

## **ENGLISH FOR CREATIVE PURPOSES**

Language is not for simple communication. From phatic communion to philosophical discourse, from mundane conversation to the most powerful oration, from the everyday routine writing such as leave letters to the formulation of highly respected literature, language is used.

The process and evolution from the ridiculous to the sublime is an exciting journey in creativity.

### **COMPETENCIES**

#### **SPEAKING:**

Preparing, organizing and delivering a speech

Proposing a vote of thanks

Delivering a welcome speech

Understanding the audience psychology while preparing,  
delivering a speech

Participating in literary club activities

#### **WRITING:**

Diary Writing

Writing articles

## *Speaking*

### **Pre-reading questions**

1. Can you name some eloquent speakers of English?
2. Have you heard any impressive speeches in English or in your mother tongue? Mention the name of the speaker, the topic and the occasion of the speech.
3. Which aspects of the speech impressed you most – language, delivery or the content? Give examples.
4. Mention the differences between a conversation and a speech.

Great leaders owe their fame to their skills as orators. Being an effective speaker is still one of the best ways of achieving prominence in public life as well as influencing others in your private and business life. “The ability to communicate effectively with others and win their cooperation is an asset we look for in men moving to the top”. The great speeches of Pandit Nehru, Swami Vivekananda, Winston Churchill, John F. Kennedy and Right Honourable Srinivasa Sastry are as memorable as their achievements.

Success in public speaking depends on both careful preparation and effective presentation. Preparation *is* essential to choose and organise appropriate material, to rehearse adequately and to build your confidence. The style is as important as the content. That is, how you say is actually much more important than what you say.

**I. A. Preparation and Research:** Only the prepared speaker deserves to be confident. Perfect preparation doesn't mean that you should memorise your talk. If we memorise our talk word for word, we will probably forget it when we face our listeners.

Have a clear idea about what the audience expect from you. This can be decided upon by considering the age, gender and occupation of the audience. The knowledge level of the audience and their attitude towards the subject are to be taken into account. The language, content, tone, etc., are to be carefully chosen to suit the audience. The occasion,

whether a celebration, funeral or seminar, determines what to say and how to say. Plan your speech keeping in mind the time allotted to you.

**Gathering material:** You can start by writing down a simple succinct objective for your speech. Gather your material from books, newspapers, 'who's who' and encyclopaedia. Imagine yourself in the position of a member of your audience and think of the questions he might want to ask, and prepare the answers. Dig out plenty of appropriate anecdotes, jokes and quotations to make your presentation lively. Establish your credentials by including a brief anecdote about your career.

Unlike in writing, the audience is present before you and you are face to face with them. Exploit this to your advantage. It is advisable to choose topics you are earnest about and try to limit your subject to a few key areas you want to cover, because, the fewer points you make, the better the chance that your message will be remembered. Rehearse your talk with your friends.

**Structuring the speech:** You can structure your speech in many ways: topic by topic, spatially, chronologically or using a problem and solution structure. Once you decide the structure, you can then start filling it.

**Other Aspects:** In addition to the above, the quality of your voice like tone, pitch, loudness, modulation and clarity of articulation can convey a great deal about your personality. Good posture is the natural alignment of the body. Proper posture while speaking will create a good impression. Controlling your body language such as head movement and mannerisms is necessary to create a good impression. Establish eye-contact by resting your eyes on each member of the audience for a few seconds. Good pronunciation and accent tend to increase the effect. Appropriate gestures and facial expression can make your delivery effective. You can interact with the audience and get them involved. Dale Carnegie, a great teacher of "Public speaking" advises people to get rid of self-consciousness and speak with naturalness. Don't try to imitate others. Try to develop your own style. Above all, put your heart

into your speech, and delivery will take care of itself. Every talk regardless of whether the speaker realizes it or not, has one of the four major goals/purposes.

1. To persuade
2. To inform
3. To impress and convince
4. To entertain

A good speech is organized and structured in the following manner.

**(i) The introduction:** During this phase if you can seize your listener's attention with your opening, you are well on the way to success. You can begin your talk with an interesting incident or a story from your experience. Creating suspense is a sure-fire method of getting your listeners involved. Invite direct audience involvement through questions and requests. You can surprise the audience and challenge its assumptions. Assure the audience that they can get something they want. Thank the organisers for asking you to speak and say how pleased you are to be there.

Here are some Don'ts.

- Do not open with an apology.
- Avoid the funny story opening.

**(ii) The Body of the speech:** As you are taking your audience on a journey you need to signpost the route. At the beginning of your speech, mention the areas that you are going to cover. At various stages, remind them to the points you have established.

As speech is transitory, it requires a lot of concentration on the part of the listener. So, you need to spell things out more clearly. Interperse your speech with humorous anecdotes and jokes. But they should be relevant to the topic. Avoid hackneyed anecdotes that the audience may have heard several times before. See that there is coherence and proper development of ideas. Support your main ideas

with suitable arguments and illustration. Though statistics is useful, too much of it will be boring. Good speakers quote from experts to convince the audience. Very controversial and sensitive remarks may be avoided. Appeal to people's social aspirations and to their interest to explore new ideas. Visual aids and audio records are another way to keep your audience alert.

Fill your talk with illustrations, analogies and example. Humanise your talk by making it rich with human-interest stories. You can tell them about your own experiences, as audiences are interested in the personal stories of speakers. Personalise your talk by using names. At the same time let it not be self-centered. Be specific and make it convincing with details.

**(iii) Conclusion:** Your conclusion needs to be memorable as it is what the audience hear last and should leave a lasting impression in their memory. In the longer speeches, you would have covered much ground. So it is advisable to summarise the main points. Sum up your message in a few sentences. An Irish politician is reported to have given this recipe for making a speech. "Tell them what you are going to tell them; then tell them; tell them that you have told them". *End* your talk by asking the audience for response.

In case you are speaking to establish some points, your speech can have the following organisation: issue-evidence-arguments.

1. State the issues properly.
2. Give evidence in support of your stand.
3. Argue to arrive at a conclusion using logical appeals.

**Effective delivery:** Apart from having a clear structure and interesting content, to make an impact on the audience, the delivery should be very effective.

Though speaking impromptu or spontaneously is advisable only for very accomplished speakers, this method of speaking without preparation is admirable as a training device. The more such practice

a person gets, the better he will be qualified to meet real situations. There are three other usual ways of delivering a speech

If you know your subject well and feel confident, you can carry the structure in your head and speak.

You can use notes, writing down the important points on cards, Some writers like Churchill wrote down even stage directions. Notes should not distract you from your speech. Keep your notes close to your body and clear off your face. Try to look up at your audience most of the time.

Politicians often speak, from scripts in order to safeguard themselves against slips of the tongue which will be reported in the press and broadcast. But the script can easily become a barrier between you and your audience. So if you use this method, make a conscious effort to adopt a conversational tone and lift your face up from the page as often as you can. Some speakers learn their script off by heart but deliver it with an air of spontaneity.

**Effective language:** Avoid cliches. The words and phrases should not be very ornate, nor should they be so simple as to fail to challenge the mind of the audience. It is safer to use short sentences and simple language, so that it ensures understanding by the audience. Certain rhetorical devices can be effectively used for getting the key points across. Among the most common are repetition, contrast, etc. Here are some of the qualities of a good speech:

1. An arresting beginning
2. Simple language
3. Short sentences
4. Well modulated voice
5. Audience appeal - to their emotions, reason and thoughts
6. A fitting conclusion
7. Clarity of thought

1. Importance of the ability to make a speech
2. Preparing a speech
3. Organising a speech
4. Ways of delivering a speech
5. Language effectiveness in a speech
6. Importance of body language

Successful speaking involves using appropriate expressions (forms) for the various functions. These are the conventional and well-established forms. Here is a list of such expressions appropriate for various functions in a speech.

Function	Expression
1. Greeting	Good morning/evening everybody. Ladies and gentlemen, My dear colleagues/students.
2. Expressing happiness	I'm really delighted.... I can't say how pleased I am ... It gives me immense pleasure to be in your midst . . . I am happy to be with you.
3. Thanking the organisers for the opportunity	I must particularly thank .... I am thankful to ..... for this opportunity
4. Introducing the topic	My topic for today is..... I am going to speak..... I'd like to tell you about..... I have chosen to speak on ..... My theme is.....
5. Outlining the stages or steps	First I am going to deal with..... I'd like to divide my talk ..... Firstly I shall. then... and lastly....

6.	Repeating	Let me repeat I'd like to say/stress that once again
7.	Clarifying	Let me make my point clear.... To put it in simpler form....
8.	Asking for opinion	How do you react to this....? Any comments? Could I have your suggestion? What do you think/fed about...? What's your opinion on ?
9.	Checking that they understand	Have I made myself clear? Do you understand what I mean?
10.	Persuading	How can I persuade you? It will be a misfortune if you cannot.... I leave it-to your sense.....
11.	Rephrasing	In other words..... To put it in other words..... What I mean is..... That's to say.....
12.	Giving yourself time to think	Er .... let me see..... Well, you see/you know ..... Well, how shall I put it ..... Just a minute.....
13.	Changing the subject	Oh, by the way ..... Incidentally ..... Oh, before I forget.....
14.	Avoiding giving an opinion	Well it's difficult to say ..... Well, I don't know really .... I'd rather not say anything..... It all depends.....



15. Introducing a story / anecdote	Here is an interesting story ...
16. Enumeration	My first point is..... In the first place..... Secondly Further..... In addition.....
17. Summarising	Let me sum up Let me recapitulate We discussed the following point To sum up the whole thing In summary In short
18. Concluding	Let me conclude Let me wind up..... Let me end my speech.....
19. Complimenting/ Congratulating	What a nice/wonderful... I must congratulate you on..... Allow me to offer my heartiest congratulations.....
20. Thanking the audience/ organisers	I am thankful to the ..... for giving me the opportunity. Let me convey my thanks .....

**Task I:**        ***Here is the script of a famous speech. Read it and answer the questions:***

Four score and seven years ago, our fathers brought forth on the continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal. Now, we are engaged in a Civil war, testing whether that nation, so conceived and so dedicated,

can long, endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who, here, gave their lives that the nation might live. It is altogether fitting and proper that we should do this. But, in a large sense, we cannot dedicate.

We cannot consecrate, cannot hallow this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work, which, they fought here, have thus far nobly advanced. It is rather for us to be here dedicated to the great task remaining before us that from these honoured dead we take increased devotion to the cause for which the last full measure of devotion that we here highly resolve that these dead shall not have died in vain - that this nation, under God, shall have a new birth of freedom - and that, government of the people, by the people, for the people, shall not perish from the earth.

1. Can you guess the speaker and the situation in which the speech was delivered - background?
2. Which sentiment of the people does the speaker exploit in this speech?
3. What is the speaker's claim?
4. How has the speaker organised his speech?
5. How is the device of repetition handled effectively in this speech?
6. What reasons can be given for this speech having survived the passage of time?
7. Which lines from the speech have become memorable quotes?

**Task 2:** *Here is a famous speech from a powerful orator, made under special circumstances. Read the speech and answer the questions.*

In this crisis, I hope I may be pardoned if I do not address the House at any length today. I hope that many of my friends and colleagues,

or former colleagues, who are affected by the political reconstruction, will make all allowances for any lack of ceremony with which it has been necessary to act. I would say to the House, as I said to those who have joined Government: 'I have nothing to offer but blood, toil, tears and sweat'.

We have before us an ordeal of the most grievous kind. We have before us many, many long months of struggle and of suffering. You ask us what is our policy? I will say: It is to wage war, by sea, land and air, with all our might and with all the strength that God can give us: to wage war against a monstrous tyranny, never surpassed in the dark, lamentable catalogue of human crime. That is our policy. You ask, what is our aim? I can answer in one word: Victory-victory at all costs, victory in spite of all terror, victory however long and hard the road may be: for without victory, there is no survival. Let that be realised: no survival for the British Empire: no survival for the urge and impulse of the ages that mankind will move forward towards its goal. But I take up my task with buoyancy and hope. I feel sure that our cause will not be suffered to fail among men. At this time I feel entitled to claim the aid of all, and I say, 'Come, then let us go forward together with our united strength!'

1. Who is the speaker and under what circumstances is the speech made?
2. How does the speaker caution the people about the tough time ahead? Pick out the lines and phrases he uses.
3. How is repetition effectively used in this speech? Give examples.
4. Illustrate how the question-answer structure is exploited here.
5. How does the speaker end his speech in a dramatic tone?

**Task 3:**     *Read the following memorable speeches and analyse their organisation and structure.*

1. The speech of Swami Vivekananda at the Parliament of religions.
2. Jawaharlal Nehru's speech on the eve of Independence.

**Task 4:** *Memorise and reproduce the above speeches before your friends. This is how great speakers were made.*

**Task 5:** *Prepare a speech on 'India, the greatest democracy in the world.' Speak it before your class.*

## **B. ADDRESS OF WELCOME / SPEECH OF INTRODUCTION**

Though many of us may not get an opportunity to make a speech, most of us get a chance to deliver a 'welcome speech' (welcome address) and to introduce the chief guest and the main speaker.

The speech of introduction serves the same purpose as a social introduction. It brings the speaker the audience together, establishes a friendly atmosphere and creates a bond of interest between them. The success of the Meeting depends upon how you create an enthusiastic and emotional atmosphere through your opening remarks.

An introduction ought to lead us to the inside of the topic sufficiently to make us want to hear it discussed. It ought to lead us to the inside facts regarding the speaker, facts that demonstrate his competence for discussing the particular topic. In other words, our introduction ought to 'sell' the topic to the audience and it ought to sell the speaker. And it ought to do them in the shortest possible time.

While welcoming a visitor, thoroughly prepare what you are going to say. Though the welcome speech is short, it demands careful preparation. Gather your facts. These will centre around three items: the subject of the speaker's talk, his qualification to speak on the subject and his name.

Get your biographical facts from 'who's who' or from the close friends of the speaker. Check beforehand how he would like to be introduced and which of his functions he wants to be highlighted. Speak about the visitor's achievements, how he started and how far he has come since then. Tell the audience why he has been invited to speak. Be certain of the speaker's name and familiarise yourself with its pronunciation.

Follow the T.I.S formula, which is a handy guide in organising the facts you have collected about the speaker:

T stands for Topic - Start your introduction by giving the exact title of the speaker's topic.

I stands for Importance - Stress the importance of the topic,

S stands for 'speaker' - List the speaker's outstanding qualifications, giving his name distinctly and clearly.

The introduction should be seemingly spontaneous. Don't take too much time and make the audience restive, Remember that the audience have come to listen to the speaker and not to you. Neither over-praise nor under-praise the speaker, Look at the audience while enunciating the speaker's name. Address the chief guest first, Remember to address the dignitaries on the dais and welcome them. Finally extend a welcome to all those present. Here is **a sample welcome speech:**

*A speaker has been invited for the inauguration of the Literary Association in your school. The secretary of the association gives the welcome speech.*

Our esteemed Chief guest, Dr. Swaminathan, respected headmaster, teachers and dear students.

It gives me immense pleasure to welcome our chief guest. Dr. Swaminathan, on behalf of the headmaster, staff and students of this institution. As you know. Dr. Swaminathan heads the department of English in the Periyar college. He is a distinguished scholar and a prolific writer, He is an authority on Shakespeare's plays and has chosen to speak on 'The Tragedies of Shakespeare'. We look forward to a rich and rewarding experience. We are thankful to him for finding the time to address us in spite of his busy schedule.. We extend a warm welcome to you, Sir.

**Discussion:** The following points have been mentioned in the welcome speech:

The name and designation of the speaker

His special qualifications

The topic of his speech

A word of gratitude

**Remember the following guidelines for a welcome speech:**

1. Mention the purpose of the meeting and the topic of the speaker.
2. Highlight the achievements and qualifications of the speaker, to emphasise how he is the apt person to speak on the specified area.
3. Assure that the audience will derive great benefit from the speech.
4. Finally introduce the speaker in a dignified manner.

**Here are some expressions that can be used for welcoming people:**

I am happy to welcome .....

It is a great privilege to welcome .....

We are happy to have in our midst .....

**Task:**        *You are the sports secretary. Anju George has been invited to be the Chief Guest on Sports Day. Write the welcome speech and read it before the class.*

**C. VOTE OF THANKS**

It is customary in all public functions to thank on behalf of the organization, the chief guest and all those who were involved in making the function a success, Of course the chief guest should be thanked first. Courtesy demands that we should be grateful to the person who has spent his time addressing us. Everybody who had contributed to the success of the function should be mentioned and thanked. The vote of thanks, coming at the end of the programme has naturally to be brief:

**Here is a model:**

Mr. Ravi, the secretary of the Literary Association proposes the vote of thanks at the end of the function.

Esteemed Chief guest, respected headmaster, teachers and friends, it is my proud privilege to propose the vote of thanks.

We are very thankful to our chief guest Prof Ram for having spared his valuable time to come here and preside over the function. We are deeply grateful to you sir, for your inspiring and informative speech. We would like to thank our headmaster for his valuable guidance and encouragement. We are extremely thank all the members of the staff for their able guidance and help. We thank all the student members of this association for their enthusiastic participation. We thank one and all.

**Discussion :**

1. The speaker is thanked and complimented for his speech.
2. We are not to express any disagreement with the speaker 's views. We could say a few words commending his speech.
3. All the others who have helped in organising the programme are thanked.
4. The participants and the technicians are also thanked.

**Note:** In modern times, the vote of thanks is very crisp, brief and informal without resorting to adulatory adjectives.

**Here are some expressions to thank:**

Our hearty thanks go to.....

I would like to thank.....

I cannot adequately thank.....

**Task:** *Prepare a speech thanking the Chief guest who presided over the Children's day function and distributed the prizes.*

**II. A. DEBATES:**

A debate is a demanding activity for the participants but an entertaining one for the audience. The participant needs to have a command of all the linguistic resources and an ability to think on his feet.

A controversial topic of current interest is chosen for the debate. One group of participants speaks in support of the proposition and the other group speaks against. In the course of the debate, all the pros and cons of the issue get analysed, There is an arbitrator who takes care of the time and discipline, and finally gives judgement about which side has won the debate based on their effective presentation.

Debates should be conducted in a lively manner and should generate a lot of humour.

The participant should gather points in his favour and present them in an impressive manner. He should listen to the arguments of the opposite side and refute them effectively. He should exploit any weakness in the opponent's argument. He should quote interesting examples from day-to-day life. Challenges are thrown, questions are raised and disagreements are expressed in a gentle way. Remember that the aim is not to win but to participate.

**Task:** *Divide the class into two and debate on the following topics. Prepare some points in support of one of the propositions and some against the other.*

1. Television is harmful/useful.
2. Homework - a boon or pane

### **B. QUIZ:**

Quiz programmes have become very popular these days. They are conducted to encourage students to acquire general knowledge. Questions are asked from diverse fields like science, arts, history, politics, sports and current events. There is a quiz master who asks the questions. There are students representing different classes or institutions to answer the questions.

The quiz master needs to have a good command of the language and fluency. He conducts the programme in a lively manner

**Task I:** *Listen to a quiz programme on the radio or television and note the functional use of language.*



**Task 2:** *Organise a quiz band with a minimum of four questions on each of the fields mentioned above.*

### **Writing**

#### **A. KEEPING A DIARY:**

Keeping a diary is a habit worth cultivating. It helps us to review our actions during the day, to manage our time efficiently, and to monitor our progress. Writing down our goals helps to clarify them. We can note down any new and great ideas that we have gathered from our reading and thinking. It is helpful to keep our engagement and fulfil our commitments promptly. Noting down our emotional reactions later helps us assess their correctness in an objective manner and helps us to become more self-possessed and conscious. The diary is a valuable document for future reference. Incidentally writing it in English will improve your writing skill.

**Task:** *Now that you have learnt about the importance of keeping a diary, why don't you start it right now? Write down all your activities during the day mentioning the time spent on each activity. Also note down any new and interesting ideas that you happened to read or hear. Finally make an evaluation about how the day was spent.*

#### **B. WRITING ARTICLES**

Articles are written for publication in magazines and newspapers on topics of current interest. Writing articles requires clarity of thought, depth of ideas and creative use of language on the part of the writer.

The purpose may be to inform, entertain or stimulate the reader. The intellectual, emotional and linguistic level of the reader has to be kept in mind.

The language should be crisp and lucid. It should not be too technical. Slang, archaisms and clichés are best avoided. A style suitable

to the theme is chosen, The presentation should be lively and sustain the reader's interest.

The article is divided into paragraphs and has unity, coherence and cohesion. Each sentence contributes to the topic ensuring unity. There is proper sequential development of ideas resulting in coherence. The sentences are linked through suitable cohesive devices or linkers.

A well-written article has proper organisation. It contains an introductory paragraph, supporting paragraphs and a concluding paragraph.

For most of us who attempt to write an article, the problem is how to start. To overcome this difficulty, just take a pen and a sheet of paper and start writing whatever comes to mind about the topic. Do't worry about the order, grouping or sequence. Just jot down in brief phrases. This technique is called 'brain-storming'. The next stage is selecting the salient points and organising them into paragraphs. The article should not be too long.

The technique of writing articles can be summed up as follows - Write-Edit-Rewrite.

**Task I:**     *Here is a short article. Read it and answer the questions:*

### **Science of human happiness**

Science has become very important in today's life. It plays a vital role in almost every part of our lives. It has changed modern life so much that today we can do nothing without it.

Science can be called a blessing since we owe our progress to it. It has brought everyone closer and also made life comfortable. Today, we can go around the globe in a matter of hours. We can talk to people who are far away at the push of buttons.

Inventions like the washing machine, refrigerator, air conditioner and dishwasher add to our comfort levels. The introduction of the

television, cinema and compact discs has changed the entertainment industry.

Thousands of lives are saved everyday due to the progress to medical science. No industry or office can do without computers. In fact computers can be called the greatest invention of the modern age.

But science has also brought a lot of misery. It has created diseases like cancer, Nuclear weapons can destroy our planet in no time.

Along the way our moral values have also suffered some damage. People think nothing of killing others to further their own interests. Money and power have become the new Gods. We worship science but use it to destroy our planet and fellow beings.

It is not impossible to remove at least some of the curses of science. We must resolve to use it, only to make life better. We must not pollute the planet or destroy living things. We must not make more arms but ensure that every man has food.

This way, we can build a happier world.

- courtesy 'Young World, The Hindu'

***Questions:***

1. What is the main theme of the article?
2. How are the paragraphs organised?
3. What can you say about its style? Is it suitable to the theme?
4. Does it end on an optimistic or a pessimistic note?
5. What is the level of the reader to whom it is addressed?

***Task 2: Write an article describing vividly the most memorable event in your life.***

# **SUPPLEMENTARY MODULES**

# WRITING LETTERS

## COMPETENCIES

- I. WRITING INFORMAL LETTERS
  - Letters to various personal contacts
    - a) to relatives
    - b) to friends
    - c) to pen-friends
2. WRITING FORMAL LETTERS
  - Letters for Various functions
    - (a) complaining
    - (b) apologising
    - (c) asking for permission to visit
    - (d) requesting goods to be supplied  
(placing an order)

Next to conversations, writing letters is the most universal, personal and warm mode of communication. We live in a world of modern gadgets. When we push a few buttons, we reach out to people. Can they reach out and touch the heart's chord us letters can? The arrival of the mailman no longer excites us as the buzz and beep and glow of media.

It is so much easier to pick up the phone and press a few buttons than to put your genuine and warm feelings to paper through a pen. A letter can last a lifetime and become part of our autobiography. Let us not allow the art to die down.

Letters are perhaps the most commonly used form of written communication. We write letters to communicate with people who are away us. Letters can be written with a specific purpose or they may just be a means of maintaining phatic communion and conveying our concern for others. Writing letters is both an art and a technique. The latter can be mastered through adherence to formal conventions; the former has to be cultivated, with care and deep personal interest.

### **Why do we write letters?**

We write letters for different purposes like making a request, seeking permission, ordering supply of goods, complaining, enquiring, informing, inviting and for many more such functions.

### **Kinds of letters**

Depending on the writer, reader and the situation, letters can be broadly classified into formal and informal letters. Formal letters include:

- business or commercial correspondence
- official correspondence

Informal letters are written to friends, members of the family, relatives, etc. While the language of formal letters is formal and polite, that of informal letters should be informal and intimate.

### **What is a good letter?**

A good letter fulfils the purpose for which it is written. It takes the receiver into account and has clear direction. It is coherent and has clear development of ideas. All the necessary facts and information are arranged logically and systematically. It has clarity, brevity and accuracy. It is courteous and couched in polite and civilised language. Finally, a letter must be a visual attraction to the reader. It can displease either through wrong spelling and punctuation or bad handwriting and typing.

### **I. Informal letters:**

Informal letters include all correspondence between intimate friends, between members of a family, relatives, etc.

We write such letters for some of the purposes given below:

- to inform someone of travel arrangements, your plan of visit, birth, death, celebration, etc.
- to invite for a function -to request for help
- to make enquiries
- to ask for advice
- to offer help
- to apologise
- to accept/decline an offer
- to congratulate someone
- to express sympathy

You may write letters for other purposes also.

### **Format:**

You can follow the following format for informal letters:

1. Address and date

2. The greeting or salutation
3. The body of the letter
4. The subscription or complimentary close
5. Signature
6. Address on the envelope

**(i) Model letter :**

**Here is a letter written by a boy to a pen friend:**

Salutation	Sender's address
↗	↙
Dear Peter,	15, Avenue Road, East Cross, Chennai -2 12.01.04

I got your address from the list of pals in 'The Reader's Digest'. I selected you because I am curious to know about your city, London, about which I have read a lot in novels.

I live in Chennai, in South India. It is the state capital of Tamil Nadu. It is a coastal city on the Bay of Bengal. It is a centre of learning. I am undergraduate studying Physics.

My hobbies are reading historical novels and painting. What are your hobbies and what games do you play? I am eager to know about you, your family and your city. I would like to know about the way language is spoken in different parts of England.

Expecting to hear from you.

Address on the envelope	Subscription
↗	↙
Mr. Peter No. 12, LCW Lane London - 21	Invisibly yours,



### Discussion

1. Address and date are written on the top right hand corner. The preferred form for writing the date is 15<sup>th</sup> March, 2003 through one may write 15.3.2003.
2. The greeting or salutation may be 'Dear Ravi' or 'My dear Rahul', or 'My dear uncle', if the addressee is very intimate.
3. The body of the letter: The style is informal, conversational in tone and it is warm and friendly.
4. The subscription or complimentary close: For a personal letter it varies from 'yours affectionately', 'yours lovingly', 'your loving friend', 'with love', 'lovingly yours', etc., depending upon your apostrophe while writing yours.
5. Signature – you may use your first name or the name by which you are known to the reader.
6. Address on the envelope: It should be complete and clear so that it ensures prompt delivery.

**Task 1:** *Imagine that you are peter. Draft a reply to Mohans's letter.*

**Task 2:** *Arun Kumar is your pen friend. Write a letter to him. The details are given below.*

Mr. Arun Kumar  
3, Chowranghee lane  
Kolkatta – 5

Age:19 Doing II M.B.B.S.

Hobbies: Swimming, playing cards, seeing films, cricket, tennis, and listening to carnatic music.

### (ii) Letter to relatives:

Students studying in schools and colleges who are away from home have to write to their parents regularly to tell them about their welfare, progress in studies and financial requirements.

**Task 1:** *Here is a letter written by a student to his father seeking permission to join an excursion. Read the letter and complete it by supplying appropriate words and phrases for each blank.*

.....  
 .....  
 .....

My dear Dad,

I hope this finds you all .....How is .....?  
 Convey my ..... to her. I am .....well. I got the.....  
 rank in the half-yearly examination. You will be surprised to know that  
 I.....to represent my school in the Inter-school Oratorical  
 contest.

Our class teacher has ..... for an excursion to Goa  
 during the first week of next month. All my friends are joining the tour. I  
 too would ..... to join the party. Please ..... me two  
 hundred rupees towards my .....

When are you.....here to see me? I.....to  
 pay the amount before the 25<sup>th</sup> of this month.

Yours.....

Address on the envelope

.....  
 .....  
 .....

**Note:** Begin such letters with enquiries about the welfare of the  
 addressee and convey your greetings to them.

When writing to your parents, you should tell them about your  
 health, studies and achievements. Then mention the main purpose. You  
 close the letter on a personal note. The letter should exude warmth and  
 affection.

When writing descriptive letters, jot down the points first and  
 then develop them into a coherent and cohesive discourse. Use an informal,  
 chatty and lively style. Sequence the events properly.

**Task 2:** *Here are some hints, jotted down by Ravi, a student of XI Std about how he had spent his holiday with a view to writing a letter to his friend. Use them to write the letter:*

Visited uncle at Bangalore  
Duration: Two weeks during summer  
Places visited: Lai Bagh, Vidhan Soudha,  
The Visweswarayya Museum  
Visited Mysore: Krishna Raja Sagar Dam, Art Gallery, Zoo  
Spent evening playing cricket and chess  
Saw the movie 'My Fair Lady'  
Impact of the visit  
Learnt a few Kannada words  
Memorable trip in the Garden City

## **II. Formal letters**

A formal/official letter is a matter of fact transaction. It is brief and formal in style but courteous in language. There is no room for affectation of any kind. We must avoid colloquialisms and slang. However, nowadays, the use of stiff impersonal style is discarded and a less formal and involved style is preferred. An 'open punctuation' completely omitting all punctuation marks (American style) has become common nowadays, saving a lot of typing time. The following steps are to be borne in mind in writing Formal letters:

1. Think before you write
2. Plan your letter
3. Make the first draft { focus on the matter, brief, crisp style, suitable subscription, etc)
4. Edit the draft
5. Present carefully-Use attractive stationery, proper layout

### **Parts of a formal letter**

1. Address of the sender/writer preferably without name. Write the date below your address You may write:

30<sup>th</sup> September. 2003  
30 September, 2003  
September 30, 2003 or  
30-9-2003.

2. Address of the person you are writing to
3. Salutation or greeting –The following convention of addressing is followed:

When you address a person by designation	Dear Sir / Madam or Sir/ Madam
When you address more than one person	Dear Sir, Sirs
When you address by name	Dear Mr .... / Mrs....., / Miss +name Kind Attention: Mr./ Mrs. (Note: If you know the addressee's name)

4. Body of the letter
5. Subscription or Complimentary close: If you have addressed a company by its name or a person by his designation, end with 'yours faithfully'. If you have addressed a person by name end with 'yours sincerely'.
6. Signature
7. Address on the envelope

**Note:** The modern trend is (American) to keep the alignment to the left.

#### **(i) Letters of complaint**

We write letters of complaint to manufacturers, suppliers or dealers of goods, to public service organisations, agencies, departments, etc., when some inconvenience or damage is caused to us, some injustice is done to us, or something needs changing in public life. The complaint should be made to the right person. Back yourself with a

carefully worded and reasonable letter, in which you make absolutely clear the cause for your complaint, and what you want to do about it. You must be extra careful not to write anything factually inaccurate.

***Read the following letter of complaint written to an electronics goods shop about problems with a new T.V.***

21.1.04

From

R.Ravi Kumar  
174, Alagiri Street,  
Lalapet,  
Karur District.

To

The Manager,  
Varun & Co.,  
17, Big Bazar Street,  
Trichirappalli.

Sir,

I bought a 21" colour TV from you on 17.104. The bill number is 14301. I wish to point out that the remote control device is not functionin properly. The TV set is no better. There is no visual clarity. I wish you had checked these things meticulously before delivery.

I hope you would send your person to check up these items and replace them with good ones, if nessary.

Yours faithfully,

**Note:**

1. In a letter of complaint, we
  - state the complaint
  - give the relevant details
  - and request remedial action

2. Though agitated, we should use polite language. Here are some useful expressions for stating complaints.
  - I am sorry to tell you .....
  - I must complain about .....
  - I feel constrained to complain about .....
3. Sometimes, a mild threat to take the matter to higher authorities is not out of place.

**Task:** *Draft a letter of complaint to the corporation authorities about the menace of stray dogs in your locality using the following hints.*

Balaji Nagar - full of stray dogs - pose a threat to people - some rabid - dangerous to walk during nights - some school children bitten - request immediate steps to curtail the menace.

**(ii) Letters of apology:**

*Accept your mistakes frankly and apologise gracefully.*

The art of graceful apology is worth mastering. We may need to write a letter of apology for not doing something, for causing delay in something, or for not doing something well enough.

Apologies should be made sincerely but with dignity. Letters of apology should be short and to the point, and normally written by hand. Remember, a sincere apology will go a long way in maintaining healthy relationships between people.

***Read the letter below and notice how the apology is made:***

25.3.04

From

K. Rajesh  
Membership no.221205  
26, II Avenue  
Ashok Nagar  
Chennai

To

The Librarian  
British Council Division  
Anna Salai

Sir,

Thank you very much for your reminder regarding the book borrowed by me from your library.

I am extremely sorry for not having returned the book “Paradise Lost,” within the due date. The fact is that I lost the book along with my bag during a bus journey. Please let me know the present price of the book so that I can send the amount to you. As I am afflicted with conjunctivitis, I am not able to come in person. I sincerely regret the inconvenience caused to you.

I assure you that such lapses will not occur in future.

Regretfully yours,  
Rajesh

**Note:**

The letter explains the circumstances for the default and expresses sincere apology, and states what remedial steps are being taken to set aright the lapse and reassures about future promptness.

Some more useful expressions for apologising are:

I/We apologise for.....

I/We must apologise for .....

I/We am/are extremely sorry for.....

I/We apologise sincerely for .....

I/We regret sincerely .....

**Task 1 :** *You are the manager of a bank. One of the customers complains about the missing entries in his account resulting in embarrassment while withdrawing*

*money. You find that the entries were made in another account by mistake. Write a letter of apology to the customer.*

**Task 2:** *You had promised to look up your friend during your trip to Mumbai. Unfortunately you had to return from Mumbai much before your expected date of return for a valid reason (Invent one). Now back at your place, write a letter of apology to your friend explaining the reason.*

**(iii) Letter placing an order:**

*Read the following letter written by Mohan, the cultural Secretary of a school placing an order for prize books.*

5th August 2004

From

R. Mohan  
XI Std. 'B' section  
Govt. Higher Secondary School  
Lalapet  
Pin.641 003

To

The Palaniappa Brothers,  
Book-Sellers,  
121, Big Bazaar Street,  
Tiruchirappalli

Dear Sirs,

Thank you for your letter of 1st August enclosing your latest catalogue.

I shall be thankful if you could send me the following books for our school, allowing due discount.



1. Oxford Advanced Learners Dictionary – 2 copies
2. Harry Potter series (1 to 5) – 5 copies each
3. Basic English structure – 5 copies by Michael Swan
4. Complete works of Bharathi – 5 copies

We would like to get these items before 20th. The bill in duplicate may be sent for payment.

Yours faithfully,

.....

(R. Mohan)

Note:

1. When it is the first letter on the subject, it is necessary to introduce the subject. Some useful expressions for this purpose are  
 I am writing to.....  
 I am writing this regarding.....  
 I am writing on account of.....  
 I am writing because.....
2. Although the letter is written to order for the supply of goods, the order is made in the form of a request. Some useful expressions for making requests are:  
 I/We would be grateful if you could/would.....  
 I/We would like you to.....  
 I/We would like to order.....  
 Could you send me/us.....?  
 Kindly send/supply.....
3. Give correct specification for the items to be supplied
4. State specifically the details of the transaction *i.e.* whether you are enclosing the payment, whether you like to pay later on receipt of the bill, whether you like to receive the item by V.P.P. etc.

**Task 1:** *As the Sports Secretary of your school, write a letter to the Manager, Thomas Sports & Co., Chennai, ordering sports items for your school.*

**Task 2: Write a letter to the Oxford University Press for supply of books of books to your school library.**

**(iv) Asking permission to visit an important place:**

Sometimes it is necessary to write letters to the authorities concerned seeking permission to visit a factory, museum, etc., with your classmates. Such letters should be written in polite language, well in advance.

**Read the following letter written by a student seeking permission to visit a planetarium.**

Govt. HSS

The Administrative Officer,  
Birla Planetarium,  
Adyar

Kulitalai.  
21.5.03

Chennai.

Sir,

I am the class pupil leader of XI standard 'B' section. A group of 40 students of my class wants to visit the planetarium on 30.5.03 at 10,00 a.m. We have studied about planets and stars in our school books. This visit would enrich our knowledge about Cosmology.

I request you to be kind enough to grant us permission on the specified date or on any other date suitable to you.

Kindly intimate your permission so that we can plan our trip.

Yours faithfully,

.....

**Read the following dialogue between two students:**

- Ravi : Hi, Gopal. What news?  
Gopal : We are planning to visit Chennai in the month of February. Why don't you join us?  
Ravi : Certainly I will. Which places are you going to visit?  
Gopal : We want to visit the Legislative Assembly and the museum in addition to other places of interest.  
Ravi : In that case, you should get prior permission. You should write to the Assembly Secretary .....

Gopal : Can you help us in drafting the letter?  
 Ravi : Tell me the date of visit, the number of persons and time.  
 Gopal : We are a group of ten and we would like to visit the assembly on 12.6.03 at about 11 a.m.  
 Ravi : OK. I shall draft it neatly.

**Task:** *Imagine you are Ravi. Draft the letter using the above details.*

**Further Tasks:**

1. Write a letter to the editor of a newspaper about the noise pollution caused by loud speakers in your locality.
2. Write a letter to the commissioner of the corporation complaining about the poor maintenance of roads.
3. Write a letter to a furniture firm ordering some furniture for your new house.
4. Write a letter to a bookseller ordering some books for your school library.
5. Draft a letter of apology to your friend for not attending his birthday party due to unavoidable circumstances.
6. Write a letter to your elder brother expressing regret for your rude behaviour.
7. Write a letter to the curator of the museum to visit it with your classmates.
8. Write a letter to your father seeking his permission to join the special coaching class for preparing for the Professional Entrance Examination.
9. Write a letter to your friend describing the KCC camp in which you participated.
10. Write a letter to your brother seeking his advice about the course you should choose after completing the Hr. Sec. Course.

# USAGE

## USAGE TRAPS :

Usage refers to the customary manner in which language is spoken or written by its educated users. Usage is a mine field. Unless you are careful you are likely to be trapped.

e.g. 'The teacher was not satisfied about the performance of the boy' is wrong. It should be satisfied with.

Here are some common usage errors. The correct form is given for your guidance.. The list is not exhaustive.

### able

- × Sophia said that the library book was not able to be found.
- √ Sophia said that she was unable to find the library book.
- (OR)
- √ Sophia said that she was not able to find the library book.
- \* The subject of be able/unable is a person not a thing.

### absent

- x Ramya is absent in class today.
- √ Ramya is absent from class today.
- \* We say that someone is absent from class, school, work, etc., not in or to,

### alone

- × She was very alone at first but then she made some friends.
- √ She was very lonely at first but then she made some friends.
- \* alone—without people around you  
lonely- feeling of being alone

### homework

- × Our teachers give us a lot of homeworks and it is difficult to finish them.

✓ Our teachers give us a lot of homework and it is difficult to finish it.

\* homework is used in singular form only.

#### **consult**

\* They decided to consult with the counselor.

✓ They decided to consult a counselor.

#### **contain**

× Both bottles were containing acetic acid.

✓ Both bottles contained acetic acid.

\* 'contain' is not used in continuous tense  
(But we say a bottle containing acetic acid)

#### **describe**

× In the composition she described about her garden.

✓ In the composition she described her garden.

\* We talk or write about something, but we describe something.

#### **enough**

× The number of cups is not sufficient enough.

✓ The number of cups is not sufficient.

\* Enough is not used after sufficient. Sufficient means enough.

#### **enter**

× As soon as he entered into the room, we all stood up.

✓ As soon as he entered the room, we all stood up.

\* We enter a room, building or area, not enter into.  
We say, 'He entered into a contract with X.'

#### **equipment**

× Our laboratory has a full range of equipments.

✓ Our laboratory has a full range of equipment.

\* Equipment is an uncountable noun and does not have a plural form.

#### **feel**

× Some of us are feeling that we are given too much homework.

✓ Some of us feel that we are given too much homework.

- When feel means to think or consider it is not used in continuous tense

### **forbid**

- × My mother had forbidden me from eating ice cream
- ✓ My mother forbidden me to eat ice cream
- \* We forbid someone to do something. (Not from doing something)

### **got**

- × I got two brothers
- ✓ I have two brothers (British English) OR
- ✓ I have got two brothers

### **know**

- × We have been knowing each other since we were children.
- ✓ We have known each other since we were children.
- \* Know is not used in continuous tense. e.g. you must be knowing.×

### **late**

- × I was in a hurry because I didn't want to be late to school.
- ✓ I was in a hurry because I didn't want to be late for school
- \* A person is / arrives late for school, work, etc.

### **lighted**

- × Our neighbourhood is beautifully lighted for Diwali.
- ✓ Our neighbourhood is beautifully lit for Diwali.
- \* The adjective 'lighted' is normally used in attributive position. e.g. a lighted candle, a lighted cigarette.

### **live**

- × My brother is living at Adyar.
- ✓ My brother lives at Adyar

### **night**

- × It was very late in the night and the streets were empty.
- ✓ It was very late at night and the streets were empty.
- \* We say 'in the daytime', 'in the morning', 'in the evening' but 'at night'.

**offspring**

- × The parents named their *offsprings* after famous kings and queens.
- ✓ The parents named their *offspring* after famous kings and queens.
- \* The plural form of offspring is offspring.

**opinion**

- × According to my opinion this cake is the best of all.
- ✓ In my opinion this cake is the best of all.

**phone**

- × I have to *phone to* my parents to tell them I shall be late.
- ✓ I have to *phone my* parents to tell them I shall be late.

**reply**

- × Please reply my letter.
- ✓ Please reply to my letter.
- \* We answer a letter but *reply to* a letter.

**return**

- × We *returned back* home at four o'clock.
  - ✓ We *ret urn ed* home at four o'clock.
- Return and reply contain the meaning 'back'

**request**

- × I am writing to *request you for a* loan.
  - ✓ I am writing to *request you* a loan.
- We request something (without for)  
We say, 'I am writing to ask you for a loan'.

**seek**

- × I am still seeking a solution to my problem.
- ✓ I am stil *seeking a* solution to my problem.
- \* I look for / search for something but I seek something.  
(Seek means 'search for')

**sport**

- × Shyam is very good at *sports*.

- ✓ Shyam is very good at *sport*.
- \* When *sport* means sport in general, it is an uncountable! and does not have a plural form. We use sport as a countable noun to refer to a particular sport.  
eg. My favourite sports are tennis and hockey. He likes water sports.

#### **walk**

- × The best way to see the village is *by walk*.
- × The best way to see the village is *by foot*.
- ✓ The best way to see the village is *on foot*.
- \* We go *by car* / bus / train / plane; but *on foot*.

#### **what**

- × I asked him what did he want.
- ✓ I asked him what he wanted.
- × I don't know what am I going to do.
- ✓ I don't know what I am going to do.

#### **what/which**

- × We cannot decide *what* trees to plant.
- ✓ We cannot decide *which trees* to plant.
- \* We use which when the number of possibilities or alternative is restricted, we use what when there is no restriction.  
e.g. What family would ever choose to live in a house like that?

#### **when**

- × Please tell me when can I come and see you.
- ✓ Please tell me when I can come and see you.

#### **where**

- × Can you tell me where is the gymnasium
- ✓ Can you tell me where the gymnasium is?

#### **yesterday**

- × My sister rang me up *yesterday* night



- ✓ My sister rang me up *last* night.
- \* We say yesterday morning/afternoon/evening but

**Task: Rewrite the sentences correctly:**

1. The sait is an important ingredient in cooking.
2. She had scarcely heard the news then she tainted.
3. How long is the stat ion from here?’
4. When are you leaving? he queried?
5. According to my opinion, the standard of English has fallen.
6. I want to buy a blouse to match with my new saree.
7. I have been studying in this school from 1990.
8. The new Principal is not different from the previous one.
9. The soldier showed a great courage against the terrorists.
10. Happiness consists of contentment.

**Using Numbers**

\* Day, month, minute, mite, etc., are always SINGULAR when used (with a number) immediately before a noun: ‘a six minute wait’ a ten-second silence’, ‘a five-mile race’.

My travel agent had arranged a 6-day coach tour.

The company provides a three-month training course.

**Compare:** ‘We waited for thirty minutes,’<sup>1</sup> ‘We had a thirty-minute wait,’

\* When you say 100,1000,etc., or write these number in words, use **a hundred, a thousand (WITH a):**

The palace was built a thousand years ago.

**Compare:** ‘The palace was built 1000 years ago.’

For emphasis or to be exact, it is possible to use **one** instead of **a**.

I am one hundred percent against the idea.

After **a/one/five/twelve etc.**, the words **hundred, thousand, etc.** are always SINGULAR and are NOT followed by **of**:

Five hundred children are born in the city every day

More than three thousand people were there.

Similarly, **of** is NOT used after **100, 250, 3000, etc.**

If you kill 200 whales a year, they will soon disappear.

**Hundreds (of), thousands (of) etc.,** are used only when you give a general idea of how many or how much. 'There were hundreds of stars in the sky'. 'They've spent thousands (of rupees) on improvements to the house'.

When an ordinal number is used, the same rule as for cardinal numbers applies.

#### **PROBLEM PAIRS:**

In English there are a few pairs of words that pose considerable challenge to the students because of their slight similarity in form and function.

*A list of such confusing pairs is given below with their use in sentences:*

1. *Adapt-to* adjust according to surroundings  
A plant *adapts* itself according to its environment.  
*Adopt* -to choose; to accept a child as one's own  
He had *adopted* a new method for solving sums.  
He had *adopted* his brother's daughter.
2. *Affect* - to cause influence; to produce a change (verb)  
The regular use of drugs *affects* health.  
*Effect* - influence; result (noun)  
There is no *effect* of your advice on him.
3. *Accept* - to receive, not to decline (verb)  
He is bound to *accept* my offer this time.  
*Except* - leaving out (preposition)  
All were present in the meeting except the Joint Secretary.
4. *Assent* - acceptance  
The President of India has given his assent to the new legislation.

4.     *Ascent*-rising side of a slope; rising up  
           The *ascent* to China Peak in Nainital is difficult.
5.     *Artist*- one devoted to fine arts, especially painting  
           Tagore was a great artist, besides being a great poet.  
           *Artiste* - one devoted dance, drama and singing  
           To become a good artiste calls for devotion and concentration.
- 6:     *Alternate* - happening by turns; every second day, leaving one  
           day in between  
           We play hockey or *alternate* days.  
           *Alternative* - one of the two choices or options  
           There was no *alternative* left to me but to sell my watch.
7.     *Altogether* - completely  
           All his suggestions were rejected *altogether*.  
           *All together* - all things taken together  
           We found our friends sitting *all together*.
8.     *Appraise* - to assess correctly  
           A research work in literature is meant to *appraise* an author  
           *Apprise* - to inform; to make one know  
           The Prime Minister was *apprised* of the new developments by  
           the Army Chief.
9.     *Altar*—place of worship  
           A devotee of Lord Rama offered his flowers on the altar.  
           *Alter* - to change  
           The present education system does not seek to alter what is  
           outdated in it.
10.    *Bridle* - reins of a horse; to control  
           Put the saddle and the *bridle* on the horse.  
           *Bridal* - pertaining to a bride; very much glamorous  
           The girl was decked in *bridal* finery.
11.    *Break* - to divide into two or more pieces by force  
           Who knows what this naughty boy will *break* today in my house.  
           *Brake* - a device to reduce the speed of vehicles  
           One should not apply *brakes* suddenly, otherwise one will fall.
12.    *Bare* - *uncovered; naked*

- The little children were lying on the bare floor.  
 Bear-to carry; to endure  
 Who can bear such intense heat?
13. *Canvas* - a thick and coarse cloth  
 The school boys wear canvas shoes for physical training.  
*Canvass* - to seek votes  
 The candidates these days have to do nothing but canvass for their elections.
14. *Calendar*- a table of dates  
 I receive a new calendar every year.  
*Calendar* - a machine in which cloth or paper is pressed by rollers  
 The cloth was put through the calendar to make it smooth and glazed.
15. *Compliment* - respects, appreciation  
 We sent our compliments to our friends on New year's eve.  
*Complement* - that which completes a thing  
 Man and woman complement each other.
16. *Continuous* -to go on without interruptions  
 He made continuous efforts to succeed in the competition.  
*Continual* - unceasing  
 It has been raining in a continual manner since morning.
17. *Council* – assembly  
 The staff council decides general questions.  
*Counsel* - advice, advocate  
 We never give wrong counsel to anyone,
18. *Conscious* - the state of being aware  
 One should be conscious of one's duties.  
*Conscience*-soul which guides what is right and wrong  
 A good man is always a person with a conscience.
19. *Current* - a stream of water or air, prevailing situation  
 The Jamuna has a swift *current* on the west bank.  
 The *current* situation is quite alarming.  
*Currant* a kind of dry fruit  
 Those who suffer from constipation must take *currants* daily.

20. *Confident* - certain; to have confidence (adjective)  
I am confident of my achievement.  
*Confidant*- a person who becomes trustworthy (noun)  
The private assistant of a minister is his confidant.
21. *Cite*- to quote  
People cite Gandhiji even on insignificant matters.  
*Site* - location of buildings  
The site of Rohini complex is known to all of us.
22. *Cereal* - coarse grains  
*Barley* is a *cereal*.  
*Serial* – in a series  
Your receipt has no *serial* number.
23. *Diseased*-affected by a disease  
His *diseased* arm hung limp.  
*Deceased*-dead  
The *deceased* left his will in favour of his son
24. *Desert* - barren land; to leave or abandon;  
The Sahara is the biggest *desert* in the world.  
His friend *deserted* him.  
*Dessert* - A dish of fruits and sweets, served at the end of a meal  
The dessert at the end of the meal was a piece of cake.
25. *Dairy* - milk Industry or factory  
Dairy products are getting popular these days.  
*Diary* - a pocket book of daily records  
I get a new diary every year from my office.
26. *Foul* - dirty, nasty  
Some people believe in ends, no matter they are achieved through foul means.  
*Fowl*- a species of birds  
Fowl provide a good dish for non-vegetarians.
27. *Human*- belonging to man  
The human race evolved over centuries.  
*Humane* - kind, benevolent

Even animals are treated in a humane manner by the noble-hearted.

28. *Imaginary*- false, unreal  
Characters in a novel are not real but *imaginary*.  
*Imaginative*- based on imagination  
Poetry is an *imaginative* reproduction.
29. *Legal*- pertaining to law  
Many *legal* proceedings are pending in the Indian Courts for want of presiding officers.  
*Lawful*- sanctioned by law  
My claim to a house in the campus is *lawful* by virtue of my seniority
30. *Loose*-not tight (adjective)  
There is no sense in *loose* talk.  
*Lose*- to miss (verb)  
I may *lose* a book but not a friend.
31. *Metal*-an element  
Electric current passes through *metal*.  
*Mettle* - courage The brave are those who show their *mettle*.
32. *Momentous* - important  
*Momentous* issues are settled after great efforts.  
*Momentary* - short-lived  
Man runs after *momentary* pleasures in modern times.
33. *Negligent* - careless  
He is *negligent* of his duties and obligation  
*Negligible* - so unimportant as to be neglected  
Your help to me is *negligible*,
34. *Notorious* - bad name  
Mansingh was a *notorious* dacoit.  
*Notable* - worthy of note  
Nehru was *notable* for his personal courage.
35. *Principal* - main, head  
The *principal* aim of man today is to earn and hoard money.

*Principle*-doctrine

A good man changes himself but not his *principle*.

36. *Personal*- belonging to one's own self

*Personal* needs are considered greater than social ones these days.

*Personnel*-employees

Government *personnel* have been given higher scales of pay.

37. *Preposition* – a part of speech to denote relation between two nouns

*Prepositions* are used before nouns and pronouns.

*Proposition*-proposal

He made an interesting *proporsition*.

38. *Precede*-to forego, to go before

Character must *precede* wealth in human life.

*Proceed*-to go on

We don't wait for anyone; we *proceed* to work all alone.

39. *Persecute*-to cause to suffer; to treat cruelly

The Jews werse *persecuted* by the Nazis during the Second World War.

*Prosecute*-to try in a court of law

The smugglers were *prosecuted* under law.

40. *Respectfully*-full of respect

I presented my petition *respectfully* before the judge.

*Respectively*-in a serial order

You and I will meet the principal on Sunday and Monday *respectively*.

**Task 1:** *Given below are two groups of words. Pair them as words likely to be confused. Refer the dictionary and find their meanings and use them in sentences to remove the confusion:*

A	B
sensual	marital
scene:	prefect
medal	lightning
straight	meddle
eminent	sensuous
lightening	strait
marital	seen
perfect	imminent
forgo	fare
fair	forego

**Task 2:** *Fill in the gaps with one of the two words given within brackets against each sentence:*

1. My.....is that you should choose your career.  
(preposition, proposition)
2. Has writing is.....(illegible, eligible)
3. A disease which spreads by contact is called.....  
(infectious, contagious)
4. He has invented a new device He is.....  
(ingenious, ingenuous)
5. A good style avoids.....expression. (verbose, verbal)
6. The Indians settled in America are called.....there.  
(emigrants, immigrants)
7. The.....of the college was present at the university.  
(principal, principle)
8. One has to.....himself to new conditions, (adapt, adopt)
9. I want to join the military.....(corps, corpse)
10. My memory.....me sometimes, (eludes, alludes)



11. There was a serious ..... this year. (draught, drought).
12. Some people mix.....with milk, (yoke, yolk)
13. The..... of Akbar was spectacular in history, (reign, rein)
14. As a minor, he is not.....for the post. (eligible illegible)
15. The.....of the slope is very steep. (decent, descent)
16. No..... were served at the dinner, (deserts, desserts)
17. We went to.....our friend on his marriage, (facilitate, felicitate)
18. I do not know.....you will come or not. (weather, whether)
19. The boys are going on a long....(vocation, vacation)
20. I visit my.....for treatment everyday. (physicist, physician)
21. This medicine is.....for bird flu. (prescribed, proscribed)
22. Spring.....summer. (proceeds, precedes)
23. Ram and Shyam visit me on.....days. (alternate, alternative)
24. I do not care for.....gains. (temporary, temporal)
25. Milk is.....to health. (beneficial, beneficent)

#### **SYNTAX MINE FIELD:**

Orderly or systematic arrangement of words or relationships among words, phrases and clauses forming sentences or in brief the sentence structure and the rules governing this structure is called **syntax**.

This includes such areas *as* subject-verb agreement, tense use, the active and passive voice, comparison, question forms, etc.

Any violation of the syntactic: rules will result in wrong construction,

#### **Subject-verb agreement**

The verb must agree with its subject in Number and Person.

*e.g. Ramu goes* to school on his cycle.

Gopal and Gopu *go* to school by bus.

You have three days to complete the job but he has only two.

If the subject is a group of words the verb must agree with the head of the subject.

*e.g, An example* of these substances *is* sugar.

**Task:** *Correct the mistakes in the following sentence:*

1. The effectiveness of teaching and learning depend on several factors.
2. One of the most serious problems that some students have are lack of motivation.
3. It was always the brightest students who was asked to answer the question.
4. The police is investigating the incident.
5. Ten years are a investigating the incident.
6. Some of the fruit were going bed.
7. Every one of us were given a prize.
8. Neither of the governments are willing to give way.
9. Bread and butter were all we had to eat.
10. Either the landlord or his wife were telling the truth.
11. Neither Ram nor Shyam were present.
12. Neither the principal nor the teachers is in favour of the proposal.

### **Tense**

The tense of a verb shows the time of an action or event.

When we describe or report a situation, we choose either a 'then' point of view or a 'now' point of view. If we choose, the 'then' point of view we use 'past tense' and if we choose a 'now' point of view, we use present tense. When we talk about actions 'yet to be completed' we use 'future tense'. Therefore Tense shows (a) the time of an action (b) the degree of its completeness.

In the following passages you can see the use of Simple Present, Past and Future tense.

### **Present tense**

- a) Can I forget! You see, I'm walking down this road, when I see this truck coming to wards me. He's coming right towards me. I can tell you. He's weaving his way through the traffic. The fellow was drunk. I bet. I just escaped it. Just, as I said, by the skin of

my teeth. And I turn round to see where the fellow is going. Just behind me this car is coming. One of those huge imported things. He is coming on his right side. I don't blame him, not ever. This truck hits him. One crash! I just see the driver of the car—a young man; he is opening his mouth to scream. He doesn't scream. He's dead, you know.

- b) A hovercraft is a machine that rides on an air-cushion. It looks like a funnel on a platform. It can go smoothly over deserts or over the sea and it climbs easily up ramps and slopes. A hovercraft carries a large number of passengers over both land and water. It can be used for pleasure trips or for transport. To make the hovercraft move, a part of the air, which is driven by a powerful engine, is funneled off into jets on the deck. To make it go forward, air is blown backward; to make it go backward, air is blown forward.

### **Past tense**

No wonder all his pupils loved Socrates. But he made some dangerous enemies by his strange ways of teaching and asking questions for fear they would begin asking questions about what their rulers were doing. So they accused Socrates of teaching young men wicked things and leading them to throw off their religion. This was false, for in fact Socrates was a very religion. At last his enemies had him arrested, and he was condemned to death.

### **Future tense**

What shall I become in future? I shall become a great dancer. I will train my body with rigorous exercises so that it will withstand the strain of long hours of performances. I shall also practice yoga to keep my body supple and my mind alert and I shall eat only such nutritious diet that will keep my body fit and healthy. I hope to become a popular 'Kathak' dancer. I hope to be appreciated by people all over the world. They should applaud me wherever I go. I dream that one day my

photograph will be published in all newspapers. I fervently hope that one day my dream will be fulfilled because I am only ten years old and have just lost my left leg in a road accident.

The verb may be used to tell us:

- 1) That an action is done at the present time as in *I see a bird.*
- 2) That an action was done in the past times as in *I saw a bird.*
- 3a) that an action will be done in future times as in *I will see a bird.*
- 3b) that an action was, at some past time, viewed as future.(Future in the past). E.g. He said that he would come back in two week's time.

A verb, then, has three main times or Tenses, viz. the ***Present***, the ***Past*** and the ***Future***.

To each Tense there are four different forms which denote the completeness of the action:

i)***Simple*** ii)***Continuous*** iii)***Perfect*** iv)***Perfect continuous***

When the main verb of a sentence is in the past tense, verbs in the subordinate clauses are normally in the past tense also.

**Task:** ***Correct the mistakes if any:***

1. I write to you to thank for my birthday present.
2. The baby is always crying when it is hungry.
3. We are leaving Chennai on Tuesday evening and arriving in Singapore the following morning.
4. For the last three weeks the shop is closed.
5. Every year she is making two trips to Singapore.
6. Most of the children are living quite near the school.

**Using 'going to'**

When we say that someone is *going* to do something, we can see that the action is about to happen.

e.g. Careful! You are going to let spill the coffee.

We use *going to* to express what we intend to do.

e.g. I'm going to be an actor.

When we say what we expect will happen, we normally use *will* + bare infinitive.

e.g. Don't worry I'll get back as soon as I can.

We use *going to* for a future action that has been decided before the moment of speaking. If the action is decided at the moment of speaking we use *will*.

***Compare the use of 'going to' and 'will' in the following dialogue:***

Manager : You know that I'm going to see Bose on Wednesday, don't you?

Secretary : But on Wednesday you have a meeting with the office staff.

Manager : Oh, dear! In that case, I'll see Bose on Thursday.

The decision to see Bose on Wednesday has been made before the moment of speaking and so the speaker uses *going to*. The decision to see

Bose on Thursday is made at the moment of speaking and so the speaker uses *will*.

***Task: Read the following letter and rewrite using appropriate tense forms of the verbs given in brackets.***

21, Mount Silver Oaks.

Tambaram, Chennai.

June 6, 2004.

To  
The Inspector,  
Police Station,  
East Tambaram,  
Chennai

Dear Sir,

My son P.Anbazhagan who (be) twelve years old (miss) and I (be) very anxious about him. As all my efforts to trace him (fail) I (appeal) to you for help.

He (be) a student of the Government High School, Tambaram and (study) in Std. VII. He (go) to school this morning as usual but although it (be) now nearly 8.00 p.m., he (not return). He generally (come) home before 5.00 p.m., every day. I (make) inquiries at the school but the headmaster (not be able) throw any light on the matter. He (say) Anbazhagan (leave) school as usual about 4.30 p.m. and that he (be) quite well and cheerful.

The only clue I can find (be) from one of his school friends, a boy called Ramesh Shiva who (say) he (see) my son (go) along the canal bank at 4.30 p.m. with a man, whom he (not know). He cannot describe the man but (say) he (wear) a brown shirt and checked dhoti. My son (wear) a White shirt and khaki shorts. He (be) 4.5ft. tall and very thin. He (be) very fair and (have) curly black hair, he also (have) a broken front tooth and a mole on his chin.

I (not think) he (get) into mischief, as he (be) always a good boy and most regular to his habits, I (be) naturally very anxious for his safety. I (appeal) to you to do your best to trace him. I (hope) that you (let) me know as soon as you (have) anything to report. I (contact) you as soon as I (get) any news or clue about him. My mobile phone number is 98402-04201.

Thank you.

Yours truly,

G.Somasekar.

### QUESTION FORMS:

1. In questions, the subject and auxiliary verb normally change places. The auxiliary verb goes immediately before the subject. **Not** normally becomes n 't' and is added to the end of the auxiliary Verb. Isn't he coming with us?

‘Why haven’t you finished yet?’

Note that in spoken wh-questions, the auxiliary is very often contracted.

‘When’ve they sent him?’

‘When’s she coming?’

2. When there is no auxiliary verb, we put *do/does/did* in front of the subject. The main verb is a bare infinitive.
3. When the *wh*-word or *wh* phrase is the subject, we do not normally use *do/does/did* except when we wish to express great interest or curiosity, If the children didn’t eat the chocolate, who *did* eat it?

**Task:**            *Correct the following questions:*

1. Where you are going?
2. You did not watch the T.V. programme?
3. You like Chinese food?
4. How long it takes to send a letter to Australia.
5. Who did tell you that?
6. How many drivers did finish the race?
7. Does lie likes his new job?
8. Can you tell me where can I buy some glass bends?
9. How many children do Sitamma have?
10. Do they have some children?

### **Question tags**

Question tags are short questions asked by a speaker at the end of a statement, in order to ask a question,

*e.g.* It is hot, isn’t it?

#### **Note:**

- a) Question tags are always in the contracted form.
- b) A question tag has always a pronoun as its subject  
*e.g.* Raju, is sleeping, isn’t *he*?

- c) If the statement is in the affirmative form, the question tag is in the negative form.
- d) If the statement is in the negative, the question tag is in the positive form
- e) *Everybody, everyone, none of, some of, no one* take plural pronouns, (they)
- f) In some languages, the form of a question tag never changes. In English, a question tag matches the subject and verb in the previous clause.

*e.g.* This pen is rather expensive, *isn't it?*

These pens are rather expensive, *aren't they?*

- g) The practice of adding 'no?' after statements is incorrect.

**Task:** *Add suitable question tags to the following sentences:*

1. The weather is fine, ..... ?
2. Jennifer looks very beautiful, ..... ?
3. We completed the work yesterday, ..... ?
4. No one knew the answer ..... ?
5. You are not angry, ..... ?
6. You won't be angry, ..... ?
7. She never invites us to her house ..... ?
8. Gopu and Gopul are cousins, ..... ?
9. Everyone has gone home, ..... ?
10. It was really a hot day, ..... ?
11. Boys need not learn needlework ..... ?
12. You prefer tea without sugar, ..... ?
13. Pass me the salt, ..... ?
14. He got what he deserved, ..... ?

There are three degrees of comparison namely positive, comparative and superlative, with the positive form, we use 'as', ..... 'as' in the affirmative and not as /not so ..... as in the negative.



*e.g.* A girl of sixteen is as tall as her mother.

This coffee is not as good as the one we had yesterday.

Will the comparative we use 'than'.

*e.g.* Sujit is stronger than I expected.

Comparison of three or more people/ things is expressed by the superlative with 'the' 'in' '/' of'

*e.g.* This is the oldest building in the city.

Sindhu is the youngest of the three sisters.

There are some comparative adjectives which are followed by 'to' and not by 'than'.

*e.g.* senior, junior, superior, inferior.

Suman was senior to me in school.

Rajan is in no way inferior to Subha,

***Task: Spot the error in the sentences given below and rewrite correctly.***

1. Gas is usually more cheap than electricity.
2. There are so many good shops that it is easiest for people to buy what they want.
3. My most favourite subject is History.
4. It is oldest University in England.
5. I play more better when nobody is watching me.
6. Radha does not talk as louder as her brother does.
7. Sujatha runs fastlier than Kavitha.
8. Rajkumar is the cleverest of the king's two sons.
9. This quality of rice is superior than the other.
10. Though he joined a month later, he was senior than the others because his experience was counted.

## PHRASAL VERBS

Phrasal verbs are basic verbs which can combine with different prepositions or/and adverbial particles. Sometimes the combination of verb + preposition or/and adverbial particles results in a separate unit of meaning which may be highly idiomatic. Phrasal verbs are used more in speaking than in writing. The meaning of the expression is considered as a whole and not as the meaning of two separate words.

***Read the dialogue given below and note how verbs are combined with prepositions and adverbs to form phrasal verbs:***

Zubir : Did you watch the 9 o'clock news?

Sumanth : Yes, I did. *I liked the way the militants have been put down in the East.*

Zubir : The government bringing *down the* levy on consumables was also welcome, but the efforts which *took off* week back to *make up* the differences among the various parties may not *go on*.

The table shows some of the phrasal verbs based on **get**:

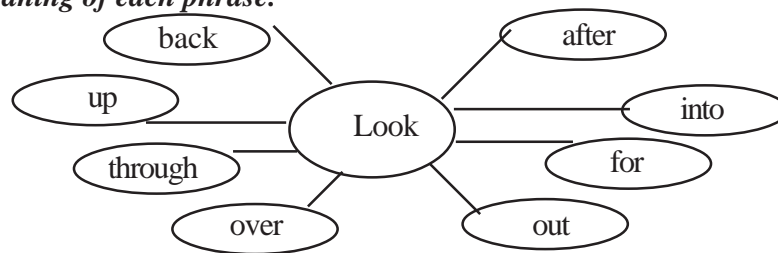
No.	Phrasal verb	Meaning	Example
1.	get about	circulate/move	After his paralytic attack, he cannot <b>get about</b> without help.
2.	get at	find	Often enquiries never <b>get at</b> the truth.
3.	get away	escape	The robber <b>got away with</b> several lakhs of rupees.
4.	get back	i) recover possession ii) reach home again	If you lend him a book, it is hard to <b>get it back</b> from him. After the trek we <b>got back</b> home late.
5.	get by	manage	Ram could never <b>get by</b> on his salary alone.

No.	Phrasal verb	Meaning	Example
6.	get down to	started	It is time you got down to some serious work.
7.	get on	manage/make progress	Without Sunil, it is hard to <b>get on</b> with this project.
8.	get on	live/work amicably	Sethu <b>gets on</b> well with all and it is no surprise that he won the school election.
9.	get out of	avoid responsibility	I will try to <b>get out</b> of my duty at the library and go to the book fair.
10.	get over	recover	Our English teacher is <b>getting over</b> a bad attack of flu.
11.	get round	i) coax a person  ii) to overcome	Sneha <b>got round</b> her parents and got permission to join the adventure club.  We <b>got round</b> the problem finally.
12.	get through	i) complete  ii) get telephone connection	Tom <b>got through</b> his entrance examination successfully.  I think all the lines are engaged. I can't get through.
13.	get up	i) rise from bed  ii) organise	I get up at 6 o'clock every morning.  The music club got up <i>a</i> concert in aid of the flood victims.

**Task 1:** *Fill in the blanks in the sentences below in the most appropriate way:*

1. Although they had only told their parents about their engagement, the news soon gel the village,
2. She must have made a good impression last week because she has got ..... to the second round of interviews for the post.
3. I love watching TV cookery programmes but when they describe a recipe, it can be hard to get ..... all the details in time.
4. We get ..... only because we live very economically.
5. Leela gets .....her father easily, but her mother is a stickler for rules.
6. Our literary association is getting ..... an English association.
7. I had a lotl to do in the office and didn't get ..... till eight in the evening.
8. He used to be afraid of heights but he has got ..... that now.
9. The boy who copied in th exam got ..... with a warning.
10. How are you getting ..... with phrasal verbs?

*The word 'look' is used in various contexts with the words connected to it. In each context the meaning of the phrasal verb is different from the other. Refer your dictionary and find the meaning of each phrase.*



**Note:** Just like verbs, phrasal verbs too can be transitive (when an object is required) or intransitive (when it cannot have an object).

*e.g.* I am looking for my wallet, (transitive)

Look out! The floor is slippery (intransitive)

**Here are some common phrasal verbs:**

**do:**

do away with - abolish

Schools should do *away with* end term examinations,

do with - need, want

I could do *with* something to eat,

do without - manage in the absence of a person or thing

We had to *do without* water for two days due to severe water shortage.

do out of - prevent by deceit

The crook *did* him *out* of his rightful inheritance.

do up - i) redecorate ii) fasten

i) When I *do* this room *up*, I am going to paint it blue.

ii) Do *up* your shoe laces lest you trip.

**make**

make for - go towards

The famine-hit farmers were making for the city.

make off - run away hurriedly

The crowd *made off* when they saw the policeman with the teargas shells,

make of - form an opinion

What do you *make of the* whole situation?

make up:

- i) come to a decision

In the end he made up his mind.

- ii) invent

Sita often *makes up* stories to fool her friends.

- iii) end

It is time you *made up* your quarrel.

- iv) to put together

Take this prescription to the chemist. He will make *it up for you*.

-v) use cosmetics

Actors *make up* their faces before a performance,

make up for - compensate

You'll have to work very hard to *make up* for the time lost.

**Task 2:** *Add the necessary words to make phrasal verbs and complete the story:*

Last weekend we decided to start doing ..... our bedroom. We agreed that we could do ..... the old fireplace in the corner. As we began to remove it from the wall we found some old pictures done ..... in a bundle behind a loose brick. At first we could not make ..... what was in the pictures but we wiped them clean and realised they all depicted the same young man. We spent an enjoyable evening making ..... stories to explain why the pictures had been hidden.

**bring**

bring up - 1) raise 2) mention

The poor widow *brought up* her children with no help from the family.

At the last meeting the secretary *brought up* the matter of membership.

bring on - cause to start

The cold weather always *brings on* her wheezing attack.

bring about - cause to happen

The sudden demise of the head of state *brought about* a change of government.

bring back - re-introduce

The new budget may *bring back* levy that was cancelled last year.

bring down - lower

The sudden drop in demand and the surplus stock will *bring down* the cost.

bring (someone) round - persuade  
After a long discussion, I *brought* him *round* to my point of view.

bring out - introduce  
This publisher *brings out* an edition every year with the latest records

**take**

take after - resemble  
Arjun has light eyes just like his mother, he *takes after* her.

take back - withdraw  
Think before you speak for you cannot *take back* what you say.

take down - write  
It is good to *take down* notes when you attend class.

take in - 1) deceive 2) understand  
The old man *took us in* by his stories of hard luck, but soon we realised they were his.

The concept was too difficult for me to *take in*.

take off - 1) remove 2) leave the ground  
As soon as he entered the verandah he *took off* his raincoat.  
During the busy hours a plane *takes off* every minute, (in larger airports)

take on - employ  
With the US imposing restrictions on USA, the IT companies want

to *take on* people with H.B visa.

take over - assume charge  
Mrs.Kumar will *take over as* the Principal, when the school re-opens.

**Task 3: Reply to the questions that follow using phrasal verbs with bring or take:**

1. What is the election manifesto of the opposition?

2. What causes your allergy?
3. Where did you live as a child?
4. How many airplanes have left the airport this morning?
5. What will you do when your teacher dictates notes?
6. How often is a weekly published?
7. How is your new business doing?
8. Who does Sneha resemble?
9. What did the management do when the factory opened after the lock out?
10. What will you do to make your parents agree to you?

#### **come**

come across

find by chance

While playing in the garden Sudhir came *across* a snake skin and ran away.

come along

- accompany

On our class excursion three teachers *came along* with us.

come off

- 1) succeed 2) take place

With this sort of investment, I doubt how your plan will *come off*.

The shopping arcade was to be inaugurated in June but it did not *come off*.

come out

- 1) reveal 2) disappear

As a gang they deceived many, but the truth *came out* in the end.

The stains on my shirt did *not come out* even with petrol.

come up - rise to the surface

At the meeting an important point *came up* for discussion

come round

-

1) recover consciousness

2) finally agree

When we pulled him out of the water he was unconscious; then slowly he *came round*.



My father was against my decision to pursue a career in law; but after the career counselling programme he *came round*.

**go**

go ahead - proceed

Those who finished the first exercise could *go ahead* to with the next.

go back - return

The service was so poor and the food unpalatable that I will never go

*back* to that restaurant.

go back on - break a promise

He *went back* on his promise to put in an extra hour of work  
go off- 1)explode 2) leave

The poor soldier lost his feet when he stepped on a land mine and it *went off*.

It was getting dark and Sheela *went off in a hurry*.

go on - continue

Though the weather was bad, the mountain climbers *went on* to reach the peak before noon.

go out extinguish

The candle *went out* and we were left in the dark till we found the match box under the table.

go over examine

He *went over* the plans once again before he started his expeditions.

go through -1) suffer 2) examine carefully

After completing your essay *go through* it to ensure that there are no mistakes.

The villagers *went through* a large number of difficulties after the floods.

**run**

run away - desert

The thief *ran away* with the goods and the policeman ran after him.

run down -speak ill of

Raj has the habit of running *down* his neighbours.

run into - accidentally meet

I ran *into* my old leacher in the market.

run out - come to an end

Her patience has *run out*.

**break**

break down - stop working

The school bus *broke down* again this morning.

break into - enter forcibly

Burglars *broke into* our neighbour's flat while they were away on holiday.

break off - end

There isn't going to be a wedding - they have broken off their engagement.

break out -to spread

Bird flu has *broken out* in west Asia.

bring out - to expose, to highlight, to publish

The students are asked to *bring out the* meaning of the poem.

**put**

put up - to stay, to lodge

In Delhi I am *put up at* my uncle's house.

put down - to stop by force, to suppress

The police *put down* the riots soon.

put forward - to advance

*He put forward* arguments which were not appreciated.

put in -submit

I'm going to *put in* an application for that job.

put off                      -postpone

The meeting *is put off* for tomorrow.

**see**

see to /about                      -deal with

I must *see to* arrangements for the *conference*.

see off                      -go with someone about to set off on  
a journey

They've gone to see Mary *off at* the airport.

see through - to discern, not to be deceived by

One can easily see *through* the evil design of the scheme.

**turn**

turn out - attended in large numbers

A large gathering *turned out* for the concert.

turn down - refuse

Margaret *turned down* their offer of promotion,

turn up - make an appearance

My elder brother suddenly *turned up* for the party last night.

**Task 4:** Read this newspaper report and rewrite after replacing the phrasal verbs with suitable words:

India and *Brazil* have agreed to support each other's bid to get into the UN Security Council as permanent members.

Addressing a press conference at the Brazilian Embassy Mr.Lula said, “We are putting forward our demand that India, Brazil and S.Africa be represented in the U.N.Security Council as permanent members. We are drawing up plans to put up a fight for the democratisation of the United Nations.

“Brazil”, *he* said “had looked into the issue and looked through various options. Trade had to be totally free. Goods should not be the victims of subsidies.”

***Task 5: Read the following dialogue and underline the phrasal verbs. Replace the phrasal verb with other words meaning the same:***

- Ramu : Hello! Gopal how are you getting on?
- Gopal : Better not talk about it. I've been going through a hard time.
- Ramu : What's the matter, why don't you come up with it?
- Gopal : I don't know how to put it across to you. I think I won't yet through the Exam.
- Ramu : I've always been telling you not to put off studies till the last minute.
- Gopal : I know I will have to bring myself round to putting in regular hours of hard work. I'm so worried.
- Ramu : Stop worrying and get down to studies. You can surely make up for the time lost.

## PHONETIC SYMBOLS

### Consonants:

Symbol	initial	medial	final
/p/	<b>p</b> ail	<b>a</b> ppeal	le <b>a</b> p
/b/	<b>b</b> ail	<b>b</b> ubble	cri <b>b</b>
/t/	<b>t</b> usk	<b>l</b> etter	be <b>t</b>
/d/	<b>d</b> usk	<b>l</b> ead <b>e</b> r	be <b>d</b>
/k/	<b>c</b> lean	<b>d</b> ocument	clock <b>k</b>
/g/	<b>g</b> lean	<b>l</b> igament	clog <b>g</b>
/f/	<b>f</b> ine	<b>r</b> efine	proof <b>f</b>
/v/	<b>v</b> ine	<b>r</b> ev <b>e</b> al	prov <b>e</b>
/θ/	<b>th</b> in	<b>a</b> th <b>l</b> ete	teeth <b>th</b>
/ð/	<b>th</b> em	<b>g</b> ath <b>e</b> r	teeth <b>e</b>
/s/	<b>s</b> ue	<b>d</b> ecision	sl <b>i</b> ce
/z/	<b>z</b> oo	<b>b</b> usiness	pr <b>i</b> ze
/ʃ/	<b>sh</b> uttle	<b>m</b> usician	fr <b>esh</b>
/ʒ/	-	<b>t</b> ele <b>v</b> ision	-
/tʃ/	<b>ch</b> oke	<b>b</b> ut <b>ch</b> er	chur <b>ch</b>
/dʒ/	<b>j</b> oke	<b>m</b> agician	bad <b>g</b> e
/m/	<b>m</b> oon	<b>a</b> men <b>d</b>	dr <b>ea</b> m
/n/	<b>n</b> oon	<b>p</b> unish	me <b>a</b> n
/ŋ/	-	<b>f</b> inger	ring <b>g</b>
/w/	<b>w</b> ea <b>th</b> er	<b>b</b> ewild <b>e</b> r	-
/j/	<b>y</b> est <b>e</b> rday	<b>t</b> un <b>e</b>	-
/r/	<b>r</b> iv <b>e</b> r	<b>t</b> ariff	-
/l/	<b>l</b> iv <b>e</b> r	<b>b</b> el <b>ie</b> ve	re <b>e</b> l
/h/	<b>h</b> ea <b>r</b> t	<b>b</b> eh <b>a</b> ve	-

**Vowels:**

<b>Symbol</b>	<b>initial</b>	<b><i>medial</i></b>	<b>final</b>
/ɪ/	<b>it</b>	pitch	busy
/i:/	<b>eat</b>	peach	-
/ʊ/	-	look	-
/u:/	<b>ooze</b>	school	flew
/æ/	<b>animal</b>	banish	-
/e/	<b>empty</b>	better	-
/ɒ/	<b>orange</b>	cot	-
/ɔ/	<b>aught</b>	caught	<b>raw</b>
/ɑ/	<b>archilat</b>	market	<b>far</b>
/ʌ/	<b>understand</b>	supper	-
/ə/	<b>among</b>	banana	mother
/ə:/	<b>earth</b>	bird	occur

**Diphthongs:**

<b>Symbol</b>	<b>initial</b>	<b>Medial</b>	<b>final</b>
/eɪ/	<b>angel</b>	<b>pain</b>	<b>bay</b>
/aɪ/	<b>ice</b>	pine	<b>buy</b>
/ɔɪ/	<b>ointment</b>	boil	<b>boy</b>
/əʊ/	<b>ocean</b>	broke	<b>hero</b>
/aʊ/	<b>out</b>	doubt	<b>now</b>
/ʊə/	-	tourist	<b>sure</b>
/eə/	<b>air</b>	careful	<b>fare</b>
/ɪə/	<b>ear</b>	serious	<b>here</b>