meeting and apply the same.
3. How to write circulars and notices.

23.1 Introduction

Much of the formal communication in any organization is written communication. One of the advantages of written communication is creating records for future reference.

Organization use some type of documents to communicate with the outside world and other type of documents to communicate within the organization itself.

23.2 Documents for Internal Communication in Organizations

In every organization there are several documents used for communication purposes between owners of the organization, the managers who run the organization and the employees who work there. Other documents are used to communicate with those who the organization serves. Some of these documents are in prescribed format. These are printed forms, which are filled in whenever there is a need to use them for communication purposes. There are other documents, which are not printed forms, for example a letter is written on a letterhead which only has the company name and address printed on it. The rest of the matter in letters will differ from letter to letter.

However all of official documents are written according to certain conventions and rules. For

example there are leave application forms, stores requisition forms, transport requisition forms, circulars, notices, memos and so on. A leave letter is always written by a subordinate to a superior officer whereas a memo is written by superiors to subordinates or colleagues.

Since leave letters are written by different employees at different times they will not necessarily be in the same format unless the organization has a standardized application form but on the other hand memos are usually written on a standardized printed form.

23.3 Writing Memos, Circulars and Notices

A memo is one of the basic communication forms used in any organization. While a circular or notice could be for all the staff in a department or in the entire organization, a memo is usually addressed to an individual. In other words it is a type of notice given to individuals.

For example whenever there is an unexpected holiday a school puts up an announcement sheet to inform all the students. Such an announcement sheet meant for all the students is called a notice.

If a student commits a serious mischief in school, the school authorities may decide to temporarily stop him from attending school. In such a situation they would give the student an order indicating his punishment. This order is called a suspension order and it will not apply to other students. It will apply only to the student who is being suspended. A memo containing a suspension order is meant for the student being punished.

Memos are generally meant for individuals who have the responsibility to take action in response to the memo. A memo can be defined as *a short communication usually written on a prepared form and distributed internally in an organization*. Memos are usually devoted to one subject and are about a page in content.

23.4 Content of Memos

There are different type of memos_

1. The first Memos that report decisions.
2. The head of a department could also give a memo of staff working in the department regarding department decisions.
3. A memo can be a reply to another memo

Memos do not begin like a letter nor end like one. There is no salutation, greeting or formal address such as Dear Sir etc. at the beginning and concluding statement such as thanking you, yours truly etc.

In any organization there will be several meetings during the course of work. The decisions taken at every formal meeting are recorded as resolutions. We may say that the decisions are recorded as minutes of meeting. Such minutes are also memos. Writing minutes is a serious matter. A person designated as Recording Secretary usually writes the minutes of a meeting. He has the responsibility to be accurate but also discreet. This means that minutes have to be written with sensitivity because those who do not have the best interest of your organization may see and misuse the minutes.

Minutes of meeting usually contain the following:

1. List of members present at the meeting with or without their designations.
2. If a member apologized for not being able to attend- a note to this effect. If there were more than one person absent a list under the heading 'apologies' and if it was absence without apology then a list like under the heading 'absent'.
3. Naming of the topic discussed with reference to the agenda of the meeting.
4. Key points of discussions and brief notes of decisions that were taken.
5. If a member made a motion then his or her name, the name of the person who seconded the motion, brief points of discussions on the motion and the result of voting. (seconded means that the motion was recommended by another person other than the person who made the motion)

The last type of memo is called a request memo. These are written when someone requires a service from another department or when there is a need for small sums of money etc.

When you write a memo you should remember to keep it short, make the contents direct and specific. Your memo should be detailed enough to give the reason for your request and how it is important for the organization's work.

Choose your words carefully. If you don't, the reader may misunderstand the memo. The memo is for the reader to understand clearly. Therefore identify your readers before you write your memos. Always let the tone of your memos reflect politeness. Be polite.

In the work place we may sometimes have to criticize others about their performance. In such situations write your memos carefully using the kind of language that will state the message without antagonizing the person who is being criticized. In other words be judicious.

If a memo has to be written about complaints or grievances you may have, do not be hasty or in a hurry. It is better to wait, collect your thoughts and write the memo when you can be totally objective. Do not send a memo in haste. Once a memo is written it is better to get a colleague to check it for you and edit it. Getting an outsider edit the memo you wrote is a sensible practice because the outsider who is not involved with the content of the memo will be totally objective.

Try to use language that will not offend people on sensitive issues such as gender, physical disability, race, color (colour) etc. Avoid offensive language.

Memos serve as evidence of work carried out. Therefore they must be as complete in content as possible. They must be filed and kept for future reference/

23.5 The format Used for Writing Memos

Usually the paragraphs in a memo are single-spaced. That is to say that one line follows another with only one space in between lines. See example given below:

Date : December 1, 2009,
To: Mr Rajendra Prasad
 Head, Documentation Division

From : Raghu Ram, Administrator
Subject : You memo dated November 29, 2009 regarding
Computer requirement

There is only one
space between lines

This is to inform you that your request for additional computers has been
duly approved by our Management Committee at its meeting held on
November 30, 1999.

We will be placing orders today. Please let me have the specifications preferred to your
department with regard to hardware and software.

There is a double space
between the two paragraphs

An extra space is given in between paragraphs. In other words you will have to give a double
space to separate paragraphs. Use of charts, graphs and pictures to explain the content of a memo is
permitted. Usually the right side margin of text in a memo is not justified. For example, the content is
normally typed as follows:

We have received your request for additional furniture. We will place the same at the
next Purchase committee meeting for consideration. The Purchase committee is scheduled to
meet on December 5, 1999 at P.M. in the Administrator's Office.

Right side margin is
not justified

As you can see in the above example the second line the is longer than the other two lines on the
right side. This means that the text in the memo is not Right margin justifies. Justified means all lines are
equal in length.

When a paragraph begins in an essay or reports it is accepted practice to start the first line after
some space. Usually 5 Character spaces are given. This is called Tab 'setting' or 'indenting'. The following
line is indented:

We have received your request for additional furniture. We will place the same at the next Pur-
chase committee meeting for consideration etc.

Paragraphs are not indented in memos.

23.6 Tips for Writing Circulars and Notices

A circular is also a document that is circulated within an organization. It is usually an announcement
sheet that is sent to specific groups of people. For instance if a manager wants to call a meeting of the head
of department, he will send a circular to only heads of department requesting them to attend that meeting.

On the other hand a notice, depending on the information that is to be conveyed, could be for

employees alone on for the general public. A notice is a legal document, which has to be put up on an official notice board.

A notice and circular both have similar functions but are used differently depending on the nature of announcement or information that needs to be passed on. A circular is meant for distribution to a small group while a notice is meant for a large group of people. A circular may also be sent when an immediate feedback is expected.

Let us look at an example of a circular:

December 3, 2009

To:

All Heads of Department

CIRCULAR

As announced earlier our overseas partner Mr Bill Wright will be visiting our office on December 10, 2009. A fellowship meeting will be held in our conference hall at 4.00 P.M. that day. You are invited to attend this meeting and therefore to a tea party at the same venue. Please make it convenient to attend this important event so that you can be introduced to Mr Wright and the members of his delegation. Please confirm your attendance by signing below.

Director

International Division

NAME

SIGNATURE

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

As you can see in the above example some of the rules of writing memos apply to the circular also. There is no right justification. No salutation or concluding statement like a letter. Moreover a circular expects immediate acknowledgment. The receiver is expected to confirm that he has seen the circular, read and understood its contents.

Let us look at a notice now:

Bank of Maharashtra

December 5, 2009

Chetak circle, Udaipur.

Ref: ADM/N/44-99

NOTICE

Sub: Temporary suspension of operations

We regret to inform you that due to unexpected problems with our computer network we are unable to carry out routine operations till December 7. However the bank will function during the weekend. We are making special arrangements to meet your emergency needs. You may contact the undersigned for help. Kindly excuse the inconvenience caused due to this unforeseen emergency.

Manager

Udaipur Branch

Copy to:

Head Office, Mumbai

All Branches in Rajasthan

It is evident from the above example that it is a notice from an organization namely the Bank of Maharashtra to its clients, the general public. A notice has reference numbers, date and subject.

Circulars and notice generally cover one subject. But a single notice may cover several different issues related to one subject. For example Staff may be informed that a particular holiday is declared. Then the same notice may mention a compensatory day off for those who work on the holiday. A notice or circular can be issued only by officers designated for that purpose. One colleague can write a memo to another except for memos which concern disciplinary action. Memos concerning disciplinary action can be issued only by officers authorized to issue them.

There are notices, which are sent to individuals under special circumstances. If a staff in an organization is suspected of major misconduct the organization may issued a Show Cause Notice. This notice will mention the allegations against the staff concerned and ask for a written explanation within a specified time. It will also clearly state what action would be taken if there were no reply to the show cause notice.

Depending on the type of notice, the duration of display of a notice is specified under various legal provisions. A notice is a document that can be used as evidence in court cases. Therefore words have to be chosen carefully before writing a notice. Secondly you must be very specific, clear and precise in writing a notice. The temptation to be elaborate and verbose (use too many words) should be avoided. The tone of the notice should be firm but not offensive or arrogant.

Indenting of paragraph may be allowed in notices and circulars. One should not be in too much of a hurry to put up notice. They are impersonal communication. But then they are read by a large number of people. Therefore care must be taken while writing notices.

23.7 Practice Exercise

1. What are documents for internal communication in organization ?
 2. What are the rules for writing memos ?
 3. What are the contents of minutes of a meeting ?
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UNIT-24

ORAL PRESENTATION

Structure

- 24.0 Objectives
- 24.1 Introduction
- 24.2 What is Oral Presentation ?
- 24.3 Making an Effective Oral Presentation
- 24.4 Basic Steps for Oral Presentation
- 24.5 Practice Exercise

24.0 Objectives

In this unit we will learn and understand:

1. The meaning of oral presentation and public speaking
2. Guidelines for effective oral presentation and public speaking
3. Different types of visual aids, their uses, advantages and disadvantages
4. Preparing overhead projections and slides including PowerPoint slides

24.1 Introduction

In every area of work there is an important place for communication. Good communication skills will help us work well in teams and get other people's cooperation. In every organization there are situations when one has to communicate with groups of colleagues at meetings and seminars. Your superiors may even ask you to conduct meetings and other events where you may be expected to speak to your colleagues on technical matters related to your work.

When we are only listeners it is easy to criticize the speaker. But when we are asked to speak we will probably feel nervous, hesitate and we will end up making the same mistakes that we find other speakers making. Speaking to a group in official gatherings is called oral presentation. Very often oral presentations are accompanied by some visual aids to support and clarify what is being stated.

24.2 What is Oral Presentation ?

You will first give the audience a Background. This gives information on the organization you represent. A brief description of what your organization does. Its mission and work. This information will tell the audience where you are from and establish a link between you and the audience. If you are making a presentation within your own organization then you could give background information on your department and its present activities and future aims. Background information usually relates to the larger group the speaker represents.

Then you will introduce yourself, your area of specialization and your aim in presenting the subject. This is called introduction. At this stage you will introduce the topic to them.

The next stage is to give a Description of methods and results. This will vary from subject to subject. But here you will cover the entire subject or topic of your presentation. In other words this is the body of your presentation. This is where you will be using visual aids to clarify, highlight and explain points. This is where you will tell your audience what you had planned to tell them.

You will then end your presentation with Conclusions, suggestions and a summary. You will sum up what you had presented. Draw some conclusions and suggest ways to deal with those conclusions. Infact you may even present an action plan that the audience could follow. This is where you will tell your audience what you have actually told, and what it means in terms of future course of action.

After this the listeners are allowed to clarify their doubts during an Audience questions session. It is better for a speaker to anticipate the questions that are likely to be asked and have some additional, supplementary information ready before hand.

24.3 Making an Effective Oral Presentation

The first problems with oral presentation is that most of us suffer from what is called Stage Fright. A fear of standing before an audience and addressing them. Many people consider this stage fright as a greater fear than falling down from a height or even snakebite.

How can a speaker cope with stage fright ?

1. Remember that great speakers also suffered from this problem.
2. Your audience knows the problem and they sympathize with you. They will forgive honest mistakes.
3. While your nervousness appears to be great to you it is usually not visible to your audience. They will not notice the tremor in your voice and a few occasional mistakes.
4. Try to compose your self. Before the actual speech you may rehearse in private before friends or even a mirror.
5. Begin with a familiar statement or story. Let your introduction be slow but well prepared.
6. Check out physical facilities: the stage, the lighting, sound system and space etc.
7. Concentrate on the message.
8. The most important thing to do is to prepare well in advance and practise as often as you can.

These suggestions will go a long way in helping you minimize and even overcome your stage fright.

24.4 Basic Steps for Oral Presentation

Plan your presentation keeping in mind the audience profile. In other words develop a strategy bearing in mind the specific needs of your audience. Understand what you are expected to do. If you know your audience, their expectations and the importance of the occasion in which the presentation is being made you will be able to make a worthwhile presentation.

For example if your presentation is on the occasion of the opening of a new branch of your company and it is meant for people in related business or industry, you will attempt to present a bright picture of your company's future. But if it is for your marketing team during a month in which sales of your products has not been up to expectations you will try to present a situation where your marketing team will be motivated to improve their performance. Otherwise they will at least be made aware of the results of such poor performance.

Relate your presentation to your audience. You will have to have an idea of their knowledge of the subject matter of your presentation and their attitude towards the subject matter to do this. Be specific, precise and to the point. Don't give elaborate details.

Let the presentation lead to a common goal. You should be a director towards this end. If you want to achieve this goal you must research your subject extensively. There are no short cuts. You must be through with your subject and be sure of achieving the goals of the presentation.

Give your presentation a **structure**. Convert information into a meaningful message. Let the audience see a logical sequence, not a collection of bits and pieces of information. Organise your message. Start with the simple points and move to the more complex. Let the audience recognize the importance of the message. Let your ideas be made clear to them so that they will understand not only the significance of the subject but also the importance of your idea in relation to the subject. Supposing you are giving them suggestions on improvement of sales figured let your idea instill a sense of confidence in them that the ideas are practical and they will work. Justify your idea.

Let the audience know what is expected of them. Let your topic be placed in context. Tell them why you are presenting the topic and how it will solve the problem successfully.

Give the audience a map that will show the point of departure, the route and the destination. Tell the audience how the presentation will progress and what you expect from them. Encourage their participation.

Let the use of visual aids be smooth and effective. Adopt a good presentation **style**, gain the attention of your audience and maintain it. Use of humour will help you achieve this. Try to be an actor without indulging in overacting. Be a performer. Give the audience a range of emotions. Radiate confidence. Convey your enthusiasm for the subject with control. Do not be casual or indifferent. Your audience will reflect this. Adopt a positive posture and a comfortable tone. Do not be loud. Let the audience hear you clearly.

Discuss advantages first then present risks and challenges. Be objective while doing this. Get the audience to pay attention to the subject. However sometimes you can draw their attention for effect. Don't let your physical mannerisms and clothing distract the audience.

Give the audience relief and variety. Show pictures. Do something different and novel to convey the message. Use of anecdotes and stories will help. To improve your message alternate movement with standing still, speaking and listening, doing and thinking. Use space and body movement to your advantage. Eye contact is important. Look at your audience randomly in rotation and establish eye contact. This will bring about audience involvement. Try to position yourself to create rapport with the audience. Let your gestures be natural. Repeated gesture will distract. So act naturally.

Help audience to refocus on the subject through summaries, conclusions and transitions. Transi-

tions mean moving from one idea to another.

At some point during presentations there will be interaction between you and the audience through questions and answers. It is important to be prepared for such **interaction with audience**. You may ask the audience some questions to see if they have understood the message or they may ask you questions for clarification of ideas. When you ask questions make the questions sound friendly. Do not let the audience look foolish. Let the exchange of question and answers be mutually interesting and beneficial. Help people by asking if anyone has anything to add and also by summarising the given answers. Avoid interacting with individual participants for long periods.

As the speaker or presenter you will have to be in control all the time. Don't let any participant wrest control from you. Avoid situations that may require an apology. Anticipate questions and be prepared with responses especially for difficult questions. If the need arises offer to provide additional information or follow up. Let your questions support your arguments. Encourage sharing of experiences and ideas.

While answering questions, understand the question first. Rephrase loaded questions. If you do not know the answer say so. Do not be evasive. Try to gain audience support if a participant is trying to trap you or make you look foolish. Do not digress. Let your answers be to the point. The best way to handle questions is to anticipate them and be prepared. Plan your answer especially to anticipated questions. Summarise using the last question.

24.5 Practice Exercise

1. What are the basic guidelines for Oral Presentation ?
2. Write an essay on Presentation skills.