



A Text Book of

Professional Communication

Skills and ESP for Engineers and Professionals

S.D. SHARMA

A Text-Book of Professional Communication Skills and ESP is basically written for engineers and professionals who are genuinely desirous of improving upon their communication skills. In a way, this book is an **Encyclopaedia** : for, it richly caters to the need of every learner of communication skills. It covers the whole courses of Professional Communi-cation, TAS-103 and Communication Lab. (English), TAS-253 prescribed in U.P. Technical University, Lucknow for B.Tech., I yr. students. It also covers the whole courses of Technical Writing, BHS-211, BHS-114 and BHS-312 prescribed in G.B. Pant University, Pantnagar for I yr. students of all the faculties including the faculty of Engineering and Technology. This book is the collective outcome of **A Text-Book of Spoken and Written English** and **A Text-Book of Scientific and Technical Writing**, earlier prescribed in the above Universities for detailed study. The book is written in simple, direct and intelligible style; the presentation is scientifically structured and the material is learner- centred and learner-friendly. The book may gainfully be used for ESP also. The entire book is based on **empiricism, pragmatism and communicative methods well-experimented, well-documented and well-structured.**

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A TEXT-BOOK
of
PROFESSIONAL COMMUNICATION
SKILLS AND ESP
for
Engineers and Professionals

This One



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A TEXT-BOOK
of
**PROFESSIONAL COMMUNICATION
SKILLS AND ESP**
for
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Earlier versions of this edition titled **A Text-Book of Spoken and Written English** and **A Text-Book of Scientific & Technical Writing** were prescribed by the U.P. Technical University, Lucknow for B.Tech I year students of all branches for Course HU 101 Professional Communication I and HU 102 PC II and by G.B. Pant University, Pantnagar for I year students of B.Tech, respectively. This edition also includes Communication Lab (English) TAS-253 Course and other revised contents

by
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"affectionately dedicated to
MY DEAR WIFE—SMT CHHAYA SHARMA,
for her extreme dedication and self-
abnegation"

*"It matters not how strait the gate,
How charged with punishments the scroll ;
I am the master of my fate :
I am the captain of my soul."*

—W.E. HENLEY

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Technical Paper & Scientific Article Writing : Elements, Methods and Technical Objectives;

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Requisites of Good Sentence and Paragraph Writing : Requisites of Good Sentence Writing; Paragraph Writing; Unity, Coherence and Emphasis; Development of Paragraph : Inductive Order, Deductive Order, Spatial, Linear, Chronological Order etc. with Emphasis on Argumentative and Expository Writing. (pp. 161-170)

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- | | | |
|------------------|---|----------------------------|
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| S. Radhakrishnan | : | The Gandhian Outlook |
| Francis Bacon | : | Of Studies |
| J.B. Priestley | : | Making Writing Simple |
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| R.K. Narayan | : | A Bookish Topic |
| C.E.M. Joad | : | The Civilization of Today |

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|---------------------|---|--------------------------|
| R.N. Tagore | : | The Renunciation |
| Katherine Mansfield | : | The Fly |
| A.P. Chekhov | : | The Lament |
| M.R. Anand | : | The Barber's Trade Union |
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| Ernest Hemingway | : | The Capital of the World |

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Preface to the Third Edition

Nothing is more satisfying to an author than placing a new edition of his book before the discreet readers. I feel extremely happy to place the new edition of this book before the readers. This edition includes all the 36 chapters of the old edition plus 6 more new chapters. Chapter 1 has been thoroughly re-cast, revised and enlarged. The nomenclatures of some chapters have been changed including the title of the book. The presentation of the material has been made more lucid and more comprehensible to the readers than before. Every attempt has been made to give figures, diagrams and charts wherever needed in simple and easily understandable style. Phonetic symbols and sounds, too, have been presented in an easy way.

The new chapters added are—Communicative English Based on Semiotics Technology; Oral Communication; Online Communication : A Semiotics Technology Perspective; Language Lab. Practicals; Technical and Professional Communication; ESP : TOEFL/IELTS/TWE/TSE. The new chapters have been added in responses of the readers, received through feedback, comments and suggestions. The author is grateful to the discerning readers.

It is a pleasant surprise that the book has immensely been liked by the students of engineering, business management, aspirants of seeking admission abroad and by those desirous of seeking success in different competitive examinations.

This book earlier titled as **A Textbook of Spoken and Written English** was prescribed for study by the U.P. Technical University, Lucknow for Course HU 101—Professional Communication—I for B. Tech I yr students alongwith my another book titled as **A Textbook of Scientific and Technical Writing**, which, too, was prescribed for study by the same University for Course HU-202 Professional Communication—II. I designed both the above courses for the U.P. Technical University, Lucknow and it was I again who was instrumental in germinating the idea of setting-up an **English Language Laboratory** by including lab. work in the above Courses in each Engineering College affiliated to UPTU, Lucknow for strengthening communication skills of engineers and professionals. Kudos to Professor D.S. Chauhan, Vice-Chancellor, UPTU, Lucknow who has now made it mandatory for every Engineering Institute affiliated to UPTU to set-up a modern English Language Laboratory.

In chapter I of the book, Phonetics and Spoken English Communication Skills using Language Labs have been dealt with comprehensively in order to give a wider orientation to students regarding their speech habits. An exclusive chapter V—**Language Lab. Practicals** has been added in order to give suitable materials not only to students but also to teachers for improving upon their speech habits.

As a University teacher of approximately 40 years experience of teaching different streams of students including students of engineering and management, I have had a practical experience of facing their problems in class rooms. Hence, the book is wholly based on empirical and practical problems.

In this book, I have introduced three fundamental approaches to communication skills : one, Semiotics Technology and Communication Skills *vis-a-vis* Language Therapy; second, Online Communication and Semiotics Technology; and third, Indian Loan Words and their Phonetics. Let me see as to what type of feed-back do I receive from the teachers and the students?

In preparing the book, I received cooperation from my wife, children and colleagues, which I owe whole-heartedly. Prof. R.C. Pant, Vice-Chancellor, Kumaon University, Nainital, (Uttaranchal) inspired me, as my colleague at G.B. Pant University, Pantnagar (Uttaranchal), to write this book. Prof. S.P. Singh, Chancellor and Prof. A.K. Singh, Vice-Chancellor, IUHT, Delhi, where I served as Professor of English and Dean for some time, also inspired me to write this book. Dr. D.S. Chauhan, Vice-Chancellor, UPTU, Lucknow, asked me many a time as to the progress of the writing work of the book; once at Galgotia Engg. College, Noida where he inaugurated *Workshop on Communication Skills*, and second, at a marriage function at Ghaziabad. I am grateful to him for his magnanimity and encouragement. Dr. Atul Kumar Jain, Chairman, IIT, GZB, also inspired me on to take up the writing work of the present book. Prof. S.B. Singh, HOD, ECE, IIT, GZB; Prof. D.K. Jain, HOD, AS & H, IIT, GZB; Shri Anil Agrawal, Chairman, HR Institute of Technology, GZB; Dr. V.K. Jain, Director, HRIT; Prof. L.R. Gupta, HOD, ECE, HRIT; Prof. P.B. Semwal, HOD, Maths., HRIT, GZB, also helped me in completing the book. I am beholden beyond words in gratitude to all these celebrated Professors/ high profile dignitaries. In the end, I am in great debt to **MY CREATOR—ALMIGHTY GOD**, who has given me a very fine and perfect life to live by.

I also thank Professor Charles Peter, University of Illinois, USA and Professor Fowler Dick, University of Kent, UK for their critical counsels.

My publishers Messrs Swarup and Sons, Delhi deserve all praise for bringing out the book so expeditiously fully cooperating with me and also wholesomely bearing with my whimwhamps without any grudge.

I crave for the indulgence of the discreet readers for the imperfections and impurities inadvertently crept in, if any, in the book. Nonetheless, to quote, Tai Tung, the famous Chinese litterateur, "Were I to await perfection, my book would never be finished."

Delhi

S.D. Sharma

Preface To The First Edition

*"Others for Languages all their care express,
And value books, as women men, for Dress:
Their praise is still—the Style is excellent
The Sense they humbly take upon content."¹*

So wrote Alexander Pope, a great poet of England. In fact, some use language in their composition that does never correspond to the sense. They are more fond of verbosity and circumlocution than brevity and succinctness. Because of their meagre knowledge of grammar, usages and current forms of English, even most of English enthusiasts defile its natural beauty. The present book is, therefore, an humble step to check this defilement of English Language. Without being a scholarly feat, it is anticipated, it will rejuvenate genuine liking for this language. As far as possible, it has been kept in mind throughout the book that no unnecessary padding comes up lest it should distract the general readers and students alike as most books on grammar do in their mushroom growth, overflooding the bookshops.

According to Sir Gerald Barry, "*Speech was the first leap forward in the development of human communication. The second was the invention of writing.*"² Indeed, speech comes first in the history of any language community, because it comes centuries before writing *came to be practised in any language* anywhere in the world. Even in the life of an individual, speech comes much earlier than writing. Spoken English is, therefore, much older than written English. Notwithstanding the fact that spoken English was used much earlier as a medium of communication than written English, the modern advances in science and technology have also enhanced its importance tremendously. *Sine dubio*, in every traditional system of education, no conspicuous emphasis is laid on spoken English except that certain sporadic references are made to it. Correct pronunciation with proper stress and intonation is an important aspect of spoken English. The more the milieu of scientific sophiscation, the more the importance of phonetically correct spoken English. Keeping all these considerations in mind, an effort has been made in the first chapter to point out the fundamental pre-requisites of spoken English without pretending to be a detailed study of linguistics or its significant branch—phonetics. RP has been made clear and the elementary knowledge of the phonetic symbols and sounds has also been clarified. A list of words phonetically transcribed has been given; a synoptic view of the grammatical ramification and etymic evagation of Indian loan words as well as the postulatum of purism operating on other languages *vis-a-vis* India loan words has also been given. Preliminary rules of *stress* and *intonation* have been written in an easily understandable manner. Assignments for practical work have also been provided; and an overall endeavour has been made to steer clear of any linguistic lumber that is often bound to confuse the fundamental knowledge of correct pronunciation.

Chapters from 2 to 36 are meant for written English. Every care has taken to dwell upon only those aspects of written English which generally confuse even the students studying at the University level. So while dealing with Nouns, Pronouns, Verbs, Tenses, Adjectives, Adverbs, Prepositions and Conjunctions, a systematic and symmetrical approach has been kept up out and out not to tell their kinds or such other elementary things in order to maintain the

1. *Essay on Criticism*, lines 305-8.

2. *Communication and Language*, p. 2.

compendium of this volume. As a teacher of long standing, the author has conducted many experiments on the written aspects of English. So while dealing with the above parts of speech, only those areas of language errors have been treated with a touch of finality where a large number of students are inevitably bound to commit mistakes. This practical and empirical approach has restricted the bulk of this volume on the one hand, and has enabled the author to concentrate only on those grammatical pitfalls where almost every student is trapped, on the other.

Side by side, word-formation, spellings, common errors, punctuation, one-word substitution, direct and indirect narration, abbreviations quotations, idioms and phrases, structural skills and paragraph writing, transformation, synthesis, and business writing have been lucidly explained.

Translation and precis-writin play their important roles in written English. So both these arts of composition have been dealt with in independent chapters. Moreover, sufficient assignments have been given at the end of both these chapaters in this text-book to enable the students to do a lot of home-work.

An exhaustive chapter has been devoted to *Comprehension*. As a matter of fact, comprehension is treated as the *ne plus ultra* or last stagte of understanding a language. That is why perhaps that in every entrance examination, a comprehension passage is invariably given to fathom the level of understanding of the students. Not only this, they have to be very quick in arriving at the right solutions within a very short time. This further enhances the importance of comprehension for students desiring for an ambitions professional career.

Secondly, in every competitive examination conducted by the U.P.S.C., S.S.C., C.D.S., Banking and Management and other examining bodies in the country, objective comprehension is generally asked. For those competitors who want jobs through these competitions, an accurate knowledge of comprehension is a *must*.

Keeping all these considerations in mind, comprehension passages in this text-book have been arranged in such a manner as can suit the needs of the above categories of competitors or learners. The first classifcation of comprehension passages has been made in chapter 33, which may be used for class-teaching. Exercises in their multiple forms, entailing a full knowledge of grammar have been provided for practice. *Living Things, How Oil is Used, Animal Nutrition, Radio Signals, and Ecology*—are the five comprehension passages, extracted from celebrated writers in pure and applied sciences, duly acknowledged have been included to suit the needs even of professional teaching such as Engineering, Veterinary Sciences, Home Sciences, Agriculture, Sciences, etc.

Objective pattern of comprehension as well as of other parts of English Language in competitive examinations is very common these days. This includes clause correction, clause subordination, combination of sentences, synonyms, words nearest in meaning, one-word substitution, usages, idiomatic expressions and correction of errors, antonyms, verbal analogies and inferences, sentence completion, and fill in the blanks. In order to make all these things clear to the competitors, it has been thought prudent to include a few comprehension passages from the examinations conducted by the Banking Recruitment Board (State Bank Probationary Officers) in different years and to solve them in addition to a few more other passages.

An striking feature of this text-book is that a few comprehension passages have been provided even from the joint entrance examinations of M.N.R.E., Allahabad; H.B.T.I. Kanpur; M.M.M.E.C., Gorakhpur; E.C.D., Agra; G.B.P.U., Pantnagar; K.N.I.T.S. Sultanpur; and I.T.I. Kharagpur, Bombay, Kanpur, Delhi and Madras in order to acquaint the students with English Language component in pre-entrance examinations.

Essay-writing has been dealt with in chapter 36. No hard and fast rule as well as number of topics for essay-writing may ever be prescribed. However, an effort has been made to write compendious essays on a variety of topics in an intelligible manner lest the bulk of this text-book should increase and also the interest of the students should unnecessarily fluctuate. Keeping this end in mind, essays on current topics such as Non-Aligned Movement (NAM), IX Asiad 82, Generation gap, Place of women in modern India, Language problem in India, India's foreign policy, Democracy, Smuggling, Money-inflation, India's atomic explosion for purposeful uses, Corruption, Games and sports, Food Problem, Cinema and society, Indiscipline among students have been written in an extremely lucid, simple, and intelligible style without any touch of bombast and irrelevance.

In the end, a select bibliography has been provided with a view to letting the readers in general, and the students in particular, take further interest in widening their understanding and knowledge both of spoken and written English.

The author has made it sufficiently clear at the very outset that this text-book is primarily meant for class-room teaching of written and spoken English at college and university levels, and that it does not pretend to be an absolutely scholarly feat, because it is entirely based on practical and empirical problems of the students. As such, more emphasis has been laid on *practical* aspects of English language than on *theoretical* ones.

Suggestions for improvement of this text-book are warmly invited and would readily be incorporated in its future editions. It is likely that some mistakes may have crept into it inadvertently, for which the author likes to crave for the indulgence of the general readers, students and others for whom this endeavour has primarily been made.

S.D. Sharma

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The author gratefully acknowledges his debt to the recognised and celebrated authorities on spoken and written English who have either been included in the select bibliography or in the footnotes, where for the sake of succinctness and compendium, their full names as also the full names of their books and the page (s) number (s) referred to have been given, while the time and place of publication, in many cases, have been included in the select bibliography that appears at the end of this text-book.

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C.B.S.H.
Pantnagar
Jan., 1, 1984

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1

Phonetics and Spoken English Communication Skills¹

Dimensions of Spoken English: Using English Language Laboratory

Language as a Means of Communication; Science of Language (Linguistics) and Communication; Phonology, Phoneme and Allophone; Phonetics and International Phonetic Alphabet (IPA); Phonetics—its kinds—**Acoustic Phonetics, Auditory Phonetics and Articulatory Phonetics**; Speech Organs; Role of Speech Organs in Production of Speech—Diaphragm and Lungs, Larynx and Vocal Cords, Soft Palate, Tongue, Uvula, Nasal Cavity; English Speech Sounds—Vowels—Pure Vowels, Diphthongal Glides; RP; Wider Circumference; Need for a Model; Consonants—**Stops or Plosives**—Voiceless Lip Stop, Voiced Lip Stop, Voiceless, Tongue Point Stop, Voiceless Tongue Back Stop, Voiced Tongue Back Stop, Glottis Stop; **Fricatives**—Voiceless Tip Teeth Fricative, Voiced Tip Teeth Fricative, Voiceless Tongue Blade Teeth Fricative, Voiced Tongue Blade Teeth Fricative, Voiceless Tongue Blade Alveolar Fricative, Voiced Tongue Blade Alveolar Fricative, Voiceless Tongue Blade and Front Alveolopalatal Fricative, Stress, Glottal Fricative; Sonorants—Voiced Lip Nasal, Voiced Tongue Point Alveolar Nasal, Voiced Tongue Back Velar Nasal, Voiced Tongue Point Alveolar Lateral;

Affricatives—Voiceless Tongue Blade and Front Alveolopalatal Affricate, Voiced Tongue Blade and Front Alveolopalatal Affricate;

Glides—Voiced Labiovelar Semi-Vowel, Voiced Tongue Front Palatal Semi-Vowel, Retroflex Tongue Point and Blade Semi-Vowel; Consonants Grouped by Places of Articulation; Consonant Clusters; Stress and Intonation, Rhythm; Semantics, Pragmatics and Phonetics of Loan Words, **Phonetic Transcription**; Assignments (Theoretical); Assignments (Practical).

1. Prescribed in UPTU Syllabus (Professional Communication TAS-103 and Communication Lab (English), TAS-253; also prescribed in GBPU Syllabus (Technical Writing, BHS-211); and for ESP.
 - UPTU (Uttar Pradesh Technical University, Lucknow)
 - GBPU (G.B. Pant University, Pantnagar (USN).

1

Phonetics and Spoken English Skills

DIMENSIONS OF SPOKEN ENGLISH : USING ENGLISH LANGUAGE LABORATORY

Language as a Means of Communication

Language is the most powerful, convenient and permanent means of communication. In fact, it is through language that human beings express their desires, emotions, feelings and ideas. Language is the only means of stored communication, i.e., libraries. For social and cultural evolution language communication is essentially needed. With tremendous breakthroughs in the fields of various sciences, language has also become very specialized and accordingly communication through this type of language has also become very specialized and sophisticated. In fact, language communication is being required to assist modern gadgets, machines, techniques and technologies. With rapid strides in globalization and privatization, the whole world has come very close and language communication is therefore needed through a language which the majority of the nations understands and uses for different purposes. So naturally the choice falls on the use of English as a means of global communication particularly in technical and scientific communication.

Science of Language (Linguistics) and Communication

Often a very pertinent question is asked as to what is the connection between linguistics and communication. A prudent student of communication will have to understand that the more the sophisticated and specialized the form the communication is, the more the science of language (Linguistics) will be required. For instance, Fries, a noted linguist, studied American living usage by bugging telephones. Mechanical analysis of speech by instruments such as spectograph, taperecorder, gramophone, radio, television, and telephone may help a linguist a great deal. Invention of machine translation is the work of linguist-engineer. In the field of Communications Engineering, a linguist can contribute a lot. In fact, Communications Engineering is basically concerned with the transmission of speech as by wire and radio waves, and the conversion of linguistic signals and written messages. A linguist can help the communications engineer in understanding the linguistic nature of his material to be transmitted. A linguist can also help to estimate the sound waves which result from successive speech articulation and their localization into different bands of frequencies. The basic ingredients of fundamentals of Linguistics are very essential to be understood by the speech therapist, the psychologist, the neurologist, the anthropologist, the sociologist, the palaeographist, and the communications engineer.

PHONOLOGY, PHONEME, ALLOPHONE¹

Phonology

Phonology is the organization of sounds into patterns. It studies sound, its origin and production, its effects on ears and its difference from other sounds. Often phonology and phonetics are misunderstood as the same having practically no difference. However, it has to be understood that phonology relates to a particular language, whereas phonetics is concerned with all the languages. In other words, phonetics is one and the same for all the languages of the world, whereas phonology of one language may differ from another. A noted linguist named Robins in *General Linguistics* at page 127 makes this difference quite comprehensible: "Phonetics and phonology are both concerned with the same subject matter or aspect of language, speech sounds as the audible result of articulation, but they are concerned with them from different points of view. Phonetics is general (that is, concerned with speech sounds as such without reference to their function in a particular language), descriptive and classificatory; phonology in particular (having a particular language or languages in view) and functional (concerned with working or functioning of speech sounds in a language or languages). Phonology has in fact been called functional phonetics."

Phoneme

In order to understand phonology, it is essential to understand phoneme, which some linguists treat as the basic unit of language. According to Bloomfield, a noted linguist, phoneme is the minimal unit of distinctive sound feature. Dorfman, another noted linguist, treats phoneme as a single speech sound or group of similar or related speech sounds functioning analogously in a language and usually represented in writing by the same letter, with or without diacritic marks. Daniel Jones, the celebrated phonetician, considers the phoneme to be a group or family of related sounds, e.g. /p/ in English consisting of [p], [ph] etc. or /u/ consisting of [u:], [u] etc. This system of sound developed by Daniel Jones is known as the classification theory. Words like pat, bat, cat, hat, sat, that, mat are distinctive because of a change in the first consonantal element of the sound sequence. These elements of contrastive significance are phonemes to be symbolized by /p,b,k,h,s,ð,m/

Allophone

An allophone is a speech sound which is one of a number of variants of a phoneme. For example, k sound in keel, calm, and cool occurs three times in different positions. In keel, it is the front, in calm, it is the centre and in cool, it is the back of the mouth. So in all these three words, whereas the phoneme is the k, but the sound of k in three different variants i.e., one in the front, second in the centre and third in the back of mouth are all allophones. However, a variant speech sound can be either in complementary relation or in free variation. The occurrence of a particular allophone may be determined by its environment, or it may be in free variation. Allophones determined by environment, for example, are front or clear as in lamp or light occurring before vowels, and the so-called back or dark as in old and table occurring before consonants and at the end of words. In RP, the allophone occurring in free variation is /r/ between vowels as in very, which can occur either as a flap or as a fricative. Thus allophones are phonetic variants: they are positional or contextual or conditional. They can be identified from these points of view:

1. Phonetic Similarity
2. Complementary Distribution
3. Symmetrical Patterning

1. For Language Lab

Phonetic similarity means similarity of sound produced by the same organ. For example, /m/n/η/ are nasal similarity; /pb/ are labial similarity; /ie/ are front vowel similarity.

Complementary distribution means distribution of sounds which are complementary to each other. For example /p/ and /b/. Symmetrical patterning means patterning of sounds which are symmetrical to each other. For example /t/ is patterned or paired with /d/ and /f/ is paired with /v/, This system is also known as *pattern congruity*.

Phonetic Transcription and International Phonetic Alphabet

In English Phonetics, which is just one branch dealing with pronunciation, out of many branches of linguistics such as Semantics, Pragmatics, Morphology, Phonology etc., specific signs and symbols are provided for transcription. For example, take the cases of the following:

| Words | Phonetic Transcription |
|--------------|-------------------------------|
| chart | /tʃa:t/ |
| shirt | /ʃə:t/ |
| foolish | /fu:lɪʃ/ |

In the above phonetic transcriptions, specific signs and symbols for vowels and consonants have been used. Now these specific symbols and sounds have been borrowed from *International Phonetic Alphabet (IPA)*, which has been prepared by the phoneticians of the whole world. The IPA provides phonetic symbols and sounds to the languages of the whole world. The IPA is based on Roman alphabet. The IPA symbols and sounds have been shown in fig. A.

English Phonetics needs IPA Symbols and sounds for a variety of reasons. But an obvious reason is that in English language, there is no one-to-one representation of sounds and the letters. For example, *ch* in *chapter* is having a different sound than (the same *ch*) in *character*. Hence, in order to remove all this ambiguity and confusion, phonetic symbols and sounds of IPA are essentially needed in English Phonetics.

Note : See table on next page

WIDER CIRCUMFERENCE

"Of the 4,000 to 5,000 living languages," writes Geoffrey, Broughton, "English is by far the most widely used."¹ Indeed, it is believed that English is used by approximately 300 million native speakers living in various parts of the world; and approximately 250 million non-native speakers use English as a second language. If the total number of its users is counted inclusive of those countries where for specific purposes English is still used, then this will certainly stretch a little over one-sixth of the total populace of the world. Not only this, English is the major language of debate at the U.N.O. and also the language of command for the NATO. It is the official language of international aviation, and unofficially the first language of international sport and the pop scene. More than 60 per cent of the world's radio programmes are broadcast in English. It is also used in 70 per cent of the world's mail. Some 400 years ago, it was merely a deformed dialect, little known, of course, beyond the southern counties of England. But now, English has outgrown its primitive form and has certainly acquired the status of a major world language at present. Subsequent establishment of the *British Colonies* gave a fillip to its popularity enhancing its spheres to Canada, several African territories, Australasia and India.

1. *Teachin English As a Foreign Language*, p. 1.

(Revised to 1979)

THE INTERNATIONAL PHONETIC ALPHABET

| | Bilabial | Labio-dental | Dental Alveolar, or Retroflex Post-alveolar | Palato-alveolar | Palatal | Velar | Uvular | Labil-Palatal | Labil-Velar | Pharyn-Glottal geal |
|------------------------------|----------|--------------|---|-----------------|---------|-------|--------|---------------|-------------|------------------------|
| Nasal | m | m | n | n | p | t | +n | +D | N | |
| Plasive | p b | | t d | t d | c j | k g | q o | kp gb | | ? |
| (Median) Fricative | ɸ β | f v | ɸ β s z | p z | f ʒ | χ j | x γ | x M | a | à à |
| (Median) Aprosimant | v | λ | r | | j | ø | γ | w | | |
| Lateral Fricative | | | | & β | | | | | | |
| Lateral (Approximant) | | | | | l l | λ λ | | | | |
| N (Non-pulmonary air-stream) | | | | | r | t | z | | | |
| N (Pulmonic air-stream) | | | | | t | λ | a | | | |
| Trill | | | | | | | | | | |
| Tap or Flap | | | | | | | | | | |
| Ejective Implosive | p' | | t' | d | | k' | g | | | |
| (Median) Click | o | 6 | 1 | t | | | | | | |
| Lateral Click | | | σ | | | λ | | | | |

DIACRITICS

- Voiceless à d
 - Voiced c \$
 - Aspirated tʰ
 - Breathy-voiced b \$
 - Dental \$
 - Labialized \$
 - Palatalized \$
 - Velarized or Pharyngealized c \$
 - Syllabic c \$
- or. Raised è, ê, è w
or. Lowered è, ê, è w
Advanced u+, u
- Retracted i, i-, \$
- Centralized \$
- Nasalized \$
, t, it r-coloured a'
Long a:
: Half-long a'
- Non-Syllabic a
More rounded o'
Less rounded you
= Variety of a
r = r-coloured a
- or - simultaneous of (but see also under the heading Affricates

OTHER SYMBOLS

| Front | Back | VOWELS | Front | Back | Stress, Tbone (Pitch) |
|-------|------|--------|------------|-------|-----------------------|
| i. | ɪ | m | Close | y u u | |
| | | | | γ o o | |
| a | ə | | Half-close | θ ə ə | 0 0 0 |
| | | | | ø |) |
| | | | Half-open | ə | |
| | | | | Open | a ə |

- stress, placed at beginning of stressed syllable: secondary stress: high level pitch, high tone: low level: high rising: low rising: high falling: low falling: rise-fall fall-rise.
AFFRICATES can be written as digraphs, as' ligatures, or with alur marks; thus ts, tf, dz: ds : ts, dx.

Rounded

 Unrounded
(Fig. A)

In fact, in our country, English language has widely been used since long, notwithstanding the fact that Hindi has now been declared our national official language. We are decidedly proud of our own national language and we should leave no stone unturned to widen its currency and popularity. But the rapidly developing technology of the English speaking countries has made it imperative on us not to neglect study of English. That was why perhaps that the late Pt. J.L. Nehru was compelled to acknowledge that "*English was the major window for us to the world outside.*" According to a recent survey, half the world's scientific literature is written in English. Moreover, many languages in the world such as Arabic, Yoruba and Malay are yet ill-equipped to cope with the new concepts and terms of modern sciences and technology. Voltaire once remarked, "*Judge the greatness of a language by the greatness of its works.*" To judge the greatness of English from this point of view will certainly be fruitful, because works like *Paradise Lost*, *David Copperfield*, *Far From the Madding Crowd*, *Othello*, *King Lear*, to name only a few works, have, of course, their universal appeal and impact. But the most baffling aspect of English to us is its correct pronunciation, stress and intonation. However, a little bit of deeper probing into RP or received pronunciation will certainly reveal many interesting features.

RECEIVED PRONUNCIATION

The Received Pronunciation popularly known as the *RP* is generally imitated in our country for the obvious reason that our fore-fathers were taught by the teachers whose mother-tongue was English. We have, therefore, naturally inherited the same pronunciation not by force but by natural causes. But curiously enough, if we cast a glance over the world, we shall find that most countries have now evolved their own distinct pronunciation. We have now a recognised register of the Canadian English, the Australian English, the American English etc., but not the Indian English, though, of late, much work has been done by Indian authors of international repute in the field of writing in English quite genuinely. Despite our best efforts to imitate *RP* cent per cent, we fail to do so, because we do not learn English from a native *RP* speaker; and secondly, we learn English after we have fully been exposed to our own Indian languages. As such, we have in us very strongly formed linguistic habits, which naturally interfere with our efforts to follow *RP*. Consequently, the phonological systems of our mother-tongues have had an impact on the phonology of our imitation of *RP*. It is in this perspective that very many regional angularities of pronunciation may be noticed quite spontaneously. A university student coming from the southern states of the country will definitely speak differently from a student hailing from the northern or the western parts of the country. Even within a state, these regional angularities of pronunciation are too frequent to be noticed without making any conspicuous effort. For example, a student hailing from the western district of U.P. will speak differently from a student who belongs to some eastern districts or to some hill districts. This miscellany of pronunciation creates a lot of confusion in clear comprehension and in unhindered communication. Some of their pronunciations are quite strange and create a problem in developing a sound ear-training and correct understanding between the speakers.

Despite all these variations of pronunciation from region to region and from place to place, one thing is *sine dubio* unambiguous, namely that some salient features of Indian pronunciation are almost common in every region and state. For instance, most of the Indians use the

voiced labiodental approximant [v] (second sound represented by the Devanagari letter व) in place of /v/ and /w/ which occur in English. Besides, many use the retroflex plosives [t] and [d] in place of the alveolar plosives /t/ and /d/ which occur in English. Regional touch often becomes too conspicuous to ignore it altogether. For example, a Tamilian pronounces egg as /jeg/ instead of /eg/; a Telgu speaker says /dzu:/ instead of /zu/; a Bihari pronounces school as /isku:l/ and stamp as /istæmp/. Many Bengalis and Oriyas pronounce sip and ship as /sip/. Likewise, most Malayaleese pronounce /p/ in *temple* as [b], [t] in canteen as [d] and [k] in uncle as [g]. Because of these varieties of pronunciations, it is quite difficult to develop a commonly acceptable Indian pronunciation of English language. If this is allowed on the basis of regional angularities, then we may easily have a miscellany of pronunciations of Indian English such as Panjabi English, Oriya English, Malayalam English, Bengali English, Telgu English, Kannada English and the like. But it does not mean that there are no common phonological features in this variety of regional pronunciations. In matters of pure vowels and diphthongs, for example, all these pronunciations are almost identical and we may develop a common pronunciation after removing regional angularities.

Keeping the above in mind, an effort has been made below to illustrate the phonetic symbols and sounds by incorporating suitable examples. The key to symbols and sounds of the vowels and diphthongs should well be memorised and understood. Likewise, it will be prudent on the part of the learners to know the principal English sounds in order to distinguish them quite clearly from the un-English sounds. The sounds and symbols of consonants have also been explained through very simple illustrations. It is extremely necessary to practise these phonetic symbols and sounds, or else the list of words phonetically transcribed that subsequently follows will be quite difficult to be understood. A very interesting and absorbing aspect of spoken English, particularly pronunciation, is that more than 3,000 words from Indian languages have surreptitiously gone into English and it is wise and imperative both for a learner of correct pronunciation to know how these loan words have been adapted, naturalised and then pronounced by the native English speakers; and how we should pronounce them.

KEY-WORDS FOR PHONETIC SYMBOLS (VOWELS)

| Symbol Number | Symbol | Illustrations | | | |
|---------------|--------|---------------|---------|-------|-----------|
| 1 | i: | feel | /fi:l/ | seal | /si:1/ |
| 2 | i | fit | /fit/ | think | /θɪŋk/ |
| 3 | e | dead | /ded/ | fell | /fel/ |
| 4 | æ | rat | /ræt/ | lamp | /læmp/ |
| 5 | a: | card | /ka:d/ | chart | /tʃa:t/ |
| 6 | ɔ | lot | /lɔt/ | rot | /rɔt/ |
| 7 | ɔ: | paw | /pɔ:/ | cause | /kɔ:z/ |
| 8 | u | foot | /fut/ | cook | /kuk/ |
| 9 | u: | food | /fu:d/ | tool | /tu:l/ |
| 10 | ^ | son, sun | /sʌn/ | fund | /fʌnd/ |
| 11 | ə: | shirk | /ʃə:k/ | urn | /ə:n/ |
| 12 | ə | sofa | /səufə/ | flora | /flo:reə/ |

DIPHTHONGS

| Symbol Number | Symbol | Illustrations | | | |
|----------------------|---------------|----------------------|--------|-------|---------|
| 13 | ei | date | /deit/ | rate | /reit/ |
| 14 | əu | load | /ləud/ | road | /rəud/ |
| 15 | ai | right | /raɪt/ | might | /maɪt/ |
| 16 | au | now | /nau/ | foul | /faʊl/ |
| 17 | ɔɪ | toy | /tɔɪ/ | coy | /kɔɪ/ |
| 18 | iə | seer | /sɪə*/ | fear | /fiə*/ |
| 19 | eə | fare | /feə*/ | care | /keə*/ |
| 20 | ɔə | tour | /tɔə*/ | four | /fɔə*/ |
| 21 | uə | gourd | /guəd/ | fewer | /fjuə*/ |

CONSONANTS

| Symbols | Examples | | | |
|----------------|-----------------|---------|------------|----------|
| p | pig | /pig/ | peel, peal | /pi:l/ |
| b | book | /buk/ | boot | /bu:t/ |
| t | stool | /stu:l/ | teeth | /ti:θ/ |
| d | deep | /di:p/ | deal | /di:l/ |
| k | kite | /kait/ | kill | /kil/ |
| g | grim | /grim/ | ago | /ə'gou/ |
| m | might | /maɪt/ | mart | /ma:t/ |
| n | night | /naɪt/ | nil | /nil/ |
| ŋ | think | /θink/ | ring | /ring/ |
| l | light | /laɪt/ | lick | /lik/ |
| f | fight | /faɪt/ | fig | /fig/ |
| v | veal | /vi:l/ | five | /faiv/ |
| θ | three | /θri:/ | tooth | /tu:θ/ |
| ð | this | /ðis/ | father | /fa:ðə*/ |
| s | site | /saɪt/ | sit | /sit/ |
| z | zoo | /zu:/ | nose | /nouz/ |
| ʃ | shril | /ʃril/ | tarnish | /ta:ni |
| ʒ | pleasure | /pləz*/ | measure | /mezə*/ |
| r | read | /ri:d/ | right | /rait/ |
| h | height | /hait/ | heal | /hi:l/ |
| tʃ | teach | /ti:tʃ/ | chide | /tʃaid/ |
| dz | judge | /dz^dz/ | nudge | /nz^dz/ |
| w | weal | /vi:l/ | wool | /wu:l/ |
| j | yes | /jes/ | yatch | /jɔ:t/ |

PRINCIPAL ENGLISH SOUNDS¹

| | | Labial | | Dental | Alveolar | Postalveolar | Palatoalveolar | Palatal | Velar | Glottal |
|-------------------|------------|-----------|-------------|--------|----------|--------------|----------------|------------|-------|---------|
| | | Bi-labial | Labiodental | | | Olar | Olar | | | |
| Consonants | Plosive | pb | | | td | | | | kg | |
| | Affricate | | | | | | tʃdʒ | | | |
| | Nasal | m | | | n | | | | z | |
| | Lateral | | | | l | | | | | |
| | Fricative | | fv | θð | sz | r | fz | | X | h |
| | Semi-vowel | w | | | | | j | (w) | | |
| Vowels | Close | (u:) | | | | | Front | Central | Back | |
| | Half-close | i (u) | | | | | l: | | u: | |
| | Half-open | (ɔ:) | | | | | i | | | |
| | Open | (ə) | | | | | e | | u | |
| | | | | | | | e | | ɔ: | |
| | | | | | | | æ | | ɔ | |
| | | | | | | | a | | a | |
| | | | | | | | | A | | |
| | | | | | | | | Front Back | | |

Figure (B)

1. *English Pronouncing Dictionary*, p. xxxii.

PHONETICS—ITS KINDS

As defined earlier, Phonetics is the study of production, transmission and reception of speech sounds. Its scope has, of late, widened and it also studies the anatomy, the neurology and the pathology of speech; the speech organs, the sound waves and the perception of sound. Its main branches are—1. Acoustic phonetics; 2. Auditory Phonetics and, 3. Articulatory Phonetics.

1. Acoustic Phonetics

Acoustic Phonetics is the study of the physical properties of speech sounds such as frequency and amplitude in their transmission.

2. Auditory Phonetics

Auditory Phonetics is the study of hearing and the perception of speech sounds.

3. Articulatory Phonetics

Articulatory Phonetics is the study of movement of speech organs in the articulation of speech and the speech organs comprising lungs, larynx, soft palate, tongue, teeth and lips.

Daniel Jones, Abercrombie, A.C. Gimson, Noam Chomsky etc., are the noted phoneticians who have significantly contributed to the growth of Phonetics.

Speech Organs

Following are the organs of speech:

1. lips
2. teeth
3. alveolar ridge
4. tip (tongue)
5. blade (tongue)
6. front (tongue)
7. back (tongue)
8. root of the tongue
9. larynx
10. vocal cords
11. oesophagus (gullet food passage)
12. epiglottis
13. pharynx
14. uvula
15. soft palate
16. hard palate

The following figure makes the place of the organs of speech quite clear :

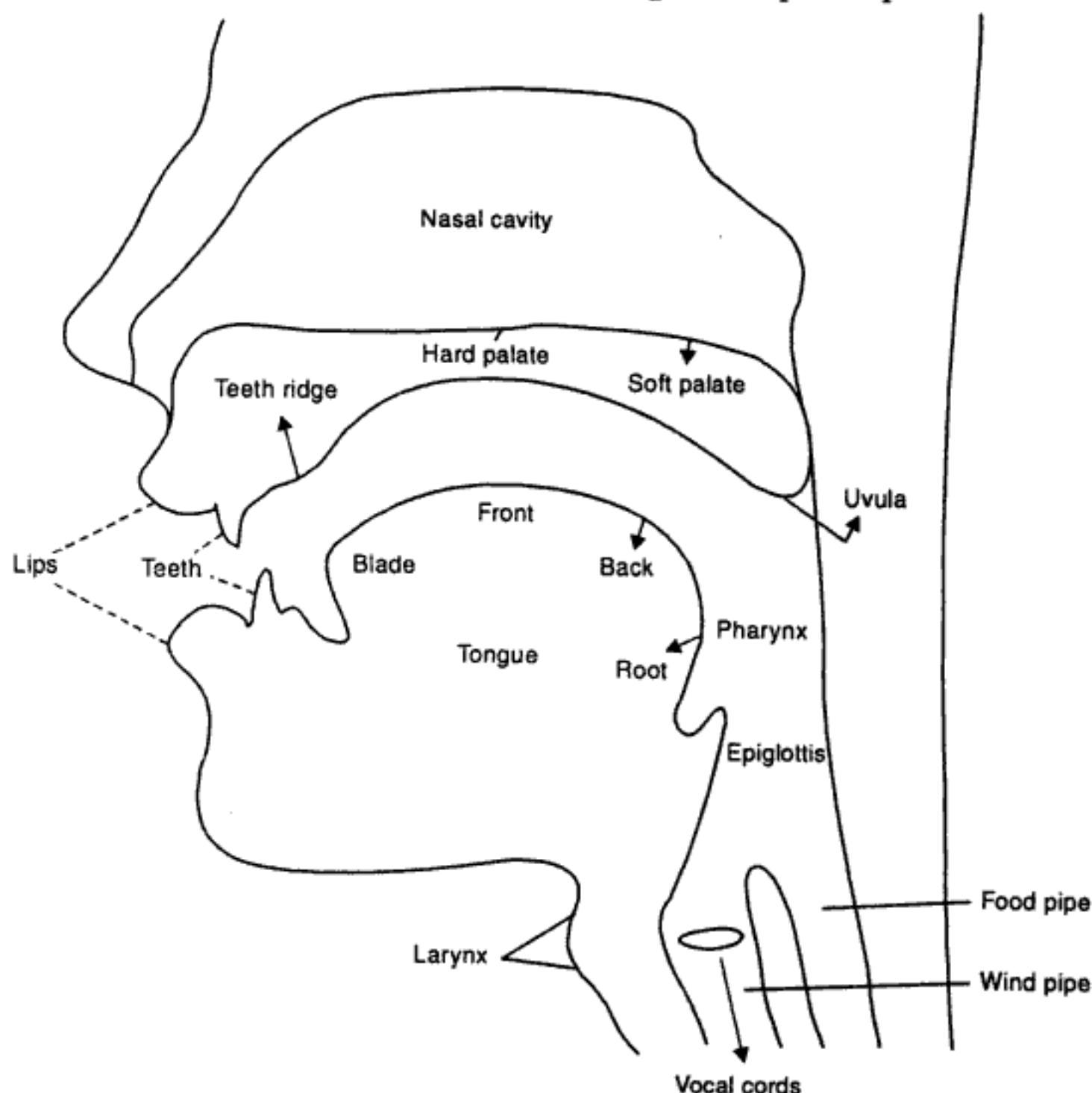


Fig. 1. Showing organs of speech

Role of Speech Organs in Production of Speech

1. Diaphragm and Lungs: Diaphragm is situated below the lungs and controls the expansion and contraction of the lungs while breathing. The lungs are the sources of air which passes through the wind-pipe and the larynx.

2. Larynx and Vocal Cords: Larynx is a bony box like structure in front of the throat situated in the upper part of the trachea. Vocal cords are the membranous tissues just like a pair of lips placed horizontally from front to back; jointed in the front, but can be separated at the back. The opening between them is called glottis.

3. Soft Palate: The roof of the mouth has three parts—the hard convex surface just behind the upper front teeth called the alveolar or teeth ridge; the hard concave surface behind it called the hard palate; and the soft palate at the back, with the uvula at its end.

4. Tongue: It has four parts—the tip, the blade, the front and the back. The extreme end of the tongue is called the **Tip** and the part of the tongue opposite the alveolar ridge is called the **blade**, the part opposite the **hard palate** is called the **front** and the part opposite the velum is called the **back**.

5. Uvula: It is soft appendage hanging down from the back end of the velum.

6. Nasal Cavity: It rises from the back of the throat over the velum. It is divided from front to back in the nose by the septum and terminates in the nostrils.

ENGLISH SPEECH SOUNDS

VOWELS

There are twenty-one vowels (12 pure vowels and 9 mixed vowels or diphthongs) in British Received Pronunciation or Educated Southern British English. They are as follows:

Pure Vowels

| | | |
|----------|-------|-----------|
| 1. /i:/ | feed | /fi:d/ |
| 2. /ɪ/ | bit | /bit/ |
| 3. /e/ | fell | /fel/ |
| 4. /æ/ | lamp | /læmp/ |
| 5. /a:/ | chart | /tʃa:t/ |
| 6. /ɔ/ | rot | /rɔ:t/ |
| 7. /ɔ:/ | cause | /kɔ:z/ |
| 8. /u/ | put | /put/ |
| 9. /u:/ | tool | /tu:l/ |
| 10. /ʌ/ | fun | /fʌn/ |
| 11. /ə:/ | shirt | /tʃə:t/ |
| 12. /ə/ | about | /ə 'bout/ |

Mixed Vowels or Diphthongs or Diphthongal Glides

| | | |
|----------|------|--------|
| 13. /eɪ/ | mate | /meɪt/ |
| 14. /əʊ/ | code | /kəʊd/ |
| 15. /aɪ/ | kite | /kaɪt/ |
| 16. /əʊ/ | foul | /faʊl/ |

| | | |
|----------|-------|---------|
| 17. /ɔɪ/ | toy | /tɔɪ/ |
| 18. /iə/ | fear | /fiə*/ |
| 19. /eu/ | fare | /feu*/ |
| 20. /əə/ | four | /fəə*/ |
| 21. /uə/ | fewer | /fjuə*/ |

Consonants

Lips, tongue, velum and vocal cords—the four movable speech organs move from front to back forcing tongue and the entire mouth mechanism to produce voice and consonants which are divisible into the following categories:

Place of Articulation

Stops or Plosives

- /p/ lips closed; velum closed; vocal cords apart (silent). **Voiceless lip stop.**
- /b/ lips closed; vocal cords vibrating; velum closed. **Voiced lip stop.**
- /t/ tongue point on teethridge with sides touching; velum closed; vocal cords apart. **Voiceless tongue point stop.**
- /d/ tongue point on teeth ridge with sides touching; velum closed; vocal cords vibrating. **Voiced tongue point stop.**
- /k/ tongue back on velum with slides touching; velum closed; vocal cords apart. **Voice less, tongue back stop.**
- /g/ tongue back on velum with slides touching, velum closed; vocal cords vibrating. **Voiced tongue back stop.**
- /ʔ/ glottis firmly closed. **Glottis stop.**

Fricatives

- /f/ 1. **Voiceless lip-teeth fricative:** lower lip on upper teeth; velum closed; breath fricative between teeth and lip; vocal cords apart.
- /v/ 2. **Voiced lip teeth fricative:** lower lip on upper teeth; velum closed; breath fricative between teeth and lip; vocal cords vibrating.
- /θ/ 3. **Voiceless tongue blade teeth fricative:** Tongue blade on points of upper teeth; velum closed; breath fricative between tongue and teeth; vocal cords apart.
- /ð/ 4. **Voiced tongue blade teeth fricative:** Tongue blade on point of upper teeth; velum closed; breath fricative between tongue and teeth; vocal cords vibrating.
- /s/ 5. **Voiceless tongue blade alveolar fricative:** Tongue blade near teeth ridge with narrow chink over the point; velum closed; breath fricative in narrow jet through the chink and against the upper and the lower teeth; vocal cords apart.
- /z/ 6. **Voiced tongue blade alveolar fricative:** In this category of consonants, the entire mouth mechanism remains the same as in /s/ number 5 above, except the vocal cords vibrate.
- /ʃ/ 7. **Voiceless tongue blade and front alvelopalatal fricative:** Tongue blade far away from teeth ridge; velum closed; breath fricative; vocal cords vibrating.
- /h/ 8. **Stressed glottal fricative:** Velum closed; vocal cords closing to position for voice.

Sonorants

- /m/ 1. **Voiced lip nasal:** Velum open; lips closed; vocal cords vibrating.

- /n/ 2. **Voiced tongue point alveolar nasal:** Tongue point on teeth ridge; velum open; vocal cords vibrating.
- /ŋ/ 3. **Voiced tongue back velar nasal:** Tongue back on velum; velum open; vocal cords vibrating.
- /l/ 4. **Voiced tongue point alveolar lateral:** Tongue point on teeth fidge; velum closed; vocal cords vibrating.

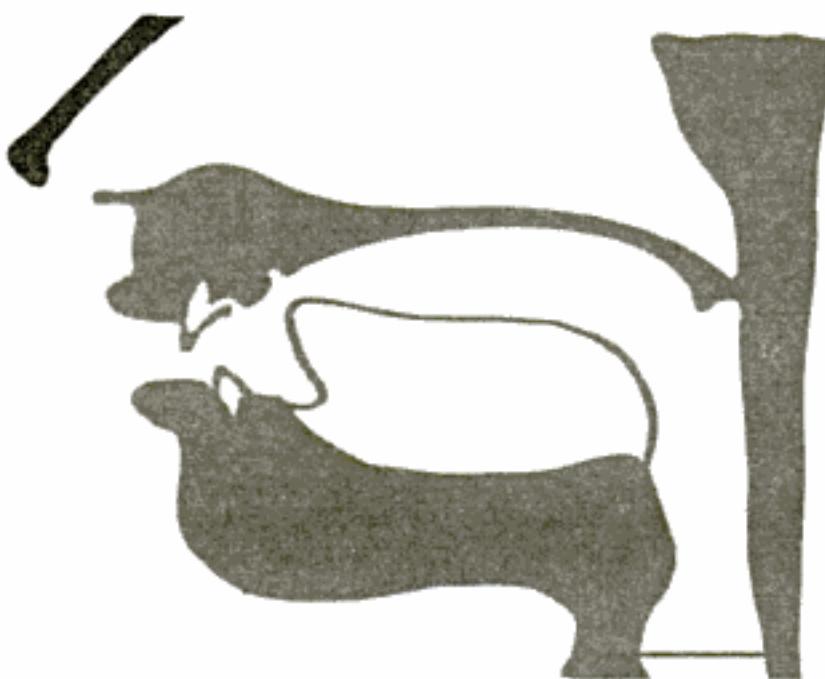
Affricates

- /tʃ/ 1. **Voiceless tongue blade and front alveolopalatal affricate:** Tongue blade on teeth ridge; velum closed; vocal cords apart.
- /dʒ/ 2. **Voiced tongue blade and front alveolopalatal affricate:** Tongue blade on teeth ridge; velum closed; vocal cords vibrating.

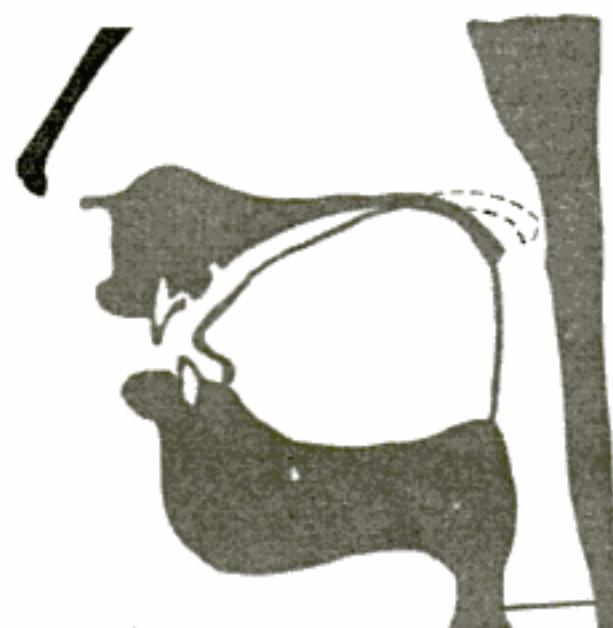
CONSONANTS OF ENGLISH

| | | | | | | | | |
|----|------|------|---------|-------|------|-------|------|-------|
| p | pin | sup | leper | — | pat | pino | pail | best |
| b | bin | — | — | — | bat | — | bale | pest |
| t | tin | — | letter | but | — | — | tale | test |
| d | din | sud | — | bud | — | dine | — | — |
| k | kin | suck | — | buck | cat | — | — | — |
| g | — | — | — | bug | — | — | gale | guest |
| tf | chin | such | lecher | — | chat | — | — | chest |
| dz | gin | — | ledger | budge | — | — | jail | jest |
| m | — | sum | — | — | mat | mine | mail | — |
| n | — | sun | — | bun | — | nine | nail | nest |
| ŋ | — | sung | — | — | — | — | — | — |
| f | — | — | — | — | fat | fine | fail | — |
| v | — | — | — | — | — | vine | vail | vest |
| θ | thin | — | — | — | — | — | — | — |
| ð | — | — | leather | — | — | thine | — | — |
| s | sin | — | lesser | bus | sat | sign | sail | — |
| z | — | — | — | buzz | — | — | — | zest |
| ʃ | shin | — | — | — | — | shine | — | — |
| ʒ | — | — | leisure | — | — | — | — | — |
| h | — | — | — | — | hat | — | hail | — |
| l | — | — | — | — | — | line | — | lest |
| r | — | — | — | — | rat | — | rail | rest |
| j | — | — | — | — | — | — | — | — |
| w | win | — | — | — | — | wine | wail | west |

(Figure 2.)



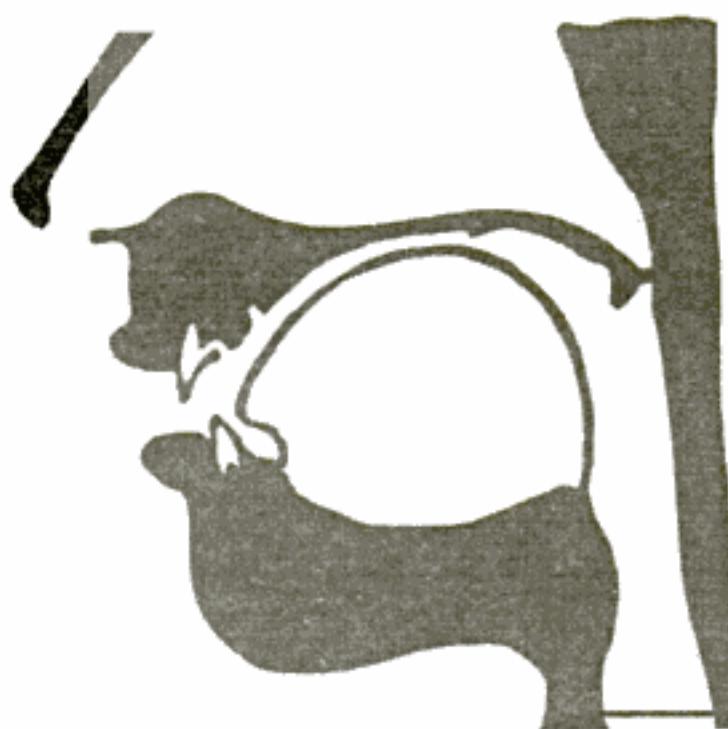
(Figure 3. Position for r)



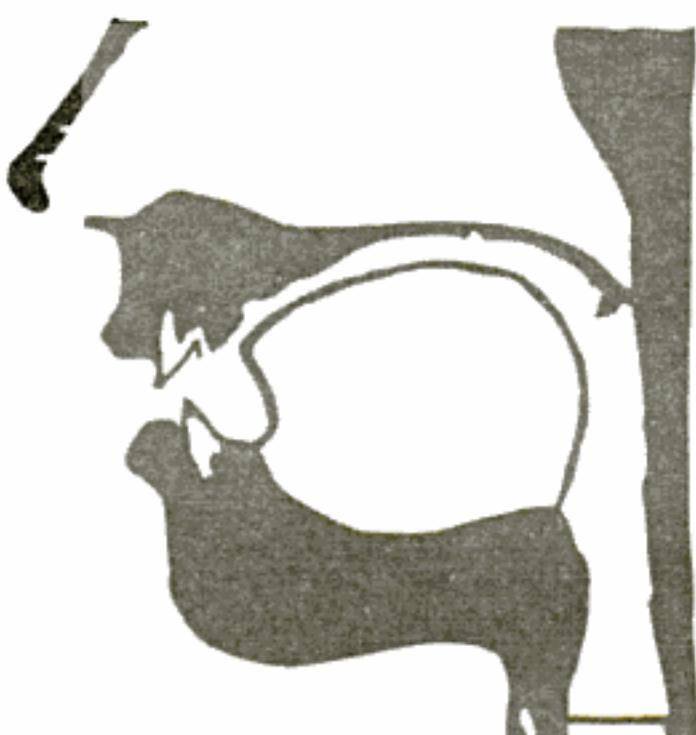
(Figure 4. Positions for k, g, o)

Dotted velum = k, g

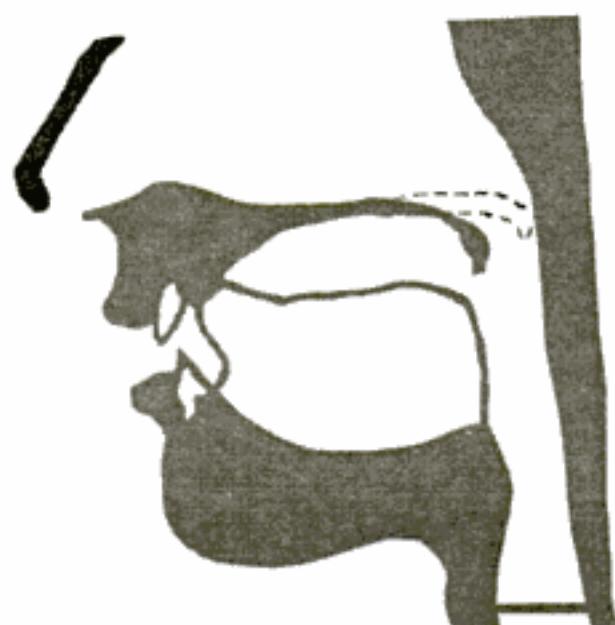
Black velum = η



(Figure 5. Position for j)



(Figure 6. Position for ʃ)



(Figure 7. Positions for i, d, l, n)

Dotted velum = t, d, l

Black velum = η

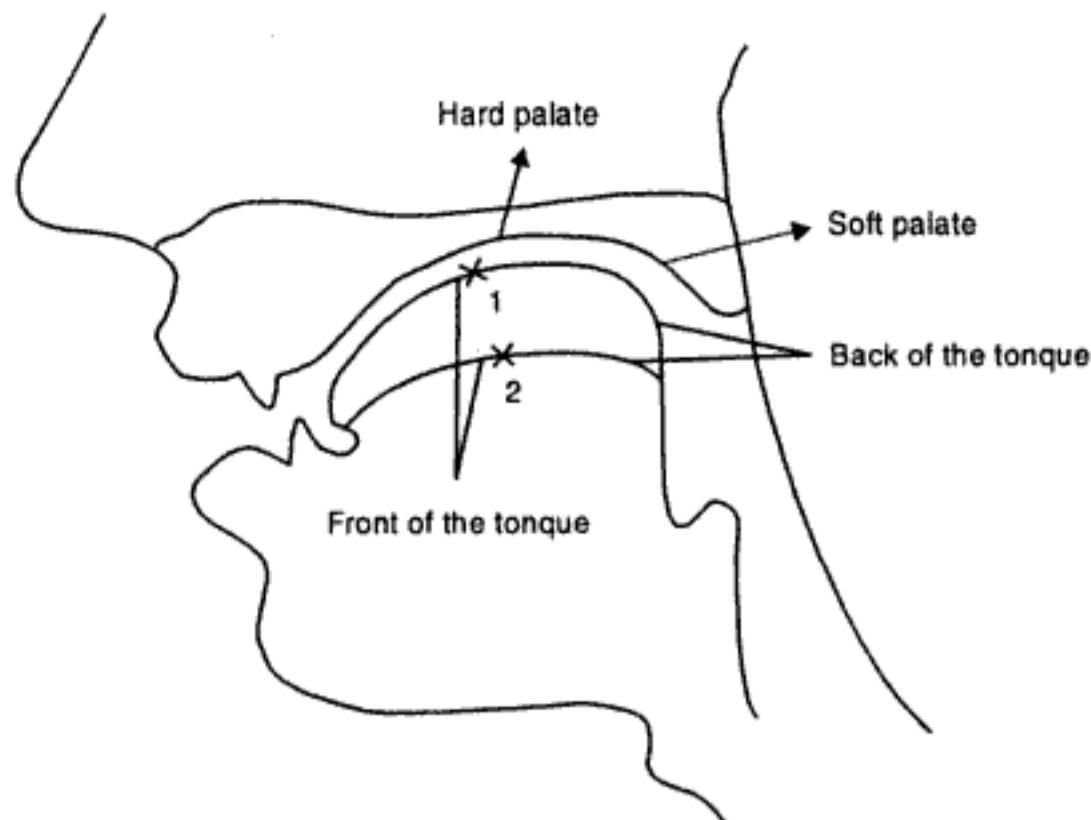


Fig. 8. Tongue position *vis-a-vis* other parts of mouth. Three positions of glottis in Fig. 9, 10 and 11.

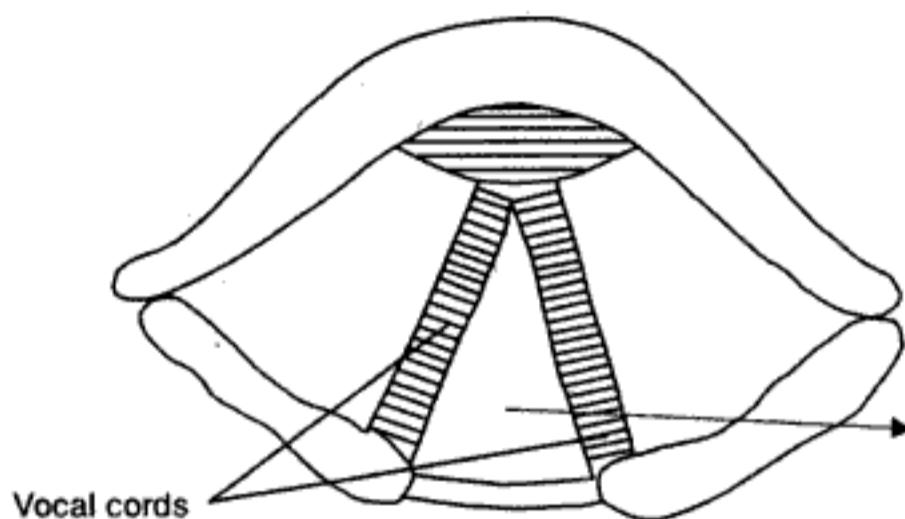


Fig. 9

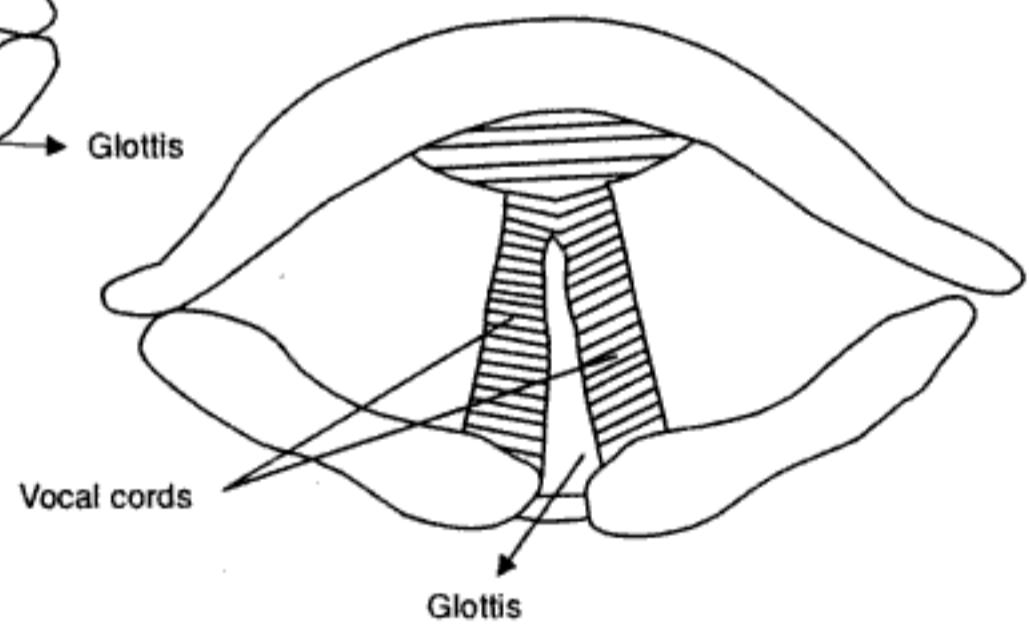


Fig. 10

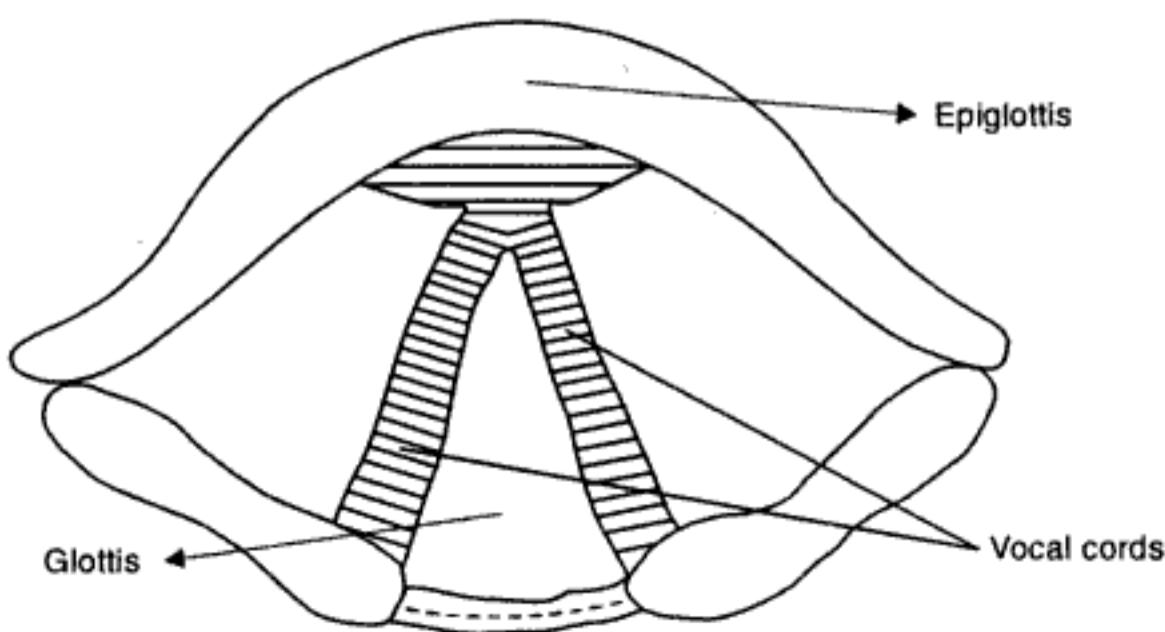


Fig. 11

Glides

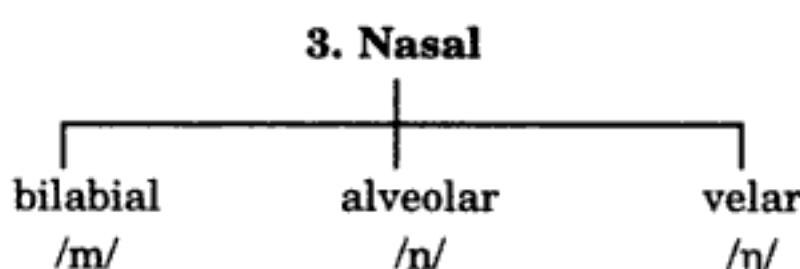
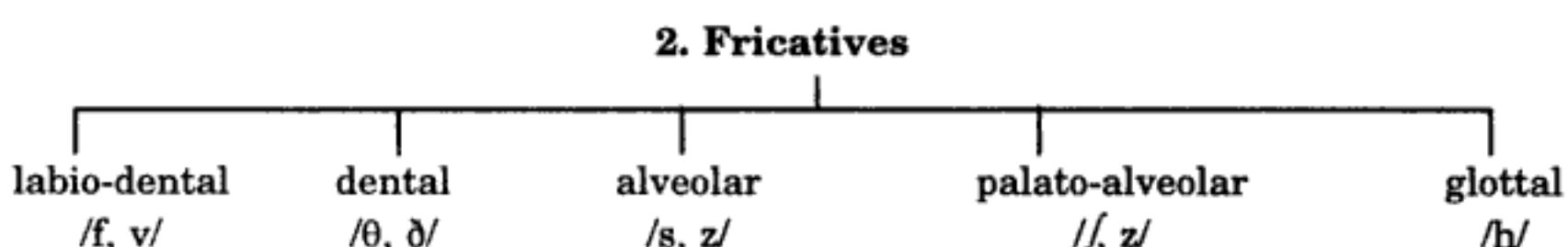
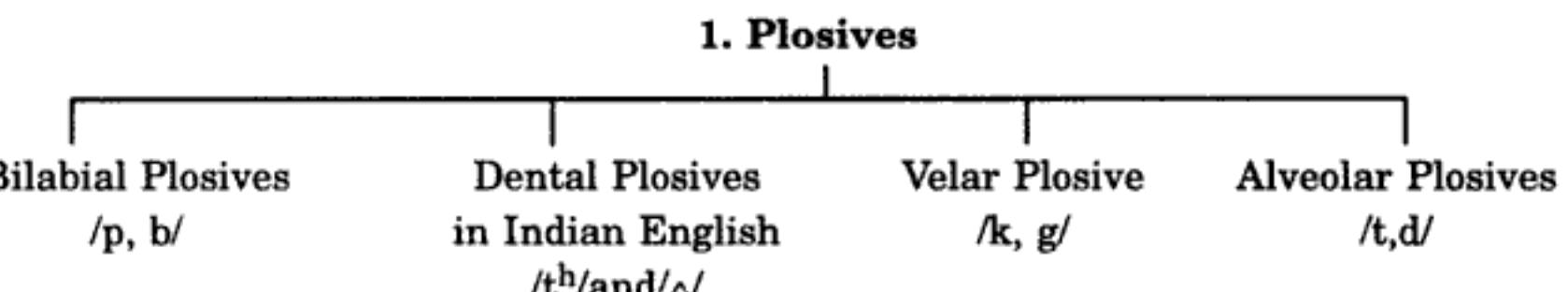
- /w/ 1. **Voiced labiovelar semivowel:** Lips, closely rounded; tongue back raised toward velum; velum closed; vocal cords vibrating.
- /j/ 2. **Voiced tongue front palatal semivowel:** Tongue front near hard plate; velum closed; vocal cords vibrating.
- /r/ 3. **Retroflex tongue point and blade semivowel:** Tongue sides against molars; velum closed; vocal cords vibrating.

Consonants Grouped by Places of Articulation

| | |
|---------------------------------------|----------------|
| 1. lips | /p, b, m/ |
| 2. lips and tongue-velum | /w, (h) w'/ |
| 3. lips-teeth | /f, v/ |
| 4. tongue-blade-teeth | /θ, ð/ |
| 5. tongue point-teeth ridge | /t, d, n, l/ |
| 6. tongue blade and front-teeth ridge | /ʃ, ʒ, tʃ, dʒ/ |
| 7. tongue blade-teeth ridge | /s, z/ |
| 8. tongue point-palate | /r/ |
| 9. tongue point-palate | /j/ |
| 10. tongue back-velum | /k, g, ɒ/ |
| 11. glottis | /h, h (w)/ |

Notes: Dash denotes the touching organs.

However, the above clarification of consonants may also be understood with the help of the following diagrams:



4. Lateral*/l/***5. Post-alveolar****Fricationless Constituent***/r/***6. Semi-Vowel**

Unrounded Palatal
semi vowel
/j/

Labio-Velar Semi Vowel
/w/

CONSONANT CLUSTERS**1. Initial Clusters**

| Word | Cluster | Group | Initial |
|-------------|----------------|--------------|------------------|
| 1. Play | /pl/ | 2 consonants | in the beginning |
| 2. blood | /bl/ | 2 consonants | in the beginning |
| 3. dream | /dr/ | 2 consonants | in the beginning |
| 4. clean | /cl/ | 2 consonants | in the beginning |

2. Final Clusters

| | | | |
|-----------|---------|----------------|-------------------|
| 5. camp | /-mp/ | 2 consonants | in the end |
| 6. absent | /-nt/ | 2 consonants | in the end |
| 7. fixed | /-kst/ | 3 consonants | in the end |
| 8. judged | /-dzd/ | /d/ consonants | the final element |
| 9. ask | /sk/ | /k/ consonants | the final element |
| 10. texts | /-ksts/ | 4 consonants | the final element |
| 11. film | /-lm/ | /m/ consonants | the final element |

Students will gradually develop a fair sense of consonant clusters as it usually occur in Received Pronunciation (RP). Developing a fair comprehension of consonant clusters means to develop fairly a good orientation of RP practices.

PHONETIC TRANSCRIPTION OF COMMON BUT GENERLLY MISPRONOURCED WORDS WITH SYLLABLE/WORD STRESS MARKS**A**

| | | | |
|-------------|----------------|----------|--------------|
| Abandon | /ə 'baendən/ | Absentee | /,æbsən'ti:/ |
| Abberration | /,æbə 'reiʃən/ | Abuse | /ə 'bju:z/ |
| Abeyance | /ə 'beiəns/ | Abuse | /ə 'bju:s/ |
| Abide | /ə 'baɪd/ | Abusive | /ə 'bju:siv/ |
| Ability | /ə 'biliti/ | Abysmal | /ə 'bizməl/ |
| Abnormal | /æb'nɔ:məl/ | Abyss | /ə 'bis/ |
| | | Academic | /,ækə'demik/ |

| | | | |
|---------------|---------------------------------------|---------------|--------------------|
| Access | /ækses/ | Astronomer | /ə'stronəmə*/ |
| Acclimatize | /ə'klaɪmətaɪz/ | Asunder | /ə'sʌndə*/ |
| Accommodation | /ə,kɔ̄mə'deiʃən/ | Atrabilious | /,ætrə'biljəs/ |
| Accompany | /ə'kampəni/ | Attitude | /'aetitju:d/ |
| Accomplice | /ə'kɔ̄mplis/ | Automobile | /'ɔ:təmə'ubi:l/ |
| Accurate | /ækjurit/ | Avalanche | /'ævəla:nʃ/ |
| Accursed | /ə'ke:sid/ | Avenue | /'ævinju:/ |
| Acme | /ækmi/ | Average | /'ævəridz/ |
| Accoustic | /ə'ku:stik/ | | |
| Acrobat | /ækrobæt/ | | |
| Adequate | /ædɪkwɪt/ | B | |
| Adhere | /əd'hie*/ | Backward | /'bækwəd/ |
| Admiration | /,ædmə'reiʃən/ or /ædmi'reiʃən/ | Bargain | /'ba:gin/ |
| Advantage | /əd've:ntɪdz/ | Barely | /'ba:li/ |
| Aeroplane | /'ɛərəplein/ | Bastiality | /'besti'æliti/ |
| Aesthetic | /i:s'θetik/ | | |
| Affectionate | /ə'fekʃnit/ | C | |
| Agglomerate | /ə'gləmərit/ | Camouflage | /'kæmufla:z/ |
| Aggregate | /'ægrɪgit/ | Caprice | /kə'pri:s/ |
| Albeit | /ə:l'bɪ:it/ | Carnage | /'ka:nidz/ |
| Alchemist | /'ælkimist/ | Carte blanche | /'ka:t'bla:nʃ/ |
| Alcohol | /ælkəhəl | Clothing | /kləuðɪŋ/ |
| Alms | /a:mz/ | Colony | /'kələni/ |
| Alphabet | /ælfəbit/ | Comedian | /kə'mi:djən/ |
| Altar | /'ɔ:ltə*/ | Comedy | /'kə'midi/ |
| Altarnate | /ɔ:l'tə:nit/ | Comment | /'kə'ment/ |
| Altitude | /'æltɪtju:d/ | Commerce | /'kə'mə(:)s/ |
| Amalgam | /ə'mælgəm/ | Commercial | /kə'mə:ʃl/ |
| Amass | /ə'mæs/ | Committee | /kə'miti/ |
| Ameliorate | /ə'mi:ljəreit/ | Czar | /za:*/ |
| Amenity | /ə'mi:niti/ | | |
| Amnesty | /'æmnisti/ | D | |
| Among | /ə'ʌmʌŋ/ | Decorate | /dekəreit/ |
| Analogy | /ə'nælədʒi/ | Democracy | /di'mokrəsi/ |
| Anecdote | /'ænikdəut/ | Deputy | /'depjuti/ |
| Annals | /'ænlz/ | Desert | /di'zə:t/ |
| Annihilate | /ə'naiəleit/ | Desertion | /di'zə:ʃən/ |
| Antecedence | /,ænti'si:dəns/ | Desolate | /'desəleit/ |
| Anybody | /'eni,bodi/ | Detail | /'di:teil/ |
| Approximate | /ə'proksimit/ | Discharge | /dis'tʃa:dz/ |
| Aptitude | /'æptitju:d/ | Dismal | /'dizməl/ |
| Arena | /ə'ri:ə/ | Dwarf | /dwɔ:f/ |
| Articulate | /a:'tikjulit/ | | |
| Ash | /æf/ | E | |
| Assemblage | /ə'semblidz/ | Earthworm | /'əθwə:m/ |
| Astute | /əs'tju:t/ | Education | /,edju (:)'keifən/ |
| | | Emend | / i(:)'mend/ |

| | | | |
|-------------------|-------------------------------|-------------------|--------------------|
| Entity | /'entiti/ | Judge | /dʒʌdz/ |
| Equipage | /'ekwipidz/ | Junction | /dʒʌŋkʃən/ |
| F | | Juvenile | /dzu:vinal/ |
| False | /fɔ:ls/ | Juxtaposition | /,dʒʌkstəpə'ziʃən/ |
| Filth | /filθ/ | | |
| Forest | /'fɔ:rist/ | | |
| Forte | /fɔ:t (but in music)/ /fɔ:ti/ | | |
| Fragile | /'frædzail/ | | |
| Futility | /fju(:)tilit/ | | |
| G | | | |
| Gambol | /'gaembəl/ | | |
| Garage | /'gæra:dz/ | Kaleidoscope | /kə'laidəskəup/ |
| Gauntlet | /'gɔ:ntlit/ | Key-note | /ki:nəut/ |
| Geometry | /dzi'əmitri/ | Knee-breeches | /ni:britʃiz/ |
| Glutton | /'glʌtn/ | Knell | /nel/ |
| Guardian | /'ga:djən or 'ga:diən/ | Know-how | /'nəuhau/ |
| H | | Knowledge | /'nəlidz/ |
| Halt | /hɔ:lt or həlt/ | | |
| Hara—kiri | /'haera'kiri/ | Labyrinth | /læbərinθ/ |
| Harmless | /ha:mlis/ | Lacerate | /læsəreit/ |
| Harmony | /ha:məni/ | Lackadaisical | /laekə'deizikəl/ |
| Harvest | /ha:vist/ | Lambaste | /læm'bēist/ |
| Havoc | /'haevək/ | Lampoon | /læm'pu:n/ |
| Hectare | /'hekta:*/ | Language | /længwidz/ |
| Hinder | /'haində:*/ | Languid | /læŋwid/ |
| House (v) | /hauz/ | Large-hearted | /la:dz'ha:tid/ |
| Husband | /hʌzbənd/ | Large-minded | /la:dz'maindid/ |
| Hypocrite | /'hipəkrit/ | Laughter | /la:ftə:*/ |
| I | | Lawless | /lɔ:lis/ |
| Idol | /'aidl/ | Legitimate | /li'dzitimit/ |
| Image | /'imidz/ | Lethal | /li:θəl/ |
| Imbecile | /'imbisi:l/ | Libel | /laibəl/ |
| Immaculate | /i'mækjulit/ | Likeness | /laiknis/ |
| Immodest | /i'mədist/ | Linen | /linin/ |
| Imperfect | /im'pa:fikt/ | Loath (adjective) | /ləuθ/ |
| Inertia | /i'nə:sjə/ | Loathe (verb) | /ləuθ/ |
| Instead | /in 'sted/ | Lukewarm | /lu:kwo:m/ |
| J | | Lung | /lʌŋ/ |
| Jocund | /'dzəkənd/ | | |
| Journal | /'dzə:nl/ | | |
| K | | | |
| Judge | | | |
| Junction | | | |
| Juvenile | | | |
| Juxtaposition | | | |
| L | | | |
| Labyrinth | | | |
| Lacerate | | | |
| Lackadaisical | | | |
| Lambaste | | | |
| Lampoon | | | |
| Language | | | |
| Languid | | | |
| Large-hearted | | | |
| Large-minded | | | |
| Laughter | | | |
| Lawless | | | |
| Legitimate | | | |
| Lethal | | | |
| Libel | | | |
| Likeness | | | |
| Linen | | | |
| Loath (adjective) | | | |
| Loathe (verb) | | | |
| Lukewarm | | | |
| Lung | | | |
| M | | | |
| Mart | | | |
| Masque | | | |
| Massage | | | |
| Matchless | | | |
| Mediation | | | |
| Medley | | | |
| Memory | | | |
| Menses | | | |
| Menu | | | |
| Merciless | | | |

| | | | |
|---------------------|---------------------|------------|------------------------------|
| Meteoric | /mi:tɪ'ɔrik/ | Nothing | /nʌθɪŋ/ |
| Mileage | /'mailidz/ | Novice | /'nəvɪs/ |
| Minute (very small) | /mai'nju:t/ | Nuance | /nju(:)'a:ns/ |
| Minute (memorandum) | /'minit/ | Nudge | /nʌdz/ |
| Mirage | /'mira:z/ | Nugget | /nʌgit/ |
| Mischief | /'mistʃi:f/ | Numeral | /'nju:mərəl/ |
| Misinterpret | /'misin'tə:prit/ | Nutshell | /'nʌtʃəl/ |
| Mistress | /'mistrɪs/ | | |
| Misuse (v) | /'mis'ju:z/ | | |
| Money-market | /'mʌni-ma:kɪt/ | | |
| Monstrous | /'mənstrəs/ | Obdurate | /'əbdjurɪt/ |
| Monument | /'mənjumənt/ | Obedience | /ə'bɪ:djəns/ |
| Morale | /'mo:rə:l/ | Object | /'ədbzikt |
| Morgue | /'mo:g/ | Obliterate | /ə'blitə'reit/ |
| Morning | /'mo:nɪŋ/ | Obstruct | /ə'b'strʌkt/ |
| Morpheme | /'mo:fɪ:m/ | Occasion | /ə'kdeɪzən/ |
| Motivation | /'məuti'veʃən/ | Occurrence | /ə'kʌrəns/ |
| Mountain | /'maʊntɪn/ | Ocean | /ə'uʃən/ |
| Mouth | /'maʊθ/ | Offensive | /'əfensiv/ |
| Moustache | /'məʊsta:ʃ/ | Office | /'əfɪs/ |
| Mugwump | /'mʌgwʌmp/ | Offing | /'əfinɪ/ |
| Mushroom | /'mʌʃru:m/ | Ominous | /'əminəs/ |
| Music | /'mju:zik/ | Once | /wʌns/ |
| Muslin | /'mʌzlin/ | Oneself | /wʌn'self/ |
| Myopic | /'mai'ɔ:pik/ | Onion | /'ʌnjən/ |
| Myrtle | /'mə:tl/ | Onward | /'ənwəd/ |
| Mystery | /'mistəri/ | Opinion | /ə'pinjən/ |
| Myth | /miθ (rarely maiθ)/ | Opportune | /'əpə:tju:n/ |
| Mythologic | /.miθə'lædzɪk/ | Ordeal | /ə:'di:l, ə:'di:əl, ə:'diəl/ |
| | | Ordinate | /'ə:dnit, 'ə:dinit/ |
| | | Origin | /'ɔridzin/ |
| | | Outcast | /'autka:st/ |
| N | | | |
| Naive | /na:i:v (nai'i:v)/ | Pabulum | /'pæbjuləm/ |
| Nautch | /'nɔ:tʃ/ | Package | /'pækɪdz/ |
| Necklace | /'neklis/ | Pageantry | /'pædzəntri/ |
| Needless | /'ni:dlɪs/ | Pandemic | /pæn'demik/ |
| Neglect | /'ni'glekt/ | Panegyric | /,pæni'dzirɪk/ |
| Nervine | /'nə:vi:n/ | Pantile | /'pæntail/ |
| News | /'nju:z/ | Parasite | /'pærəsait/ |
| Niche | /'nitʃ or niʃ/ | Parchment | /'pa:tʃmənt/ |
| Niggard | /'nɪgə:d. | Parliament | /'pa:ləmənt |
| Nodule | /'nədjʊ:1/ | Parlour | /'pa:le*/ |
| Noiseless | /'nɔ:izlɪs/ | Pastime | /'pa:s-taim/ |
| Nom de plume | /'nɔ:mdə'plu:m/ | Pathetic | /pe'θetik/ |
| Nomenclature | /'nəu'menklətʃə*/ | Patience | /'peɪʃəns/ |
| Nominee | /'nəmi'ni:/ | | |
| Non-existence | /'nɔ:nɪg'zistəns/ | | |
| Noonday | /'nu:ndei/ | | |

| | | | |
|---------------|-------------------|------------|-------------------|
| Penal | /'pi:nl/ | Recipe | /'resipi/ |
| Perfect | /pə:'fikt/ | Recruit | /ri'kru:t/ |
| Perjury | /'pə:dzəri/ | Recuperate | /ri'kjupə'reit/ |
| Perfidy | /'pə:fidi/ | Reduction | /ri'dʌkʃən/ |
| Pestilence | /'pestiləns/ | Regime | /rei'zi:m/ |
| Petulant | /'petjulənt/ | Registrar | /'redzis'tra:*/ |
| Philosophic | /'filə'sɔfik/ | Regress | /ri:gres/ |
| Phoenix | /'fi:niks/ | Religious | /ri'lidzes/ |
| Phoneme | /'fəuni:m/ | Relinquish | /ri'linkjwiʃ/ |
| Photography | /fə'tɔgrəfi/ | Remain | /ri'mein/ |
| Physique | /fi'zi:k/ | Remainder | /ri'meində*/ |
| Pirate | /'paiərit/ | Remand | /ri'ma:nd/ |
| Plethora | /'pleθərə/ | Remedial | /ri'mi:djəl/ |
| Plumage | /'plu:midz/ | Retrieve | /'ri:'tri:v/ |
| Plunder | /'plʌndə*/ | Retrim | /'ri:'trim/ |
| Possessive | /pə'zesiv/ | Revenue | /'revinju:/ |
| Preside | /pri'zaid/ | Rickety | /'rikiti/ |
| President | /'prezidənt/ | Ruffian | /'rʌfjən/ |
| Private | /'praivit/ | Rule | /ru:l/ |
| Proceeds | /prə'uзи:dz/ | Rumination | /,ru:mi'neiʃən/ |
| Profligate | /'prɔfligit/ | Rumpus | /'rʌmpəs/ |
| Pronunciatiin | /prə,nʌnsi'eijən/ | Rupee | /ru:'pi:/ |
| Propaganda | /,prəpə'gændə/ | Ruse | /ru:z/ |
| Pursuit | /pə'sju:t/ | Ruthless | /'rʌðlis/ |
| | | Ryot | /'raiət, 'rai-ət/ |

Q

| | |
|----------|------------------------|
| Quantity | /'kwəntiti/ |
| Quantum | /'kwəntəm/ |
| Quarrel | /'kwərəl/ |
| Quarter | /'kwɔ:tə*/ |
| Quarto | /'kwɔ:təu/ |
| Quash | /'kwɔʃ/ |
| Quasi | /'kwa:zi(:), 'kweisai/ |
| Quinine | /kwi'ni:n, 'kwini:n/ |
| Quintal | /'kwintl/ |
| Quorum | /'kwɔ:rəm/ |

R

| | |
|---------------|----------------|
| Rapport | /ræ'po:/ |
| Rapprochement | /ræ'prɔʃma:n/ |
| Reality | /ri(:)'aeliti/ |
| Ream | /ri:m/ |
| Rebirth | /ri:'bəθ/ |
| Recant | /ri'kænt/ |
| Recapture | /'ri:'kæptʃə*/ |
| Receipt | /ri'si:t/ |

S

| | |
|-----------|---------------|
| Sacrilege | /'sækrilidz/ |
| Sagacious | /sə'geiʃəs/ |
| Saliva | /sə'laivə/ |
| Salmon | /'sæmən/ |
| Salt | /sɔ:lt,səlt/ |
| Salubrity | /sə'lū:briti/ |
| Salvage | /,saelvidz/ |
| Salvation | /sael'veiʃən/ |
| Scar | /'ska:*/ |
| Scenario | /si'na:riəu/ |
| Scenic | /si:nik/ |
| Sceptre | /'septə*/ |
| Schedule | /'sedju:l/ |
| Schism | /'sizəm/ |
| Schist | /ʃist/ |
| Scholar | /'skələ:*/ |
| Scion | /'sai-ən/ |
| Scissors | /'sizəz/ |
| Scooter | /'sku:tə*/ |
| Screech | /skri:tʃ/ |

| | | | |
|------------|--------------|-----------|-----------------|
| Seedless | /'si:dlis/ | Unhatched | /'ʌn'hætʃt/ |
| Shackle | /'ʃæk'l/ | Unsuited | /'ʌn'sju:tɪd/ |
| Shilling | /'ʃ:linŋ/ | Use (n) | /ju:s/ |
| Shuttle | /'ʃtʌtl/ | Use (v) | /ju:z/ |
| Skylark | /'skaila:k/ | | |
| Slang | /slʌŋ/ | | V |
| Smart | sma:t/ | | |
| Species | /'spi:ʃiz/ | Valuation | /'vældlju'eɪʃən |
| Specimen | /'spesimɪn/ | Vanish | /'væniʃ/ |
| Sponge | /spʌndz/ | Verdict | /'və:dikt/ |
| Sprinkle | /'sprɪŋkl/ | Vicious | /'viʃəs/ |
| Sugar | /'ʃugə/*/ | Victim | /'viktɪm/ |
| Supplement | /'sʌplɪmənt/ | Village | /'vilidz/ |
| Syren | /'saiərən/ | Vouch | /vautʃ/ |

T

| | |
|-----------|---------------------|
| Talkative | /'tɔ:kətɪv/ |
| Tansy | /'tænzi/ |
| Target | /'ta:git/ |
| Tarnish | /'ta:nɪʃ/ |
| Telegram | /'teligræm/ |
| Telegraph | /'teligra:f/ |
| Theory | /'θiəri/ |
| Thursday | /'θə:zdi, 'θə:zdei/ |
| Tigress | /'taigrɪs/ |
| Timeless | /'taɪmlɪs/ |
| Toffee | /'tɔfi/ |
| Toilet | /'tɔilit/ |
| Trauma | /'trɔ:mə/ |
| Treason | /'tri:zn/ |
| Treatise | /'tri:tɪz/ |
| Trousers | /'trauzəz/ |
| Truant | /'tru (:) ənt/ |
| Truism | /'tru (:) izəm/ |
| Tycoon | /tai'ku:n/ |

U

| | |
|-------------|--------------------|
| Ultimate | /'ʌltɪmit/ |
| Ultra vires | /'ʌltrə 'vaiəri:z/ |
| Umbrage | /'ultra: 'viəreɪz/ |
| Ump teen | /'ʌmbridz/ |
| Unaddressed | /'ʌmpti:n/ |
| Unfurnished | /'ʌnə'drest/ |
| | /'ʌn'fə:nɪʃt/ |

| | |
|-------------|------------------|
| Wane | /wein/ |
| Warhead | /'wɔ:hed/ |
| Warning | /'wɔ:nɪŋ/ |
| Water | /'wɔ:tə*/ |
| Wednesday | /'wenzdi/ |
| What | /wɔ:t/ |
| Whatever | /'wɔ:t'evə*/ |
| Wicket | /'wikit/ |
| Widespread | /'waɪdspreɪd/ |
| Withal | /wi'dəl/ |
| Womb | /wu:m/ |
| Women | /'wimin/ |
| Wool | /wul/ |
| Woollen | /'wulən, 'wulin/ |
| Worsted | /'wustid/ |
| Wrath | /rɔθ,rɔ:θ/ |
| Wrist-watch | /'rist-wɔ:tʃ/ |

Y

| | |
|-----------|------------|
| Yacht | /jɔ:t/ |
| Yak | /jæk/ |
| Yearn | /jə:n/ |
| Yesterday | /'jestədi/ |
| Yonder | /'jɔndə/ |
| Yours | /jɔ:z/ |

Z

| | |
|------|--------|
| Zoom | /zu:m/ |
|------|--------|

PHONETIC TRANSCRIPTION OF PASSAGES

Below have been given two exercises in order to show how phonetic symbols are used in passages:

1

Orthographic Passage

I am the Manager you're referring to. Hold on a minute. My telephone number was 71307 till about a fortnight ago. The telephone Department changed my number recently. Aren't you Ram of the L.I.C.? Well, well, well. How are you, old boy?

Phonetically Transcribed Passage

'aim ðe, mænidzə juəri, fə:riŋ tu// 'həuld
'ɔn ə, minit/ 'mai 'teləfəun 'nʌmbə 'wɔz,
sevn, wʌn, ðri:, ziərəu, sevn/ til ə 'baut ə
fə:tnait ə,gəu// ðə 'teləfəun di'pa:tment
'tʃeindzd mai 'nʌmbə 'ri:sntli// 'a:nt ju: 'ra:m
əvði 'el ai, si:// 'wel 'wel 'wel// 'hau a:ju: əuld
bɔi//

2

Orthography

John: Hello. What on earth are you doing here? At this time of the night?

George: Hello, John. I am in trouble and I want you to help me.

John: Do come in first. Now sit down on this coach and tell me all about it. What is your trouble.

Phonetic Transcription

dzən: hʌ' ləu/ 'wət ən 'ə:θ a: ju 'du:n 'hiə// ət ðis 'taim əv ðə nait//
dzə: dz :hʌ'ləu 'dzən// aim in. trʌ bl/ ənd ai 'wənt ju tə 'help mi://
dʒən: 'du: kʌm 'in ,fə:st// nau 'sit daun ən ðis 'kaut// ənd 'tel mi: 'ɔ:lə, baut it// 'wəts jɔ:
'tr \bl//

STRESS AND INTONATION

Stress and intonation play a very significant role in Spoken English. Unless they are suitably practised, they will deform our speech. Unlike any other language, English has a very distinct place for stress and intonation. Students learning English even at the university level don't care much for proper stress patterns in their speech. It makes their position ridiculous particularly when they are facing an interview with their uncouth pronunciation or delivering their speech before a learned assembly. In an age of specialization, every specialist or professional has to be very polished and poised in his speech, which must be accurately embellished with stress and intonation. In a traditional system of education, no importance is generally attached to the spoken aspect of English, with the result that thousands of graduates who pass out yearly fail to carve out a place for themselves in the competitive society of today, where Spoken English, and for that matter, any spoken language, plays a pivotal role. In order that students may understand and apply stress and intonation correctly, some very significant rules have been given below:

SENTENCE STRESS

Stress is of two types—primary or tonic stress or accent and secondary stress. In any sentence, the following words are generally stressed:

1. *A New Account of East India and Persia, being Nine Years' Travels, 1672-1681*, ed. W. Crooke, M/s. Hakluyt Society, London, 1909, p. 43.

- (i) Nouns
- (ii) Interrogative Pronouns (some others may also be stressed)
- (iii) Demonstratives such as this, that, those, these etc.,
- (iv) Adjective
- (v) Most Adverbs
- (vi) Verbs
- (vii) Some auxiliaries in restricted senses.

Prepositions, conjuctions, auxiliaries (except a few) and pronouns (except a limited ones such as Demonstrative and Relative Pronouns) remain unstressed.

It is possible that a longer sentence may be read more quickly than a shorter one, because the former may have fewer unstressed words than the latter one. For example—

1. 'Mohan's 'father 'Dr. Vivek has /just '/purchased '/twenty '/very '/useful '/articles.
2. The '/Cambridge '/English '/Dictionary does not '/record 'most 'words of 'Indian 'languages.

3. 'What, would you have 'done if he had 'beaten you on the 'road?
4. It would have been 'better to have 'visited him before he had 'come here.

Sentences 1 and 2 take more time than 3 and 4 because of stress pattern, though they are shorter than sentences number three and four.

- Note:
- (a) 'Sign shows stressed word; such as 'beaten, 'Mohan, 'father, 'Dictionary, etc.,
 - (b) ,sign indicates falling stress; such as ,articles, ,languages, and ,road in the above sentences.
 - (c) 'sign indicates a rising stres,
 - (d) ↑ sign indicates a new high pitch in longer sentences.
 - (e) **Bold type** letters or letters in italics show a fall or a rise in the stressed syllable in the tune or rhythm.

Illustrations:

- (i) Sita will read **today**. (unstressed)

Sita will 'read to 'day. (stressed)

- (ii) Can you dance today. (unstressed)

'Can you 'dance to, 'day? (stressed)

- (iii) The students requested the teacher to know him (student) the ↑ appropriate method to **solve** the question. (unstressed)

The 'student 'requested the 'teacher to 'know ,him (student) the ↑ appropriate method to 'solve the 'question.

These illustrations may also be shown graphically, with the help of two parallel lines, for example :

- (i) Sita will 'read to 'day

— . — . \

- (ii) 'Can you 'dance to ,day?

— . — . /

- (iii) The 'student 'requested the 'teacher to 'know him (student) the ↑ 'appropriate 'method to 'solve the 'question.

— . — . — . — .

. ↑ — . . — . \

- Adjective-noun, adverb-adjective and adverb-verb, word combinations are stressed in full; but the adjacent stress should have a falling intonation. For example :

(i) 'Very hot (adverb-adjective)

— . \

(ii) 'pink' shirt (adjective-noun)

— . \

(iii) 'black 'eyes (adjective-noun)

— . \

(iv) 'least 'said (adverb-verb)

— . \

(v) 'heavy 'load (adjective-noun)

— . \

(vi) 'beautifully 'dressed (adverb-adjective)

— . \

- When several content words come together, full stress (1) is given to them. For example :

(i) / a 'very good 'dictionary/

(ii) / a 'piece of 'green 'cloth/

(iii) /'very nearly the whole 'day 'long/

- Stressed and unstressed words may graphically be shown which is known as their key-patterns. For example :

key-pattern 1 []

(i) I've 'brought them fresh.

key-pattern 2

→ [J/JJJ]

- When two or more plosives follow one another, only the last one is discernible, thus allowing the regular speech-flow holding back and the preceding explosives are formed. For example :

(i) post-card

(ii) sweet-fruit

(iii) grape vine

(iv) lamp-post

- When two or three stresses occur in close proximity, the stress pattern is considerably slowed down. For example :

(i) 'She 'sang a ,song.

(ii) I, can't come, now.

(iii) It is 'good to, /talk to you on 'this ,matter.

I, we, you, he, she, it and their derivatives are not stressed. For example :

(i) 'shut it.

(ii) 'teach them.

(iii) 'Mohan /caught me and 'offered a 'pen.

(iv) He 'spoke to us to find her 'card.

- Prepositions are usually not stressed. For example:

(i) 'talk to me.
(ii) 'allow her to 'sing.

- **Some** remains unstressed as part of the indefinite article (a, an, some), but as an adjective in contrast to others, it is always stressed. For example:

Some boys don't like reading.

But it is right to say—

'Bring 'some 'money for me.

- **Reflexive Pronouns** are not stressed. For example—

'Do **yourself** 'this work?

- But it is right to say—

Do it your **self**.

- The accentuation of long words is extremely irregular in English and is often very baffling and complex. It is, therefore, not feasible to record all those situations governing the stress patterns of these words. However, some points are of paramount importance to us. Words of the **Germanic Compounds** are usually stressed with stress signs on the original root. For example:

| | | |
|-----|---------------------|-----------------|
| (a) | 'speaker | (with suffixes) |
| | 'play-wright | " |
| | 'outward | " |
| | 'callousness, etc., | " |
| (b) | be' side | (with prefixes) |
| | 'foreground | " |
| | 'upkeep | " |
| | 'forecast, etc. | " |

- Words of the **Classical Compounds** are normally stressed. For example:

oc 'casion
pro 'motion
calcu 'lation, etc.,

- But the scientific terms such as 'comical, 'fanatical, 'tragic, etc., are the exceptions. Like-wise, 'catholic, 'heretic, 'lunatic, 'Arabic, a 'rithmetic are the exceptions to the above rule.

- The following two-syllable suffixes are stressed on the syllable immediately preceding. For example:

-ion, -ial, -cient, ual, ity, etc.,

- Interrogative and Interrogative fy verbs having three syllables or more are stressed. For example:

'qualify
'glorify
'terrify, etc.,

- **Antepenultimate stress** is also current to the majority of English words of more than three syllables except the **Germanic Compounds**. For example:

'contrary
'quandary
'balcony, etc.,

- Words of more than 5 syllables are not frequently used in speech. However, their stress pattern is slightly different from words of two and three syllables in the sense that their first or second syllable is stressed, and also a weaker or secondary stress towards the middle. For example:

- (i) 'excom, muni'cation
- (ii) 'super, ero'gation.

• Juxtapositional Compound Nouns are generally stressed on the first part. For example:

- (i) 'fishing boat
- (ii) 'nursery school
- (iii) 'symphony orchestra
- (iv) 'pencil sharpner
- (v) 'sewing-machine, etc.,

• A number of words having two syllables take either end-stress as verbs and forward-stress as nouns or adjectives. For example :

- | | |
|----------------|--------|
| (i) 'conflict | (noun) |
| conflict | (verb) |
| (ii) 'increase | (noun) |
| in 'crease | (verb) |

• Note : converse, present, record, conduct, import, absent, progress, transfer, suspect, subject, rebel, perfume, combine, escort, desert, protest, produce, etc., are such other words which are stressed in accordance with the above pattern.

• But some words as addict, upset, redress, overflow, impress, console, torment, discount, entrance, etc., are less stressed words.

• Some words have their usual level-stress pattern in the following situations:

- (a) when final, and immediately preceded by a stress, the word loses its own first stress;
- (b) when a stress immediately follows the word, it loses its own second stress; and finally,
- (c) when a stress both precedes and follows the word, it often loses both its own stresses.

For example :

- (i) 'just
- (ii) 'sixteen
- (iv) 'miles
- (v) 'quite
- (v) The 'upstairs 'room has an 'outside 'staircase.

• The level stress is also retained with phrasal verbs. For example:

- (i) to 'take 'off
- (ii) to 'put 'on
- (iv) to 'call 'upon, etc.,

INTONATION

• By intonation the general impression is that of symphony or melody of speech or "the chanting pitch of the voice."¹ In English language, there are chiefly two intonation patterns quite in vogue at present; first, the kinetic pattern; in which the first part is stressed fairly high and falls by, and by step-wise from stress to stress until the last significant stress is reached; and secondly the static pattern; in which a low tone continues till ending with unstressed syllables. For example:

Pattern 1: But she 'doesn't 'ask me for 'work.

Graphic transcription : . . - · - · · \

Pattern 2 : 'Does she 'ask me for, work.

Graphic transcription : — · - · - /

1. Allen, W. Standard: *Living English Speech*, Longmans, London, 1954 p. 39.

• Note : Pattern 1 indicates statements, remarks, orders etc., and has a note of finality; whereas pattern 2 indicates all suspected remarks and questions with some mental conditions. They do not, therefore, have any touch of finality in them.

• Below are some miscellaneous illustrations which have a mixed pattern of question-tags, imperatives, personal element, imaginative past, direct and indirect speech and the like:

1. "This is "**yours!**" he re ,marked, handling me the ,brown paper.
2. "'Pleased to "meet you," he, said, welcoming him, profusely.
3. "'Quite '**right**!" she, remarked by, nodding her ,head.
4. "Now 'who can 'write her 'name 'quite 'correctly ?"
5. "The '**KETTLE**'s ,boiling" ,he 'shouted from the '**room**.

• Some verses have their popular rhymes. The following must be read aloud again and again in order to learn the correct stress patterns:

1. '**Solomon** ,Grundy, '**born** on ,Monday,
'Christened on ,Tuesday, 'married on ,Wednesday,
'Fell ill on ,Thursday, '**worse** on ,Friday,
'Died on '**Saturday**, '**buried** on ,Sunday.
'That is the ,end of Solomon ,Grundy.
2. '**Jack** and '**Jill** 'went ,up the 'hill
To '**fetch** a 'pail of ,water,
'**Jack** 'fell ,down and 'broke his 'crown,
And '**Jill** 'came 'tumbling ,after.
3. '**Baa**, ,baa, '**black** ,sheep, 'have you ,any 'wool ?
'Yes, ,sir, '**yes** sir, 'three ,bags '**full**.
'**One** ,for my 'master, and '**one** ,for my '**dame**,
And '**one** ,for the '**little** ,boy who 'lives ,down the 'lane.
4. '**Humpty** ,Dumpty 'sat on a ,wall,
'**Humpty** ,Dumpty '**had** a 'great ,fall,
'All the 'king's ,horses and '**all** the 'king's ,men
'Couldn't 'put ,Humpty to ,gether a ,gain.

Note : An exhaustive list of words with proper stress signs has been given earlier under the head-*Phonetic Transcription*. It is advised to learn them with great care.

PRACTICAL PROBLEMS

Spoken English cannot be improved upon unless one harnesses one's concerted endeavours into polishing one's accent in speech as well as continuity in thought. Without proper concentration on the theme of one's speech or reading, one cannot make a probing comprehension of any serious passage. It is, therefore, necessary that one thinks over many a time on the topic one is going to speak. Next to concentration comes one's own confidence. Unless one develops self-confidence, one cannot overcome this great difficulty of being an effective orator. Then one will have to enhance one's fund of vocabulary, because mostly people fail to convince others by the power of their words. In fact, words have an immense magnetic power, and those who are unable to enrich their fund of words, they are also unable to carve out a unique place for themselves either in competitive examinations or in their respective professions. Then next thing important is regular practice of writing and speaking. If one feels hesitant to speak before others, one may stand before a mirror and speak regularly. Reading of standard literature and consulting good dictionaries are extremely useful for improving spoken English. For correct pronunciation, one has cautiously to be diligent, unless and until one's regional angularities are

completely done away with. It is desired in this perspective that the assignments on phonetic transcription and stress and intonation should carefully be solved. The exhaustive list of phonetically transcribed words may prove of immense help to the readers really keen to improve their spoken English.

It is *sine dubio* true that some may write well, but may not speak well and the vice-versa. In the present milieu of scientific advances, one cannot make a successful professional of oneself unless one has an equal command over written and spoken English. It is said that Oliver Goldsmith wrote like an angel, but he talked like a poor poll. This may be true of many of us. Hence, spoken English has certainly assumed more ramified dimensions of paramountcy today than ever before.

Rhythm

- Rhythm occurs in connected speech: for, in a connected speech, some words will be stressed whereas others will remain unstressed. Stressed words are nouns, main verbs, adjectives, adverbs, demonstrative and interrogative pronouns.

Examples

1. 'Mohan 'received his 'letter in the 'office.
2. He is 'reading a 'book at the 'moment.
3. She is 'reciting a 'poem 'now.

In these sentences, tonic accent or primary stress is shown by an oblique bar.

• Weak forms

Generally in RP, the following parts of speech are supposed to be weak and as such they are not stressed in a rhythmic pattern:

1. Articles

| | | |
|---------|-----------|--------------|
| a/ə/ | a chart | /ə 'tʃɑ:t/ |
| an/ən/ | an inkpot | /ən'inkpɔ:t/ |
| the/ðə/ | the glass | /ðə 'glass/ |

2. Verbs (auxiliary)

| | | |
|----------|--------------|----------------|
| am/əm/ | am reading | /əm'ri:dɪŋ/ |
| are/ə/ | I am coming | /aɪm'kʌmɪŋ/ |
| can/kən/ | can read | /kən ri:d/ |
| is/z,s/ | his shirt | /hɪz 'ʃe:t/ |
| was/wəz/ | she was late | /ʃi: wəz leɪt/ |

3. Conjunctions

| | | |
|----------|---------------|-------------------|
| and/ənd/ | and the book | /ənd or 'buk/ |
| as/əz/ | as such girls | /əz sʌtʃ 'gə:lɪz/ |

4. Prepositions

| | | |
|------------|------------------|-----------------------|
| of/əv/ | of the glass | /əv ðə 'gla:s/ |
| from/frəm/ | from the gates | /frəm ðə 'geɪts/ |
| to/tu/ | to ask him about | /tu 'a:sk him ə'bout/ |

• Sufficient exercises have been given elsewhere in this chapter on phonetic transcription. Students are asked to go through these exercises and try to develop more comprehensive idea of and understanding about **rhythm** in RP.

• The rest of the parts of speech, i.e., nouns, adjectives, adverbs, verbs and interjunctions form strong forms and as such they take rhythm pattern in an stressed way.

• For proper marks of stress/accents/intonation, students are advised to consult pages 17 to 23 of this chapter, where phonetic transcription of words and passages has been provided.

REMEMBER THIS ANECDOTE

Once Charles Darwin, the world renowned scientist and propounder of Evolutionary Theory, went to a poet to know as to why he failed to appreciate William Shakespeare's famous dramas. The poet gave him other poems to enjoy but Darwin again failed. **Atrophy** was diagnosed as the cause. Atrophy means paralysis or a strong language disorder in brain. **Nursery rhymes** to be persistently read were recommended as the ultimate cure for Darwin's **Atrophy**. Following nursery rhymes are likewise recommended to be read by the students with proper rhythm, stress and intonation so that their pronunciation may approximate **RP** and intelligibility rate of their spoken English may also be increased.

1

LITTLE MISS MUFFET

Little Miss Muffet
Sat on a tuffet,
Eating her curds and whey.
There came a big spider,
Who sat down beside her,
And frightened Miss Muffet away.

2

PUSSY CAT, PUSSY CAT

Pussy cat, pussy cat
where have you been?
I've been to London
to visit the Queen.
Pussy cat, pussy cat,
what did you there?
I frightened a little mouse
under her chair.

3

LITTLE TOMMY TUCKER

Little Tommy Tucker
Sings for his supper.
What shall we give him?
White bread and butter.
How shall he cut it
Without a knife?
How will he be married
Without a wife?

4

MARY HAD A LITTLE LAMB

Mary had a little lamb,

Its fleece was white as snow;
And everywhere that Mary went
The lamb was sure to go.
It followed her to school one day,
Which was against the rule;
It made the children laugh and play
To see a lamb at school.

5

WEE WILLIE WINKIE

Wee Willie Winkie
runs through the town,
Upstairs and downstairs,
in his night-gown,
Rapping at the window,
crying through the lock,
Are the children all in bed,
for now it's eight o'clock?

6

LITTLE JACK HORNER

Little Jack Horner
Sat in a corner,
Eating his Christmas pie.
He put in his thumb,
And pulled out a plum,
And said, "What a good boy am I!"

7

TWINKLE, TWINKLE, LITTLE STAR

Twinkle, twinkle, little star,
How I wonder what you are!
Up above the world so high,
Like a diamond in the sky!

**8
TOOTHBRUSH**

I have a toothbrush,
neat and gay,
To brush my teeth
with every day;
I brush them each morning,
I brush them each night,
Till all are shining,
Clean and bright.

**9
TEAPOT**

I am a little teapot.
Short and stout;
This is my handle.
And this is my spout.
When the water's boiling.
Hear me shout:
"Just lift me up
And pour me out."

**10
A WISE OWL**

I wish owl lived in an oak;
The more he saw, the less he spoke;
The less he spoke, the more he heard.
Why can't we all be like that
wise old bird?

**11
RAIN, RAIN, GO AWAY**

Rain, rain, go away,
Come again another day;
Little Johnny wants to play,
Rain, rain, go away.

**12
TEDDY BEAR, TEDDY BEAR**

Teddy bear, Teddy bear,
Turn around;
Teddy bear, Teddy bear,
Touch the ground.
Teddy bear, Teddy bear,

Polish your shoes;
Teddy bear, teddy bear,
Off to school.

**13
DING, DONG, BELL**

Ding, dong, bell
Pussy's in the well;
Who put her in?
Little Johnny Thin.
Who pulled her out?
Little Tommy Stout.
What a naughty boy was that
To drown poor pussy cat!

**14
CHUBBY CHEEKS**

Chubby cheeks, dimpled chin,
Rosy lips, teeth within,
Curly hair, very fair,
Eyes are blue, lovely too,
Teacher's pet, is that you?
Yes! Yes! Yes!

**15
GOOD COUNSEL**

The cock doth crow
To let you know
If you be wise
'Tis time to rise:
For early to bed,
And early to rise,
Is the way to be healthy
And wealthy and wise.

**16
LONDON BRIDGE IS FALLING DOWN**

London Bridge is falling down,
Falling down, falling down,
London Bridge is falling down,
My fair lady.
Build it up with iron bars,
Iron bars, iron bars,
Build it up with iron bars,
My fair lady.

GIE (GENERAL INDIAN ENGLISH)

In order to make GIE look like RP, a number of methods are recommended so that its intelligibility level is markedly distinguished :

1. Consonants /θ/, / ð/, /v/ and /w/ should be pronounced clearly.
2. Word accent and sentence accent patterns should be practised to acquire polish and perfection.
3. Pronunciation of vowels and diphthongs should clearly be learnt.
4. Intonation, Stress and Rhythm patterns should be acquired in such a way that they may appear RP-like.
5. Correct distribution of /s/ and /z/ in inflectional suffixes should be maintained.
6. Voiceless plosives /p/, /t/, and /k/ should be aspirated at the beginning of accented syllables.
7. Caution should be paid to differences in spelling, meaning of words, usages, pronunciation etc., between British RP and American English : for, the diversity and differences, though fascinating, should not puzzle you. What is essential for you is the consistency in your speech. It hardly matters if you choose *RP*, American or *GIE* as your model for emulation.

Specimen Phonetic Transcription of Dyadic Communication

//'mistə 'edwin wə:t iz ðə:taim tu: mi:t ðə 'delights//
 //misiz 'emə it iz ten əklək ʃa:p//
 //mistə* 'edwin 'wud ju: pli:z tel mi: ðə pleis θv ðə 'mi:tiŋ//
 //misiz 'emə ðə pleis or ðə 'mi:tiŋ iz 'va:ni həu'tel dzʌst 'sevn 'kiləu, mi:təs fa:/* frəm
 jɔ:/* 'rezidəns//
 //wə:t iz ðə e 'dzendə ov/ðə 'mi:tiŋ 'mistə* /edwin//
 //misiz 'emə ðə e 'dzendə ov ɔ: 'mi:tiŋ iz tʃi:fli kə'mə:ʃəl ænd fi'nænʃəl//
 //bʌt ðə e 'dzendə kən 'sə:nɪŋ kə'mə:ʃəl ænd fi'nænfəl 'mætəz wə:z ɔ:l'redi dis'kʌst
 'mistə* 'edwin//
 //if ðə:et iz sə:u ðen/'misiz 'ema/ðə dis'kʌʃən mei bi: ə'baut sə:m 'mju:tʃuli ə'grɪ:d ə'pən
 'imætez fə:/* witʃ ju: wil hæv tu: wə:k 'veri ha:d//

Orthographic Transcription

Mr. Edwin: What is the time to meet the delegates ?

Mrs. Ema, it is 10 'clock sharp.

Mr. Edwin would you please tell me the place of the meeting ?

Mrs. Ema, the place of the meeting is Varney Hotel just seven kilo metres far from your residence.

What is the agenda of the meeting ? Mr. Edwin.

Mrs. Ema the agenda of the meeting is chiefly commercial and financial.

But the agenda concerning commercial and financial matters was already discussed Mrs. Edwin.

It that is so then, Mrs. Ema, the discussion may be about some mutually agreed upon matters for which you will have to work very hard.

PRAGMATISM: BORROWING OF INDIAN LOAN WORDS AND THEIR PRONUNCIATION

Grammatical Ramification and Etymic Evagation

One significant dimension of spoken English communication is that it has started borrowing a large number of words from Indian languages and pronouncing them in an unusual manner. The words, *i.e.*, the borrowed words or the loan words are about 7000 according to a very rough estimate. The largest chunk of the loan words are either nouns or verbs, and their phonetic transcription, too, is yet unconfirmed. That is why they have been given in Hindi so that students may easily understand them. For example, chitty /tʃiti/ (चिट्ठी) and roti /rəuti/ (रोटी), bahadur /bəha:dur/ (बहादुर) and lagao/ləgəu (लगाओ). By taking help of root words, new words have also been formed. For example, /nau/ (नाव) + wala /wa:la:/ (वाला) = naowala. Students are advised to get themselves familiar with this dimension of English language and its Phonetics, too.

Grammatical Ramification : A Borrowing Pattern :

It is no travesty of truth that since time immemorial English has been borrowing a large multitude of Indian words and has well been absorbing and digesting them into its basic texture, causing no difficulty for recognizing their grammatical ramifications and etymic evagations. The most celebrated writers of English such as John Fryer, Milton, Byron, Dryden, Robert Orme, Edmund Burke, William Jones, Macaulay, Thackeray, Stevenson, Kipling, Forester, Eliot, Aldous Huxley and a host of others have very successfully made their uses in their writings from the literary point of view. Some of the words thus borrowed have sufficiently been naturalized, even to the extent of proper assimilation whenever there is any general correspondence or formal propinquity between English and other Indian languages. Hence, there crops hardly any iota of doubt with regard to their accurate placement to the several grammatical classes or parts of speech and their different formations and multiplicities; and they, therefore, truly remain recognizable in their original and converted forms, both.

Of this multitudinous congregation of Indian loan words in English, the largest and greatest component is formed by nouns. Interestingly enough, in English there are four distinct genders viz.,—masculine, feminine, neutral and common; whereas in Hindi and Urdu languages, nouns are divisible either in masculine or feminine genders, because there is no provision for any other gender. Hence, Indian loan words in English are accordingly classified keeping in view their nature and function. For instance roti /rəuti/ (रोटी)¹ and chitty /tʃiti/ (चिट्ठी); beebee /bi:bi:/ (बीबी) and cot /kət/ (खाट) are feminine genders; and pundit /pʌndit/ (पंडित) and pariah /pariha:/ (पढ़िया); baboo /babu:/ (बाबू) and bahadur /bəha:dur/ (बहादुर) are masculine genders. They, of course, differ in their inflexion and syntactical formation, yet English has liberally overlooked this salient feature of Indian words; and they are, therefore, essentially recognizable in accordance with their basic meaning and substance.

For the sake of embellishment and ornamentation, every living and absorbing language has its repository of striking adjectives. English too digested and absorbed many adjectives from Indian dialects, and they have now retained their permanent character in English, though they have undergone a significant semantic change. While getting their proper assimilation, they have slightly been changed in English with distinct grammatical ramifications and evagations of etymology. Illustrations for substantiating this viewpoint are in galore; cutcha /

1. As most of the words illustrated have been borrowed from Hindustani, their root in Devanagri script has been retained.

kətʃa:/ (कच्चा); *pukka /pəkka:/* (पक्का), *chitti /tʃiti/* (चिट्ठी), *brahmīnee /bra:hmini/* (ब्राह्मणी), *amildar/amilda:/** (अमीदार), *achar /a:tʃa:/** (अचार), *bukshi /bʌktʃi/* (बक्शी), *chay /tʃa:/* (चाय), *chocky /tʃɔ:ki/* (चौकी), *conjee /kʌnzi:/* (कंजी), *curry /kəri:/* (कढ़ी), *Hindustani /hindusta:ni/* (हिंदुस्तानी), *Hindoo /hindu:/* (हिंदू), *Munshi /munʃi/* (मुंशी), *Telgu /telgu:/* (तेलगू), *thug /thug/* (ठग), etc., are some of the adjectives or words working as adjectives in English which are very frequently used. But while the Bengali examples—*cutcha /kətʃa:/* (कच्चा) and *pukka /pəkka:/* (पक्का) have retained their usual character in English, Hindi and Urdu adjectives ending in *a* usually change *a* into *i* before all feminine genders and into *e* before all masculine genders in the plural and in the oblique cases. *Kutchha /kətʃa:/* or *cutcha* (कच्चा) thus becomes *kachchi /kətʃi/* (कच्ची) and *chitta /tʃitha:/* (चिट्ठा) becomes *chithi /tʃithi/* (चिट्ठी); but these distinctions are dispensed with in English and uninflected forms are taken over. Precisely, the abundance of adjectives ending in *y* or *i* in English, as also of Indian derivates ending in *i* as in Bengali, had led to the suffix *i* being freely added to Indian words for the formations of new adjectives in English, such as *brighty*, *brahmīnee /brahamini/* and *cushy*.

In any law of linguistic change, verb conversion is inevitably a desultory and dilatory process: for, it takes time in its proper adoption. It is, of course, not very frequent to observe Indian words working as verbs, yet a number of verbs amongst them can conveniently be noticed. The most salient characteristic of Hindustani verbs in English is that they have generally been adopted in imperative forms and then converted into infinitive ones. Such verbs as—to bunow (बनाओ), to lugow /ləgəu/ (लगाओ), to foozilow /fʊsləu/ (फुसलाओ), to puckarow /pʌkdəu/ (पकड़ाओ), to sumjow /simghəu/ (समझाओ) etc., have been adopted in English in their quasi English use. Although Hobson-Jobson¹ notices their quasi English use, many of them are, nevertheless, no longer quasi English: for instance, *bunow /bənəu/* (बनाओ), is used in London docks; *toco /təko/* (टोको) is used slang; *maro /ma:rəu/* (मारो) is used by writers like Kipling; *chello /tʃələu/* (चलो) and *dekho /deikhəu/* (देखो) are still used in the army; and *shampoo /ʃæmpu:/* (शैंपू) is no longer an outlandish guest. The most successful use of these verbs has been made by the authors of the stature of Kipling, E.M. Forster and Edward Thompson and others, and all of them have used these verbs as infinitives. In one of his famous books named *The Nobobs*, Dr. T.G.P. Spear significantly presents a social picture to show how European servants's retinue consisted of *darogah /dərəga:/* (दरोगा), *munshi /munʃi/* (मुंशी), *palanquin-bearer /pa:lkin-bi:ruə:/* (पालकी ले जाने वाला), *chabdars /tʃəbdə:/** (चोबदार), *khansamah /kha:nsa:ma:/* (खानसामा), *babarchy /ba:bərtʃi:/* (बाबरची), *khitmatgar /khidmətga:/** (खिदमतगार), *hookah /hu:ka:/* (हुक्का), *sarkar /sərkə:/** (सरकार), *duftaree /dæftri/* (दफ्तरी), *syce /sa:i:s/* (साईस), *chockydar /tʃɔ:ikida:/** (चौकीदार), *darzi /dərzi:/* (दर्जी), *dhobi /dho:bi/* (धोबी), *hajam /həza:m/* (हज्जाम), etc. Women servants were the *ayahs /a:ja:z/* (आया) or ladies' maids and *dhyes /dha:i:z/* (दाई). William Jones, and atleast 63 servants: even persons less extra-vagant than Mr. Hicky did not consider themselves as comfortably accommodated without entertaining a *dubash /dubha:/* (दुभाष) at 4 pagodas per month, a butler at 3, a peon at 2, a cook at 3, a commandore at 2, and a kichen boy at 1.² From this social communion and intercourse of European servants and Indian people, it was most likely that Hindustani verbs were adopted by them in imperative sense and then underwent a significant change to be used as infinitive ones.

1. A glossary of Colloquial Anglo-Indian Words and Phrases and of Kindred Terms, etymological, historical, geographical, and discursive by Col. H. Yule. and A.C. Burnell, 2nd ed. by William Crooke, London, 1903, p. 20.

2. The Nobobs, London 1932, p. 51.

Equally significant grammatical ramification is that of one or two word formative elements which have been adopted into English from Indian languages. For instance—wallah (वाला) is a derivative element which has given rise to host of *nomina agentis* in English. In Hindi wala (वाला) is a suffix forming adjectives with the sense pertaining to or connected with what is denoted by the substantive, and hence forming substantives as in *nau wala* (नाव वाला), *Dilliwala* (दिल्ली वाला), etc., and which in English is almost synonymous to *er*. From this suffix in this manner, we may have many words, such as—*box wallah* (बॉक्स वाला), *competition wallah* (प्रतियोगिता वाला), *rickshaw wallah* (रिक्षा वाला), *gun wallah* (बंदूक वाला), *ground wallah* (जमीन वाला), *sanitary walla* (सफाई वाला), *signals wallah* (सिग्नल वाला) etc., In a similar position, *log* (लोग) has been used for instance—*babu log* (बाबू लोग), *saheb log* (साहेब लोग), *bandar log* (बंदर लोग), *bahadur log* (बहादुर लोग) etc.

Etymic Evagation (Word-Formation) : Pronunciation Process

Many new forms of the words in English borrowed from Indian languages have come into existence due to the process of derivation, apart from that of direct borrowing. Some nouns are formed by the addition of suffixes as age, dom, ism etc., For example—dacotage /dækəiteɪz/, baboodom /ba:budəm/, thugdom /θʌgdəm/, pariahdom /pariha:dəm/, babuism /ba:buizm/, swarajism /swəra:zɪsm/ etc., Furthermore, some nouns are formed by adding other suffixes such as—ammership /əmə:rʃɪp/, rajahship /ra:zaʃɪp/, nabobship /nəba:bʃɪp/, looter /lu:tə*/, brahmahood /brəha:məhu:d/, punidtry /pəndɪtri/ etc..

Whereas some words are used as derivative **adjectives** such as lootable, prakritic, vedantic etc., and whereas some as adjectives in their past tense such as howdahed, purdahed, verandahed etc., some are used as **verbs** in their derivative forms such as aryanize, brahamanize, sanskritize etc.

Because of their variegated uses, certain words have successfully been used in different parts of speech; and their use has inevitably enhanced the basic beauty and charm of the expression. For example—shampoo /ʃəmpu:/ (शैंपू), toco /təkə/ (टोको), dekko /deikhə:/ (देखो) etc., are essentially verbs, but they have been used as nouns. Bahadur (बहादुर), baksheesh /bʌkʃiʃ/ (बक्शीश), curry /kʌri/ (कढ़ी), dacoit /deikəit/ (डैकैत), dum-dum (डम डम), juggernaut (जगन्नाथ), nautch (नाच), palankeen /pa:lki:/ (पालकी), punkah /pʌnkha:/ (पंखा), salaam /səla:m/ (सलाम), tom-tom /tʌmtʌm/ (टम टम) etc., are nouns but they have been used as verbs.

Since some of the Indian proper denominations, names and titles have been used for long by many authors; and since they frequently occur in a general type of writing, they have, therefore, come to be used as **common nouns**. For example—Amadavat /əhæmda:ba:d/ (Ahmedabad अहमदाबाद), Brahmapootra /bræhmpu:tə:/ (ब्रह्मपुत्र), Calico /ka:likə/ (कालीको), Poonah /pu:na/ (पूना), Surat /su:rət/ (सूरत), Taj Mahal¹ /Ta:zməhəl/ (ताजमहल), etc., These proper nouns have acquired a significant sense and carry almost entirely a foreign sense in them. For instance, Amadavat is applied to a little pretty cage-bird; Chittagong /tʃitgaʊə/ (चिट्ठग়ংগ) to a variety of domestic fowls; Bengal /bənga:l/ (बंगाल) to a piece of exported goods from Bengal to England; Calamandir /ka:lməndir/ (कालमंदर) to a beautiful and durable cabinet wood; Calico

1. Also quoted by Eric Patridge, *Name into Words*, London, 1950, S.V. *Taj Mahal*, from *A History to Tell*, Peter Fleming, 1942, p. 30.

(कालीको) to anything exported from Calicut; Dum dum to a dum-dum bullet; Goa /gəua:/ (गोआ) to a marsh corcodile; Jodhpur /zodhpur/ (जोधपुर) to a kind of breeches; Kerseymere /kəʃmiri/ (कश्मीरी) to a special twilled fine linen; Lunkah /ləŋka:/ (लंका) to a kind of strong cheroot; Madopollam /mədupa:lm/ (मडोपालम) to a variety of cotton cloth; Malabar /məla:ba:/* (मलाबार) to a kind of small piece of cloth; Madras /mədra:s/ (मद्रास) to a kind of handkerchief; Satara /səta:ra/ (सतारा) to a kind of woollen cloth; and Surat /su:rat/ (सूरत) to a kind of cotton and coarse goods.

Many eminent English poets and novelists used Indian words in an exactly stylistic and artistic manner, converting some of them into reasonably **idiomatic** expressions. We in India almost use them as idioms and phrases. Some of these recognizable uses have now become quite common. For example—to sling the bat; as frequently used by Kipling, it is (not) the cheese; as often used by Thackeray, sitting (in) dharna or put in dharna; to vote khaki; let's have a dekho; and first chop or second chop,¹ as copiously used by many eminent writers are quite recognizable and common in use.

Some of the forms obtained by derivative and combinative uses of the loan words have given birth to **hybrids**. These hybrids are now commonly used, and they carry a significant sense with them. For example—gymkhana /zimkhana:/ (जिमखाना), maykhana /məjkhana:/ (मयखाना), memsaheb /məmsa:hib/ (मैमसाहिब), box wallah /bɔxwa:la:/ (बॉक्स वाला) etc.,

From folk-etymology and form-association, many interesting words have emerged in loan words. It is the localised use of the word mixed with English sense that a new word or form has been produced. For example—*solar hat*, *mongoose*, *grass cutter*, *godown*, *bandicoot* etc.

Some English words corrupted in Indian languages went again into Anglo-Indian; for example, *memsaheb* and *inglees* etc., while Kipling used *simkin* in his verses, which is also a kind of corruption of Hindustani word *champagne*. This process of linguistic corruption of English words by Indian natives and the vice-versa brought about a significant transformation in these loan words. The significant factor that European servants in India used a mixed kind of language with a view to making the native understand their viewpoint and also by the natives to assisting their masters, gave birth to a number of such words that were not only largely corrupted but also partly localised. Keeping this fact in mind, Jesperson opines that the Europeans used a mixture of expression in order to enable a native to understand English and, therefore, they addressed them “as if they were deaf, and in the most infantile language.”²

Some of the Indian **translation loan** words in English have been used in a special sense so as to carry the exact resembling meaning of the word. In this process, it generally happens that the meaning of the English words is put in loan words and they have been made almost synonymous to the original meaning and sense. Of this practice, there are many queer instances where even words have been formed only on the basis of the sound that a particular object makes. For example—the echo retained by *hookah* has been signified by **hubble bubble**; and in some cases, the sense remains rather dominant; for example—Sir William Jones uses the word *dvija* (1794) in the sense of twice born; *pigrat* has been translated into Telgu words—*pandi-kokku*; pepper water into Tamil—*mulagu tannir*, *mulligatawny*; seven sisters and brothers into *sat bhai*; a kind of bird of the same name, etc.

Apart from the above process, the creation of English names for trees, fruits, birds and beasts has been quite prolific in India. For example—Indian fig tree, Indian gooseberry, etc., Such Indian expressions as drum-stick, firefly flying bat, sweet apple (*sitaphal* /si:ta:phal/ सीताफल) show flower, tailor bird, wood apple, wood oil etc., are also very common.

1. Smith, L.P. *English Idioms*, S.P.E. Tract XII, Oxford, 1922, p. 37.

2. Jesperson, Otto : *Language, its Nature, Development and Origin*, London, 1949, p. 225.

Postulatum of Purism Versus Indian Words : Phonetic Changes

English continued to borrow Indian words "most prolifically"¹ till the later decades of the eighteenth century; and the process of simplification, namely the method of assimilation and adoption without much phonetic or semantic change—a method so common and much in vogue during the seventeenth century—continued to operate upon them without any apparent restraint from any linguistic or scholarly pelonasm. But with the end of the eighteenth century, a very precocious purist reaction came into existence; and according to which the free and unrestrained inflow of Indian words was not only to be checked, but also to be made vulnerable to many transmogrifications before letting them pass into the territory of English and properly getting circulated among the people. Many a purist of this period postulated this "doctrine of purism"² solely to preserve some of the pristine peculiarities of their tongue and partly to give an English 'habitation and a name' to the borrowed words. This purist reaction, therefore, did almost the same thing to language what puritanist reaction did to religion during the age of Milton; though for other purposes this seeming propinquity or likeness between these two events is of no material significance. The vital fact that English became "selfconscious of its purity"³ by the lapse of the eighteenth century, compelled many a noted and celebrated writer and lexicographer of the day, out of exigence, to look askance any kind of foreign element; and it was in this spirit of raising eyebrows that Indian words underwent many trials and tribulations before they could get currency in English. Though it is doubtless true that it was during this period that India and Britain came much closer than ever before, their linguistic relations were processed many a ken, perhaps more than any other facet of contact, before attaining to maturity.

The prononition of the purists against easy adoption of Indian words led to the necessity of dictionaries in Indian languages for the benefit of Englishmen, though it was already felt because of increasing trade and commerce, socio-cultural relations and pedantic interests between India and Britain. The prolificacy of Indian words in English, despite variegated ifs and buts, is therefore, a tale told by two distinct forces—one out of dire exigence advocated it like Sir William Jones, whose dictum was—"no man can perfectly describe a country, who is unacquainted with the natural language of it,"⁴ the other due to embellishing language reacted against it. But the common emphasis was laid on evolving dictionaries, writing Indian words in Roman letters with the regularity and force of orthography, which, in fact, brought about significant changes even in pronunciation and spelling of Indian words. True, that by now conspicuous stress was put on the pronunciation; and that the spelling went unnoticed. But now onwards greater emphasis was laid on spelling than pronunciation—an important transitional epoch of Indian words from the viewpoint of Phonetics. In this respect, many lexicographers tried to record the spelling of the word without giving any regard for pronunciation and it, therefore, resulted in still worse form of these words.

It is, of course, very paradoxical that even the noted orientalists, despite the realization of a uniform system of transliteration and the appreciable familiarity with many Indian languages could not give a standard and acceptable pronunciation and often spelling of the foreign words and also of Indian languages. The consequence of this rarity of a commonly acceptable form and system led to an orthographic hunt for the old loan words; and also to its conformity by the new ones. Now this tendency of re-assimilation and re-purification is reflected on the words containing an aspirated stop consonant. For instance, *Bhang* from

1. Grierson, Sir George Abraham : *Linguistic Survey of India*, M/s. Oxford Press, London, 1921, p. 23

2. Weekly, E. : *Something About Words*, M/s. R. & K. Paul, London, 1937, p. iii.

3. Jones, Daniel : *English Pronouncing Dictionary*, M/s. E.L.B.S. London, 1937, p. iii.

4. A Dissertation on the *Orthography of Asiatic Words in Roman Letters*, Collected Works, With the Life of the Author by Lord Teignmough (1807), vol. iii. p. 17.

Hindustani Bhang /bha:ŋg/ (भांग) (pers=bang; Sans=bhanga) means a narcotic and intoxicant shrub, has undergone various phonetic changes through the centuries. Bang /ba:ŋg/ occurs in the seventeenth century and continues to be used till the turn of the eighteenth century. During the nineteenth century (1859), this word suffered a change in spelling and it emerged as Bhang /bha:ŋg/. But curiously enough, the Oxford English Dictionary recognizes both the forms but gives preference to Bhang /ba:ŋg/ as the more correct, explaining:

"Bang.....has prevailed since c. 1675; bhang has become frequent during the present century and it is etymologically preferable."¹

Another such example is of the word Bhisty /bhi:ti/ (भिश्ती). Till the turn of the eighteenth century, its form and pronunciation were:

spelling : *Beasty* first came to be used in 1781, pronunciation : Beesti /bhi:sti:. But during the nineteenth century, its pronunciation and spelling also changed:

spelling: *Bheesty* in use till 1810, pronunciation : bisti /bisti/. But the Oxford English Dictionary as well as Prof. Daniel Jones records the pronunciation of this word as /bi:sti/²

In the same vein, words containing aspirated stop consonant *Ph* (फ) have variously been pronounced. In the earlier loans, it was regularly and naturally substituted for f-such as Phul (फूल)=fool /fu:l/; (rack) used by Fryer; phuslao=foozilow; but in the nineteenth century Hindi (फ) sound was substituted by ph, the examples of which are in galore; though the exact equivalent of Hindi (फ) in English is non-existent:

phansigar /fa:singə:/ (फांसीगर) (1813)

phulkari /phulka:ri:/ (फुलकारी) (1890)

Phut /phu:t/ (फूट) (1892)

Many peculiar sounds emerged with ***KH*** aspirated stop consonant, for example:

khaki /kha:ki/ (खाकी) (1863)

khair /kha:/ (खैर) (1831)

khanjar /khəndzə:/ (खंजर) (1821)

khatri /khætri:/ (खत्री) (1885)

kheda /khəd/ (खेद) (1879)

khilat /khi:lət/ (खिल्लत) (1803)

khud /khʌd/ (खुद) (1878)

khus-khus /khʌs-khʌs/ (खस-खस) (1857)

khansamah /kha:nsa:ma:/ (खानसामा) (1813)

khet /khet/ (खेत) (1878)

Aspirated consonant with ***GH*:**

ghaut, ghat /gha:t/; (घाट) (1844)=gate /geit/ (1603),

ghee=gee /ghi:/ (घी) (1665).

In these illustrations, it is obvious that gate used in 1603 came to be written as *ghaut* or *ghat* in 1844; and likewise, *gee* used in 1603 was also affected in the nineteenth century. Their pronunciation and spelling, therefore, underwent a phonetic change.

Aspirated consonant with ***DH*:**

The word (धतूरा) Dhatura /dhʌtu:ra/ from Hindi suffered many phonetic transmogrifications in various centuries. In good olden days say before the later decades of the seventeenth century,

1. OED, London, p. 21.

2. EPD, London, p. 48.

it was recorded as dewtry /diwtri:/, but in 1673, it became datura /d^ətu:ra:/ and in 1892, it came to be written as dhatura: /dh^ətu:ra:/ . In the same way, the Hindi word dhoti /dh^əti:/ (धोती) used to be written till 1622 as dutee /duti:/, but during the nineteenth century it was not only improved upon but also variously written—such as dhoti /dh^əti/, dhotee /dh^əti:/, dhootie /dhu:ti/ and dhoty /dh:^əti/. Other interesting illustrations of the aspirated consonant with **DH** can conveniently be listed as:

- dhall /dha:l/ (ঢাল) (1799)
- dhobi /dh^əbi:/ (ধোবী) (1860)
- dhole /dh^əl/ (ঢোল) (1827)
- dhow /dh^ə/ (ঢো) (1802)
- dhaman /dha::m^ən/ (দামন) (1817)
- dhan /dh^ən/ (ধন) (1815)
- dhani /dh^əni/ (ধনী) (1826)
- dharma /dh^ərma:/ (ধর্ম) (1826)
- dharmsala /dh^ərmaʃala:/ (ধর্মশালা) (1805)
- dhoon /dhun/ (ধুন) (1814)
- dhoona /dhu:na:/ (ধূনা) (1846)
- dhoop /dhu:p/ (ধূপ) (1857)

From all the above illustrations, it becomes clear that there are many Indian words with **dh** aspirated stop borrowed by English; and all of them have undergone either spelling or pronunciation change or may be in many cases, both. Interestingly enough, the *Oxford English Dictionary* authenticates the Indian **DH** sound, which is, in fact, un-English, but on the contrary, the *OED Sup.*, and also Prof. Daniel Jones record this sound as **D**, which is, undoubtedly, English. The *OED*, therefore, records *dhobi* as *dhobi*; whereas Prof. Daniel Jones records it as /d^ə:bi; the pronunciation offered by *OED* for *dhak*/dha:k/ (ঢাক), *dharma*/dh^ərma:/ (ধর্ম), *dhoti*/dh^əti:/ (ধোতী) etc., is the Indian **DH** sound. But on the contrary, the *OED Sup.*, authenticates *d* uniformly to all these sounds instead of **dh**.

One significant factor why this phonetic transmogrification often resulted in hybridisation or deformity of the word is the ignorance of the speaker and his wrong and careless use of many aspirated consonants. For example:

- Bhudda /bhuda:/ for Buddha /budha:/ (बुद्ध);
- Bhaber /bha:b^ər/ for Baber /ba:b^ər/ (বাবর);
- dhooly /dhu:li/ for dooly /du:li/ (ডুলী);
- dhal /dha:l/ for dal /da:l/ (দাল);
- dhoney /dh^ənei/ doney /d^ənei/ (দোনে);
- dhow /dh^ə/ for dow /d^ə/ (দো);
- dhourra /dh^əura:/ for dourra /d^əura:/ (ডোরা);
- dhurrie /dh^əri:/ for durrie /d^əri:/ (দরী);
- dhurzie /dh^ərzi:/ for durzie /d^ərzi:/ (দর্জি).

Equally important a reason that contributed to the phonetic transmogrification of Indian words during the nineteenth century was the awareness of many English writers and journalists. They took help of typographical devices, the printing of words with an initial capital, in italics, sometimes within inverted commas and often with the use of diacritical marks. Though during the seventeenth century, many, methods of ornamentation such as writing a foreign

word with capital even in the middle or in the end of a sentence, yet this practice of theirs was only confined to embellishment of writing and served, therefore, no serious purpose other than beautification. But the nineteenth century writers used their methods solely to cut out a foreign setting to Indian words in English. In one of the popular passages from Fryer's Account, one notices the crotchet or fad of pedantry of the 17th century writers, serving no other purpose than embellishment:

The Rich (woman in India) have their Arms and Feet Fettered with Gold and Silver, the meener with Brass, Glass or Tuthinag..... A Lungy.....tied loose over their shoulders Belt-wise and tucked between their Legs in nature of short Breeches, besides a short Wastecost or Ephod...being all their Garb.¹

In this passage, the words written with capital letters—Rich, Arms, Feet, Fettered, Gold, Silver, Brass, Glass, Tuhinag, Lungy, Belt-wise, Legs, Breeches, Wastecost, Ephod, Garb—all are used for embellishment and for no other linguistic or phonetic purposes. But during the nineteenth century, these writing-devices have their significance from the point of view of phonetic study.

Assignments (Theory Part)

1. Write brief notes on:
 - (a) Language as a means of communication
 - (b) Science of language (linguistics) and communication.
2. What is phonology?
3. Differentiate between phoneme and allophone. Give apt illustrations where necessary.
4. What is IPA? How has IPA helped RP?
5. What are the kinds of Phonetics? Write short notes about them?
6. What are speech organs?
7. What is the role of speech organs in production of speech?
8. Write down pure vowels and diphthongs?
9. What are the categories of consonants?
10. How would you group consonants according to places of articulation?
11. What are consonant clusters?
12. Write short notes on:
 - (a) Stress
 - (b) Intonation
 - (c) Rhythm
13. Write a note on phonetic transcription and orthographic transcription.
14. What do you know about semantics, pragmatics and phonetics of loan words in English?
15. Write down your reactions to the phonetic changes of Indian loan words in English.
16. How far have the Devnagri roots of borrowed words been retained in English? Draw a diagram to indicate this new dimension of English Phonetics and Vocabulary.

ASSIGNMENT 1 (Practical Part)

Make a thorough perusal of the phonetic transcription of the words given above, and then write them down giving due stress on their phonetic symbols, sounds and intonations:

1. *A New Account of East India and Persia, being Nine Years' Travels, 1672-1681*, ed. W. Crooke, Hakluyt Society, London, 1909, p. 43

- | | |
|-------------|--------------|
| 1. Abandon | 6. Adhere |
| 2. Abeyance | 7. Adequate |
| 3. Abnormal | 8. Mythology |
| 4. Absentee | 9. Muslin |
| 5. Revenue | 10. Myrtle |

ASSIGNMENT 2

Write down the following in phonetic transcription:

- | | |
|----------------|---------------|
| 1. Photography | 6. Plunder |
| 2. Physique | 7. Possessive |
| 3. Quantity | 8. Private |
| 4. Quarrel | 9. Rapport |
| 5. Quarter | 10. Rebirth |

ASSIGNMENT 3

Write down the phonetic transcription of the following:

- | | |
|-------------|--------------|
| 1. Thursday | 4. Tycoon |
| 2. Tigress | 5. Valuation |
| 3. Toffee | 6. Verdict |
| 7. Village | 9. Wane |
| 8. Victim | 10. Water |

ASSIGNMENT 4

Write down the phonetic transcription of the following and also use stress and intonation signs:

- | | |
|-----------|----------------|
| 1. Yacht | 6. Woollen |
| 2. Yonder | 7. Wrist-watch |
| 3. Yours | 8. Wrath |
| 4. Zoom | 9. Yak |
| 5. Womb | 10. Worsted |

ASSIGNMENT 5

Write down the phonetic transcription of the following and also use stress and intonation signs:

- | | |
|---------------|---------------|
| 1. Naïve | 11. Noonday |
| 2. Necklace | 12. Nothing |
| 3. Niche | 13. Novice |
| 4. Niggard | 14. Nudge |
| 5. Office | 15. Nutshell |
| 6. Ocean | 16. Object |
| 7. Offensive | 17. Obstruct |
| 8. Occurrence | 18. Occasion |
| 9. Noiseless | 19. Obedience |
| 10. Nuance | 20. Nominee |

ASSIGNMENT 6

Write down the phonetic transcription of the following and also use stress and intonation signs:

- | | |
|---------------|----------------|
| 1. Pabulum | 11. Background |
| 2. Parasite | 12. Bargain |
| 3. Parliament | 13. Barley |
| 4. Pastime | 14. Bestiality |
| 5. Pathetic | 15. False |
| 6. Perjury | 16. Earthworm |
| 7. Pestilence | 17. Discharge |
| 8. Phoenix | 18. Dwarf |
| 9. Phoneme | 19. Desolate |
| 10. Petulant | 20. Czar |

ASSIGNMENT 7

Write down the phonetic transcription of the following and also use stress and intonation signs:

- | | |
|---------------|---------------|
| 1. Camouflage | 11. Hara-kiri |
| 2. Carnage | 12. Harmless |
| 3. Caprice | 13. Harmony |
| 4. Comedy | 14. Harvest |
| 5. Comment | 15. Havoc |
| 6. Committee | 16. Hectare |
| 7. Democracy | 17. Hinder |
| 8. Amend | 18. Husband |
| 9. Asunder | 19. Image |
| 10. Astromer | 20. Imbecile |

ASSIGNMENT 8

Write down the phonetic transcription of the following and also use stress and intonation signs:

- | | |
|------------------|----------------|
| 1. Imperfect | 11. Loathe (v) |
| 2. Inertia | 12. Memory |
| 3. Instead | 13. Mediation |
| 4. Jocund | 14. Medley |
| 5. Journal | 15. Retrieve |
| 6. Juxtaposition | 16. Rule |
| 7. Labyrinth | 17. Rumpus |
| 8. Lacecrate | 18. Ruthless |
| 9. Languid | 19. Salmon |
| 10. Lethal | 20. Salvage |

ASSIGNMENT 9

Write down the phonetic transcription of the following and also use stress and intonation signs:

- | | |
|-------------|-----------------|
| 1. Scenario | 11. Theory |
| 2. Scenic | 12. Telegraph |
| 3. Sceptre | 13. Umbrage |
| 4. Schism | 14. Umpteen |
| 5. Scholar | 15. Unaddressed |
| 6. Scion | 16. Unfurnished |
| 7. Sugar | 17. Unhatched |
| 8. Syren | 18. Unsited |
| 9. Fancy | 19. Truant |
| 10. Tarnish | 20. Treatise |

ASSIGNMENT 10

Write down the phonetic transcription of the following and also use stress and intonation signs:

- | | |
|------------------|----------------|
| 1. Hypocrite | 11. Recipe |
| 2. Idol | 12. Recruit |
| 3. Immodest | 13. Regime |
| 4. Juvenile | 14. Registrar |
| 5. Juxtaposition | 15. Relinquish |
| 6. Language | 16. Remainder |
| 7. Laughter | 17. Remedial |
| 8. Linen | 18. Rupee |
| 9. Mosque | 19. Ruse |
| 10. Libel | 20. Sacrilege |

ASSIGNMENT 11

Write down the phonetic transcription of the following and apply marks of stress and intonation; then read it with proper rhythm:

All living creatures have some means of conveying information to others of their own group, communication being ultimately essential for their survival. Some use vocal noises, others physical movements or facial expressions. Many employ a variety of methods. Birds use predominantly vocal signals, but also show their intentions by body movements; animals use vocal noises as well as facial expressions like the baring of teeth; insects use body movements, the most famous of which are various dances of the bees.

ASSIGNMENT 12

Write down the phonetic transcription of the following and apply marks of stress and intonation; also read it with proper rhythm:

It was not till the eighteenth century that some biologists began to consider seriously the possibility that the order in which animals are arranged really indicates the way in which they have been derived one from another. In this notion, the idea of a static order, created once and for all, becomes charge into that of an evolutionary order, in which the higher steps have been derived by the transformation of the lower.

ASSIGNMENT 13

Read the following with rhythm and also write it with proper stress and intonation:

Pease-pudding hot, pease-pudding cold,
 Pease-pudding in the pot nine days old,
 Some like it hot, some like it cold,
 Some like it in the pot nine days old.

ASSIGNMENT 14

Read and write the following with proper stress, intonation, and rhythm:

George Porgie, pudding and pie,
 Kissed the girls and made them cry.
 When the boys came out to play,
 George Porgie ran a way.

ASSIGNMENT 15

Read and write the following with proper rhythm, stress and intonation patterns:

Monday's child is fair of face,
 Tuesday's child is full of grace,
 Wednesday's child is full of woe,
 Thursday's child has far to go,
 Friday's child is loving and giving,
 Saturday's child works hard for its living,
 But the child that is born on the Sabbath Day,
 Is bonny and wise and good and gay.

ASSIGNMENT 16

Rewrite the following in phonetic transcription:

Objective reporting is not always needed, if the writer's suggestions or individual comments are specifically invited on a particular problem. In such a case, the writer should be as much objective as possible; and where he thinks that he cannot avoid being subjective, he can offer his subjective views or comments in a balanced and unbiased manner. But such occasions are either very rare or demand a high quality of judging acumen on the part of a technical writer.

ASSIGNMENT 17

Apply the marks of stress and intonation in the following passage and re-write it. Then read it aloud with rhythm:

By culture we mean behaviour patterns, customs, information that is handed down from generation to generation by learning. This is in sharp contrast to biological behaviour patterns, which are presumably gene controlled, therefore, inherited and instinctive. But like so many sharp distinctions, this one is in fact dull and there are all sorts of shades between the two. In the first place culture transmission depends upon the ability to learn, to retain, and this capacity is gene controlled and inherited. The reason we say that man is a cultured rather than an instinctive animal is that his capacity to learn is so great compared to any other animal, that what instincts he may have are obscured and forgotten. The important thing to examine them is what, if any, are the cultural characteristics of animals other than man and what are the instinctive reactions of man.¹

1. Bonner, J.T. : *The Ideas of Biology*, Harper & Row, London, 1962, p. 143.

ASSIGNMENT 18

Read the following passage with proper rhythm, stress and intonation. Also rewrite it indicating signs of stress and intonation:

The word mutation is used to mean any sudden appearance of a new character (as opposed to the unmasking of a recessive character already present). This naturally includes the kind of mutation we have been discussing where a gene becomes altered in some way. But there is another way new traits can be caused to appear, and this is by chromosome rearrangements. What happens is that sometimes during the first division, errors are made, and extra bits of chromosome may be added, or a segment of a chromosome may be inverted. These new chromosome arrangements will themselves result in new traits. We can then add one more method in which the sexual system can produce variation.¹

ASSIGNMENT 19

Read aloud the following passage, by applying the signs of stress and intonation:

More serious is the tendency of mass media to reduce people to the role of more or less passive spectators. In countries where most people can afford radio or television sets, for example, those who once would have contributed something to a common culture are often content simply to be entertained. In this respect both popular culture and high culture have suffered, most notably perhaps in the decline in amateur music making. But it is silly to be sentimentalized about "the good old days" when popular culture flourished, for they were also times of widespread ignorance and superstition, which mass communications have done to sweep away. Folk art is still a living tradition in many relatively undeveloped countries. But the people who live in these parts of world want to acquire as fast as they can all the material benefits that only advanced technology, and the modern industries dependent on it, can give them. Yet it is just this advanced technology that, seemingly, always leads to the destruction of popular culture.²

ASSIGNMENT 20

Read the following with proper, rhythm, stress and intonation:

People in general now have a much wider knowledge of the world than the people of early generations had. Knowledge has become wide open to all of us as it never was before. But it may be that the majority of men and women will never appreciate great art and literature; that the work of creative artists like Sophocles, Beethoven, and Rambrandt will always remain the province of a minority gifted with special sensitivity and intelligence. Or are most of us born with the seeds of these qualities within us, only needing the right soil in which to germinate? Whatever the answer, education and environment are clearly of the utmost importance in their development. Society expresses itself—and so, consciously or unconsciously, teaches its members—through the totality of its communications. Their quality as well as their quantity is, therefore, of vital concern to us all?

ASSIGNMENT 21

Read chapters 32, 33, 36, 38, 39, 40, 41 and 42 for an exhaustive reading practice with proper *Stress, Intonation* and *Rhythm*. These chapters are basically meant for *advanced learners* of Phonetics and Spoken Methods.

1. Ibid., p. 64.

2. Berry, Sir Gerald: *Communication and Language*, Macdonald, London, 1965, p. 29.

Reading and Listening Skills for Personality Development¹

BASED ON COMMUNICATIVE ENGLISH AND SEMIOTICS TECHNOLOGY

Communication: Definition, Process and Types; Wider Circumference; Adumbrations of Communication; Interpersonal Communication, Societal Communication, Mass Communication, Verbal Communication, Non-Verbal Communication, Digital Communication, Discursive Communication, Disqualifying Communication, Extrapersonal Communication, **Professional Communication;** **Communicative Skills—SWRL (Spoken Skills, Written Skills, Reading Skills, Listening Skills); Language Disease; Semiotics Technology; Language Theraphy.**

Speech Disorders—Hysterical Aphasia; Puberphonia; Ventricular Dysphonia; Phonasthenia; Stuttering; **Aetiology of Hoarseness;** T⁴ (Traits four); **Reading Skills:** RR System, SM₁, and SM₂ Methods, M⁹ Devices, T⁴ (Technique Four)— **OK4R, PQRST, SQ3R, PQ4R;** Barriers to Speedy Reading—B¹²; **Listening Skills**—Methods of Improvement, Berlo's Measurement, Coding and Decoding Skills, **Personality Grooming:** T⁷ (Traits seven)—SIP+DIAL, SWRL & PG—G⁵ (PIR² C-Moulding), P¹⁴ (Personality Traits Fourteen—TECH (Techno)+HERF³ (Culture)+VIC (Victory); Assignments.

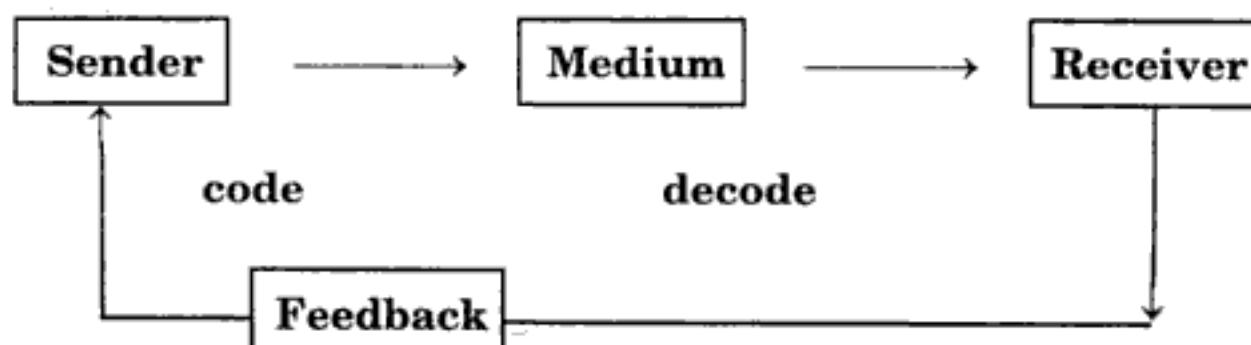
Communication: Definition, Process, Types

Definition

Communication has originated from the Latin word *communis*, which means common. Communication, in fact, connotes conveying, interchanging or interacting ideas or information with other persons. Because of mind-boggling revolution of information technology, communication has assumed a number of significant dimensions.

Process

In any process of communication, there is a sender, who sends a message. The message is sent through a channel, which may be either a machine or a language channel, i.e., mouth. The message is received by another person, who is known as a receiver. The reaction of the receiver is known as the feedback. The sender encodes the message whereas the receiver decodes it. The following diagram of the communication process simplifies our comprehension:



1. Prescribed in UPTU Syllabus & Communication Lab (English), TAS-253; also to be used in PC, TAS-103 & ESP. Also prescribed in GBPU Syllabus (Technical Writing, BHS-211 & BHS-114)

Communication takes place between two persons or parties. For example, group discussion takes place where there are many persons to exchange information; interviews occur when there are interviewers and interviewees; lectures are delivered by one person to many persons. Likewise, public speeches are made by one and listened by many.

Types

1. Verbal Communication, which may be spoken or written;
2. Non-verbal Communication, which involves facial expressions, gestures, kinesics (body language), tone, proximity, orientation or angular position, appearance, head nodes, posture, eye movement or eye contact, dress, gait, touch, skin colour, body figure, eye colour, lips, eyebrows, hair style, closed fist, fingers, blushing, perfume, facial features, tone and pitch of voice.

In addition to the above, communication may also take place through symbols such as railway signals, traffic lights, telegraph and secret codes, which form the subject-matter of **Semiotics Technology**. The latest researches and breakthroughs in **Semiotics Technology** claim language communication as communication of symbols, because language is also a combination of alphabets forming words and sentences. In the domain of Language Pathology, certain language disorders obstructing communication do take place because of weak language channels in the brain.

Circumference of Communication

The circumference of communication has become very wide these days. Ranging from domestic activities to social, political, economic and global happenings, communication takes place in one way or another. Keeping in view the wider circumference of communication, a number of interpretations have been suggested by many an expert. For example, whereas L. Ron Hubbard thinks that in communication, affinity is more important, Longman perceives commonality as more important than other factors. Denis Mcquail and W.S. Cardon consider cultural belongingness as the basis of communication. Experts like Lundberg, John Dewly, Charles R, W Right, Melvin L. De Fleur and D. Lasswell have offered different interpretations of communication. Nevertheless, one thing is quite obvious that all these experts have acknowledged the significant role that communication plays in the development of society nowadays.

Adumbrations of Communication

Communication is divisible into the following categories:

1. Interpersonal Communication
2. Intrapersonal Communication
3. Societal Communication
4. Mass Communication
5. Verbal Communication
6. Non-verbal Communication
7. Digital Communication
8. Discursive Communication
9. Disqualifying Communication
10. Extrapeoplel Communication
11. Professional Communication

PROFESSIONAL COMMUNICATION

Professional Communication means the type of communication which a particular

professional requires to fulfil his duties in a profession. For example, an engineer requires a particular type of communication for carrying on his duties. His communication may be termed as technical or scientific communication. He needs written communication of a definite brand as with the help of which he can easily and professionally write reports, technical articles, papers, proposals etc., He also requires business communication to write letters which his profession needs. Apart from this sort of written communication, he also needs spoken communication, where language plays an important role. Spoken language must be very efficacious and effective or else he cannot prove a successful professional. For acquiring excellent command over spoken language, particularly English, he has to know something about Phonetics, RP (Received Pronunciation), Stress and Intonation, Rhythm etc., He should also know the ways to improve upon his speech mechanism and its delivery system. In group discussions, interviews, seminars, conferences, workshops, symposia, presentations and other interactions, spoken communication particularly English is essentially required. Equally important is his non-verbal communicative devices such as kinesics (body language), postures, facial expressions, dress, etc.,

COMMUNICATION SKILLS

Communication skills are paramountly needed for every professional particularly for a one who doggedly aspires for significant achievements in life. Conversely, those who lack efficacious communicative skills do really fail in their professional careers. It was said of Oliver Goldsmith, the noted litterateur, that he wrote like an angel but he talked like a poor poll. Charles Darwin, the famous Evolutionist, lacked aesthetic sense, an offshoot of Reading Skills, and that was why he failed to appreciate Shakespeare's plays. M.K. Gandhi, the father of the nation, started his legal career rather shakily for want of strong communicative skills. In an age of global communication, communicative skills have now become all the more important. One cannot, of course, face international competition of the modern milieu wholesomely spawned on newer breakthroughs of technologies without the meticulous use of communicative skills.

SWRL

There are four basic skills of communication—namely, Speaking Skills, Writing Skills, Reading Skills and Listening Skills. The abbreviated use of these four skills is SWRL, wherein S stands for Speaking Skills, W for Writing Skills, R for Reading Skills and L for Listening Skills respectively. Since man learns speaking first, writing afterwards and then reading and listening activities take place, it is but natural that Speaking Skills take precedence over other communicative skills. Out of these four skills, two are encoding and two are decoding skills. Speaking and Writing Skills are encoding skills, because they are explicitly used to prepare the communication or message, whereas Reading and Listening Skills are decoding skills, because they are used for comprehension purpose. However, all the four communicative skills (SWRL) must work in unison or else the communication channels will not be strong which will ultimately affect the efficacy of communication.

LANGUAGE DISEASES

Communication channels often remain weak owing to weak communicative skills. A number of language diseases from which students do generally suffer often prove to be distinct impediments in forming very strong communication channels by them. A vivid picture of the language disorders usually found amongst students has been given in figure 1 at page 50. However, it is to be noted carefully that some of these ailments may be cured by taking help of language therapy. But some disorders are not curable and they are certainly those which

render a professional wholly incapable of improving upon their communicative skills. Controlled language readers have proved their effectiveness in some disorders, whereas in others they do not show promising signs of improvement. Probably Semiotics Technology may offer some solutions to many language disorders in the near future.

SEMIOTICS TECHNOLOGY

Semiotics Technology is the recent science of the study of signs. Language is the systematic arrangement of signs. Written words are just the clusters of signs which have some meaning. Alphabets are signs which are the smallest constituents of language. These language signs start forming their significant channels in the brain when a child and also an adult tries to learn a language and tries to use it as a means of communication. If the channels in the brain are properly formed, then there are usually no communication problems. But if the language channels are not properly established, then the communication is hampered. This language obstruction is manifested in a number of ways. For example, some times, there are problems of serious thinking. Some times, there are the problems of clear-cut speaking. Approximately these problems are 35 in number. Often these problems or drawbacks are termed as *Aphasias* and *Dysgraphias*. Some times they are termed as *Alexias* and *Dyslexias*. Some call them *Disarthrias* and *Anarthrias*. In Language Pathology (science of language study which is concerned with language diseases or language disorders offering remedies for their cure) some precautionary measures to prevent the occurrences of these language ailments have been suggested, which are cumulatively known as Semiotics Technology. In the following figure 1, some Language Grammars and other linguistic remedies have been shown which may cure such ailments as Jargonaphasia, Dyslexia, Stuttering, Diffused Aphasia and Schizophrenic Aphasia.

Most of the ailments shown in Fig. 1 relate to voice and speech disorders. Hoarseness is a common disorder which is the result of the variation of periodicity or intensity of sound waves. Vocal cords producing voice should, therefore, be in a sound condition or else communication will be affected. Some common disorders in the vocal cords are:

1. Hysterical aphonia
2. Puberphonia
3. Ventricular dysphonias
4. Phonasthenia
5. Stuttering

Causes of hoarseness of voice and speech in medical science are—acute laryngitis usually followed by cold, influenza, exanthematous, fever, laryngotracheobronchitis, diphtheria, syphilis, scleroma, atrophic laryngitis etc.,

The aetiology of hoarseness suggests that it is a symptom and not a disease in itself. It is manifested in many forms of diseases in the following categories:

1. Acute Inflammation
2. Benign Tumours
3. Trauma
4. Paralysis
5. Fixation of cords
6. Congenital

Semiotics Technology suggests some remedies as detailed above for the cure of these ailments of vocal cords which affect communication skills in addition to those already existing in the medical sciences. It is too early to talk of the future of Semiotics Technology as to how and to what extent it will succeed in curing language disorders. Nonetheless, people have begun to think quite positively about its potentials.

SEMEIOTICS TECHNOLOGY

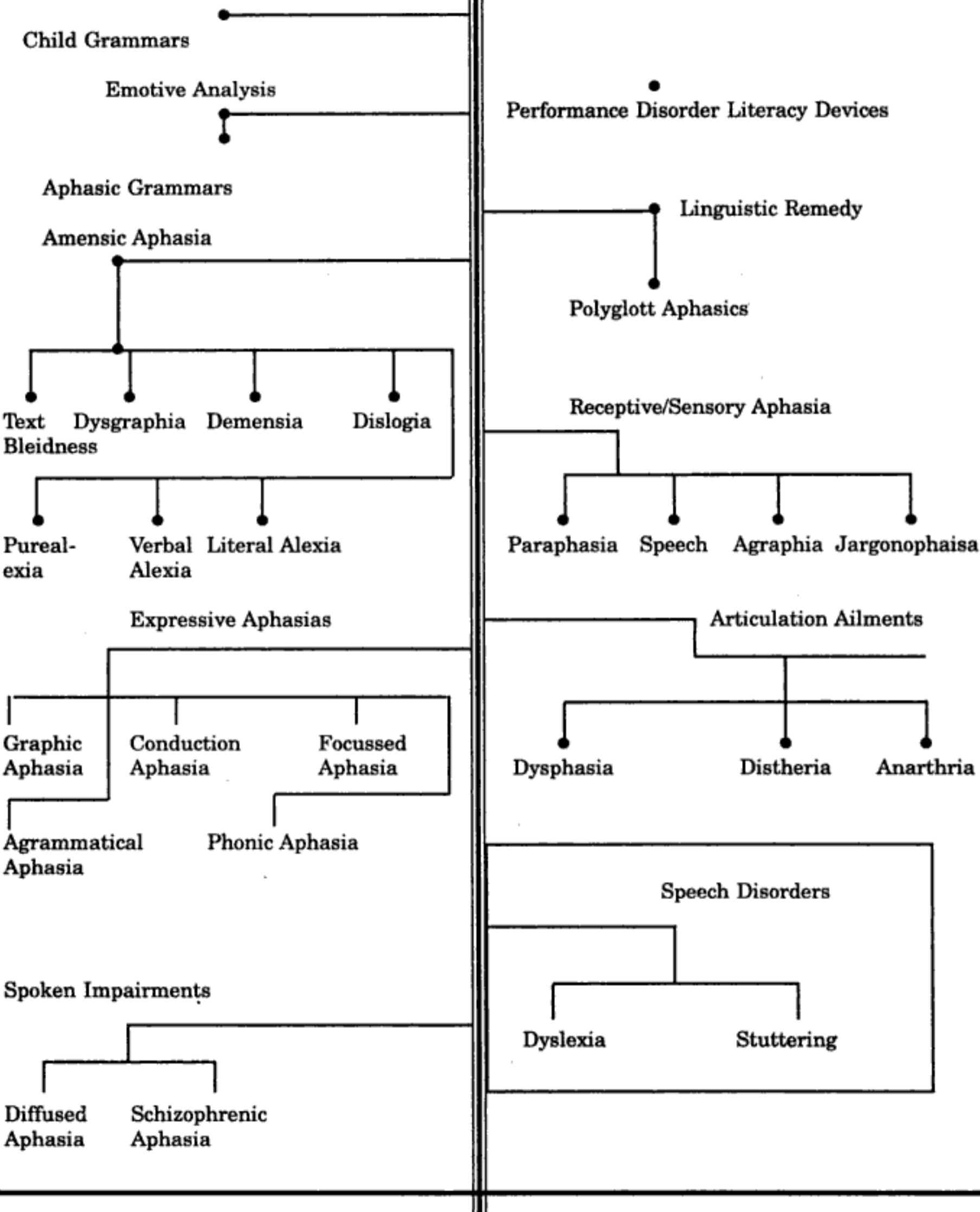
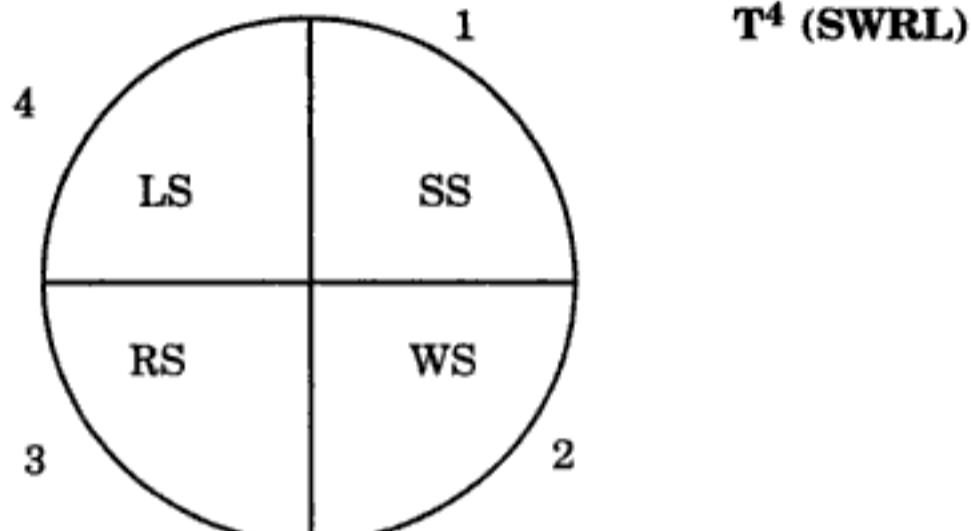


Fig. 1. Language Pathology (35 Communication Ailments)

T⁴ (Traits Four)

T⁴ (Traits Four) are the basic traits of a managerial personality, which naturally means SWRL or speaking, writing, reading and listening skills. A professional or a manager must inevitably know how to speak, how to write, how to read and also how to listen. Those managers/professionals who lack SWRL skills generally fail in their profession. Efficacious communicators are always welcome in their respective professional fields. These traits may be illustrated as under:



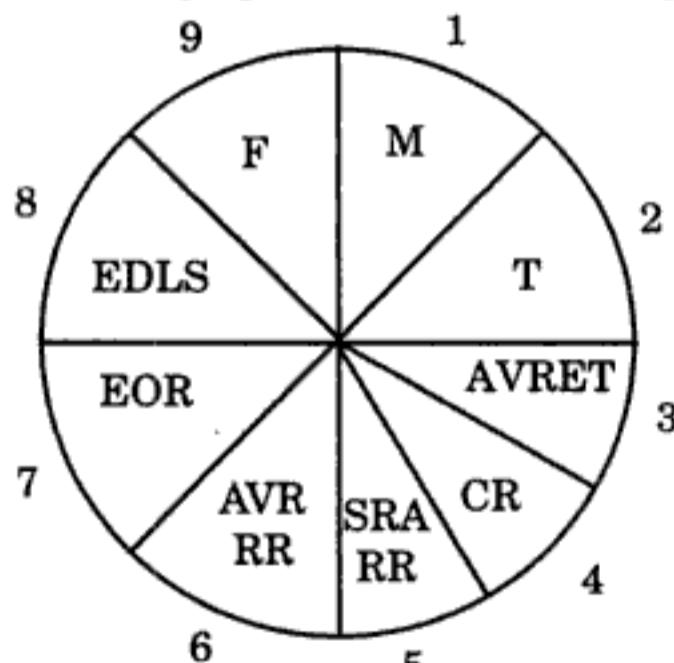
Elaboration

1. SS = Speaking Skills
2. WS = Writing Skills
3. RS = Reading Skills
4. LS = Listening Skills

READING SKILLS

For improving *Reading Skills*, one has to adhere to the following instructions:

1. Be a voracious reader.
2. Use R and R systems of reading, which means recapitulate and reconstruct again and again.
3. Use SM₁ (Skimming Method) and SM₂ (Scanning Method) of Reading.
4. Use M⁹ devices to increase Reading Speed and Rate (see fig 3 below):



Elaboration

1. M = Metronoscope
2. T = Tachistoscope
3. AVRET = AVR Eye-Span Trainer
4. CR = Controlled Reader
5. SRA RR = SRA Reading Accelerator
6. AVRRR = AVR Reading Raterometer
7. EOR = Excel-O-Reader
8. EDLS = EDL Skimmer
9. F = Films

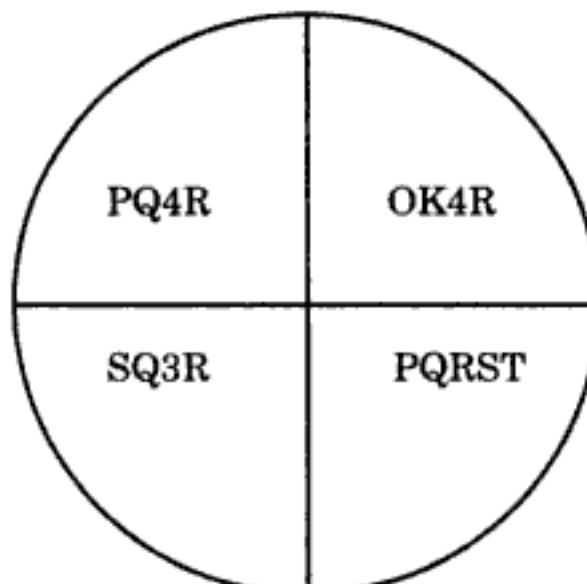
Fig. 3

TECHNIQUE T⁴

Use T⁴ (Technique Four) as given in figure 4 in order to strengthen Reading Skills:

Elaboration

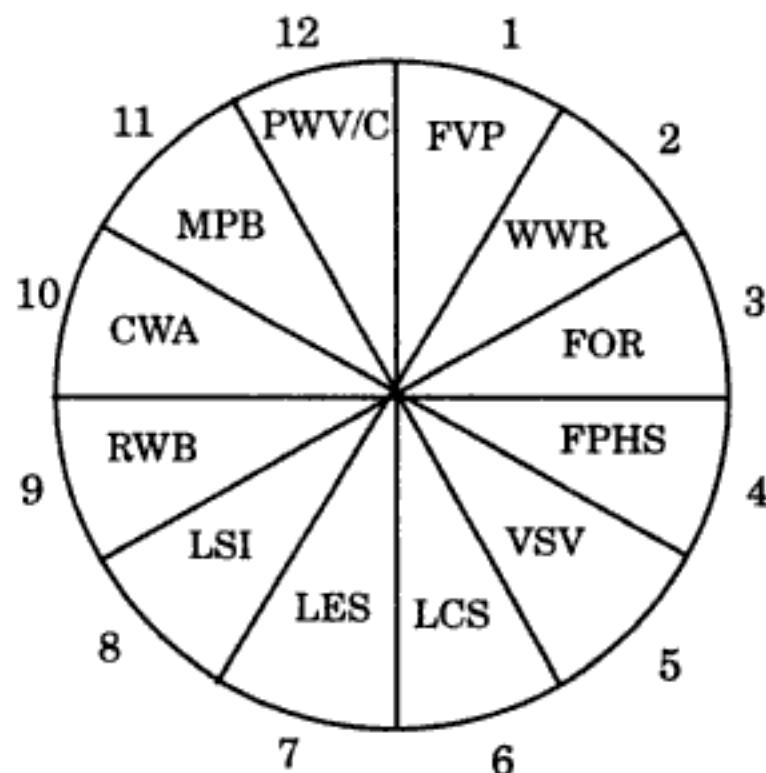
1. OK4R = Overview
Key Ideas
Read
Recall
Reflect
Review
2. PQRST = Preview
Question
Read
Summarize
Test
3. SQ3R = Survey
Question
Read
Recite
Review
4. PQ4R = Preview
Question
Read
Reflect
Recite
Review

(T⁴ Reading Techniques)**Fig. 4****OTHER METHODS**

1. OQ and SQ patterns of Recapitulation and Reconstruction.
2. Expose yourself to meaningful eye-movement preferably 3 words per eye jerk/movement/fixation.

BARRIERS TO SPEEDY READING

Try to overcome barriers to speedy reading. Common barriers have been illustrated as under:

B¹² (Barriers Twelve)**Fig. 5**

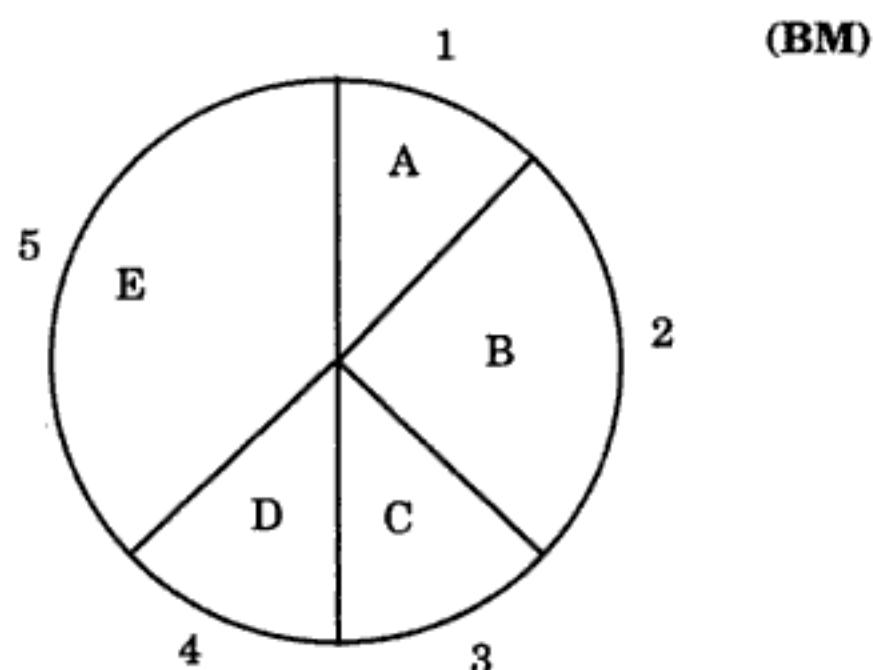
Elaboration

1. FVP = Faulty Visual Perception
2. WWR = Word by Word Reading
3. FOR = Frequent Obstructive Regression
4. FPHS = Finger Pointing and Head Swinging
5. VSV = Vocalization and Sub-Vocalization
6. LCS = Lack of Creative Stamina
7. LEC = Lack of Exposure and Concentration
8. LSI = Lack of Stamina and Interest
9. RWB = Redundant Word Blocking (due to poor vocabulary)
10. CWA = Cumbersome Word Analysis (Syntax, Grammar, Semantics etc.)
11. MPB = Monotonous Plodding and Back-tracking
12. PWV/C = Poor Word-Recognition, Vocabulary/Comprehension.

LISTENING COMPREHENSION : METHODS OF IMPROVEMENT

Listening Comprehension is an important ingredient to improve SWRL. For strengthening listening skills, one should adhere to the following instructions:

1. Expose yourself to sufficient ear-training.
2. Listen to BBC, TV, Radio and other recorded material based on Linguaphone courses.
3. Always listen with concentration.
4. Use R and R Method, i.e. Recapitulation (memorize) and Reconstruction (summarize and rebuild).
5. Frame Objective Question (OQ) and Subjective Questions (SQ) to strengthen Listening Comprehension.
6. Berlo's Measurement System should be adhered to (see figure 6 given below):

**Fig. 6****Elaboration**

1. A = First Reading A, 80% and above comprehension rate
2. B = First Reading B, 70% and above comprehension rate
3. C = First Reading C, 60% and above comprehension rate
4. D = First Reading D, 50% and above comprehension rate
5. E = First Reading E, Below 50% comprehension rate

CODING AND DECODING SKILLS

Listening is a decoding skill like *Reading*. Hence, it is very much needed that there must be very strong listening channels in the brain or else it is difficult to improve upon listening abilities. Many students miserably fail in TOEFL, IELTS, TWE and TSE because of poor Listening Skills. Since some students generally suffer from Jargonophasia, paraphasia, verbal alexia, stuttering, disarthria and such other language diseases, it is not so easy for them to tide over the problem of strengthening their listening skills. Nonetheless, listening with concentration together with suggestions as listed above must be adhered to in order to see satisfactory results.

PERSONALITY GROOMING : OFFSHOOTS OF T⁴

T⁷ (Traits Seven)

T⁷ or Traits Seven are those traits which are more or less genetic or which form a part of nature. These cannot wholesomely be annihilated or replaced by new ones. Nonetheless, they can be improved upon by rigorous discipline of T⁴ (SWRL). These can be shown with the help of the following figure 7:

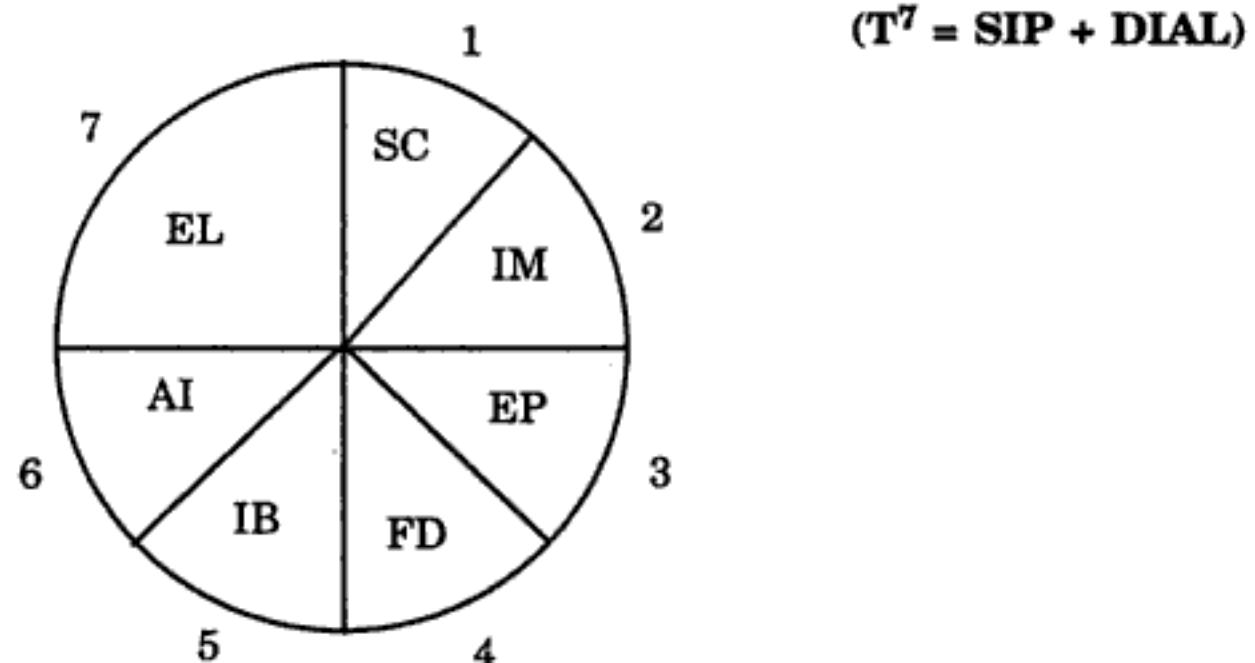


Fig. 7

Elaboration

- 1. SC = Self-Confidence
- 2. IM = Innovative Mind
- 3. EP = Efficacious Persuasiveness
- 4. FD = Firm Determination
- 5. IB = Interactive Behaviour
- 6. AI = Articulation of Ideas
- 7. EL = Emulative Leadership

SWRL and Personality Grooming (SWRL & PG)

Communicative Skills (SWRL) popularly known as (T⁴) are extremely helpful in grooming or moulding a managerial personality. On attaining full grooming, the traits reflected would appear as follows;

Elaboration

- 1. EC = Efficacious Communicator
- 2. PR = Professional Roles

G⁵ (PIR²C-Moulding)

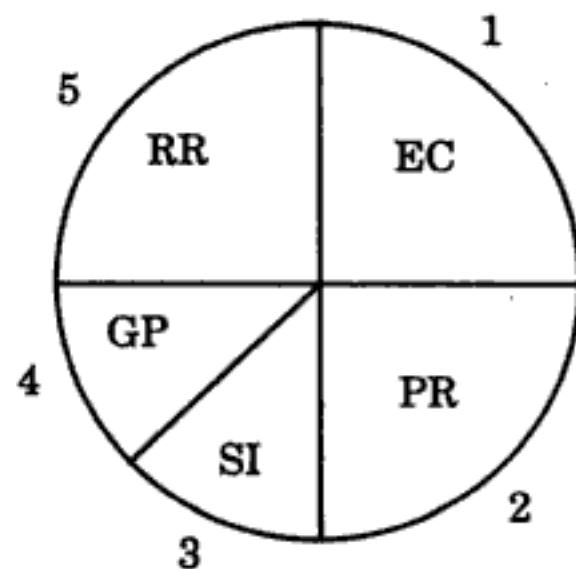


Fig. 8

3. SI = Successful Interviews
4. GP = Gainful Presentations
5. RR = Responsible Resource

P¹⁴ (Personality Traits Fourteen)

P¹⁴ means personality traits fourteen in number. More or less, they are but different manifestations of T⁴, T⁷ and G⁵. These traits add to a managerial/professional personality. These can be shown as in Fig. 9.

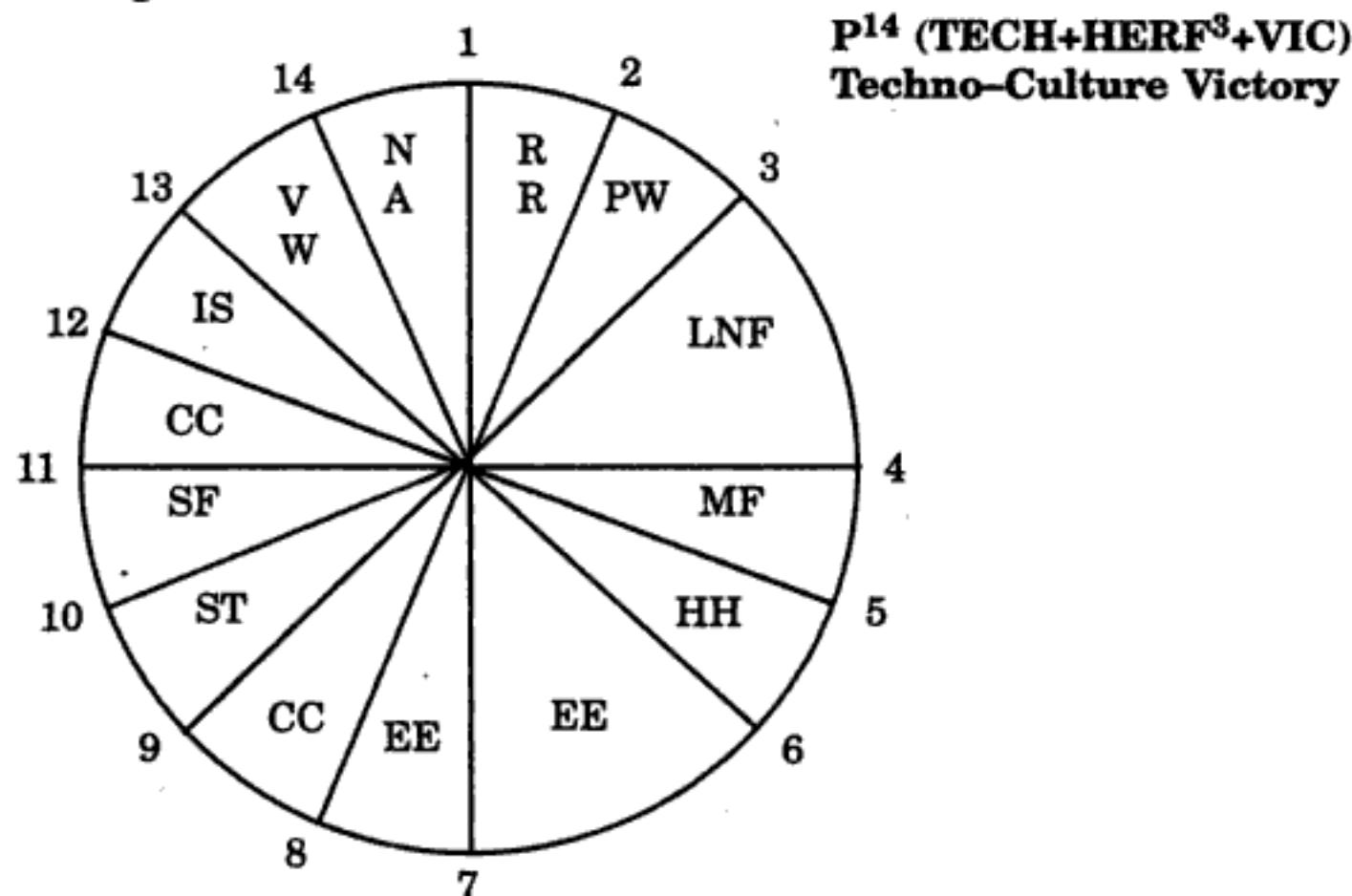


Fig. 9

Elaboration

1. RR = Revitalizing Relaxation
2. PW = Power of Words
3. LNF = Lack of Negative Feelings
4. MF = Motivating Force
5. HH = Health and Harmony
6. EE = Enervating Energy
7. EE = Enabling Enlightenment
8. CC = Ceremonious Creativity
9. ST = Sublime Thinking
10. SF = Stress Freedom
11. CC = Concept Crystallization
12. IS = Idea Synthesizer
13. VW = Vision Weaver
14. NA = National Asset

Thus in a well-groomed personality, there are 30 attributes, which can be summed up as under:

T⁴
G⁵
T⁷
T¹⁴

But out of these 30 attributes, T⁴ (SWRL) are actually the foundation pillars on which the entire majestic edifice of anybody's personality is erected. T⁷ (SIP + DIAL) and G⁵ (PIR²C which means moulding) are just different dimensions of T⁴. P¹⁴ (Personality Traits fourteen or TECH (techno) + HERF³ (Culture)+VIC (Victory), which means victory over *Techno-Culture* is possible only when one cultivates all these attributes. However, the fact remains that if a professional wants to achieve great success in his profession, he has to have an excellent command over communication skills and the rest of the attributes i.e., T⁷, G⁵ and P¹⁴ will automatically be developed.

In the above treatment of SWRL, only *RL* have been dealt with, whereas elsewhere in the book, *SW* have been dealt with in details. The readers are advised to go through the detailed treatment of *SW* so as to understand these skills. Chapters 1, 3, 5, 9, 10, 11, 12, 13, 14, 17 and 42 are suggested to be gone through for improving *SW*.

ASSIGNMENTS

1. Write down brief answers of the following:
 - (a) Communication: Definition, Process and Types
 - (b) Circumference of Communication
 - (c) Kinds of Communication
 - (d) Professional Communication
 - (e) Communication Skills
 - (f) Semiotics Technology
 - (g) Language Pathology
 - (h) Language Therapy
2. Draw a diagram of 35 Communicative ailments.
3. What are the ailments of speech disorders?
4. What are T⁴ (SWRL)?
5. What are M⁹ and RR System, SM₁ and SM₂ devices?
6. What are T⁴ Techniques of *Reading Skills*?
7. What are B¹²?
8. What are the methods of improvement of *Listening Comprehension*?
9. What are coding and decoding skills?
10. What are T⁷? and how are they helpful in grooming personality?
11. What are G⁵?
12. What are P¹⁴?
13. What are 30 attributes of a perfectly groomed personality?
14. Explain T⁴, G⁵, T⁷ and P¹⁴.

Note : Read chapters 38, 39, 40, 41 and 42 for an indepth study of *Reading* and *Listening Comprehension*. These chapters are meant for *advanced* learners of *subjective* as well as *objective* patterns of *Listening* and *Reading* Comprehension.

3

Oral Communication¹

Interviews: Important Tips, Reasons for Poor Performance, Magic Words, Communicate Your Strength, Key-points, Don't, Do, Top Job Interview Questions.

Seminars/Conferences/Symposia/Workshops : Differences, Common Guidelines

Group Discussion (GD) : Key-points, Important Considerations

GD and Personality Development : Cognitive Skills
Behavioural Dimensions

Communication : (a) Articulation
(b) Coherence
(c) Listening Assimilation
(d) Kinesics

Public Speaking : Important Factors, Purposes, SWOT Analysis, Rhetoric Devices.

Presentations :

Presenter, Medium, Target, Planning and Preparation, Delivery, Manner of Presentation, Use of Visual Aids, Presentation in Meetings and Conferences.

Developing Argumentative Skills/Role Play Presentations : Four Communication Skills—Spoken Skills, Written Skills, Reading Skills, Listening Skills, Persuasion, Emotive Appeal, Sound Preposition, Solid Proofs. Use of Scientific and Concrete Vocabulary, Thorough Knowledge of the Subject, Kinesics, Voice Modulation, Patience, Consistency, Extraordinary Command over Language, Profundity of Subject-Matter, Excellent Exposure and Orientation, Kinesics, Listening Capacity.

Testing Comprehension: Reading and Listening Exercises Assisted by Audio Visual Aids : Elocution or Audience Based Speech : Thorough knowledge of the Audience, Rhetoric Devices, Body Language, Voice Modulation, Laughter Through Interesting Anecdotes.

Eloquent Speech: Clarity, Brevity, Interesting Exposure of the Theme, Audience-Oriented Presentation

Phone Etiquette Communication; Greetings and Introductions Communication; Card Etiquette Communication; Speaking Voice Communication; Dining Etiquette Communication; Miscellaneous Communication: Hair-cut, Skin Care, Nails, Fragrance, Postures and Gestures.

1. Prescribed in UPTU Syllabus (Communication Lab (English), TAS-253); also prescribed in GBPU Syllabus (Language Lab), BHS-312.

ORAL COMMUNICATION

Oral Communication is essentially needed for every professional these days. Oral communication requires a lot of excellence in spoken skills. The circumference of oral communication or spoken English has now been widened beyond expectations. With revolution of information technology, oral communication has assumed different dimensions. Some of the activities which every professional requires and where oral communication is paramountly needed are as under:

1. Interviews/ Seminars/ Workshops/ Symposia/ Conferences
2. Group Discussion
3. Presentations
4. Public Speaking/Official Speaking
5. Reading and Listening Comprehension
6. Elocution/Audience-based Speech
7. Panel Discussions

In all these activities of oral communication, there are certain things, common for all the activities, which are as follows:

1. Kinesis or Kinesics (body language)
2. Efficacious communicative skills
3. Knowledge of the subject-matter
4. Thorough knowledge of using modern gadgets/apparatuses/equipments etc.,
5. Sense of dress, fashion and decency
6. Effective language
7. Knowledge of Phonetics, Semantics and Pragmatics including RP Pronunciation, Stress and Intonation etc.,
8. Mechanics of articulation or voice modulation

INTERVIEWS/SEMINARS/WORKSHOPS/SYMPOSIA/CONFERENCES

Interview

Every Professional has to face interviews in his own company or elsewhere. Students after acquiring requisite qualifications have to attend to interviews. Some fear attending interviews. Some do not at all fare well during the interview. Some still suffer from a particular kind of phobia and do not face interviews well.

The reasons why interviews are not faced well are very common:

1. Weak communication skills (SWRL)
2. Poor knowledge of the subject
3. Poor Kinesics
4. Unimpressive Presentation

Always remember that first impression is the last impression. So try to cultivate yourself in such a way that you may leave a good impression just within seconds of the commencement of the interview. For this impression, you must be careful about the following:

1. Attire (dress)
2. Grooming
3. Alertness
4. Cleanliness
5. Eye-contact

6. Timely arrival
7. Smile
8. Handshake
9. Listen and hear
10. Acknowledge ignorance frankly.

Magic Words

Your interviewer wants to listen the following magic words from your mouth:

1. Team work
2. Motivation
3. Cost-cutting
4. Increased sales or profits
5. Organizational benefits

Communicate your strengths

Below have been given some examples as to how you can display your strengths into skills and activities. Every employer wants to see you as persistent, determined, motivated and goal-oriented:

| <i>You think</i> | <i>Your employer wants to hear</i> |
|--|--|
| <ol style="list-style-type: none"> 1. I am cool and a trendsetter 2. I can crunch numbers 3. I am good on phone 4. My jump shot is classic 5. Our team made great plays 6. I can handle chaos 7. I am tough and hold my own 8. I care about people | <p>I am dynamic, confident and a self-starter I have great Maths skills and am precise and analytical I communicate well and enjoy working with people I am persistent, determined, motivated and goal-oriented I am a team member and adapt well to new situations I am flexible and effective and work well under pressure I am determined and assertive I am caring, sensitive and people-oriented</p> |

Key Points

1. Know what you want and what you have to offer.
2. Demonstrate evidence of your capabilities.
3. Frame your response in a positive manner; always remember, you are selling yourself.
4. Practice your responses and questions with a friend or with a tape recorder.
5. Present yourself in a relaxed, confident and enthusiastic manner.
6. Be yourself, neither dull nor pompous.
7. Be positive; stress your qualifications for the job and your readiness to undertake its duties.
8. Ask when you may call to learn about the hiring decision.
9. Voice modulation.

Don't

- Smoke or chew anything, even if invited to do so.
- Apologize for your lack of experience.
- Ask about your salary or days off.
- Handle anything on the interview desk.
- Discuss personnel problems, financial problems etc.,
- Criticize former employees.
- Provide any information which is not factual.
- Beg for job or hang around after the interview.

Do

- Come a little early; it shows you are really interested in the position.
- Address the interviewers by titles and names. Never call them by their first name, unless you are told to do so.
- Come alone; you don't want the employer to think that you need hand-holding.
- Shake hands firmly; nobody wants a mouse or a bone-crusher working for them.
- Wait until you are asked to be seated.
- Maintain good eye-contact; failure to maintain eye-contact with the interviewer can indicate lack of interest, honesty and sincerity.
- Maintain good body language: for, it can reveal a lot about you and can help create a positive or negative impression.
- Take time to think about your answers to interview questions. Do not be afraid to ask for clarification if there are questions you do not understand.

Top Job Interview Questions

- What jobs have you liked the most? the least?
- Can you tell something about your present job?
- What do you expect to be doing five year from now?
- Why do you want to work for our organization?
- What are your strengths and weaknesses?
- Can you give me two reasons to appoint you?
- What makes you qualified for the present job?
- How do you define professional success?
- Are you able to travel extensively?
- Can you tell me about your skills?
- Are you able to use computers?
- Can you describe your ideal boss?
- Have you any samples of your work?

The word interview has been derived from the word **intrevue** which means 'sight between'. It is, of course, a more formal form of **dyadic** communication. There are various types of interviews ranging from an interview by a journalist for newspaper reporting; an interview broadcast and telecast on the radio and television; a counselling interview; an employment interview to a data collection interview. Each kind of interview differs from another in the sense that each offers a situational variance. However, the main and common factors generally are those explained earlier and which are essentially needed for every type of interview.

SEMINARS/CONFERENCES/SYMPOSIA/WORKSHOPS

A **Seminar** refers to the discussion in a small group which assiduously debates and ruminates over a research finding. A lead paper is presented and then discussion follows. The participants are usually knowledgeable professionals. In a University, seminars are organized by a group of experts (also advanced stage students) with the supervisor as the sole guide.

In a **Symposium**, an assembly of experts discusses a problem. Each speaker is allotted some time for presentation of his views. A **Symposium** differs from a panel discussion in the sense that whereas in a symposium speakers speak one after another and in the end arrive at a conclusion, in a panel discussion, a question is posed for the participants. The panel discussion is generally best suited to public discussion programmes on radio and T.V.

Conference means to confer with others in order to pool their ideas. The subject matter spectrums in a conference are wider than those of a seminar or a symposium. A convention is generally a fellowship meeting of a closely linked fraternal group. A workshop is the gathering

of professionals where lead papers are presented followed by practicals, which provide a solid exposure and orientation to the participants.

Following are some common guidelines to the speakers/participants in seminars/symposia/workshops/conferences:

1. W⁵ (what, why, when, where and who; know very well the contextual purpose of W⁵ and accordingly participate)
2. Be natural and curious
3. Furnish concrete details
4. Be brief
5. Be enthusiastic
6. Kinesics (body language)/paralanguage
7. Be ready to share ideas with others
8. Voice modulation (knowledge of fundamentals of Phonetics, RP, Stress, Intonation and Rhythm)

For organizing seminars/symposia/workshops/conferences, standard formats of invitation detailing date, time, place, themes, inaugural session, plenary session, information about the Chief Guest, Guest of Honour, presidential address, lodging and boarding details and other relevant details should invariably be provided. Even printed literature to be used at such occasions should also conform to the prescribed norms. Every step, right from the very conception of the idea of organizing the above big events to the final stage, should be meticulously taken or else the desired result is never achieved. Ideas are very precious and even if a few ideas are found at such gatherings, they may have the potential to affect the whole life of the society. Hence the importance of organizing seminars/workshops/conferences/symposia cannot be ignored.

GROUP DISCUSSION

For every professional, GD (Group Discussion) is an important activity. Even for recruitment, GD is a pre-condition. It is also a pre-condition for seeking admission. Hence GD has grown very important these days.

Usually participants sit together to take part in a discussion. The number of participants varies in accordance with the situation. Few topics are written on small pieces of paper and the participants are required to pick one chit in order of their serial order. Then the participant is required to speak on the topic for 5 to 10 minutes. The judges or the interviewers judge the merit of the participant on the basis of the following:

1. Knowledge of subject
2. Delivery system
3. Kinesics
4. Voice modulation
5. Confidence

GD is not an activity to be taken casually. Great amount of care is needed to pass through a GD test. Most of students generally fail in GD; for, there is lack of persistent effort on their part. To be victorious in a GD test, the following hints should be kept in mind:

1. Polish your language (due consideration should be given to the use of RP system; Rhythm Patterns; Intonation Patterns; Stress Systems)
2. Enrich your vocabulary daily
3. Increase your knowledge of the current affairs
4. Know about kinesics or body language
5. Develop confidence in your own self
6. Be innovative and self motivated
7. Try to develop your own style of speaking

PERSONALITY DEVELOPMENT: PD—CASE STUDY: APPRAISAL

GD reflects upon personality grooming which includes *inter alia* the following elements:

1. Cognitive Skills comprising:

- (a) Quality of content/comprehension of core idea
- (b) Relevance of contribution
- (c) Creativity
- (d) Real life examples
- (e) Data generation
- (f) Analytical ability
- (g) Reasoning/Assimilation

2. Behavioural Dimensions comprising:

- (a) Attitude
- (b) Rapport building
- (c) Participation
- (d) Body language
- (e) Assertion/Amenability/Tolerance
- (f) Team Membership/Leadership
- (g) Accommodation/Patience/Influencing ability

3. Communication comprising :

- (a) Articulation
- (b) Coherence in presentation
- (c) Fluency/Listening Assimilation
- (d) Kinesics/Eye contact

PUBLIC SPEAKING

Public speaking is an important dimension of oral communication. Great public speakers like Jawaharlal Nehru, M.K. Gandhi and Radhakrishnan were very powerful speakers for all occasions. This was because of their profundity of knowledge, extraordinary command over language and also their thorough knowledge of the audience. A successful public speaking cannot be made without these cardinal factors.

An aspirant for effective public speaking should keep the following important factors in his mind:

1. Knowledge of the audience
2. Full familiarity of the subject
3. Proper use of language (Phonetics, Rhythm, Stress, Intonation)
4. Effective use of Kinesics (body language)
5. Use knowledge of the lives of great men
6. Use jokes and humorous anecdotes
7. Use quotations, proverbs and maxims
8. Give impressive examples from your own experience
9. Emulate great public speakers
10. Use rhetorical device
11. Cultivate your own effective style
12. Keep an eye on the listeners' patience level
13. Learn to make impromptu speeches, too

Public speaking serves the following purposes:

1. Service for society 2. Service for self 3. Service for the nation 4. Purpose of Information
5. For persuasion and 6. For entertainment.

SWOT Analysis

SWOT Analysis is essential for public speaking wherein **S** means strength; **W** means weakness; **O** means objective and **T** means target.

Rhetoric Devices

Every speaker has his own rhetoric devices with the help of which he increases his effectiveness. Students must try to emulate rhetoric devices of the great speakers.

ORAL PRESENTATIONS

Presentations are a part of life of every professional. Even students have to give presentations quite frequently. With abrupt changes in science and technology, presentations have become unavoidable. However, communication can be through oral presentation or written presentation. Oral presentation involves

1. the presenter
2. the medium/materials
3. the target audience

In fact, the entire responsibility of presentation is that of the presenter. As such the following points should be kept in mind:

1. Planning and Preparation

- (a) the topic must be known in advance
- (b) the target audience must properly be known
- (c) the time of your disposal
- (d) obtain relevant books and journals to strengthen your knowledge of the subject
- (e) cite names, illustrations, references
- (f) acknowledge the source of borrowed material
- (g) prepare visuals such as transparencies, slides, film strips well in advance
- (h) make use of infrastructure, OHP, LCD projector, computer etc.,

2. Delivery

(a) *Contents*

- presentation should be very focussed
- discreet use of illustrations and anecdotes
- logical development of the theme

(b) *Manner of Presentation*

- use appropriate technique
- use jokes and anecdotes
- time allocation—neither too much nor too short
- ask questions from the audience so as to be interactive with them
- anticipate possible questions and their answers

(c) *Presenter*

- relax before presentation
- establish eye-contact
- voice should be loud and clear
- positive attitude
- respect audience and their intelligence
- kinesics

3. Use of Visual Aids

- use flip charts where necessary
- use OHP and LCD where necessary
- don't overcrowd matter on transparency

PRESENTATION IN CONFERENCES/MEETINGS ETC.,

- feel involved
- go through the agenda carefully and plan the presentation
- write down points on a sheet of paper
- respect opinions of others, too
- be flexible and tolerant
- think logically and analytically
- listen to others attentively
- voice modulation
- positive attitude
- use of multimedia (video-conferencing, interactive discussion etc.,)

In addition to the above spoken parts of communication, there are the written aspects, too, which can be materialized through written text, brochure, tourist brochure, user manual, CV etc.,

DEVELOPING ARGUMENTATIVE SKILLS: BASED ON ELOCUTION AND AUDIO-VISUAL AIDS

The four communication skills are:

1. Spoken skills
2. Written skills
3. Reading skills
4. Listening skills

In order to develop argumentative skills, the following should be added to SWRL:

1. Persuasion
2. Emotive Appeal
3. Sound Proposition
4. Solid Proofs
5. Use of Scientific and Concrete Vocabulary
6. Use of Audio-Visual Aids.

A good argumentative speaker is always prepared to counter all disagreements and technical objections. For all this, he should have the following qualities:

1. Thorough knowledge of the subject
2. Kinesics
3. Voice modulation
4. Patience
5. Consistency

Students are advised to go through the following specimen speeches provided in the following chapters in order to develop argumentative skills:

1. Chapter 39
2. Chapter 40
3. Chapter 42

For role play presentation, the following factors are basically needed:

1. Extraordinary command over language
2. Profundity of subject matter
3. Excellent exposure and orientation
4. Use of body language
5. Unbounded capacity for listening to others

It is recommended that the following chapters should be read again and again for role play presentation:

1. Chapter 33 and Chapter 42
2. Chapter 39 and Chapter 40

For the sake of compendium, the exercises of the above chapters are not reproduced here in full.

TESTING COMPREHENSION: READING AND LISTENING EXERCISES ASSISTED BY AUDIO-VISUAL AIDS

Reading and Listening are two important skills of communication. The other two skills are spoken skills and written skills. These two skills, i.e., Reading and Listening (RL) have sufficiently been dealt with in chapter 2 elsewhere under T⁴ (Traits four), and T⁴ (Technique four) of Reading skills and B¹² (Barriers Twelve). Also exercises 18, 19, 20 of chapter I, have been provided for Reading purposes. In addition to this, exercises 24, 25, 26, 27, 28, 29 and 30 of chapter 37 are also recommended for Reading. Comprehension skills have also been dealt with in detail in Chapter 2 under Listening Comprehension: Methods of Improvement. In addition, sufficient material exists in Chapters 39, 40, 41 and 42 respectively for strengthening comprehension skills. Computer Disk (CD) provided alongwith this book has also sufficient material on Comprehension. Students are advised to go through all this material doggedly in order to learn a lot about comprehension.

CD on comprehension contains recorded material for more than three hours and a half. This has been done because students need a lot of material to pass TOEFL, TWE and TSE tests. In the language lab, too, the students shall find a lot of material and also exposure for improving upon their SWRL.

ELOCUTION OR AUDIENCE BASED SPEECH

Following points should be noted down for effective elocution or audience based speech:

1. Thorough knowledge of the audience
2. Rhetoric devices
3. Kinesics (body language)
4. Voice modulation
5. Laughter through interesting anecdotes

A speech filled with wisdom and eloquence is characterized by the following qualities:

1. Clarity
2. Brevity
3. Interesting exposure of the theme
4. Audience-oriented presentation
5. Ordinary language easily comprehensible by the listeners

A good speaker has the following qualities:

1. Lively and enthusiastic
2. Earnest and passionate
3. A sense of responsibility to audience, to subject, to time
4. A sense of leadership
5. Balanced and sane
6. Sense of humour

Quality of a Good Speech:

1. Clear
2. Interesting
3. Educative
4. Pregnant with Meaning

Students are advised to listen to CD very carefully and meticulously so as to develop a clear idea of a good speech. They are also advised to go through the excercises provided in Chapters 37, 38, 39, 40 and 41 respectively.

INDIVIDUAL CONFERENCING: USE OF MECHANICAL AND ELECTRONIC DEVICES AND QUIZZES

Computer technology and telecommunication links via satellites have revolutionized communication. STD and ISD make instantaneous communication breaking the barriers of space and time. The whole world seems to have gathered into one small room and individual conferencing has become extremely easy. Word Processor, Telex, Fax (Facsimile), E-Mail, Voice Mail, Internet, Multimedia, Teleconferencing and Telephone Answering Machines are the modern mechanical and electronic devices which have brought about a mind-boggling revolution in the field of communication.

Now-a-days, every professional knows the use of Word Processor, Fax, E-Mail, Voice Mail, Internet, Multimedia, Telephone, STD, ISD and also the use of such other mechanical and electronic devices which have made communication much more faster and meaningful than before. Through these devices, a man desirous of conferring with someone in USA or in any other country can have a meaningful dialogue with others. These devices of communication are quicker, safer and less prone to distortion and misinterpretation.

Individual conferencing enables people to meet and work together though without meeting together physically in one room. A person sitting thousands of kilometers away can hear, ask questions and quizzes, share information with others while comfortably sitting in one room, saving a lot of money and time, without being physically present with them. In fact, during these days of globalization and privatization, when multinationals are carrying on their business the world over, teleconferencing and individual conferencing are very effective methods for them for sharing views, policies and information, so essential for their business.

Communication skills are also needed for:

- (a) Phone Etiquette
- (b) Greetings and Introductions
- (c) Card Etiquette
- (d) Speaking Voice

Your dress also communicate. You must be sartorial savvy and must care for your shirt, trousers, handkerchief, shoes, hosiery, belts and buckles, briefcase, scarves and gloves, colour of dress.

In addition to this, your hair-cut, your skin care, nails and fragrance also communicate. Your postures and gestures also communicate. A good handshake communicates your affection and warm-heartedness.

Your dining etiquettes also communicate.

Students are required to frame suitable exercises as well as elaborative discourses on the above forms of communicative items.

ASSIGNMENTS

1. What are different dimensions of oral communication?
2. What are important tips for facing an interview?
3. What are common factors for different dimensions of communication?
4. Why are interviews not faced well by the students?
5. What will you do to make your first impression as the best impression in interviews?
6. What are the **Magic Words** which the interviewers want to listen from candidates during interviews?
7. How would you communicate your strengths during interview?
8. What are dos and don'ts for facing an interview successfully?
9. What are top job interview questions?
10. Differentiate among seminars, conferences, symposia and workshops?

11. What are the common guidelines for participants to attend seminars/conferences/symposia/workshops?
12. What is GD? What are helpful hints to face GD successfully?
13. Write briefly about the following which develop your personality (PD):
 - (a) Cognitive Skills
 - (b) Behaviour Dimensions
 - (c) Communication Skills
14. Why is public speaking important?
15. What are essential factors for public speaking?
16. How is oral presentation planned and prepared?
17. What are important hints for making successful presentations in meetings/conferences etc.,
18. What methods would you adopt for developing argumentative skills and role play presentations?
19. How is your reading and listening comprehension tested in your language lab? Record your own reading and then re-play it in the class and try to improve your pronunciation and speech production mechanism with the assistance of your teacher.
20. What is audience-based speech or elocution?
21. How would you make your elocution effective?
22. How would you make individual conferencing and how would you use electronic and mechanical devices?

4

Online Communication: A Semiotics Technology Perspective¹

Introduction

Semiotics Technology: Smileys

Two Milieu-Culture

Abbreviated Communication

Impaired Online Communication

Localizationists' View

Online and Offline Communication & SWRL

Wider Circumference of English Communication

Communication Intelligibility

Empirical/Spoken Communication Modules

Models of Communication and Semiotics Technology

Decoding Skills of Communication

Suggestions

References

Assignments

Introduction

With the advent of Semiotics Technology, Online Communication may assume still wondrous dimensions: for, one day man will look askance at it with the same bewildering excitement as Alice did in Wonderland. An encyclopedia which Online Communication actually is, it practically contains information ranging from gold rates, latest products, international upheavals to travel reservations and medical services. Like Aladdin's magic lamp, Online Communication can instantly provide us a web of employment opportunities. Within seconds, web administrator, web designer, web developer, web page hosting, e-commerce and consultation groups do appear before us to help, guide and direct us. In addition to its instant service, it can also be available to us round the clock.

Semiotics Technology: Smileys

Semiotics Technology has given birth to the concept of smileys with a view to enabling the sender of the message to express his Online emotions notwithstanding the conspicuous absence of his kinesics. Such smileys as the following are very much in vogue and also very popular too:

- (-: symbolizes that the Online communicator is left-handed.
- (;-) symbolizes that the Online communicator has made a sarcastic remark.
- (:-) stands for the happy mood of the sender.
- (:@) represents a crying mood.
- (:-D symbolizes that the user is mischievously laughing at you.
- (:-s represents that the user is a confused person.
- (O:-) stands for the seeming gentleness of the user.
- (:-/) represents that the user is a non-conformist.

1. Prescribed in GBPU Syllabus (Technical Writing, BHS-312) Also to be used for ESP, TWE and TSE.
Also prescribed in UPTU Syllabus and Communication Lab (English), TAS-253.

Two-Culture Millieu

Semiotics studies symbols and signs and also their pragmatism. From this point of view, it is against any move subserving Online Communication to degenerate human values. C.P. Snow, a noted litterateur, talked of "two-culture milieu"—one predominated by the scientist and the second by the humanist, and both of them at a continued confrontation. The Acceleration of Chip Power (ACP), the Interconnection and Networking Capacity (INC), the At & T, the EDI, the Data Navigation, Multimedia and Hypertext (DNMH), the HIT, the CMG, the IPIM, the AI, the NN—are some manifest dimensions of the power and sophistication of Online Communication, but they are entirely dominated by the scientist. The humanist side is always at confrontation with the scientist side, which, in summation, means that in the "two-culture milieu", the one culture remains weak and the level of communication remains uneven. This is what C.P. Snow lamented (Kanter, 2001): this is what semiotics makes us comprehend while postulating pragmatism. Snow's "two-culture milieu" is also sketched below for an easy comprehension of the concept:



Fig. 1

Abbreviated Communication

Semiotics recommends the abbreviated and the shortened use of language for Online Communication. Some popular semiotic uses in Online Communication, quite in vogue at present, are the following.

| | | | |
|-------|----------------------------|------|------------------------|
| FITB | : Fill in the Blanks | KWIM | : Know What I Mean |
| FYA | : For Your Amusement | BTW | : By the Way |
| CMIIW | : Correct Me If I am Wrong | IOW | : In Other Words |
| AAMOF | : As A Matter of Fact | YIU | : Yes, I Understand |
| AUST | : Are You Still There | TYVM | : Thank You Very Much |
| BBFN | : Bye Bye For Now | WRT | : With Respect To |
| CUL | : See You Later | TNX | : Thanks |
| F2F | : Face to Face | TIC | : Tongue in Check |
| IAC | : In Any Case | RUOK | : Are You OK? |
| IKWUM | : I Know What You Mean | PTMM | : Please, Tell me More |
| IMHO | : In My Humble Opinion | <G> | : Grinning |
| MOF | : Male or Female | (J) | : Joking |
| OIC | : Oh I See | <L> | : Laughing |
| OTOH | : On the Other Hand | <S> | : Smiling |

Impaired Online Communication

Semiotics Technology prohibits the use of disordered language for Online Communication. A communicator suffering from obvious language ailments obfuscates the natural and spontaneous flow of Online Communication by taking recourse to frequent ***obiter dictum***.

which is, of course, a formidable barrier to communication process. Communication channels are hindered by such glaring impairments like the following:

1. Schizophrenic Aphasia
2. Conduction Aphasia
3. Phonic Aphasia
4. Agrammatical Aphasia
5. Verbal Alexia
6. Dysarthria
7. Stuttering
8. Polyglot
9. Atrophy
10. Sensory Disease

Localizationists' View

In fact, localizationists believe that the frontal lobe in the left cerebral hemisphere in the brain is the speech and language centre. If this centre is not intact, some aspects or the ability to perceive, process or produce language may certainly be disturbed (Akmajian, 1995). This state encompasses numerous syndromes of communicative impairments in Speaking, Writing, Listening and Reading (SWRL)—the four fundamental communication skills for Online Communication. Semiotics does not allow a disordered or disjointed language for communication uses, especially for MALL and NRA Theory.

Semiotics recommends the MALL Theory to rectify language disorders in order to make it fit for use in Online Communication. The NRA (Neutron, Receptor and Axon) Balance Theory, which is a recent breakthrough in the domain of Neuroanatomic Structure and Phonetics, also recommends sufficient study and practice of music, aesthetics, language and literature to rectify language disorders and to make it worthy of use in Online Communication. In the Indian context, the NRA Balance Theory of communication and the MALL Theory of Semiotics Technology may work wonders in case there are sufficient language laboratory infrastructure and well-exposed and well-groomed Online Communication faculty. It is rather lamentable that by the time students reach the portals of Universities for the pursuit of higher learning, their language channels are almost hardened.

Online and Offline Communication and SWRL

Online Communication is primarily the live conversation between the users at both the ends of the Internet. Only messages travel across but the users at both the ends cannot see each other. ***Internet Telephony and Chat*** are the types of Online Communication. But Online Communication must not be confused with Offline communication: for, whereas in offline communication when one user sends messages/files to another user, then the messages/files get stored in an electronic box at the server, in Online Communication, messages travel across simultaneously in real time between the sender and the receiver. In fact, in offline communication, messages can be downloaded on one's computer on logging on or they can be read out directly from the server. Nevertheless, in Online Communication direct interchange of views between the sender of the message and the receiver thereof is possible. Electronic Mail (e-mail), Newsgroups and Bulleting Board Groups are the types of Offline Communication.

Communication Skills—SWRL

However, communication skills are paramountly needed both for Online and Offline Communications. Whereas in Offline Communication, Writing Skills do take precedence over Speaking Skills, which, too, are essentially needed for Online Communication, but for both Online Communication and Offline Communication, the decoding skills, i.e., Reading and

Listening skills are very much required. Briefly speaking, SWRL (Speaking, Writing, Reading and Listening) skills do form the bases of communication.

Wider Circumference of English Communication

The modern global society is popularly termed as the techno-culture assembly of brilliant brains of the world. The medium of communication this society uses is certainly English Language. The obvious reasons for this wider use and application of English Communication are to be enumerated as under:

- Of the 4000 to 5000 living languages, English is by far the most widely used (Broughton, 1997).
- Approximately 300 million native speakers (L_1) and 250 million non-native speakers (L_2) efficaciously communicate through English Language.
- The major medium of communication at the UNO is English.
- The official language of international aviation is English and unofficially the first language of international sport and pop scene.
- More than 60% of the world's radio programmes are broadcast in English and 70% of the international mails are transacted through English Communication.
- English has now acquired the status of international communication having its enormous sphere of influence over Canada, America, England, Africa, Australia and India.
- English Communication is the international medium of Science and Technology including Online Communication.

Communication Intelligibility

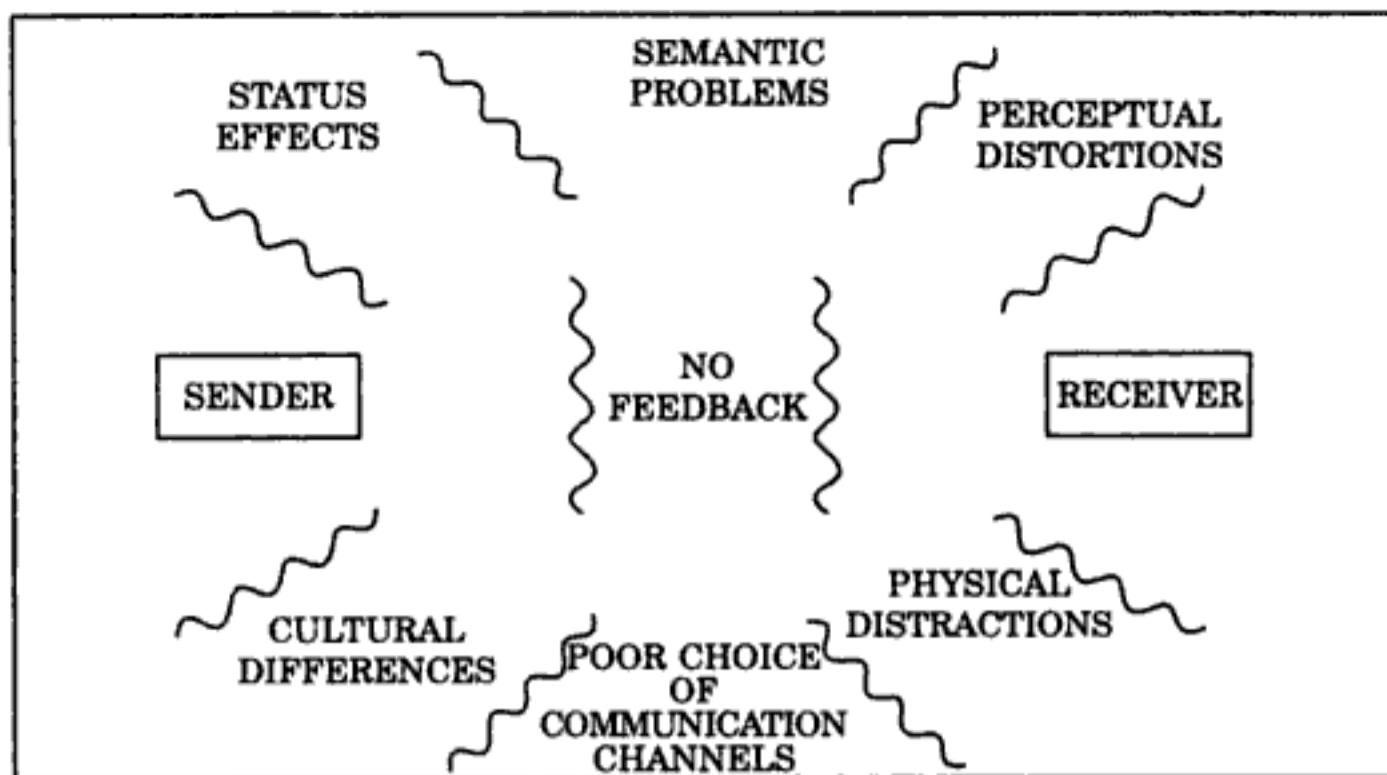
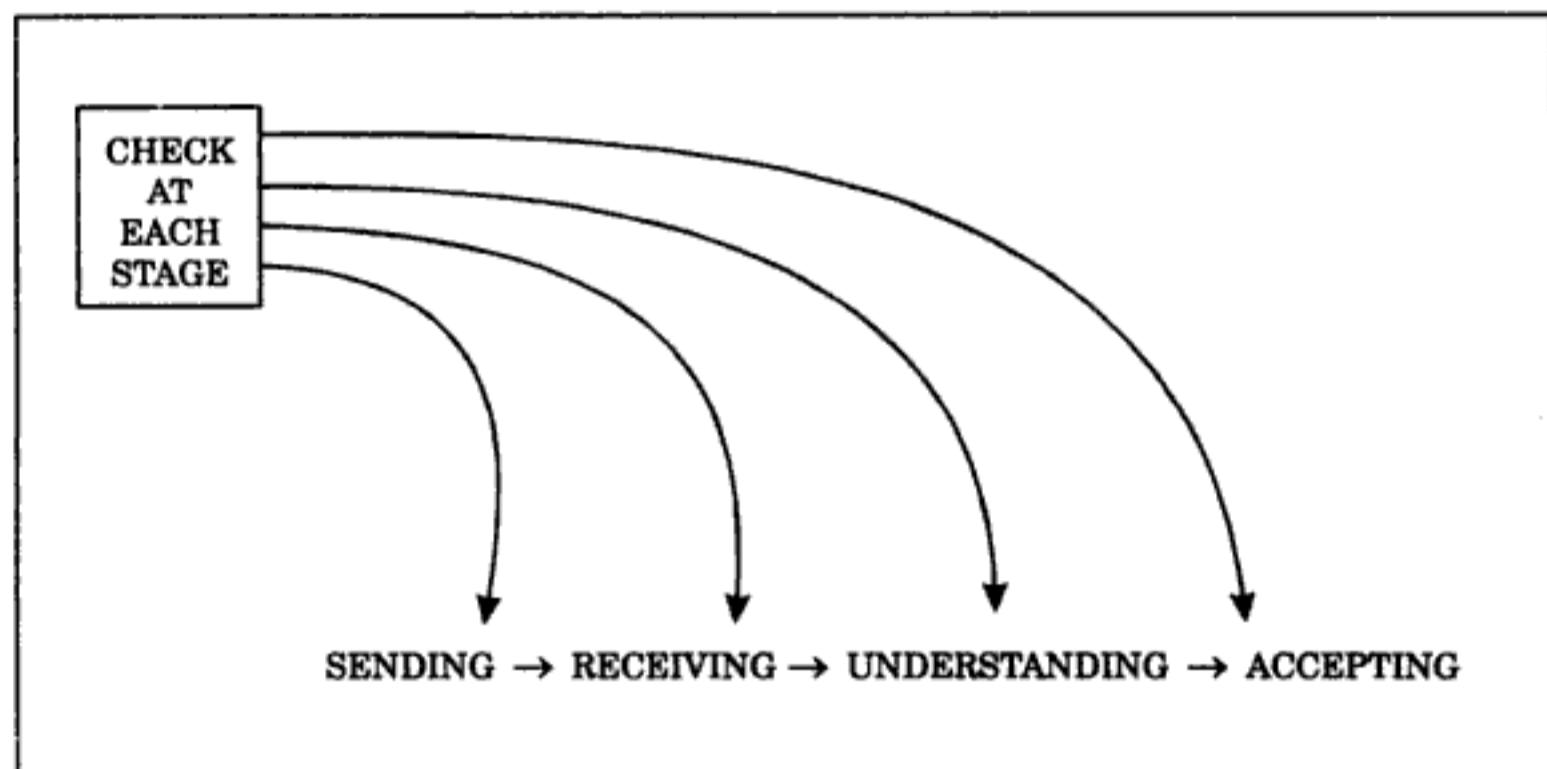
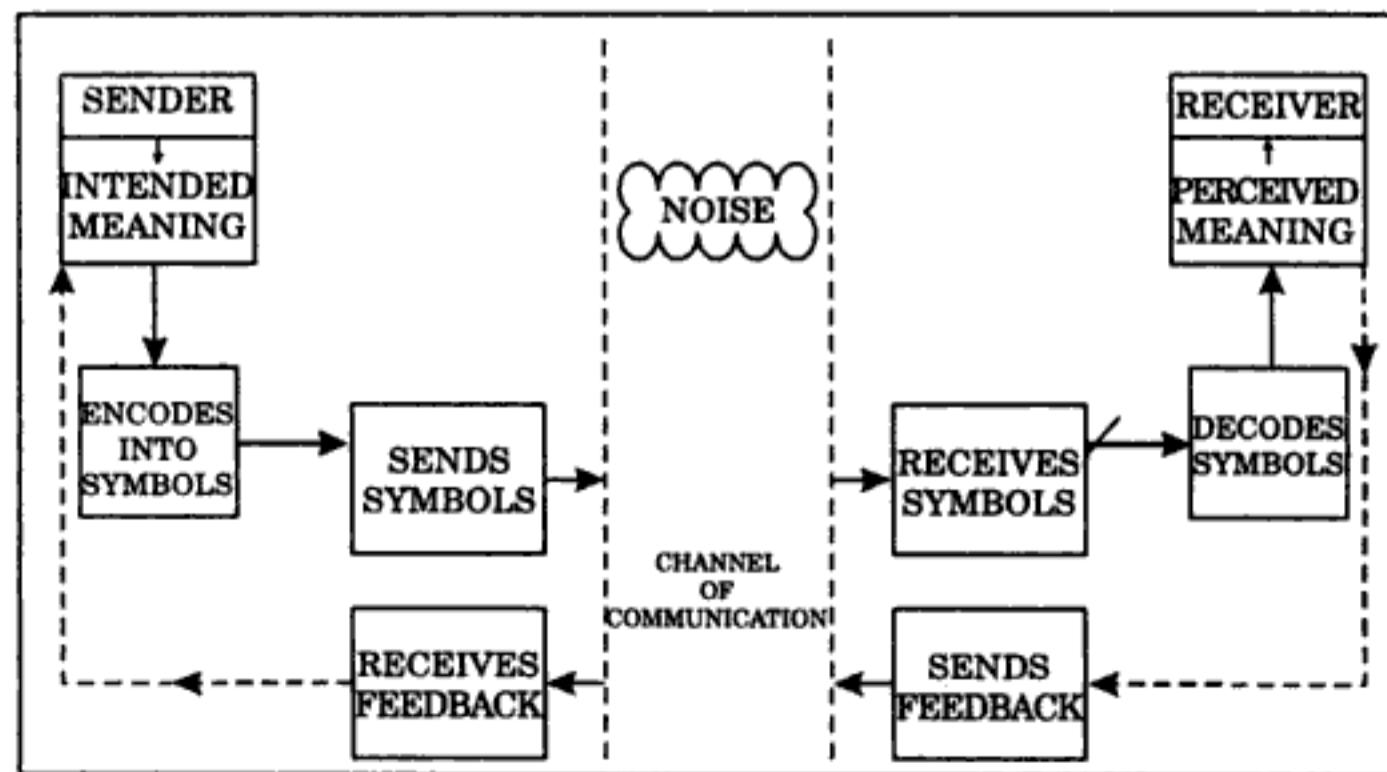
One obvious obstacle in international communication is the level of intelligibility of messages conveyed through **SWRL Skills** of Communication while using Online Communication channels. Some messages are not properly encoded, whereas others are not effectively decoded. The sender is unable to encode the message often being inefficient in **SW Skills** of Communication and often the receiver fails to encode the message because of his inefficiency in **RL Skills**. The result of all this culminates in unintelligibility rate of Communication, despite the fact that a lot of expenditure will remain unharnessed owing to the use of weak communication skills. For checking barriers of communication and its process, see figures 2,3,4.

Empirical/Spoken Communication Modules

A number of suggestions have been made to enhance intelligibility of communication. However, from Semiotics Technology point of view, a few focused suggestions may be made, which will certainly go a long way for improving international communication intelligibility standards. First, commonly accepted and recognized sounds and symbols of R.P. System may be practised so that an American Spoken Communication or for that matter an Australian Spoken Communication may become obviously intelligible to an Indian counterpart. This suggestion may be elaborated from the point of view of Phonetics: (Fig 5, 6 and 7).

Models of Communication and Semiotics Technology

Telecommunications systems provide much more than compressing the time of information delivery. Communications provides the transmission of data from one site to another formerly via telephone lines, but now including cable, microwave, optical fiber and satellite facilities. The personal computer has become as ubiquitous as the telephone. Voice, data, image and graphics are now transmitted from one end of the world to another. Speech, writing or signs, which are also subjects of deeper study and analysis of Semiotics Technology, can be transmitted through time and space, a subject of deeper study of computer based teleprocessing systems too, which inter alia, studies how to send and receive information from one location to another (space) so that the transmission can be carried out quickly (time). The techniques of transmitting

**Fig. 2. Barriers to communication****Fig. 3. Checking communication****Fig. 4**

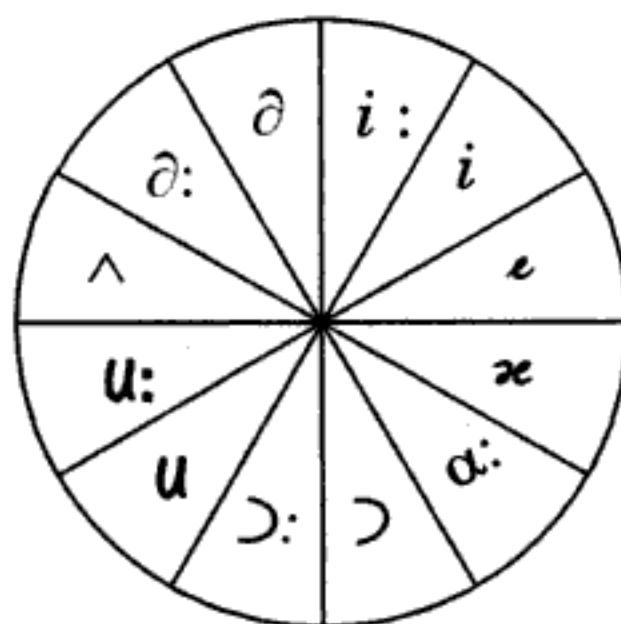


Fig. 5. Phonetic Symbols of Pure Vowels—Communication Base (Spoken)

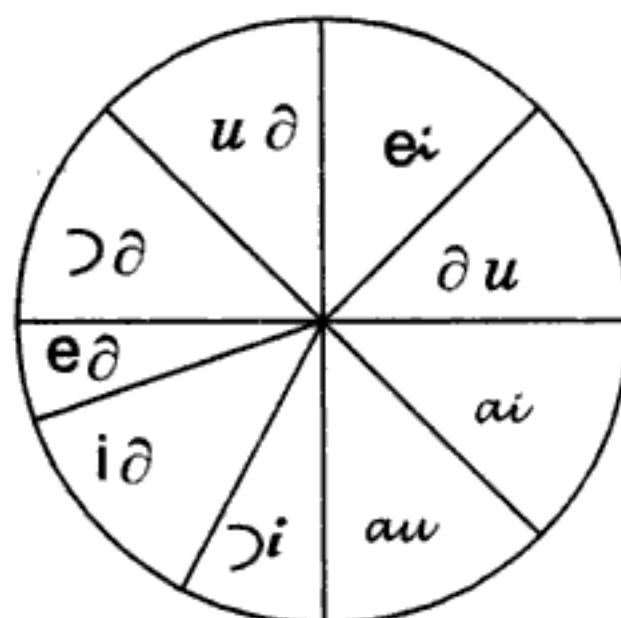


Fig. 6. Phonetic Symbols of Diphthongs—Communication Base (Spoken)

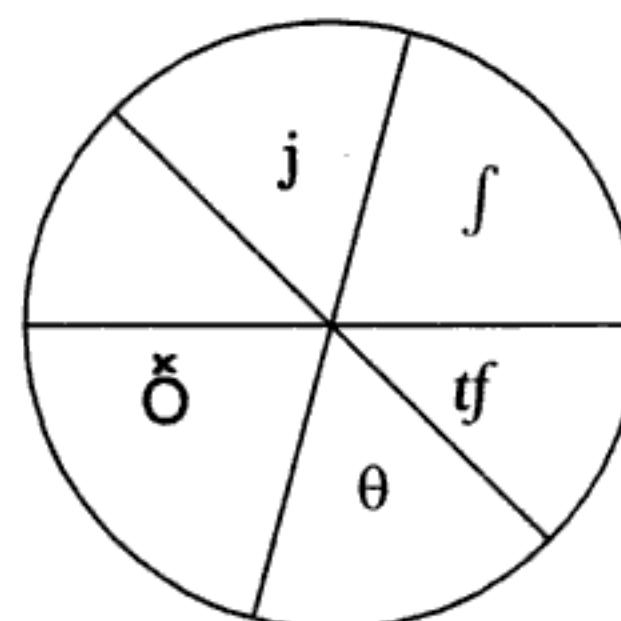
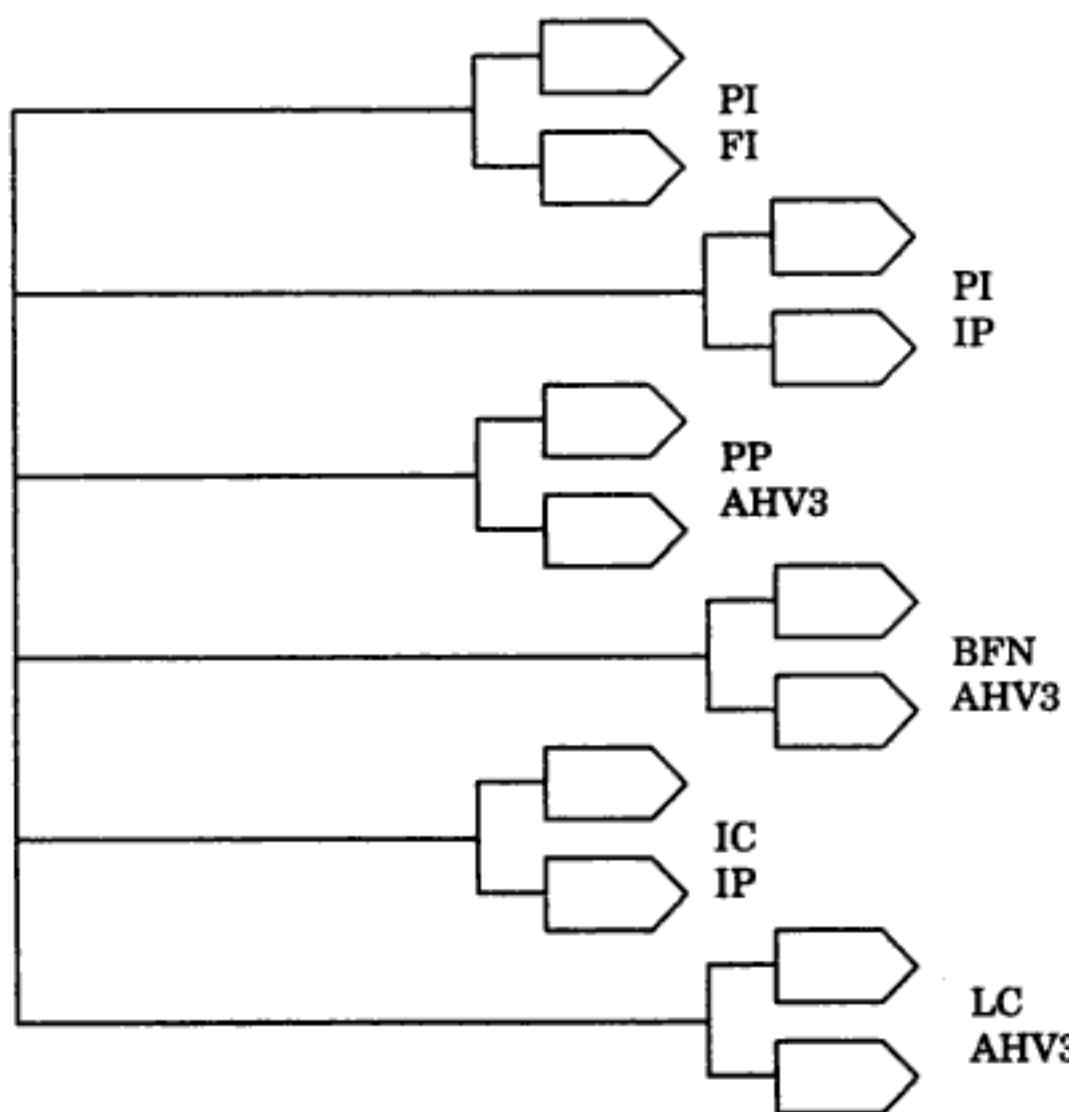
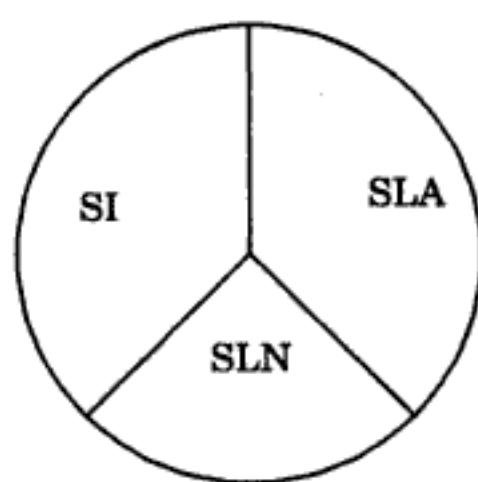
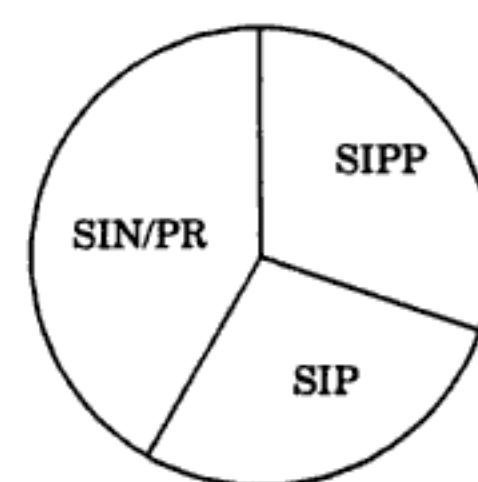
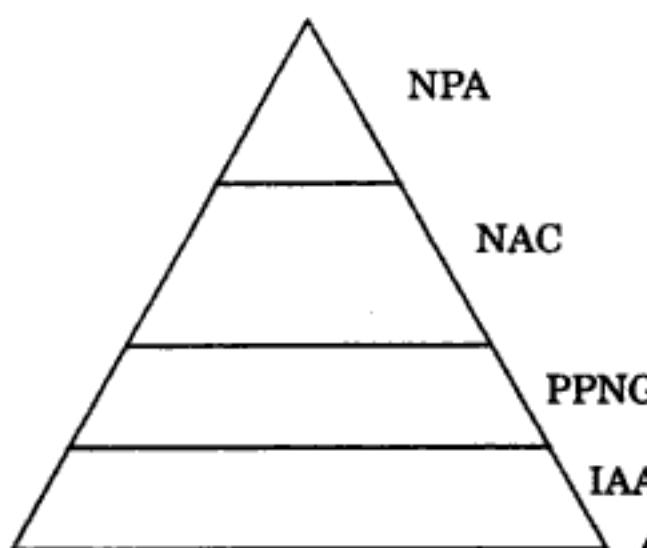
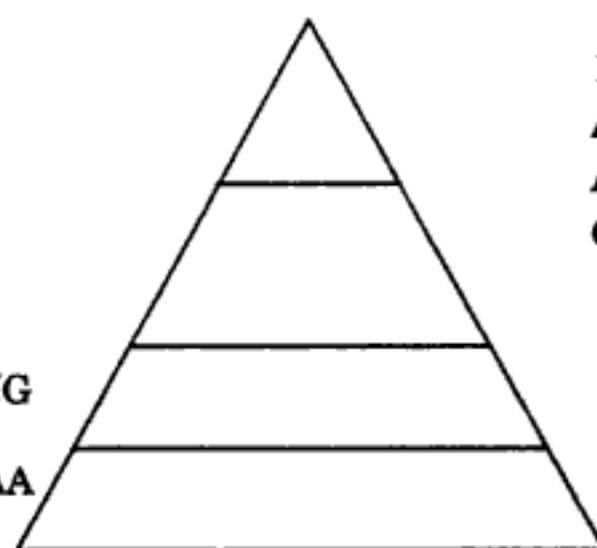
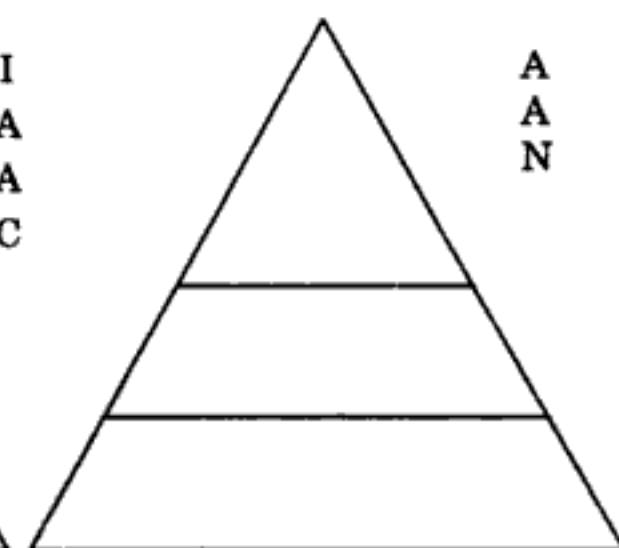


Fig. 7. Phonetic Symbols of Consonants—Communication Base (Spoken)

Language Capsules for Written Communication

Likewise, a number of language modules/capsules have been prescribed for Written Communication. A few of them have been given below: (Fig. 8, 9, 10, 11, 12 and 13)

**Fig. 8. CTP Capsule for Written Communication****Fig. 9. Syntactical Capsule for Online Communication****Fig. 10. Syntactical Capsule for Online Communication****Fig. 11****Fig. 12****Fig. 13**

messages from one part to another have had a unique history of their own in good hoary days, the emphasis was on physique but now the focus is on techniques and particularly on those techniques which are mind-boggling. For easy comprehensions's sake, the following figure 14 may provide a vivid picture of the methods of communication.

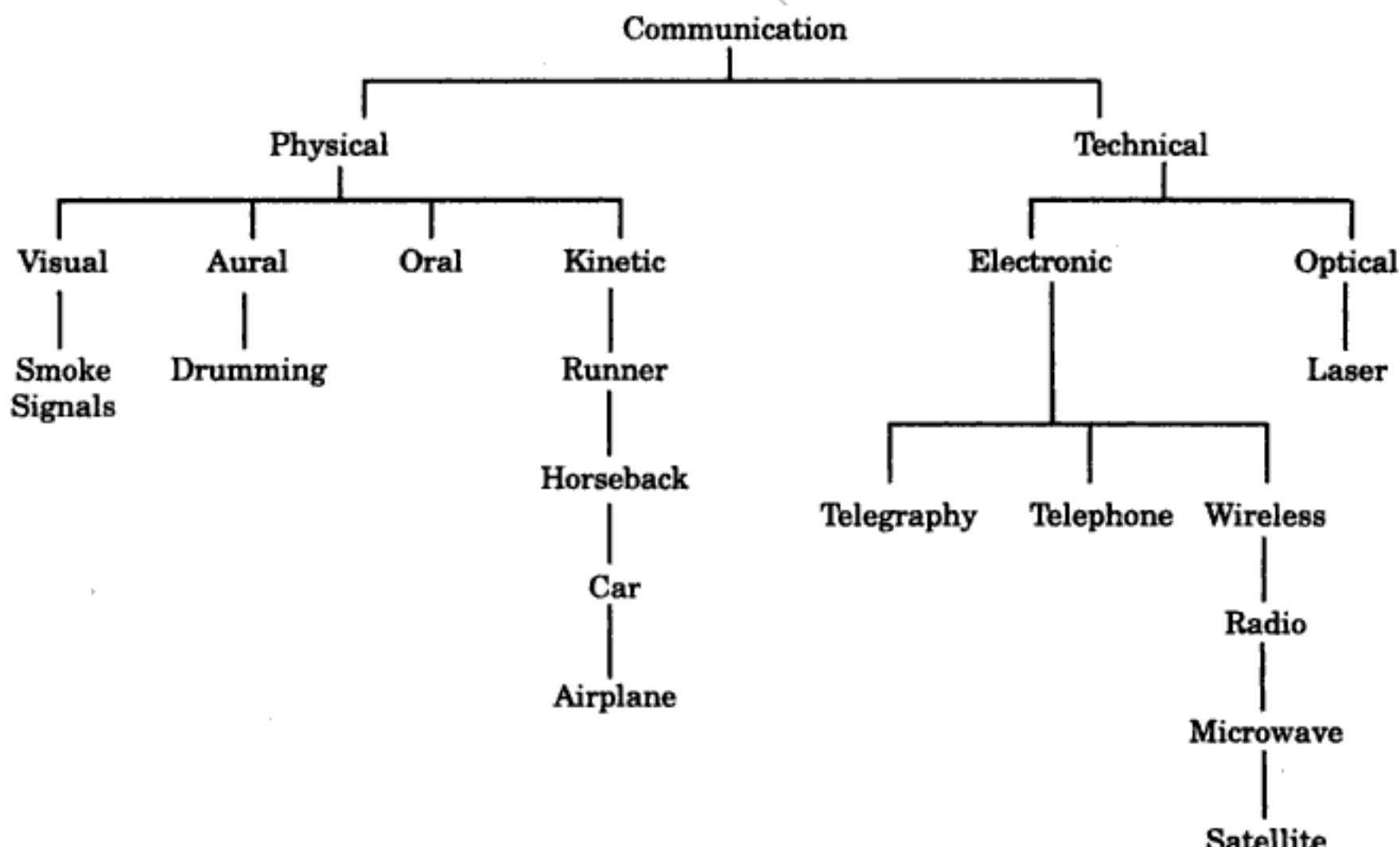


Fig. 14. Methods of Communication

But whatever the method of communication may be-whether telegraphy, telephony, wireless, fiber optics, microwaves or satellites, communication skills (SWRL) are a common factor to all. They are needed for every method of communication. Often they need encoding skills (SW) and sometimes they require decoding skills (RL).

Decoding Skills of Communication-Suggestions

Some suggestions have been offered with regard to the encoding skills (SW) of communication. It is now worthwhile to mention some useful ways and means for improving upon decoding skills so that they can gainfully be employed for Online Communication. The following mechanical devices known as M9 are suggested for speedy and efficacious reading skills:

1. AVR Eye-Span Trainer
2. SRA Reading Accelerator
3. Excel-O-Reader
4. EDL Skimmer
5. Controlled Reader
6. Metronoscope
7. Tachistoscope
8. AVR Reading Rateometer
9. Graded Films

In order to strengthen reading skills of communication, the following reading techniques popularly known as T4 are also recommended:

1. OK 4 R
2. PQRST

3. SQ3R
4. PQ4R

Likewise, for listening skills the following suggestions are made:

1. Recapitulation and Reconstruction System (R&R System) must be practised.
2. Berlo's Measurement Scale may be exploited to measure communication rate.
3. OQ and SQ method must be practised.

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Akmajian, A. (1995) *et al. Linguistics. An Introduction to Language and Communication*, Printice-Hall International Ltd., London, p. 502.
Duerot, O. *et al.* (1981) *Encyclopedic Dictionary of the Sciences of Language*, Basil Blackwell, Oxford, p. 104.
Broughton, G. (1997) *Teaching English as a Foreign Language*, p. 1.

ASSIGNMENTS

1. What is Online Communication?
2. What are Smileys?
3. What is two-milieu culture?
4. What is abbreviated communication?
5. What is impaired Online Communication?
6. What is wider circumference of English Communication?
7. What are empirical spoken communication modules?
8. What are language capsules for written communication?

5

Language Lab Practicals¹

Lab Practical 1

IPA and RP; Speech Drills on Articulatory Phonetics, Place and Manner

Lab Practical 2

Stress in Speech Based on Accentual Patterns

Lab practical 3

Intonation Pattern Practice: Rising, Falling and Level Tones

Lab Practical 4

Rhythm in Speech: Practices on Strong and Weak Form Words

Lab Practical 5

Individual Conferencing

Lab Practical 6

SWRL Skills: *Interviews / Seminars / Workshops, Strengthening Phonetic Transcription Skills / Kinesics.*

Lab Practical 7

GD (Group Discussion) Based on Current Grammatical Patterns

Lab Practical 8

Public Speaking: Using Articulation and Kinesics

Lab Practical 9

Presentations

Lab Practical 10

Argumentative Skills: Using Audio-Visual Aids

Lab Practical 11

Testing Comprehension: Reading and Listening

Lab Practical 12

Elocution-Audience Based

It is heartening to note that some Universities have made provisions for lab practicals as in subjects like Physics, Chemistry, Electrical Engineering, Mechanical Engineering, Electronics Engineering, Computer Science Engineering, Production Engineering etc., The lead recently taken by the UP Technical University, Lucknow in the direction is praiseworthy; for, it has made provisions for external examiner in communication course TAS-253 like other external examiners in technical courses. The idea of establishing a language lab in every Engineering Colleges affiliated to UPTU, Lucknow, numbering over 172 has revolutionized the entire gamut of thinking so as to the importance of the oral communication.

Many Universities of repute such as G.B. Pant University, Pantnagar (USN), JNU, Delhi, IITs etc., have already well-equipped language laboratories, where students get a thorough orientation in oral communication skills.

1. Prescribed in UPTU (Communication Lab (English), TAS-253. Also prescribed in GBPU (Technical English, BHS-211); also for Long. Lab Course BHS-312.

In this era of computer technology and telecommunication links via satellites and communication, both verbal and non-verbal, has assumed tremendous dimensions. A professional cannot be a successful professional unless he is well-versed with the art of speaking, forcefully communicating his interviews, presentations and interactions with others. Voice modulation properly punctuated by stress, intonation and rhythm patterns etc., is a much desired professional attribute these days. Kinesis or the use of body language is essentially needed. Functional knowledge of phonetics, semantics, syntax and pragmatics is also essential for a one who is desirous of his efficacious communication.

All these essential ingredients of a communicative personality are well-ripened in language labs. Gone are the days when oral communication was given a secondary place. In this context, 12 lab practicals have been provided based on the prescribed syllabus of UPTU, Lucknow, which are equally useful for other students too, particularly for those desirous of passing TOEFL, TSE, TWE, IELTS and other competitive examinations.

Language Lab practicals 1st. Year B. Tech.

TAS-253 Communication Lab (English)

Course Syllabus, U.P. Technical University, Lucknow

S. NO.

TITLE OF THE EXPERIMENTS

1. (A) "Orientation to Speech Sounds Through International Phonetic Alphabets (IPA): British Received Pronunciation (RP)"
(B) "Speech Drills with Emphasis on Articulatory Phonetics, Place and Manner."
2. "Stress in Speech. Based on Accentual Patterns."
3. "Intonation Pattern Practice: Rising, Falling and Level Tones".
4. "Rhythm in Speech: Practices on Strong and Weak Form Words."
5. "Individual Conferencing/Speaking Alongwith Quizzes."
6. "Conversational Skills for Interviews/Seminars/Workshops with Emphasis on Kinesis Alongwith Promotion of Phonetic Script Skills."
7. "Group Discussion: Practices Based on Accurate and Current Grammatical Patterns."
8. "Official/Public Speaking: Practices Based on Mechanics of Articulation."
9. "Theme Presentation Practices. Based on Linguistic Patterns."
10. "Developing Argumentative Skills/Role-Play Presentation with Proper Rhythmic Stress."
11. "Testing Comprehension: Reading and Listening Exercises with the Use of Audio-Visual Aids."
12. "Audience-Based Effective Speech Production (Elocution)."

LAB PRACTICAL NO. 1

Title of the Experiment :

- (A) "Orientation to Speech Sounds Through International Phonetic Alphabets (IPA): British Received Pronunciation (RP)"
- (B) "Speech Drills with Emphasis on Articulatory Phonetics, Place and Manner"

COMMUNICATION LAB (ENGLISH) TAS-253

EXPERIMENT NO. 1

THEORY

(Please Consult Chapter 1)

Name of the Experiment: Orientation to Speech Sounds: British Received Pronunciation; Speech Drills with Emphasis on Articulatory Phonetics; Phonetic Transcription.

Apparatus/Media Used: Language Lab: Material on R P and Phonetic Transcription.

Need of the Experiment: Wider Circumference; World-Wide Phenomenon.

Theory/Formulæ Used:

1. Key Words for Phonetic Symbols—Illustrations for Vowels (Pure Vowels)
2. Key Words for Phonetic Symbols—Illustrations for Vowels (Mixed Vowels or Diphthongs)
3. Key Words for Phonetic Symbols—Illustrations for Consonants (Only Irregular Formation)

Procedure: Acquaintance with Vowels and Consonants; Phonetic Transcription of Usually Mispronounced Words.

Result: Orthographic Transcription *vis-a-vis* Phonetic Transcription; Improvement in Pronunciation and Spoken English; Assignments.

Reference Material: Chapter 1

LAB PRACTICAL/VIVA VOCE

1. Write down the phonetic transcription of the words given in 20 Assignments of Chapter 1.
2. Write down the phonetic transcription of the words given at pp. 17-22 of Chapter 1.
3. Listen to the recorded material of the CD on phonetic transcription and other material preferably one provided on linguaphone chapters in language lab and then write down the phonetic transcription, with stress and intonation marks, of the words given at pp. 17-22 of chapter 1.
4. Read aloud with correct stress patterns the two verses given at pp. 30-31 of chapter 1.
5. Read aloud with proper stress and intonation assignment 20 of chapter 1, and then prepare its phonetic transcription.
6. In chapter 31 and chapter 33, some extracts have been provided including extracts from such noted poets as William Shakespeare, Mathew Arnold, P.B. Shelley and William Wordsworth. Read the given verses in these chapters with proper stress, intonation and rhythm so as to approximate RP. Some of the extracts particularly from William Shakespeare and P.B. Shelley must be learnt by heart also.
7. Speak aloud all the vowels and consonants of RP and try to learn the **place and manner of their application**. Repeat this atleast 10 times every day for a weak or so until you master the right articulation. Use lang. lab and the recorded material as many times as possible and seek the help of the teacher.
8. In chapter 39, a number of passages have been provided for reading. Select assignment 7 and assignment 10 and read aloud these together with proper application of kinesics (body language) and voice modulation.
9. In chapter 37, select assignments 28 and 29 and read them aloud in the class using all essential paraphernalias of RP and also by using eye contact, gestures and facial expressions.
10. Recognize consonants by categorizing them and also by writing them phonetically.
11. How are plosives and fricatives differ? Give a live demo in the lab class in the presence of your teacher.
12. Draw a figure indicating the place of speech organs and try to locate the sources of vowels and consonants. Also show your familiarity with articulatory phonetics.
13. Listen to the recorded material in the lab and also the CD provided along with this book and try to emulate the spoken patterns. Try it daily atleast for 3 hours in the lab. Then record your own voice after a lapse of 2 months. With the help of your teacher in the lab try to notice your flaws and try to rectify them.

"REMEMBER LEARNING SPOKEN LANGUAGE DAILY IS LIKE INVESTING ONE LAC RUPEES PER DAY IN THE INDUSTRY OF PERSONAL GROOMING WHICH IS YOUR BASIS OF PROFESSIONAL SURVIVAL THESE DAYS."

LAB PRACTICAL NO. 2**Title of the Experiment :****"Stress in Speech: Based on Accentual Patterns"****COMMUNICATION LAB (ENGLISH) TAS-253****EXPERIMENT NO. 2****PREPARE THEORY PART FROM CHAPTER 1****Name of the Experiment:** Stress in Speech : Based on Accentual Patterns.**Objectives:** To make students well-acquainted with the word-accent or stress in speech as well as the varying forms of accentual patterns of words in English speech.**Apparatus/Media Used:** Language lab: Material on Word Accent/Stress.**Theory/Formulæ used:** IPS: BRP: EPD.**Procedure:** 1. Stress in Speech or Word Accent

2. Stress Shift

3. Historical Reasons

4. Compound Words

5. Stress Change According to Function

6. Word Accent in Indian English

7. Rules for Accentual Patterns

Result: Improvement in Pronunciation and Spoken English.**Reference Material:** Chapter 1.**LAB PRACTICAL/VIVA VOCE**

1. Consult material on **stress** in chapter 1.
2. Read aloud exercises given in chapter 1 for reading purposes. Now see if there is any stress pattern in your reading.
3. Listen to **CD** and other recorded material in the lab indicating stress patterns. Try to listen them daily and consult your lang. lab teacher if there is any improvement in your speech from the point of view of **stress**. Remember you will learn stress patterns gradually with a lot of practice daily.
4. Try to speak as a **habit** and try to cultivate **stressed** speech. In your accentual patterns of speech, there should be naturalness and consistency. Do not try to emulate British or American Pronunciation mindlessly and look like wearing a borrowed attire.

LAB PRACTICAL NO. 3**Title of the Experiment :****"Intonation Pattern Practice: Rising, Falling and Level Tones"****COMMUNICATION LAB (ENGLISH) TAS-253****EXPERIMENT NO. 3****PREPARE THEORY PART FROM CHAPTER 1****Name of the Experiment:** Intonation Pattern Practice: Rising, Falling and Level-Tones.**Objective:** To make students thoroughly familiar with the intonation patterns of English words so that their speech can become more intelligible.

Apparatus/Media Used: Language lab: Material on Intonation Pattern Practice.

Theory/Formulae Used : ST, KT, NT, RFLT Formulae.

Procedure: I. Intonation Pattern

II. Tones

III. Placing the Nucleus

IV. Divisions with Groups

V. Falling Tones

VI. Falling–Rising Tones

Result: Improvement in Pronunciation and Spoken English.

Reference Material: Chapter 1.

LAB PRACTICAL/VIVA VOCE

1. Consult material provided for **intonation in Chapter 1**.
2. Read atleast any 5 exercises with intonation patterns provided in **Chapter 1**.
3. Punctuate your reading of the **5 exercises of Chapter 1** with rising, falling and level tones.
4. Prepare the phonetic transcription of the **5 exercises of Chapter 1** using marks of rising, falling and level tones.
5. Consult the exercises given in **chapter 1** for phonetic transcription.
6. Listen to CD and other recorded material in the lab and then try to learn **intonation pattern of RP**.

LAB PRACTICAL NO. 4

Title of the Experiment :

"Rhythm in Speech: Practices on Strong and Weak Form Words"

COMMUNICATION LAB (ENGLISH) TAS–253

EXPERIMENT NO. 4

PREPARE THEORY PART FROM CHAPTER 1

Name of the Experiment: Rhythm in Speech : Practice on Strong and Weak Form Words.

Objective: To make students proficient in the practice and use of strong and weak form words in relation to their rhythms in standard speech and pronunciation.

Apparatus/Media Used: Language lab: Material on Rhythm.

Theory/Formulae Used : RP; TA; WF; SF.

Procedure: (i) Accent in Connected Speech: Rhythm

(ii) Weak Forms

(iii) Practice in Strong Forms

(iv) Production of Speech

Result: Impovement in Pronunciation and Spoken English.

Reference Material: Chapter I.

LAB. PRACTICAL/VIVA VOCE

1. In **assignment 18** at page 44, a passage has been provided, which is full of weak as well as strong forms from the point of view of rhythm. You are required to read this passage using rhythm patterns highlighting strong forms and unstressing weak forms.

Then you are required to prepare the inventory of articles, auxilaries, conjunctions and prepositions which form weak forms.

2. Listen to a long speech of about 20 minutes by a celebrated speaker in your lab. Then mark how the speaker uses the **rhythm patterns** in his speech. With the help of your language teacher, try to learn the methods of using **rhythm patterns** in your lab class.
3. Read aloud with **rhythm** passages 17 at page 44.
4. Speak aloud atleast for 10 minutes on any topic of your choice meticulously using **rhythm patterns**.
5. Recite two poems in the lab class in a way that your **rhyming scheme** may appear natural but quite approximating RP.

LAB PRACTICAL NO. 5

Title of the Experiment :

"Individual Conferencing/Speaking Alongwith Quizzes"

COMMUNICATION LAB (ENGLISH) TAS-253

EXPERIMENT NO. 5

PREPARE THEORY PART FROM CHAPTERS 2, 3, 40, 41 and 42.

Name of Experiment: Individual Conferencing/Speaking along with Quizzes.

Apparatus/Media Used: Language Lab : Material on Indivial Conferencing/Speaking

Theory/Formulae Used: 1. Teleconferencing

2. Telephone Answering Machine
3. Multimedia

Procedure:

1. Telex
2. Facsimile
3. Internet

Result:

Improvement in Communicative Skills.

Source Material:

Consult Chapter 2, 3, 40 and 42.

LAB PRACTICAL/VIVA VOCE

1. Through telecomferencing, make your friends aware of the gains of privatization of technical education in India.
2. Use multimedia for emphasizing upon the importance of **SWRL** for a professional career.
3. In your lab class, speak atleast for 10 minutes on the applications and uses of:
 - (a) word processor
 - (b) fax
 - (c) e-mail
 - (d) voice mail
 - (e) internet
 - (f) STD
 - (h) ISD

LAB PRACTICAL NO. 6**Title of the Experiment :**

"Conversational Skills for Interviews/Seminars/ Workshops with Emphasis on Kinesis alongwith Promotion of Phonetic Scripts Skills."

COMMUNICATION LAB (ENGLISH) TAS-253**EXPERIMENT NO. 6****PREPARE THEORY PART FROM CHAPTERS 2, 3, 33, 39, 40, 42.**

Name of the Experiment: Conversational Skills for Interviews/ Seminars/Workshops with Emphasis on Kinesis along with Phonetic Script Skills

Apparatus/Media Used: Language Lab : Material on Interviews, Seminars, Phonetic Scripts etc., (Chapter 3).

- Theory/Formulae Used:**
1. Dyadic Communication
 2. Phonetic Scripts
 3. Interviews/Seminars

Procedure: Dyadic Communication to be strengthened; Interviews and Seminars to be supported by Phonetic Scripts in order to make them more authentic.

Result: Students shall be groomed into excellent professionals by enriching their SWRL.

Source Material : Chapter3, pp. 59–64; Chapter 2, 33 and 39.

LAB PRACTICAL/VIVA VOCE

1. Supposing you have appeared for an interview in a business concern. You feel that you could not face the interviewers well. Now try to recall point-wise your performance under the following heads:

- (a) SWRL
- (b) Kinesics
- (c) Subject-matter
- (d) Articulation
- (e) Dress Code
- (f) Facial expression

Share your views in the lab class.

2. You failed to give fairly an impressive idea/impression in your interview. Try to check the following list of **helpers** in cultivating you a bit more precisely a practical professional than other considerations:

- (a) attire
- (b) grooming
- (c) alertness
- (d) cleanliness
- (e) eye-contact
- (f) timely arrival
- (g) smile
- (h) handshake
- (i) listen and hear
- (j) ignorance-admission

Share your views in the lab class.

3. Try to recall the following **magic words** while going to attend to an interview.

- (a) team work
- (b) motivation

- (c) cost-cutting
 - (d) increased sales/profits
 - (e) organizational situations
 - (f) innovative situations
4. Write down distinctly as to what your prospective employer wants to listen to from you in an interview. Some of points have been given in order to facilitate you:
- (a) I am determined and assertive
 - (b) I am dynamic, confident and a self-starter
 - (c) I am flexible and effective and work well under pressure
 - (d) I am persistent, determined, motivated and goal-oriented.
- Speak aloud in the lab. class about other points you have found out.
5. While participating in a seminar/workshop/conference/symposium, check if the following have been well practised/prepared or not:
- (a) Kinesics
 - (b) Audio-visual aids
 - (c) Subject material
 - (d) RP with stress, intonation and rhythm
 - (e) Phonetic transcription

LAB PRACTICAL NO. 7

Title of the Experiment :

"Group Discussion: Practices Based on Accurate and Current Grammatical Patterns."

COMMUNICATION LAB (ENGLISH) TAS-253

EXPERIMENT NO. 7

PREPARE THEORY PART FROM CHAPTERS 2, 3, 37, 39, 40, 41 and 42.

Name of the Experiment: Group Discussion: Practices based on Accurate and Current Grammatical Patterns

Apparatus/Media Used: Language Lab: Material on Group Discussion in Chapter 3 (GD), pp. 62–65.

Theory/Formulae Used: CA; AP; EC; SWRL

Procedure: 1. Interactive Approach

2. Effective Communication
3. Organization
4. Self Improvement
5. SWOT Analysis

Relevance: For every professional GD is an essential requirement.

LAB PRACTICAL/VIVA VOCE

1. Rebrush your knowledge of spoken, written, reading and listening skills. Listen to some recorded material in the lang. lab. Speak atleast for 10 minutes before your language teacher and ask him/her about your weak and strong points.
2. Participate in GD in the class in a group of 10 students, whose speaking would be recorded. Assimilate all the rules and guidelines for taking part in GD given in this book in chapter 3 under the head *GD*.

3. Analyse your speech in the lab. Ask your teacher the good and the bad sides of your speech. Then try to improve daily.
4. While taking part in *GD*, you should note if the following have been correctly practised:
 - (a) RP
 - (b) Kinesics
 - (c) Subject-matter
 - (d) Facial expression
 - (e) Duration of speech
 - (f) Participation logically and thematically relevant
 - (g) Interaction balanced or imbalanced
 - (h) Competitive awareness and aggressiveness
 - (i) Correct grammatical patterns used or not.

LAB PRACTICAL NO. 8

Title of the Experiment :

“Official/Public Speaking: Practices Based on Mechanics of Articulation”.

COMMUNICATION LAB (ENGLISH) TAS-253

EXPERIMENT NO. 8

PREPARE THEORY PART FROM CHAPTERS 2, 3, 37, 40, 41 and 42.

Name of the Experiment: Official Public Speaking: Practices Based on Mechanics of Articulation

Apparatus/Media Used: Language Lab: Material on Public Speaking and Techniques of Articulation as provided in Chapter 3, pp. 63–65.

Theory/Formulæ used: SWRL; BL; AA; RD.

Procedure: 1. SWOT Analysis

2. Knowledge of the Audience
3. Proper use of Language
4. Kinesics
5. Rhetoric Devices
6. Jokes and Anecdotes
7. Impromptu speeches
8. Emulation of Great Speakers

Result:

1. SWRL's strengthening
2. Improvement in the Communicative Practises
3. Grooming of Personality
4. Confidence Building
5. Success in Interviews, Conferences, Symposia and Seminars

Source Material: Chapters 2, 3, 37 and 41.

Instructions and Assignments/Lab Practicals

Step I. Listen to CD and other recorded material in the Language lab as per instructions of your teacher and practice to emulate whatever is best and worth emulative. Do this a number of times and also go through the **Reference Material** given in this book at page 63–65 (Chapter 3), very meticulously and carefully. Then interact with the teacher and report about your reflections/reactions/improvement etc.,

Step II. In your moments of privacy and solitude, try to speak to yourself loudly and watch your improvement yourself.

Step III. Discover changes in your voice modulation and kinesics. Repeat the above instructions daily atleast for 2 months and then record all the chagnes.

LAB PRACTICAL/VIVA VOCE

1. Reproduce two great speeches you have listened to in the Lang. Lab first in orthographic transcription and then in phonetic transcription.
2. Draft suitable short speeches for the following occasions:
 - (a) Vote of thanks on the occssion of annual function (get the speech recorded and then listen to it yourself and then in the whole class).
 - (b) Your friend going abroad (first prepare the orthographic transcription and then its phonetic transcription).
 - (c) Deliver a speech in the lab class in the presence of your teacher on any current topic with appropriate use of voice modulation (stress, intonation and rhythm), and kinesics (body language).

LAB PRACTICAL NO. 9

Title of the Experiment:

"Theme Presentation Practices: Based on Linguistic Patterns"

COMMUNICATION LAB (ENGLISH) TAS—253

EXPERIMENT NO. 9

PREPARE THEORY PART FROM CHAPTERS 2, 3, 37, 41 and 42.

Name of the Experiment: Theme Presentation Practices Based on Linguistic Patterns.

Objective: To groom students as effective professionals.

Apparatus/Media Used: Language Lab: Material on Theme Presentation Practices as provided in Chapter 3, pp. 64–65.

Theory/Formulae Used: AA; PP; MP; VA

Procedure: (i) Audience Analysis

(ii) Plan the Presentation

(iii) Method of Presentation

(iv) Visual Aids

Result: Efficacious Professionals shall be produced.

LAB PRACTICAL/VIVA VOCE

1. Give a presentation on any one of the following:
 - (a) A report on your educational tour to places of cultural importance;
 - (b) A paper regarding privatization of technical education;
 - (c) Educational reforms which you visualize as necessary at the moment.
2. Listen to the CD and other recorded material in your language lab. Then speak in RP at least for twenty minutes in the class with proper stress and intonation on any one of the following:
 - (a) Institution—Industry interface;
 - (b) Plans for poverty removal;
 - (c) Rural life.

3. Using audio-visual aids and kinesics, speak on the wider circumference of English language.
4. Speak on Online Communication : Semiotics Technology Perspective for about half an hour in language lab.

LAB PRACTICAL NO. 10

Title of the Experiment:

"Developing Argumentative Skills/Role-Play Presentation With Proper Rhythmic Stress."

COMMUNICATION LAB (ENGLISH) TAS—253

EXPERIMENT NO. 10

PREPARE THEORY PART FROM CHAPTER 3 (pp. 65–66) and chapter 42.

Name of the Experiment: Developing Argumentative Skills/Role-Play Presentations with Proper Rhythmic Stress.

Objective: To groom students as efficacious professionals.

Apparatus/Media Used: Language Lab: Material on Argumentative Skills/Role-Play Presentations, as provided in Chapter 1 and 3.

Theory/Formulae Used: Preposition; Proof; Judgment; Persuasion.

Procedure: (i) Preposition

(ii) Proof

(iii) Observation

(iv) Evidence

(v) Logic

(vi) Emotive Appeal

Result: Effective speakers shall be groomed.

LAB PRACTICAL/VIVA VOCE

1. Speak on anyone of the following topics in your lab class:

(a) Leadership Qualities;

(b) Motivation;

(c) Global Language of Communication.

While speaking use the following devices of argumentative presentation:

(a) Preposition

(b) Proof

(c) Observation

(d) Evidence

(e) Logic

(f) Emotive appeal

LAB PRACTICAL NO. 11**Title of the Experiment:**

"Testing Comprehension: Reading and Listening Exercises with the Use of Audio-Visual Aids."

COMMUNICATION LAB (ENGLISH) TAS—253
EXPERIMENT NO. 11

PREPARE THEORY PART FROM CHAPTER 2, pp. 47–57; Chapter 40, 41 and 42.

Name of the Experiment: Lab Practical: Testing Comprehension: Reading and Listening Exercises with the use of Audio-Visual Aids.

Objective: To make students well-versed with the latest techniques of Reading and Listening skills of communication.

Apparatus/Media Used: Language Lab: Material on Reading and Listening, Chapter 2.

Theory/Formulæ Used: Reading—RR Systems; SM₁ and SM₂ Methods; M⁹ Devices; PQ4R, OK4R, PQRST, SQ3R (T⁴) Techniques.

Procedure: RR Systems; SM₁ and SM₂ Methods; T⁴ Techniques; B¹² and T⁷ Traits.

Result: Reading and Listening skills must periodically be checked and evaluated by the teacher concerned.

Authentic Source: Linguaphone Course: Chapter 1-30 with audio comprehension. Instructors are advised to frame their own exercises for Reading and Listening comprehension keeping in view the level of understanding of the students.

LAB PRACTICAL/VIVA VOCE

1. Rebrush your knowledge of reading and listening devices as have been dealt with in detail in chapters 1, 2 and 3; also rebrush your knowledge of RR systems, SM₁, and SM₂ methods of reading and also M⁹ desices and T⁴ techniques, then listen all the 32 chapters of linquaphone course and try to note down the reading and listening comprehension of each chapter separately.

2. Try atleast 5 exercises given for reading and 5 exercises given for listening provided in different chapters in this book.

LAB PRACTICAL NO. 12**Title of the Experiment:**

"Audience—Based Effective Speech Production (Elocution)."

COMMUNICATION LAB (ENGLISH) TAS—253
EXPERIMENT/LAB PRACTICAL NO. 12

PREPARE THEORY PART FROM CHAPTER 3, pp. 66–67; Chapter 40, 41 and 42.

Name of the Experiment: Lab Practical: Audience-Based Effective Speech Production (Eloquence).

Objective: To groom the students in such a way that their inherent potential of speaking is fully developed.

Apparatus/Media Used:

1. Rhetoric Devices
2. Powerful and Audience Oriented Style
3. Planned Speech
4. Listening of Model Speeches which are full of eloquence and substance
5. Articulated Pronunciation and Standard Systems of Speech.

Procedure: (i) PA

(ii) CCB

(iii) IA

(iv) LREP

Result: Improvement in Speech and Oratory

LAB PRACTICAL/VIVA VOCE

1. Speak for about 30 minutes on any topic of your interest using:

- (a) rhetoric devices
- (b) articulation
- (c) audience centric speech
- (d) kinesics
- (e) stressed and intonated speech

2. Listen to 2 celebrated and eloquent speakers for atleast an hour in your lang. lab and analyse the elements of eloquence in their speeches, then try to emulate them and also try to reproduce their speeches in the lab class.

6

ESP: TOEFL/IELTS/TWE/TSE/ GMAT/GRE/CAT/MAT¹

Reasons for opting TOEFL/IELTS/TWE/TSE/GRE/GMAT/

Contents for TOEFL/IELTS/TWE/ISE/GRE/GMAT

Preparing for TOEFL/IELTS/TWE/TSF/GRE/GMAT/CAT/MAT

32 Exercises on

Listening Comprehension

Structure and Written Expression

Vocabulary and Reading Comprehension

Practice with sounds

Practice with articles/nouns/gerunds/cases

Practice with Pronouns/Verb/Voice

Practice with infinitives/gerunds/participles

Practice with time/tense

Practice with modal verbs

Practice with conditional sentences

Practice with adjectives/adverbs/prepositions

Practice with concord

Practice with one-word substitution/foreign words

Practice with idioms/phrases

Practice with synthesis/transformation

Practice with comprehension/essay writing

English for Specific Purposes (ESP) also includes **TOEFL** (Test of English as a Foreign Language), **IELTS** (International English Language Test System), **TWE** (Test of Written English and **TSE** (Test of Spoken English) in addition to the component of English asked in **GMAT**, **SAT**, **MAT**, **CAT** **GRE** and other Competitive Examinations.

Reasons for opting TOEFL/IELTS/TWE/TSE; **TOEFL** is an examination undertaken to measure proficiency of English language of a non-native English speaker. Students desirous of seeking admission in foreign universities and professionals seeking jobs abroad have to pass **TOEFL/IELTS/TWE/TSE** Examinations.

Contents

Following are the contents asked in **TOEFL/IELTS/TWE/TSE** examinations :

| Section | Number of Items | Time |
|--|-----------------|---------------|
| 1. Listening Comprehension | | |
| Part A. Similar Statement identification | 20 | |
| Part B. Questions over short conversations | 15 | |
| Part C. Questions over mini-talks | 15 | 30—40 minutes |
| Total | 50 | |
| 2. Structure and Written Expression | | |
| Identifying correct completion | 15 | |

| | | |
|--|-----------|------------|
| Identifying incorrect words or phrases | 25 | 25 minutes |
| Total | <u>40</u> | |
| 3. Vocabulary and Reading Comprehension | | |
| Identifying synonyms | 30 | |
| Reading passages | 30 | 45 minutes |
| Total | <u>60</u> | |

3. Vocabulary and Reading Comprehension

| | | |
|----------------------|----------|------------|
| Identifying synonyms | 30 | |
| Reading passages | 30 | 45 minutes |
| Total | <hr/> 60 | |

TWE

One essay 250-300 words 1 30 minutes

TSE

Spoken Practices 30 minutes

IELTS

Same as TOEFL

Preparing for TOEFL/IELTS/TWE/TSE/GRE/GMAT, etc.,

1. Develop sound basic knowledge of spoken and written English.
 2. Develop communication skills to an appreciable level.
 3. Study regularly. Learning bit by bit is better than learning a lot inaccurately in one sitting.
 4. Develop Comprehension skills. Reading newspaper or magazine articles will improve your reading comprehension skills.
 5. Add new words to your vocabulary.
 6. Develop your spoken skills. Practice **RP** as much as possible.
 7. Learn the use of kinesics while speaking.
 8. Strengthen your oral communication skills.
 9. Do **SWOT** Analysis and strengthen your weak areas of English language.
 10. Read carefully the 32 exercises provided for TOEFL/IELTS/TWE/TSE examinations.
 11. Also consult other chapters of this book as and when asked for under instructions.

EXERCISE 1

(Please go through chapters on current patterns and correct usages of parts of speech)

Q.1. Out of the four parts of the following sentences one part is wrong. 'E' indicates no error Tick the part of the sentence which has no error. If there is no error, tick part 'E'.

A B C D E

(i) Peace/hath its/victories no less renowned/than war. No error.

A B C D E

(ii) He is one/of those business executives/who has attained/w

A B C D E

(iii) If wishes/are horses/beggars/would ride them. No error.

A B C D

(iv) In event of his dying without issue, his nephew would inherit the whole property.

E

No error.

A B C

considering in to the/quality of the product./the prices fixed by the authorities/of

D E
from one too high/No answer

- A B C D E
- (vi) He succeeded/by dint with/perseverance/and sheer hard work. No error.
 A B C D E
- (vii) The patient/died/before/the doctor came. No error.
 A B C D E
- (viii) He works hard/lest/he may not fail/in the test/no error.
 A B C D E
- (ix) No Sooner did/Ram reach/the station/the train started. No error.
 A B C D
- (x) Hardly the teacher/enter the room/when he saw his students/coming towards him/
 E
 No error.
- Q.2. Choose the correct word and insert in the following gaps :**
- Life is a tale told by an (idiot, whimsical foolish)
 - It is very sweet to the days of youth. (remember, recall)
 - Such an irresponsible officer connot be any duty entailing a lot of trust and faith (allotted, assigned, entrusted)
 - Every child has a feeling of towards his father. (terror, horror, awe)
 - The tyrant has the religious book of his opponents. (prescribed, proscribed)
 - A pitched was fought between the two armies (fight, war, battle)
 - There is a connection between food and health (Causal, casual)
 - When I saw a lion in the forest, I started with fear. (trembling, shivering, vibrating)
 - of the pick pockets at an over-crowded railway station (aware, beware, inform)
 - Social is the thing that he is caring very much (prestige, fame, desire)

Q.3. Tick the word that truly substitutes or replaces the meaning of the given expression:

1. The excessive use of stereotyped words, technical terms and expressions often difficult for the layman to understand—
 (a) journalese (b) jargon (c) inversion (d) hyperbole.
2. The use of a round-about expression instead of a straight forward one, similar to circumlocution—
 (a) parody (b) paradox (c) periphrasis (d) soliloquy
3. A person who is inclined to fighting—
 (a) caisson (b) callous (c) contagious (d) bellicose
4. A speech delivered without previous preparation—
 (a) maiden (b) incredible (c) harengre (d) extempore
5. To remove objectionable matter from a book—
 (a) expurgate (b) exculpate (c) expiate (d) epilogue
6. A small piece of writing placed before a drama; an introduction to it—
 (a) pun (b) prologue (c) slang (d) personification
7. A medicine which counteracts poison—
 (a) anecdote (b) antidote (c) epithet (d) narcotic
8. Government by a person who has unlimited powers—
 (a) autocracy (b) democracy (c) pantisocracy (d) aristocracy
9. A person with long experience—
 (a) agile (b) expert (c) veteran (d) adolescent
10. A person who holds strongly to an opinion in defiance of some reason or argument (specially in religious matters)—
 (a) biased (b) orthodox (c) bigot (d) atheist

Q.4. Read the following passage carefully and tick the correct answers to the questions given below:

Incredible though it may seem, while the percentage of literacy in India has been going up, the number of illiterates has also been increasing, this according to the 1966 figures, there were 353 million illiterates in the country - 20 million more than in 1961. During the same period the percentage of literacy went up from 24 to 29 percent. The explanation for this paradox lies in the rapid growth of population which has outplaced whatever little progress has been achieved in literacy, for instance, from 1951 to 1961, literacy increased at an annual average rate of 0.7 percent while the country's population grew by 2.15 percent every year. But the population explosion is not entirely responsible for the growing number of illiteracies. The apathy of most states in failing to tackle the problem of adult literacy is also partly to blame. Till now, they have shown little awareness of the magnitude of the problem. Moreover, follow up measures to prevent neoliterates from relapsing into illiteracy are just as important as the initial adult literacy campaigns. Here too, the states education authorities have been negligent. Not sufficient provision has been made for 'continued education'. This can be done by setting up more rural libraries, adults, schools and correspondence courses.

1. The percentage of literacy in 1961 was
 (a) 5 (b) 19 (c) 20 (d) 24 (e) 29.
2. The number of illiterates in 1961 was
 (a) 20 million (b) 333 million (c) 353 million (d) 373 million.
3. According to the passage, during the period 1951 to 1961 literacy increased every year by
 (a) 0.7 percent (b) 2.15 percent (c) 5 percent (d) 21.5 percent
4. What is the paradox referred to in the passage?
 (a) The number of illiterates and the percentage of literacy have both increased.
 (b) The number of literates has increased while the percentage of literacy has gone down.
 (c) While the number of literates has decreased, the percentage of literacy has increased.
 (d) The number of literates has decreased while the percentage of literacy has increased.
 (e) The number of literates and the percentage of literacy have both decreased.
5. How does the passage explain the paradox?
 (a) Growth of population has stopped progress of literacy.
 (b) Population increased rapidly.
 (c) Growth of population has been faster than the progress of literacy.
 (d) The passage gives more than one reason to explain the paradox.
 (e) No follow up measures were taken for continued education.
6. What is meant by neo-literate?
 (a) Not literate (b) A little literate (c) Newly become literate
 (d) Would be literate (e) A literate with no formal school education.
7. According to the passage the problem could have been tackled by
 (a) Checking the population growth.
 (b) Preventing the neo-literates from relapsing into illiteracy.
 (c) Improving adult literacy campaigns.
 (d) (a) (b) and (c) above
 (e) (b) and (c) above
8. Which of the following is as important as the literacy campaign?
 (a) Prevention of neo-literates from relapsing into illiteracy.
 (b) Awareness of the magnitude of the problem.

- (c) Making sufficient provisions for continued education.
 - (d) Adult literacy campaigns.
 - (e) Starting correspondence courses.
9. According to the passage continued education means
- (a) Adult literacy campaigns.
 - (b) Prevention of neo-literacy from relapsing into illiteracy.
 - (c) Setting more rural libraries, adult schools and correspondence courses.
 - (d) (i) (ii) and (iii) above.
 - (e) Has not been defined in the passage.
10. The passage is most likely an extract from—
- (a) a report of the adult education committee
 - (b) a report of the family planning committee
 - (c) a newspaper editorial
 - (d) a speech by a state education minister.
 - (e) an article in a journal devoted to higher education.

Q.5. Tick out the word which is nearest in meaning to the key word:

- | | | |
|--------------------|---|---|
| (i) VERBOSE | (a) a plain and simple style (c) a bombastic style | (b) a style full of words (d) a satiric vein of writing. |
| (ii) JOSTLE | (a) To open (c) busy street | (b) to push roughly (d) to shout loudly |
| (iii) PATRICIDE | (a) murder of brother (c) murder of mother | (b) murder of father (d) murder of sister |
| (iv) BLASPHEMY | (a) taking things respectfully (c) expaind | (b) deprecate (d) showing disrespect |
| (v) CIRCUMLOCUTION | (a) aquatic animal (c) linguist | (b) mortuary (d) roundabout way of expression |
| (vi) NEPOTISM | (a) undue fovouratism (c) proper dispensation of justice | (b) justice-loving nature (d) corruption |
| (vii) PERDITION | (a) growth (c) wreck (e) eternal death. | (b) destruction (d) demolition |
| (viii) DE JURE | (a) rightful (c) disdainful (e) unrightful | (b) unmindful (d) unlawful |
| (ix) MALAFIDE | (a) in good faith (c) with bad intentions | (b) memory of old age (d) rightfully |
| (x) ANNIHILATE | (a) create (c) synchronize | (b) abdication (d) root out |

EXERCISE—2
IELTS/TWE/TOEFL
VOCABULARY EXPANSION

(Please go through chapters 23, 25, 26 and 27)

Tick the right choice:

- | | | |
|-------------------|-------------------------|-----------------------|
| (A) 1. ALTRUISTIC | (a) notorious | (b) wicked |
| | (c) unselfish | (d) timid |
| 2. BEEF | (a) confine | (b) shock |
| | (c) complain | (d) surprise |
| 3. CREDO | (a) belief | (b) pollution |
| | (c) expression | (d) logic |
| 4. DIDDLE | (a) guide | (b) condemn |
| | (c) polish | (d) cheat |
| 5. EMPATHY | (a) definition | (b) understanding |
| | (c) correction | (d) error |
| 6. FLAIR | (a) taste | (b) gesture |
| | (c) sensibility | (c) confusion |
| 7. GALORE | (a) Scarcity | (b) compulsion |
| | (c) arrogance | (d) plenty |
| 8. HAMSTRUNS | (a) torture | (b) harass |
| | (c) cripple | (d) compel |
| 9. INTERLOPER | (a) researcher | (b) intruder |
| | (c) adventurer | (d) hawker |
| 10. LEER | (a) cheer up | (b) stop suddenly |
| | (c) fight fiercely | (d) look maliciously |
| 11. MACABRE | (a) interesting | (b) ghastly |
| | (c) pleasant | (d) helpful |
| 12. NINEPINS | (a) great numbers | (b) hue and cry |
| | (c) arson and looting | (d) helpful |
| 13. ODIUM | (a) publication | (b) approval |
| | (c) disgust | (d) defiance |
| 14. PROD | (a) urge | (b) refuse |
| | (c) deny | (d) discourage |
| 15. RACKET | (a) dishonest group | (b) dedicated workers |
| | (c) Illegal transaction | (d) mourners |
| 16. SMIRK | (a) anger | (b) frustration |
| | (c) devotion | (d) grim |
| 17. TRANSPIRE | (a) hide | (b) reveal |
| | (c) happen | (d) reflect |
| 18. VERVE | (a) simplicity | (b) vigour |
| | (c) hatred | (d) sympathy |
| 19. WOW | (a) push | (b) agitate |
| | (c) impress | (d) depress |
| 20. YELL | (a) inspire | (b) perspire |
| | (c) instigate | (d) shout |

- (B) Fill in the following blanks with the right choice you have ticked above:

- Environmentalists, the world over, are moved by motives, to protect the highly disturbed eco-system.
- Some persons instead of facing the odds boldly, keep about the unpleasant situations around them.

3. the extremist political or has no place/relevance in a democracy.
4. Due to under-weighing and spurious marketing of consumer goods, ordinary buyers get every now and then.
5. There is a strange between the old lady and her grand son.
6. Despite incentives and pressures from the parents, the girl failed to show much for music.
7. He is lucky enough to have books, friends, and money
8. Many projects of social relevance/utility are hamstrung by lack of funds.
9. Security guards were stationed at the door to deal with any.....
10. He is a street Romeo, always in the habit of at the fair sex.
11. Having seen the late-night movie dealing with a ghost story, he could not sleep the whole night.
12. There is a lot of flu about—people are going down (catching the disease) like.....
13. The arrogant employer incurred the of everyone by sacking the old caretaker.
14. A complacent society/nation always needs a crisis to it into action.
15. The police claim to have busted a of booking clerks who used to sell used railway tickets.
16. The mother advised her daughter to behave properly and wipe that off her face.
17. What between the two prime ministers in their closed door meeting does not find any mention in the joint communique/ statement.
18. Any artistic/literary work dealing with produces a spontaneous/instant response.
19. The 'SAARC cultural festival held' recently in New Delhi the viewers beyond all expectations.
20. The mother keeps (out) at her unruly child.

(C) Use the above twenty words in sentences of your own:

- | | | | | |
|-----|-----|-----|-----|-----|
| 1. | 2. | 3. | 4. | 5. |
| 6. | 7. | 8. | 9. | 10. |
| 11. | 12. | 13. | 14. | 15. |
| 16. | 17. | 18. | 19. | 20. |

(D) Write down the phonetic transcription of the above words.

- | | | | | |
|-----|-----|-----|-----|-----|
| 1. | 2. | 3. | 4. | 5. |
| 6. | 7. | 8. | 9. | 10. |
| 11. | 12. | 13. | 14. | 15. |
| 16. | 17. | 18. | 19. | 20. |

IELTS/TWE/TOEFL EXERCISE—3

Directions: (1-9) Read the following passage carefully and answer the questions given below it. Certain words/phrases are given in bold to help you to locate them while answering some of the questions.

This happened not so long ago in a remote village in South India. There lived in this village a middle-aged woman named Thangamma who earned her living by selling vegetables in the market. She had a small farm near her house where she **cultivated** different types of vegetables. Near her house lived a woman named Mangamma who owned a farm **adjacent** to Thangamma's farm. Mangamma, who was not as old as Thangamma, did not cultivate anything in her farm, but spent most of her time dreaming of getting some hidden wealth in her farm. In fact, an astrologer had once told her that she would become rich overnight. She had then gone around saying this to everyone in the village. Mangamma often made fun of Thangamma saying that only fools would toil so much.

One day while Mangamma was wandering over her farm, a storm broke out and she took shelter under a tree. As she stood there, her eyes fell upon an ordinary-looking earthen pot lying at her feet, half buried in the ground. Her curiosity aroused. She dug out the pot and with trembling fingers brushed off the mud from the lid. To her amazement, it was filled with glittering ornaments. She looked around and after ensuring that nobody was watching her, quietly took the pot home. After reaching home, she hid the pot inside a wooden box in her house. Being overjoyed at her dream coming true, she started celebrating by buying expensive clothes and other things for herself. In a few days she spent all the money she had. She then took out the pot and went straight to the shop of the village goldsmith to sell all the ornaments. The goldsmith, after examining them carefully, threw them back to her. Mangamma asked him what he meant. The goldsmith scornfully declared that the ornaments were fake.

The fake gold ornaments were in fact the ones worn by stage actors while **portraying** mythical characters. It was none other than Thangamma who kept the pot of fake ornaments in Mangamma's farm. She did this to teach Mangamma a good lesson.

Directions: (10-12) Choose the word which is most nearly the SAME in meaning as the word or group of words given in bold as used in the passage:

- word or group of words given in bold as used in the passage.

10. *Cultivated*
(a) Marketed (b) ploughed (c) grew (d) collected (e) made.

11. *Made fun of*
(a) ridiculed (b) requested (c) praised (d) advised (e) cursed.

12. *Portraying*
(a) dressing (b) depicting (c) pretending (d) decorating (e) exposing.

Directions: (13-15) Choose the word which is most OPPOSITE in meaning as the word or group of words given in bold as used in the passage.

13. *Adjacent*.
(a) joining (b) distant (c) unequal (d) near (e) unrelated.

14. *Broke out*
(a) started (b) gathered (c) vanished (d) exploded (e) thundered.

15. *Expensive*
(a) attractive (b) costly (c) dull (d) cheap.

Directions: (16-25) Read the following sentences to find out whether there is any error in it. The error, if any, will be in one of the parts of the sentence. The number of that part is the answer. If there is no error, the answer is (5). (Ignore the errors of punctuation, if any).

16. All the people (1) living in the house (2) including the servant (3) was invited there (4) no error (5).
17. Mahesh thought that he (1) would pass in the examination (2) all though he did not answer (3) most of the question correct (4) no error (5).
18. The robbers were (1) caught just as they (2) were about to (3) escape from the jail (4) no error (5).

19. Nobody believed him (1) when he said that (2) his son was gone (3) out of the country (4) no error (5).
20. As soon did he (1) Open the old (2) wooden box than a rat (3) jumped out of it (4) no error (5).
21. Hardly did she went (1) out of her house (2) when the postman came (3) with the telegram (4) no error (5).
22. The faster he completes (1) the work given to (2) him, the largest (3) will be his profit (4) no error (5).
23. There has not been (1) any rainfall in this (2) part of the country (3) since the last two years (4) no error (5).
24. He has not only built (1) this big theatre but (2) he also built a few (3) bungalows in this city (4) no error (5).
25. Kunal's father advised (1) him not to (2) ride the motorcycle (3) lately at night (4) no error (5).

Directions: (26-35) In the following passage there are blanks, each of which has been numbered. These numbers are printed below the passage and against each, five words are suggested, one of which fits the blank appropriately. Find out the appropriate words :

Although all games are (26) significant, Indians give more (27) to the game of cricket. We (28) more about cricket than any other game. Traditional games like hockey are being (29) by us. One (30) for this sorry (31) is that the print and electronic (32) give undue (33) to the game of cricket. No doubt, India has (34) great players like Sunil Gavaskar, Kapil Dev and Sachin Tendulkar. However, our cricket team has, on many occasions, shattered our (35).

- | | | | | |
|--------------------|-------------------|-----------------|----------------|------------------|
| 26. (a) normally | (b) equally | (c) regularly | (d) separately | (e) partly |
| 27. (a) excitement | (b) credit | (c) taste | (d) interest | (e) importance |
| 28. (a) organise | (b) play | (c) encourage | (d) train | (e) discuss |
| 29. (a) removed | (b) neglected | (c) taught | (d) practised | (e) improved |
| 30. (a) aim | (b) proof | (c) issue | (d) reason | (e) caution |
| 31. (a) problem | (b) direction | (c) state | (d) incident | (e) position |
| 32. (a) media | (b) instruments | (c) news | (d) methods | (e) department |
| 33. (a) power | (b) communication | (c) publicity | (d) risk | (e) success |
| 34. (a) forgotten | (b) born | (c) discouraged | (d) produced | (e) joined |
| 35. (a) views | (b) emotions | (c) records | (d) promises | (e) expectations |

Directions: (36-45) Pick out the most effective word from the given words to fill in the blank to make the sentence complete :

36. The minister flew the flooded areas in a helicopter.
(a) along (b) over (c) in (d) at (e) about
37. Sushile could lot of experience by working in that organisation.
(a) perform (b) know (c) maintain (d) gain (e) learn
38. A river has to be to reach the temple.
(a) flowed (b) out (c) swan (d) rowed (e) crossed
39. Some of the trains got delayed as a of heavy trains.
(a) Matter (b) result (c) condition (d) fall (e) cause
40. He is us for a ride by not keeping his promise.
(a) took (b) takes (c) taking (d) taken (e) take
41. The old man has become weak that he can hardly walk.
(a) too (b) so (c) very (d) as (e) much
42. They no notice of what people say about them.
(a) mind (b) keep (c) listen (d) make (e) take

43. Although people are doubtful, it is that he would win the election.
 (a) certain (d) confident (c) unsure (d) infinite (e) un-necessary.
44. her child was not well she did not go to office.
 (a) although (b) in spite of (c) since (d) however (e) even if
45. Komal and her family intends to accompany us on trip to Kanyakumari.
 (a) our (b) her (c) their (d) our's (e) its.

Direction: (46-50) Rearrange the following five sentences A, B, C, D and E in a proper sequence so as to form a meaningful paragraph; then answer the questions given below them :

- A. He borrowed some money from his neighbour for me.
 B. However, he promised to get the money I needed.
 C. Since I had no money with me, I decided to borrow from my friend.
 D. The electricity bill had to be paid immediately.
 E. But, he had no money with him to lend me.
46. Which of the following sentences should come THIRD in the paragraph?
 (a) A (b) B (c) C (d) D (e) E
47. Which of the following sentences should come FIRST in the paragraph?
 (a) A (b) B (c) C (d) D (e) E
48. Which of the following sentences should come FIFTH in the paragraph?
 (a) A (b) B (c) C (d) D (e) E
49. Which of the following sentences should come SECOND in the paragraph?
 (a) A (b) B (c) C (d) D (e) E
50. Which of the following sentences should come FOURTH in the paragraph?
 (a) A (b) B (c) C (d) D (e) E

SECTION III. READING COMPREHENSION IELTS/TWE/TOEFL—EXERCISE—4

Read the following passage carefully and answer the questions given below it. Certain words/phrases are underlined to help you to locate them easily while answering some of the questions.

Drinking as a social evil has been with us for a long time. This is not restricted to any one particular group of the society. Rich and the poor, educated and uneducated are likely victims of this evil. However the problem of alcoholism is more **acute** in the cities. Easy availability of cheap varieties of liquor is one of the reasons.

The worst affected are the immediate families. They have to face the quarrelsome monster in the evenings. The economic problems this habit **creates** are also very serious. However, the worst problem is that of social stigma which the families have to suffer. Once it becomes known that a person is alcoholic in a family, outsiders stop visiting and soon cut off relationships. Quite **often** alcoholism **leads** to loss of employment and this worsens the situation. The person starts borrowing and soon even **fast** friends are lost.

Drinking seems to be on the **rise**. More youngsters are taking to drinks at an early age. Even among college students the **trend** is on the rise. The problem needs the attention of experts. Why is it that drinking is more **prevalent** in the society than it has been earlier? Is it to the westernisation of the society? Is this the result of breakdown of the joint family system? The reasons could be many. But solutions to this problem are needed urgently.

- What, according to the author, needs the attention of experts?
 (1) Breakdown of joint family system.
 (2) Social stigma attached to drinking.

* Pick out the most effective word (words) from the given words to fill in the blank to make the sentence meaningfully complete:

16. On children's day, sweets were among them.
(1) contributed (2) spread (3) partitioned (4) received (5) distributed
 17. The boy to his heels when he saw the children.
(1) fled (2) went (3) took (4) moved (5) ran
 18. In fact, I arrived at the decision in consultation my colleagues.
(1) by (2) about (3) to (4) with (5) over
 19. The title of 'Bharat Ratna' was conferred him at a colourful ceremony.
(1) to (2) on (3) over (4) at (5) with
 20. The child is not at all pleased her new toy.
(1) by (2) over (3) for (4) at (5) with
 21. I a detailed letter to him yesterday.
(1) written (2) wrote (3) writing (4) write (5) writes
 22. Kavita takes proper care her pet dog.
(1) on (2) of (3) with (4) after (5) for
 23. This train accident is reported to be the one in recent times.
(1) bad (2) worse (3) horrible (4) worst (5) severe
 24. Neither Praveen nor Priya present in their house yesterday.
(1) did (2) had (3) was (4) are (5) were
 25. This log is heavy that even four men cannot lift it.
(1) more (2) very (3) so (4) much (5) most
 26. The doctor advised the patient to an operation.
(1) undergo (2) undertake (3) underlie (4) undersat (5) underpass
 27. The patient was taken to the theatre since he an operation.
(1) needed (2) needing (3) needy (4) needful (5) needs.
 28. The minister the oath of office and secrecy at a simple ceremony.
(1) received (2) give (3) requested (4) took (5) granted
 29. All the students when the teacher entered the class classroom.
(1) arise (2) rose (3) rise (4) rises (5) arouse
 30. Rakesh is sure getting a first class in the coming examination.
(1) of (2) at (3) in (4) over (5) on
- * Read each sentence to find out if there is any error in it. The error, if any, will be in one of the parts of the sentence. The number of that part is the answer. If there is no error, the answer is 5. (Ignore the errors of punctuation, if any).
31. without toiling (1) very hardly (2) some people manage to (3) acquire wealth (4) no error (5).
 32. If you do not (1) eat properly, (2) you will be (3) weak and weak (4) no error (5).
 33. Ashwini is undoubtedly (1) one of the best (2) athlete our country (3) has produced (4) no error (5).
 34. After a thoroughly investigation (1) of the crime (2) police succeeded in (3) arresting the criminals (4) no error (5).
 35. Scarcely had I (1) walked out of my house (2) when I saw my friend (3) coming towards my house (4) no error (5).

36. On the time when (1) the house collapsed (2) all the people in the (3) house were fast asleep (4) no error (5).

37. It is better (1) to not to calculate (2) your gains before (3) they are realized (4) no error (5).

38. One or the other (1) of those boys have been (2) plucking flowers (3) from my garden (4) no error (5).

39. While the teacher (1) was narrating the (2) incident, all the (3) students remained silent (4) no error (5).

40. No sooner did he (1) Saw the snake (2) than he started (3) shouting for help (4) no error (5).

SECTION I. LISTENING COMPREHENSION

IELTS/TWE/TOEFL-EXERCISE NO. 5

(Please listen to CD first)

Listen to the tape carefully and select correct answers to the following questions out of the four provided :

10. After which historical event did London gradually grow in size?
- after the Norman conquest
 - after the machinations of its foreign enemies
 - after it became a cosmopolitan trading centre
 - after the Saxons conquered England.

SECTION I, LISTENING COMPREHENSION IELTS/TWE/TOEFL-EXERCISE NO. 6

(Please listen to CD first)

Tick or underline the right choice after listening to the record very carefully:

- Westminster Abbey like all great churches has been:
 - the growth of centuries
 - the creation of ages
 - the result of a century.
- The first church on the site was built:
 - by St. Peter himself
 - by the Saxon King, Edward the Confessor
 - by Serbert, King of the East Saxons.
- Joseph Addison wrote about tombs that:
 - by looking upon them every emotion of envy dies within him
 - by seeing them envy gets its rebirth
 - by counting them human greatness becomes memorable.
- By reading the epitaphs:
 - every inordinate desire subsides
 - every passionate love survives
 - every human desire gets stronger.
- By seeing king lying side by side:
 - one is reflected with sorrow and astonishment
 - one is filled with pleasure and pride
 - one is puffed up with joy and happiness.
- The Westminster Abbey is the burial place :
 - of greatest statesmen and artists
 - of criminals and jestors.
- On reading several dates of the tombs :
 - one is compelled to think of a great day of being equal in death
 - one is reminded of his fortune
 - one is forced to recollect his victories.
- The Thames is now not full of:
 - salmon
 - ferryman
 - navigators
- The ancient part of the Westminster Abbey was built:
 - between the years 605 and 610
 - between the years 1050 and 1060
 - between the years 1042 and 1045
- The Westminster Abbey is not so beautiful outside as:
 - Canterbury or Salisbury Cathedral
 - Waterloo Bridge
 - Whitehall.

IELTS/TWE/TOEFL EXERCISE NO. 7
SECTION II. STRUCTURE AND WRITTEN EXPRESSION

(Please go through chapters based on Structure and Written Expression)

Write down one word in front of the following sentences to express their meaning:

1. A person who goes on horse back.
2. A shed for motor cars.
3. A tank in which fish are kept.
4. To wander from the main theme.
5. Word for word.
6. The ceremony of shaving the head.
7. A roundabout way of expressing one's self.
8. A room where dead bodies are kept for post-mortem examination.
9. Eclipse of the moon.
10. A person who is interested in antiquities.
11. To free anything from germs.
12. A substance which can be easily broken.
13. A thing which catches fire easily.
14. Animals that eat flesh.
15. Murder of a human being.
16. Murder of an infant.
17. Murder of the king.
18. Murder of father.
19. Murder of mother.
20. Animals that feed on grass.
21. An effect which has reference to what is past.
22. Nations engaged in war.
23. Things which contain elements of opposite nature.
24. A room where grain is stored.
25. A medicine which prevents putrefaction.
26. A person who suffers from nervous disease.
27. Allowance paid by a husband to his wife on legal separation.
28. Worship of idol.
29. To happen simultaneously with another event.
30. An oft repeated truth.
31. A decision upon which one cannot go back.
32. Literary theft.
33. To frighten a person with the purpose of getting a secret out of him.
34. To express disapproval of anything or any person.
35. To use expressive motions of limbs while speaking.
36. To make inquiries.
37. The act of renouncing the throne by a king in favour of his son or brother.
38. A person who speaks two languages.
39. To destroy anything completely.
40. To root out an evil.
41. A person who cannot be easily approached.
42. This man is more like a woman than like a man.
43. An animal that is equally at home, on land and in water.
44. A breaker of images.
45. A hater of mankind.

46. A lover of humanity.
 47. A person who is lover of woman.
 48. One Who hates woman.
 49. One who hates the institution of marriage.
 50. The science concerned with the derivation of words.

IELTS/TWE/TOEFL EXERCISE NO. 8

SECTION II, STRUCTURE AND WRITTEN EXPRESSION

(Please go through chapters based on One Word Substitution)

Write down one word in front of the following sentences to express their meaning.

1. The science of animal life.
 2. Marriage with many husbands.
 3. The crime of having two wives or husbands at a time.
 4. Government of rich people.
 5. A person who can disguise the direction from which his voice comes.
 6. The art practised by statesman and ambassadors.
 7. A speech addressed to oneself.
 8. A person who walks while sleeping.
 9. A person who thinks only of himself.
 10. A person who is over scrupulous about small details.
 11. Property inherited by a person from his ancestors.
 12. The state of being unmarried.
 13. A person with excessive and mistaken enthusiasm for his religion.
 14. A lady's umbrella.
 15. A lady's purse.
 16. Instruments which are used by a barber.
 17. Pertaining to tailors or clothes.
 18. A person who is hard to be pleased.
 19. A general pardon granted by the government to political offenders.
 20. A figure with eight sides.
 21. Undue favour shown by a man in high position to his own relatives.
 22. A statement that is absolutely clear.
 23. A person who readily believes others.
 24. An office with no work but high pay.
 25. A problem which cannot be solved.
 26. An animal that can be tamed.
 27. A style that is full of words.
 28. A man with an evil reputation.
 29. A movement which cannot be suppressed.
 30. A person who is not easily tired out.
 31. God is all powerful.
 32. A person who is exempt from all errors.
 33. A man who always thinks that he is ill.
 34. A thing that cannot be avoided.
 35. A new word coined by an author.
 36. A drug that induces sleep.
 37. Anything which cannot be wounded or hurt.
 38. To increase the speed.
 39. Morbid fear of public places.

40. Existing since old time.
 41. Publish as coming into force.
 42. Public sale in which articles are sold to the highest of successives bidders
 43. Spherical Gaseous envelope surrounding heavenly body.
 44. Commencement of words with the same letter.
 45. A thing impenetrably hard.
 46. To reduce the value.
 47. Metal capable of being drawn into wires.
 48. A disease which is spread by contact.
 49. Fine like hair.
 50. Sufficiency of means of living.

IELTS/TWE/TOEFL EXERCISE NO. 9

SECTION II, SENTENCE COMPLETION AND FILL IN THE BLANKS.

(Please consult chapters 40 and 41)

Following sentences have two gaps each, and each sentence is followed by five sets of lettered words, one of which best completes the given blanks of the sentence. Now, students are advised to choose the appropriate set of words that best completes the meaning and makes the entire expression pregnant with requisite purpose.

After selecting the correct choice, the students are advised to mark the letter of that word opposite that sentence. While arriving at the appropriate words, it is advised to read and understand the significance and central idea contained in the sentence, so as to find out the right word.

1. All the students in the university, who have paid the requisits amount, are
to attend the lecture; but those who have not paid the fee prescribed shall have to be

| | |
|-----------------------------|--------------------------|
| A. eligible: checked | B. prohibited: called |
| C. accustommed: discouraged | D. criticism: nostalgias |
| E. advised: fail | |
2. The novel, describing the experience of a man who is brought back from the dead by a new scientific technique, is a on doctors, research foundation, and many of contemporary society.

| | |
|-----------------------------|--------------------------|
| A. treatise: remorses | B. satire: foible |
| C. dossier: infallabilities | D. criticism: nostalgias |
| E. capsule: validities. | |
3. To be an eminent professor in a particular field of knowledge, devotion to the pursuit of learning and unabating are primarily need.

| | |
|-------------------------------|-------------------------|
| A. unflagging: endeavour | B. reserve: fast |
| C. unscrupulous: quickly | D. speculation: reality |
| E. invaluable: interposition. | |
4. It is often said that the Romantic poets wrote their poetry from the heights of and it is why they are too far from the sordid plane of

| | |
|----------------------------|--------------------------|
| A. fantasy: fact | B. sincerity: gloominess |
| C. audacity: vivacity | D. speculation: reality |
| E. humility: faithfulness. | |
5. Electronic eavesdropping technology has become so that the comparatively little law on the subject has become as as the horse and buggy.

| | |
|--------------------------|---------------------------|
| A. repulsive: fictitious | B. omnivorous: ridiculous |
|--------------------------|---------------------------|

- C. sophisticated: outmoded
E. popular: homesickness.

6. The professor's image has been by his own pupils, because they have their sweet and harmonious relations with those who really matter in the field.
A. tarnished: entranged
C. declined: decreased
E. followed: connected.

7. So great is the intensity of Shakespeare's dramatic language that the audience becomes and sees messages and equivocations everywhere, until the play becomes an apocalypse of and fall.
A. stunned: rise
C. aroused: doubt
E. weary: disgust

8. Witness the long waiting list for the over worked psychiatrists and psychologists and the twentieth century for lying on the couch talking about oneself and the neuroses that have resulted from a too intense with oneself.
A. wish: inspection
C. plan: understanding
E. garb: implication.

9. We must all hope that means will be found to retain the advantages arising out of mass , while at the same time giving the worker some of the and pleasure of the old craftsmen.
A. production: pride
C. habitation: thinking
E. consumption: satisfaction.

10. One of the objects of the Russian Revolution of 1917 was to the rich rulers and to their money and land more equally among the people in general.
A. get rid of: divide
C. divest: seize
E. find: analyse

11. Dante was of height, and after reaching maturity, was to walk somewhat bowed, with a slow pace clad always in such sober dress his ripe years.
A. moderate: accustomed: benefited
C. unusual: addicted: suitable
E. liked: becoming.

12. People moan about poverty a great ; and it seems to be in an accepted belief that if people only had of money, they would be happy and useful and get more out of life.
A. even plenty
C. misery: hoped
E. much: disdain.

13. Timidity and are almost as great as conceit and over-confidence.
A. misery: perseverance
C. self-distrust: faults
E. talent: drawbacks.

14. A reasonable of confidence in one's own powers is for success.
A. amount: necessary
C. quality: required
E. power: expected

D. clandestine: entangled
B. developed: bad
D. finalised: immersed

B. hallucinated: temptation
D. dulled: zeal

B. process: tirade
D. fad: preoccupation

B. cultivation: feeling
D. generation: creativeness

B. abstain: capture
D. dabar: get

B. extreme: preferred: unfit
D. little: inclined: unreasonable

B. virtue: established
D. happiness: expected

B. faith: persistance
D. confidence: evils

B. plenty: essential
D. lot: wanted

15. However mean your is meet it and live it; and do not shun it and call it names.

 - A. life: hard
 - B. Way: dirty
 - C. approach: risky
 - D. thinking: bad
 - E. philosophy: serious.

IELTS/TWE/TOEFL EXERCISE NO. 10

SECTION II. COMMON ERRORS AND BASIC STRUCTURE OF SENTENCES

(Please Consult Chapter on Articles for theory part)

Fill in the following blanks with suitable articles, and put a x where no article is required at all.

- window is made of glass, whereas chair is made of wood.
 - bread is made from flour, and flour as made from wheat.
 - iron is metal, and it is costlier than lead.
 - He always smokes cigarette with cup of coffee.
 - ewe is weaker than a tiger.
 - vice is odious.
 - gold is a precious metal.
 - more we get, more we desire.
 - Bombay is Manchester of India.
 - He was Napolean of his age.
 - He is tallest boy of the class.
 - Taj Mahal is historical building.
 - I saw unicorn in the forest.
 - cigarette is made tobacco and paper.
 - We make butter and cheese from milk.
 - cow eats grass in summer.
 - book about philosophy is not good for child.
 - Jack and Jill went up hill to fetch pail of water.
 - He is American, but his wife is european.
 - ewe was killed by lion.
 - He stayed in historical building, which had hotel also inside it.
 - It is old saying that honesty is best policy.
 - Pyramids of Egypt are one of wonders of the world.
 - He is not quite at ease there, because he has been in town only once.
 - more, merrier.
 - Hindus regard Gita as pious and sacred as Muslims regard Koran.
 - ewe is much weaker than lamp.
 - European wife is not supposed to be an ideal wife to Indian husband.
 - Ganges is biggest and most sacred river of our country.
 - man is mortal.
 - earth revolves round sun.
 - honesty is best policy.
 - virtue has its own reward in life.

34. more you get, more you want.
35. more you are educated, more you grow courteous.
36. Kalidas is generally regarded as Shakespeare of India.
37. tenth and fifteenth chapters of this book have been written very intelligently.
38. Mohan is better player than singer.
39. United States is most advanced country of world.
40. She is most diligent girl of class.
41. sun rises in east.
42. winter has set in.
43. Have you ever seen owl?
44. fifty miles is not long distance to cover by scooter.
45. stitch in time saves nine.
46. He is Engineer, and his father is M.P.
47. more I read, more I feel happy.
48. He gave me one-rupee note.
49. one-eyed man cannot read quickly.
50. Indian climate for European inhabitant is supposed to be quite incompatible.
51. camel is tallest of all animals.
52. Tarai region abounds in reptiles and snakes.
53. Ramayan is as religious book of Hindus as Bible of Christians; or as Koran of Muslims.
54. University is supposed to be seat of higher learning.
55. Ganges is holiest river of Hindus in India.
56. rolling stone gathers no mass.
57. friend in need is friend indeed.
58. bad workman always quarrels with his tools.
59. ship has set sail.
60. pen is mightier than sword.
61. cotton has caught fire.
62. We cannot forget courtesy he showed to us.
63. cow gives milk.
64. shirt is made of
65. He likes butter and cheese more than tea.
66. dog has tall.
67. He can write letter in ink or with pencil.
68. silver is metal.
69. table is made of wood.
70. house is made of bricks.
71. man is sitting in the room.
72. boy is playing in field.
73. Fruit grows on tree.
74. cot is made of wood.
75. shirt is made of wool and also of cotton.
76. Grass always grows in field.
77. table has four legs.
78. Please give me bread.
79. I want glass of water.

IELTS/TWE/TOEFL EXERCISE NO. 11
SECTION II, COMMON ERRORS AND BASIC STRUCTURE OF SENTENCES
(Please consult chapter on preposition for theory part)

Fill in the following blanks with appropriate prepositions :

1. You should always abide your promise.
2. You cannot absolve yourself these all charges of various acts of omission and commission.
3. The more you abstain yourself wine, the better.
4. The teacher has acceded their request arranging a picnic the next month.
5. The social worker was accused many ignoble acts of cheating and hoodwinking.
6. One should try to adapt oneself one's environs; or else one will not survive.
7. Your explanation is not relevant the present episode : it is rather the point.
8. The prince alighted the airplane and the crowd garlanded him quite profusely.
9. The teacher alluded Shakespeare's dramas while explaining the comic element on literature.
10. The juniors apprised their seniors the latest development the matter.
11. An honourable man can never approve his continuous non-cooperative attitude his neighbours,
12. We look and after,
And pine what is not,
Our sweetest songs are those that tell saddest thought.
13. "What is this life, if full care,
We have no time to stand and stare." (W.H. Davies)
14. M.K. gandhi greatly atoned every minor lapse he did commit life.
15. You should try to avail yourself every opportunity that knocks your door.
16. They were basking sunshine happily playing and often boasting their clever tricks.
17. The striking labourers were clamouring higher wages, but the officer did cling their own rigid stand not to grant any liberal financial concessions to them.
18. Milk is conducive health.
19. His father has not consented his proposal to marry a lame girl.
20. It is often pleasant to brood past events.
21. You should be beware pick-pockets at an over-crowded railway station.
22. He is disliked his friends because he always brags his valuables.
23. The rapist was convicted the gruesome crime.
24. A really learned teacher will never drabble politics and will always desist every undesirable activity unbecoming a teacher.
25. He deals his customers a decent manner.
26. If you do not mend your ways, you will be deprived all privileges.
27. Despaired success many a time, he committed suicide in the end.
28. prevailing his good sense, you can desist him doing such rash and foolish things.
29. He has disposed his property, because he was urgent need money this crucial juncture.
30. One fails to understand the reason why he is doting so much her.
31. The speaker has dwelt many fundamental issues which concern all.
32. It is not good to hanker riches just like a mad man.

33. The saint felt pitied the old woman when she was weeping.
34. No one can hinder you making progress, provided you work hard.
35. Your success hinges your hard work and perseverance.
36. The bird was hovering its nest, as there was a danger its offspring.
37. this argument, it may safely be inferred that he has not rightly judged his merit.
38. It is highly irreligious to inflict pain wild animals.
39. If you insist going to Delhi, you will be marked absent the days you remain absent the class.
40. A good teacher is always capable instilling a spirit of hard work the mind his pupils.
41. Many labourers languish nourishing meals our country.
42. We marvel his astounding progress he has, late, made the field export business.
43. A hermit usually meditates spiritual matters; and he does not long worldly comforts.
44. He was overwhelmed joy when he saw even his enemy admiring his virtues.
45. The shopkeeper refused bargain his customers the price those circumstances.
46. The patient complains convulsion his body; he attributes it rheumatism, caught running rainy day.
47. He never yields such petty temptations.
48. The robbers robbed the passengers their valuables.
49. He is accustomed hard work, but his friend is addicted gambling.
50. You should not indulge activities subversive discipline.
51. The scholar was enamoured the books, because he was pining real knowledge.
52. In accordance the rules of the examination, the defaulters were prevented appearing examination.
53. His father deals medicine, but he deals his customers in a nice manner.
54. The Tarai region abounds natural beauty, but some prefer plains marshy regions.
55. He was very much cast , because he never expected such a bad luck would turn after a year.
56. This building consists many class rooms, but its grandeur consists its structure.
57. Youth teems vivacity, but everybody is tired age.
58. It is always good to be accustomed hard work, whereas to be addicted gossiping is really very bad.
59. You should always try to refrain yourself indulging activities indicative your bad behaviour.
60. Merely by pining greatness and by not working in accordance its requirement will bring frustration in the end.
61. They were very much cast because nothing favourable turned to them, though they called many things before them.
62. Labour is preferable laziness.
63. He is an able leader but intolerant criticism.
64. One should be indifferent one's own interest.
65. Ram has to conform the rules of standard behaviour.

IELTS/TWE/TOEFL EXERCISE NO. 12
SECTION II, COMMON ERRORS AND GRAMMAR

(Please consult chapter on structures for theory part)

Correct or improve the following sentences:

1. This is a worth seeing movie.
2. The whole U.P. abounds in natural resources.
3. I have read only the three first lessons of this book.
4. Milk is more preferable than tea.
5. The natural fauna and flora of this place is better than Delhi.
6. The rich people should help the poor people.
7. Few lectures that he delivered on monday last were quite scholarly.
8. I did not give him some guidance.
9. The officer should deal with his junior officer with little of courtesy and tactfulness.
10. I liked both lectures.
11. My older brother is an M.P.
12. The later chapter of this book has been written with great care.
13. The Pyramids are supposed to be the eldest structure in the world.
14. Iron is stronger than other metal.
15. The inner part of this house is fairer to that.
16. He is junior than him in rank.
17. He is the most perfect model of nobility.
18. The criminal people should be treated with great caution.
19. The cruel and honest thief was hanged.
20. Not less than five hundred students were present on the Republic Day.
21. Mohan is less proud than Shyam.
22. This building is less low than that.
23. This book is cheaper than yours.
24. I am taller than you.
25. This mountain is higher than that.
26. Virtue is stronger than vice.
27. A pen is mightier than a sword.
28. A wolf is more powerful than a ewe.
29. Prevention is better than cure.
30. No sooner did he return from America, but another country invited him to deliver five lectures at a stretch.
31. As the officer is not honest, so he cannot command respect from the public.
32. This is as good, if not better that.
33. India is as powerful a nation, if not better than Australia.
34. They appointed him as a staff-counsellor, Science and Humanities Society of this faculty.
35. Some people consider him as a great incorrigible.
36. He treats me his younger brother.
37. Smoking is regarded a bad habit.
38. Unless he does not improve, he can not get through.
39. Unless you do not work regularly, you can not be appointed to this post.
40. Because he is ill, therefore he can not attend this meeting.
41. Because he is a great scholar, therefore he is given invitations from abroad every year.

42. Sohan appears as if he is completely exhausted after hard work.
43. She acts as though she is not yet tired.
44. He reads the chapter as if he is a beginner.
45. When he will come, his father will give him some money.
46. He is not only lazy but liar.
47. He is not only a scholar but a reputed teacher.
48. There is no such way which may give you instant success in life.
49. He is the same boy whom I saw yesterday walking along the road.
50. He is such a fellow who can never be relied upon.

IELTS/TWE/TOEFL EXERCISE NO. 13

SECTION II. COMMON ERRORS AND BASIC STRUCTURES

(Please consult chapter on Basic Structures for theory part)

Correct/improve the following sentences:

1. Both Ram as well as Sohan are coming.
2. The teacher both fined Ram and Shyam.
3. Though he is poor, but honest.
4. Mohan had scarcely reached the college than it began to rain.
5. Hardly had the teacher reached the station, than the train started.
6. No sooner had the boy entered the class-room but the teacher called him.
7. As I am ill, so I cannot attend the college.
8. This is as good, if not better than that.
9. Ram called Sohan as a fool.
10. He was appointed as lecturer in the college.
11. He thinks me as very wise.
12. Mohan considers me as an honest man.
13. Please treat this letter most urgent.
14. Mohan has regarded me his brother.
15. President Lincoln has defined Democracy, the government of the people, for the people, and by the people.
16. Study carfully, lest you should not fail.
17. He is walking attentively lest he should not fall down.
18. Unless you do no study carefully, you will be unable to follow your teacher.
19. Because he is poor, therefore he connot be elected to the post.
20. Students go to the library because they may get new books.
21. Ram appears as if he is wise.
22. Sohan acts as though he is fully xpert in such things.
23. When you will come, I shall reward you.
24. Before Mohan will come, I will return.
25. Mohan doubts that he will pass the examination.
26. Ram asked Shyam that he would obey him.
27. When you do not obey me, I must not instruct you.
28. The teacher works hard lest he should not weaken his knowledge.
29. Both the student as well as his friend are wasting their precious time in gossiping.
30. Both Ram and Shyam are not participating in the ensuing debate.
31. Though he is intelligent, but lazy.
32. Though he is poor, but honest.

33. Scarcely did he reach there, that a thief chased him.
34. Scarcely had he entered the room, than a snake bit him.
35. hardly had the doctor arrived, than the patient passed away.
36. Hardly had he started writing, than his friend came to him.
37. No sooner had he visited me, when it began to rain.
38. The wolf asked the lamb that he would kill him.
39. The moment the teacher saw him copying in the examination hall, he caught him and snatched his answer book.
40. When you cannot listen to me, I cannot narrate a story.
41. Suppose if you are appointed a Reader in English, what change will you bring about in the existing teaching systems?
42. This is the reason I do not lend money to others.
43. She was both rewarded and appreciated for her hard work.
44. Thirty years passed since my friend left for the U.S.A.
45. It was much hot yesterday.
46. He is enough wise to understand this problem.
47. He seldom or ever cares to meet his superiors.
48. Seldom he thinks about the lamentable lot of the downtrodden.
49. No one hardly knows his whereabouts.
50. He always is merciful for the needy.
51. I never saw such an idiot this week.
52. He care a straw for his instructions.
53. Firstly you should work hard, and secondly clamour for promotion.
54. He wanted nothing else than position.
55. I feel very weak to walk.
56. Your house is too much big for me.
57. Shortly, they reached their destination.
58. You are at all wrong.
59. Everybody does not like singing.
60. Your speech was too long and also difficult to hear.
61. I could not find my book nowhere.
62. This citadel was practically destroyed by fire.
63. He is much thankful to you.
64. Your teacher will be too glad to hear of your unexpected success in this examination.

Place the bracketed adverbs in their proper places in the following sentences:

65. The grocer charged fifty rupees for ten kg. sugar. (only)
66. The four brothers are alike. (nearly)
67. The organisation has resolved to implement their demands. (sincerely).
68. He comes to me so that he may learn something. (generally).
69. He is late to his office and that is why he was reprimanded last time by his boss. (always)
70. He did not like to enter into any arguments with his friends. (indeed)
71. You will miss a dramatic feat by being absent that day. (certainly)
72. He is a clever student. (rather)
73. He has money to support his family. (enough)

Rewrite the following sentences with the given Adverbs :

74. They are reading a map. (now)
75. I eat an egg with milk. (generally)
76. The teacher has come in. (just)
77. The Nainital Express is late during the winter. (usually)

IELTS/TWE/TOEFL EXERCISE NO. 14
SECTION II. COMMON ERRORS AND BASIC STRUCTURES

(Please consult chapter on Preposition for theory part)

Fill in the following blanks with appropriate prepositions:

1. Could I speak Tom, please?
I am afraid Tom's work. But Jack's Would you like to speak him?
2. How do I get the air terminal?
Turn right the end of this street and you'll see it front of you.
3. He started going school the age of five. So now he's been school for ten years. He's leaving the end of this year.
4. He goes his office every day except Sunday. On Sundays he stays home and works the garden.
5. I think I left my umbrella the bus. I'd better write the lost property office.
6. We arrived the airport good time for the plane.
7. Can I look up a word your dictionary? I left mine home.
8. Our train arrived york 6.30. Paul met us the station.
9. Have you been the theatre recently?
Yes, I was the Old Vic last night.
10. I am returning France the end of this term.
Are you coming back England after the holidays?
11. He is not living home now, but if you write his home they'll forward the letter his new address.
12. I went bed early but I couldn't get sleep because the people the next room were talking so loudly.
13. first I found the work very tiring, but a few weeks I got used it.
14. There was an accident the crossroads midnight last night. Two men were taken hospital. I believe one of them is still hospital.
15. the daytime the streets are crowded but night they are quite deserted.
16. first her father refused to allow her to go back work; but the end he agreed.
17. the beginning of a textbook there is a preface, and the end there is an index.
18. He went sea 18, and spent all his working life sea. He retired 56 and went to live the country.
19. I saw Tom the bus stop this morning but couldn't speak him because we were standing a queue and he was the front of it and I was the back.
20. I'll leave some sandwiches the fridge in case you are hungry when you come in.
21. We'd better start six, because climbing up the gallery takes some time. I hope you don't mind sitting the gallery. No, of course not. When I go the opera I always go the gallery.
22. He is always a hurry. He drives a tremendous speed.
23. When he began speaking English, she looked him amazement.

24. Write..... ink and put your name the top of the page.
25. We start serving breakfasts 7.30. Shall I send yours up your room, or will you have it the restaurant?
26. He's always a bad temper breakfast time.
27. According the guidebook there are three hotels the town.
28. The pilot climbed 5,000 metres and flew that height till he got the coast. then he came down 1,000 metres and began to take photographs.
29. I'm interested chess but I'm not very good it.
30. Who is the girl the blue dress, sitting the head of the table?
31. I couldn't offer him a room my flat because that time my mother-in-law was staying with us.
32. The train stopped all the stations, and long before we got London every seat was taken and people were standing the corridors.
33. Shall we discuss it my room, or shall I come your office?
34. my astonishment I was the only person the bar. Everyone else had gone the Casino.
35. The Loch Ness Monster is supposed to live the bottom of the Loch and come the surface from time time.
36. You can't say that he lives luxury. There's hardly any furniture his room. He has not even got a desk to write
37. I am going to Bath Monday Tom. would you like to come us? Are you going bus? No, we're going Tom's car.
38. I saw him standing the queue but I don't know whether he got the bus or not.
39. How do you go school?
It depends the weather wet days I go tube; fine weather I go foot.
40. The car stopped the traffic lights and wouldn't it start again, so the driver got and pushed it the side the road.
41. Someone threw a stone the speaker. It hit him the head and knocked his glasses
42. I went to post this a friend, Italy. Will he have to pay duty it?
43. According Tom, it is impossible to live Paris less than £10,000 a year.
44. Are you your own (alone)?
No, I am a friend mine.
45. You ought to be ashamed yourself for coming my nice clean kitchen muddy boots.
46. Children get presents Christmas and their birthdays.
47. How would we get (escape from) this room if the hotel were fire?
48. He arrived London 6 p.m. a foggy November day. We often have fogs November.
49. The man his back the camera is the minister Agriculture.
50. How do I get the Public Library?
Go the end this street and turn right, turn left the next traffic lights and then take the second turning your right. This will bring you Brook Street, and you'll find the library your left.

IELTS/TWE/TOEFL EXERCISE NO. 15**SECTION II. SYNTACTICAL PATTERNS AND COMMON ERRORS**

1. What did happen there in the marriage of your brother?
2. My brother-in-law is making his house at the station road.
3. What are you doing since morning?
4. If I was he, I should agree.
5. I have seen him yesterday wandering in the market.
6. He returned quicker than I expected.
7. We seldom or ever see such people unhappy.
8. He is no match for you.
9. This proverb originated from China.
10. Please send the parcel at my address.
11. He cannot deceive you who is his friend.
12. The hair of Ramesh is blacker than his brothers.
13. He is one of the few artists who has been invited to the concert.
14. Ten kilometers are not a long distance.
15. Who knows what is reason of his death.
16. He is not only foolish but his elder brother also.
17. No sooner you come here than we start working.
18. Although he had worked hard but he failed.
19. All the peons divided the money between themselves.
20. Please come and sit besides me.
21. My brother is a much learned man.
22. This hard won liberty is to be defended at all costs.
23. My brother is presently at Chandigarh.
24. Who was greater Ashok or Akbar?
25. He, I, you will go to the picture this evening.
26. I lost my way which prevent me from reaching there in time.
27. They, that are humble need not fear any fall.
28. Those, who have come late, they should stand and wait.
29. Alms is given to poors.
30. Do you take pain over your study.
31. Have you resigned from your post.
32. In this age of opportunism whole of country supports Mr. Rajiv Gandhi.
33. India is one of the first peace-loving country in the world.
34. The renowned outlaw was shot dead in a encounter with the police.
35. This house was put on fire.
36. I have now come to final conclusion.
37. I am too glad to see you.
38. The news was broadcasted last evening.
39. L.B.S. never went to foreign for higher studies.
40. None of you complained against him.
41. I hope you will be successful to get the appointment.
42. Hearing that there was a vacancy an application was sent by me.
43. This is the road to go.
44. I always avoid to go there.
45. Please give me a chair to sit.
46. I dislike you wandering about the street at night.
47. I wish for seeing my ailing mother.

48. I dislike my friend making a fun of his old father.
49. He Persisted to do it inspite my warning.
50. Despite of the advice of his father ho does not take interest in reading.
51. He denied to give any money to the beggar.
52. I hope the principal will give me a bad certificfate.
53. He has not undergone any training in the game but he plays better than any other professional.
54. Even if it takes me six months, I am determined for finishing the job.
55. This greatest mountain lies in the north of India.

IELTS/TWE/TOEFL EXERCISE NO. 16

SECTION II. COMMON ERRORS AND GRAMMAR

Correct the following sentences:

1. You might lose some weight if you take more exercise.
2. If you were offered a ticket to the moon, will you accept to go?
3. Unless you do not reveal the truth, I will never speak to you.
4. Had we known in time, we could prevent the disaster.
5. Either you may have tea or coffee.
6. He not only cheated his brothers but his sisters also.
7. The greedy boy both ate up the biscuits and the buns.
8. He asked his servant whom had he given his purse.
9. Let us enter in the hall because the show is due to start in a few minutes.
10. I like the poetries of Shelley. Don't you? yes, I do.
11. Falling from the fifth storey we thought she would not survive.
12. Does your brother smoke? No, he used to but does not now.
13. I am annoyed at your having come late.
14. How much milk Hari drinks?
15. None of the two brothers were prepared to surrender.
16. No less than fifty students were there in the class when I entered.
17. Will you await for me at the railway station?
18. I have purchased these all books in fifty rupees.
19. Five years have passed since my grand-father has died.
20. The train will depart before you will reach there.
21. I think him as a silly man.
22. Many a man have drowned in the river.
23. He is one of the cleverest boy who has passed the examination.
24. I never have and never will allow my children to take meat.
25. I have never seen such disgraceful conduct.
26. He derives no pleasure in inflicting pain on others who are at his mercy.
27. The aeroplane was located by search-lights flying at a great altitude.
28. Can anything be more distressing than to see a respected gentleman pouring forth sublime truths in tattered pantaloons.
29. Between each tree there was a distance of about thirly yards.
30. Considering the circumstances the plan was thought to be good.
31. Two court martials were held on the same day.
32. I shall have much pleasure in accepting your kind invitation to dinner on Tuesday.
33. Her house was always untidy and it was quite evident that she was a sloven.
34. The count and countess belong to the old English aristocracy.

35. There are powerful machines that can do the most heaviest of work.
36. I asked my teacher can I go to see the match sir.
37. Due to bad weather the match could not be played because that would be at the cost of player's life.
38. Radha as she went to the market with both her friends.
39. There is a defect in the machanism which i cannot easily explain to you.
40. Riding on horse back the day passed pleasantly.

IELTS/TWE/TOEFL EXERCISE NO. 17
SECTION II. CISTENING COMPREHENSION

(Please listen to CD)

Listen to the record and choose the appropriate answer:

1. The resident population of the city is

| | |
|--------------|-------------------------|
| (a) large | (b) comparatively small |
| (c) enormous | (d) densely packed. |
2. What sort of look does the city present at night?

| | |
|----------------|---------------|
| (a) prosperous | (b) colourful |
| (c) deserted | (d) budy. |
3. What can one occasionally find in the city streets at night?

| | |
|-------------|-----------------------|
| (a) beggars | (b) policement & cats |
| (c) crowds | (d) life and bustle. |
4. Which part of London comes to life when the city becomes empty?

| | |
|--------------|-------------------------|
| (a) East-End | (b) underground railway |
| (c) west end | (d) city proper. |
5. Why does the author say that in some parts of London the night is ablaze?

| | |
|---|--|
| (a) because fires are lit at street corners | (b) because advertisements and electric signs spread light |
| (c) because of the bright moon | (d) because of gas-light. |
6. What happens in the west end after theatre performances are over?

| | |
|---------------------------|------------------------------|
| (a) there are magic shows | (b) people go to libraries |
| (c) people go home | (d) there are supper parties |
7. Till what time does dancing go on?

| | |
|--------------------------------|--------------------|
| (a) midnight | (b) 10 P.M. |
| (c) small hours of the morning | (d) till sun-rise. |

IELTS/TWE/TOEFL EXERCISE NO. 18
SECTION I. LISTENING COMPREHENSION

(Please listen to CD)

Listen to record and choose the correct answer to the following questions—

1. Why is it said that London is not a single city?

| | |
|--|--|
| (a) because it is divides into two parts by the Thames | (b) because it is an agglomeration of towns and villages |
| (c) because it is divided into several sectors | (d) because it is spread far and wide. |

2. Into how many parts is London divided?

| | |
|---------------------------|--------------|
| (a) 28 | (b) 29 |
| (c) one hundred and fifty | (d) fifteen. |
3. The city of London is situated

| | |
|-----------------------------------|---|
| (a) within the ancient boundaries | (b) at the centre of Metropolitan borough |
| (c) on both sides of river Thames | (d) beside the sea. |
4. What is the tendency among big business firms?

| | |
|--|--|
| (a) they want accommodation only in the city of London | |
| (b) they are shifting their head-quarters to other cities of England | |
| (c) to take premises in other parts of London | |
| (d) to close down their office in London. | |
5. What are the functions of the Lord Mayor?

| | |
|--|--|
| (a) he is the Chief Justice of London | |
| (b) he administers the affairs of the city | |
| (c) he represents London in the Parliament | |
| (d) he administers the affairs of the Metropolitan boroughs. | |
6. How many members does the London County-Council have?

| | |
|---------|---------------|
| (a) 28 | (b) 150 |
| (c) 100 | (d) seventeen |
7. What is the area of the city proper?

| | |
|--|--|
| (a) one square mile | |
| (b) ten thousand square miles | |
| (c) one hundred and seventeen square miles | |
| (d) fifteen square miles | |
8. What is the population of the County of London?

| | |
|-----------------------------------|------------------|
| (a) fifteen thousand | (b) ten thousand |
| (c) between four and five million | (d) ten million |
9. In what is Mrs. Anderson most interested?

| | |
|----------------------|---------------------------------|
| (a) visiting friends | (b) seeing historical monuments |
| (c) shopping | (d) seeing cinema shows. |
10. Why does Mr. Anderson propose to skip the West End.

| | |
|------------------------------------|---|
| (a) because it is merely a village | (b) because it covers a very large area |
| (c) because it is very expensive | (d) because it is uninhabited |

IELTS/TWE/TOEFL EXERCISE NO. 19 SECTION I. READING COMPREHENSION

(Please consult chapters 40 and 41)

Read the following passage and choose suitable answers to questions given below out of the four alternatives:

I once sat beside a young woman at a public concert who was reading, as Paderewsky played them, the notes of a Zurka by Chopin. She was mystified. She could not understand. His fingers were touching precisely the same notes that hers had touched when she had played it; yet her rendition had been common-place and his was inspired, a thing of surpassing beauty, a performance that held the audience enthralled. It was not the mere notes that he touched; it was the way he touched them, a feeling, an artistry a personality that he put into the touching that made all the difference between mediocrity and genius.

Brullof, the great Russian painter, once corrected a pupil's study. The pupil looked in amazement at the altered drawing exclaiming "Why you have touched it only for tiny bit, but it is quite another thing." Brullof replied: Art begins where the tiny bit begins. That is true of speaking as it is of painting and of Paderewski's playing."

1. Why did the pupil, referred to in the passage above, exclaim?
 - (a) because his drawing was badly spoiled
 - (b) because his drawing was greatly improved
 - (c) because he disliked interference in his work
 - (d) because his drawing was very tiny
2. Who was playing the notes?

| | |
|----------------|---------------------|
| (a) the author | (b) Chopin |
| (c) Paderewsky | (d) the young woman |
3. Why was the young woman mystified?
 - (a) because I sat beside her
 - (b) because she had to read the notes
 - (c) because Paderewsky was playing the notes
 - (d) because notes she could not play as well as Paderewsky did
4. What was Paderewsky's rendition like?

| | |
|------------------|--------------|
| (a) common place | (b) inspired |
| (c) mystifying | (d) amazing |
5. Whose playing may be covered by the term mediocre?

| | |
|-----------------------|-------------------|
| (a) the young woman's | (b) Brulloff's |
| (c) the pupil's | (d) Paderewsky's. |
6. How did the audience feel about Paderewsky's performance?

| | |
|--------------------------|-------------------------|
| (a) they were surprised | (b) they were touched |
| (c) they were enthralled | (d) they were mystified |
7. Who was the composer of the notes played at the public concert:

| | |
|----------------|---------------------|
| (a) Zurka | (b) the young woman |
| (c) Paderewsky | (d) Chopin. |
8. What made the difference between mediocrity and genius?

| | |
|-----------------------------------|---------------------------|
| (a) the personality of the player | (b) the sex of the player |
| (c) experience | (d) practice. |
9. Who was Brulloff?

| | |
|----------------|----------------------------|
| (a) A musician | (b) a public speaker |
| (c) a painter | (d) a novice learning art. |
10. What is true of speaking?

| | |
|-------------------------------|---|
| (a) expression of personality | (b) hard work |
| (c) intelligence | (d) the difference that a small touch can make to the whole |

IELTS/TWE/TOEFL EXERCISE NO. 20

SECTION I. LISTENING COMPREHENSION

(Please listen to CD)

Listen to the tape carefully and select correct answers to the following questions out of the four provided:

1. What do they agree to do before visiting interesting places in London?

| | |
|---------------------------|---|
| (a) arrange for transport | (b) have a good meal |
| (c) buy proper clothes | (d) to gain a general idea of the place |
2. What had Marry Anderson done before she left home?

| | |
|--------------------------|--|
| (a) studied a guide book | (b) wrote several letters to friends in London |
| (c) purchased clothes | (d) read the history of London |
3. What is 'the Brook'?

| | |
|-------------|----------------|
| (a) a river | (b) a poem |
| (c) a novel | (d) a building |

4. When did the first Roman invasion take place?
 - (a) in 465 A.D.
 - (b) in 55 B.C.
 - (c) in 409 A.D.
 - (d) in 400 B.C.
5. What shows that London was a town of some importance during the Roman occupation of England?
 - (a) the Clock-Tower
 - (b) the British Museum
 - (c) the old market place
 - (d) remains of the walls built by the Romans
6. How long did the Roman occupation last?
 - (a) 409 years
 - (b) about 400 years
 - (c) about 55 years
 - (d) about 1000 years
7. Who conquered England after the end of the Roman occupation?
 - (a) the Saxons
 - (b) the French
 - (c) the Danes
 - (d) the Spaniards
8. When did London begin to recover its prosperity?
 - (a) during the 4th century
 - (b) during the Roman occupation
 - (c) after the Great Fire
 - (d) during the seventh century
9. By what was London's progress impeded after it regained its prosperity?
 - (a) by the Roman invasion
 - (b) by the great plague
 - (c) by the ravages of invading Danes
 - (d) by the Horman conquest
10. After which historical event did London gradually grow in size?
 - (a) after the norman conquest
 - (b) after the machinations of its foreign enemies
 - (c) after it became a cosmopolitan trading centre
 - (d) after the Saxons conquered England

IELTS/TWE/TOEFL EXERCISE No. 21

SECTION III. READING COMPREHENSION AND ENLARGEMENT OF VOCABULARY

(Please consult chapters 25, 26 and 27)

Note: To memorize synonyms and to use them in one's own sentences is a very gainful exercise to get success in TOEFL particularly for questions asked in section—III i.e., reading comprehension and enlargement of vocabulary. Students are, therefore, advised to solve the following list of synonyms intelligently and diligently. It is estimated that approximately 2500 current words of vocabulary will be added to the present stock of vocabulary of the students. So consult your dictionary and take help of your teacher in order to tick the right choice.

Direction—Select the dotted word or phrase nearest in meaning to capitalized bold-face word.

- | | | |
|-------------|----------------|-----------------|
| 1. ABASH | (a) strike | (b) deduct |
| | (c) forsake | (d) confound |
| | (e) enlighten. | |
| 2. ABATE | (a) fish | (b) catch |
| | (c) diminish | (d) embarrass |
| | (e) wound. | |
| 3. ABET | (a) gamble | (b) aid |
| | (c) ditto | (d) compromise. |
| 4. ABDICATE | (a) achieve | (b) protest |
| | (c) renounce | (d) demand |
| | (e) steal | |

| | | |
|----------------|--|----------------------------------|
| 5. ABHOR | (a) hate (c) taste (e) resign | (b) admire (d) skip |
| 6. ABOUND | (a) jump about (c) shorten (e) limit | (b) be plentiful (d) forsake |
| 7. ABSCOND | (a) detest (c) swallow up (e) flee | (b) reduce (d) dismiss |
| 8. ABSTRUSE | (a) profound (c) enormous | (b) absurd (d) ridiculous |
| 9. ACCELERATE | (a) surpass (c) quicken (e) transport | (b) cheer (d) impede |
| 10. ACCENTUATE | (a) emphasize (c) acclaim | (b) abbreviate (d) assess |
| 11. ACCLAIM | (a) discharge (c) applaud (e) speed | (b) excel (d) divide |
| 12. ACCORD | (a) opposition (c) praise (e) helpfulness | (b) agreement (d) exclamation |
| 13. ACME | (a) academy (c) nadir | (d) summit (d) ache |
| 14. ACOUSTIC | (a) culmination (c) acid forming | (b) auditory (d) feat |
| 15. ACQUIESCE | (a) provide (c) climb (e) proceed | (b) share (d) submit |
| 16. ACQUIT | (a) increase (c) clear (e) sentence | (b) harden (d) sharpen |
| 17. ACRID | (a) agricultural (c) extremely tasty (e) bitterly irritating | (b) athletic (d) fierce |

IELTS/TWE/TOEFL EXERCISE NO. 22

SECTION II. COMMON ERRORS AND BASIC STRUCTURES

Learn the use of the following carefully and frame suitable sentences of your own based on these prepositional uses:

| | | Solutions |
|------------------|-----------|------------------|
| 1. Abide | a promise | by |
| 2. Abound | fish | in |
| 3. Abstain | wine | from |
| 4. Absolve | a charge | of |
| 5. Accord | a thing | with |
| 6. Acquit | blame | of |

| | | |
|------------------------------|--------------------------|--------------|
| 7. Adapt | circumstances | to |
| 8. Admit | an excuse | of |
| 9. Allude | a fact | to |
| 10. Apprise | a fact | of |
| 11. Approve | an action | of |
| 12. Aspire | worldly greatness | to/for/after |
| 13. Atoned | a fault | for |
| 14. Bask | sunshine | in |
| 15. Bestow a thing | a person | on |
| 16. Boast or brag | one's cleverness | of |
| 17. Clamour | higher wages | for |
| 18. Comment | a matter | on |
| 19. Comply | one's wishes | with |
| 20. Conducive | happiness | to |
| 21. Cope | a person or risk | with |
| 22. Crave | happiness | for/after |
| 23. Dabble | politics | in/into |
| 24. Deprive a person | a thing | of |
| 25. Despair | success | of |
| 26. Digress | the point | from |
| 27. Dispose | property | of |
| 28. Dote | a person or thing | upon |
| 29. Grapple | difficulties | with |
| 30. Hanker | riches | after |
| 31. Hider one | doing something | from |
| 32. Hover | a nest | over |
| 33. Incite a person | some action | to |
| 34. Inflict punishment | a person | on |
| 35. Jeer | a person | at |
| 36. Lament | the dead | for |
| 37. Languish | home | for |
| 38. Lean | a wall | against |
| 39. Marvel | some sight or object | at |
| 40. Meddle | other people's business | with |
| 41. Meditate | some object | on |
| 42. Mourn | the dead | for |
| 43. Murmur | anything | at/against |
| 44. Object | some proposal | to |
| 45. Overwhelm | kindness | with |
| 46. Persist | doing something | in |
| 47. Pine | something lost | for |
| 48. Plot | a man | against |
| 49. Plunge | a river, work etc. | into |
| 50. Pondir | a subject | over |
| 51. Prevail | a person to do something | on/upon |
| 52. Prohibit | doing something | from |
| 53. Recover | an illness | from |
| 54. Refrain | fears | from |
| 55. Rejoice | the success of others | at |
| 56. Relieve one | a task, duty | of |

| | | |
|------------------------------|-------------------|-----|
| 57. Repent | imprudence | on |
| 58. Reprimand a person | a fault | for |
| 59. Rob a person | something | of |
| 60. Scoff | religion | at |
| 61. Shudder | cruelty | at |
| 62. Succumb | diffculties | to |
| 63. Wait | a person or thing | for |
| 64. Wink | one's fault | at |

IELTS/TWE/TOEFL EXERCISE NO. 23**SECTION II. COMMON ERRORS AND SYNTACTICAL USES**

Learn the use of the following carefully and fram suitable sentences based on these prepositional uses:

| | | Solutions |
|--------------------------------|---|------------------|
| 1. Abhorrence | ingratitude | of |
| 2. Ability | or some work | for, in |
| 3. Abstinence | wine. | from |
| 4. Abundance | food. | of |
| 5. Access | the throne | to |
| 6. In accordance | the rule | with |
| 7. Accusation | theft | of |
| 8. Acquaintance | a person or a thing, but make acquaintance a person. | with of |
| 9. Adherence | a plan or cause | to |
| 10. Admission | a society of persons or class of things | to |
| 11. Admission | a place | in to or to |
| 12. Advance (progress) | knowledge | of |
| 13. Advancement | knowledge | in |
| 14. To take advantage | someone's mistake | of |
| 15. To gain an advantage | someone | over |
| 16. Affection | a person | for |
| 17. Allegiance | a person | to |
| 18. Alliance | a person or state | with |
| 19. Allusion | something | to |
| 20. Ambition | distinction, fame etc., | for |
| 21. Amends | some fault | for |
| 22. Antidote | some poison | to |
| 23. Antidote | infection | against |
| 24. Anxiety | anyone's safety | for |
| 25. Apology | some fault | for |
| 26. Appetite | food | for |
| 27. Application | employment | for |
| 28. Apprehension | danger | of |
| 29. Approach | anything | to |
| 30. Aptitude | mathematics | for |
| 31. Arrival | a place | at |
| 32. Arrival | a country or a large town | in |
| 33. Aspiration | fame | after/for |

| | | |
|-------------------------|----------------------------|------------|
| 34. Assent | an opinion | to |
| 35. Assurance | help | of |
| 36. Atonement | sin | for |
| 37. Attachment | a person or thing | to |
| 38. Attack | a person or place | on |
| 39. Attendance | a person | on |
| 40. Attendance | a place | at |
| 41. Attention | study | to |
| 42. Attraction | a thing | to/towards |
| 43. Authority | a person | over |
| 44. Authority | a subject | on |
| 45. Authority | saying or doing | for |
| 46. Aversion | or a person or thing | to/from |
| 47. Bargain | a person | with |
| 48. Bargain | a thing | for |
| 49. Beneficence | the poor | to |
| 50. Benevolence | the poor | towards |
| 51. Bias | a thing | Towards |
| 52. Blindness | one's own faults | to |
| 53. Capacity | mathematics | for |
| 54. Cause | anxiety | for |
| 55. Caution | error | against |
| 56. Certainty | a matter | about |
| 57. Cessation | work | from |
| 58. Charge | muder (noun) | of |
| 59. Charge | murder (verb) | with |
| 60. Compact | a person | with |
| 61. Comparison | a person or thing | to/with |
| 62. Compassion | a person | for |
| 63. Compensation | a loss | for |
| 64. Competition | a person | with |
| 65. Competition | a thing | for |
| 66. Complaint | a person | against |
| 67. Complain | a thing | about |
| 68. Compliance | a request | with |
| 69. Concurrence | a person | with |
| 70. Concurrence | a proposal | in |
| 71. Condemnation | death | to |
| 72. Condolence | a person | with |
| 73. Confidence | a person | in |
| 74. Conformity | anyone's views | with |
| 75. Conformity | rules | to |
| 76. Connection | a person or thing | with |
| 77. Consciousness | guilt | of |
| 78. Contact | something | with |
| 79. Contemporary | some person | of |
| 80. Contempt | a person or thing | for |
| 81. Contrast | a person or thing | to |
| 82. In contrast | a person or thing | with |
| 83. Contribution | a fund | to |

| | | |
|--------------------------|-------------------|----------|
| 84. Contribution | some project | towards |
| 85. Control | a person or thing | over |
| 86. Controversy | a person | with |
| 87. Controversy | something | on/about |
| 88. Conversation | a person | with |
| 89. Conviction | guilt | of |
| 90. Copy | nature | from |
| 91. Correspondence | a person | with |
| 92. Correspondence | a thing | to |
| 93. Craving | anything | for |
| 94. Delight | a person or thing | in |
| 95. Deliverance | a danger | from |
| 96. Dependence | a person or thing | on |
| 97. Descent | ancestors | from |
| 98. Desire | wealth | for |
| 99. Deviation | rule | from |
| 100. Digression | a subject | from |
| 101. Disagreement | a person | with |
| 102. Disgrace | a person | to |
| 103. Dislike | a person or thing | of/for |
| 104. Dissent | a proposal | from |
| 105. Distrust | a person or thing | of |

IELTS/TWE/TOEFL EXERCISE NO. 24**SECTION II. ENRICHMENT OF VOCABULARY AND ONE-WORD
SUBSTITUTION**

Students are advised to go through the following one-word substitutions. They are also required to frame sentences of their own in order to test their comprehension of memorized words:

- | | |
|---|----------------|
| 1. A person who goes on horse back. | Equestrian |
| 2. A shed for motor cars. | Garage |
| 3. A tank in which fish are kept. | Aquarium |
| 4. To wander from the main theme. | Digress |
| 5. Word for word. | Verbatim |
| 6. The ceremony of shaving the head. | Tonsure |
| 7. A roundabout way of expressing one's self. | Circumlocution |
| 8. A room where dead bodies are kept for post-mortem examination. | Mortuary |
| 9. Eclipse of the moon. | Lunar |
| 10. A person who is interested in antiquities. | Antiquarian |
| 11. To free anything from germs. | Sterilize |
| 12. A substance which can be easily broken. | Brittle |
| 13. A thing which catches fire easily. | Inflammable |
| 14. Animals that eat flesh. | Carnivorous |
| 15. The murderer of a human being. | Homicide |
| 16. Murder of an infant. | Infanticide |
| 17. Murder of the king. | Regicide |
| 18. Murder of father. | Patricide |

| | |
|---|------------------|
| 19. Murder of mother. | Matricide |
| 20. Animals that feed on grass. | Graminivorous |
| 21. An effect which has reference to what is past. | Retrospective |
| 22. Nations engaged in war. | Belligerents |
| 23. Things which contain elements of opposite nature. | Heterogenous |
| 24. A room where grain is stored | Granary |
| 25. A medicim which prevents putrefaction. | Antiseptic |
| 26. A person who suffers from nervous disease | Neurotic |
| 27. Allowance paid by a husband to his wife on legal separation. | Alimony. |
| 28. Worship of idol. | Idolatory. |
| 29. To happen simultaneously with another event. | Synchronize |
| 30. An oft repeated truth. | Truism |
| 31. A decision upon which one cannot go back. | Irrevocable |
| 32. Literary theft. | Plagiarism |
| 33. To frighten a person with the purpose of getting secret out of him. | Intimidate |
| 34. To express disapproval of anything or any person. | Deprecate |
| 35. To use expressive motions of limbs while speaking. | Gesticulate |
| 36. To make inquiries. | Investigate |
| 37. The act of renouncing the throne by a king in favour of his son or brother. | Abdication |
| 38. A person who speaks two languages. | Bilingual |
| 39. To destroy anything completely. | Annihilate |
| 40. To root out an evil. | Eradicate |
| 41. A person who cannot be easily approached. | Inaccessible |
| 42. This man is more like a woman than like a man. | Effeminate |
| 43. An animal that is equally at home, on land and in water. | Amphibious. |
| 44. A breaker of images. | Iconoclast |
| 45. A hater of mankind. | Misanthropist |
| 46. A lover of humanity. | Philanthropist |
| 47. A person who is lover of woman. | Philogynist |
| 48. One who hates woman. | Misogynist |
| 49. One who hates the institution of marriage. | Misogamist |
| 50. The science concerned with the derivation of words. | Etymology |
| 51. The science of animal life. | Zoology |
| 52. Marriage with many husbands. | Polyandry |
| 53. The crime on the state of having two wives or husbands at a time. | Bigamy |
| 54. Government by rich people. | Plutocracy |
| 55. A person who can disguise the direction from which his voice comes. | Ventriloquist |
| 56. The art practised by statesmen and ambassadors. | Diplomacy |
| 57. A speach addressed to oneself. | Soliloquy |
| 58. A person who walks while sleeping. | Somnambulist. |
| 59. A person who thinks only of himself. | Egotist or Egois |
| 60. A person who is over scrupulous about small details. | Meticulous |
| 61. Property inherited by a person from his ancestors. | Patrimony |
| 62. The state of being unmarried. | Celibacy |
| 63. A person with excessive and mistaken enthusiasm for his religion. | Fanatic or Bigot |
| 64. A lady's umbrella | Parasol |
| 65. A lady's purse. | Reticule |

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| 66. Instruments which are used by a barber. | Tonsorial |
| 67. Pertaining to tailors or clothes. | Sartorial |
| 68. A person who is hard to please. | Fastidious |
| 69. A general pardon granted by the government to political offenders. | Amnesty |
| 70. A figure with eight sides. | Octagon |
| 71. Undue favour shown by a man in high position to his own relatives. | Nepotism |
| 72. A statement that is absolutely clear. | Explicit |
| 73. A person who readily believes others. | Credulous |
| 74. An office with no work but high pay. | Sinecure |
| 75. A problem which cannot be solved. | Insoluble |
| 76. An animal that can be tamed. | Domestic |
| 77. A style that is full of words. | Verbose |
| 78. A man with an evil reputation. | Notorious |
| 79. A movement which cannot be suppressed. | Irrepressible |
| 80. A person who is not easily tired out. | Indefatigable |
| 81. God is all powerful. | Omnipotent |
| 82. A person who is exempt from all errors. | Infallible |
| 83. A man who always thinks that he is ill. | Valetudinarian |
| 84. A thing that cannot be avoided | Inevitable |
| 85. A new word coined by an author. | Neologism |
| 86. A drug that induces sleep. | Narcotic |
| 87. Anything which cannot be wounded or hurt. | Invulnerable |
| 88. To increase the speed. | Accelerate |
| 89. Morbid distrust of public places. | Agoraphobia |
| 90. Existing since old time. | Antique |
| 91. Publish as coming into force. | Promulgate |
| 92. Public sale in which articles are sold to the highest of successive bidders. | Auction |
| 93. Commencement of words with the same letter. | Alliteration |
| 94. A thing impenetrably hard. | Adamant |
| 95. To reduce the value. | Depreciate |
| 96. Metal capable of being drawn into wires. | Ductile |
| 97. A disease which is spread by contact. | Contagious |
| 98. Fine like hair. | Capillary |
| 99. Sufficiency of means of living. | Competence |
| 100. Sear with hot iron. | Cauteriz |

IELTS/TWE/TOEFL EXERCISE NO. 25

SECTION III. READING COMPREHENSION AND ENLARGEMENT OF VOCABULARY

Note: To memorize synonyms and to use them in one's own sentences is a very gainful exercise to get success in TOEFL particularly for questions asked in section-III i.e., reading comprehension and enlargement of vocabulary. Students are, therefore, advised to solve the following list of synonyms intelligently and diligently. It is estimated that approximately 2500 current words of vocabulary will be added to the present stock of vocabulary of the students. So consult your dictionary and take help of your teacher in order to tick the right choice.

Direction—Select the lettered word or phrase nearest in meaning to capitalized bold-face word.

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|---------------|--|--|
| 1. ACUMEN | (a) beauty (c) keen discernment | (b) marked poise (d) illness |
| 2. ADAGE | (a) proverb (c) tool (e) hardness | (b) supplement (d) youth |
| 3. ADEPT | (a) grateful (c) awkward (e) orderly | (b) additional (d) skillful |
| 4. ADHERENT | (a) confessor (c) judge (e) follower | (b) witness (d) interceptor |
| 5. ADROIT | (a) aimless (c) moist (e) nearby | (b) clever (d) false |
| 6. ADVENT | (a) attachment (c) arrival (e) complaint | (b) reference (d) excitement |
| 7. AGENDA | (a) receipt (c) combination | (b) agent (d) memoranda. |
| 8. AGGRAVATE | (a) accuse (c) grieve (e) engrave | (b) consider (d) intensify |
| 9. AGHAST | (a) eager (c) intense | (b) former (d) frightened. |
| 10. AGILLTY | (a) wisdom (c) agreeable (e) excitement. | (b) nimbleness (d) simplicity |
| 11. AILMENT | (a) illness (c) food | (b) intestine (d) acidity |
| 12. ALLOCATE | (a) address (c) distribute (e) drift | (b) tempt (d) permit |
| 13. ALOOF | (a) hard (c) reserved (e) willing | (b) imaginary (d) happy |
| 14. AMBIGUITY | (a) adherence (c) aspiration | (b) affliction (d) doubtfulness |
| 15. AMITY | (a) ill will (c) pity (friendship) | (b) goodness (e) pleasure |
| 16. AMPERSANT | (a) annybutuib (c) an abbreviation | (b) a type of currency (d) a kind of illumination |
| 17. ANALOGOUS | (a) incongruous (c) viscous | (b) parallel (d) artificial |
| 18. ANECDOTE | (a) equipment (c) brief narrative (e) hysteria | (b) remedy for poison (d) inquiry |
| 19. ANGUISH | (a) awkwardness (c) forment (e) resentment | (b) rage (d) old age |

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| 20. ANIMATE | (a) paint (c) enliven (e) debate | (b) praise highly (d) suggest indirectly |
| 21. ANTITHESIS | (a) contrast (c) parallel | (b) balance (d) anxiety |
| 22. APERTURE | (a) besement (c) phantom (e) light refreshment | (b) opening (d) protective colouring |
| 23. APPARITION | (a) skeleton (c) ghast (e) insect | (b) fort (d) dream |
| 24. APPREHENSIVE | (a) chief (c) curious (e) fearful | (b) firm (d) sincere |
| 25. ARBITER | (a) friend (c) drug (e) truant | (b) judge (d) tree surgeon |
| 26. ARDENT | (a) eager (c) difficult (e) argumentative | (b) silvery (d) youthful |
| 27. ARID | (a) mountainous (c) fragrant, productive (e) dry | (b) fragrant (d) soiled |
| 28. ARROGANCE | (a) firmness (c) haughtiness (e) helpfulness | (b) greatness (d) surprise |
| 29. ASPIRE | (a) fade away (c) desire earnestly (e) roughen | (b) excite (d) breathe heavily |
| 30. ASSERTION | (a) declaration (c) agreement (e) appraisal | (b) abandonment (d) decoding |
| 31. ASSIDUOUS | (a) apart (c) diligent | (b) bilateral (d) sour |
| 32. ASEPTIC | (a) antique (c) sterile | (b) artistic (d) austere |
| 33. ASSIMILATE | (a) absorb (c) maintain (e) curb | (b) imitate (d) outrun |
| 34. ATOMIC | (a) combustible (c) crystalline | (b) minute (d) ambient |
| 35. ATONE | (a) praise (c) make amends (e) rest | (b) evaluate (d) sing softly |
| 36. ATROCIOUS | (a) brutal (c) shrunker (e) unsound | (b) innocent (d) yellowish |
| 37. ATTRIBUTE | (a) characteristic | (b) donation |

| | | |
|----------------|----------------------------|-----------------------|
| | (c) friction | (d) vengeance |
| | (e) dress | |
| 38. AUGUR | (a) prediction | (b) weapon |
| | (c) tool | (d) halo |
| 39. AUGMENT | (a) increase | (b) predict |
| | (c) disclose | (d) challenge |
| | (e) testify | |
| 40. AUDACIOUS | (a) daring | (b) fearful |
| | (c) indifferent | (d) attentive |
| | (e) wicked | |
| 41. AURA | (a) bitterness | (b) delight |
| | (c) part of the ear | (d) prophet |
| | (e) distinctive atmosphere | |
| 42. AUSPICES | (a) harshness | (b) protection |
| | (c) admiration | (d) execution |
| | (e) prediction | |
| 43. AUSTERITY | (a) heat | (b) displeasure |
| | (c) honesty | (d) hospitableness |
| | (e) sternness | |
| 44. AUTHORIZE | (a) compose | (b) self-educate |
| | (c) permit | (d) manage |
| | (e) complicate | |
| 45. AUXILIARY | (a) greedy | (b) well-proportioned |
| | (c) self-governing | (d) military |
| | (e) assistant | |
| 46. AVERT | (a) prevent | (b) convince |
| | (c) flee | (d) meet |
| | (e) fear | |
| 47. AVIARY | (a) avidity | (b) beehive |
| | (c) hangar | (d) birdhouse. |
| 48. AVOWAL | (a) vacancy | (b) hobby |
| | (c) desertion | (d) settled dislike |
| | (e) open declaration. | |
| 49. BALUSTRADE | (a) banister | (b) ornament |
| | (c) salon | (d) missile |
| 50. BARBARITY | (a) tonsure | (b) brutality |
| | (c) nudity | (d) insanity |

IELTS/TWE/TOEFL EXERCISE NO. 26

Improve the following sentences:

1. Our examinations will commence from Monday.
2. I am not sure whether or not he will succeed.
3. I saw him that he was bent to do evil.
4. Though everyone speaks ill of you but I will stand with you.
5. The *Gita* is superior and profounder than any other scripture of the world.
6. Outdoor games are not only good for the body but for the mind also.

7. Only one of the boys who have been arrested are guilty.
8. Everyone who see her love her.
9. Three fourths of the money has been embezzled.
10. One of my friends was hung for the murder he committed last year.
11. She is taller than all the girls of her class.
12. I want you to gently knock at the door.
13. Neither of the two were prepared to sacrifice their life.
14. He advised everybody to look after their interests.
15. The monsoon failed and which caused a terrible famine.
16. For all his faults I cannot help but like him.
17. I do not like you smoking in my office.
18. The sceneries of Himalayas are incomparable.
19. We study because we may earn our livelihood.
20. He never has and never will permit such practices in his institution.
21. This is one of the most charming poems that has been printed lately.
22. One cannot be too careful about what he says.
23. No less than fifty miners were killed in the explosion.
24. This statement differs in many respects from them.
25. There is no place for you in this compartment.
26. Will you kindly order for two cups of coffee.
27. Any of these two book will serve my purpose.
28. Being a cloudy weather we couldn't go.
29. I have not been to Bombay for long.
30. He has not been to Agra since a long time.
31. Rightly Milton said that fame is the last infirmity of a noble soul.
32. The further you go from home the more you will suffer and pine.
33. He has not undergone any training in the game but he plays better than all professionals.
34. These all books you have brought from the market are my.
35. I always enjoy to visit such places which are abound in natural beauty.
36. No words can describe the happiness that we find to seek knowledge.
37. There are many a slip between the cup and the lip.
38. I went for a walk after I took food.
39. Hari is as clever if not cleverer than you are.
40. Awaiting for an early reply I am yours faithful servant.

IELTS/TWE/TOEFL EXERCISE NO. 27
SECTION II. CORRECTION OF SENTENCES AND
SYNTACTICAL PATTERNS

Tick the right choice:

1. Disregard for odds and complete confidence in one's self have produced many of our successes. No Error

| | | | |
|---|---|---|---|
| A | B | C | D |
| E | | | |

2. The successful self-employed man invariably works harder and worries more than the man on a salary. No error.
A B C D E

3. By this time next week, my child not only will have learnt numbers, but he will also master the alphabet. No error.
A B C
D E

4. He has not undergone any technical training of the game, but he plays good, than most professionals. No error.
A B C
D E

5. There comes a time when we feel we must have made a protest. No Error.
A B C D E

6. If he had heard of your marriage, he had been surprised. No error.
A B C D E

7. Even if it takes me six months, I am determined for finishing the job. No Error.
A B C D E

8. The criminal dared not to go out because he was afraid of being recognized by the police. No Error.
A B C D E

9. As she was tired off after her long walk, she went to bed early. No Error.
A B C D E

10. As I have never met the man, I can not tell you what he looks as. No Error.
A B C D E

11. Thirty copies of the book were bought so that each boy in the class many have one.
A B C D E
No Error.

12. They threatened him with death if he does not tell them what he knew. No Error.
A B C D E

13. Tom was told that if he behaves badly he shall go to bed without supper. No Error.
A B C D E

14. You should have used the money for paying your debts instead of to buy a new motor-cycle. No Error.
A B C D E

15. If, through carelessness, some one damages your cycle, he is under a legal obligation to pay the cost of repair. No Error.
A B C
D E

16. We were to be married in November but had to postpone the wedding until December.
A B C D
No Error.
E

17. The American Revolution is the only one in modern history which rather than devouring the intellectuals who prepared it, it carried them to power. No Error.
 A B
 C D E
18. From 1750 about the beginning of the ages of steam, the earth's population has more than tripled. No Error.
 A B C
 D E
19. A more significant manifestation of the concern of the community with the general welfare are the collection and dissemination of statistics. No Error.
 A B C
 D E
20. If everyone of the earth's three thousand million people was freed from want, the world would no longer have the basis of war. No Error.
 A B
 C D E

IELTS/TWE/TOEFL EXERCISE NO. 28 SECTION II. CONCORD

(Please consult chapter on Concord)

Fill in the following blanks the suitable kind of concord of the words given within brackets:

1. The (index/indices) (has/have) been added to the book.
2. The (termini/terminus) (is/are) build of cement and iron.
3. The (erratum/errata) (has/have) been published.
4. The poet and the philosopher (has/have) passed away.
5. One has to be careful about (one's/his) work.
6. Last night he (visit) me.
7. Many a man (was/were) present on the occasion.
8. The Arabain Nights is an interesting book. (is/are).
9. Slow and steady the race (wins/win).
10. The committee divided in their opinion. (are/is)
11. Courtesy and gentlemanliness the basis of social life (is/are)
12. The teacher and the thinker dead. (are/is)
13. The teacher said that the earth round. (is/are)
14. Mohan will say that he the best student (is/was)
15. The patient (die) before the doctor came.
16. He said that he reach in time. (will/would).
17. Fifty rupees not a big amount to spend. (is/are)

Use the appropriate kind of concord in the following blanks with the help of the words given within brackets:

18. The horse and trap (has/have) been waiting for a long time.
19. The notorious dacoit with his followers (has/have) escaped.
20. A variety of pleasing objects (charm/charms) the eye.
21. Some people reach the age of three (score/scores) and ten.
22. Vermin (destroy/destroys) our property and carry disease.
23. These poultry (are/is) mine.
24. Parentheses (is/are) important part of a sentence.

25. Radii (is/are) also measured by length and breadth.
 26. Memoranda (is/are) self-explanatory and clear.
 27. They say that virtue (has/had) its own reward.
 28. You will be ill if you (eat) so much.
 29. My uncle would be able to help us if he (be) here.
 30. If I (have) the courage, I should have answered him back.
 31. I would have come sooner if I (know) you were here.
 32. They (go) to Bombay yesterday.
 33. No sooner Mohan (reach) the station, then he saw a big crowd.
 34. He works hard lest he (should/may) pass the test.
 35. Hardly the teacher (enter) the room when he (see) a salomon in the room.
 36. Scarcely he (read) novel when he 'feel' uncomfortable
 A. Complete the following sentences:
 1. One is answerable for errors.
 2. The teacher told that honesty the best policy.
 3. He is one of those honest teachers who gained knowledge bit by bit.
 4. His power and influence increasing by and by.
 5. The police arresting the agitators.
 B. Complete the following blanks with verbs given within brackets:
 1. The singer and the dancer died. (have/has)
 2. The committee divided in their opinion. (are/is).
 3. The ebb and flow of life the subject matter of Ram's book. (is/are).

IELTS/TWE/TOEFL EXERCISE NO. 29

SECTION II. CORRECTION OF SENTENCES AND SYNTACTICAL PATTERNS

Correct/Improve the following sentences:

1. Either Sarla or Kamala have forgotten to take their satchel.
2. Either the post master or his clerks has failed in his duties.
3. You and I have done your duty.
4. You and he must mend their ways.
5. I, you and Jagat have left their luggage at the station.
6. If I were him, I would not do so.
7. Is Hari not taller than me?
8. You have answered more questions than her.
9. The applicant being ill, he is allowed to go home.
10. This is clear from the evidence that you are guilty.
11. As far I know he has resigned the job.
12. Neither he is fool or knave. He is mere idle.
13. As I have headache, I will not attend the class.
14. One of the students did not pay tuition fee to the end of the month.
15. None remain to tell the story of the disaster.
16. Less books are needed in the library.
17. Can she abuse me who is her husband?
18. He is working hard for the examination since last June.
19. I never find fault in your work.
20. Has your cousin brother settled up in United States?
21. She had no other claim for the post but a fair face.

22. He asked me that whether I could understand what was he saying.
23. I asked her that how are you feeling.
24. Unless you keep a bad company you cannot progress.
25. Wait while I come; I shall return very soon.
26. When you do not believe me, I must keep silent.
27. Though she was lived but she did not stop dancing.
28. He must not be allowed to attend classes until he does not confess his fault.
29. As he is lazy therefore he is punished.
30. A good referee neither favours the one side nor the other.
31. Such a life as this is far more conducive to health than that of the man who rises late.
32. How does he earn money is more important than how much he earns.
33. Both of my children a daughter and a son always quarrel with one another.
34. It is necessary to check every passenger for security and do not load his luggage on to the aircraft unless he identifies it.
35. In case you apologise for having broken your promise I shall forgive you.
36. Unlike most animals the crocodile can live effortlessly both in water and land.
37. He is one of the greatest scientist of this unturys therefore he is appointed chairman of the B.A.R.C.
38. I laid down on the smooth ground and went to sleep.
39. You would not have so much trouble with your old scooter if you would have serviced regularly.
40. No ancient scripture in India is so widely read and respected as Bhagvad Gita which was written in original Sanskrit.

IELTS/TOEFL/TSE TEST PAPER EXERCISE NO. 30

- I. Read the following passage carefully and answer the questions that follow:

Every asylum seeker is allowed to file an application. And even the most streamlined procedure affords at least a two year respite before the decision to expel is taken. For the Germans take constitutional rights very seriously. An appeal may be lodged with the courts against any administrative ruling. But to win the appeal, an applicant must be a bonafide victim of specific and extreme political persecution. In fact the overwhelming majority of appeals are even usually rejected. So the Federal German Government finds itself on the horns of a dilemma; it is morally impossible to dispatch hapless candidates to their homeland if they are exposed to grave dangers on their return. So the camps are constantly filled to capacity, because for the first two years, asylum-seekers are not entitled to work (there are already 2m unemployed west Germans) or to rent accomodation, they are often horded into "deterrent" conditions under the responsibility of the communes and the lander, which are legally obliged to accept a certain quota of refugees. But tempers are wearing thin and xenophobia is on the prowl.

A recent incident sent shivers down the city councillors spines; unknown people set fire to tents pitched on sports grounds to accomodate asylum seekers. Councillors also received petitions demanding that the gymnasia requisitioned for the same purpose be evacuated. Does this herald a wave of xenophobia that could unleash political unrest?

1. An immigrant in the Federal Republic of Germany is not summarily deported
 - (a) because the Germans do not like to take hasty action
 - (b) because the Germans bilieve in the rule of law

- (c) because the Germans are not capable of firm action
 - (d) because the Germans are essentially very hospitable.
2. An applicant in the court can only win an appeal
- (a) if he engages a very competent lawyer
 - (b) if he is factual and reasonable in his stand
 - (c) if he can establish his victimisation on political grounds
 - (d) if he can outwit the prosecution counsel
3. "So the Federal German Government finds itself on the horns of a dilemma"—means that
- (a) the government finds it difficult to take a decision
 - (b) the government postpones taking a decision on the issue of immigration
 - (c) the government shirks its administrative responsibility
 - (d) the government is too afraid of the opposition parties to take the right decision
4. The Federal Republic of Germany is the most prosperous country of Europe
- (a) where full employment has been achieved
 - (b) where there is considerable unemployment even among the natives
 - (c) where there are minimal opportunities for immigrants
 - (d) where both natives and immigrants live in peace
5. "But tempers are wearing thin and xenophobia is on the prowl"—means that
- (a) the immigrants are really afraid of the natives
 - (b) the local citizens hate the immigrants
 - (c) the immigrants and the local citizens do not lose tempers and endure each other
 - (d) the local citizens do not like to mix with the immigrants

II. Choose the word nearest in meaning from the given words:

| | | |
|-----------------|------------------|-----------------|
| 1. Flamboyant | (a) hard | (b) determined |
| | (c) showy | (d) colourful |
| 2. Galvanise | (a) shock | (b) stress |
| | (c) assert | (d) alert |
| 3. Garrulous | (a) fluent | (b) talkative |
| | (c) vocal | (d) assertive |
| 4. Gormandise | (a) taste | (b) bite |
| | (c) smell | (d) devour |
| 5. Habitat | (a) hot | (b) home |
| | (c) castle | (d) apartment |
| 6. Harakiri | (a) murder | (b) death |
| | (c) suicide | (d) revenge |
| 7. Hegemony | (a) exploitation | (b) domination |
| | (c) aggression | (d) control |
| 8. Herculean | (a) superhuman | (b) fantastic |
| | (c) manly | (d) audacious |
| 9. Hotchpotch | (a) compound | (b) arrangement |
| | (c) order | (d) jumble |
| 10. Inclement | (a) sharp | (b) severe |
| | (c) pungent | (d) bitter |
| 11. Incriminate | (a) attack | (b) fumble |
| | (c) rage | (d) accuse |
| 12. Inebriate | (a) drunk | (b) drowsy |
| | (c) exciting | (d) tipsy |
| 13. Insatiable | (a) hungry | (b) angry |
| | (c) eager | (d) greedy |

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|-------------------|------------------------------------|------------------------------------|
| 14. Insuperable | (a) formidable (c) overwhelming | (b) enormous (d) huge |
| 15. Intemperate | (a) wily (c) immoderate | (b) considerate (d) acquisitive |
| 16. Interloper | (a) intruder (c) gangster | (b) loafer (d) upstart |
| 17. Intrepid | (a) fearless (c) rash | (b) confident (d) venturesome |
| 18. Jocular | (a) bawdy (c) humorous | (b) boisterous (d) ridiculous |
| 19. Kowtow | (a) submit (c) approve | (b) accept (d) cringe |
| 20. Lackadaisical | (a) uninterested (c) depressed | (b) tired (d) tedious |

III. Select the word which is nearly the opposite in meaning to the given word:

- | | | |
|------------------|-------------------------------------|-----------------------------------|
| 1. Fumigate | (a) infect (c) poison | (b) corrupt (d) blister |
| 2. Generative | (a) defunct (c) unproductive | (b) decadent (d) extinct |
| 3. Genocide | (a) survival (c) growth | (b) balance (d) awakening |
| 4. Gravitate | (a) repudiate (c) throw | (b) repulse (d) hurl |
| 5. Grotesque | (a) grave (c) dignified | (b) pompous (d) sombre |
| 6. Haky-panky | (a) fairplay (c) kindhearted | (b) generosity (d) love |
| 7. Headstrong | (a) deliberate (c) knowledgeable | (b) prudent (d) considerate |
| 8. Heterogeneous | (a) melodious (c) uniform | (b) systematic (d) homogeneous |
| 9. Hindrance | (a) kindness (c) bounty | (b) help (d) arrangement |
| 10. Humanitarian | (a) egoist (c) debunker | (b) satirist (d) sadist |
| 11. Impeccable | (a) brittle (c) envious | (b) frail (d) faulty |
| 12. Impound | (a) reveal (c) expand | (b) release (d) deliver |
| 13. Improbable | (a) breakable (c) expand | (b) fragile (d) deliver |
| 14. Laconic | (a) vocal (c) eloquent | (b) valuable (d) verbose |
| 15. Lascivious | (a) ethereal (c) platonic | (b) aerial (d) sensuous |
| 16. Lavish | (a) miserly (c) haggard | (b) shabby (d) squalid |
| 17. Laze | (a) endeavour (c) egg | (b) prick (d) stimulate |

- | | | |
|----------------|-----------------|-----------------|
| 18. Legitimate | (a) illegal | (b) corrupt |
| | (c) profane | (d) forbidding |
| 19. Lethargy | (a) energy | (b) force |
| | (c) quickness | (d) elan |
| 20. Levity | (a) frustration | (b) grimness |
| | (c) seriousness | (d) earnestness |

IV. Spot the errors if any:

1. When Busch was arrested Candy Lighter expected that he would go jail for a long,
A B C
long time. No error.
D E
2. But an experienced policeman warned her that it was unlikely that he would go to
A B C
jail at all, because at that time drunk driver were not perceived as criminals.
D
No error.
E
3. Rather, judge and juries regarded drunk drivers as ordinary people like themselves
A B
who had simply had an unfortunate accident after a couple of drinks. No error.
C D E
4. Unwilling to permit her daughter's death to be meaningless, Candy Lighter quit her
A
job selling real estate and, with several concerning citizens, founded an organisation
B C
called mothers against drunk driving (MADD). No error.
D E
5. She donated her time and most of her personal saving, as well as insurance money
A B C
of Cari's death to provide more than 60% of MADD's first year budget. No error.
D E
6. For three months she studied laws and social policy concerning drunk driving than
A B
she and MADD went public; armed with statistics and information that most people
C D
did not want to hear. No error.
E
7. In United States nearly 70 people die each day as a result of driving accidents,
A B C
and another 2,750 are seriously injured. No error.
D E
8. It has been estimated that one of every two Americans will involved in an alcohol-
A B
related automobile accident During his or her life. No error.
C D E
9. When Candy Lighter begun her work with MADD in 1980, she thought her crusade
A B C
would take a couple of years to get moving. No error.
D E

10. She had laid bare an issue that touched the lives of nearly all Americans and
 A B
 people rallied over her courage and her cause. No error.
 C D E
11. A 1983 Gallup poll found that 77% of Americans (including 58% of those between 18
 A B
 and 20) supported setting 21 as the legal minimum age for purchasing alcohol
 C D
 throughout the country. No error.
 E
12. Presumably, the population was responding to finding that in state where the
 A
 minimum legal drinking age will be raised from 18 to 21, there had been a significant
 B C
 drop in the death toll of young people on the roads. No error.
 D E
13. Congress put the force of the federal government behind this movement in 1984
 A B
 with passing legislation that would deny some federal highway funds to states that
 C
 keep their drinking age under 21. No error.
 D E
14. At the signing ceremony of this bill attended by Candy Lightner, President Reagan
 A
 said he was convinced that the legislation would help "persuade state legislators act
 B C
 in the national interest to save our children's lives". No error.
 D E
15. Soon after MADD went public Los Angeles city attorney, Burt Pines, said, "It is
 A B C
 time to recognise that a drunk driver is just as dangerous a loaded gun." No error.
 D E

V. Choose the most appropriate word:

- Sometimes one of these ships would defy the blackout and become a castle of lights that glided..... the horizon like a skater with a torch.
 (a) over (b) under (c) on (d) at
- I have heard that because of the light, living there is like in a dream.
 (a) living (b) to live (c) can live (d) was living.
- It seemed as if they until they had given all their attention and everything they had to their children.
 (a) would be satisfied (b) would satisfy
 (c) would not be satisfied (d) would not satisfy.
- parents were getting old.
 (a) there (b) their (c) this (d) that
- They moved and talked slowly now, but they were ferociously determined
 (a) to protect (b) protecting (c) protect (d) could protect
- Paulette lived in a small white cottage that was next to an orange grove and for six months on instrumentation for P1/4 38_s.
 (a) working (b) worked (c) will work (d) can work.

7. The factory was a mile a way and to get to it, she to go through the ranks of trees.
 (a) had been (b) were (c) were being (d) had
8. Lee thought that this might be dangerous, until one morning he accompanied her and to see several thousand women walking silently through the orange grove.
 (a) was amazed (b) had amazed (c) was amazing (d) amazed
9. Though Lee had more leave than he would have as an enlisted man he much.
 (a) shouldn't (b) doesh't have (c) did have (d) didn't have
10. He was stationed only a few hours away and they knew he to be back in two weeks.
 (a) would try (b) might try (c) will try (d) shall try
11. On his last leave they took the train north and then he walked forty miles to the coast at a town.
 (a) looking (b) look (c) was looking (d) to look
12. At first Paulette had refused to move there, despite an offer more money and a housing allowance.
 (a) off (b) of (c) to (d) no
13. But now that Lee was on his way overseas, it perfect.
 (a) seem (b) seems (c) seemed (d) will seem
14. Here she would wait, she would dream his return and she would work so hard that, indirectly, she might help to bring him back.
 (a) over (b) off (c) on (d) of
15. After he had gone for two or three weeks, she packed her belongings and up there.
 (a) had moved (b) moved (c) to move (d) moving
16. As each welder pulled her mask, bent over as if in a dive, and squeezed the lever on her torch, the pattern of lights emerged.
 (a) over (b) across (c) down (d) up
17. Paulette, who worked with an electric wire, never tired of this women adjust her torch.
 (a) watch (b) to watch (c) watching (d) keep watch
18. When she lit it, the flame was white inside but surrounded a yellow envelope that sent up twisting columns of smoke.
 (a) over (b) on (c) across (d) by
19. Then she changed the mixture and a plug of intense white appeared the end of the torch, in the centre of a small orange flare.
 (a) in (b) at (c) across (d) of
20. She had such a complicated routine only because she the work of two.
 (a) was doing (b) has been doing (c) is doing (d) must do

VI. The status of the teacher reflects the socio-cultural ethos of a society, it is said that no people can rise above the level of its teachers. The Government and the community should endeavour to create conditions which will help motivate and inspire teachers on constructive and creative lines. Teachers should have the freedom to innovate, to devise appropriate methods of communication and activities relevant to the needs capabilities and the concerns of the community.

The methods of recruiting teachers will be reorganised to ensure merit objectivity and conformity with spatial and functional requirements. The pay and service conditions of teachers have to be commensurate with their social and professional status. Efforts will be made to reach the desirable objective of uniform emoluments, service conditions and grievance removal mechanisms for teachers throughout the country. Guidelines will be

formulated to ensure objectivity in the postings and transfers of teachers. A system of teacher evaluation-open participative, and data-based-will be created and reasonable opportunities of promotion to higher grades provided. Norms of accountability will be laid down with incentive for good performance and disincentives for non-performance. Teachers will continue to play a crucial role in the formulation and implementation of educational programmes. (211 words)

Read the above passage carefully and write down its gist in about 75 words.

EXERCISE 31 PRACTICE WITH SOUNDS

Students are advised to go through the chapter on phonetics and solve as many exercises as possible. They should also listen to CD and other recorded material.

EXERCISE 32 PRACTICE WITH ARTICLES/NOUNS/GERUNDS/CASES

Attempt all the assignments provided in different chapters under the above heads.

EXERCISE 33 PRACTICE WITH PRONOUNS/VERB/VOICE

Students are advised to go through all the assignments provided in different chapters under the above heads.

EXERCISE 34 PRACTICE WITH TIME/TENSE

Go through assignments given in chapters under the above heads.

EXERCISE 35 TO 44

Note—For exercise 36 (practice with modal verbs), exercise 38 (practice with conditional sentences); exercise 39 (practice with adjectives/adverbs/prepositions); exercise 40 (practice with concord); exercise 41 (practice with one-word substitution/foreign words); exercise 42 (practice with idioms/phrases); exercise 43 (practice with synthesis/transformation); exercise 44 (practice with comprehension/essay-writing), students are advised to consult chapters under the above heads and to solve all the assignments provided under different chapters. It is expected that after the prescribed items and their absolute study, the students can easily pass through IELTS/TOEFL/TWE/TSE examinations.

7

Technical Communication

Nature, Origin, Definition, Scope, Development, Salient Feature, Technical Writing versus General Writing.

Form of Technical Communication: Reports: Types, Significance, Structure and Style; Writing of Reports, Projects, Thesis, Dissertation Writing, Technical Paper and Scientific Article Writing; Elements, Methods and Objective.

Technical Proposal: Nature, Division, Kinds, Uses

Pre-requisites of Technical Written Communication; Vocabulary Building—Homophones, Word Formation, One-Word Substitution.

Functional Grammar: Patterns and Correct Usages (Parts of Speech); Syntax, Concord, Preposition, Articles.

Requisites of Good Sentence and Paragraph Writing: Requisites of Good Sentence Writing, Paragraph Writing: Unity, Coherence and Emphasis: Development of Paragraph Inductive Order, Spatial, Linear, Chronological Order etc., with emphasis on Argumentative and Expository Writing.

I

NATURE, ORIGIN, DEVELOPMENT, DEFINITION, SCOPE, QUALITIES AND DIFFERENT SOURCES OF TECHNICAL WRITING AND COMMUNICATION¹

Definition

Any endeavour to circumscribe technical writing into the gamut of a few stereotyped words and crude phrases is neither possible nor advisable; because it, being a significant part of writing which is in itself a growing phenomenon, is not static and stagnant; it is fairly like an ever-running rivulet, which has its charming portency only in its uninterrupted flowing. In an era of science, atoms and missiles, as we are living now-a days, we cannot live without discernible impact of these objects on our life; or rather say, these have become an integral part of our living; with the result that our social life has become so much mechanized and complicated that at every step, we require specialized knowledge, and more particularly so when we are engaged in a particular professional trade. The aftermath of World War II necessitated the quick dissemination of technical information through the medium of reports and the practising scientists, engineers, economists, psychologists and other professional men and women have to keep themselves well posted with this sort of increasing knowledge. Thus, with a view to assorting a miscellaneous type of specialized or technical knowledge or skill, a unique method was evolved by the professionals and it was developed in due course of time as technical

1. Prescribed in UPTU Syllabus (*Professional Communication, TAS-103*); also prescribed in GBPU Syllabus (*Technical Writing, BHS-211*).

writing. It requires specialized knowledge of the subject on the one hand and a cogent and logical exposition of thought in a chiselled strain of language on the other. According to Prof. J. Raleigh Nelson, who taught technical writing to Engineering students for a considerable period at Michigan University, "*It (technical writing) is a specialized form of exposition—a form of discourse distinguished from other forms in certain essential features.*"¹ Prof. Charles William Strong and Prof. Donald Eidson opine, "*Technical writing is expository writing : it belongs to that great class of writing intended primarily to convey information to the reader.*"² Considering the specialized knowledge as the kernel of technical writing, Joseph Racker writes, "*It (technical writing) involves material of a specialized nature, meant for a specific reading group.*"³ Precisely, technical writing is that branch of writing in which knowledge of a subject in particular is required; and together with knowledge a sufficient presentation, technical style and scientific process are also of great significance. It is hence, a kind of writing in which the imaginative credibility of a historian, the magical sway of a story-teller are not required at all. A technical writer, whose brain is stuffed with all kinds of specialized knowledge—whether relishing or disrelishing, happy or morose, is supposed to be a man of reson—dry reason.

Chronological Development of Technical Writing : Egyptian Source

A sweeping survey of the historical background of technical writing will reveal how it gradually developed through years and how people got interested in it. Of the various sources of its development, the most powerful ones have been the Egyptian physicians, the Greek historians and philosophers, the Roman engineers, the English Medieval and Renaissance scientists, and modern prose writers and scientists. In America, too, its harbingers may be traced amongst early scientists, nineteenth century explorers and innovators, and in the unprecedented onward march of scientific and technological knowledge of the present milieu.

The first band of Egyptian physicians, in whose writings the traces of technical writing can copiously be found, belonged to the Pyramid Age that stretched from 300-2500 B.C. In the standard translation made extant to us by F.R. Moulton and J.J. Schifferes, of the ancient Egyptian writings, one can easily find how the Egyptian physicians treated human body and its parts in a technical sense and how they used a technical language. For instance, this sentence epitomises their scientific skill:

*If thou examinest a man having a break in the column of his nose being disfigured, and a depression being in it, while the swelling that is on it protrudes, and he had discharged blood from both his nostrils, thou shouldst say concerning him: 'One having a break in the column of his nose. An ailment which I will treat.'*⁴

Greek Source

Of the Greek writers of technical writing of hoary days, who deserve mention here and/in whose writings traces of scientific temper are in abundance, Homer deserves special mention. Primarily he was an epic poet and his epics named *Odyssey* and *Illiad*, which he composed around 800 B.C., dealing with the last years of the Trojan war and the wandering of Odysseus after the Trojan War—are really epoch-making. Though in these epics one cannot find the technical writing of the specimen of the present day writing, yet there are ample traces of writing of technical nature. For instance, Homer's description of the shield with its strength and magnificence is quite astonishing. Equally surprising and encouraging is his description where Vulcan, the blacksmith of the gods, is shown to hold the tongs in his left hand and the hammer in his right:

*In hissing flames huge silver bars are rolled,
And stubborn brass, and tin, and solid gold ;*

1. *Writing for Engineers*, p. 19.

2. *Technical Writing*, p. 10.

3. *Technical Writing Techniques for Engineers*, p. 10.

4. (Quoted) Morris, E. Jackson : *Principles of Scientific and Technical Writing*, p. 17.

*Before, deep-fix'd, the eternal anvils stand ;
The ponderous hammer loads his belter hand.....¹*

True technical writing in primitive communities was probably confined to inscriptions on monuments, to medical directions, to instructions associated with maps and deeds, and to warehouse tallies. The Greek warehouse list itemizing such trade commodities as wine, olive oil, and clay vessels have, in fact, come to us from excavations at the site of the palace of a primitive king, "thought to be Nestor, whom Homer has artistically portrayed in his epics too."²

Of the Greek historians, in whose historical treatises and writings, scientific and technical elements of language are galore, Herodotus, Hippocrates and Thucydides in their chronological order, deserve special mention. Herodotus, whose life-span stretched from 485-425 B.C., has universally been regarded as "the father of history", by the sheer force of his analytical and scientific approach to historical facts; and because of his "cultured style" capable of divorcing untruth from reality of putting "chronicles, legends, and topography of the known world"³ in their accurate and authentic historical perspectives and of amalgamating facts with fiction in a true scientific temper. Still even after rolling of countless centuries, his historical treatises are taken to be most authentic by the scholars of the moden era because of the absolute truth that they have a scientific bias in them and are completely shorn of all conventional taboos and inhibitions. Hippocrates, another Greek historian and physcial, whose life thread extendd from 460 to 357 B.C., was equally competent to write authentic history of contemporary Greece, but unfortunately the succeeding posterity could not get all his major historical and medical dissertations and treatises, because they have now sunk deep into the limbo of oblivion. However, the extant works that have been made available to us by his popular disciples, reveal the gargantuan fact that Hippocrates was essentially gifted with scientific and technical temper. The language that he has used speaks volumes of his systematic approach to a subject. The description of majestic citadels of old Greece, their embankments, the well-entrenched garrisons and the fighting valour of the opposing agas—all have been portrayed with the spactacles of an architect, commandar or a scientist living in the present age of science and technology, surrounded by new explosion of knowledge day in and day out.

The most remarkable contribution towards the growth and development of technical method of writing was that of the popular Greek historian Thucydides (417-400 B.C.). Though he indirectly drew much inspiration from Herodotus, and imitated him in many of his historical writings, yet so far as the question of presenting a logical narrative of historical episodes is concerned, he is perhaps unsurpassed even by his historical mentor. The excruciating experience that he had as a writer, struggling for eminence and wider recognition while living a life of penury and pain enriched his vision to write history on the scientific and logical lines. His magnum opus *The Peloponnesian War*, which has become understandable to us through Crawley's translation in English, has won for him a universal applause not only as an authentic and scientific historian but also as a consistent thinker and polished prose-writer. The siege conducted by the Lacedaemonians or the Peloponnesians, for instance, under the champion-ship of King Archidamus against the Plataeans is not only an authentic piece of historical fact, but also as a standard illustration of scientific writing. Such technical problems as the architectural excellence reflected through the construction of the fortress, the enclosure of Plataea with a palisade formed of the fruit-trees, erection of a wall around the city, the fighting of two armies like porcupines, the digging of mine encircling the whole town—these and the like objects have been lucidly explained and presented.

1. (Quoted) Morris, E. Jackson : *Principles of Scientific and Technical Writing*, p. 24.

2. Ibid., p. 18.

3. Morris, E. Jackson : *Principles of Scientific and Technical Writing*, p. 4.

Of the Greek philosophers, whose contribution towards the growth of scientific writing is of great significance Plato, Euclid and Aristotle deserve special mention. Plato (427-347 B.C.), a disciple of Socrates and a life-long friend to Dion of Syracuse, established his Academy in 387 B. C., through which he disseminated the knowledge of philosophy, mathematics, natural sciences and jurisprudence. In his major works—*The Ion*, *The Symposium*, *The Phaedrus*, *The Republic*, *The Laws*—he has revealed his scientific temper and chiselled prose style. He has been regarded as the first great literary critic and philosopher because in his writings the convincing and reconciliatory aspect is far-reaching and more penetrating than other writers of equal repute such as Aeschylus, Euripides and Aristophanes. Euclid, another Greek philosopher and mathematician, who lived at Alexandria in the reign of the first Ptolemy survived from 323 to 283 B.C. In his philosophical writings, he rebutted many conventional values of the day in a scientific prose style. On account of his fierce logic and powerful style, he was taken to be a literary doyen by his contemporaries. Apart from being a philosopher, his propositions on solid geometry are still today taken as original piece of mathematics. His popularity was at apex in his own life-time, because his geometrical solutions were read by students at college during his own life-time. Equally significant place in the chronology of writers in whose writings the germinal idea of scientific and technical language is conveniently traceable is Aristotle (384-322 B. C.) He was a true disciple of Plato but he differed on many points from his intellectual mentor. Born at Stagira in Chalcidice, educated at Plato's Academy, after remaining a tutor to Alexander, Aristotle suffered from many a vicissitude of fortune in his life. 'Fire testifies the gold'—is an old adage. The same is truly applicable on Aristotle's life. Being completely depressed and frustrated in his designs of material advancement after the death of Alexander, he devoted himself to the study of philosophy and concluded it to such a logical extent that he is now regarded as "the father of philosophy". *The Poetics* and *The Rhetoric* are his representative works which reveal his scientific temper and language.

Roman Source

Of the Roman writers, who wrote scientific and technical prose, the names of Julius Caesar, Titus Livy, Vitruvius, Lucretius, Pliny the Elder, Galen, Bellarmine and Regiomontanus, are worthy of special attention. Julius Caesar (100-44 B. C.) wrote extensively on agriculture, jurisprudence, medicine, natural science and architecture. In his most famous book titled *Commentaries on the Gallic War*, the description of the Rhine River and of a floating military bridge over it is still a kind of beacon-light to the most adept architects. Vitruvius, another Roman writer, an engineer by profession, and who wrote in the first century B.C., wrote on engineering-architecture so exhaustively that his writings cover almost ten high volumes and still today are taken as the Bibles of the succeeding architects. His monumental work named *De Architectura* is a perfect specimen in the art of building citadels and embankments, because he has touched upon almost all aspects of architecture in this book, viz.,—materials, design, structure, analysis, aesthetics, and even acoustics. Titus Livy (52 B. C.—17 B. C.) used technical method in dealing with the past history of Rome till 9 B. C. on the advice of Emperor Augustus. His history was so exhaustive that it ran almost in 142 volumes of which only 35 are extant today. Lucretius (98-55 B. C.) employed technical language even in his poems while dealing with atomic theory; Pliny the Elder (A. D. 22-79) wrote exhaustively on natural history, military tactics, and history. Galen (A. D. 130-201), used scientific and technical language in his medical treatises and was regarded as the greatest medical authority of the age. Regiomontanus (1436-1476) wrote on scientific lines and Bellarmine (1542-1621), the great Jesuit and defender of the Roman Catholicism, used technical language in his religious and philosophic writings.

English Source

Of the English writers, Roger Bacon, Geoffrey Chaucer, Francis Bacon, Sir Isaac Newton, Thomas Sprat, John Dryden, Joseph Addison, Dr. Samuel Johnson, Charles Darwin, Alfred Wallace, T. H. Huxley, Joseph Lister, James Clerk Maxwell, Lord Kelvin, J. J. Thomson, James Jeans, Arthur Eddington—apart from other lesser writers—were the major writers who made

a copious use of scientific and technical language. Roger Bacon (1214-1294) used English language in its technical sense, in his scientific writings. In fact, it was he who heralded the dawn of a true scientific spirit of thought and writing in his monumental work named *Opus Majus*, in which he emphasized the paramount significance of experimental science. Geoffrey Chaucer (1340-1400), was, in fact, the father of English poetry and also a successful prose writer who used copiously in his stories and treatises, the scientific and technical language. His *Canterbury Tales*, *The Romaunt of the Rose*, *The Book of the Duchess*, *Troilus and Creysede*, *The Legend of Good Women*—all reflect his scientific temper and technical use of certain words. In 1391, he specifically wrote a treatise on the use of the astrolabe, an ancient type of sextant, solely for the edification of his small son, Louis. The treatise is divided into five parts—the first deals with the instruments and their chief components; the second with the operations ; the third with the use of stellar tables of position, i. e., in latitude and longitude; the fourth with the theories appertaining the motion of the heavenly bodies, and, the fifth with the astrology and navigation.

The inductive method in science was discovered by Francis Bacon (1561-1626) for the first time. The Aristotelian deductive method, which he challenged, was to discover the laws of nature by simple deduction from general philosophical principles determined by instinct. His monumental work entitled *Novum Organum*—meaning the new instrument of learning—deals with the philosophy of science. and it is this work which serves as a scientific prelude to the great success in scientific experiments by Newton, Hooke and Boyle. Bacon was not only a literary writer, essayist and innovator, but also a keen observer of facts with an unusual curiosity to know things in a scientific temper. A perfect Machiavellian to the core of his heart, a thoroughly pragmatic realist in his approach to worldly matters, Bacon always yielded to his scientific temper. In his craze for scientific approach, he even died of bronchitis contracted while stuffing a dead poultry with snow in an effort to observe the effects of refrigeration on the preservation of flesh. He rejected scholastic philosophy and insisted upon observation and experiment. His famous words were: "*Those, therefore, who determine not to conjecture and guess, but to find out and know; and to invent fables and romances of the world, must consult things themselves.*"

During the Renaissance period, Sir Isaac Newton (1642-1727) wrote exhaustively on physics and mathematics. In 1666, he discovered his famous law of gravitation and wrote on it using scientific and technical language. In fact, he became one of the distinguished members of the Royal Society of London after this discovery—even more distinguished than Gilbert, who discovered the terrestrial magnetism (1600), than Harvey, who discovered the circulation of blood (1616) and than such other eminent persons as Boyle, Cowley, Dryden, Waller, Evelyn, Aubrey and John Ray.

John Dryden (1631-1700), though essentially a poet and critic, is reputed for bringing English language to the plane of scientific and technical use. He made it varied and flexible, chaste and succinct, precise and compact—suitable, therefore, for use for every occasion whether gay or grave, happy or morose. Another important prose writer, who cultivated and polished Dryden's style further was Joseph Addison (1672-1719). In the hands of Dr. Samuel Johnson (1709-1784), English language got its proper punctuation, spelling and usage. His English Dictionary is an epoch-making book which made various aspects of English language practicable and convincing.

Of the noted English scientists whose contribution to technical style is of paramount importance, Sir Charles Lyell, Hugh Miller, Herbert Spencer, Charles Darwin, T. H. Huxley, A. R. Wallace, W. L. Chifford and John Tyndall are the most popular. The pillars of majestic edifice of the Evangelical theology, Christian religion and mythology crumbled with the publication of Sir Charles Lyell's *Principles of Geology* and *Antiquity of Man*. The remainings of the vacillating supremacy of the *ramshackle religion* got another nerve-shattering blow with the publication of Hugh Miller's *Autobiography* and Robert Chambers's *Vestiges of Creation*, Herbert

Spencer's *Principles of Biology*, *Principles of Psychology*, *Principles of Sociology* and *Principles of Ethics* revolutionised the entire gamut of thinking of the contemporary writers. Furthermore, Charles Darwin's (1809-1882) *Earth Worms*, *Origin of Species* (1859) and *The Descent of Man* (1877) ascertained the chief literary figures and common men alike of a different notion about God, man, religion and universe. Darwin's theory of Evolution was further confirmed and popularised by Alfred Russel Wallace, Thomas Henry Muxley (1825-1895), Darwin's "bull dog", W. L. Chifford, John Tyndall, Josesh Lister, Lord Kelvin, James Jeans and J.J. Thomson. This chronological galaxy of geologists, botanists and scientists used scientific and technical language in a convincing and successful manner.

American Source

In America, the harbingers of technical English can be traced back to the early years of the seventeenth century. Cotton Mather (1663-1728), a Puritan Minister, "Collected prejudiced evidence on the existence of witchcraft in the American colonies"¹ in order to know the extent of crime prevalent in those days. He was keenly interested in science. In 1713, he had published a paper named "*Curiosa Americana*", which was read before the Royal Society of London, and which dealt with the various kinds of American plants, animals and minerals. He was also interested in such topics as small pox inoculation, cross-pollination of plants, specific American animals, moose and the rattlesnake.

Another important technical writer of immense repute in the American history is Benjamin Franklin (1706-1790), whose researches on electrical theory made him quite eminent. In fact, he was the first scientist to prove that electricity and lightning are different manifestations of the same substance and was also the first to invent the lightning rod, bifocal spectacles, and the Franklin stove. His range of writing was very wide and his method of writing shows an awareness of using technical language.

Another celebrated scientist of the nineteenth century America, who richly contributed to the growth of technical English, is Joseph Henry (1797-1878), after whom the unit of electrical inductance, *the henry*, is named. Of course, his impact on the succeeding decades was very powerful, because it was due to his scientific researches that Samuel Morse invented the telegraph and gave us "*this divine power*" on earth. He also wrote copiously on various aspects of science and used standard technical English. How technically, for instance, he writes, while propounding his theory:

*"If the action of the battery be very intense, a spark will be given by the short wire; in this case it is only necessary to wait a few minutes until the action partially subsides, and until no more sparks are given from the short wire; if the long wire be now substituted a spark will again be obtained. The effect appears somewhat increased by coiling the wire into a helix....."*²

These sentences have the technical uses of English words and phrases and reflect upon Henry's mastery of using words in their right places.

Towards almost the close of the nineteenth century, Oliver Wendell Holmes (1809-1894) wrote technical articles on medicine, especially on childbed fever; Crawford Long and William Morton discovered anaesthetics; and Willard Gibbs worked on physical chemistry.

During the early decades of the twentieth century, technical writing developed gradually with the efforts of Largley, Glenn Curtiss and John R. Pierce—all the celebrated scientists of the modern century. Samuel P. Largley (1834-1906) was an astronomer and aerodynamicist, built an airplane in 1896 even before the Wright brothers, later on designed a steam-driven, manned aircraft, which crashed into the Potomac. He wrote on the theory of flight in a prose replete with scientific and technical words and spirit. After Largley, the Wright brother succeeded in their space flight and were highly praised for it. Later on, Glenn Curtiss installed a more powerful engine in the air-craft which largley designed and succeeded in his air-flight and proved Largley's aerodynamic theories.

1. Morris, E. Jackson, *Principles of Scientific & Technical Writing*, p. 12.

2. *Op. Cit.*, p. 39.

Another American scientist of great repute, whose contribution to the growth of technical English cannot be forgotten is John R. Pierce, and who is widely known as the father of first engineering system-analysis of Communications satellites. He is also credited to have designed the Echo and Telstar Satellites; to have invented many sophisticated methods of amplifiers; and to have invented the electron gun, or Pierce gun. As a matter of fact, his prose style is the perfect specimen of an equilibrium between theory and practice; reminding us of the best qualities both of Gibbs and Henry. For instance, the following sentences will reveal his mastery over technical English:

The chief source of weight is the power supply: solar cells and storage batteries. In designing an economic satellite communication system, therefore, one must use the lowest power consonant with highly reliable service. This power is determined not only by the sensitivity of receivers but also by the strength of competing signals—that is by noise.¹

Scope and Significance

Thus, from the foregoing account, it becomes quite evident that technical writing has an old history and genesis. It could not be developed into an accurate professional skill until World War II, or rather say, during the days of scientific ignorance and back-ward conditions, as it has now been taken as an independent and important branch of writing. It will be quite fallacious to believe that technical writing is of recent origin; that its birth is hardly a century old; or that it has come to its existence merely as a result of the efforts of certain scientists and technocrats. On the contrary, the fact is that its germs are traceable even in the writers of antiquity such as Homer and Aristotle, as the above-enumerated century-wise survey makes it clear. As the science and technology develop in the years to come, technical writing will also assume big dimensions of significance. The more the explosion of knowledge around us takes place, the more our fondness for and dependence on technical writing will increase. Following World War II, technical writing has almost emerged as a profession. And, in fact, such colossal and time-bound projects like the Manhattan Project in U. S. A., which designed the nuclear explosion, radar, communications, the research projects undertaken by Mc-graw-Hill, which is credited to have a series of twenty-eight volumes on electronics, servo, and high-frequency radiation, the varied projects dealing with missiles, armament control systems, inertial navigation systems, flight control systems, experimental aircraft, computers etc., require a specialised and technical skill for various drafts and progress reports; they need the assistance of a technical staff for this purpose. And as a result of this, technical writing has emerged almost as a profession in the twentieth century. Furthermore, there are various scientific and technical aspects of certain missiles and nuclear weapons, for which the present decade of this century is often very much talked of, that for their proper presentation, they require a technical handling from a writer. It is no exaggeration to say that unless a writer has specialised in the pertinent branch of discipline, he can never write on such missiles like Snark, Navajo, Atlas, Jupiter, Thor, Redstone, Corporal, Pershing, Titan, Talos, Terrier, Falcon and Sidewinder; or such peaceful vehicles of space as—Mercury, Gemini, Apollo, Mariner, Telstar, Voyager and Tiros. One wonders to know how the wide range of these missiles and space crafts and such other scientific and technological objects are offering rich and varied materials for technical writers almost in the same way as various objects of nature offered rich material for poetry to the Romantic poets like Wordsworth, Shelley and Keats. It is, therefore, a mistaken notion to believe that technical writing requires no special skill or training. Emerging as an independent profession, it has already engaged many talented scientists and writers to present in a technical style what we have achieved so far on land and air. It is now to be seen how it emerges as a stronger branch of writing with the explosion of knowledge, likely to occur in near future. No body, therefore, can disagree, with Prof. Jackson E. Morris, when he opines that, "Possibly,

1. Pierce, R. John, *Communications Satellites*, p. 94.

*scientific and technical writing will next record man's conquest of the solar system, as it has recorded his conquest of the land and the air."*¹

ASSIGNMENTS

1. Define technical writing.
2. Write a short note on the qualities of technical writing?
3. What are the Egyptian sources of development of technical writing?
4. Write a brief note on the contribution made by the Greek writers to the development of technical writing?
5. How have the Roman writers helped develop technical writing?
6. Write an essay (not exceeding 150 words) on the English writers who practised technical style alongside of literary style.
7. Comment upon the American sources of technical writing.
8. Write a short essay (not exceeding 150 words) on the modern writers using technical style. (Instructors are also free to frame objective type of questions on the basis of the above assignments).

II

SALIENT FEATURES OF TECHNICAL WRITING AND STYLE²

(A)

Historical Idea

As long back as 3rd century A. D., the eminent Greek philosopher and critic Longinus bifurcated and differentiated between two distinct styles of writing: the one, that suits the sublime and lofty thinking ; the other, that meets the requirements of routine life. In his classical treatise of literary criticism named '*On the Sublime*', he has candidly and explicitly said, "*To believe or not is usually in our own power, but the sublime, acting with an imperious and irresistible force, sways every reader whether he wills or not, on lofty occasions. Skill, invention, lucid arrangement and disposition of facts, are appreciated not by one passage, or by two, but gradually manifest themselves in the general structure of a routine work; but a sublime thought, if happily timed, illumines an entire subject with the vividness of lightning-flash, and exhibits the whole power of the author.*"³ Other famous Greek writers such as Plato and Aristotle, too, wrote in two conspicuously different veins: the one, quite ponderous and philosophical ; the other, compatible with routine affairs of life. In some English writers such as Francis Bacon, it becomes a bit difficult to distinguish the serious vein from the scientific and technical one. Even his literary style is not very much different from and more enchanting than his technical or scientific style. For instance, in two of his widely acclaimed essays named '*Of Studies*' and '*Of Riches*', Bacon has offered counsels civic and moral in such a convincing way as if an expert were talking to us in his most technical language. But this mixed vein of writing could not continue for long; and with the explosion of scientific knowledge, technical writing had to acquire certain salient characteristics of its own to suit specialised knowledge and expertise. By and by, the technical writing acquired the following cardinal features:

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1. *Principles of Scientific and Technical Writing*, p. 19.
 2. Prescribed in UPTU Syllabus (Professional Communication, TAS-103). Also prescribed in GBPU Syllabus (Technical Writing, BHS-211).
 3. Longinus: *On the Sublime*, p.1.

- (i) Brevity,
- (ii) Clarity,
- (iii) Objectivity
- (iv) Simplicity,
- (v) Utility, and
- (vi) Technical presentation.

1. Brevity: The first quality of scientific and technical writing is the quality of brevity.

By brevity we mean briefness and succinctness. A technical writer does not use diffuse and round-about sentences and expressions. He has to avoid circumlocution as well as verbosity—the two defective styles for technical writing. He has also to be brief, to the point, cogent and relevant. He cannot afford to be lengthy, racy or superfluous ; nor can he be pompous and sonorous. He has to be as brief and to the point as possible. Though often it is thought wise to repeat a particular idea in order to strike emphasis and singularity, yet it almost remains a rarity. For illustration's sake, the following sentences will make clear the use and application of brevity in a technical style:

Example 1. The scientist was inspecting a large tank in which gas was stored.

Solution: The scientist was inspecting the gasolene. Here the word gasolene has been used to substitute the entire part of the sentence—"a large tank in which gas was stored."

Example 2. The navigator touched one of a pair of curved metal arms supporting the ship's boat.

Solution: The navigator touched the davit.

Here the word davit has replaced the expression "one of a pair of curved metal arms supporting the ship's boat."

Example 3. Recent research advances into the science dealing with the travel beyond the solar system have yielded fruitful results.

Solution: Recent researches in to the cosmonautics have yielded fruitful results.

Here it is better to use "recent researches" instead of "recent research advances", and 'cosmonautics' instead of "science dealing with the travel beyond the solar system".

2. Clarity: The second significant and cardinal feature of scientific and technical writing is clarity. It mitigates and minimises ambiguity and diffuseness, equivocation and uncomeliness. It crystallises and shapes an expression and harmonises a poise and equilibrium in a sentence or a paragraph. For maintaining the ingredient or quantum of clarity, it is absolutely prudent on our part to have a clear-cut idea and comprehension of what we want to write or tell. Clarity of thought is irrevocably interlinked with the clarity of expression, and it is no stretching out the truth that the clarity in writing is a natural corollary of these two pre-requisites of technical writing. A poetic flight, a fictional flamboyancy, a dramatic picturesqueness—all these are needed for a literary fibre ; but for technical writer, a matter-of-factness, a minutely-drawn accuracy of truth, an intimate knowledge of the theme—are the requisite things to be accurate and perfect. The make-belief of Coleridge; the poetic rendering of a human habitation or a name of Shakespeare; the philosophic minutiae of Thomas Browne—all are of less or of almost no practical value to a Newton, an Einstein or a Darwin of the modern milieu. They need facts—scientific facts to write about, to investigate into.

Clarity has been considered to be one of the three main ingredients of a classical style of writing. Alexander Pope and Dr. Samuel Johnson were great advocates of this classical quality of writing. Of the other two ingredients of classical style of writing, viz. tranquillity and equilibrium, Homer once remarked, "the one (tranquillity) is the heart for me; the other (equilibrium) is the oxyzen." Virgil, Sophocles and Aristotle—all the celebrities of the yore, regarded clarity, tranquillity and equilibrium as essential qualities of a good writing, though

during the Romantic period, W. Wordsworth, P. B. Shelley, John Keats and others revolted against the rigid trammels of the Classical style of writing.

But in the present milieu when science has almost revolutionised our whole gamut of thought, a professional like an engineer, a veterinary surgeon, an agricultural scientist or an expert on home management cannot sacrifice the quality of clarity on other artistic embellishments; as he has to be explicitly and expressly clear and unambiguous in his thinking and writing. Thomas Love Peacock, the eminent novelist of the nineteenth century England once wrote, "I cannot transcend to clarity in writing without a clear head; as I cannot be unambiguous in thought without the poise of my style."¹ Outstanding experts cannot, therefore, afford even an atom of ambiguity in their expertise; and for them, clarity in expression carries a paramount importance.

For example, below have been given some illustrations to demarcate ambiguity and clarity in writing :

Example 1. He is a scientist as amongst others who has listened to deep humming sound of the sudden upward flight of an aircraft.

Solution: He is one of those scientists who have listened to the zooming of an aircraft.

In the above sentence, the first part of the sentence—"He is a scientist as amongst others" can be made quite clear by using the expression—"He is one of those scientists", and the second part, viz., "who has listened to deep humming sound of the sudden up-ward flight of an aircraft" can be made more balanced and more poised by using "who have listened to the zooming of an aircraft."

Example 2. He is as a famous engineer as others are who have constructed an structure across the river with a view to controlling the flow of water for the purpose of irrigation.

Solution: He is one of those famous engineers who have constructed a weir across the river for the irrigation purposes.

Here for the sake of clarity, both the clauses of the sentence have been made more compact than before and the touch of clarity has been enhanced.

Example 3. Within a period of just twenty years when the first commercial communications satellite, Telstar, was started from Cape Canaveral, Florida as back as 1962, and since then the speed of making progress in the communication links of the world has been epoch-making; and also the impact of communication on life very much far-reaching.

Solution: In just 20 years—since the first commercial communications satellite, Telstar, was launched from Cape Canaveral, Florida, in 1962—the pace of progress in global communications has been phenomenal, and its impact on life profound.

In the above sentence, changes have been made in order to affect clarity, by using appropriate marks of punctuation and by subordinating clauses to their proper forms.

3. Objectivity: Another salient feature of technical writing is objectivity. Objectivity in technical writing means a fact or tendency having a general or universal bearing. The element of "I", which is a preponderant note in a subjective writing, remains conspicuously absent in a technical type of writing. We have to concentrate on facts and their general impact quite irrespective of subjective or individual findings or facts which are quite at variance with the general ones. The law of gravitation or the theory of the circulation of blood are to be reported objectively, because they have now been universalised. The technical writer cannot twist the facts arrived at through long-drawn inquiry and research only to suit his subjective thinking. A professional such as an engineer or a chemist working responsibly for a large business

1. *Melincourt*, preface, iii.

concern cannot avoid the experimental facts or the objective reporting to satisfy his subjective caprice or whim. A nuclear scientist or a doctor will entail a big risk by reporting subjectively, ignoring the objective facts even in the least. An atom of their subjective reporting or even an iota of their wavering objectivity may cause more of harm than good to all concerned.

Objective reporting is not always needed, if the writer's suggestions or individual comments are specifically invited on a particular problem. In such a case, the writer should be as much objective as possible; and where he thinks that he cannot avoid being subjective, he can offer his subjective views or comments in a balanced and unbiased manner. But such occasions are either very rare or demand a high quality of judging acumen on the part of a technical writer.

In literature as well as in general writing, subjectivity is often much more dominant than in technical writing. Objectivity plays a second fiddle in poems, plays, dramas, novels and short-stories, because they are the literary genres mostly based on imaginative and intuitive creative powers of an author. The best example of the thorough use of the element of "I" or subjectivity is Richardson's *Pamela*, a novel based on the epistolatory form of fiction-writing. In some epics such as Homer's *Odyssey* and *Iliad*, John Milton's *Paradise Lost* and Tulsidas's *Ramayana*, we can find a judicious and poised inter-mingling of subjectivity and objectivity.

But a technical writer of the present scientific era cannot afford such a mingling of both the elements of subjectivity and objectivity because of various explicit and implicit constraints; nor does the nature of scientific knowledge of the modern decade allows him to do so.

While reporting objectively, a technical writer should always keep in his mind that he is reporting to or writing for the readers extremely busy and preoccupied. They do not have time enough to read long reports or comments, nor do they have a temperamental propensity to go through a voluminous or detailed writing. He has, therefore, to encounter a class of readers who stand in urgent need of the economy—the economy of time, of labour, of attention and all that. Secondly, a technical writer should also take care of certain grammatical propositions to give effect to objectivity. For instance, it is thought wise to use crisp and suggestive vocabulary; to use passive instead of active voice; and also to prefer indirect narration to direct narration. He should also take special care of punctuation, and should have a thorough knowledge of the topic he is going to write about. His choice of words should be as clear and relevant as his thinking or concept of the problem is.

Example 1. I believe as others also believe that through a particular side of scientific researches, I can study the ways and manners of all human beings growing ripe, old and grey—and also their decaying processes.

Solution: It is believed that gerontology studies the processes of growing old amongst (or in) human beings.

Here "I believe as others also believe" is a subjective expression; hence, in technical writing, it is not needed. It is, therefore, to be replaced by "It is believed". The second expression "that through a particular side of scientific researches, I can study the ways and manners of all human beings growing ripe, old and grey—and also their decaying processes" can be replaced by "that gerontology studies the processes of growing old amongst (or in) human beings."

Example 2. According to me, a radar's working is a nicely computerised system of giving and regularly recording data from an indicator to a far-off destination.

Solution: In a radar, pantograph is a system for transmitting and automatically recording data from an indicator to a remote point.

Here "According to me, a radar's working is a nicely computerised system" has been replaced by "In a radar, pantograph is a system", and "of giving and regularly recording data from an indicator to a far-off destination" has been replaced by "for transmitting and automatically recording data from an indicator to a remote point."

Example 3. I as well as others have felt very much the death of the scientist, whose death has also been felt by others. He was both a lover of mankind and also a lover of books.

Solution : The death of a scientist, who was both a philanthropist and a bibliophile, has been felt by all.

Here the entire sequence of clauses has been changed and the entire sentence, like examples 1 & 2, has been recast in order to make it objective.

4. Simplicity: Simplicity is another great quality of technical writing. According to Thomas Love Peacock, a great 19th century novelist, "Simplicity increases readability and usefulness of any kind of prose."¹ In technical style, simplicity is as important as the grace and ease of the conversation of a cultured man. As a matter of fact, simplicity makes the style interesting and a simple style is neither dull nor obstructive, neither flippant nor pompous. For this, a writer has to work hard with a lot of assiduous practice of writing and rigid discipline. One has, therefore, be quite cautious about the choice of words. He has also to construct simple and short sentences. Compound and complex sentences should be avoided as far as possible. Lengthy sentences and many involved clauses should be used only if inevitable needed. Imaginative flights should also be avoided and speculative and philosophical discussion is also not permissible.

Example 1. If you put a solid on heat, its temperature increases and at a certain temperature melts to a liquid, and on further constant temperature into the gaseous state; and with this the vibrations of this gaseous state also increase.

Solution: When a solid is heated constantly on a certain temperature, the vibrations of the molecules increase.

In this example no. 1, the quality of simplicity is missing because of the confused thinking. A solid, when is constantly heated, melts into a liquid; and if the same liquid is regularly kept on boiling on a particular temperature, it changes into the gaseous state, which can be explained in terms of molecules. Thus the entire sentence can be re-cast with a distinct touch of simplicity.

Example 2. We know that the atmospheric pressure gradually comes downward as the height is intensified, and therefore it is generally thought wise to use aneroid barometers as altimeters in aircraft to determine the altitude of the aircraft at which it is now flying.

Solution: Aneroid barometers are used as barometers in aircraft to know its height flying at the moment, as the atmospheric pressure decreases with height.

Here the entire sentence has been re-cast in order to make it more meaningful and simpler than before.

Example 3. It is believed that changes in the shape of the bodies are possible through forces, and they have got the momentum to change their motion also.

Solution: Forces change the shape of the bodies and can also alter their motion.

Thus in the above example no. 3, the expression 'It is believed that changes in the shape of the bodies are possible through forces' can be replaced by the expression "Forces change the shape of the bodies"; and the second expression "and can also alter their motion" replaces the remainder part of the sentence as above.

5. Utility: Utility is another salient feature of technical writing. Without being irrelevant and untruthful, a reporter on scientific and technical experiments and expertise has to present facts in a useful manner. A business concern or a research institute cannot afford a huge sum of money and also a lot of labour and time to be wasted on giving technical knowledge which is not of any particular utility. By utility, we mean that the technical writing should add to the

1. Melincourt, preface, iii.

present knowledge and finance of an organisation. It should also add to the general welfare of the public by its beneficial results. The main concern of an engineer or a doctor is always to be useful in his findings and treatment; so is the concern of a scientist or an expert on management. Unlike a literary work, it is not merely meant for enlightenment and pleasure. Its main objective is to impart useful information without being irrelevant in the least.

Example 1. Some fungi are quite useful not only for us but also for other natural objects. They work in different agents and help man in a number of ways in matters of decomposition and in other processes. They help us to make a number of drugs and some of them are used as a variety of food. They stop indirectly many serious diseases.

Solution: Useful fungi act as scavengers and decomposers of nature and smoothen the process of breaking down of the bodies of dead plants and animals into simple substances. Yeast help in the making of alcohol; mushrooms are used as food; moulds produce drugs called antibiotics like pencillin and streptomycin, which treat many serious diseases.

Example 2. Some of the kinds of fungi are quite dangerous and harmful, and they attack crop and destroy food production. Some fungi gradually destroy and damage those trees from which good timber is obtained.

Solution: Fungi like mildews, blights, ruts and smuts attack crop plants and damage food production. Bracket damages timber-producing trees.

Example 3. Plants have a number of useful places in our life. Some plants are so useful that we cannot pass a day without grudge without their help. They enhance our income and add to our financial position.

Solution: Scents and perfumes are obtained from such useful plants as rose, kewra, khus; rubber from rubber trees; paper and card-bord from bamboo and other grasses.

In all the above three illustrations, it is now clear that the solutions provide us a specific and useful idea and information. The examples are in a general type of writing, wherein a definite knowledge of the subject on the part of the writer is conspicuously missing. But in the solutions, the reporter is very useful and specific and he has a thorough knowledge of the subject. Hence, all the examples have considerably been improved upon and have been made to look like having a technical bearing.

6. Technical Presentation: An equally important feature of technical writing is its presentation, which clearly means that it should be technically different from and wider than general type of writing. But it does not mean that it should be highly technical and should contain facts and figures in such a complex and tedious way that it may lose its utility for the general readers. A technical writer should present things in such a balanced way that it may sustain the interest and usefulness both of the technical and non-technical mind. Reports, memoranda, technical essays and dissertations sometimes assume the proportion of being highly technical and they, therefore, become incomprehensible to the readers deficient in requisite expertise and knowledge. In order to make them understandable to all and sundry, it is necessary to make changes here and there in them. But we cannot infer from this that there should not be any subtle demarcation between what is truly technical writing and what is general type of writing. For this, it is also implied that the reader should also have some basic or fundamental knowledge about the technical side of the issue or problem under discussion.

Example 1. We make our food tasty by the use of spices, which we get from different plants. Likewise, we all need oil and ghee in order to cook our food. Without these, our food does not remain eatable and nourishing. So, ghee and oils are also obtained from plants.

Solution: Spices, making our food tasty, like pepper, chillies, zera, haldi, cloves and curry leaves, are obtained from plants. Nourishing oils such as mustard oil, coconut oil, groundnut oil, til oil and vegetable ghee are also obtained from plants.

Example 2. The sowing act of nursery of cauliflower takes place between a period starting from heat to cold days. It also depends on the variety of cauliflower. Some varieties take more than a hundred days to ripe.

Solution: Nursery sowing of cauliflower takes place from the beginning of June to first fortnight of October mostly depending on maturity group of varieties. Different group varieties such as September—October, December—January group varieties usually take 125—135 days to mature.

Example 3. There are various factors which go a long way to influence seed viability and its chances of germination in brinjal. The one factor is known as vivipary and the second is the shortage. To determine as to what stage is fit to get seed maturity is also an important factor. Some purple colour brinjal get a change in their colour nearing ripeness.

Solution: Several factors such as vivipary and shortage affect seed viability and germination in brinjal. Fruit maturity in purple colour brinjals is determined by the change of colour in them.

In all the above examples, one fact has been made quite clear that the presentation should be such as may convince the reader of a distinct technical presentation. Some sentences or ideas are, therefore, made more specific and relevant than before. It is naturally inferred then that a technical writer has to acquire fundamental knowledge about the topic he is going to write on, or else he cannot give a technical presentation to his writing.

(B)

TECHNICAL VERSUS GENERAL WRITING¹

Brevity versus Diffuseness

Technical writing and general writing are two distinct ways or styles of writing. It is altogether mistaken a notion to believe or regard them as one and the same thing. There are distinct characteristic features which separate the one from the other. The first demarcating thing about them is that whereas technical writing, as has been made quite clear in the foregoing account, is brief, to the point, crisp, succinct and compact, the general writing is diffuse and rambling. Often, the general writing is so circumlocutory and verbose that the reader can infer many meanings and interpretations. But technical writing is so poised and balanced that it cannot allow its readers to draw many meanings and interpretations. For examples, two illustrations have been given below; one of the technical writing, and the other of the general writing in order to substantiate our point of view:

Example 1. (Technical Writing):

Tennyson's faith in evolutionism was confirmed by pre-Darwinian evolutionists, thinkers and scientists. Charles Lyell's theory of uniformitarianism and his views regarding natural metamorphosis influenced Tennyson's *In Memoriam*; Herschel's theory of transformation of the superman influenced his *Maud*; and Robert Chambers's theory of the natural struggle influenced his other works. Darwin's emphasis on the best adaptation led him to present a synthesis of scientific and religious conflict of the Victorian milieu.²

1. Prescribed in UPTU Syllabus (Professional Communication, TAS-103). Also prescribed in GBPU Syllabus (Technical Writing, BHS-211).
2. Sharma, S.D. *The Influence of pre-Darwinian Evolutionists on Tennyson*, Pantnagar Journal of Research, Vol. 2, No. 2, 1977, p. 209.

Example 2. (General Writing):

To say the truth, the wisest man is the likeliest to possess all wordly blessings in an eminent degree: for as that moderation which wisdom prescribes is the surest way to useful wealth; so can it alone qualify us to taste many pleasures. The wise man gratifies every appetite and every passion, while the fool sacrifices all the rest to pall and satiate one.¹

Clarity versus Ambiguity

Tehchnical writing is characterised by clarity whereas general writing is often ambiguous. Sometimes a writer of general writing is so much imaginative and intuitive that he does not appear to be scientific and technical at all. Even his presentation does not convince a man of reason. For some interpretations or arguments, no scientific grounding is provided; and the result is that it often looks like mythical. But in technical writing, clarity qualifies throughout the entire writing, presentation and interpretation. Sometimes even eminent scientists like Willard Gibbs, the great American scientist, use very unclear and ambiguous style. That is why their writing does not become cent percent communicable to the readers. Gibbs's ambiguity harmed him too dearly and it has now almost become "a scientific joke that it was easier to rediscover Gibbs than it was to read him."² For illustrations's sake, here is Gibbs's own abstract of his widely acclaimed paper titled "*On the Equilibrium of Heterogeneous Substances*" :

It is an inference naturally suggested by the general increase of entropy which accompanies the changes occurring in any isolated material system that when the entropy of the system has reached a maximum the system will be in a state of equilibrium. Although this principle has by no means escaped the attention of physicists, its importance does not appear to have been duly appreciated. Little has been done to develop the principle as a foundation for the general theory of thermodynamic equilibrium.....³ Gibbs's style is neat and precise but not technical and scientific; and as such, Gibbs failed to communicate as much scientific facts to the world as he was expected of. On the other hand, Louis Pasteur's writing on the prevention of rabies and Madame Curie's account of the discovery of radium are memorable specimens of good technical and scientific writing. The writing of Darwin and Einstein are also worth-remembering in this regard.

Objectivity Versus Subjectivity

As has been made clear that objectivity is one of the main ingredients of technical writing. Subjectivity is introduced into it only on occasions of emphasis. But in general writing subjectivity is more dominant than objectivity. But it does not mean that all technical writing is always objective and flawless. As a matter of fact, some technical papers are as faulty as Ptolemy's concept of the universe and they require a Copernican revolution to set them right. Some of them are too much stuffed with unclear scientific jargons and outmoded words, expressions and terms that the reader, for whom they are specifically meant, fail to understand them clearly. Most of the professionals ignore the vital fact that they are writing for the readers. Dr. J. Robert Van Pelt, a famous scientist of America, once remarked, having enraged at the type of too specialized presentation of technical writing, "Write for the reader, not for the filing cabinet." Objectivity is, there fore, linked with the readers; and it naturally infers that technical writing is strictly impersonal. The "I" is completely left out. But impersonality does not mean absolute absence of humanity or a considerable degree of human warmth. For

1. Fielding, Henry: *Tom Jones*, M/s Penguin Books, London, 1968, p. 262.

2. Gunning, Robert: *The Technique of Clear Writing*, M/s Mc Graw-Hill Book Company, Inc., Toronto, 1952, p. 221.

3. Ibid., p. 222

example, Einstein, while writing of relativity, draws homely analogies with the aid of "our old friend, the railway carriage". Sometimes, the effort to be impersonal causes a deadening overuse of the passive voice, but this practice has to be avoided as far as possible. Sentences can often be recast to the active voice and still be kept impersonal.

Example 1. Experiments were carried on by them to determine the lowest temperature at which the reduction reaction could be started showing that reduction began at 27 degrees Centigrade.

Solution: Experiments indicated the lowest temperature at which reduction began was 27 degrees Centigrade.

Example 2. The melting point of the alloy was lowered 50 degrees by adding 10 per cent of aluminum.

Solution: Adding 10 per cent of aluminum lowered the melting point 50 degrees.

Simplicity versus Pomposity

Nothing is, of course, more important in technical writing or style than simplicity. The struggle for exactness and simplicity is a common feature for clear communication. In technical writing, communication is the most significant aspect that a writer should always care for. The famous editor of *Progressive Architecture* named Thomas Creighton, once said that he had to reject a number of manuscripts by city as well as regional planners during the last years, because they were examples of what Churchill called "hocus-pocus substitution of six-syllable words." Pomposity is the same hocus-pocus substitution of six-syllable words. In general writing, many eminent writers have used pomous language. For instance, the following illustration from K. E. Barlow's '*Evolution Involved*' is a classical example of the element of pomposity :

The modern mass-produced motor-car factory may first seem remote from those early spindles which crept up the little water-ways of Yorkshire in search of water-power, but the description of the world which was begun in the days of those spindles by Adam Smith, Professor of moral philosophy in the University of Glasgow, and which was completed nearly a century after by Darwin and the Darwinians, remains today the major part of the account which men give themselves of the play in which their parts are cast; the Scotch moralist urged man to be sparing, and to look after himself, the followers of the biologist described a curious blind force which was supposed to chip, shape and limit the stature of life.¹

Utility versus Pleasurability

Technical writing is full of utility, it is never meant for pleasurable. A technical man writes to express rather than to impress. Expression is linked with utility, whereas impression to that of pleasurable. In a way, it may be said that a technical writer forces his ideas whereas a general writer coaxes them. Ideas come out of the subconscious mind where everything one has ever heard or seen is stored; but if one tries to open an automatic flap-drops over the aperture through which these ideas flow, the natural flow of ideas is impaired. In general writing, this process dominates the mind. But it does not mean that a scientist or an engineer does not require this process of idea-filteration. The French scientist Fehr once found to his great amazement that 75% of the scientists made important discoveries at times when they were not actively engaged in research. For William Wordsworth, the greatest Romantic poet, also relied too much on this theory. For him poetry was composed of "the emotions recollected in tranquillity." Likewise, a noted novelist named Somerset Maugham said, "I have always liked to let things simmer in my mind before setting down on paper, and it was not till four

1. Barlow, K.E.: *Evolution Involved* (ed) in *The Criterion* 1992-39, Vol. XXIII, M/s Faber & Faber, London, 1997, p. 31.

years after I had made my notes for it that I wrote the first of the stories I had conceived in the South Seas."¹ In this process of idea-filteration, imaginative fervour works wonders, which increase the quality of pleasurability of general writing. Jules Verne, for example, has written much for pleasurability and scientific interest both. Below has been given a passage from *Adrift In The Pacific*, which contains both the elements of utility and pleasurability:

But although in an astronomical sense spring had commenced, yet the island was in so high a latitude that its influence had not made itself apparent. The month of September and the first half of October were distinguished by a spell of bad weather; and there were still sharp forests, which did not last, the winds being so variable. During this equinoctial period the atmospheric troubles were very violent, as had been those which had brought the schooner across the Pacific. The heavy squalls seemed to shake the hill, and when they swept from over the South Moor, where there was no obstacle to check them, bitter was the blast they brought from the Antarctic Ocean.²

ASSIGNMENTS

1. Give an historical idea of technical style.
2. Write brief notes on the following characteristic qualities of technical writing and style:
 - (a) brevity
 - (b) clarity
 - (c) objectivity.
3. What do you mean by simplicity in a technical style?
4. What do you understand by utility in technical writing?
5. What should be the criterion of technical presentation?
6. Compare and contrast between technical and general types of writing on the following grounds:
 - (a) brevity versus diffuseness
 - (b) clarity versus ambiguity
 - (c) objectivity versus subjectivity
 - (d) simplicity versus pomposity
 - (e) utility versus pleasurability

(Instructors are free to frame objective type of questions themselves, as and when needed, on the basis of the above assignments)

1. (Quoted) Day, Harvey : *You Too Can Write For Money*, M/s A. Thomas & Co., Preston, London, 1961, p. 149.
 2. Verne, Jules: *Adrift In The Pacific*, (ed), M/s Arco Publications, London, 1964 pp. 163-64.

II

SENTENCE STRUCTURE AND PARAGRAPH WRITING FOR TECHNICAL/PROFESSIONAL COMMUNICATION¹

I

EMPHASIS, COHERENCE AND UNITY OF A SENTENCE

Types

In the preceding chapter, salient features of technical writing were discussed in detail. In the present chapter, it is has been shown how students and technical writers commit mistakes in certain areas of sentence structure and how they fail to develop an effective paragraph on the basis of sentence structure. Much of sentence structure has been dealt with side by side of paragraph writing as and when such a treatment is inevitable.

As a matter of fact, unity and coherence of sentences determine the overall structure of a paragraph. A lot of confusion arises because of the fact that we fail to classify sentences properly and place due stress on the parts of the sentences we want to make prominent; and that demands some knowledge of grammatical rules. For this, the first stage of understanding is to use the right type of sentence for your desired expression and meaning. For example, use a simple or affirmative or assertive sentence for an affirmative statement:

Incorrect—How fatigued was he after finishing his work.

Correct—He was very fatigued after finishing his work.

For an interrogative type of sentence, it is wise to make the tone of questioning quite prominent. For example:

1. *Incorrect*— What he was doing, and what he was thinking, why he got hoodwinked?

Correct— What was he doing and thinking when he got hoodwinked?

2. *Incorrect*— You are still feeling nervous having got success in the test?

Correct— Are you still feeling nervous after your got success in the test?

Make a negative statement clearly :

Incorrect— He will not study biochemistry until he is not of the age of 30.

Correct— He will not study biochemistry until he is 30.

It is always wise to use the appropriate kind of sentence for imperative, optative and exclamatory types of sentences. For example:

1. *Incorrect*— The mechanic suggested why to let not him conduct the test on the machine.

Carrect— The mechanic suggested to let him conduct the test on the machine. (imperative)

2. *Incorrect*— The people wished may we not like to see our soothsayer live for long.

Correct— The people wished for longevity for their soothsayer. (optative sense)

3. *Incorrect*— The navigator cried, we have got the lost ship. (Direct narration)

Correct— The navigator cried, “Hurrah! we have got the lost ship.” (Exclamatory)

While making a proper classification of sentences, proper care should also be taken of the marks of punctuation as explained in the foregoing chapter.

1. Prescribed in UPTU Syllabus (Professional Communication, TAS-103) Also prescribed in GBU Syllabus (Technical Writing, BHS-211).

Clause-subordination

An equally important thing to remember about sentence structure is the clause-subordination. Noun clause, adjective clause and adverb clause should be properly classified and meaningfully made clear. For example:

1. *Incorrect*— He is a gifted scientist, is a well-known fact.

Correct— That he is a gifted scientist is a well-known fact. (noun clause subordination)

2. *Incorrect*— Peach is an important fruit of India and is grown in the subtropical temperate regions of the country.

Correct— Peach is an important fruit of India, which is grown in the subtropical temperate regions of the country. (adjective clause subordination)

3. *Incorrect*— Sugarbeet is a new crop grown over ridges and flat beds and is germinated on hypocotyle length and proper soil moisture.

Correct— Sugarbeet is a new crop grown over ridges and flat beds where hypocotyle length and soil moisture are available. (adverb clause subordination)

Fragmented Sentence

A sentence should not be left as a *fragmented clause*. For example:

Fragment— The steel industry in India is getting losses rapidly. Although sales are as high as in the previous years.

Correct— The steel industry in India is getting losses rapidly even though the sales are as high as in the previous years. (the second sentence has been made a subordinate clause in place of a fragmented independent sentence.)

Parallel Comparisons

Parallel comparison is always needed to make a sentence coherent. For example:

1. *Incorrect*— Iron was used for some of the parts, but some other parts were made of brass. (wrong parallel)

Correct— Iron was used for some of the parts, and brass for others.

2. *Incorrect*— The shockers and engine plates were examined by the assistants, while the mechanic repaired the accelerator of the scooter. (wrong parallel)

Correct— While the mechanic repaired the accelerator of the scooter, his assistants examined its shockers and engine plates.

3. *Incorrect*— The mechanic requires hammer, chisel, screws, nails, glue, paint, plates and iron-rods to repair the car.

Correct— The mechanic requires screws, nails, plates, iron rods, glue, paint, a hammer, and a chisel to repair the car.

Elements of a Series

Elements of a series should be parallel in form. For example:

Incorrect— A driver should learn the use, the upkeep and how to drive a car.

Correct— A driver should learn the use, upkeep and driving of a car.

Connectives

Connectives should specify their thought relationship very clearly:

1. *Incorrect*— As the powdery mildew of peas gets infected, its yield decreases. (ambiguous)

Correct— When the powdery mildew of peas gets infected, the yield decreases. (clear)

2. *Incorrect*— While the atmosphere was becoming more cloudy, the wind was still blowing hard. (unclear)
Correct— Although the atmosphere was becoming more cloudy, the wind was still blowing hard. (clear)

Antecedents

Pronoun and its antecedents should clearly be specified. For example:

1. *Incorrect*— The proprietor mentioned the chief engineer that he was being assigned a new job. (unclear antecedent)
Correct— The proprietor informed the chief engineer of the fact that he was being assigned a new job by him (proprietor) (clear antecedent)
2. *Incorrect*— Scooter mechanics are not required to attend to the defective vehicles, when *they* are tired and fatigued. (ambiguous antecedents)
Correct— When scooter mechanics are fatigued, they are not required to attend to the defective vehicles. (clear)
3. *Incorrect*— The anthropologist had been discovering facts on gerontology for years, which should enhance his importance to the society, (vague idea)
Correct— The facts on gerontology the anthropologist had been discovering should enhance his importance to the society. (clear idea)
4. *Incorrect*— Although *it is* not overburdened with books on the fifth floor of the library, *it is* not quite spacious. (vague)
Correct— Although the fifth floor of the library is not overburdened with books, it is not quite spacious. (clear)

Modifiers

Modifiers should not be misplaced. For example:

1. *Incorrect*— The mechanic *always* is at fault to pinpoint the defect in the vehicle, (misplaced modifier)
Correct— The mechanic is *always* at fault to pinpoint the defect in the vehicle.
2. *Incorrect*— The industry *almost* seemed ready to declare itself an insolvent. (misplaced modifier)
Correct— The industry seemed *almost* ready to declare itself an insolvent.
3. *Incorrect*— The car impressed the buyers, running 80 mph on the road. (misplaced modifier)
Correct— Running 80 mph on the road, the car impressed the buyers. (clear)

Squinting construction and split infinitive

Squinting construction and *split infinitive* should be used intelligently and meaningfully. For instance:

1. *Incorrect*— The aircraft which had been flown in *immediately* sprayed medicine on infested plants, (squinting construction, where *immediately* modifies two objects)
Correct— The aircraft, which had immediately been flown in, sprayed medicine on infected plants.

Or

The aircraft which had been flown in sprayed medicine on infected plants immediately.

2. *Incorrect*— The nitrogen application hastens *to quickly* mature a maize plant. (split-infinitive)
Correct— The nitrogen application hastens *quickly* to mature a maize plant.

Comparisons

Comparisons should be meaningful and relevant. For example:

1. *Incorrect*— The cost of a pieces of gold is higher than an iron piece.
Correct— The cost of a piece of gold is higher than that of an iron piece.
2. *Incorrect*— The engineer is as rude to him as, if not ruder than, the mechanic.
Correct— The engineer is as rude as the mechanic to him, if not ruder.

Mood and Tense

Mood and tense should consistently be used. For example :

1. *Incorrect*— Triticale varieties in alkaline soils would grow satisfactorily, if nitrogen doses are applied properly. (inconsistent mood and tense)
Correct— Triticale varieties in alkaline soils will grow satisfactorily, if nitrogen doses are applied properly.

Dangling Participles and Gerunds

Dangling participles and gerunds should be avoided as far as possible. For this, please see relevant chapter where sufficient illustrations of dangling participles and gerunds have been provided. However, the examples provided below will make the idea clearer here also:

1. *Incorrect*— Having prepared well for the expedition, the mountaineers' decision was unlikely to alter. (dangling participle)
Correct— Having prepared well for the expedition, the mountaineers were unlikely to alter their decision.

Or

Since the mountaineers had prepared well for the expedition, they were not likely to alter their decision.

2. *Incorrect*— On making the basis of net curd weight, the evaluation of potential progenitors is not possible in cauliflower breeding because the same plants are full or parts of curd left for seed. (dangling gerund)
Correct— On making the basis of net curd weight, one's evaluating of potential progenitors is not possible in cauliflower breeding because the same plants are full or parts of curd left for seed.

Dangling infinitives should be avoided as far as possible. For example:

- | | |
|--------------------|---|
| <i>Incorrect</i> — | To observe the development of fungus, live specimens of nematode larvae isolated from soils must be maintained. (dangling infinitive) |
| <i>Correct</i> — | To observe the development of fungus, one must maintain live specimens of nematode larvae isolated from soils. |

Ellipsis

Ellipsis should be used meaningfully. For instance:

- | | |
|--------------------|--|
| <i>Incorrect</i> — | While making experiments, the problem of bacteriology of drain water puzzled us. (misleading ellipsis) |
| <i>Correct</i> — | While we were making experiments, the problem of bacteriology of drain water puzzled us. |

It is also advised to consult relevant chapter to learn other methods of sentence structure.

III

PARAGRAPH WRITING FOR TECHNICAL/ PROFESSIONAL COMMUNICATION¹

Definition

The etymon of the word paragraph is basically rooted in the Greek language, composed of two fragments, viz., *paragraphos* meaning “written alongside” and *graphein* meaning “to write” respectively. In the Middle Ages, it carried the connotation of a sign *ll*,² and, now, it has undergone a considerable semantic change and has become a paramount segment of any kind of writing. According to J.E. Morris, “A paragraph is a unit of coherent ideas studded in various sentences.”³ Theodore A. Sherman says, “The function of a paragraph is to group together sentences that concern the same topic and combine to form a thought unit.”⁴ “A paragraph should embody,” write Charles William Strong and Donald Edison, “one stage of the development of an idea. The standard paragraph begins with a topic sentence, a sentence that tells the reader what idea is to be developed in the paragraph. The idea is developed by logical division into its parts, by definition, by analogy with similar ideas, by comparison or contrast with other ideas, or by giving concrete examples of the idea.”⁵

Thus a paragraph is a combination of many sentences in the form of an independent unit, pregnant with meaning, having to borrow a sentence from Aristotle, the old Greek philosopher, though spoken of in respect of a tragedy, “a beginning, middle, and an end.” In technical writing, which is now chiefly objective and which has very little to do with the fond likes or the visceral dislikes or the hubristic arrogance of a writer, paragraph writing is of vital significance. However, where sentences alone in themselves form paragraph, objectivity is in itself bound to emerge. But such independent single sentence paragraphs rarely occur.

In any form of concerted and sustained writing such as essay, treatise, thesis, reports, etc., every paragraph epitomises a minutia of a big idea or complex theory. Every paragraph stands as a cog in a vast machine and helps the reader understand the complete idea bit by bit. Generally speaking, a paragraph has three inseparable constituents; first, a topic sentence that stands as a mirror for the whole idea in the paragraph; second, connectives, which create proper subordination of ideas and clauses; and third, development, which includes the facts in a logical manner.

Methods: Inductive, Deductive, Chronological, Spatial, Linear and Interrupted

A technical writer is naturally expected to have much artifice and expertise to write effectively. Proper paragraphing is one of the devices which help him achieve this goal. Some quite feasible and well-known methods frequently used to organise a paragraph on logical and scientific lines run as under:

1. Chronological method
2. Spatial method
3. Inductive method
4. Deductive method
5. Linear method
6. Interrupted method

1. Prescribed in UPTU Syllabus (Professional Communication, TAS–103). Also prescribed in GBPU Syllabus (Technical Writing, BHS–211).
2. *Chamber's Twentieth Century Dictionary*, p. 781.
3. Ibid.,
4. *Principles of Scientific and Technical Writing*, p. 81.
5. *A Technical Writer's Handbook*, p. 14.

Chronological method implies exposition or organization of a paragraph in such a way as tells the historical background of an idea; spatial method stands for a detailed description of some idea; inductive method proceeds from a particular case to a general conclusion; deductive method tells about an object starting from a general proposition to its particular consequences; linear method deals with a case in a family-root-pattern; and, interrupted method skips over a detailed presentation of the past and exclusively deals with the synchronizing event.

Diction, Syntax, Tangibles, Connectors for Argumentative and Expository Writing

While organising a paragraph, proper care is also to be taken of other aspects, which not only embellish it but also make it meaningful and logical. Punctuation and syntax, diction, tangibles, connectors and classification are such essential aspects of a sentence as require an assiduous practice to write a paragraph. Good punctuation is vital to all good writing ; and for technical writing, it is paramountly needed, for it classifies the relationship between ideas is intimately linked with the use of connectives—conjunctions, prepositions, and other segments that closely bear this proximity, as has been made sufficiently clear in the preceding chapter. Syntax deals with the structure of sentences in to simple, compound and complex pattern, parallel structure, introductory elements, restrictive modifiers, dangling modifiers (modifying wrong words), agreement and voice, already dealt with in foregoing account. For diction, a technical writer should inevitably follow the Fowlerian prescription, viz., *CFS*²:

- c—prefer concrete to abstract word;
- f—prefer familiar to the far-fetched word;
- s—prefer short to the long word;
- s—prefer single to the indirect expression.

But the above Fowlerian prescription is not sufficient to write effectively. In addition to the above, one has to know the following formula also:

$$C+J^2+W$$

wherein

- c—avoid cliches (dead words);
- j—avoid jargons;
- j—avoid jingles (tongue twisters);
- w—avoid wrong words.

Tangibles are composed of the following:

$$O+C+P+E$$

wherein

- o—objectivity
- c—coherence;
- p—pace;
- e—emphasis.

For achieving the desired effect of tangibles, constant practice of writing is needed on the part of the students.

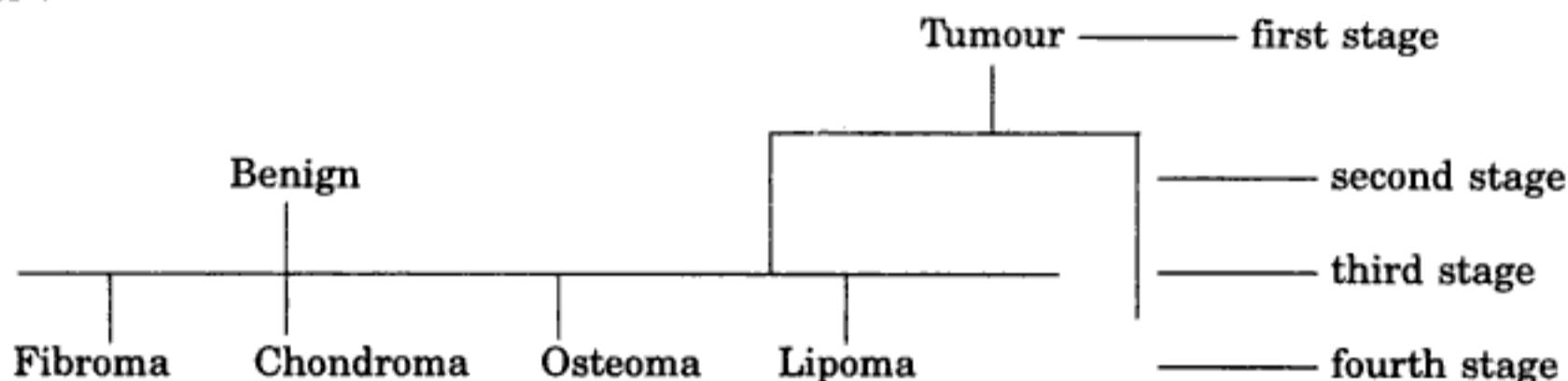
In a chiselled and poised type of technical and scientific writing, connectors serve as an embellishing device. They become of different kinds as and when they are used in different situations. However, in their normal position, such connectors as—namely, specially, haplessly, eventually etc., are illustrative connectors; while, whereas etc., are contrastive connectors; hence, therefore, thereby etc., are consequential connectors; likewise, similarly etc., are connectors of contrast: equally, indeed, in fact etc., are emphatic connectors; in spite of, after all, yet, however, nevertheless etc., are connectors of contrast; shortly, presently, permanently etc., are connectors of time; and firstly, secondly, thirdly, finally etc., are enumerative connectors. Students are advised to use them accurately and meaningfully.

Classification

Classification adds to the clarity of technical paragraphing. Logical division is the process of breaking a category into sub-categories. For example, the category of 'living things' is divided by the biologists into two kingdoms—(i) animal, and (ii) plant, which are further divided into a variety of phyla, which themselves may further be classed into :

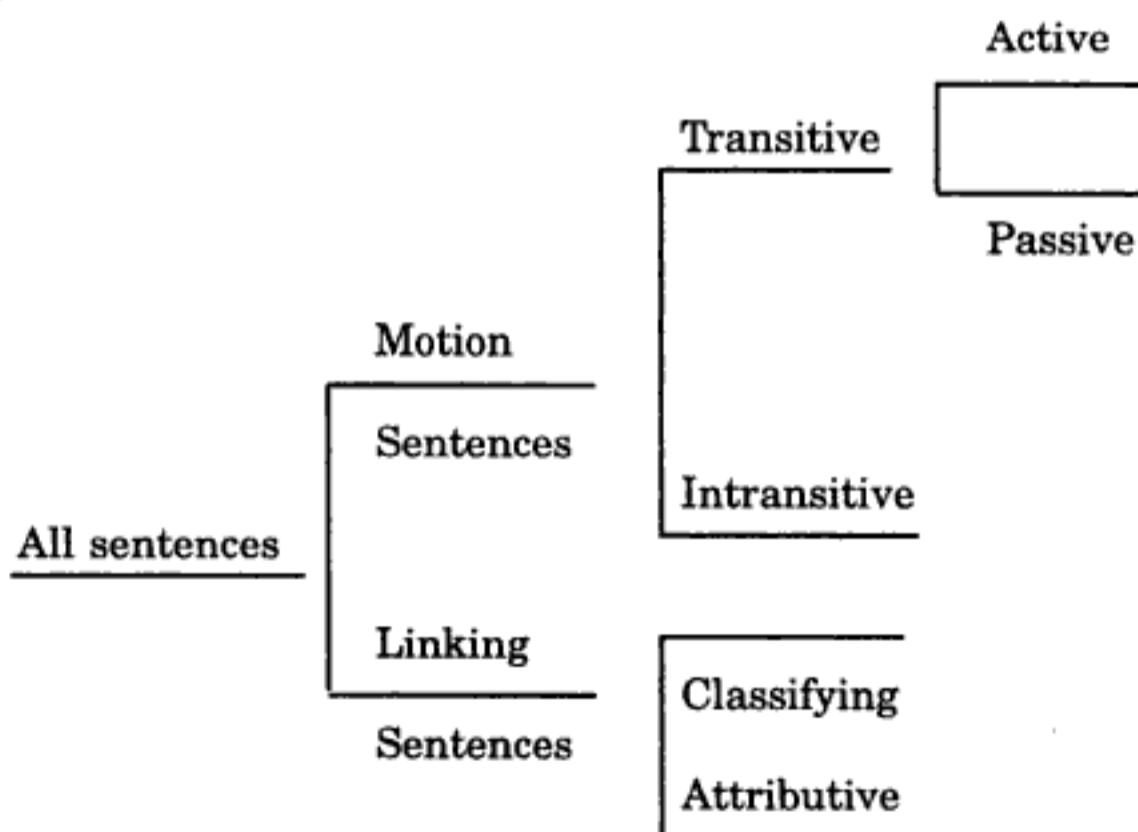
| | | |
|---------|---|-----------|
| phylum | : | chordata |
| class | : | mamalia |
| order | : | primates |
| family | : | hominidae |
| genus | : | homo |
| species | : | sapiens |

In order to make the point a little illustrative, a tree diagram based on "tumour" is given under :



Such other classifications and their logical exposition in to paragraphs is expected of the students themselves in other cases. Classifications may vary, yet they should have some solid evidence and base to stand on their own.

For proper understanding of the students, below is given another such simple classification of sentences:



Criticism of A Paragraph

Let us now examine the following paragraphs from the above-enumerated standpoints:

Example 1: *The structure of the penicillin molecule was elucidated in 1943. In these structural studies X-ray crystallographic methods were used extensively, and the speaker pointed out that the penicillin molecule was the first case, and therefore, one of great historical interest, in which the structure of a natural product could be determined completely by physical techniques. The crystallographic studies on penicillin were carried out by Dorothy Hodgkin with*

*whom the speaker and his colleagues closely collaborated and she was awarded a Nobel prize in 1963.*¹

The above paragraph is systematically constructed into a complete and organic whole. The topic sentence stands as a mirror to the entire paragraph and the ideas are linked up logically. A proper method of exposition has been used; the Fowlerian prescription has been followed in toto; cliches, jargons, jingles have been avoided; tangibles have been achieved; connectives have nicely been used; and finally, the whole paragraph epitomises a complete segment of a big idea.

Example 2: *Aortography is of value in outlining intra-abdominal vessels for the purpose of studying vascular disease such as atheroma and obstruction and nature and extent of the anastomotic circulation. The whole of the abdominal aorta is visualized together with the common iliac arteries. When the medium is injected high up in the abdominal aorta various vessels are shown including the splenic, hepatic, renal and mesenteric arteries. The most important of these are the renal arteries because by filling the blood supply to the kidneys the resulting nephrogram will reveal certain pathological changes such as eysts. The injection may be made either by the direct (percutaneous) route or by means of a catheter passed through the femoral artery or through the radial artery. Before the injection of the contrast medium in translumbar aortography it is necessary to ascertain that the point of the needle lies within the lumen of the aorta and a test injection of a small quantity of the medium is advisable.*²

This paragraph has been logically arranged. Connectors have suitably been employed. Chronological as well as deductive method has been used. Tangibles and classifications—the two distinct devices of technical writing—have also been made clear.

On the whole, this paragraph may be regarded as a perfect specimen of good scientific and technical paragraph.

ASSIGNMENT 1

Correct/improve/re-cast the following sentences :

1. Why the mechanic not cleaning the equipment? (interrogation)
2. What a costly part of engine is it ! (exclamatory)
3. He will not learn engineering until he is not of the age of 28. (negative sentence).
4. The engineer suggested why to let not him carry on his experiment. (imperative type)
5. The workers wished to recover his owner of the factory a quick recovery. (optative type)
6. It is an age of nuclear explosion that is well-known to all, (noun clause subordination)
7. Guava is an important fruit of India and is grown in the temperate regions of the country.(adjective clause subordination).
8. Soyabean is a new crop grown over flat beds and in proper soil moistures are available. (verb clause subordination)
9. The jute industry in India is getting losses rapidly. Although sales are as high as in the previous year. (fragmented sentence)
10. Metal was used for some parts of the spade, but some other parts were made of wood. (wrong parallel)

ASSIGNMENT 2

Correct the sentences given below in accordance with the directives given within brackets at the end of every sentence. The directives given within brackets serve as clues to the type

1. Shapiro, Benyamin (ed) : *Impact of Basic Sciences on Medicine*, M/s Academic Press, New York, 1966, p. 323.
2. *M & B Medical Products*, May & Baker Ltd., Dagenham, England, (seventh edition), 1970, pp. 146-47.

of mistake to be corrected or else the students may take a lot of time to determine the type of error given in the sentences :

1. The wheels of the engine were tested by the mechanic, while its brakes were repaired by the assistant. (wrong parallel)
2. A scientist should know how to conduct experiment, the use of machinery and to conclude analysis. (parallel series of elements)
3. As the crops are ripened, they must be harvested without further delay. (use of connective)
4. The mechanic mentioned the assistant that he was being given a hard job. (unclear antecedent)
5. Car-drivers are not supposed to drive the vehicles, when they are worn out and fatigued. (ambiguous antecedents)
6. The pathologist had been discovering facts on plant-pathology for years, which should increase his importance to his department. (vague idea)
7. The scooter always is short of petrol. (misplaced modifier)
8. It impressed the visitors, running 100 mph on the road. (misplaced modifier)
9. The spraying machine which had been brought in immediately finished the work in time. (squinting construction)
10. The electronics have to quickly minimise the vision problems. (split infinitive)

ASSIGNMENT 3

Correct the following sentences as required within brackets :

1. The cost of a bag of wheat is less than two. (faulty comparison)
2. The manager is as soft to his assistants as, if not softer than, the proprietor. (faulty comparison)
3. This engineer is one of those engineers in the country who has won many prizes for his work. (faulty mood and tense)
4. Having prepared well for the test, the student's decision was unlikely to change. (dangling participle)
5. On buying the equipment, it was felt by them that the price of its was incompatible with its worth. (dangling gerund)
6. To record improvement in the experiment, many lacs of rupees were spent from their own pocket. (dangling infinitive)
7. While testing the nitrogen application on wheat growth, the problem of disinfecting them also worried them. (misleading ellipsis)
8. The machine engine almost seemed ready to collapse. (misplaced modifier)
9. Although it is not terrific on the seventh floor of the building, it is not quite clean. (vague idea)
10. Although it is not terrific on the seventh floor of the building, it is not quite clean. (vague idea)
11. Define a paragraph?
12. What are the various methods of preparing a paragraph?
13. What do you understand by—
 - (a) CFS²
 - (b) C+J²+W
 - (c) C+C+P+E

IV

DISSERTATION/THESIS/SCIENTIFIC ARTICLE/ TECHNICAL PAPER/ASSIGNMENT WRITING¹

ESSENTIAL FUNDAMENTALS

A lot of problem is faced by the students while completing or writing their dissertation/theses and other assignments. Even at the tertiary level, a significant thing one may note is that very few students pay proper attention to the obvious techniques of thesis and assignment writing. Essays, articles, reports, proposals, tutorial papers, dissertations and theses are written not only by the students but also by the professionals. There may be a difference of opinion regarding the level of technical style suitable for thesis and assignment writing. But there cannot be any difference of opinion regarding the fundamental techniques or mechanics of thesis and assignment writing. However, due observance of the fundamental techniques or mechanics such as planning, format, use of quotations, footnotes, tables and figures, referencing, appendices, editing, revaluation and final draft are some of the technical things that are essentially needed for thesis and assignment writing. A technical report or essay, thesis or dissertation, even excluding the variety of style or diction, cannot be said to be of satisfactory kind, if the above-cited fundamentals are not given due weightage. In the words of Prof. Theodore A. Sherman, "*It would be foolish to pretend that there is an easy way of organizing a complex mass of facts and ideas, and equally foolish to maintain that such a result may be accomplished by only one method.*"²

Assignments and theses writing are the two distinct kinds of writing which entail specific techniques. Assignments may include essay, paragraph, tutorial paper, abstract, report, proposal etc., and for each of them, techniques vary from the techniques of thesis and dissertation writing. Whereas essay writing needs more detailed treatment than that of a paragraph, tutorial paper, abstract or proposal, report writing needs entirely a different technical and scientific setting. Likewise a dissertation is less detailed a treatment than a thesis writing; and, hence each of them requires a different kind of technical treatment. In a word, assignments and theses writing may require different types of technical formalities of format and set-up, yet there are some fundamentals common to all. These basic or fundamental facts create coherence and organic unity both in an assignment and in a thesis.

PLANNING THE THESIS/DISSERTATION/ARTICLE/PAPER/ASSIGNMENT

The first problem to be encountered with during the course of preparing an assignment is the planning of the assignment. For this, one has to learn the use of dictionary and then he has also to weigh his problem through all these stages:

- (a) *Analyse and Compare*—Consider the pros and cons of the problem; its inter relationship with other problems; and then compare it with other similar objects or problems.
- (b) *Contrast and Define*—The second stage is of making a subtle contrast of your problem or topic or essay with others and then try to define it.
- (c) *Describe and Discuss*—Now give an account of the problem and discuss it in proportioned details, making specific paragraphs.
- (d) *Enumerate and Evaluate*—List other similar problems and then try to make a fair and untraced judgment of your own.
- (e) *Examine and Illustrate*—Examine critically the problem and then try to illustrate it. Draw a picture, or prepare a table or supply figures wherever necessary.

1. Prescribed in UPTU Syllabus (Professional Communication, TAS-103). Also prescribed in GBPU Syllabus (Technical Writing, BHS-211).
 2. *Modern Technical Writing*, p. 31.

- (g) *Prove and Summarise*—Prove your point of view by logical argument and finally summarise the main points succinctly and convincingly.

Limiting the Problem

An equally important point to remember while preparing an assignment is to limit the problem. According to Jonathan Anderson (*et. al.*), “*The mistake of casting the net wide is an understandable one because a common reaction when starting an assignment is to wonder how one is possibly going to write the required number of words.*”¹ So one has to limit one’s problem or assignment taking into consideration all the main points relevant and logical. But it does not mean that the points should unnecessarily be reduced. For instance, if you are writing about ‘Space Technology’ or ‘the Armament Race’, you will have to decide, in the very beginning, as to how many words you are going to write. These topics are so engaging and controversial that you can write a lot about them. But it would be quite prudent on your part to limit your problems only to a few points quite relevant to your discussion. The following may be your guide-points:

‘Space Technology’ can be outlined as under:

- (a) What do we mean by space technology?
- (b) Its past historical development.
- (c) Its present status.
- (d) Space technology and human welfare
- (e) Space technology and world peace

Likewise ‘the Armament Race’ can be outlined as under:

- (a) What do we mean by the Armament Race?
- (b) The origin and necessity of the Armament Race
- (c) The role of the super powers
- (d) The role of the philanthropist
- (e) The future of humanity

Time Allocation

A wise counsel is to allocate time to your assignment in an appropriate way. Students fail to observe the rigidity and discipline of time allocation while preparing their assignment. A professional such as an engineer or a veterinary surgeon who cannot limit and budget their time can never reach the pinnacle of their professional glory. A judicious way to allocate time to your assignment may be as under:

| | |
|---|-----|
| (a) Defining and limiting problem, consulting source material and collection of information | 60% |
| (b) First draft | 20% |
| (c) Revising, footnoting, writing the final draft and proof reading. | 20% |

Source Meterial

A select bibliography provided at the end of books is an authentic source of references. One should intelligently evaluate the right books for final consultation out of a medley of given books.

Secondly, one has to take help of other kinds of information books such as encyclopedias, handbooks, yearbooks, indexes, abstracts, atlases, newspapers, journals, articles, and other academic and professional journals.

1. Anderson, J. : *Thesis and Assignment Writing*, p. 9.

A Working Bibliography

"A bibliography for a written assignment", says J. Anderson, "is an alphabetic list of all source material to which reference has been made."¹ Various methods of referring to books, journals and other documents may be adopted. However, following are the essentials for all types of references:

1. Author's surname and initials. (If the author is a woman, it is usual to spell out her first name.)
2. The name of the book/journal/article/document.
3. The place of publication, publisher and the date of publication, year, page number etc.
4. Also specify volume/volumes number (s), and the edition of the book/journal/document.

While preparing a working bibliography, the following facts should invariably be kept in mind:

1. The call number of the book or journal or document, as the case may be.
2. The place/library where the book/journal/document etc., may be located and verified.
3. A brief mention or the topic sentence for indicating the contents. For example the following illustration will serve this purpose:

| Specimen Card | For general use |
|--|----------------------------------|
| 808. 0665 A 547 T : 4 210532 | Call number |
| Sharma, S.D. : <i>Technical Writing</i> . Delhi (India), 1982, p. 63 | Author, tittle, place date, page |
| G. B. Pant University Library, Pantnagar | Place |
| Thesis & Assignments; usee of source material etc. | Contents |

Cards, to be used for preparing a working bibliography, may be of 3" x 5" size and they may be alphabetically and serially arranged and adjusted according to the need and convenience of the reader.

Arranging Notes

For arranging notes and recording them appropriately, cards of 4" x 6" size or 5" x 8" size may be used. But for taking down notes, a few points should always be kept in mind. For every independent idea, fact or concept, a fresh card should be used. On every card, a heading suggestive of the whole idea should be inserted intelligently. Appropriate space should be devoted to make each fact easily understandable. The last stage should be the proportion of borrowing verbatim or quoting only in part. It should clearly be specified. Make certain that the portion you have quoted are duly identified. It should not be mixed with your own version of facts and should distinctly be made evident. The following specimen card will be quite suggestive:

1. Anderson, J. : *Thesis and Assignment Writing*, p. 11.

Specimen Card

| | | |
|---|--|---|
| Report and Proposal Writing 882. 569 S 7896 P | | Heading and Identification A whole idea has been suggested |
| | | |
| Requirement: | For every professional report and proposal | |
| | | |
| | are of immense value for career making. | |
| | | |
| Kinds or Reports: | Formal and Informal, Blank form, | |
| | | |
| | Memorandum, etc. | |
| | | |
| Proposals: | Kinds and utility. | |
| | | |
| Quote : | “Since a thesis is much more elaborated than a | |
| | | |
| | report or proposal writing, it must well be kept | |
| | | |
| | in (your) mind that thesis writing requires | |
| | | |
| | comparatively more expertise and knowledge | |
| | | |
| | than either reports or proposal writing.” | |
| | | |
| | | Quoted verbatim except one word— |
| | | your—inserted. |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Outlines and First Draft

Different assignments need different formats according to the prevalent practices at different places. However, there are no two opinions about the fact that any kind of assignment should have, to quote Aristotle (though he spoke of this golden mean in the case of tragedy), "*a beginning, a middle and an end.*" From this, it can safely be inferred that an assignment should have an introduction (beginning), a main body (middle exposition), and an end (conclusion). With these outlines, one should then try to prepare one's first draft of the assignment. For illustration's sake, an assignment (an essay, for instance) on *Nuclear Weapons* may be sketched in outlines as under:

Specimen Outline

| | | |
|--------------|--|----------|
| A. Beginning | (Introduction) | |
| | What do we mean by nuclear weapons? | I Part |
| B. Middle | (Main body) | |
| | <ul style="list-style-type: none"> (i) Nuclear weapons and the world position today (ii) Horrors of nuclear weapons (iii) Their brutal use in the past (iv) Their danger in future (v) The role of super-powers in the race of nuclear weapons (vi) Remedy to control and restrict this danger | II Part |
| C. End | Conclusion: Future of nuclear warfare | III Part |

PLANNING THE THESIS/DISSERTATION

Topic selection

Selection of topic or problem for thesis is quite significant. Much care should, therefore, be taken in this regard. While selecting a topic, one must make sure that there is adequate supervision ; that there is significant importance of the problem; that there are sufficient equipments available for research; and finally, that there are adequate library facilities. Above

all, one must invariably think deeply whether or not one can make his investigation really feasible within the specified time. Many a thesis remains incomplete of one or many of the above reasons. Once a wrong selection of the research topic or problem is made, the researcher feels it rather a Herculean task to finish his thesis. Many have often suffered almost a nervous break-down because of the inadequacy of supervisory facilities.

Literature review

After selecting the topic, one should come to the second significant stage of literature review. It can be divided into three stages:

- (a) primary sources,
- (b) secondary sources, and
- (c) tertiary sources.

By primary sources, we mean sources of information which include first-hand account of experimentation and investigation. Articles in professional journals, monographs, doctoral theses, interviews, questionnaires, original letters, diaries, eyewitness accounts, poems, novels, autobiographies, reports such as the proceedings of parliament, court-testimony, reports from the government departments and agencies, annual reports and minutes etc.,—all are to be included in primary sources of literature-reviews. By secondary sources, we mean information gathered from summaries, translations, encyclopaedia articles, abstracts, guide books, commentaries etc., Textbooks are examples of tertiary sources. One has to take help of all these above-enumerated sources of information in order to complete his thesis within the stipulated time.

Study design

Study-design or the method to prove the facts is of great significance in writing a thesis. For this, one has to go through the following invariable stages:

- (a) Statement of hypothesis ;
- (b) Statement of assumption ;
- (c) Statement of limitation ;
- (d) Terms defined ;
- (e) Rationale of the study-design ;
- (f) Postulates ; and
- (g) Validity and justification.

As a matter of fact, hypothesis suggests a problem; assumption operates upon it; limitation defines the scope ; term definition limits the circumference ; and study-design justifies all these. Postulatum sets a new finding established ; and validity and justification make it granted by others as a research-fact.

Chapter-planning

Chapter-planning mirrors the entire thesis at once to the reader. It has, therefore, to be prepared with a great deal of intelligence and diligence. A slight lapse on the part of a thesis writer in preparing the chapter-planning may lead to many confusing and misleading situations. The first chapter is usually based on the background of the problem; the second one on the empirical research study; the third and the fourth may be based on procedures and techniques (hypothesis, sample, tests, research design etc.); the fifth one on the results of the study; and the last two chapters may be based on postulates and conclusions. In languages and literatures, the chapter-planning may be slightly different from this planning. In such a thesis, every effort should be made to include every aspect of the problem.

General Format

General format is of great help to the technical writer both in a thesis and an assignment.

By limiting oneself to the frame-work of a general format, a writer may avoid irrelevance and capricious description. Though there are a number of formats to be practised and they often vary from institution to institution, yet there are three parts of a general format common to all varieties. They are:

1. The Preliminaries
 - (a) Title page
 - (b) Preface (also includes acknowledgements)
 - (c) Table of contents
 - (d) List of tables
 - (e) List of figures or illustrations
2. The Text
 - (a) Introduction (chapters)
 - (b) Main body
 - (c) Conclusion
3. The Reference Material
 - (a) Bibliography
 - (b) Appendix
 - (c) Index

THE PRELIMINARIES

Title Page: (Written Assignments)

In a written assignment, the following method is to be followed:

- (a) Title of the assignment
- (b) Name of the writer
- (c) Name and number of the course
- (d) Name of the department
- (e) Name of the university, college or institution
- (f) Due date

Specimen of Title Page (Assignment)

Title Page: (Thesis)

The following method should be used while preparing a thesis:

- (a) Title
- (b) Designation of the faculty-member (researcher)
- (c) Name of the University/Institution to which the thesis is being submitted
- (d) Degree to which the thesis is being presented
- (e) Name of the candidate
- (f) Date of submission of thesis

Specimen of Title Page (Thesis/Dissertation)

GREEN REVOLUITON

by

S.T. Kamath

Department of Agronomy

G.B. Pant

University of Agr. & Tech,

Pantnagar (U.P.) India

Oct., 25, 2004

A SOCIO-CULTURAL STUDY OF THE IMPACT OF GREEN REVOLUTION ON THE TARAI REGION

by

P.E. Robert

Prof. of Anthropology,

G.B. Pant University,

Pantnagar (U.P.) India)

**A Thesis submitted in candidature for the award
of the Degree of Doctor of Philosophy
to the University of Pantnagar**

Oct., 26, 2004

Preface (Foreword)

Preface serves as a mirror to the entire thesis or assignment, because it lays bare the entire study through solid hints. It gives chapter-wise hints about the major findings in each chapter. Acknowledgements are also included in it. Often in some thesis/assignments acknowledgements are written separately and in either case, we have to recognize the persons or institutions to whom the writer is indebted for guidance and assistance during the study and financing institutions for providing funds etc. For an assignment, acknowledgements may or may not be necessary, as it all depends upon the nature of the assignment. But in a thesis, both preface and acknowledgements play a vital role. They are, therefore, written properly and after due consideration.

Table of Contents

The table of contents includes the major divisions of the thesis. The headings of the chapters or divisions should, therefore, be written in capital/bold letters, and the headings of their sub-divisions in small letters. Every chapter should also carry its page number. The table of contents should also include the list of illustrations and figures. Due care should also be taken of the spacing-pattern. It is often seen that different institutions adopt their specific space-patterns. However, whatever may be the style or pattern, it should rigidly be followed throughout the entire thesis or assignment.

Specimen Illustration of Table of Contents

| | <i>Page No.</i> |
|---|-----------------|
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| | |
|--|----------------|
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Lists of Tables, Figures, Illustrations and Plates

Proper care should be taken in including the lists of tables, figures, illustrations and plates. Maps and photographs should be numbered properly. Plates are usually numbered in capitalised Roman numerals. Tables should be centred on a separate page by itself. For each table, the number of the table in Arabic numerals should appear alongwith the exact caption or title of the table and the page number.

Quotations, Ellipses and Interpolations

Proper care should also be taken while including quotations in the thesis or assignment. When to quote, and how to quote, are as important as what to quote. As a matter of fact, quotations should be put with inverted commas, as the occasion demands; and they should be quoted properly. But when the quotation is quite lengthy and there is no need to include the whole of it, some part of it is omitted indicating it by putting a few dots. This is done very accurately so that the main stress and beauty of the whole quotation is not deformed or mutilated even in the least. This procedure of reducing the unwanted part of the quotation is known as *Ellipsis*. Often the tense of the quotation is incompatible with the tense the writer is using, a slight change in quotation is permitted. In another case, too, if a quotation does not have pronouns befitting the writer's objective, then the writer is permitted to make a change according to his own sense and intention. But the change in both these conditions is indicated by putting the change in square brackets, and not in parentheses. This procedure is known as *Interpolation*. Sometimes interpolation is indicated by using *sic* within an underlined square brackets.

Footnotes

According to Jonathan Anderson, "*Footnotes are conventional validating and explanatory procedures which should be used sparingly and only when the material being presented clearly*

*needs amplification or acknowledgement.*¹ The best way of using the footnotes is that they should appear in the main body of an assignment or thesis. They are never used in an abstract. They usually appear at the foot of a page, though in some manuscripts and papers, they appear at the end of each chapter or at the end of the paper. Too much use of footnotes is often seen as distasteful and distracting. It is, therefore, quite essential to think twice whether or not a particular footnote should be included. If it strengthens or validates a point of view; if it explains, supplements or amplifies the conviction; if it provides the reader an additional information; then the footnote should be used otherwise it may appear as a redundant appendage to the thesis or assignment. But once footnotes are used, it is necessary to see that they are quite exact and accurate; that they are clear, concise and relevant; and that they are placed in single space. While using footnotes, one has also to check if or not they have full information particularly including the name of the author; title of the source; exact page (s) of the source of reference; date of publication; and publisher and place of publication. Footnotes may be placed at the end of a page; at the end of a chapter; or at the end of a paper, but in every case, one should be guided by one pattern. If a footnote is used in a particular way, the same should strictly be followed. If the footnote needs continuity or the repetition, *ibid.*, is to be used; *op cit.*, is used, if the footnote is already quoted, and another reference has been made to it again. *Loc. cit.*, is used if the reference is made to the same page as a preceding but not immediately preceding reference.

Specimen—Illustrations

(1)

1. Hardy, Elizabeth: *Evolution and Man*, M/s Macmillan & Co., London, 1968, pp. 50-51.
2. *Ibid.*, p. 101.
3. Hardy, Elizabeth, *loc. cit.*, p. 200.

(2)

1. Bowen, E. M.: *Technical Draft.*, M/s Fabrew & Co. Inc., New York, 1980, p. 37
2. *Ibid.*, p. 380.
3. Bowen, E. M.: *loc. cit.*, p. 225.

Tables and Figures

Tables and Figures make a thesis or an assignment pregnant with authentic information. They also enhance their readability and authenticity. In a comparative study, their use is much preferred to a simple narrative study or presentation of facts. The term Table is usually restricted to information presented in a *tubular* form whereas Figures are used to designate any other illustrative material such as graphs, photographs, charts, diagrams, maps etc. Sometimes the term plate is used for photographic materials. But a Table or a Figure should not be used to indicate the information already contained or included in the main body of the assignment or the thesis. This will be tantamount to repetition and this practice should be avoided at all costs. The best way to place a table or figure is to use them just after their mention has been made. If it is not possible, then one has to see their length and size. If they cover more than half the page and are quite unwieldy, it is always wise to place them on a fresh page. If both a table and a figure are to be used together, they should come alternatively. Sometimes, they are used in appendices, as for instance see table or figure number so and so for further reference. But if the information is urgently needed, then it is wise to use a table or figure in the body or else they may be included as an appendix. The urgency of the information

1. Anderson, J. : *Thesis And Assignment Writing*, p. 73.

has to be decided by the writer himself in accordance with the importance of the topic and also of the context. Numbering of a table and a figure should be done clearly and systematically. The usual practice to number tables is to use *Arabic* numerals such as 1, 2, 3, 4, 5 etc. The same method is used to number figures. Each table and figure should have an appropriate caption. Keywords are capitalised and there are no stops. If the length of the title is more than one line, it is double-spaced and centred like an inverted pyramid. Format of tables should contain the following components invariably:

- (a) the table number
- (b) the caption or title
- (c) the boxheads—the captions identifying the vertical columns
- (d) the stub, the first column in the table, identifying the row entries
- (e) the field, the columns data

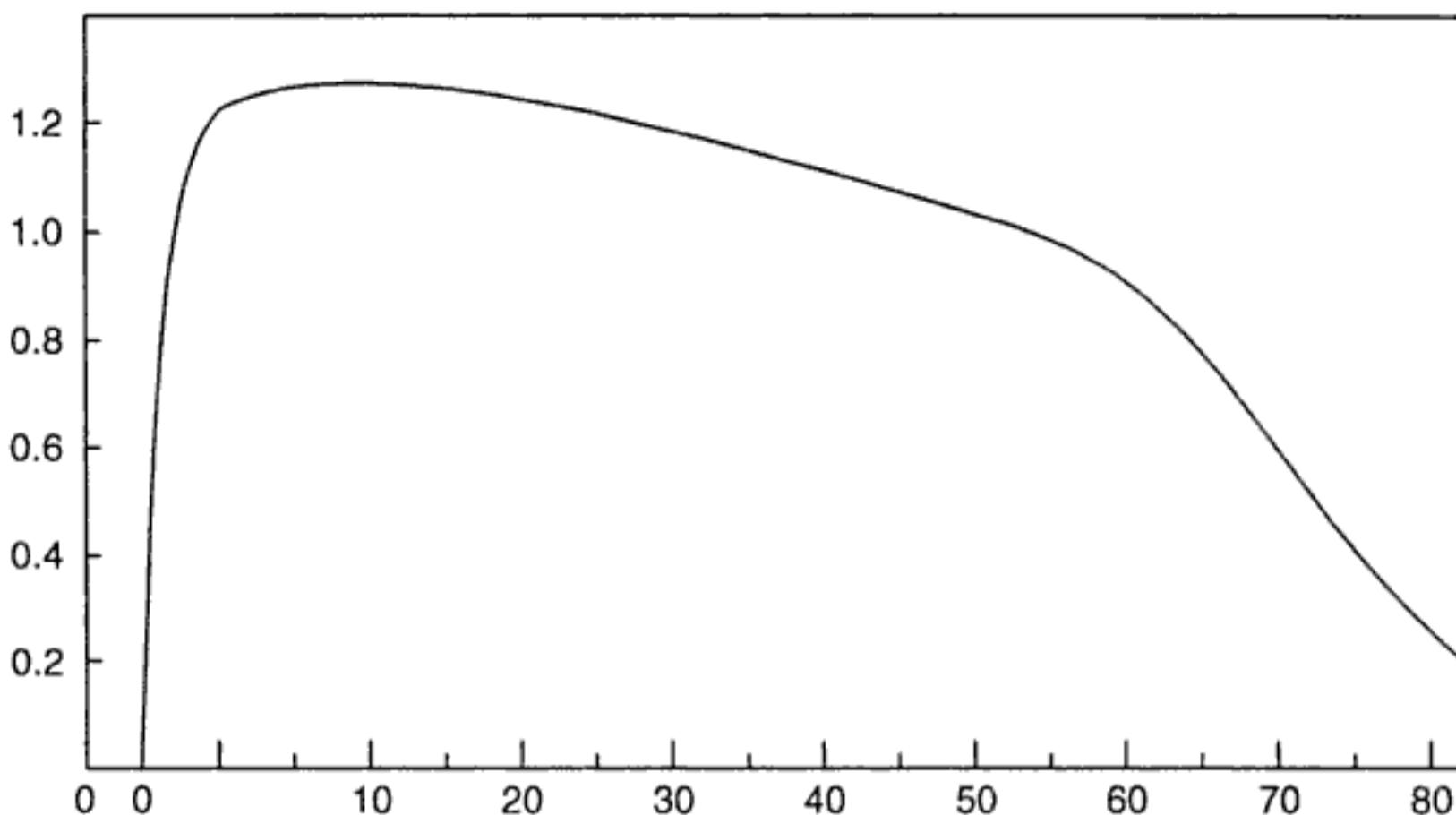
TABLE 1

Specimen : Illustration**COMMON ERROR ANALYSIS OF ENGLISH AT ENTRANCE LEVEL**

| <i>Sl. No.</i> | <i>Name of the Faculty</i> | <i>No. of students administered the test</i> | <i>No. of students who went through with 80% of marks or more</i> | <i>No. of students Who scored between 60% to 79% of marks</i> | <i>No. of students who scored below 60% marks</i> | <i>No. of students who secured below 40% marks</i> |
|--------------------|---|--|---|---|---|--|
| 1. | Faculty of Agriculture | 150 | 20 | 30 | 80 | 20 |
| 2. | Faculty of Technology | 120 | 40 | 50 | 10 | 20 |
| 3. | Faculty of V. M. (Veterinary Medicine) | 100 | 10 | 40 | 30 | 20 |
| 4. | Faculty of Home Science | 80 | 20 | 30 | 20 | 10 |

Format of Figures

The format of figures should be as simple as the data presented permit. But while preparing a figure, a number of useful things should be well kept in mind. The American Society of Mechanical Engineers has suggested a number of workable guidelines on how figures should be drawn. However, a clear and meaningful figure has many useful data presented in a very comprehensive manner. In a figure, the general arrangement of a diagram should proceed from left to right; represent qualities by linear magnitude; and the zero line should appear in the diagram in a case of a curve by selecting a vertical scale. Besides these, the other things to be remembered while preparing figures are that when curves are drawn on logarithmic co-ordinates, the limiting lines of the diagram should each be of some power of ten on the logarithmic scale. It is also advisable not to show any more co-ordinate lines than necessary to guide the eye in reading the diagram; and figures for the scale of a diagram should be placed at the left and at the bottom or along the respective axes. The title of a diagram should be made as clear and complete as possible. Subtitles or descriptions should be added if necessary to ensure clarity. If numerical data are not included in the diagram, it is better to give the data in a tabular form together with the diagram itself.

**Fig. 1. Literacy Growth**

Pagination and Margins

An assignment or a thesis should systematically be numbered. Each table and figure, likewise, should be numbered. The page number should appear in the normal position, viz., at the top right-hand corner, one inch from the top and one inch from the side even when material is presented side-wise on the page or when the page folded. There may be a slight deviation from this practice if the normal margins are not maintained. In the case of a table or a figure, if there is some blank space left on the bottom of the page, that should remain unnumbered and may be left unused. Narrow tables or figures may be spaced on the whole page in such a way that the appearance or the readability of the page does not look uncanny or deformed. Larger and extended tables and figures may be stretched even beyond margins, but while doing so, care should be taken that any of their parts is not destroyed while binding or trimming them.

Abbreviations and Symbols

Abbreviations and symbols are often used while writing thesis or preparing an assignment. Usually they are not used in the body unless otherwise inevitably needed. But in tables and figures, they are frequently used. They should, therefore, properly be defined. Symbols, too, are commonly used in figures and tables. In technical and mathematical writings, they are used too frequently. They should, therefore, be well defined and elaborated. For example, the following symbols are frequently used:

- > greater than
- < smaller than

Other common symbols are:

$\ell \quad ll \quad ^\circ \quad \cdot \quad l\lambda \quad \alpha \quad - \quad \div \quad + \quad \times \quad = \quad \neq$

Likewise, there are some very common abbreviations, which occur too frequently in daily composition. Some very common abbreviations run as under:

| | | |
|-------|---|---------------------|
| anon. | — | anonymous |
| art. | — | article |
| aug. | — | augmented, enlarged |
| bk. | — | book |
| bull. | — | bulletin |

| | |
|--------------------|--|
| c. | — copyright |
| c. or ca | — <i>Circa</i> [about or approximately, used to refer to date (s)] |
| cf. | — confer; compare |
| e.g., | — <i>exempli gratia</i> ; for example |
| <i>et al.</i> , | — <i>et alii</i> ; and others (used to refer to co-authors when there are more—e.g., Brown <i>et al.</i>) |
| <i>et alibi</i> | — and elsewhere |
| <i>et seq.</i> | — <i>et sequens</i> ; and the following |
| fig. | — figures |
| <i>ibid.</i> , | — <i>ibidem</i> ; in the same place or thing |
| <i>idem</i> | — <i>the same</i> (used when a footnote refers to the same work and the same page) |
| i.e. | — <i>id est</i> : that is |
| <i>infra</i> | — below (used to refer to the text) |
| <i>loc. cit.</i> | — <i>loco citato</i> ; in the place cited |
| ms., mss. | — manuscript, manuscripts |
| n. b. | — <i>nota bene</i> ; note well |
| n. d. | — no date of publication given |
| n. p. | — no place of publication given |
| <i>op. cit.</i> | — <i>opere citato</i> ; in the work cited |
| <i>passim</i> | — here and there |
| <i>q.v.</i> | — <i>quod, vide</i> ; which see |
| [sic] | — thus |
| <i>supra</i> | — above (used to refer to text already cited) |
| <i>vid or vide</i> | — see |
| viz. | — <i>videlicet</i> ; namely |
| vs. | — versus |

Some other Popular Technical Abbreviations

| | |
|----------------------------|-------------------------|
| acoustic—acst. | gallon—gal |
| air horse power—ahp | gallon per day—gpd |
| air speed indicator—asi | gram—gm |
| alternating current—a-c | horse power—hp |
| barometer—bar | international unit—in |
| barrel—bbl | jet propulsion—jp |
| calorie—cal | kilo—k |
| centigrade—C | kilovolt—kv |
| centimeter—cm | latitude—lat |
| circumference—circ | liquid—lq |
| counts per minute—cpm | logarithm—log |
| cubic—cu | miles per hour—mph |
| decimeter—dm | net weight—nt wt |
| degree—deg | optical—opt |
| electromotive force—emf | pound—lb |
| fahrenheit—F | power amplifier—pa |
| fluid—fl | radio frequency—rf |
| revolutions per minute—rpm | thousand cubic feet—mcf |
| second-foot—sec-ft | vacuum—vac |
| square meter—sq. m. | video frequency—vdf |
| thermal—therm | wet bulb—wb |

Referencing (Documentation)

Referencing is an important phase of assignment and thesis writing. Reference is made to bibliography which comprises reference of four kinds:

- (i) works cited,
- (ii) sources consulted,
- (iii) a select bibliography, and
- (iv) an annotated bibliography.

While referring to either of these kinds of bibliography, the writer should always keep in his mind that the author's name (surname first, alphabetically arranged) is written in the very beginning. If there are two authors, the name of the senior author will be written first and then the name of the second author. If the work is a quoted or edited one, then just after the name (s) of the author (s) as the case may be, should be abbreviatively indicated. Then comes the name of the book or journal. It should be underlined to make it quite clear that the name of the book or journal has been made quite conspicuous. Some books and journals (particularly the scientific and technical journals in America and elsewhere too) follow the pattern of giving the year of publication just before the name of the book or journal, but others follow the pattern (particulary in England and India) of giving the year of publication just after the name of publishers. In any case, whatever the pattern system, one thing should be kept in mind that the year of publication is to be included invariably. Then the name of the publisher and the place of publication should be included. After this, the number of volume is to be written; then the year of publication, and in the last, the page number (s) is to be included. The following specimen—illustrations will make the entire idea of referencing quite clear:

Specimen—Illustrations

1. Bowen, Elizabeth: *Scientific And Technical Writing*, M/s Macmillan & Company, London, 1966, p. 47.
2. Hardy, Thomas: *The Mayor of Casterbridge*, M/s Harper & Co., London, 1970, pp. 212-13.
3. Sherman A. Theodore: *Modern Technical Writing*, M/s Prentic Hall, Inc., New Jersey, USA., 2nd. edn. 1966, p. 71.
4. Hood, William (ed) ; *Critical Insight Into Future*, M/s Cambridge University, Press, London, Ist. edn. 1970, pp. 101-2.

Final Draft

Keeping in mind the foregoing points, the writer should finally see in his final draft that it is fully compatible with the following check-lists:

- (a) general format,
- (b) headings and subheadings,
- (c) quotations,
- (d) footnotes,
- (e) tables and figures,
- (f) references and appendixes,
- (g) design, procedure and analysis,
- (h) final hypothesis.

While tallying these check-lists, the writer will finally find many things lacking in the end; and these check-lists will provide him a chance to improve his assignment or thesis a lot before it is ultimately passed on for final typing.

Once the above guidelines are strictly followed, the students at undergraduate level will find them greatly helpful in preparing their assignments such as technical/semi-technical

essays/articles/paragraphs etc. In a professional institution, technical assignments provide the students sufficient opportunity to improve their writing skills, in case they follow the above guidelines. Even at a higher level, research scholars and professionals will equally find these guidelines extremely helpful while submitting their theses or proposals or indepth or detailed reports about a particular project. For illustration's sake, some specimen essays and articles are given below with a view to making the students familiar with the technical methods to write authoritatively and convincingly. Some more problems have been added in order to provide them more chances to test their expertise and knowledge to write reasonably well-developed and coherent essays and articles:

Illustrative Specimens (ESSAYS/ARTICLES/PAPERS)¹

A (Essays)

1. Should India go Nuclear?
2. Solar Energy
3. Space-Flight
4. Oil-Crisis

B (Articles)

5. Troposcatter
6. Neutron Bomb
7. Impact of Industrialization on the Present Day Society.

TECHNICAL ESSAYS

(1)

SHOULD INDIA GO NUCLEAR?

(A)

India, due to its geopolitical status, sets social and political pace among the south Asian nations. The possibility of a desperate dictator holding sophisticated arms against us is always there. The threat to India from Pakistan and China has compelled the Government of India to give a second thought to its policy of exploitation of nuclear energy for peaceful purposes only.

It has been advocated that India should build up a stock of a few nuclear bombs of various capacities and thereby provide a suitable deterrent to Pakistan and China in this field. The Government of India has, however, always been averse to the manufacture of the nuclear bomb. No doubt, India is advanced in nuclear technology but her progress so far is confined to only peaceful uses. She is about two years behind China but given proper facilities and finance, it can make up and go faster. That India is capable of producing the bomb has been universally acknowledged. The only reason why she has not developed nuclear weapons is her desire for peaceful utilization of nuclear energy and concentrated devotion to the economic advancement of the country for raising the standard of living of her people. Until recently she had nothing at stake. Since China's attack on India in October, 1962 and her subsequent withdrawal owing to political pressure from bigger powers, India reaffirmed decision to stick to peaceful exploitation of nuclear energy. The Indo-Pak conflicts of 1965 & 1971 has changed the whole situation. Also, China's exploding her atomic weapons so frequently and progressively has further changed the situation so far as India's aversion to produce atomic weapons is concerned.

No doubt, joining the nuclear club is going to be a costly affair considering the need for development in the economic field. But as, political inducements go, nuclear bomb is a must for India. India's progress in the use of nuclear weapons will not only serve as deterrent against attack from outside, it will also bring to our scientists a tremendous experience in the field of scientific research and simultaneously enable the country to divert that knowledge to the cause

1. Prescribed in UPTU Syllabus (Professional Communication, TAS-103). Also prescribed in GBU (Technical Writing, BHS-211).

of peaceful uses and to the economic and technological development of the country in due course. It is worthwhile to consider some of the several alternatives which merit consideration as India has not yet arrived at any concrete decision on the subject.

Firstly, we adhere to a policy of non-alignment having no design against any one. As such, we should hope that we could sit back unprotected and in case of any nuclear attack from abroad be protected by any of the existing nuclear powers who would in their own interests not let India be victimized. As a neutral country, Switzerland enjoys the goodwill of all the countries since centuries. To keep its neutrality, it has not even enjoyed the U. N. O. where sometimes some political expression can lead to indication of partiality on any subject. The argument, therefore, does not hold good in the case of India which has definitely taken sides sometimes on political issues inside and outside the U. N. on matters of international importance like Vietnam or Rhodesia.

The other alternative which India could consider is to enter into a pact with major nuclear powers and ask for a guarantee, that if we do not manufacture the bomb, we will neither suffer attack nor be subjected to any kind of blackmail. Whatever may be the consequences a treaty with friendly nuclear powers is advisable and desirable for India.

Freedom and sovereignty are new to this nation. Even after almost 50 years of sovereign existence, we are still learning the first lessons in exercising our sovereignty. Nothing else explains the kind of pervasive complacency over the nuclear issue. Considering all the pros and cons of the issue, the Govt of India is not in favour of manufacturing nuclear weapons. And even if she may consider herself capable of doing that, one may ask whether it is worthwhile doing so in the present international circumstances. After all, in the present world, any isolated activity of great magnitude has little meaning practically.

Thus India should not divert the nation's already meagre resources and energy from the objectives of economic development to those of Atomic or Nuclear weapons.

(B)

So much for India's not going nuclear. But the Bajpayee Government finally took the decision and openly exploded the nuclear bomb. It came as a big surprise for the whole world. The big nuclear powers including America and Britain imposed restrictions on India for daring to be a nuclear power.

India is a nuclear power now. Even the USA has recognized her as a nuclear power and removed all restrictions earlier imposed on her. The UK has also followed the USA and has recognized India as a nuclear power. Now it is up to India to show discreet and exemplary conduct before the world being well-equipped with this great power.

(2) OIL CRISIS

A disastrous energy crisis is likely to engulf this country very soon. In fact, incipient beginning of this crisis is unfolding right now before our eyes.

The central fact of our oil situation is our heavy dependence on import. During 1980-81 our total consumption of petroleum products was likely to be of the order of 34 million tonnes. Of this about 10 million tonnes of crude oil would come from domestic sources. If we do not have the disruption in oil production caused by the Assam agitation, the domestic contribution could have been higher.

The balance requirement of about 24 million tonnes would be met by imports. Of this, crude oil imports would be about 16.5 million tonnes and petroleum product import would be about 7.5 million tonnes.

It should be stressed that this heavy dependence on oil import is not a transient phenom-

enon. Unless some inevitably painful and drastic remedial steps are taken on war basis, this excessive dependence on oil import is likely to continue for a long time to come, with disastrous result for the country.

Regrading Bombay high way and other oil reservoirs which have been discovered so far, our total oil reserves are currently placed at around 366 million tonnes. Assuming normal production from Assam, our current level of production would be placed at around 13 million tonnes and it is planned to be raised to 25 million by around 1990.

It is then a matter of simple arithmetic that all our resources of 366 million would be exhausted within about 20 years from now.

An important implication of the official projection is that the domestic production may increase, at best, at the rate of about 1 million ton per annum to reach 25 million tonnes by 1990.

The Demand Side

Only five years ago, in 1975-76, our oil consumption was of the order of 23 million tonnes. Within 5 years, the oil consumption has gone up from 23 million tonnes to 34 million tonnes. Thus we have been increasing our oil consumption at the rate of 2 million tonnes every year. Against this background, let us look at the future. If the domestic production keeps on increasing at the rate of 1 million ton per year and if the total consumption continues to increase at the recent rate of 2 million tonnes per year, its implication should be clear. Import would have to keep an increase at the rate of 1 million ton per annum.

The planning commission has noted that, if the past trend continues, the consumption of petroleum product in India would reach 93 million tonnes by 2000 A. D. which, it rightly suggested, would be unsustainable. It then went on to recommend some oil conservation measure on the basis of which the consumption in 2000 A. D. would be somewhat lower than 69 million tonnes.

Unsustainable Oil Import Bill

Only about 8 years ago (1973), oil was sold in the world market at around \$ 2 per barrel. By now the oil prices have increased 18 fold to around \$ 36 a barrel. In 1978, the average export price of OPEC was \$ 13 per barrel. By now it rates at around \$ 36.

According to the authoritative Petroleum Economist leading America's business men are preparing to face on oil price of \$ 300 per barrel to \$ 400 per barrel by the end of the current decade.

India's Oil Import Bill

| <i>Quantum of import of crude and oil products (million tonnes)</i> | <i>Import bill (Rs. crore)</i> | <i>Export earning (Rs. crore)</i> | <i>Oil import bill as% of exp. ear.</i> |
|---|------------------------------------|---|---|
| PAST TRENDS | | | |
| 1970-71 | 12.8 | 137 | 1,535 |
| 1975-76 | 15.8 | 1,256 | 4,043 |
| 1980-81 | 24.5 | 6,000 | 6,700 |
| PROJECTIONS | | | |
| 1981-82 | 23 | 7,000 | 7,400 |
| 1982-83 | 23 | 8,700 | 8,100 |
| 1983-84 | 23 | 10,900 | 8,900 |

From the India's oil import bill, it will be seen that our oil bill, even assuming no further increase in the imports, the levels of 23 million tonnes could increase to around Rs. 11,000 crore in 1983-84.

Thereafter, our oil import bill will be exceeding our total export earning by an ever wider margin, unless the oil imports are cut down.

Thus within about 2 years time—when in the normal course, our demand for petroleum would increase to around 38 million tonnes, the availability may be no more than about 35 million tonnes.

Such a gap of about 3 million tonnes would only be the begining of the oil crisis. A demand gap of 3 million tonnes would create a chaos in the economy.

- (a) Crops in the field would be damaged, because they would not have diesel to run their pump, etc.,
- (b) Thousand of trucks and passanger buses would be immobilised, and production of factories would be affected,
- (c) It would be a nightmare for millions of house-wives to get kerosene for coocking.

Alternative

On the basis of above points one would like to stress :

1. We should start from today taking effective step to reduce our oil consumption, or at least to stop further increase in the oil consumption in a planned manner.
2. We drift along—as we have been doing all along—and then except, in an unplanned and chaotic manner, the inevitable reduction in oil consumption.

Crux of the Matter

The crux of the matter is the low prices of petroleum products. In fact, the government of India has been offering a concessional price for about one third of the oil consumed in the country today. For the remaining 2/3 of our oil requirement which is imported from aboard, the government is paying \$ 36 per barrel. This price is passed on to public but, for the one third production domestically, the government charge only \$ 6 per barrel. This implies a concession of \$ 30 per barrel.

Package Proposal

One would like to conclude by repeating that there cannot be any significant reduction in our oil consumption so long as oil continue to be, in a relative sense, as cheap as it is today. What we urgently need, therefore, is to increase the price of oil by some 50% straight away and by another 50% or so after a year or so.

Perhaps the most convenient way will be to increase excise duties on petroleum products in an appropriate manner. It would suggest that while increasing the burden of excise duty on petroleum by a few thousand crore, the government should also give relief of the same magnitude : (a) in respect of excise duties on a wide range of products which are free from production bottle necks; (b) in respect of income taxes. If this is done, the overall purchasing power of the people would not suffer any reduction. There would only be pressure to reduce the consumption of petroleum products.

(3)

SOLAR ENERGY

Solar energy is one of the non-conventional sources of energy. The gigantic leaps that have been taken by man on the economic, technical and industrial fronts during the last few centuries are awesome and create an unbounded faith in his continued ability to achieve almost

all goals that may be set before him. This rapid industrialized growth of world and fast depletion of natural resources (which is given below in table) has put us in the age of energy crisis.

Table : Energy Resources

| S. No. | Name of Reserve | Known Reserves in world | Present Annual rate of production | Approximate years of lasting |
|--------------------------------------|-----------------|--------------------------------------|-----------------------------------|------------------------------|
| A:—Non conventional sources : | | | | |
| (i) | Solar Energy | 10^{18} kwh | — | 10^{11} |
| (ii) | Uranium | 42.9×10^5 tonnes | 22.29×10^3 tonnes | 195 |
| B:—Conventional sources | | | | |
| (i) | Coal | 63.7×50^{55} tonnes | 33.75×10^8 „ | 189 |
| (ii) | Natural gas | 61.213×50^{13} cubic meters | 13.761 cubic meters | 49 |
| (iii) | Petroleum | 81.6×10^9 tonnes | 28.81×10^8 tonnes | 28 |

It is estimated that if an alternate source is not discovered, we would soon run short of it to the extent that we may have to close down all industrial production. When such a situation was sensed, the stress was laid on the development of alternative sources of power.

Why solar energy system requires a large investment?

We see that there is an urgent need for an inexhaustible sources of energy, if the development all over the world is to be maintained.

Solar energy offers tremendous possibilities in this respect. Solar energy is the electromagnetic radiation from the sun at the effective temperature of 6000° K. The radiation is attenuated by atmosphere and reduced by geometric factors into the result that supply on the earth's surface is about 1.2 Kw/meter 2 . In other words, we can say that the earth surface received about 10^{18} Kwh of solar energy which is approximately five order of magnitude from all resources.

Some other factors which are also proved in favour of investment—

1. A long system life is necessary to protect the solar investment.
2. The actual investment value can be accurately calculated.
3. Solar energy system can be a good investment on existing structures.

Solar Energy has several inherent advantages. It is nonpollutant, inexhaustible and responsible. However, it is not inexpensive; the energy may be free but devices need to harness it are usually bulky and expensive. Then, there is no energy during about 16 hours of the day, and lastly one has to think of cloudy and rainy days. These are problems which are real but not insurmountable. Unless we have some proper technology to store the collected solar energy, it can be used as a supplement source of energy but not as replacement. At last, we can say that the sun is the only source of this energy. It will be useful for our country to start several industries and factories by this energy. So every man, scientist, technologist should come forward to give kind co-operation for this purpose.

A. Conversion to Electric Power

It is obvious that the use of solar energy power for electric power production should be given priority. This conversion may be performed by thermal solar power plant, thermo electric, thermoionic, photo electric and Heliohydro-electric power generation.

(i) **Silicon Solar Cells:** These are fabricated from single crystal silicon which is sliced into wafers of about 10 to 52 mm. thickness.

(ii) **Cadmium Sulphide Solar Cells:** These cells are developed by evaporating a thin layer of gas on metal foil base electrode.

B. Solar Power for Cooling

The principle of operation of this system is based on absorption cycle which use three fluid to avoid any moving part in the machinery. In our rural areas or wherever large sized cold storage is required, it should be possible to use solar energy for cooling.

C. House Heating

The principle of making house hotter during winter or at hill top is known as "House Hot Effect". The heating of house is done by encapsulating the visible and near infra-red solar radiation in an absorbing surface.

D. Solar Distillation and Water Heating

In many parts of world, sufficient quantity of water is a problem where the solid concentration of available water is too high. Solar stills can provide fresh water from salt water, contaminated water or even liquid wastes.

In case of water, heating is another application of solar energy. The simple and common method uses flat plate collector without tracking mechanism. Maximum water temperature available with this collector will be about 80°C only. The flat plate consists of a box made of either wood or metal with black painted sheet inside the box. Black painted tubes of material diameter and spacing are soldered on the surface. Water to be heated flows through these tubes.

E. Solar Power for Drying

Solar drying is particularly useful with agricultural crops. The basic principle of food drying is the heat flow by conduction-convection and radiation to the moisture of material. Water starts vapourising as the absorbed energy increases surface of temprature.

Solar energy can be utilized in many fields of science. This energy can replace all other types of energy as all other types of energy are exhaustible. Man can face extinction of energy sources if man does not utilize this vast source of energy. As we know that human mind is creative by itself and thinks of future, it has started work on this energy source.

(4) SPACE FLIGHT

The world's largest communication satellite 1930 Kg Intelsat-V, was launched on December 6, 1980. The seven meter satellite went in to its transfer orbit 50 minutes after launching.

From the transfer orbit, Intelsat V—sponsored by the International Telecommunication Satellite Organisation of 105 countries—will move into a stationary orbit of 22300 miles height. It will be able to handle up to 12000 telephone calls and two television channels simultaneously, twice the capacity of any previous communication satellite.

Intelsat V, first of the planned nine similar satellites, was built by Ford Aeroplane Communication Corporation with some of the components manufactured in Britain, France, Italy, Japan and West Germany.

Computerlink Soyuz and Salyut

Three Soviet cosmonauts orbited the earth on November 29, 1980 after a computer was used for the first time to link a Soyuz space ship and the Salyut-6 orbit space station.

The computer system one of the major innovations in the Soyuz T-3 space craft worked perfectly during link up manoeuvre.

Valdimir Aksyonoy, who had made the first flight in a soyuz-T space craft, described the success of the computer system as a "new step-forward in space technology", a step in to the future especially in terms of distance flight. Soyuz T-3 was blasted off from the Baikonur Space Centre in Soviet Central Asia on November 27 and the computers took central as room as it entered earth orbit.

Voyager's Research On Saturn

Voyager-I began its close encounter with Saturn and icy moon with it by revealing yet another mind boggling mystery within the planets, complex and glimmering rings. The space ship sailed out and was away from Saturn on November 13, 1980 after sending hundreds of readings and pictures back to earth and leaving behind a trail of broken, scientific theories about Saturn.

Almost every preconception about the beautiful ringed planet fell as the 400 million dollar space craft passed within the 12400 Km. of yellow, brown and grey cloud tops of Saturn and turned its cameras on most of the 15 known moons and the mysterious rings.

Saturn giant moon Titan, appears to be a world of liquid nitrogen ocean with ammonia and methane icebergs too cold to support and a kind of organic life. The scientist, who had hoped the space craft pass near Titon would provide clues to the origin of life on earth, said that all concept of what the moon might be like, appeared to be wrong. Astronomers had previously expected Titan's atmosphere to be made up of clouds of hydrogen, carbons—the basic chemicals building-blocks of organic life rained on to a surface of frozen water.

India Enters Satellite Telecamera

India entered the satellite era for domestic telecommunication when the Prime Minister formally inaugurated the Delhi Satellite Earth Station located at Sikandrabad about 70 Km. from New Delhi on November 14, 1980. In the first phase of the satellite project five remote areas Car Nicobar, Portblair, Kavasatti Leh and Aizewal—will have instant communication facilities with the rest of the countries through this satellite station. The domestic satellite project will be complete early in 1982 when India's own satellite—INSAT—is placed in orbit.

Manned Flights to Mars

A Soviet scientist has said that it was possible to send a manned satellite to Mars before the turn of the century, provided certain medical problems are solved by them. Other scientists were planning to conduct experiments on these problems also.

Bhaskara II

Work on the flight model of Bhaskara II, India's second earth observation satellite has begun. Director of Satellite Center of Indian Space Research Organisation, said on October 26, 1980 that the first model to verify the integrated performance of the satellite was ready and going through final testing.

Cosmonaut Grow Taller in Space

Two Soviet cosmonauts Mr. Leonidpopov and Mr. Valery Ryumin grew taller by 3 cm. during their recorded six month space flight. Doctors who examined the cosmonauts after their return to earth found their muscular tissues and the cartilages slightly stretched.

Solar Flares on Sun's Edge

Scientist around the world teamed up to observe two large solar flares on the sun's edge observations in 18 countries as apart from Australia and Brazil which concentrated on the

same region of the sun and were rewarded in less than a week when two large flares erupted on consecutive days.

Rohini Record in Space

The Rohini I satellite put in to a near earth orbit on July 18 from Srihari Kota Space Centre completed 100 days in space on October 25, 1980. Dr. Vasant Gowarikar, Director of the Vikram Sarabhai Space Centre in Trivendrum, said on October 25, 1980 that the 35 Kg satellite had so far circled to earth near by 1500 times completing one orbit every 97 minute and was still sending powerful signals.

Indian Space Experiment

The Indian experiments have been accepted by the National Aeronautics Space Administration (NASA) and the European Space Agency (ESA) for their joint "Space Lab" to be launched frequently one in three months. Besides America and European countries involved in this project of numerous experiments, Japan and India are the only other countries whose play, load would be put on board of "Space Lab".

New Record in Space

Soviet cosmonauts Leonidpopov and Valery Ryumin returned to earth on October 11, 1980 accomplishing the programme of work aboard the Soviet station "Salyu-6".

The two cosmonauts who went in to the space on April 9 last, spent 185 days there, the longest space flight in the history of cosmonautics. The old mark of 175 days and 36 minutes was set last year by the Soviet cosmonauts.

TECHNICAL ARTICLES¹

(5)

TROPOSCATTER BETWEEN INDIA AND U. S. S. R.

World's first long-distance troposcatter telecommunication link between Delhi and Moscow was commissioned on Nov. 2, 1981. It is an important milestone in scientific and technological cooperation between India and Russia.

A troposcatter telecommunication link is an all weather high fidelity voice channel link which will provide a reliable, round-the clock high-quality transmission medium for telecommunication services between the two countries. It will effectively supplement the communication facilities now available via the Intelsat global satellite communication system and serve as a strategic diversity transmission medium during planned and unforeseen interruptions in the satellite communication system.

The troposcatter telecommunication link consists of a transmitter of 10. K. W., one antenna of 30×30 mts., two paraboloid reflectors and frequency band of $10^6 \times 800000$ Hz. Its path length or transmission distance is 690 Kms.

The troposcatter transmission bounces off signals from the troposphere over the peaks of Hindu Kush range and are directed in a beam from Chrar-e-sheriff (about 25 Km. from Srinagar) to the receiving station at Dushanba in Soviet Union.

At present it is a 12 channel telephone link which is established between Srinagar in India and Dushanba in U. S. S. R. This 12 channel system can be increased to 24 channels if the volume of traffic goes up. Teles and Telegraph services can also use the channels.

1. Prescribed in UPTU Syllabus (Professional Communication, TAS-103, Unit II). Also prescribed in GBPU (Technical Writing, BHS-211)

Why troposcatter system between India U.S.S.R.?

The troposcatter diffraction method was chosen for the direct link in view of very high altitude mountainous terrain between India and Soviet Union.

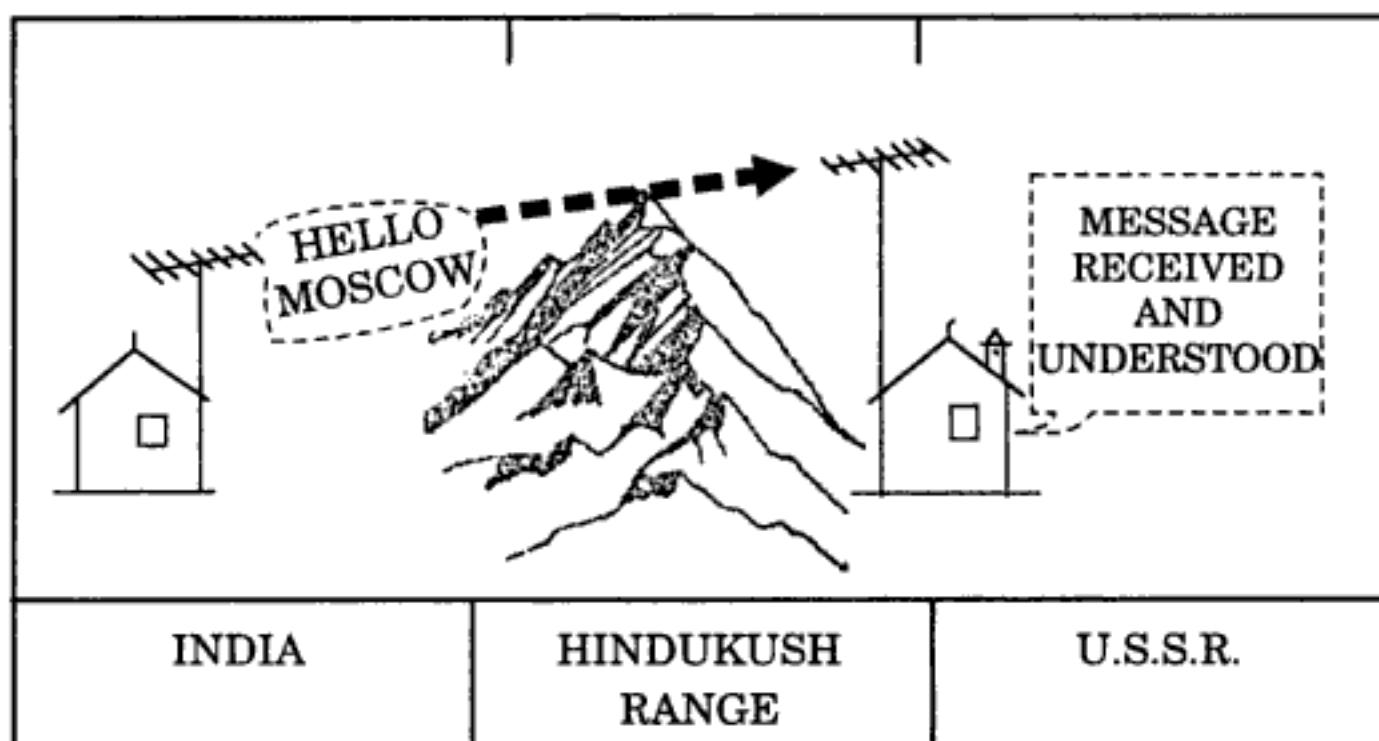


Fig. 2

(6) CONSEQUENCES OF NEUTRON BOMB

The manufacture of the atomic bomb and its use in World War II (on August 6, 1945) so as to hasten its end with the surrender of the Japanese, who suffered great disasters at Hiroshima and Nagasaki, was a land-mark in the progress of science, or rather of the weapons of destruction devised by man to kill fellowmen. From the atomic to the hydrogen, and then to the nuclear, was a logical step towards greater sophistication. But the latest development in respect of a new weapon is the neutron bomb.

The neutron bomb marks a major technological breakthrough, perfected by France in the summer of 1980. This bomb also described as an enhanced radiation weapon, kills military personnel and tank crews by radiation, but its blast and heat are reduced to limit the damage to nearby civilian installations. It is thus a part of the enhanced radiation weaponry. The distinguishing feature of this new weapon is that while it destroys all life within a certain radius, its effect on buildings and other structures is minimal. Consequently, a neutron bomb will spare civilians and civilian buildings and other property outside the immediate war zone of active hostilities, while atomic and nuclear devices will destroy all life and property over long distances. The development of this type of bomb was part of France's revised defence strategy for 1980 in its bid to strengthen its nuclear arsenal.

The initial assessment in Paris was that, when developed, the neutron-bomb would push up France into the third nuclear generation and that the entirely new type of weapon would make a major addition to France's sophisticated strategic nuclear arsenal.

The destructive power of a neutron bomb would extend over a surface of a maximum 600 meters in diameter.

A comparison of modern hydrogen bomb with the simple bombs used at Hiroshima and Nagasaki would be instructive. Those bombs were in the 20 Kilotonne range—20,000 TNT detonation power—and were fireballs in contrast. They produced a blast in the range of 5 to 100 megatonnes—50,00,000 to 10,00,00,000 TNT. Some idea of the destructive power of nuclear

bombs can be had from the disclosure that in the event of a full-scale nuclear war, about 100 million people would be killed in each Super Power Block. The million who would survive would die a slow and painful death from radiation. The survival patterns would also be completely altered.

(7) **IMPACT OF INDUSTRIALISATION ON PRESENT DAY SOCIETY**

India has come to occupy the tenth position in the industrialised world and third in respect of the technical personnel. India is thus on the threshold of an industrial revolution. Much of our achievement would depend on the industrial pattern that we build up. Inspite of these successes, there are some impacts of industrialisation also.

The village and small scale industries, in contrast with the large scale sector, are labour-intensive and are estimated to provide full-time employment to about 2.8 million persons, according to current plan. They also impart diversified character to the entire industrial sectors. This only means that further concentration of economic power experienced during the first five plans would not aggregate.

Some questions arise about the investment pattern, and pattern of industrialisation. What has been the impact of the industrial investment pattern on the growth of industrial sector? The industrial policy followed for the last two or three decades resulted in a rapid and almost continuous growth in industrial production up to the end of the third five-year plan.

Growth Rate

The growth rate in the first decade (1950-51) to (1960-61) averaged to 7 percent per annum while in the next four years (1961-62 to 1964-65) it rose to 9 percent a year. The following decade, 1965-75, witnessed a lower growth rate of not more than 4 percent per annum. During 1974-75 to 1977-78, the annual growth rate averaged to 6 percent. The fluctuations in the industrial growth trends are traceable to the trends in the total and public sector investments during the corresponding periods. The current plan says, "The most sensitive to the various components of industrial production to investment rates is the capital goods sector. Since the tempo of the investment in the capital goods sector in the first decade and the half of the planning era has been increasing, industrial production registered a "rapid and almost continuous growth." The growth trends showed a decline as the investment fell.

Diversification of Exports

Diversification of exports and growing import substitution owe other important effects of the investment pattern in the industrial sector. The change in the composition of exports involving engineering goods yielded foreign exchange earning of a sizeable order (Rs. 600 crore). Considerable growth was also recorded by other goods like chemicals apparel, handicrafts and so on. Forty percent of this increment in the production during 1973-74 to 1976-77 is accounted for by the expansion and diversification of exports. Import substitution has contributed in two ways:

1. By solving the foreign exchange which was expanded in imports of capital goods, consumer goods, raw materials etc.
2. By utilizing optimally the indigenous resources.

The pattern of industries followed before the current plan suffered from this one great weakness and that is in regard to slow employment generation.

ASSIGNMENTS

1. What are the essential fundamentals of thesis and assignment writing?
2. What do you mean by planning the assignment?
3. What is the importance of the following while preparing an assignment:
 - (a) limiting the problem
 - (b) time-allocation
 - (c) source material
 - (d) a working bibliography
 - (e) arranging notes
 - (f) outlines and first draft.
4. What is the significance of the following in a thesis-writing:
 - (a) topic-selection
 - (b) literature-review
 - (c) study-design
 - (d) chapter-planning
 - (e) general format.
5. Describe, in brief, the preliminaries of a written assignment or a thesis?
6. What is the significance of the following in an assignment or a thesis:
 - (a) preface (forward)
 - (b) table of contents
 - (c) table of figures
 - (d) quotations
 - (e) ellipsis
 - (f) interpolations
 - (g) foot-notes
 - (h) format of figures
 - (i) pagination and numbers.
7. Write down ten most common abbreviations and 4 symbols out of the list of abbreviations and symbols given in this chapter.
8. What is the significance of documentation (referencing) in a thesis or an assignment?
9. Give ten illustrations using the method of referencing given in the chapter.
9. Give ten illustrations using the method of referencing given in the chapter.
10. How will you prepare the final draft of your thesis or assignment?
11. How will you apply the above rules of thesis and assignment writing on technical essay and article writing?
12. Write short articles on the following topics:
 - (a) Space-craft
 - (b) Should India go nuclear
 - (c) Agro-industries in India
 - (d) Mechanization in Dairying
 - (e) Troposcatter
 - (f) Wild-life preservation
 - (g) Child education
 - (h) Nuclear energy
 - (i) Lathe machine.
13. Write technical essays on the following topics:
 - (a) The role of an agricultural scientist or an engineer or a veterinary surgeon in the society.

- (b) India's cattle wealth
- (c) Poultry Farming as a profession
- (d) Leather-industry in India
- (e) Adult education
- (f) Epidemics and their effect on population
- (g) Nutritive value of food
- (h) Hybrid variety of wheat
- (i) India's fauna and flora
- (j) Techniques of food preservation
- (k) Flood-control
- (l) If I were an engineer.....
- (m) 'Indian agriculture is no longer a gamble on monsoons'
- (n) NAM
- (o) Ninth Asiad
- (p) The SLV-3 D-2 rocket.

V

REPORT, PROJECT AND PROPOSAL WRITING¹

Definition and Significance

Report writing is an important part of technical writing, for every professional has to write reports while on job. He is duty-bound to convey the progress of his work periodically to his superiors. It is his responsibility to communicate about his job to his employer. An engineer working on a dam site has to inform his seniors about the progress of its construction, because he would like to have frequent aids as well as necessary instructions from all sides. A veterinary surgeon will be held responsible, if he fails to report about the work he has been entrusted within his department. An agricultural scientist will have to feed data to the government or other agencies on many agricultural problems. *Hence, a report is a written or an oral information by a professional to his superiors or to his department or organization in a specified format or design in a responsible manner.*² In the words of Theodore A. Sherman, Professor of English, University of Idaho, ".....a report is communication in which the writer (or speaker, if it is an oral report) gives information to some person or organization because it is his responsibility to do so."² Reports are of great importance for a concern or an organization. They serve as connecting links between the employers and the employees on the one hand, and also between the research work and the practical application of its findings, on the other. They guide the top executives of an industry, a firm or an organization or a government department in carrying on many decisions successfully and lucratively.

Cardinal Characteristics of a Report and its Style

Like a thesis, an article or any other form of technical writing, a report is composed of many essential elements and is characterised by many salient features of its own. If a report does not contain some specified qualities, it cannot be regarded as a good and balanced report. To write a good and meaningful report is an art which requires constant practice and thorough expertise. The cardinal characteristics which go a long way to make report effective and striking are as follows:

1. Prescribed in UPTU Syllabus (Professional Communication, TAS-103, Unit II). Also prescribed in GBPU (Technical Writing, BHS-211)
 2. Modern Technical Writing, p. 121.

Objectivity and Impartiality: The first important characteristic of a good report is its quality of objectivity and impartiality. In a specified format of a report writing, particularly in a blank form report, there is not even the least possibility of being subjective and partial. Everything has, therefore, a fixed and objective treatment. In other kinds of reports also, if a writer maintains objectivity and impartiality, he will be able to produce a very good and meaningful report. Such a report will immensely benefit his organization or department.

Accuracy and Thoroughness: The second essential characteristic of an effective report is its quality of being accurate and thorough or complete in itself. By accuracy, we mean the accuracy of the presentation of facts and also of language and of other requisite information. By thoroughness, we mean the inclusion of all details. No aspect of a report should lack on any account, and it should be complete in itself. This is possible only when a report writer is fully well-acquainted with the job or responsibility he has been entrusted with and if he has been maintaining an accurate and thorough record of all facts and figures of his job. A report lacking in accuracy or thoroughness may ultimately prove to be misleading.

Clarity and Restraint: Another significant characteristic of a report is its quality of clarity and restraint. Clarity of thought and substance is as important as restraint both of substance and style is. Often ambiguity and unrestrained presentation lead to indecision and lack of enthusiasm. Every part of the report should be filled in clearly, and where there is any narrative portion, it should fully be expressed in a balanced and restricted method. Overtones or exaggerated facts should, therefore, be avoided, in order to steer clear of redundant expectations.

A Judicious Admixture of Impersonality and Formality: An equally important thing for a report is a judicious admixture of impersonality and formality. Since a report is formal document, it is not wise to include one's own person or one's own liking and disliking into it. The element of 'I' or 'we' should, therefore, be avoided as far as possible. Though in certain unavoidable situations, the writer can suggest new things, yet he should do so only by making separate additions in the end. One should try to keep up the element of formality to the extent possible, because there is a specified format for every kind of report writing. As such, to use abbreviations or stereotyped and outmoded expressions in a teport is not wise at all. For instance, to use T. V. for television or O. K. for satisfactory is not supposed to be a prudent way of using abbreviations in a report.

Imagination and Interest: It is true that a report writer observes complete detachment and impartiality or full freedom from bias, yet there are occasions when he has to make a copious use and wise display of his imagination. He should, therefore, be capable of visualising those situations which may keep up the interest of the readers as well as of his own organization or department. Interest in a report is maintained not by using an embellished or ornamental language, but by presenting the facts, his organization is interested in, in a most interesting and convincing manner.

Avoidance of Redundant Materials: A good report is really a one that avoids redundant material. Inclusion of unwanted information makes a report not only misleading but also uninteresting. Heaping up of unnecessary details is as unconvincing in a truly balanced report as is deviating from the specified format. Though it is true that often it becomes difficult to resist the temptation of writing about many facts in a report, yet this temptation has to be intelligently and wisely controlled. Only those facts which have an advantageous bearing upon a concern or an organisation should be highlighted; and the facts and figures, which are absolutely redundant and unwanted, should be avoided *in toto*.

Mingling of Reason and Emotion: According to Prof. T. A. Sherman, "Reports, like

other kinds of technical writing, should appeal to the mind rather than to the emotions."¹ But it does mean that emotions are altogether to be ignored in a report. Howsoever striking our appeal may be to reason or mind, we cannot ignore the emotional aspects of report-writing. By hurting the feeling of others whom we are writing for, we cannot win their favours for our concern or firm. A veterinary surgeon cannot win the favour of the farmers merely by appealing to their reason. An agricultural scientist has to prepare a report after a deep probe into the psychology of the food-growers. An engineer or any other professional, for the same purpose, cannot ignore the fact that he is writing for the human beings who have emotions and egos of their own to be satisfied.

The above cardinal characteristics of a report may be shown succinctly as under with the help of a diagram:

CARDINAL CHARACTERISTICS OF A REPORT

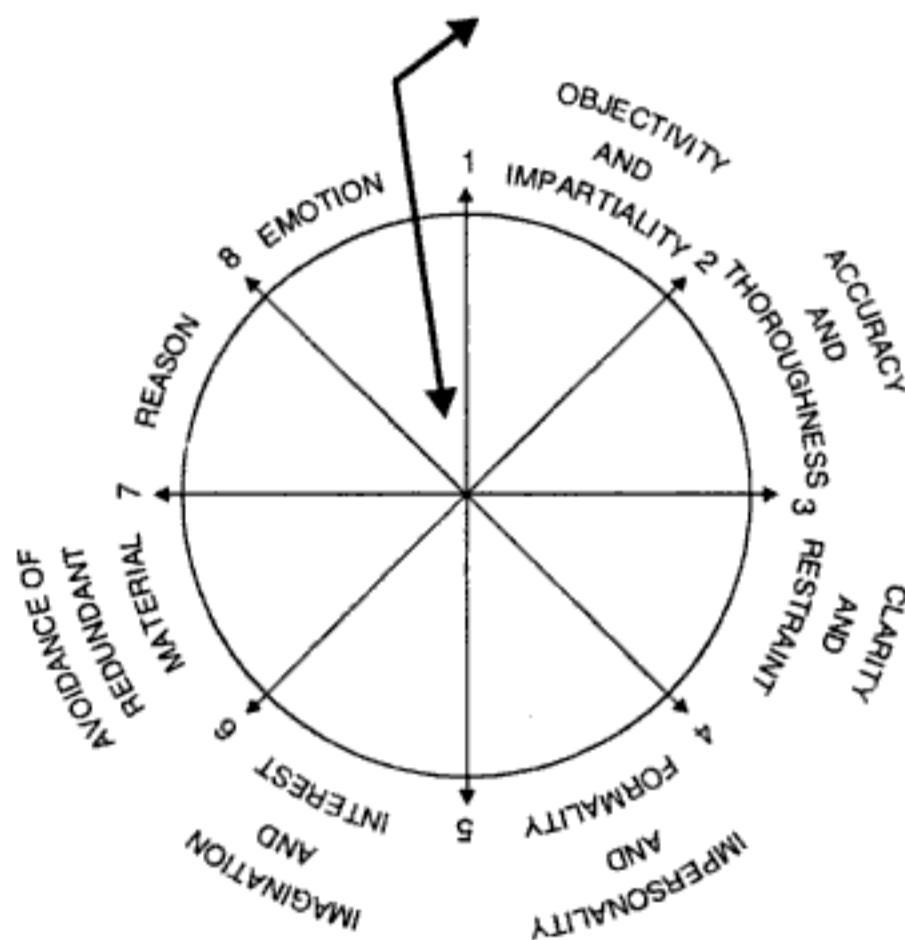


Fig. 3. Cardinal Characteristics of a Report and a Project

Procedures in Report Writing/Project Writing

Report-writing is an art; and as such, we will have to observe certain essential procedures. The best formula indicating procedures in report-writing is the *ORADFIT* formula, which is equal to the following points on solution:

- (a) O—Organization
- (b) R—Revision
- (c) A—Analysis
- (d) D—Draft
- (e) F—Figures
- (f) I—Interpretation
- (g) T—Tables

The above *ORADFIT* formula may be shown in the following manner with the help of a diagram:

1. *Modern Technical Writing*, p. 8.

PROCEDURES OR STAGES

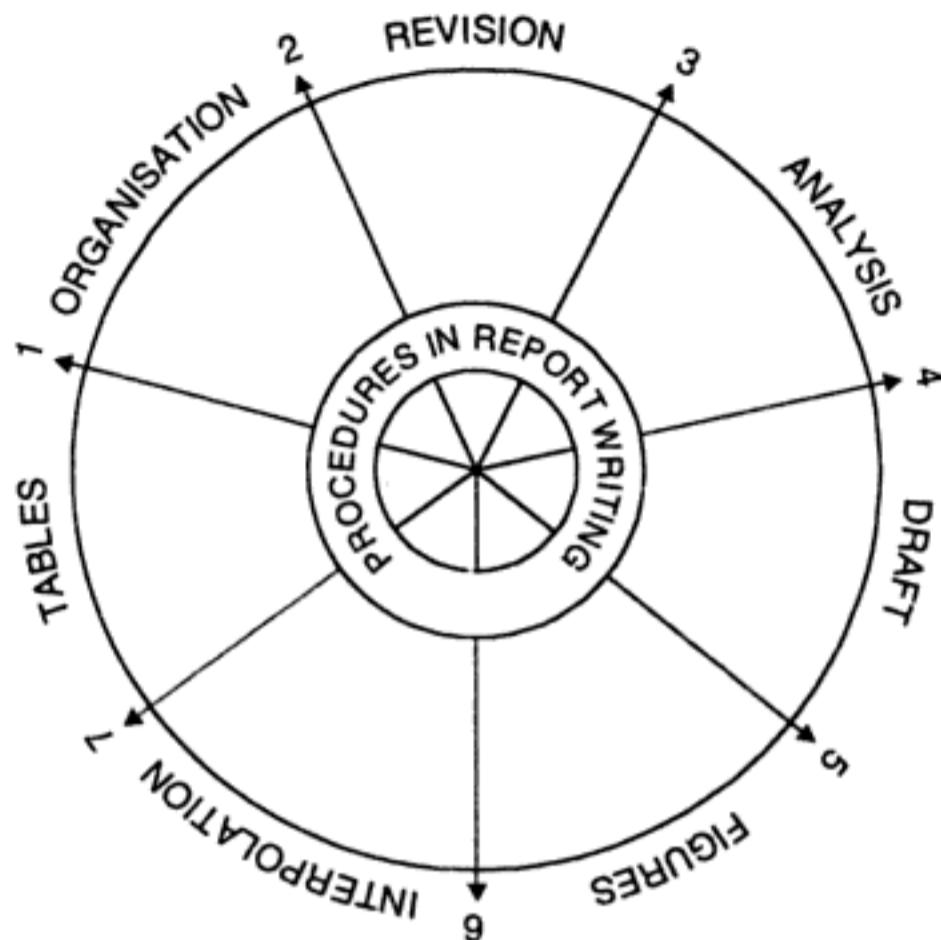


Fig. 4. Procedures or Stages

Before embarking upon to write a report, it is essential to organize or plan the whole matter in such a way as not to put the writer to any inconvenience afterwards. Many a report remains ineffective because of the apparent lack of organization or planning. One should try to organize ideas logically and crystallize them again and again so that no essential information relating to the topic, which a writer is dealing with, is left untouched or unattended to. An equally important procedure or stage is that of revision. Points are to be revised thoroughly and systematically. The third necessary stage is that of analysis. Every aspect of the problem has to be analysed properly, and then the fourth stage of making a rough draft has to be undertaken. Thereafter figures and tables are relevantly to be included and properly shaped. Side by side, a judicious interpretation on all pros and cons of the topic has to be arrived at intelligently and objectively. In the end, a thorough revision has again to be made before preparing the final draft. Writing a report is a serious kind of writing and it is always a wise way to think, contemplate and make one's mind extremely clear about the problem or topic one is likely to write or prepare a report on. The *ORADFIT* formula is, therefore, the best formula strictly to be adhered to.

Special Elements or Structures in a Report/a Project

Every kind of report requires special attention to be paid for its preparation by the report-writer. Of the many special elements to be taken care of, the title page, the table of contents, the use of headings, phraseology of headings, suggestions, abstracts, conclusions and recommendations are some significant elements which are inevitable needed. Reports in blank form may differ from reports in letter form, yet the above elements cannot be ignored in any case. An intimate analysis of the reports that follow shows that all these special elements have been included. For instance, in the first illustration of blank form report, dealing with a particular disease named *canine dirofilariasis in dogs*, a set proforma has been used and the whole report has been divided in to the following parts:

- (a) Author's name ;

- (b) Subject classification;
- (c) Number and date;
- (d) Title;
- (e) Abstract;
- (f) Conclusions;
- (g) Information prepared for;
- (h) Tests made by; and finally
- (i) Countersigned by X alongwith his designation.

But in the second illustration which is a report in *letter form*, dealing with *machinery management*, all the above parts of a blank form report, have not been included. It is in the form of a letter, and is supposed to deal with a problem or theme alongwith some suggestions in the end. It is a little longer and more narrative than the blank form report.

The third illustration is an example of the progress report which deals with the problem of *mango malformation*. This type of report writing does not include many headings or points, yet it gives an idea of how some work has already been done and some is still awaited to be done.

The next illustration is of the report in *memoranda form*, which deals with the problem of *genetic variability in sunflower*. The main purpose of this report is to remind one of a problem still thoroughly to be tackled; and also to know of all the investigations carried on periodically on that problem. This type of report is comparatively smaller than those of a letter form report and a progress report.

The next specimen is an illustration of the periodic report in semiformal form. It deals with the major theme or problem namely *drug addiction amongst students*. This type of report is divided into three main parts, viz., objectives, contents and conclusions. It requires sufficient space and is supposed to be the biggest both in size and shape of all types of reports.

The last illustration serves the purpose of a miscellaneous type of report. Such a type of report is a one that cannot be classified into any of the above types ; and hence the report-writer enjoys a lot of freedom in matters of form and contents both while preparing this kind of report.

KINDS OF REPORTS

Reports may be divided into many kinds keeping in view the variety of techniques and the nature of the problems. However, the following kinds are quite practicable and easily understandable:

1. Report on a blank form;
2. Report in letter form;
3. Progress Report;
4. Report in memoranda form;
5. Periodic Report in semiformal form; and
6. Miscellaneous Report.

The above classification can be sketched out as under:

| Kinds | | | | | |
|-------------------|--------------------|-----------------|------------------|---------------------------------|----------------------|
| Blank form Report | Letter form Report | Progress Report | Memoranda Report | Periodic Report semiformal form | Miscellaneous Report |

SOME MISCONCEPTIONS

In some *Bazaru Notes* and *Cheap Books*, the so-called *novice* writers claim that the following are some more kinds of reports:

- (a) Inspection Report
- (b) Inventory Report
- (c) Annual Confidential Report
- (d) Laboratory Report
- (e) Newspaper Report
- (f) Solicited Report
- (g) Unsolicited Report
- (h) Feasibility Report
- (i) Long and Short Report
- (j) Staff Report
- (k) Technical Report
- (l) Audit Report
- (m) Routine Report
- (n) Informal Report
- (o) Interpretive Report

But the fact is that these are merely the *items* to be covered in the six kinds of reports already mentioned above. These may never be categorized as *separate* kinds.

ILLUSTRATIVE SPECIMENS

REPORT ON A BLANK FORM (CANINE DIROFILARIASIS IN DOGS)

| | | |
|-------------|--|------------------|
| Author | Subject classification CANINE DIROFILARIASIS Among Dogs | No. 246 |
| Brown Smith | | Date : 12.11.'82 |

Title

An Analysis of Incidence of Canine Dirofilariasis in the Bhutia, Alsatian, Cocker-spaniel, Mongrel, and Pakinese dogs.

Abstract

An experiment was conducted on the Bhutia, Alsatian, Cocker-spaniel, Mongrel and Pakinese breeds of dogs to determine the variance of the incidence of Canine Dirofilariasis as well as the most significant causes.

| | | |
|------------------|---------------------------|--------------|
| Sl. No. 93 | Result copy attached at-- | N. of pages. |
| Govt. class-None | | 12 |

Conclusions

Blood-samples of the Bhutia, Alsatian, Cocker-spaniel, Mongrel and Pakinese breeds of dogs were taken and after due procedures and other requisite experiments, it was analysed with the help of microscope that the incidence of Canine Dirofilariasis varies from one another. It has been found that the mosquito-density affects this disease. The increased exposure also

hastens this disease. The more the mosquito and exposure prone an area is, the more the chances are of the incidence of this disease. The Bhutia breed of dogs is more prone to this disease than other breeds because of the above factors.

| | | |
|--------------------------|---|---------------------------|
| Information prepared for | : | Veterinary Surgeons' Unit |
| Tests made by | : | Brown Smith & et al. |
| Countersigned by | : | David Grierson |

| | | |
|-------------|---|---|
| Designation | : | Head, Veterinary Surgeons' Unit Pantnagar |
|-------------|---|---|

REPORT IN LETTER FORM (MACHINERY MANAGEMENT)

HONOURABLE BOARD OF MANAGERS.

**M/s Cooperative System Farming Co.,
39, Vijyanag,
Kolkata**

Gentleman,

Report on Machinery Management

Your Board directed the General Manager (Farms), the Assistant Engineer (Machine tools), and the S. M. S. (Blocks) to submit a joint report on the machinery management and its effects on the wheat production on the 9th ultimo. In its previous meeting held on 2.10.'82, the Board also discussed the impored techniques of machinery management *vis-a-vis* wheat production of all the farms.

The General Manager, the Assistant Engineer and the S.M.S. are of the unanimous opinion that big as well as small machinery management is the surest way of increasing wheat production.

Big Machines—Combines etc.

Big machines such as combines add to the wheat production provided they are designed and managed with meticulous care. For instance, a combine with 100 HP and a cutter bar width of 4.2 m and another with 85 HP and a cutter bar width of 3.2 m would require specially long hours and wide fields of wheat crops where they do not take long in making turn. The additional requiremets would be as follows :

- (a) Bagging arrangement with the combines.
- (b) Grain unloading device for delivery into a trailer.
- (c) Tractors with trolley for transportation.
- (d) A stopwatch to record observation.

Smaller Machinery—Tractors, spades, harrow etc.

Smaller machinery such as tractors, spades, harrow etc., can also increase wheat production provided they are managed properly. Spades and harrows do not require much care in their upkeep, yet tractors take a lot of meticulous care in their proper maintenance.

Suggestions : Big machines should be used only when wide crop fields are to be harvested. It will yield to an additional percentage of wheat increase. Big machines such as combines should be verified at their original sources so as to assure of their quality and it should be properly sheltered and lubricated. Likewise, tractors and other smaller machinery be also maintianed well. The design and occasional greasing of these tools will enchance field efficiency implicitly connected with the wheat production. Their use and purchase is, therefore,

recommended, which the Board would like to see to itself whether or not any further action in the matter is solicited.

- Very truly yours
 1. N. Brahim
 General Manager
 x x x
 2. (Mrs.) C. Fatima
 Asstt. Engineer
 x x x
 3. D. Baruha
 S. M. S.

PROGRESS REPORT (MANGO MALFORMATION)

Director, Horticulture Dept.,
 U. P. Government,
Lucknow

Dear Sir,

On your request, there follows a brief progress report on the mango malformation characterized by twin symptoms—(i) vegetative malformation, and (ii) floral malformation.

Often this disease is reported to be physiological in nature, and sometimes as a viral one. It has also been found that often a species of eriophyid mite also causes this disease. Yet other scientists regard it as completely fungal.

Further researches in this regard have led to very interesting facts. The non-graft transmissibility of the agent has eroded the myth of its being viral or mycoplasmal in nature.

Further investigations have also revealed that the isolated tissues with their pathogenicity show clear effects of fungus on them.

Further investigations are still in progress. On getting further results, the report will be sent to you without any delay.

Yours very truly,
 Nitin Basu,
 Horticulturist,
 Delta Ranges

REPORT IN MEMORANDA FORM (GENETIC VARIABILITY IN SUNFLOWER)

Department of Horticulture
 (Office Memorandum)

Date : Nov. 10, '2005

To

Agriculture Officer

x x x

From

Director, Agriculture Dept.,

x x x

Subject : Genetic Variability in Sunflower

As you requested in a memorandum dated August 5, 2005, we have begun deeper investigations and intensive researches in the genetic variability in sunflower so that the new investigations and researches may still more benefit the farmers of your district than they are doing now.

25 randomly chosen varieties of sunflower were evaluated almost a year back in randomized block designs with 5 replications in 7 row plots each of 5 m length.

The spacing between the rows was 60 cm and between the plants 20 cm. Satisfactory investigations were made on plant height, head diameter, 800-seed weight, husk-contents and maturity-rate upto 75%.

The recent investigation reveals that the genetic variability in them was encouraging. Genotypic and phenotypic coefficients variability has also been found in them through this experiment.

Further investigation is likely to be concluded within a period of one month and the next report will be available towards the end of Dec., 2005.

Yours faithfully,

× × ×

**PERIODIC REPORT IN SEMIFORMAL FORM
(DRUG ABUSE)**

Periodic report in semiformal form concerns topic of major interest and covers a study that has been continuing for some months. It can better be used in projects or laboratory experiments which have been existing for some time. It is divided into the following main parts :

- (a) Objectives,
- (b) Contents, and
- (c) Conclusions.

In the very beginning, Objectives are made clear pointwise ; in the very middle, contents are categorically mentioned in detail; and in the end, findings are written very specifically.

Such topics like a project on adult education, a survey of a nearby area to study the socio-cultural changes, a laboratory experiment on any disease, or a study of a disease affecting cattle in a certain area—are suitable themes for a periodic report in a semiformal form.

A periodic report in semiformal form on *Drug Addiction (Abuse) Among the Students of Pantnagar University* has been given on pages 204-205 as an example. It has been divided in to three distinct parts, viz.,—objectives, contents, and conclusions. In the very beginning, objectives have been written pointwise; in the middle, contents have been categorically mentioned in detail, and in the end, findings have been explained as per requirements.

DEPARTMENT OF ANTHROPOLOGY
(A SURVEY OF DRUG ABUSE)
Period : January 10, 2004—April 30, 2005

by
Brown Smith
 Social Scientist

It has the following objectives :

1. To study the magnitude and pattern of prevalence of drug addiction among students.
2. To study the socio-cultural and demographic background of drug users.
3. To examine the causes of drug use.
4. To determine the structural and cultural conditions that generate tendencies for drug consumption.
5. To identify potential students who may take to drug use.
6. To analyse attempts to withdraw or abstain from drugs.

CONTENTS

| | <i>Page</i> |
|---|-------------|
| I. Scope, analysis, extent. | |
| II. Course background, nature, frequency. | |
| III. Social characteristics—age, education, type, medium, income, religion etc. | |
| IV. Initiation, etiology, motivational factors. | |
| V. Sources, theory, problems. | |

CONCLUSIONS

- I. Control and suggestions.

I. Scope, Analysis, Extent

The study was conducted on over 2,000 students of this university batch-wise. The

intensive survey in the second stage was made on five batches consisting of 500 students each; and etiological hypotheses were explored. 80% students were undergraduates and 20% postgraduates and researchers, out of the total strength. Classification was made as non-users of drugs, past-users, and current users. Drugs were classified as alcohol; sedatives including pain-killers, tranquilisers and barbiturates; stimulants including amphetamines; narcotics including cannabis, cocaine, pethidine and opium; hallucinogens including LSD ; and nicotine which include tobacco (cigarettes, bidi, snuffs etc.).

II. Course background, Nature, Frequency

An analysis of the background has revealed that the highest incidence of drug-use was amongst the senior students at undergraduate level from the faculties of Technology and Engineering, Agriculture and Veterinary Sciences. The percentage of drug users among the girls was almost negligible. But one fact of interest and curiosity has been revealed that alcohol and tobacco were more common than depressants, narcotics, stimulants and psychodelics. The least used drugs are cocaine and pethidine, opium and hallucinogens.

III. Social characteristics—age, education, type, medium, income, religion etc.

The total number of students whose cases were studied were in 5 batches in 5 different age groups, ranging from 16—19, 19—21, 21—23, 23—25, and 25 and above age groups. The last two age groups were found more prone to the drugs than the rest age groups. Educational standard also determined the incidence of drug use, as the percentage of grown-ups at postgraduates and research level among drug users is much less than the students of the same age-group at the undergraduate level. A significant finding has been that the students with the public school education background have been more drug-addicts than others. Income also influences its incidence. Sikhs, Brahmins, and Jainis are less prone to drugs than those students belonging to other religions and castes.

IV. Initiation, Etiology, Motivational Factors

Friendship has initiated drug use. Often knowledge and curiosity have also initiated many students to drug use. Etiology of drug use has shown that four causes have been the dominant factors—psychological causes like relieving tension, easing depression, satisfying curiosity, getting kicks, intensifying perception, removing boredom etc. ; physical causes like staying awake, heightening sexual experiences etc. ; social values ; and miscellaneous causes. Family background and over-indulgent atmosphere in the family also determine the incidence of drug use.

V. Sources, Theory, Problem

The investigation showed that the drugs were obtained from various sources such as market, friends, physicians, drug-peddlers etc. Four theories viz.,—physiological, psychological, sociopsychological, and sociological were concluded after the survey was fully analysed. Drug abuse gives birth to various problems such as the danger to social tranquillity, law and order situation, psychological disorders etc.

Conclusions

Control and Suggestions

The investigation has revealed that alcohol and tobacco are consumed by pleasure-

seekers; tranquilisers, cannabis, cocaine, pethidine, opium and pain-killers by those seeking escape from unbearable and miserable life ; and hallucinogens by those who rebel against the structure and culture of society. From this, a number of suggestions emerge—drug should only be restrictively available; contraband drugs be completely banned; strictness be observed in the university premises on drug use; education on drug be imparted to all concerned ; and too much prescription of drugs be avoided by the doctors. It is anticipated that in addition to the above, this study will reveal still more interesting facts, which will be communicated later.

MISCELLANEOUS REPORTS

There are some reports which by their very nature cannot be classified into any kind. They, therefore, elude any sort of classification. We may term them as miscellaneous reports. In such reports the individual element remains preponderant and a particular part of a problem becomes more significant than others. Their size and shape may also vary from one report to another and their contents, too, may differ accordingly. Sometimes report writer may use many headings and sub-headings as and when they are really required. He is also free not to use any heading or sub-points for the completion of such a report, if he is sure that his objective in doing so will be quite understandable to the readers. For example, in case of laboratory experiment which had been carried on for long, a report-writer would definitely use such points or headings as *summary*, *description* and *nature* of the problem, *conditions* and *similar experiments existing elsewhere* too, *detailed mention* of the test carried on, *findings* with relevance to allied problems, and finally the acknowledgments. But if the writer wants to be brief and also does not like to include the above headings, he may write making appropriate paragraphs pointwise. However, the entire report must be a complete picture of the problem with subtle and reasonable weightage or emphasis on the points the writer wants to make prominent. For example, a problem related to a cattle disease has been chosen particularly amongst the goats in the Tarai region in the ensuing illustration. No headings have been included, nor also any sub-headings have been taken help of. Yet the problem of *metacestodiasis* in goats has been presented objectively; and the individual point of view has equally been stressed. Each paragraph has a significant point concerning the problem.

METACESTODIASIS IN GOATS

This report purports to throw light on metacestodiasis in goats in the Tarai region.

Metacestodiasis is a formidable disease which proves fatal to almost every kind of animal; yet amongst goats its occurrence is quite frequent because of physiological factors.

The cases of frequent incidence in goats in the Tarai region are much more explainable than else-where. Tests have shown that climate-density and mosquito-prevalence *inter alia* other factors add to the incidence of metacestodiasis in goats.

The three slaughter houses of the Tarai region, namely—Haldwani, Pantnagar and Kichha have recorded a higher number of incidence of metacestodiasis in goats than other slaughter houses of the country.

Researches have also revealed that *multiceps cysts* exist in the lungs of the goats. Rostellum also indicated typical taeniid hooks.

The report is being enclosed for further help and guidance.

PROPOSAL WRITING¹

What is a proposal?

Theodore A. Sherman defines a proposal as "*a communication proposing that something be done (often but not necessarily by the writer or the organization that he represents), addressed to the person or body whose favourable decision must be secured before the proposed action can be taken.*"² A proposal is, therefore, a kind of communication or suggestion from an individual or an organization to another individual or organization or department urging some action. It is a kind of proposed activity or action which sets in motion the desired negotiation, and involves commercial gains between the two agreeable parties. In big firms and establishments, proposals play a significant role in prospering their business transactions. In a way, proposal-writing determines a long way the future prosperity and blossoming of the heavy concerns and other business departments. Some agencies of international fame exist only on the effectiveness and practicability of their proposals.

Divisions of Proposals

Proposals like reports are not divisible into any hard and fast classification, because it all depends on the nature and magnitude of the proposals as to divide them into any rigid classifications. However, broadly speaking, proposals may be divided into two kinds :

- (i) Major proposals, and
- (ii) Minor proposals.

Major proposals may be said to have a wide variety and heavy financial involvements. Big government departments and industries of international fame make major proposals ; whereas smaller firms and concerns make minor ones.

Salient Features of a Proposal and its Style

Like a good report, a good proposal has *clarity* and *thoroughness* as its first requisite element. Being an effective kind of communication, it cannot ignore clarity and thoroughness. The second salient feature of a good proposal is its being *accurate* and *objective*. A proposal writer should always keep in his mind that without being accurate and objective in his suggestions, he cannot urge any action on his proposal. The next important thing to be remembered about a proposal is its effective language and forceful method of presentation. Style plays an important part in bringing the reader round to one's point of view; and likewise, the method of presentation, too, enhances the quality of readability and conviction. So while submitting a proposal, the writer should invariably keep both these points in mind ; or else his proposal will not carry the desired effect. The next important thing about the proposal is its *psychological* aspect, which means the knowledge of the mind of the person or concern to whom or which, as the case may be the proposal is being submitted. *A³* formula is the golden mean to be used, while dealing with the psychological aspect of proposal writing, which means :

- A—know the *amount* of detail to be put in a proposal;
- A—know how to *answer* objections raised from other side after the submission of the proposal ;
- A—know the *arrangement* of the material to be included in the proposal before final submission.

Suggestions for Making a Proposal Effective

Following suggestions (P³) are made to increase the quality of effectiveness in a proposal :
Present your proposal clearly;

1. Prescribed in UPTU Syllabus (*Professional Communication, TAS-103, Unit II*). Also prescribed in GBU (*Technical Writing, BS-211*).
2. *Modern Technical Writing*, p. 251.

Pursue your proposal with deftness ;
Persevere till the final outcome is known.

Besides the above, the traditional well-known *ACID* formula should inevitably be adhered to :

- A—action ; which means such a logical and persuasive method of presentation as may lead to a definite action ;
- C—conviction ; which means the conviction and satisfaction of the other party;
- I— interest; which implies the quantum of interest that your proposal arouses in others; and,
- D—desire ; which means curiosity being enhanced in all concerned, when your proposal is submitted to them.

Parts of a Proposal

Though parts of a proposal may vary from topic to topic, yet the following parts are usually found in every proposal :

- (a) title page ;
- (b) reference ;
- (c) introduction ;
- (d) discussion ;
- (e) proposed programme (phase wise) ;
- (f) items to be delivered ;
- (g) conclusions.

Illustrative Specimen (see page 210 to 211)

PROPOSAL FOR A STUDY OF NITROGEN FERTILIZATION ON MAIZE PLANTS

Agriculture Research Wing
Proposal No. 26

HORTICULTURE DEPARTMENT

Agriculture Research Wing (ARW)
Proposal No. 26

HORTICULTURE DEPARTMENT

Proposal for a study of Nitrogen fertilization on maize plants

Reference : Request no. 4265 vide letter no. Research—197 dated October 28, 2004.

I. Introduction

Maize production has been your main concern since long. The Agricultural Research Wing (ARW) has, of late, specialized in this field. Researches conducted in the recent years have led us to develop new techniques of maize production. Only last year, we conducted many experiments, which led to the increased production from a variety of maize plants. We can provide you the same technical know-how, professional expertise and equipments to increase your maize production.

II. Technical Discussion

Nitrogen supply to maize plants will produce more silks and tassels than those plants which have insufficient nitrogen supply. Nitrogen application can hasten early flowering of the two kinds of maize plants—viz., Hybrid 2930, and PJ—8 K. Not only this, even the grain sorghum and maturity behaviour are considerably influenced by the proper application of nitrogen on maize plants.

III. Proposed Programme

In the first phase, experiment will be conducted in a neutral coarse loam soil with 45 days after sowing on the reproductive phase of grain sorghum of CSHI breed of maize plant with due application of nitrogen.

In the second phase, basal dose of the nitrogen alongwith phosphorus and potassium, urea being the main source, will be applied and results will be obtained on the basis of comparative study.

IV. Items to be Delivered

ARW will provide you weekly reports on the progress made and will determine the right course of expertise appropriate for your farming.

V. Conclusions

ARW has helped others also in similar situations and has considerably increased their maize yield. We can convince you of our fruitful results whereby your maize production will be increased tremendously within a very short time.

| | | | |
|--------------------|---|---|---|
| Sd/- | x | x | x |
| Research Scientist | | | |
| Sd/- | x | x | x |
| Research Associate | | | |
| ARW | | | |

ASSIGNMENTS

1. What do you mean by a report?
2. What are the cardinal characteristics of a report?
3. Write a note on the procedures in report-writing.
4. What are the essential elements in a report?
5. What are the various kinds of reports?
6. Write a blank form report on the following topics :
 - (a) Merits and demerits of a new type of fodder for the cattle in your live-stock wing.
 - (b) Insecticide poisoning in animals.
 - (c) Economic analysis of egg production at Pantnagar.
 - (d) Keeping quality of khoa or milk.
 - (e) Chronic bovine haematuria in buffalo.
 - (f) Suitability of newly manufactured machines.
 - (g) Animals as sources of human food.
7. Write a report in letter form on the following topics :
 - (a) Sanitation-care and hygienic-conditions in a poultry farm.
 - (b) Warning against the imminent outbreak of an epidemic amongst the animals.
 - (c) Cruelty to animals—how to stop it?
8. Write a progress report on the following topics :
 - (a) The construction of a dam or building.
 - (b) The installation of a machinery in a business concern.
 - (c) The functioning of newly purchased equipment in your Laboratory.
 - (d) The gains or losses in running a poultry farm.
 - (e) Continuance of diseases in animals in your hospital and their suitable treatment.
 - (f) The progress of an adult education project of which you have been made the chief investigator.
9. Write a report in memoranda form on the following topics :
 - (a) Working of your poultry project.
 - (b) Supply of a consignment of goods to a firm.
 - (c) Report on an experiment you have been conducting in your laboratory for the last many months.
10. Write a periodic report in semiformal form on the following topics :
 - (a) Water-supply at the Pantnagar campus.
 - (b) Milk-supply at Pantnagar.
 - (c) Killing animals for pleasure.
 - (d) Poultry farming as profession.
11. Write a miscellaneous report on the following topics :
 - (a) Utilization of available water-resources for the university farm.
 - (b) Labour education and farm production.
 - (c) The aerial spraying on an infested forest area to get rid of harmful insects.
 - (d) Prefabricated building for specific used in your university or college.
 - (e) Manufacturing a machine for extrusion of pre-stressed concrete slabs for use on floors or roofs.
 - (f) Erosion—controlling devices for hilly areas, or for measures for stopping landslides and avalanches.
12. What do you mean by a proposal?
13. What are the divisions of a proposal?
14. What are the salient features of a proposal?
15. Write in brief the suggestions for making a proposal effective.

16. Write in brief the various parts of a proposal.
17. Write a proposal on the following topics :
 - (a) Oxyacetylene welding is inferior to arc spot welding which a company wants to stress upon another and wants to supply the technique of arc spot welding to it. Write a proposal from the selling firm to another on this topic.
 - (b) A city park has been threatened with damage by disease of insects. Write a proposal from a custom-spraying company to do the spraying necessary for its protection to the appropriate authorities.
 - (c) The instrumentation centre of your college wants to change its absolute equipments. A company interested in this job has struck an agreement on this business. Write a proposal on the above theme.
 - (d) Some equipments in your language laboratory have been completely worn out and have, therefore, been rendered unfit for any class-use. A foreign firm dealing in audiovisual aids and other spare parts of a language laboratory has undertaken to replace the worn out parts/equipments in your language laboratory. Consider the proposal made by the above firm to you, and after due thought and scrutiny, finalize it only on the basis of its merits.

8

Business Correspondence¹

Principles, Features, Sales and Cash letters, Letters of Enquiry, Quotations, Order, Claim, Complaint and Adjustment Letters, Bio-data Making, Resume, Job Application Processing. Memo Writing, Press Release Writing

Significance

The circumference of letter writing is too wide to be limited only to a particular type of writing. In fact, the explosion of technical and scientific knowledge has widened its scope and ken. The more the departments of scientific knowledge, the more the technical writing. Sometimes, the technical information is provided in the form of a letter which an organization or company or firm writes to another. Often an individual also writes to another; and very frequently a professional also writes to another professional or another business firm on many technical matters. An engineer has to write many letters to his own department; a scientist communicates to other agencies needing his technical counsels; a home-educator has to convey various technical facts to others ; an agricultural scientist likewise, has to write a lot about his scientific researches. In a word, letter writing by one professional to another or business correspondence from one business firm or concern to another has, of late, assumed an important proportion or size in technical writing. We cannot, therefore, ignore the business correspondence while dealing with the technical writing. The very fact that an expert is always compelled to explain his methods in a way as is both universally recognised and abruptly comprehensible, partly accounts for the importance of business correspondence. In addition to the technical reports, and proposals, short technical articles and detailed essays, the professionals have also to write different types of letters. Unless they are well-versed with the art and the methods of business correspondence, they cannot purposefully serve the interests of their own departments they are employed in. Hence, a technical man has well to bear this fact in his mind that without his good knowledge of business correspondence, he cannot prove to be an asset to his organization he is presently serving.

Principles, Features and Fundamentals of Business Correspondence

Like any other branch of writing, business correspondence, too, has its own principles and fundamentals. The first principle of business correspondence is the *clarity* which implies clarity both of substance and style. An engineer should know it well before writing to another organization, department and individual whether he is thoroughly clear about his contents and whether his method of presentation justifies the desired clarity. A lot of problem or inconvenience is faced because of the ambiguity in contents and presentation. An organization cannot continue to waste huge sums of money on experts incapable of communicating their ideas

1. Prescribed in UPTU Syllabus (*Professional Communication, TAS-103, Unit III*). Also prescribed in GBPU Syllabus (*Technical Writing, BHS-211*).

effectively through correspondence to others. Secondly, business correspondence requires *conciseness or succinctness* on the part of the writer. Brief, relevant and to the point correspondence is always preferred to the ambiguous, irrelevant and unusually detailed writing. A businessman is always a busy man ; he has no spare time to go through lengthy correspondence. So a letter should be concise, short and meaningful. The third fundamental or prerequisite of business correspondence is its *continuity*, which means well-spaced and quickly timed correspondence. A query responded desultorily or an information supplied irregularly becomes meaningless and almost defeats its desired purpose. A technocrat cannot afford to be inattentive to or careless in his correspondence where a day's or two's or a week's delay on his part in giving quick responses may cost a loss of substantial amount of money to the company he is serving in. The fourth principle or fundamental of business correspondence is the *adherence to set formats*. Much confusion or misunderstanding often arises due to non-adherence or non-observance to the set or prescribed formats of business correspondence. There are different formats for business correspondence involving different topics and themes. For instance, the business correspondence entered into on matters relating to the despatch of a consignment takes a different prescribed format form from that of a one involving a simple inquiry about the rates of iron bars and lead-pieces. Interviews, invitations, complaints, and recom-mendatory letter—all may vary from one another not only in formats but also in contents. So it is quite prudent on the part of the writer to be well aware of and intimately familiar with all set formats required on different occasions.

The next important fundamental of business correspondence is *simplicity*, which implies simplicity of ideas and language both. Ideas clothed in an embellished language is a distinct handicap in business. An overbusy professional often treats correspondence couched in unclear and affected language as a fraud. An equally important principle of business correspondence is *naturalness*, which implies natural and real presentation of facts. Like the talk of a well-bred man, correspondence permeated with the quality of naturalness pleases the person whom it has been addressed to. *Neatness* is the next important principle of business correspondence. Whether written or typed, neatness has to be strictly maintained; or else, like the uncouth manners of a lewd, it will tease the person whom we have entered into the business correspondence. *Objectivity* is the next significant principle of business correspondence. Facts should be placed meticulously. They should never be made to hurt the feelings of those whom they have been conveyed to. Language used should be so poised and balanced as not to prick the ego or sentiments of others. It is always wise to use restraint as far as possible both in matters of language and ideas. It is also wise to have a neutral and purposeful attitude where personal advise or suggestions are not involved. Another significant principle or fundamental of business correspondence is the *correctness*, by which we mean the correctness of facts as also of language. If this point or principle is stretched a little bit further, it also implies the proper care of information supplied, the length of the main draft, the size of sentences, the spacing of paragraphs, and also the correctness of language. *Credibility or goodwill* is the last fundamental of business correspondence, by which the general inference is that it should retain or generate the credibility or goodwill further which it has been used for. Underlining the need of goodwill in business letters, Theodore A. Sherman has rightly commented, "*Whatever its (a letter's) message may be, a letter should present that message in a manner that generates or retains as much goodwill as possible.*"¹

PARTS OF A LETTER

Every business letter has six important parts, which run as under :

1. *Heading* consisting of (a) the writer's address, and (b) the date.

1. *Modern Technical Writing*, p. 294.

2. *The salutation or form of address.*
3. *The body of the letter.*
4. *The subscription, or courteous leave taking or conclusion.*
5. *The name of the writer.*
6. *The address on the envelope.*

Outline-Sketch

(1)

Name of the sender in block letters
(to stranger only)

1. Heading
260, Nai Basti, Delhi,
December 30, 2005.

× × ×

(2)

My dear Smith,

Form of address and salutation

× × ×

(3)

Body

× × ×

(4)

Subscription
Yours faithfully,

× × ×

(5)

Name
Brown Smith

(6)
Address

Stamp

Prof. Brown Smith
260, Nai Basti,
Delhi (India).

| Salutation | Subscription |
|---|--|
| (a) Relatives—older than the writer My dear father, My dear mother, My dear uncle, My dear aunt, My dear brother, My dear cousin, | (a) Yours affectionately, Yours very affectionately, Yours most affectionate son (or nephew, or brother, or sister etc. or uncle, aunt, cousin etc.) |
| (b) Relatives—younger than the writer such as sons, daughters, cousins, sisters, brothers, nephews, nieces, a younger brother-in-law or sister-in-law My dear Smith, My dear Iti, My dear Vaani, | (b) Yours affectionately |
| (c) Friends— Dear Ashok, Dear Suresh, | (c) Yours most sincerely, Yours very sincerely, |
| (d) Acquaintances— Dear Mr. Jones | (d) Yours sincerely, Yours very truly, |
| (e) Strangers— Sir, Dear Sir, | (e) Yours very truly, |
| (f) Teachers, Professors— Dear Sir, Dear Professor, | (f) Your most obedient pupil, Yours obediently, (with full name) |

Some General Points

1. Do not use an apostrophe (') in yours. Write yours sincerely or yours faithfully. It is a grammatical error to use an apostrophe (').
2. Use either yours sincerely or your sincere friend.
3. When you address a person by name, prefix Mr. or Shri (for a gentleman), Mrs. or Shrimati (for a married lady), Miss or Kumari (for an unmarried lady), Dr. (for a doctor), or Prof. (for a Professor) to the name as the case may be.
4. When writing to a stranger, address him as Dear Shri or Dear Madam.
5. Write the full parts of a person's name in the same line. Do not write Dr. Alok in one line and his surname Nayyar in the next line.
6. Write in simple and easily communicable style. Select with care the words which convey your meaning most exactly. Do not be anxious to use big, compound or high sounding words. Say all that you have to say in unmistakably clear terms. The habit of adding postscripts should be avoided as far as possible. Think before you write and try to be definite in your reply and observations. Include all you wish to say in the body of the letter.
7. Your hand writing should be as legible as possible. An ill-written or badly typed business letter fails to convey the desired impression to the mind of the addressee. Your letter should also not be either too long or too scrappy.
8. It is always wise to acknowledge a previous letter. This is a point which many writers forget. After one does so, the matter referred to in the previous letter should be discussed and replied. Then one may proceed with what one intends to say further.

9. Be cautious in finding faults with others because in business correspondence, it is essential to be polite and courteous.
10. After the entire draft of the letter is ready, read through it carefully again and correct any mistakes you may have made or any fact you have skipped over.

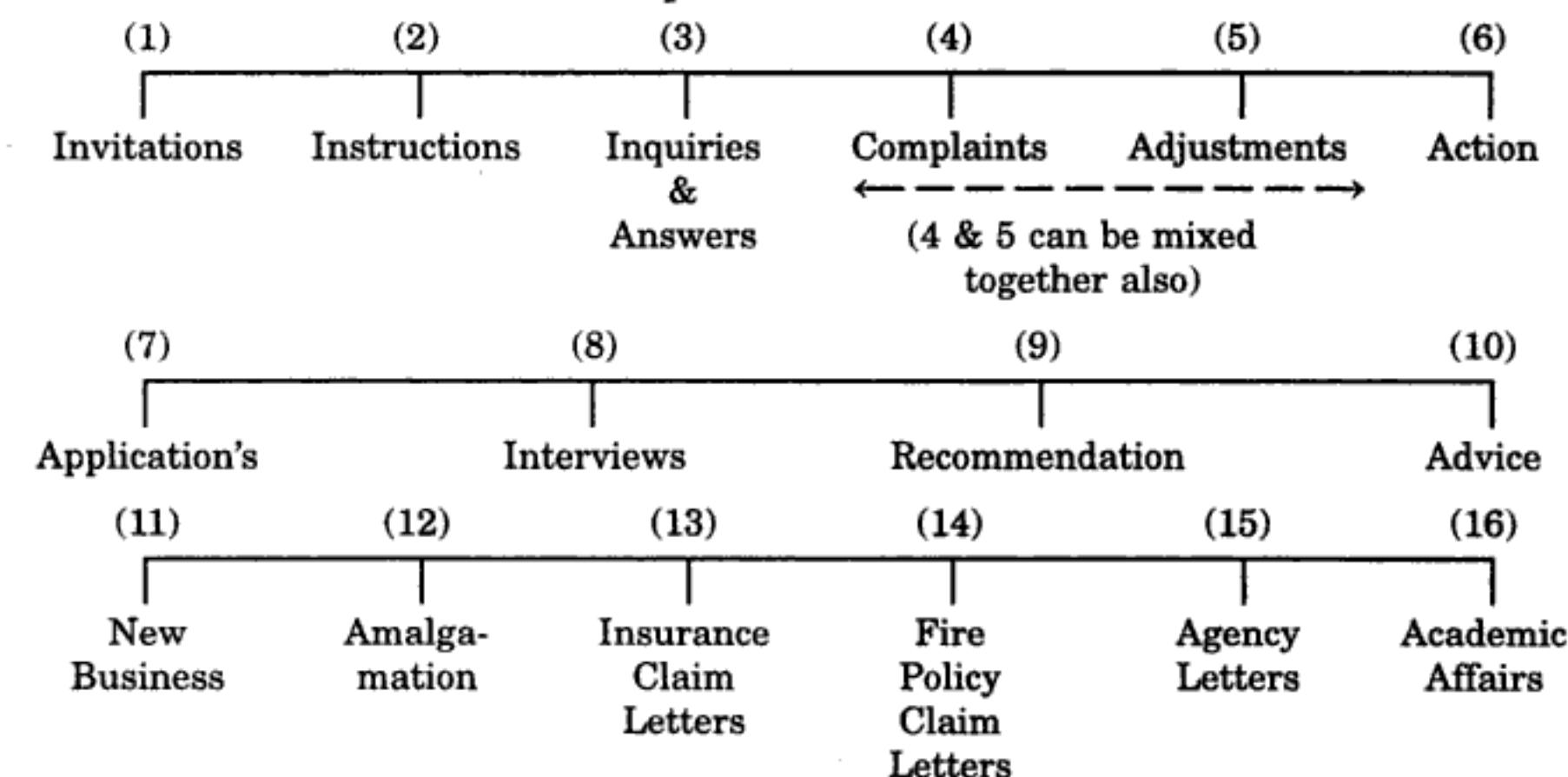
Business Correspondence : Circumference

After having made the general remark about the business correspondence, the parts of a letter, and the arrangement of a business letter, let us now consider its possible circumference or ramification. In brief, we can divide them in to the following distinct categories :

- (1) Invitations ;
- (2) Letters giving Instructions ;
- (3) Inquiries and Answers to Inquiries :
- (4) Complaints plus Adjustments ;
- (5) Letters urging action ;
- (6) Form-letters ;
- (7) Letters of Application ;
- (8) Letters following interviews :
- (9) Letters of recommendation ;
- (10) Letters of advice ;
- (11) Letters introducing new business ;
- (12) Letters of amalgamation of business ;
- (13) Letters regarding insurance business ;
- (14) Claims regarding Fire Policy ;
- (15) Agency letters ; and
- (16) Letters concerning College and University affairs.

The above division or ramification of business correspondence or letter-writing can well be shown through the following diagram :

Ramifications of Business Correspondence



ILLUSTRATIVE SPECIMENS

(1)

INVITATION

(Please see how the aforesaid facts of business correspondence are applicable on the letters of invitation. Write on similar problems yourself.)

My dear Professor,

An annual conference of the All India English Teachers is going to be held at G.B. Pant University, Pantnagar somewhere towards the close of July, 2005. In its various group discussions, the conference will also devote its considerable time to technical writing.

Since you have been teaching technical writing since a long to the university students, you may have come across some practical difficulties. You can, therefore, meaningfully present them before the conference, which may eventually lead to a purposeful discussion and an eventful exchange of views.

Professors of eminence from almost every part of the country are expected to participate in this conference.

I, therefore, deem it my proud privilege to extend a warm *invitation* to you to attend this conference. You please write about your programme lest you should face any inconvenience.

Awaiting quick response,

Very truly yours,

x x x

(2)

LETTERS GIVING INSTRUCTIONS

All Sectional Supervisors,

It has, of late, been observed that while giving delivery of scooters to the customers, little care is taken of their convenience on many counts. Some complaints have also been received in this regard. A close scrutiny of many of the complaints has given the impression that some customers may have faced genuine problems. In order that such inconvenience does not occur in future, all concerned are advised to follow the instructions listed hereunder carefully lest our goodwill and creditability in the market should erode in any way :

1. Please check all the requisite accessories alongwith the scooter.
2. Provide all the necessary documents to the customer so that he may not face any problem while getting his vehicle registered.
3. Also instruct insurance agencies to give quick audience to the customer in case he/she wants to get his/her vehicle properly insured and protected.
4. Guarantee letter should invariably be provided and repairs and service free of cost for a specified period under existing rules be also ensured to the customer.

Be polite and courteous in your dealings with the customers.

Very truly yours,

x x x

(3)

LETTERS CONCERNING INQUIRIES

M/s. Electronics & Co.,
26, Vasudeon,
New Delhi-4
Dear Sirs,

A few months back, we came across one of your imformation-leaflets in which you claim to have devised a new technique under the able guidance of your chief engineer relating to less electric power-consumption and more production of metals. This device seems to be less costly but more result-oriented in the sense that it will go a long way to reduce the production cost. Being encouraged by your valuable technique of power-use, we would like to make the following inquiries :

1. What increase has taken place in the production capacity of electric steel furnaces during the last three months?
2. What increase has taken place in the production of nonferrous metals during the last two months?
3. What reduction of cost has occurred in the production of electric steel furnaces and nonferrous metals during the last five months?

We anticipate a prompt response from your end. Being engaged in the same line of trade, we would like to buy your device for our own use. On hearing from you, we shall negotiate with you further.

Very truly yours,
for M/s Engineering & Co., Works,
Sd/- × × ×
(Brown Smith)
General Manager

(4)

INTRODUCING NEW BUSINESS

M/s. SKYLARK & CO.,

6, Nauroji Road,
Calcutta-5.

M/s. Oxford Publishers,
69, Industrial Lane,
New York.

Dear Sirs,

We have the pleasure to inform you that we have established ourselves as suppliers of all kinds of upto date stationery.

We are in a position to keep a huge stock of stationery so as to enable us to execute all orders at the most favourable market prices and the best quality of goods obtainable.

We hope to solicit your patronage which we shall always try to keep up with courtesy and promptness.

Thanking you,

Yours faithfully,
for M/s. Skylark & Co.,
Sd/- × × ×
(Brown Smith)
Manager

(5)
CHANGE OF BUSINESS PREMISES

M/s. Skylark & Co.,

6, Nauroji Road,
Kalkata-5.

M/s. Oxford Publishers,
69, Industrial Lane,
New York.

Dear Sirs,

We have from this day changed our business premises to the above address, which you may please note for future correspondence.

The above change was necessitated because of our ever increasing business requirements. We are pretty sure that you will like the improved show.

A personal visit will greatly impress you.

Thanking you,

Yours faithfully,
for M/s- Skylark & Co.,
Sd/- x x x
(Brown Smith)
Manager.

(6)
AMALGAMATION OF BUSINESS

FANCY GENERAL STORE & CO.,

9, Tilak Nagar,
Lucknow
Nov., 11, 2005.

M/s. Rama Bros & Co.
27, Brij Nagar,
Delhi-6

We have the pleasure to inform you that we have amalgamated ourselves with Messrs Agrawal Bros & Co., Lucknow with effect from Nov., 24, 2005 under the head M/s. Alankari General Store, Lucknow.

We have done this with a view to offering greater facilities to our customers than what we have been offering them earlier.

We anticipate to enjoy the same support and patronage of yours we have hitherto been enjoying.

Thanking you,

Yours faithfully,
Sd/- Alok Vyas
for M/s. Fancy General Stores,
Partner

(7)
COMPLAINT LETTER

M/s. DELHI CLOTH MILLS

16, Chawri Bazar,
Delhi
Nov., 14, '82.

The Traffic Manager,
Northern Raiway,
Delhi.

Dear Sir,

We consigned ten bales of cloth from Delhi Junction to Kanpur on 2/7/2005 under R/R. No. 1002. So far the consignment referred to has not reached its destination. We have already brought this fact to the notice of the Station Master, Delhi Junction on 20/7/2005, but we regret to say that he has not even acknowledged our letter.

We shall feel obliged to you, in case, you look in to this matter immediately, as Messrs Gopal Prasad Narayan Dass of Kanpur, in whose favour we have endorsed the R/R in question, require the consignment urgently.

Yours faithfully,
for M/s. Delhi Cloth Mills,
Sd/— × × ×
(Arun Tote).
Manager

(8)
INSURANCE CLAIM LETTER

Dr. Brown Smith,
Asstt. Engineer
x x x

11/297, Anaama,
Varanasi
July, 14, 2004.

The Branch Manager,
Life Insurance Corporation,
Lucknow.

Dear Sir,

With profound grief, I inform you of the sudden death of my father Dr. Andrew Smith on the night of 7th inst., due to heart attack. He had an *Endowment Policy No. 16792* in your company. As it is now due, I enclose the following evidences to substantiate my legal claim :

- (a) The Magistrate's certificate declaring me a successor to the property of the deceased.
- (b) The doctor's certificate regarding the death of the assured.

I shall feel obliged, if you kindly take necessary steps to expedite the payment.

Yours faithfully,
Brown Smith
x x x

Encl : a. a.

(9)
LIFE POLICY

Ved Vyas Kantak,
M.B.B.S.

20, Connaught Place,
New Delhi
June, 13, 2005

The Branch Manager,
Insurance Corporation,
DELHI

Dear Sir,

I intend to take a life insurance policy. Please let me know some pre-requisites for the same through your prospectus, which you please send me at your earliest convenience. I am at present 35 years of age. My income is Rs. 20,000 p.m. I have only one child, my wife and a dependent (mother) to support.

Will you please advise me as to what type of insurance policy I should opt for under the above circumstances?

You may also instruct your local field officer to discuss the matter with the undersigned.

Yours faithfully,
Ved Vyas Kantak

(10)
FIRE POLICY CLAIM LETTER

K.P. Thapar,
Retd. Major

26, Connaught Place,
New Delhi
July 6, 2005

The manager,
Asiatic Fire Insurance Co. Ltd.,
Delhi

Dear Sir,

I regret to inform you that my house insured with your company vide policy No. 10012 suddenly caught fire on July 1, 2005 at about 4 p.m. Inspite of the best efforts of the Fire Brigade, the fire could not completely be extinguished before 9 p.m.

The damage and devastation caused by fire is estimated at Rs. 97,000/-only, for which amount I make a claim upon the company.

You may please send your Inspector to investigate the matter on the spot for an early disposal of the claim.

Yours faithfully,
K. P. Thapar

(11)
JOB APPLICATION PROCESSING

V.V. Puri, M.B.A.,

20, J.L. Nehru Road,
Allahabad
June 14, 2005

The General Manager,
M/s. Engineering Co.,
DELHI-7

Sir,

In response to your advertisement in the Hindustan Times dated June 10, 2005. I respectfully offer my prospective candidature for the post of an Asstt. Manager in your company.

I passed B. Tech from G.B. Pant University, Pantnagar in 2001 with an OGPA of 4.3. Last year, I completed my M.B.A. degree from the University of California, with a good percentage of marks. During my stay at the University of California, I also participated in many international symposia, conferences and seminars. Thus, I have acquired sufficient familiarity with the latest practices in management systems, particularly in an engineering concern.

Also I have had a practical experience on the type of job you have required. In California, every student is required to undergo a practical training side by side his academic pursuits. I dealt with a firm as a supervisor of an independent unit of an engineering concern and my performance as a supervisor was adjudged to be the best one.

I enclose herewith the copies of all the testimonials and certificates from various authorities speaking volumes for my suitability for the above job.

I am a young man of about 32 years of age enjoying sound physique.

In case, I am given a chance to serve your company, I shall display my rarest sense of commitment to duty and transparent devotion to the welfare of the concern.

Anticipating a favourable response,

End : a. a.

Yours faithfully,

x x x

(12)
ACADEMIC AFFAIRS
CONDONATION OF SHORTAGE IN ATTENDANCE

To

The Vice-Chancellor,
G.B. Pant University,
Pantnagar

Respected Sir,

Through : *Dean & Advisor*

Sub : *Condonation of shortage in attendance*

Owing to my prolonged illness, my attendances in BHS-English 211 (Technical Writing) course have fallen short of 75%. I have been throughout a regular student in the previous

semester and I secured A grades in all the courses in the last many semesters. I have never indulged in any activity subversive of university discipline and standard behaviour. I enclose herewith the medical certificate from the M.O. of the University Hospital to verify the fact of my prolonged illness.

Under the above circumstances, I request you to condone my shortage of attendances in BHS-English-211, lest I should face a lot of trouble in the ensuing semester. I assure you of my best performance and behaviour in this semester.

With regards,

Yours obediently,

× × ×

Nitin Vasu,

I. D. No. × × ×

College × × × ×

Year × × × ×

Encl : M.C.

RESUME, MEMO, PRESS RELEASE WRITING

Resume Writing : It is very important and essential for every professional. A good resume is characterized by clarity, brevity, technical presentation and flawless draft. A resume highlights the following points :

1. Name and address
2. Permanent and mailing address
3. Objective
4. Experience
5. Work History
6. Present Status
7. Education
8. Community Activities
9. Interests
10. References

Example

- | | | |
|-------------------------|---|---|
| 1. Name | : | XYZ |
| 2. Address | : | XYZ |
| 3. Objective | : | Responsible general management position in textile or related field; willing to travel extensively. |
| 4. Experience | : | Worked as manager in an MNC for 16 years. |
| 5. Work History | : | 1976 to present : Manager in an MNC. 1978 to 1996 : Production Supervisor. |
| 6. Present Status | : | Manager |
| 7. Education | : | B.E. Roorkee University, Roorkee, 1974. |
| 8. Community Activities | : | Tiger's Club—1981 to present, Toastmaster's International—1992-94 |
| 9. Interests | : | Hunting, bowling, tennis. |
| 10. References | : | Available on request. |

MEMO WRITING

Memo is the abbreviated form of **Memorandum** which means reminder. Memo provides a written record; is suitable for transmitting information, and can reach many persons simultaneously. Memo is of many types such as **Progress Memo, Periodic Memo, Justification Memo, and Routine Memo.** Salient features of a **Memo** are :

- (a) Focussed
- (b) Concise
- (c) Formal or semi-formal
- (d) Objective
- (e) Flawless draft

Specimen

To : XYZ
 From : XYZ
 Subject : Planning Design Meetings
 Date : 10/6/2005

Please plan to attend to a meeting on June 10, 2005 in conference room at 3 pm sharp. Discussion for room designs, floor and wall coverings, and furniture etc., will be held.

If you are unable to attend, please depute your representative to participate in the deliberations.

XYZ

PRESS RELEASE

Press release or press announcement or press communication means a statement aimed to attract attention of others to you, yours department, organization or firm. The copies of press release are distributed to journalists at a press conference or at a get-together or are sent to newspapers and news agencies for publication.

There are the following ground-rules for press release :

1. Analyse the readers
2. Prepare the press release which is free from all flaws
3. Remember 5 ws, i.e., who, what, when and why
4. Avoid jargon
5. Add the latest information.

SPECIMEN ILLUSTRATION

PRESS RELEASE REGARDING CHANGE OF OFFICE

SUNSET INDIA CHANGES ITS REGISTERED OFFICE

New Delhi, 2nd May : Sunset India Ltd., the world renowned manufacturers of **Cow-wef** brand of furniture have changed their registered office from 42, Darya Ganj, Delhi with effect from May 2, 2005. The new address of the firm is Sunset India Ltd., 27, Rajendra Nagar, Delhi. 63952621 and 63952622 are the new telephone numbers. Further correspondence to the firm is welcome on the new address.

ASSIGNMENTS

1. Write a letter in reply to an inquiry about the prices of certain goods you deal in giving the prices and terms on which you are willing to supply the goods.
2. Supposing you are a retail dealer in shoes. Write a letter placing an order with any shoe-firm. Give such details as you consider necessary.
3. Write an application to the Manager of an Engineering concern for the post of an Asst. Engineer. Also send your resume in 250 words about your preference to serve this firm.
4. Write a letter from M/s. Blondon & Co., advising despatch of certain consignment by goods train and R/R through the UCO, Pantnagar.
5. Write a letter to a railway company complaining of delay in the transit of goods.
6. Write a letter to a railway company claiming compensation for goods supposed to have been damaged in transit, giving details of claim and damage.
7. Write a letter of complaint to the post office stating therein that a registered letter duly posted by you has not reached the addressee.
8. Write a letter to the previous employer of an applicant making enquiries concerning his character and ability. Also ask the reason for his leaving the previous firm.
9. You have manufactured washing soap and tooth powder.
Write a circular letter to your present and prospective customers soliciting business. The letter must be effective and persuasive.
10. You have sold goods to a customer on terms of payment against delivery documents through a bank. Write necessary letter to the bank.
11. You have found some errors of addition and subtraction in your bank account. Point them out to the bank authorities.
12. The recently appointed agent of your company is doing less business than was expected of him ; and moreover, he is not sending you regular reports. Write a suitable letter to him.
13. Messrs Baluja & Co., Delhi wants to have an agency of woollen cloths. Draft a necessary letter from this firm giving details of its long standing and goodwill in the market.
14. Mr. Brown Smith had an insurance policy on his life for Rs. one lac. The policy no. is 12356 and it is unassigned. He died last month. Mr. Gill Smith is the legal successor to Mr. Brown Smith's property. Write a suitable letter from Mr. Gill Smith to the insurance company for necessary compliance.
15. Make a claim upon a Fire Insurance Co., for the destruction of your insured goods by fire.
16. Write an application to the Registrar for an early declaration of your result.
17. Write an application to the Vice-Chancellor requesting him therein for the cancellation of rustication order issued by the Chairman, D.C. against you.
18. Write a letter of instruction telling all the sectional heads to submit their reports of investigation regarding decline in the goodwill of your concern at different places during the last many years.
19. Write an inquiry letter asking another firm if the machine tools it has been using are providing satisfactory service. Your firm or organization also wants to use those machine tools. So before their purchase, please make sure whether or not they will serve your purpose.
20. Write an invitation letter to a V. I. P. on the dedication ceremony of a public building, with which your name is also associated.
21. Place an order for shipment of a few articles you require for your organization with shipping costs prepaid. Also write an adjustment letter to the seller who has sent you a bill inclusive of shipping costs prepaid. Ask him to submit another bill after proper adjustments.

22. Write a formal letter on any topic of public concern such as weed control, or control of tree diseases, spread of literacy, increase and viability of energy sources etc., The topic should be lively and interesting to the readers as well as to your own field of specialization. It should also add to the welfare of all concerned.
23. Write an interview letter for a person you are interested in for the post of an agricultural expert in the capacity of the Manager of your concern or organization.
24. Write a recommendation letter to the Manager of the above firm testifying to the character and ability of a person for the position of an agricultural expert you are interested in to be appointed in the above concern.
25. Write short notes on :
 - (a) Resume Writing
 - (b) Memo Writing
 - (c) Press Release Writing.

Basics of Functional Grammar of Technical Communication

9

Written English

ARTICLES¹

(CURRENT PATTERNS AND USAGES)

1. The Definite Article '*the*' is used—

(a) When we make special mention of a person or a thing; or when we hint towards a thing already referred to; or when we speak of a thing or a person, which or who is already known to the speaker. For example—

- (i) I love *the* lame.
- (ii) The boy you want has gone to *the* school.
- (iii) Let me go to *the* hotel.
- (iv) Have you searched for *the* book?

(b) Before proper nouns, in case these nouns constitute the names of *buildings, mountains, provinces, rivers, oceans, gulfs, groups of islands, etc.*, For example—

- | | |
|----------------------|-------------------------|
| (i) The Himalayas | (iv) The Uttar Pradesh. |
| (ii) The Ganges. | (v) The Pacific Ocean. |
| (iii) The Taj Mahal. | (vi) The Persian gulf. |

(c) When a singular noun is meant to represent a whole class. For example—

- (i) The students have become most indisciplined today.
- (ii) The monkey is the cleverest animal of all.

(d) Before the name of books. For example—

- (i) *The Mahabharata*
- (ii) *The Ramayana*
- (iii) *The Puranas*

But we say-*Balmiki's Ramayana, Vedav Vyas's Mahabharata*;

(e) Before the words indicating a nationality or community; as—
The French, The Indian, The English, etc.

(f) Before superlative degree; as—

- (i) Ram is *the* most honest boy of the class.
- (ii) Sita is *the* most beautiful girl.
- (iii) *The Himalayas* are the largest mountains in the world.

(g) Before things unique, particular and of rare origin; as—
The moon, the sun, the earth, the sky.

1. Prescribed in UPTU Syllabus (Professional Communication-TAS-103, Unit-IV). Also prescribed in GBPU Syllabus (Technical Writing, BHS-211).

- (h) Before an adjective when the noun is understood; as—
 - (i) We should help *the* poor.
 - (ii) Honoured are *the* brave.
 - (i) As an adverb with a Comparative; as—
 - (i) The sooner, *the* better.
 - (ii) The more, *the* merrier.
 - (j) Before a common noun so as to make it is forceful as a superlative; as—
 - (i) It is *the* lesson to learn (*i.e.*, it is the best lesson to learn)
 - (ii) It is *the* rule to follow (*i.e.*, it is the best rule to follow)
 - (k) Before a common noun to give it the meaning of an abstract noun; as—
 - (i) The reformer (*the* spirit of a reformer) in Madan Mohan Malviya uprooted injustice and crime from the society.
 - (ii) The moralist (*the* spirit of a moralist) in the Late Pt. Nehru set aside the chains of religious slavery in India.
 - (l) In certain fixed idiomatic phrases; as—

| | |
|-----------------------------|----------------------------|
| (i) Off <i>the</i> mark | (iv) In <i>the</i> wrong |
| (ii) To <i>the</i> rescue | (v) On <i>the</i> contrary |
| (iii) In <i>the</i> country | (vi) In <i>the</i> town |
2. Article *the* is omitted—
- (a) Before proper nouns; as—
 - (i) Ram is a handsome boy.
 - (ii) Tulsidas was a great poet.
 - (iii) Delhi is the Capital of India.
 - (iv) India is a religious country.
 - (v) He is the Prime Minister of India.
 - (b) But when *the* article is used before the proper noun, they become either common nouns or adjectives; as—
 - (i) Kalidas is *the* Shakespeare of India.
 - (ii) He has passed M.A., from *the* Delhi University.
 - (iii) The Indian people have shown great religious fervour.
 - (c) When a noun is used in its widest sense; as—
 - (i) Man is mortal.
 - (ii) What kind of an animal is it?
 - (d) Before plural nouns used to denote a class or in a general sense; as—
 - (i) Advocates are generally hard-working.
 - (ii) Candidates have been called for an interview in the college.
 - (e) Before abstract nouns that express qualities, states, feelings, actions, or process of thought; as—
 - (i) Honesty is *the* best policy.
 - (ii) Cold affected him bitterly.
- Note—** When abstract nouns, instead of denoting qualities, express persons or things possessing those qualities, or express qualities of definite objects, they can be preceded by the article. For example—
- (i) He is a justice of peace (Here justice stands for a judge).
 - (ii) He possesses the shrewdness of a politician (Here 'cunningness' denotes the quality of a definite object that is 'politician')
- (f) Before material nouns that express an indefinite mass of matter. For example—
- (i) Gold is a precious metal.
 - (ii) Iron is a hard metal.

Note— When *material nouns* express things instead of matter, of which they are made, they function as common nouns and thus can be preceded by Article *the*. For example—

- (i) Ram threw a stone on *the* wall.
- (g) Before names of diseases. For example—
Fever, consumption, etc., (But when the names of diseases are plural in their form *the* article is not omitted; as—the measles, the mumps.)
- (h) Before names of regular meals; as—breakfast, lunch, dinner.
- (i) Before names of things single in kind: as—hell, heaven, God, parliament (but the Pope, the devil are exceptions).
- (j) Before certain titles and names indicating relationship; as—
 - (i) President Giri, King George, Dewan Bahadur, Emperor Asoka, etc.,
 - (ii) He is Duke of York.
- (k) Before adjectives used as nouns signifying languages and colours. For example—
 - (i) Ram does not learn Hindi and English.
 - (ii) Our teacher likes white and blue.
- (l) In certain phrases consisting of a transitive verb followed by its object. For example—

| | |
|-----------------------|---------------------------|
| (i) To give ear | (vi) To send word |
| (ii) To lay seige | (vii) To catch fire |
| (iii) To leave school | (viii) To keep house |
| (iv) To set sail | (ix) To set foot |
| (v) To bring word | (x) To take breath, etc., |
- (m) In certain phrases consisting of a preposition followed by its object. For example—

| | |
|-----------------|--------------------|
| (i) At home | (xi) On horse back |
| (ii) On demand | (xii) By land |
| (iii) By name | (xiii) On earth |
| (iv) By train | (xiv) At sun set |
| (v) At dinner | (xv) At day break |
| (vi) To market | (xvi) By water |
| (vii) In jest | (xvii) By day |
| (viii) In jail | (xviii) At school |
| (ix) To prison | (xix) In debt |
| (x) Underground | (xx) In hand. |
- (n) Before such nouns as are plural in their sense, though singular in form, and those which are general in their meaning. For example—

| | |
|-------------|------------|
| cattle | scenery |
| gentry | advise |
| ministry | employment |
| furniture | business |
| information | mention |
- (o) Before a noun following '*kind of*'; as—
What kind of flower is it?
- (p) Before names of public institutions. For example—Ram went to church.
- 3. When two or more descriptives qualifying the same noun are connected by '*and*', article *the* is used before the first adjective only. For example—
This dog is of the English and French birth. (Here the dog is one)
- 4. When two or more adjectives qualify different nouns, expressed or understood, the article is used before adjectives. But when the noun is put in the plural, the repetition is not considered necessary. For example—

- (i) The inner and the outer portion of the house was well maintained. (Here 'portion' is understood after 'inner')
 - (ii) Ram has *a* black cat and *a* white bull. (Here black and white qualify different nouns).
 - (iii) *The* French and English soldiers. (Here 'soldiers' is plural and therefore article *the* before 'soldiers' is not repeated.)
5. When two or more connected nouns refer to the same person or thing, the article is commonly used before the first one only; but if they refer to different persons or things, article *the* is used before each. For example—
- (i) They removed *the* Secretary and Manager (same person holding two offices).
 - (ii) *The* Accountant and *the* Manager were summoned to attend the legal proceedings of the case. (Two separate persons indicated by 'were')
- Note:** Sometimes article *the* is repeated for the sake of emphasis, does not matter the reference is made to only one person; as—the late Pt. Nehru was *the* blessed orator and *the* statesman of his age.
6. In expressing a comparison, if two nouns refer to the same person or thing, an article is used before the first noun only; but if they refer to different persons or things, an article must be used with each noun. For example—
- (i) Ram is *a* better speaker than politician (that is, than a politician would make)
 - (ii) Ram was a greater speaker than a politician.
7. Article '*the*' is placed before an adjective in the comparative degree to give comparative a selective sense. For example—Readers will find *the* last chapters of the Gita *the* more entertaining.
8. Article '*an*' is used in the following cases :
- (a) Before words beginning with an aspirated vowel (a, e, i, o, u); as—
 - (i) I have *an* umbrella.
 - (ii) Ram has *an* ink-pot.
 - (iii) I saw *an* ass three days ago.
 - (iv) I met *an* enemy in the way.
 - (v) He saw *an* owl flying in the air.
 - (vi) An ass is braying in the field.
 - (vii) He has *an* interest in doing this job.
 - (viii) He purchased *an* iron-ball in order to write neatly.
 - (b) Before words beginning with a silent or aspirated 'h', as—
 - (1) He will return within *an hour*.
 - (2) Ram is *an honest* boy.
 - (3) He has *an heir* still surviving.
 - (c) Before such consonants as are pronounced with the sound of an open vowel. For example—
An M.A., *an* LL.B., and S.P. etc.,
9. Identifinite article '*a*' or '*an*' are used :
- (a) Before a common noun in the singular to suggest the sense of 'one'. For example—
Sixteen annas make *a* rupee (Here '*a*' is equivalent to one)
 - (b) Before a common noun in the singular to single out an individual as the representative of a class, that is, to suggest the sense of 'any'. For example—
A dog is a faithful animal. (Here '*a*' is equivalent to 'any')
 - (c) Before a common noun in the singular to suggest the vague sense of '*a certain*'. For example—
Yesterday a lame came to my residence. (Here '*a*' is equivalent to '*a certain*').
 - (d) He is a Tansen. (Here Tansen is used in the sense of a common noun, as '*a well-known singer*')

ASSIGNMENT

Incorrect—Ram is a M.P.,

Correct—Ram is an M.P.,

Incorrect—Late Pt. Nehru went to the prison many a times.

Correct—The late Pt. Nehru went to prison many a time.

Incorrect—Punjab is the most fertile province of India.

Correct—The Punjab is the most fertile province of India.

Incorrect—The boy has been suffering from fever for last 8 months.

Correct—The boy has been suffering from fever for the last 8 months.

Incorrect—Judge in Ram forced him to do justice.

Correct—The judge in Ram forced him to do justice.

Incorrect—Girls of today are more fashionable than boys.

Correct—The girl of today are more fashionable than the boys.

Incorrect—Please ask him to have the breakfast.

Correct—Please ask him to have breakfast.

Incorrect—His brother is an university Professor.

Correct—His brother is a university Professor.

Incorrect—Ram is a handsome and a virtuous boy.

Correct—Ram is a handsome and virtuous boy.

Incorrect—The walking early in the morning is a good habit.

Correct—Walking early in the morning is a good habit.

Incorrect—Both the parties were in wrong.

Correct—Both the parties were in the wrong.

Incorrect—God made country and man made town.

Correct—God made the country and man made the town.

Incorrect—Our English Professor likes the red and the white.

Correct—Our English Professor likes the red and white.

Incorrect—It takes two to make quarrel.

Correct—It takes two to make a quarrel.

Incorrect—Himalayas lie to the north of India.

Correct—The Himalayas lie to the north of India.

Incorrect—The union is strength.

Correct—Union is strength.

Incorrect—Ram is a heir to the ageing king.

Correct—Ram is an heir to the ageing king.

Incorrect—Sohan is suffering from the fever.

Correct—Sohan is suffering from fever.

Incorrect—What sort of a flower is it?

Correct—What sort of flower is it?

Incorrect—Have you seen Taj Mahal?

Correct—Have you seen the Taj Mahal?

Incorrect—More you get, more you desire.

Correct—The more you get, the more you desire.

Incorrect—Our English Professor is a honourable man.

Correct—Our English Professor is an honourable man.

Incorrect—Only an united effort can solve this problem.

Correct—Only a united effort can solve this problem.

Incorrect—All the candidates are warned not to make noise.

Correct—All the candidates are warned not to make a noise.

Incorrect—The teacher gave him an advice.

Correct—The teacher gave him advice.

or

The teacher gave him a piece of advice.

ASSIGNMENT 1

Fill in the following blanks with suitable articles, and put a × where no article is required at all:

1. Window is made of glass, whereas chair is made of wood.
2. bread is made from flour, and flour is made from wheat.
3. iron is metal, and it is costlier than lead.
4. He always smokes cigarette with cup of coffee.
5. ewe is weaker than a tiger.
6. Vice is odious.
7. Gold is a precious metal.
8. more we get, more we desire.
9. Bombay is Manchester of India.
10. He was Napolean of his age.
11. He is tallest boy of the class.
12. Taj Mahal is historical building.
13. I saw unicorn in the forest.
14. cigarette is made tobacco and paper.
15. We make butter and cheese from milk.
16. cow eats grass in summer.
17. book about philosophy is not good for child.
18. Jack and Jill went up hill to fetch pail of water.
19. He is American, but his wife is European.
20. ewe was killed by lion.
21. He stayed in historical building, which had hotel also inside it.
22. It is old saying that honesty is best policy.
23. Pyramids of Egypt are one of wonders of the world.
24. He is not quite at ease there, because he has been in town only once.
25. more, merrier.
26. Hindus regard *Gita* as pious and sacred as Muslims regard *Koran*.
27. ewe is much waeker than lamb.
28. European wife is not supposed to be an ideal wife to Indian husband.
29. Ganges is biggest and most sacred river of our country.

ASSIGNMENT 2

Fill in the following blanks with appropriate articles; put a cross (x) mark where no article is required:

1. man is mortal.
2. earth revolves round sun.
3. honesty is best policy.
4. virtue has its own reward in life.
5. more you get, more you want.
6. more you are educated, more you grow courteous.

7. Kalidas is generally regarded as Shakespeare of India.
8. tenth and fifteenth chapters of this book have been written very intelligently.
9. Mohan is better player than singer.
10. United States is most advanced country of world.

ASSIGNMENT 3

Fill in the following blanks with *a*, *an*, or *the* wherever necessary:

1. She is most diligent girl of class.
2. sun rises in east.
3. winter has set in.
4. Have you ever seen owl?
5. fifty miles is not long distance to cover by scooter.
6. stitch in time saves nine.
7. He is Engineer, and his father is M.P.
8. more I read, more I feel happy.
9. He gave me one-rupee note.
10. one-eyed man cannot read quickly.
11. Indian climate for European inhabitant is supposed to be quite incompatible.
12. camel is tallest of all animals.
13. Tarai Region abounds in reptiles and snakes.

ASSIGNMENT 4

Fill in the following blanks with suitable *articles*. Put a cross (x) mark where no article is required :

1. *Ramayan* is a religious book of Hindus as *Bible* of Christians; or as *Koran* of Muslims.
2. University is supposed to be seat of higher learning.
3. Ganges is holiest river of Hindus in India.
4. rolling stone gathers no mass.
5. friend in need is friend indeed.
6. bad workman always quarrels with his tools.
7. ship has set sail.
8. pen is mightier than sword.
9. cotton has caught fire.
10. We cannot forget courtesy he showed to us.

ASSIGNMENT 5

(Remember that only *countable nouns* take *a* or *an*; add *a* or *an*) Fill in the following blanks with *a* or *an* wherever necessary:

1. cow gives milk.
2. shirt is made of piece of cloth.
3. He likes butter and cheese more than tea.
4. dog has tail.
5. He can write letter in ink or with

6. silver is metal.
7. table is made of wood.
8. house is made ofbricks.
9. man is sitting in the room.
10. boy is playing in the field.

ASSIGNMENT 6

(Remember that only countable nouns take a or an)

Add a or an wherever necessary; and put a cross (x) where a or an is not required:

1. grows on tree.
2. cot is made of wood.
3. shirt is made of wool.
4. Grass always grow in field.
5. table has four legs.
6. Please give me bread.
7. I want glass of water.
8. You must give him food and, cup of tea.
9. The child must get milk.
10. good student is never late for lesson.
11. Give me ink to write letter.
12. I want, glass of lemonade with sugar in it.
13. Indian sheep give us very good wool.
14. garden usually has flowers in it.
15. She is lass of good character.

ASSIGNMENT 7

Add a, an, the or some wherever necessary:

(Note: Though some is not an article, yet it has the force of an article. Hence for the sake of clarity of meaning, use some also)

1. child ran across street.
2. There is garden behind house.
3. page of book is torn.
4. There are beautiful flowers in garden.
5. Sita wants doll with blue eyes.
6. vegetables are good for health.
7. Put butter on bread.
8. Mohan is honest man.
9. Calcutta is costly city to live in.
10. aeroplane made loud noise.
11. He must get food and cup of coffee.
12. girls do not wear shirts.
13. Give me knife and small spoon.
14. door of kitchen is broken.
15. He had made picture of moon.

ASSIGNMENT 8

Correct the following sentences:

1. In case of fire, ring alarm bell.
2. He has been suffering from the fever.
3. Sardar Patel was Bismark of India.
4. He was sent to the prison for theft.
5. French is a very sweet language.
6. Cigarette is made of the tobacco and a paper.
7. He saw great courage in boy of fifteen.
8. Did you come by the train or the bus?
9. Himalayas form north boundary of India.
10. Punjab produces lot of wheat.
11. More he gets more he spends.
12. The poets are unacknowledged legislators of world.
13. Chinese want to dominate whole of South East Asia.
14. He never goes to bed before 12 mid-night.
15. The art and literature are still practically untouched by latest scientific studies.

ASSIGNMENT 9

Re-write the following passage after using suitable articles wherever necessary:

Second significant and cardinal feature of scientific and technical writing is clarity. It mitigates and minimises ambiguity and diffuseness, equivocation and uncomeliness. It crystallises and shapes expression and harmonises poise and equilibrium in sentence or paragraph. For maintaining ingredient or quantum of clarity, it is absolutely prudent on our part to have clear-cut idea and comprehension of what we want to write or tell. Clarity of thought is irrevocably interlinked with clarity of expression, and it is not stretching out truth that clarity in writing is natural corollary of these two pre-requisites of technical writing. Poetic flight, fictional flamboyancy, dramatic picturesqueness—all these are needed for literary fibre; but for technical writer, matter-of-factness, minutely-drawn accuracy of truth, intimate knowledge of theme—are requisite things to be accurate and perfect. Make-belief of Coleridge; poetic rendering of human habitation or name of Shakespeare, philosophic minutia of Thomas Browne—all are of less or of almost no practical value to Newton, Einstein or Darwin of modern milieu. They need facts—scientific facts to write about, to investigate into.

ASSIGNMENT 10

Re-write the following passage after using suitable articles in the following blanks:

..... neutron bomb marks major technological break-through, perfected by France in summer of 1980. This bomb also described as enhanced radiation weapon, kills military personnel and tank crews by radiation, but its blast and heat are reduced to limit damage to nearly civilian installations. It is thus part of enhanced radiation weaponry distinguishing feature of this new weapon is that while it destroys all life within certain radius, its effect on buildings and other structures is minimal. Consequently, neutron bomb will spare civilians and civilian buildings and other property outside immediate war zone of active hostilities, while atomic and nuclear devices will destroy all life and property over long distances. development of this type

of bomb was part of France's revised defence strategy for 1980 in its bid to strengthen its nuclear arsenal.

ASSIGNMENT 11

A. Fill in the blanks in the following sentences with suitable articles. Make a cross mark (x), where no article is needed:

1. doors are generally made of wood.
2. Vikranta is famous Indian warship.
3. honorary secretary is one who is not paid for his services.
4. He reached home by sunset, driving car which he had borrowed from a friend.
5. aeroplane can cover long distances in short time.
6. *Ramayana* is one of most pious book of the country.

B. Fill in the blanks with suitable articles:

It is interesting to recall that when Race Relation Act was being legislated during Labour government' tenure of office, present members of Mrs Thatcher's government who were then in opposition, had moved amendment to include religion also as ground of possible discrimination. But government then gave assurance that concept of "indirect discrimination" would suffice to protect those who might be victimised because of their religious observances. That parliamentary assurance provides solid ground to overturn Lord Denning's judgement verdict is ill-advised and likely to give handle to bigots who attempt to practise prejudice in guise of patriotism.

C. Fill in the blanks with appropriate articles. Put a cross (x) where no article is required:

"All that glitters is not gold," is old adage. An equally famous saying is, "..... thing of beauty is joy for ever". importance of such proverbs in man's life is immense. more we draw inspiration from them, more we feel enlightened and humanized. man is mortal, and he requires such precepts so that his bad habits are nipped in bud.

10

Nouns, Genders, Cases¹

(CURRENT PATTERNS AND USAGES)

1. Following are various nouns, which though plural in form, are always used in their singular form:

| | | |
|---------------|------------------|-----------------|
| 1. scissors | 11. thanks | 21. annals |
| 2. gallows | 12. remains | 22. auspices |
| 3. chattels | 13. proceeds | 23. assets |
| 4. contents | 14. tidings | 24. environs |
| 5. wages | 15. means (ways) | 25. credentials |
| 6. intestines | 16. breeches | 26. innings |
| 7. riches | 17. trousers | 27. mathematics |
| 8. alms | 18. tongues | 28. economics |
| 9. measles | 19. spectacles | 29. gymnastics |
| 10. news | 20. odds | |

EXAMPLES

Incorrect—No news are good.

Correct—No news is good.

Incorrect—He saw an annual in the library.

Correct—He saw an annals in the library.

Incorrect—Mohan scored only an inning in the match.

Correct—Mohan scored only an innings in the match.

Incorrect—Our English Professor does not use spectacale.

Correct—Our English Professor does not use spectacles.

Incorrect—Ram has only one trouser.

Correct—Ram has only one trousers.

Incorrect—All the labourers were employed on daily wage.

Correct—All the labourers were employed on daily wages.

Incorrect—He went through the content of the letter.

Correct—He went through the contents of the letter.

Incorrect—The culprit was put to the gallow.

Correct—The culprit was put to the gallows.

2. Following list constitutes various **collective nouns**, which though singular in form, are always invariably used as plurals:

| | | |
|-------------|---------------|--|
| 1. cattle | 7. progeny | 13. artillery |
| 2. poultry | 8. public | 14. peasantry |
| 3. prey | 9. police | 15. gentry |
| 4. company | 10. offspring | 16. people. (as a common noun ' people ' means ' a nation ') |
| 5. alphabet | 11. clergy | |
| 6. swine | 12. infantry | |

1. Prescribed in GBPU Syllabus (BHS-114), also prescribed in UPTU Syllabus (Professional Communication, TAS-103)

EXAMPLES

Incorrect—God blessed him with four **offsprings**.

Correct—God blessed him with four **offspring**.

Incorrect—**Cattles** are grazing in the field.

Correct—**Cattle** are grazing in the field.

Incorrect—Only very few **peasantries** are rich in India.

Correct—Only very few **peasantry** are rich in India.

Incorrect—He was speaking before the **publics**.

Correct—He was speaking before the **public**.

Incorrect—Many soldiers in **infantries** were killed.

Correct—Many soldiers in **infantry** were killed.

3. Following are some of the nouns, which have their singular and plural forms alike, provided that they are used after numerals:

| | | | |
|-------------|----------|----------|---------------|
| 1. thousand | 4. score | 6. deer | 9. pice |
| 2. hundred | 5. pair | 7. fish | 10. apparatus |
| 3. dozen | | 8. sheep | 11. yoke |

EXAMPLES

Incorrect—I have four **dozens** pencils.

Correct—I have four **dozen** pencils.

Incorrect—Mohan has two **hundreds** rupees.

Correct—Mohan has two **hundred** rupees.

Incorrect—Ram got fifty **thousands** dollars from his father.

Correct—Ram got fifty **thousand** dollars from his father.

Incorrect—Four **pairs** of shoes were sold.

Correct—Four **pair** of shoes were sold.

Incorrect—He saw many **deers**.

Correct—He saw many **deer**.

Incorrect—**Fishes** are swimming in the tank.

Correct—**Fish** are swimming in the tank.

Incorrect—**Sheeps** were grazing in the field.

Correct—**Sheep** were grazing in the field.

4. Following nouns are used in singular only:

| | | |
|----------------|-------------|---------------|
| 1. scenery | 5. mischief | 9. luggage |
| 2. information | 6. ground | 10. furniture |
| 3. poetry | 7. business | 11. hair |
| 4. bread | 8. advice | |

Note : (i) The above-mentioned nouns are never preceded by an indefinite article.

(ii) The nouns referred to above are never pluralized.

EXAMPLES

Incorrect—The **sceneries** of Nainital are worth seeing.

Correct—The **scenery** of Nainital are worth-seeing.

Incorrect—He composed good **poetries**.

Correct—He composed good **poetry**.

Incorrect—Mohan sold his **furnitures**.

Correct—Mohan sold his **furniture**.

Incorrect—The teacher gave many **advices** to me.

Correct—The teacher gave **many pieces of** advice to me.

Incorrect—Ram's **hairs** are black.

Correct—Ram's **hair** are black.

Incorrect—These are good **informations**.

Correct—These are good **pieces of information**.

5. **Material nouns** are not used in their plural form when they stand to suggest a mass of matter. For example:

Incorrect—His house is made of **bricks and stones**.

Correct—His house is made of **brick and stone**.

6. When a noun, in a compound word, works as an adjective, it is never used in its plural form, does not matter it is preceded by a plural numerical. For example:

Incorrect—He gave me a **five-rupees note**.

Correct—He gave me a **five-rupee note**.

Incorrect—India has sent a **five-men delegation** to America.

Correct—India has sent a **five-man delegation** to America.

Incorrect—He wants a **three-feet rule**.

Correct—He wants a **three-foot rule**.

Incorrect—He has proceeded on a **fort-nights holiday**.

Correct—He has proceeded on a **fort-nights holiday**.

Incorrect—Ram enjoys a **four-miles walk** daily in the morning.

Correct—Ram enjoys a **four-mile walk** daily in the morning.

Incorrect—His father gave him a **four-annas coin**.

Correct—His father gave him a **four-anna coin**.

Incorrect—I saw a **ten-years old** child.

Correct—I saw a **ten-year old** child.

Incorrect—He got a stone of a **ten-pounds weight**.

Correct—He got a stone of a **ten-pound weight**.

7. We should use **apostrophes** with the nouns denoting possessive case, in the following conditions:

- (a) When possessives signify living things; as:

(i) My **dog's tail** is curved.

(ii) **Ram's mind** is very sharp.

- (b) When the things are personified as living or alive; as:

(i) **Death's cruel hands** do not spare anybody.

(ii) **Nature's laws** are fixed.

- (c) With some well-known phrases, as:

(i) at a **stone's throw**.

(ii) at his **wit's end**.

(iii) out of **harm's way**.

- (d) With certain dignified objects; as:

(i) the **court's decree**.

(ii) at **duty's call**.

- (e) With space, time or weight; as:

(i) Ramesh brought a stone of two **pound's weight**.

(ii) They have finished their three **day's journey**.

Note—The use of **possessive case** in other conditions with other nouns is not proper.

Due care should be taken while using **possessive case**. For example:

Incorrect—My **pencil's point** is very sharp.

Correct—The **point of my pencil** is very sharp.

8. All those **plural nouns** which end in s, do not require **apostrophes**. With all such **plural nouns**, only apostrophe (') is attached. But those **plural nouns**, which do not end in s, do invariably take **apostrophes**. For example:

Incorrect—He founded a boy's school.

Correct—He founded a boys' school.

Incorrect—He saw a girls' school while going to the city.

Correct—He saw a girls' school while going to the city.

Incorrect—The thief has stolen childrens' book.

Correct—The thief has stolen children's book.

Incorrect—He has heard monkey's chatter in the forest.

Correct—He has heard monkeys' chatter in the forest.

Incorrect—Ram saw many horse's tails.

Correct—Ram saw many horses' tails.

Incorrect—It is womens' club.

Correct—It is women's club.

Incorrect—He saw a mens' college situated by the road side.

Correct—He saw a men's college situated by the road side.

9. Where there are too many hissing sounds, the **apostrophe s** is not used. For example:

(i) Man should not use science to destroy humanity for **conscience's sake**.

(ii) You should be honest for **goodness' sake**.

(iii) Do not make a clamour for **peace' sake**.

(iv) Do not hesitate in sacrificing even your life for good cause for **Jesus' sake**.

10. **His, hers, its, theirs, yours, mine, and ours** are possessive in themselves. Two things are to be kept in mind while using them:

(i) Possessive sign is not put with them; and

(ii) They are never followed by a **noun**.

For example:

Incorrect—**Ours** Professor is a noble man.

Correct—**Our** Professor is a noble man.

Incorrect—**Yours** books are very costly, indeed.

Correct—**Your** books are very costly, indeed.

Incorrect—**Hers** features are very charming.

Correct—**Her** features are very charming.

Incorrect—**Theirs** efforts were proved of no consequence.

Correct—**Their** efforts were proved of no consequence.

Incorrect—**Mine** knowledge of the subject is quite upto date.

Correct—**My** knowledge of the subject is quite upto date.

11. After **possessive case** such words like **church, house, school, shop** etc. are often omitted; as:

(i) You should go to St. Niet's to offer prayer.

(ii) Please enjoy with me at my niece's today.

(iii) Try to purchase fresh vegetables from M/s. Ram and Sohan's.

(iv) Religious education is imparted at St. Jesus'.

12. **Possessive** is attached to the last word to nouns or titles, consisting of several words, as:

(i) Commander-in-chief's order,

(ii) Governor-General's orders,

(iii) His son-in-law's father,

- (iv) The Nawab of Rampur's library,
- (v) Ram and Sohan's shop.

13. Apostrophe s is added to both the nouns, in case, they are connected by 'and' in **possessive case**, to denote, 'separate' possession, and only to the last in order to show 'collective' possession. For instance:

- (i) Milton's and Dryden's poems (means separate poems by Milton and Dryden)
 - (ii) Addison and Steele's 'Spectator' (means 'Spectator' written collectively by Addison and Steele)
 - (iii) Ram and Mohan's cow (means cow jointly owned by Ram and Mohan)
 - (iv) Ram's cow and Mohan's cow (means cow separately possessed by Ram and Mohan)
- Note :** Preposition 'of' should not be used in place of **possessive case**, unless we change the meaning. For example—
- (i) A picture of Shyam (means a photo of Shyam)
 - (ii) Shyam's picture (means the picture owned by Shyam)
 - (iii) The house of my brother (means the house in which my brother lives)
 - (iv) My brother's house (means the house owned by my brother).

14. Adverb 'else' in combination with **pronouns—somebody, anybody, everybody, anyone, everyone**, etc., takes possessive sign after it; as—

Incorrect—It is **somebody's else** book.

Correct—It is **somebody else's** book.

Incorrect—**Anybody's else** name can be mentioned.

Correct—**Anybody else's** name can be mentioned.

Incorrect—You can take **everybody's else** help.

Correct—You can take **everybody else's** help.

Exception—But we do not use '**who else's**'. It is used in the form '**whose else**'. For example—

Incorrect—Who else's book you should get?

Correct—Whose else book should you get?

15. When a noun is compounded with another noun and works as an objective, the second must be put immediately after it; as—

- (i) India is cautious in her internal as well as external affairs. (say internal affairs as well as external)

16. Following are some of the nouns which do not take 's' or 'es' in their plural form.

| <i>Singular</i> | <i>Plural</i> | <i>Singular</i> | <i>Plural</i> |
|--------------------|--|--------------------------------|-----------------------------------|
| Major-general | Major-generals | Child | Children |
| Lord-justice | Lord-justices | Wolf | Wolves |
| Handful | Handfuls | Tooth | Teeth |
| Goose | Geese | Step-son | Step-sons |
| Father-in-Law | Fathers-in-Law | Run-away | Run-aways |
| Forget-me-not | Forget-me-nots | Ox | Oxen |
| Fisherman | Fishermen | Knife | Knives |
| Foot | Feet | M.A. | — M.As. |
| Commander-in-chief | Commanders-in-chief | Mouse | Mice |
| Miss Goel | The Miss Goels or the Misses Goels | Mrs. Milton Maid-servant | The Mrs. Miltons Maid servants |

17. Some nouns have their peculiar genders; as—

| | | | | | |
|----------|---------------------|------------------|-------------|----------|------------|
| Colt | Filly | Ram | Ewe | Sorcerer | Sorceress |
| Buck | Doe | Stag | Hind | Executor | Executrix |
| Bachelor | Maid or spinster | Wizard | Witch | Czar | Czarina |
| Cock | Hen | Baron | Baroness | Sultan | Sultana |
| Dog | Bitch | Giant | Giantess | Fox | Vixen |
| Drone | Bee | Lion | Lioness | Milk-man | Milk-maid |
| Gander | Goose | Viscount | Viscountess | Horse | Mare |
| Hart | Roe | Duke | Duchess | Abbot | Abbess |
| Nephew | Niece | Monk or Friar | Nun | Traitor | Traitoress |

18. Some Nouns have their unusual plural forms. For example—

| | |
|-------------|-----------------------|
| Volcano | Volcanoes |
| Cargo | Cargoes |
| Piano | Pianos |
| Dynamo | DYNAMOS |
| Echo | Echoes |
| Canto | CANTOES |
| Potato | POTATOES |
| Memento | MEMENTOS |
| Pony | PONIES |
| Life | LIVES |
| Wolf | WOLVES |
| Shelf | SHELVES |
| Serf | SERFS |
| Hoof | HOOFS |
| Goose | GEES |
| Louse | LICE |
| Ox | OXEN |
| Erratum | ERRATA |
| Radius | RADI |
| Axis | Axes |
| Basis | Bases |
| Criterion | Criteria |
| Parenthesis | Parentheses |
| Formula | Formulae or formulas |
| Hypothesis | Hypotheses |
| Bandit | Bandits or banditti |
| Terminus | Termini or terminuses |
| Index | Indices |
| Memorandum | Memoranda |
| Phenomenon | Phenomena |
| Penny | Pennies |

19. Such plural nouns as **coppers, **irons**, **tins**, **goods**, **woods** are used as **common nouns** in a somewhat different context and meaning. For example—**

Coppers are not in currency these days.

Woods are lovely, dark and deep.

The culprit was in **irons**.

20. Such **abstract nouns** as **hope**, love, kindness, etc., have no plurals; but when such words as **kindnesses** etc., occur in plural forms, their meaning is different. For example—
Love is a heavenly attribute.
Such **kindnesses** (acts of kindness) as he has bestowned upon you are rare.
21. **Apostrophe's** is added to letters, figures and other symbols in order to make them plural.
For example—
Write your **w's** more legibly.
Add two **f's** to your spelling.
22. Two plurals of same nouns differ in meaning. For instance:
Die has two plurals; one—**dies**, which means stamps for coining: and second—**dice**, which means small cubes used in games.
Genius has two plurals; one—**geniuses**, which means persons of great talent: and second—**genii**, which means spirits.
Brother, likewise, has two plurals; one—**brothers**, which means sons of the same parent; and second—brethren, which means members of a society or a community.
23. Such nouns as **sun**, **summer**, **time**, **winter**, **death** etc., that are unusually forceful are treated as **masculine gender**, but nouns characterised by their grace, beauty, and dignity are regarded as **feminine gender**. This is way of personifying the lifeless objects.
For example—
(a) The **sun** gives his light to everybody.
(b) The **moon** consoles the distressed love by **her** own calm rays.
24. The names of the **arts** and **sciences** should also be regarded as **abstract nouns**; as—**Physics**, **Chemistry**, **Microbiology**, **Plant Breeding**, **Painting**, etc.
25. **Nouns in apposition** should be used very carefully. For example—Akbar, the great Mughal Emperor, had unbounded religious tolerance.
26. A noun in **vocative case** should clearly be understood. For example—
(a) Friends, Romans, Countrymen, lend me your ears.
(b) O Death, show your cruel hand.

ASSIGNMENT 1

A. Write down the feminine genders of the following:

- | | |
|-----------------|-------------------|
| 1. Colt | 4. Hart |
| 2. Drone | 5. Testator |
| 3. Gander | |

B. Write down the abstract nouns of the following:

- | | |
|-------------------|-------------------|
| 6. Bankrupt | 9. Flatter |
| 7. Pirate | 10. Prudent |
| 8. Glutoon | |

C. Supply the correct nouns given within brackets:

- | | |
|--|-------------------------|
| 1. These will not hold good in this matter. | (criterion, criteria) |
| 2. He has already submitted many | (memorandum, memoranda) |
| 3. These natural are very pretty. | (phenomenon, phenomena) |
| 4. I bought three oranges. | (dozen, dozens) |
| 5. His name will be written in the of our country. | (annals, annual) |

D. Choose the appropriate nouns in the following blanks given within brackets.

- | | |
|---|-----------------------|
| 1. These cannot tolerate such a heavy burden. | (axis, axes) |
| 2. They have drawn different conclusions from these | (analaysis, analyses) |

- | | |
|---|-----------------------|
| 3. have been given at the end of the book. | (index, indices) |
| 4. This house cost me ten rupees. | (thousand, thousands) |
| 5. These are fine to look at. | (goose, geese) |

ASSIGNMENT 2

I. Put the following into Plural:

1. A chair is used in a classroom.
2. A table is made of wood.
3. A dog is an animal.
4. A boy creates mischief.
5. A girl rides a bicycle.
6. An animal is a living creature.
7. A mango grows on a tree.
8. A girl carries a handkerchief in her hand.
9. A boy wears a shirt.
10. A mother is kind to her child.

II. Put the following into singular:

1. Teachers are men or women.
2. Boys run faster than girls.
3. Girls wear different kinds of dresses.
4. Some stories are mysteries.
5. Flowers are fragrant to smell.
6. Pens are used for writing.
7. Players are playing different games in the field.
8. Toys are non-living things.
9. Horses are animals.
10. Girls are pretty to look at.

ASSIGNMENT 3

Correct or improve the following sentences by using the correct nouns:

1. The thief was sent to the gallow.
2. The proceed of the sale is yet incomplete.
3. He is using spectacle for reading a book.
4. Economics are a good subject to study.
5. The environs of Delhi are not congenial and salubrious to health.
6. Mohan purchased five dozens pens from the market.
7. This house cost him eighty thousand rupees.
8. No news are good news.
9. The criteria of selection in teaching profession is merit.
10. They submitted a memoranda to the Chief Minister many months ago.
11. The earth revolves on its axes.
12. He cannot be granted leave on a fictitious bases.
13. A close analyses reveals that the problem is highly complicated.
14. This hypotheses cannot be substantiated by facts already available.
15. This university sprawls over some 40 miles and its radii is also quite large.

ASSIGNMENT 4

Correct or improve the following sentences:

1. India does not interfere with the internal as well as external affairs of others countries.
2. Who else's scooter can you use?
3. It must be somebody's else radio.
4. Anybody's else name may be mentioned.
5. For goodness's sake, please maintain decency and decorum in the meeting.
6. She is admitted to a girl's school.
7. Have you ever read a novel by Charles Dickens ?
8. Keats poetry is treated as **Romantic Poetry**.
9. The laws of nature are rigid.
10. I saw a five-years old child singing a nursery rhyme.
11. The sceneries of Kashmir are very beautiful.
12. Deers run faster than dogs.
13. He purchased three scores pencils.
14. These four children are their offsprings.
15. Don't take heavy luggages when you climb a peak.

ASSIGNMENT 5

Use the following nouns as directed:

1. Copper (as copper coins)
2. Tins (cans made of tin)
3. Woods (forests)
4. Provocations (cases of excitement or irritation)
5. Forces (troops)
6. Airs (affected manners)
7. Goods (merchandise)
8. Compasses (an instrument for drawing circles)
9. Respects (compliments)
10. Hues (colours)
11. Pains (exertion)
12. Spectacles (sights)
13. Letters (epistles)
14. Index (indices—signs used in algebra)
15. Penny (pence—amount in value)

ASSIGNMENT 6

Write down the plural forms of the following nouns:

- | | |
|---------------|----------------|
| 1. Cargo | 11. Pony |
| 2. Serf | 12. Canto |
| 3. Louse | 13. Dynamo |
| 4. Radius | 14. Bandit |
| 5. Basis | 15. Criterion |
| 6. Formula | 16. Memorandum |
| 7. Hypothesis | 17. Phenomenon |
| 8. Terminus | 18. Criterion |
| 9. Erratum | 19. Ox |
| 10. Goose | 20. Hoof |

ASSIGNMENT 7

Write down the opposite genders of the following nouns:

- | | |
|-------------|--------------|
| 1. Nephew | 11. Duke |
| 2. Friar | 12. Prophet |
| 3. Sorcerer | 13. Lion |
| 4. Fox | 14. Barron |
| 5. Czar | 15. Wizard |
| 6. Giant | 16. Stag |
| 7. Colt | 17. Ram |
| 8. Buck | 18. Viscount |
| 9. Bechelor | 19. Peacock |
| 10. Traitor | 20. Executor |

Pronouns¹

(CURRENT PATTERNS AND USAGES)

1. A word used in place of a **Noun** is known as a **Pronoun**. It is composed of two words, viz.,—**pro** which means **for** and **noun** which means the name of **a person, place or thing**. A **Pronoun** is, therefore, a word which stands for a **Noun**. For example— Mohan has secured the highest marks in this trimester because **he** (Mohan) worked hard. (Here **he** is a **Pronoun** as it stands for a **Noun—Mohan**)
2. Pronouns are divisible into the following kinds:
 - (i) Personal Pronouns
 - (ii) Reflexive Pronouns
 - (iii) Emphatic Pronouns
 - (iv) Demonstrative Pronouns
 - (v) Indefinite Pronouns
 - (vi) Distributive Pronouns
 - (vii) Relative Pronouns
 - (viii) Interrogative Pronouns
3. Personal Pronouns have three persons, viz., **First person**, **Second person** and **Third person**. **I** we and their derivatives—**me**, **mine**, **us**, **our**, **ourselves** etc., are known as **First person**. **You** and **thou** and their derivatives—**your**, **thine**, **they** etc., are known as **Second person**. **He**, **she** and **it** and their derivatives—**his**, **him**, **her** etc., are known as **third person**. For example—
I shall abide by these rules of the university. (First Person)
You have won the match in an interesting manner. (Second Person)
He is the most illustrious son of our motherland. (Third Person)
4. Difference between **Personal Pronouns** known as **Possessive Pronouns** in their **Possessive case** and **Possessive Adjectives** should clearly be understood:
 Those mangoes are **mine**. (Possessive Pronoun)
 Those are **my** mangoes (Possessive Adjective)
 This umbrella is **hers**. (Possessive Pronoun)
 This is **her** umbrella. (Possessive Adjective)
5. Pronoun **it** is used for lifeless things; animals; infants; provisional subjects before the verb to be; indefinite nominative of an impersonal verb; weather or time; and for emphasis to a noun or pronoun:
 Your dress is very costly; keep **it** safely. (lifeless thing)
 An elephant is a big animal and **it** drinks a lot of water. (an animal unferred to its sex).
 This baby is sucking **its** thumb. (an infant unferred to its being male or female).
It is now certain that **he** will win. (a provisional subject)
It is blowing harshly. (indefinite nominative of an impersonal verb)
It is cloudy today. (weather)
It is a quarter to five now. (time)
It was **I** who spoke abruptly. (emphasis on a noun or pronoun that follows)

1. Prescribed in GBPU Syllabus (BHS-114). Also prescribed in UPTU Syllabus (Professional Communication TAS-103).

6. Proper care is needed to use **Personal Pronouns** alongside of the use of Co-ordinative Conjunctions:

Either Shyam or Mohan has done **his** work. (Alternative conjunction either....or alongwith **his**)

Neither the Secretary nor his assistants have shirked **their** responsibilities on others. (Plural Personal Pronoun)

Every teacher **and** every student has paid **his** proper attention to the advice given by the Vice-Chancellor (Singular Personal Pronoun **his** alongwith cumulative conjunction **and**)

7. It is always prudent to use:

He and I, not **I and he**; **you and he**, not **he and you**; **you and I** not '**I and you**'; as

He and I may be allowed to do that work.

You and he should try to work hard.

You and I must be rewarded for this brilliant success.

8. Personal Pronouns in their nominative case should never be used in place of accusative case:

Ram has rewarded her and **me** (not **I**)

Nobody will speak to you but **me** (not **I**)

Likewise, accusative case should not be used in lieu of nominative case : as—

He is more intelligent than **I** (not **me**)

You are more lethargic than **she** (not **her**)

9. Addition of **self** and **selves** to Personal Pronouns such as my, him, her, them etc., make them Compound Personal Pronouns, which are termed as either **Reflexive Pronouns** or **Emphatic Pronouns** according to their placement and function in a sentence. It is, therefore, prudent not to confuse them. For instance:

I have done this work **myself**. (Reflexive pronoun)

I **myself** have done this work. (Emphatic Pronoun)

10. **Myself** should not be used as independent subject; nor should **self** be confused when it works as a **Noun**. For example—

Myself helped him solve this problem. (wrong)

I myself helped him solve this problem. (correct)

An incompetent teacher think much of **self** (working as a Noun and not as a Pronoun)

11. Proper care should be taken while using Demonstrative, Indefinite and Distributive Pronouns and they should not be confused with one another. For example—

Our students are better trained than **those** of other universities. (Demonstrative Pronoun avoiding repetition "than the students of other universities.")

All were pleased to see him alive. (Indefinite Pronoun)

Neither of the statements appear to be true. (Distributive Pronoun)

They hated **one another**. (Reciprocal Pronoun used as Distributive Pronoun)

12. Relative Pronoun **that** is preferred to **who** or **which** after adjectives in superlative degrees; after the words same, all, any, nothing, only etc.,; after Interrogative Pronouns **who** and **who**; after two antecedents, one denoting a person and another an animal or thing. For example—

This is the most heroic feat **that** I even witnessed. (after an adjective in superlative degree)

He is the most competent teacher **that** they ever saw. (after an adjective in superlative degree).

All is not gold that glitters. (after all)

What is it **that** hinders your progress. (after Interrogative Pronoun what)

- The man and his monkey **that** disturbed the audience were dragged aside. (after two antecedents of unusual or uncommon species or scion)
13. Relative Pronoun may be omitted provided it does not deform the coherence of the structure of the sentence. For example—
I am searching for the book (**which** omitted) I purchased yesterday from his shop.
Satisfaction is the greatest blessing (**that** omitted) one can ever find in his life-time.
 14. Often the antecedent of a Relative Pronoun is intentionally not used. For example—
Who laughs last laughs best.
 15. Compound Relative Pronouns such as **whatever**, **whosoever**, **which-ever**, **whatso-ever** etc., have no antecedent expressed. For instance: **Whosoever** (**whoever**) tops the class will be rewarded. (no antecedent)
 16. Relative Pronouns **who** and **which** should be used according to their senses. For example:
I know Mohan **who** is the best boy of the class. (a boy)
I have lost my pen **which** was very costly: (a thing)
 17. Interrogative Pronoun such as **what**, **whose**, **which**, **whom**, **whoever** **whatever** etc., should be used in consonance with their antecedents.
For example—
What do you want ?
Whom are you speaking to ?
Of **whom** do you speak ?
 18. As is used as a Relative Pronoun after **such** and **same**. For example—
My handwriting is the same **as** hers.
I have never seen **such** a wise man **as** he.
 19. When such verbs as **avail**, **absent**, **acquit**, **enjoy**, **drink**, **revenge**, **resign**, **apply**, etc. are used reflectively, **Reflexive Pronoun** is inevitably used. For instance—
He absented **himself** from the examination-hall.
 20. But after such verbs as **keep**, **break**, **make**, **hide**, **feed**, **qualify**, **steal**, **stop**, **draw**, **rest**, **roll**, etc., **Reflexive Pronoun** is not used at all. For example—
He hid **himself** in the cave.

ASSIGNMENT 1

Fill in the blanks with appropriate Pronouns given within brackets:

1. She is more industrious than (me/I)
2. They will decide who is better teacher, you or (I/me)
3. Sita is more beautiful and richer than (I/me)
4. Who is there? It is (me/I)
5. Whom can I rely upon, if not (he/him)
6. Between you and, who is to be blamed? (he/him)
7. She is as old as (you/me)
8. She got as many marks as (they/them)
9. The teacher knew that it was (I/me)
10. Can you read as fast as ? (he/him)

ASSIGNMENT 2

Tick the right kind of Pronouns of the bold words:

1. She **herself** has volunteered for this job. (Reflexive/Emphatic)
2. I spoke to him **myself**. (Reflexive/Emphatic)

3. **Which** is the best book for him? (Interrogative/Indefinite)
4. **These** are only false excuses (Demonstrative/Interrogative)
5. **All** were feared drowned (Indefinite/Distributive)
6. **Neither** of the students got a prize. (Distributive/Demonstrative)
7. The two daughters hate **each other**. (Distributive/Reciprocal)
8. They never fail **who** die in a great cause (Relative/Personal)
9. They **who** live in glass houses should not throw stones at other. (Relative/Personal)
10. **Which** of these pens is yours ? (Interrogative/Personal)

ASSIGNMENT 3

Fill in the following blanks with suitable Relative Pronouns:

1. Only he suffers a lot experiences the pinching force of misfortune.
2. satisfies him well also satisfies
3. The teacher is teaching the students have failed in this trimester.
4. I treat that teacher as most unprofessional does not contribute to knowledge in any way.
5. He does not like the fellows I like most.
6. I always love students are hard-working and honest.
7. I went to Delhi is the capital of India.
8. Time—is spent once never returns.
9. Is this the road leads to the University Library ?
10. God helps help themselves.

ASSIGNMENT 4

Correct or improve the following sentences by using correct Pronouns where necessary:

1. It is me who has to share the biggest burden.
2. Let you and I fight incessantly until one of us is finally crushed.
3. He is such an honourable man that I have never come across in my life.
4. Your misfortune is certainly greater than that of his.
5. The climate of Nainital is colder than Delhi.
6. They hid themselves in the cave when they found no way out.
7. Neither he nor his friends have fared well in his examinations.
8. He has enjoyed the match.
9. I have qualified myself for the post.
10. This boy, whom I thought was weak, did well in the final examination.

ASSIGNMENT 5

Supply the missing Pronouns in the following blanks:

1. You are not as clever as
2. To does this pen belong?
3. The English Professor has punished him; has made sad.
4. Mukul had a dog followed wherever went.
5. Do unto as would be done by.
6. I want such shoes may last long.
7. He is a fast friend of
8. There was none wept so bitter

9. Those students were quarrelling with
10. of them is the youngest?

ASSIGNMENT 6

Rewrite the following sentences after correcting/improving them:

1. This does not look like his coat; it must be my coat.
2. We have taken our share; has she taken her share also?
3. Whom do you think he is ?
4. I must now take your leave.
5. This will be arranged between you and myself.
6. He and yourself will be the judges in the contest.
7. The horse that he tamed has died.
8. They who want it, should apply for it.
9. You should always love one's country.
10. Except but the brave enjoy the pleasures of the earth.

ASSIGNMENT 7

Fill in the following blanks with appropriate Pronouns in the sentences given hereunder:

1. I want some new blades; have you
2. They say that white are the best, I will buy if you have left.
3. These eggs are stale; please give fresh
4. So this is your new scooter. It is very handy
5. I want some sugar, but has not
6. I have missed my keys somewhere. Have you to lend me ?
7. I want to purchase some ripe bananas. Please give these good
8. Are there more books ? I have purchased all these earlier
9. You have many cigarettes; can you give
10. The farmer had five sons of used to fight with

ASSIGNMENT 8

Fill in the following passage with suitable Pronouns:

1. had to walk two and more miles from Keston home, up two long hills, down two short hills. was often tired, and counted the lamps climbing the hill above , more to pass. And from the hilltop, on pitch-dark nights, looked round. On the villages five or six miles away, shone like swarms of glittering living things, almost a heaven against his feet. Marlpool and Heanor scattered the far-off darkness with brilliance. And occasionally the black valley space between was traced, violated by a great train rushing south to London or north to Scotland. The trains roared by like projectiles level on the darkness, fuming and burning, making the valley clang with their passage were gone, and the lights of the towns and villages glittered in silence.¹

1. Lawrence, D.H.: *Sons and Lovers*, M/s. Penguin Books, England, 1913 p. 141.

12

Verb and Voice¹

(CURRENT PATTERNS AND USAGES)

1. Such Transitive Verbs (those having objects) as tell, promise, give, etc., may be used with two objects, notwithstanding the fact that, as a general rule, **Transitive Verbs** usually take a single object. Of the two objects thus used, one is termed as direct object preferably a Noun or Pronoun, whereas the other one as indirect object, generally a lifeless thing. For example:
Mohan offered (**Transitive Verb**) me (**indirect object**) a costly **gift (direct object)**.
2. Such Verbs as come, go, fall, die, lie, sleep, etc., can have no objects, though most of the Verbs can be used either as **transitively** or **intransitively**. For example:
The patient **died** in no time.
3. Some **Verbs** cannot be termed as **Transitive** and **Intransitive**, but their use is done rather **reflexively** (meaning thereby, often the object is implied and sometimes quite explicit). For example:
The bomb exploded (**itself**).
(Reflexive Pronoun **itself** is implied).
He enjoyed himself playing a piano.
(Reflexive Pronoun **himself** quite explicit).
4. **Causative force** often converts such **Intransitive Verbs** (having no objects) as **fly, run, walk, fall, lie, rise** etc., to Transitive Verbs; whereas some way apparently be recognised by their mere spellings as Transitive form. For example:
The vultures **fly** in the sky (Intransitive).
The players **fly** their balloons in the sky. (Transitive, cause their balloons fly).
Lie calm and quite there. (Intransitive).
Lay the utensils there. (Transitive, cause to lie).
5. Some Intransitive Verbs such as **ask, laugh, run, look, talk, wish**, etc., may be used as Transitive, provided a **Preposition** is added to them. Likewise, by prefixing a Preposition to the Verbs such as **come, stand, flow, grow, joy**, etc., an Intransitive Verb may be used as Transitively. For instance:
He talked about (made a discussion) the problem on many occasions. (Preposition **about** has been used and the Verb is Transitive).
He overcame the difficulty. (Preposition **over** has been prefixed to **came**, and the Verb has been **Transitively**).
6. Intransitive Verbs are also used in their **Cognate Accusative** and **Adverbial Accusative** senses. For Example:
Lata Mangeshkar sang a thrilling **song**. (Cognate Accusative sense, because the object song has an identical meaning as that of Verb i.e., sang. It is known as Cognate Accusative).

1. Prescribed in GBPU Syllabus (BHS-114); also prescribed in UPTU Syllabus (Professional Communication, TAS-103).

He slept a profound sleep, (Cognate Accusative sense).

The wrestler swims a kilometer daily. (Adverbial Accusative, because kilometer though noun has adverbially been used modifying swims).

7. The Verb **to be** is preceded and followed by the same case. For example.

It was he who made this blunder.

"He said unto them: It is I; be not afraid." (The Bible).

8. Verb is inevitably governed by the subject; in case of a **Relative Pronoun**; it is to be governed by the antecedent of the Relative Pronoun. For example:

(a) **Each** one of the students **has** been permitted to leave the hostel for a few days. (Subject is **each**, which is singular and not **students** which is plural).

(b) **Neither** of the solutions **is** quite relevant. (singular subject).

(c) **A Variety** of flowers **was** collected by him.

(d) **I, who, am** loyal to you, should always, be trusted. (who is **Relative Pronoun** and its antecedent is **I**; and, hence, the verb **am** is to be governed by it).

(e) He is one of the best **writers that have** ever lived. (that is Relative Pronoun, and its antecedent is **writers**; and, so, the verb **have** is plural).

(f) You, who are my benefactor, must never be hanged. (who is Relative Pronoun and its antecedent is **you**; hence the verb **are** is to be governed by **you** and not by **who**).

9. Such words as **as well as, in addition to, with, together with** etc., used with singular subjects, notwithstanding their being followed by plural subjects do not at all govern the verb. For instance:

(a) Ram as well as his friend **has** got a prize.

(b) The Vice-Chancellor together with Professors **has** attended the seminar.

(c) Virtuous living in addition to honesty **pays** a lot in life.

(d) The Chief of the Army Staff as well as the senior Ministers **has** paid a floral tribute to the martyrs.

10. Some Nouns like **news, mathematics, wages, politics**, apparently appearing to be plural, take a singular verb; whereas some Nouns as **dozen, cattle, poultry, vermin, gentry** etc., (which are plural in number though looking like singular) take a plural verb. For example:

The wages of sin **is** death.

Cattle are grazing in the field.

11. But a **Collective Noun** may take a singular Verb, in case, it is conceived of as a whole; quite conversely, a plural Verb in case of a reference to individuals. For example:

(a) The Academic Council **has** now chosen its Secretary after a long gap.

(b) The Academic Council **were** divided in their opinions regarding the University's admission policy for the ensuing years.

(c) The congregation in the temple gradually dispersed.

(d) The congregation of the worshippers **have** offered their prayer to God in a very sancrosanct and sombre fashion.

Note: A detailed discussion on the agreement of the Verb with the subject has been made in the Chapter named as **Concord**. Students are also advised to consult the same Chapter for a comprehensive understanding of the Verb and Concord.

| Tense | Voice | Neutral or Indefinite | Progressive or Continuous | Perfect | Perfect Progressive or Perfect Continuous |
|----------------|---------|-----------------------------|-------------------------------|------------------------------------|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| PRESENT | Active | He reads a book. | He is reading a book. | He has read a book. | He has been reading a book for two hours. |
| | Passive | A book is read by him. | A book was being read by him. | A book has been read by him. | No Passive Voice |
| PAST | Active | He read a book. | He was reading a book. | He had read a Book | He had been reading a book for two hours. |
| | Passive | A book was read by him. | A book was being read by him. | A book had been read by him. | No Passive Voice |
| FUTURE | Active | He will read a book. | He will be reading a book. | He will have read a book. | He will have been reading a book for two hours. |
| | Passive | A book will be read by him. | No Passive Voice | A book will have been read by him. | No Passive Voice |

12. **Voice** is also a form of the **Verb**, which is divisible into two types, i.e., **Active Voice** and **Passive Voice**. While using Active and Passive Voice, great care is needed to use them intelligently and exactly. For this, the chart provided may well be memorised.

13. In case of two objects, one may be made a subject and another may function as **Retained Object** in Passive Voice. For example:

(a) She handed me a bunch of flowers, (Active Voice).

A bunch of flowers was handed to me
or
I was handed a **bunch of flowers** by her } Passive Voice.

(b) He will teach you a lesson. (Active Voice).

A lesson will be taught to you by him.
or
You will be taught a lesson by him. } Passive Voice.

14. Often it is controverted as to when and where which Voice (Active or Passive) is to be used. Prudence dictates that it is a matter of making either subject or object prominent that we can use voices alternatively. Meaning thereby, if we want a subject conspicuous and an object not so prominent, we may use Active Voice; otherwise the process should be vice-versa. Moreover, some subjects are always implied. For instance:

(a) The citadel was dilapidated long ago.

(b) The whole fortune was ruined.

15. Only a Transitive Verb can be used in a Passive Voice. For example:

(a) The car is broken (Correct).

(b) The stranger is gone. (Wrong, because here go cannot be used in Passive Voice. It is, therefore, an **Active** use).

16. Some **Transitive Verbs** such as **read, eat, smell, taste** etc., are used in a **Passive** form, though apparently they are in Active form. For example:

(a) The grapes taste sweet, (are sweet when they are tasted)

ASSIGNMENT 1

Correct the following sentences by using either Cognate Accusative or Adverbial Accusative of the Intansitive Verbs:

1. He has dreamed a beautiful preposition regarding his future career.
2. The swimmers swam for about half a day in the lake..
3. Mukesh had sung several tragic couplets before his death.
4. The patient enjoyed a good sleep last night.
5. When the agitators dispersed, the manager took a sigh of relief.
6. On his misfortunes, his opponent laughed very bitterly.
7. M.K. Gandhi died like a great martyr, indeed.
8. Our English teacher lives like a prince.
9. My refrigerator cost me atleast five thousand rupees.
10. The invigilator cannot wait for two more hours for you.

ASSIGNMENT 2

Correct the following sentences:

1. It were they who rectified the mistake.
2. It am I who have done this work.
3. Each of the boys have got their prize.
4. He is one of the best scholars that has ever lectured on this subject.
5. He, who are my enemies, should will definitely hate me.
6. Mohan as well as Sohan have got A grade in this trimester.
7. Each one of our friends are to be promoted.
8. The majority are opposed to this view.
9. A number of students was rusticated last year.
10. This news are too good to be true.

ASSIGNMENT 3

Change the following into Passive Voice:

1. One should try to keeps one's promise.
2. Who teaches you English ?
3. They have told him an interesting episode.
4. We respect our elders.
5. Place an order.
6. I shall be obliged to help you.
7. We must work hard.
8. Do not harm others.
9. Why should he be hated by his friends ?
10. Fire and pestilence ravaged England in 1965 and 1966 respectively.

ASSIGNMENT 4

Supply the correct tense in the following blanks:

In (consider) the distribution of organic beings over the face of the globe, the first fact which (strike) us (be) that neither the similarity nor the dissimilarity fot the inhabitants of various regions (wholly account) for by climatal and other physical condition. Of late, almost every author who (study) the subject (come) to the conclusion. The case of America (almost suffice) (prove) its

truth : for if we (exclude) the arctic and northern temperate parts, all authors (agree) that one of the most fundamental divisions in geographical distribution is that between the new and old worlds.

ASSIGNMENT 5

In each of the following sentences supply a correct verb:

1. To take pay and then not to work dishonesty. (be)
2. The jury divided in their opinion. (be)
3. One or other of these fellows stolen the car. (have)
4. The passengers as well as the crew afraid. (be)
5. Sixteen annas equal to one rupee. (be)
6. Three parts of the business left for me to do. (be)
7. The means employed by you sufficient. (be)
8. The wages of sin death. (be)
9. Neither of the two men strong. (be)
10. Many a man succumbed to temptation. (have)

ASSIGNMENT 6

Write the correct verbs: don't use the past tense :

1. In our solar system, there nine planets. (be)
2. One of the major causes of such crimes poverty and hunger. (be)
3. The general as well as his soldiers the report. (distrust)
4. I am sure that the coach or the team members an excuse for the loss. (have)
5. His conclusion, together with his major promises in error. (be)
6. After death, each his just reward. (get)
7. Paying for both dinner and tickets a strain on my honour and my wallet. (be)
8. There according to my plan only two acts. (be)
9. Neither the prosecution nor the defence likely to make a full statement on the matter. (be)
10. Her hair dishevelled. (be)

ASSIGNMENT 7

Supply the correct verbs:

1. My friend Johnson was very angry and said that he(eat) two flies in his fruit salad.
2. I(finish) the book before my next birth day.
3. You(go) with us to the zoo tomorrow if you(be) a good boy.
4. I(read) in yesterday's paper that a boy (steal a watch and(sell) it and that the police (look for him everywhere but not (find) him.
5. He discovered to his horror that he(eat) a needle.
6. Our University team(play) a hockey match in Hyderabad last month but it(defeat) by Delhi University team.
7. Ships(travel) from Bombay to Surat in two hours when weather(be) clear.
8. My father(find) on his last visit here that I(leave) for home before he(reach) Delhi.
9. Next month when I(go) to Jaipur I (meet) my uncle, who(come) to receive us at the station.
10. I(be) reading a novel, when my friend(visit) me yesterday.

ASSIGNMENT 8

1. Supply correct present tense of the given verb:

- (a) Mother(cook) some food in the kitchen at present. She always(cook) in the morning.
- (b) We(live) here for the last six months, and just(decide) to move.
- (c) I(be) cold, because I(swim) for the last two hours.
- (d) Look, a boy(run) after the train; he(want) to catch it.

2. Supply the correct past tense of the given verb:

We(enter) Port Said when I(come) on deck. We(see) that the men(sell) strange fruits and vegetables. While I(leave) the ship I(notice) that the rest of the passengers(argue) about the prices. As the sun(set) the market still(continue). I(buy) a Persian rug for a little price, but to my surprise I(see) that it(make) in Manchester.

ASSIGNMENT 9

A. Write in the blanks the correct tense form of the verbs given in the brackets:

Agriculture(be) a very ancient occupation of mankind. It(be) so old that nobody(say) with certainty when and where it(practise) for the first time. Man(discover) through necessity that certain wild plants about him(furnish) him food in the forms of fruits and seeds. Following this discovery, he naturally(go) from place to place(search) food materials. Seeds from these food materials(drop) around his dwelling and later(bear) fruit and grain, that again he(use) as food. Thus he(discover) that by scattering seeds near his dwelling he(have) food materials near his home without(have)(search) for them at long distance.

B. Use the correct tense of the verbs given in the brackets:

1. I wonder why I always(have) trouble with the car whenever I(decide) to go home now a days.
2. After she(work) at a hospital for the last two years, she(decide) to give up the job.
3. They(sell) the dresses before we(get) there.
4. I(finish) the book before my next birthday.
5. Yesterday, he(refuse) to admit that he(steal) the pen.
6. We(go) to cinema last night.

13

Infinitives, Gerunds and Participles¹

(CURRENT PATTERNS AND USAGES)

1. **Infinitive** is used without **to** after **bid, let, make, need, dare** (except underlying a sense of challenge), **see, bear etc.**, For example:

Bid him go there.

Let them **play** a game.

She **need** not **worry** for this matter.

They **heard** him weep.

2. **Infinitive** (verb-noun) is also used without **to** after modal verbs such as **shall, will, should, would, could, might, may, can**, etc.; after **had better, had rather, sooner than, would rather, rather than**; and after such elliptical expressions as **nothing but**, etc., For example:

She **can** sing a good song.

You **had better** keep silent.

She **would rather** starve than beg.

She **did nothing but** cry and weep.

3. **Split Infinitive** should be avoided as far as possible. Likewise, **Infinitive Pendent** (to put no verb after **to** and leaving the verb understood) is a grammatical error. For example:

It is, therefore, requested to **kindly grant** me one day's casual leave. (wrong, because **to** has been placed between requested and kindly, a mistake of **Split Infinitive**).

It is, therefore, requested **kindly to grant** me one day's casual leave. (correct)

I shall not do this work unless I have to. (wrong)

I shall not do this work unless I have to do so. (right)

4. Repetition of **to** is permissible with two **Infinitives**, in the same sentence, if the sense is quite differing. For example:

Technical expertise is used to **mitigate** and to **minimise** the miserable conditions of the poor in our country. (repetition of **to** before **minimise** is not needed, because an identical idea is expressed through **minimise** and **mitigate**)

The best way in life is to **work or die**. (wrong)

The best way in life is to **work or to die**. (correct)

5. **Infinitive** should not be left without its proper preposition. For example:

I have no house to live. (wrong)

I have no house to live in. (right)

He has no friends to play. (wrong)

He has no friends to play with. (right)

6. **Infinitive** usually takes present tense; but it may take a tense other than present depending on the action prior to the action of the main clause. For example:

I should have liked to **have finished** my work. (wrong)

1. Prescribed in GBPU Syllabus (Technical Writing, BHS-211). Also prescribed in UPTU Syllabus (Professional Communication, TAS-103).

I should have liked to **finish** my work. (right)
 She appears to **disturb** her neighbour (wrong)
 She appears to **have disturbed** her neighbour. (right)

7. The **Gerund** is qualified by an **Adverb**; whereas the **Verbal Noun** by an **Adjective**. For example:

The learning of a language unattentively is hazardous. (wrong)
The unattentive learning of a language is hazardous. (right)
Unattentive learning a language is hazardous. (wrong)
Learning a language **unattentively** is hazardous. (right)

8. A **Verbal Noun** takes **the** and **of** before and after it respectively, but a **Gerund** does not take any such article or preposition. For example:

The granting to the workers to more financial benefits will make them lazy. (wrong, because it is neither **Gerund** nor **Verbal Noun**). **Granting** to the workers the more financial benefits will make them lazy. (right, **Gerund** has been used)

9. Mixing of a **Gerund** with a **Verbal Noun** or the vice-versa in the same sentence should always be avoided. For instance:

She put him off by **telling** of the lies and by **flattering** others. (wrong)
 She put him off by **telling** lies and by **flattering** others. (right, **Gerund**)
 or

She put him off by **the telling** of lies and by **the flattering** of others. (right, **Verbal Noun**)

10. It is not wise to use an **Infinitive** after a **Verb** or a **Participle**, which takes a set **Preposition** after it. In such situations, it is always prudent to use a **Gerund**. For example:

The student is fond of **singing** a song. (**Gerund** and not **Infinitive** has been used)
 The officer insisted **on knowing** the correct figures of the dead. (**Gerund** has been used)

11. **Possessive case** is used for a **Noun** or **Pronoun** governing a **Gerund**. For example:

He objected to **me** giving her a reward. (wrong)
 He objected to **my** giving her a reward. (right)
 I cannot rely on **Mohan** advising me. (wrong)
 I cannot rely on **Mohan's** advising me. (right)

12. A **Gerund** refers to the subject of the sentence; it is never used with a Preposition or any other word. For instance:

The teacher awarded him A grade **after having** appreciated hard work. (wrong, here **Gerund** refers to **Preposition** and not to **subject**)

The teacher awarded him A grade after he had appreciated his hard work. (right) **But it is correct to say:**

Before entering his room, I found that it was all dark there.

13. A **Gerund** and an **Infinitive** have their specific functions in a sentence, which must carefully be noted. For instance:

Stop to write. (wrong)
 Stop writing. (correct)

To walk early in the morning is useful. (wrong)
Walking early in the morning is useful. (right)

14. **Possessive case** of a **Noun** or a **Pronoun** may not be used when a **Gerund** governed by them does not have proximity. For instance:

I begged of **him** the mercy pardoning of him (another person) for ever. (correct)
 or
 I begged the mercy of **his** pardoning him (another person) for ever. (correct)

- 15. Regarding, concerning, considering, speaking, touching, taking, etc.,** are such **Participles** as require no agreement with a Noun or Pronoun, though a **Participle** otherwise is never left without a proper agreement. For example:
Considering his case, he should be given some financial help. (correct)
Being Sunday, I could not go to my office. (wrong)
It being Sunday, I could not go to my office. (right)
Playing in the field, an ox injured him. (wrong)
Playing in the field, he was injured by an ox. (right)
or
While he was playing in the field, an ox injured him. (right)

ASSIGNMENT 1

Correct/improve the following sentences:

1. Walking on the grass, a reptile bit him.
2. I begged his pardon to listen to me.
3. Stop to make a shrill noise.
4. Sohan narrated a story after having spent a lot of time.
5. The teacher cannot rely on Ram advising him.
6. His father insisted to visit his son all alone.
7. My mother is interested to learn music.
8. The student befooled his teacher by the avoiding of the work and by flattering others.
9. Granting to the students the more concessions will make them indifferent to their studies.
10. The listening of a speaker unattentively is fruitless.

ASSIGNMENT 2

Correct/improve the following sentences:

1. I should have liked to have helped him.
2. He appears to misbehave with others.
3. She seems to misguide her teacher.
4. I have no horse to ride.
5. She has no work to attend.
6. Ramesh has no friend to play.
7. He has decided to do or die.
8. The student has decided to pass or fail in the examination.
9. I shall not pay any attention to this work unless I have to.

ASSIGNMENT 3

Change into Participate, Gerund or Infinite the Verbs given within brackets according to the sense and re-write the sentences:

1. The teacher had to ask the students in the class (stop) (play).
2. Don't start (try) (learn) English before you have finished (learn) (do) primary rules in **Time and Tense**.
3. I have always loved (read). I would love (go) through a newspaper daily.
4. After (get) (like) English through (hear) it on the radio, he finished by (study) it.
5. Did you forget (remind) John (ask) his friend (pay) back the money he owes us?

6. Forgive (I, ring) you up so late, but I could not allow your birthday (pass) without congratulating you.
7. I usually manage (escape) (be) asked to these meetings, but this time I forgot (think up) a good excuse in time.
8. I can see (you, begin) (smile), so it is no use (you, pretend) (be) asleep.
9. I hate flowers (gather) (fade).
10. Stop (write) and (waste) time any more.

ASSIGNMENT 4

Change the following sentences by using 'have' or 'get' with a past participle:

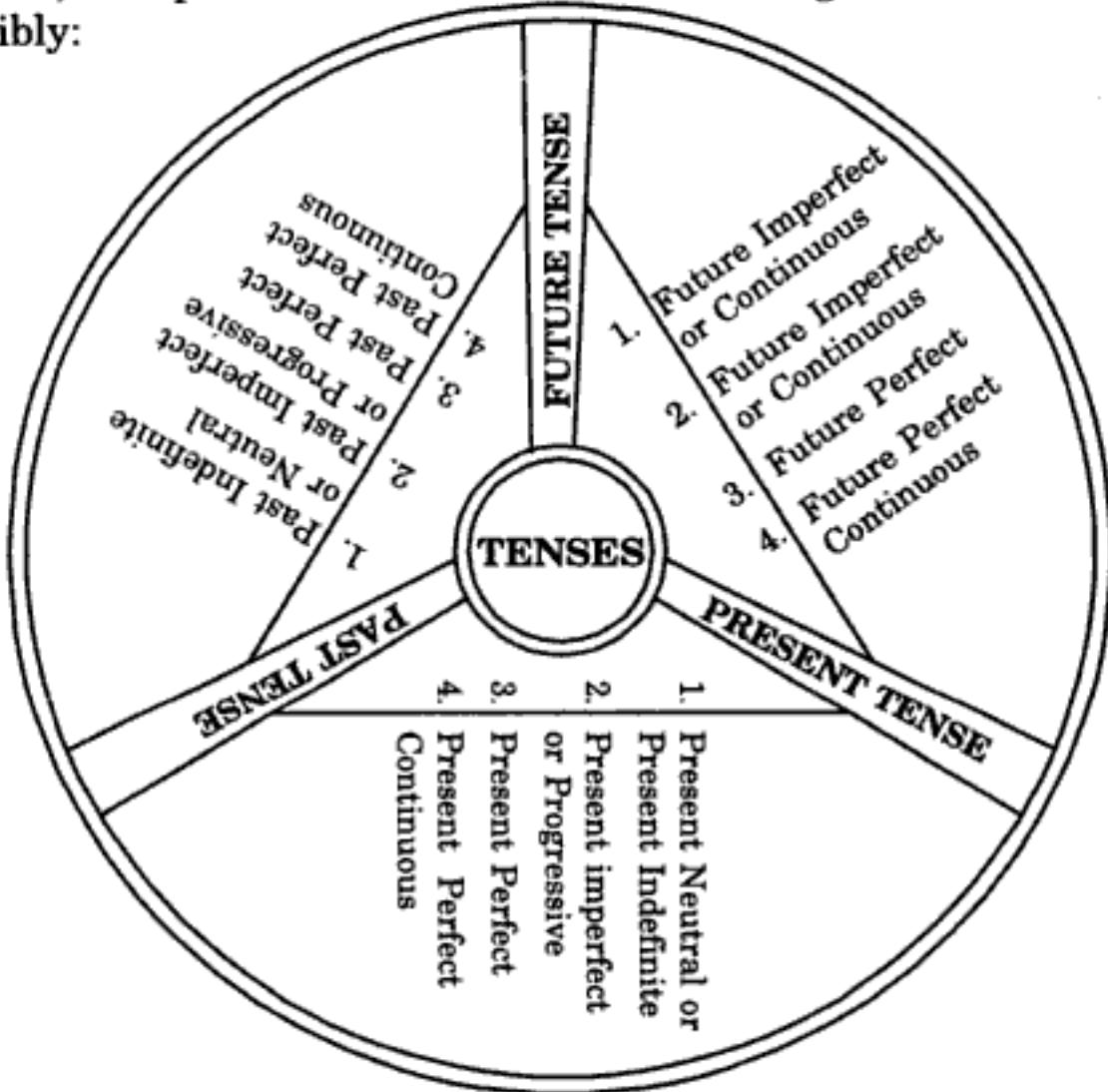
1. He must find somebody to carry the cycle there.
2. Shyam did not mend it for him.
3. His monthly cards need renewing.
4. Some-one washed his clothes for him.
5. My hair wants cutting.
6. Ram asked the cobbler to repair his shoes.
7. Shyam will have it see for you.
8. My coat wants washing.
9. We want have our shirts pressed.

14

Time and Tense¹

(CURRENT PATTERNS AND CORRECT USAGES)

1. Present, past and future are the three divisions of tenses; and every tense is further divided into four sub-divisions, namely—neutral or indefinite, progressive or continuous, perfect, and perfect continuous. The following chart will illustrate this division quite legibly:



2. With a view to obtaining the primary idea of all the tenses and their sub-divisions, it is prudent to go through the following chart:

| | <i>Neutral or Indefinite</i> | <i>Progressive or Continuous</i> | <i>Perfect</i> | <i>Perfect Progressive or Continuous</i> |
|---------|----------------------------------|--------------------------------------|-------------------------------|--|
| PRESENT | I learn a lesson now. | I am learning a lesson. | I have learnt a lesson | I have been learning a lesson since 4 o' clock. |
| PAST | I learnt a lesson. | I was learning a lesson | I had learnt a lesson. | I had been learning a lesson for two hours. |
| FUTURE | I shall learn a lesson. | I shall be learning a lesson. | I shall have learnt a lesson. | I shall have been learning a lesson for 3 hours. |

1. Prescribed in GBPU Syllabus (Technical Writing, BHS-211). Also prescribed in UPTU Syllabus (Professional Communication, TAS-103).

3. **Present Indefinite or Neutral** indicates a general truth or a usual statement, a habitual action, an action continuing at the moment, a scheduled action and also a citation. For example—
 Two and two **make** four. (general truth)
 The earth **revolves** round the sun. (usual statement)
 All that **glitters** is not gold. (general truth)
 I **get up** early in the morning. (habitual action)
 I eat **fruits** every day. (habitual action)
 The shopkeeper **sells** his edible items and **closes** the shop (action at the moment).
 The Chief-Minister leaves for the U.S.A. on Sunday. (scheduled action)
 Charles Darwin says, "Much is yet to be evolved in the times to come". (a citation)
4. **Present Progressive** indicates a continuous action at the time of speaking, an incomplete activity or state, and a scheduled programme in immediate future. For example:
 Ram is reading a book. (continuous action)
 Shyam is working hard to make up for the loss of instructions. (incomplete activity)
 I am returning his money by tomorrow evening. (programmed action)
5. **Present Perfect** is used to denote a complete action. For example—
 I have seen the elephant. (complete action)
 The earthquake has damaged the whole building. (complete action)
6. **Present Perfect Progressive** is used to denote an action still continuing though that action is partially complete and has its bearing on the present moment. For example—
 I have been writing a book for two months. (action yet to end, though practically complete)
 She has been ill since Monday. (action yet to end, though partially complete).
7. **Past Neutral or Indefinite** indicates a complete action having no bearing on the present, a habitual action in the past, and also an imaginative action in the past. For example—
 I wrote a letter to my friend a few days ago. (complete action) I met my friend yesterday. (complete action)
 When I was a boy, I played the whole day. (habitual action)
 I would contribute to this right cause, if I were you, (imaginative past)
8. **Ago, back, past, a few years ago, last, yesterday** always refer to **Past Neutral or progressive** and not to **Past Perfect Tense**. It is, therefore, always wise to use them only in **Past Neutral or Indefinite**, because their use if Past Perfect or Continuous Tense will be a grammatical blunder. For example—
 I had gone to Delhi yesterday. (wrong, because yesterday may refer only to **Past Neutral** and not to **Past Perfect Tense**)
 I went to Delhi yesterday. (right)
 Columbus had discovered America many years ago. (wrong)
 Columbus discovered America many years ago. (right)
 The agitators had been arrested on charges of violence and force last month. (wrong)
 The agitators were arrested on charges of violence and force last month. (right)
9. **Past Progress** indicates a continuous action at the time of speaking or referring to the activity, and an incomplete action also. For example:
 I was reading Charles Dickens's novel at the time of his arrival. (continuous action)
 We were playing when he came. (**— do —**)
10. **Past Perfect** refers to a complete action at the given moment; it also refers to an action the part of which is over and some is yet to over. For example:

The examination had finished peacefully. (complete action)

The patient had expired before the doctor reached there. (an action complete before another commenced)

The meeting had been over before the rioters came. (— do —)

- 11.** **Past Perfect Progressive** indicates an action or activity in progress for sometime and was yet incomplete at the time of making a reference to it. For example:

The students had been studying since 5 o'clock. (action in progress for some time)

My neighbours had been residing here for six years. (— do —)

- 12.** **Future Neutral** refers to a future activity; **Future Progressive** refers to an uncertain future action; **Future Perfect** refers to an action already complete but with a tinge of uncertainty; whereas **Future Perfect Progressive** refers to an action still in progress for sometime now. For example:

I shall read a good book tomorrow. (Future Neutral)

He will be helping his friend. (Future Progressive)

She will have finished her work by this time. (Future perfect)

They will have been working for three days. (Future Perfect Progressive)

- 13.** **Shall** is used with First Person, **will** with Second and Third Person, but this order is reversed in cases of **command, determination, purpose, promise, threat, and willingness**. These rules on **modal verbs** have been explained in chapter named Modal Verbs, and it is, therefore, advised to go through that chapter also in order to learn the comprehensive uses of **Tenses**. However, some illustrations are given below:]

I shall read a book. (First Person)

You will go home tomorrow. (Second Person)

She will lend me some money. (Third Person)

- 14.** **Present Perfect Tense and Past Progressive** may be used together because of differing but unifying senses. For example:

I have written to my friend many letters since he visited me last. (Here an action is complete but **since** gives some idea to be thought of only in present tense)

I have completed my work since he instructed me. (the same rule is applicable on this sentence)

But it is wrong to say:

The feudal system has given way to socialism in our country after independence. (**Has** is to be omitted and also the tense is to be changed to Past Indefinite).

- 15.** An **Adverb** cannot qualify a Present Perfect Tense. For example: **I have formerly** informed him of these developments. (wrong) **I formerly informed him of these developments.** (correct).

- 16.** The **Past Tense of the Reporting Verb** affects the tenses of the **Reported Speech** and the tense of the **Reported Speech** is, therefore, changed accordingly, *viz.*, **Present Indefinite to Past Indefinite; Present Progressive to Past Progressive; Present Perfect to Past Perfect; Present Perfect Continuous to Past Perfect Continuous; and Past Indefinite to Past Perfect Continuous.** For example:

Ram said, "Sohan **is** a nice fellow".

Ram told that Sohan **was** a nice fellow.

The teacher said, "The prices **are rising now.**"

The teacher told that the prices **were rising then.**

- 17.** But where a **universal truth** is used in the Reported Speech or in the dependent clause, the above rule does not apply at all. For example:

The student said, "The sun **rises** in the east and **sets** in the west."

The student told that the sun **rises** in the east and **sets** in the west.

- 18.** Present Tense and Future Tense in the Principal Clause may be followed by any tense in the subordinate clause. For example:
- He has said that he will obey his teacher.
I know why he had come to me.
You know what my intentions were.
- 19.** Any tense is permissible in comparative facts indicated through clauses, notwithstanding the fact of the variety of intentions and purposes. For example:
- He liked Ram better than (he likes or liked or would have liked or will like) you.
Sohan liked Shyam as well as he likes his relatives.
- 20.** Two differing Principal Verbs in voice or number take corresponding auxiliary (helping) verbs. For example:
- One student was selected and the rest rejected. (wrong)
One student was selected and the rest were rejected. (right)
The central zones were divided into fifteen parts and these parts administered by powerful officers. (correct).

ASSIGNMENT 1

Supply the correct tense of the verbs in brackets:

1. By the end of this decade, India (emerge) a very powerful nation.
2. By next Sunday, you (finish) this work.
3. He (do) nothing before he saw me.
4. Scarcely had Ram reached there, when he (see) a snake.
5. Hardly had the doctor come, when the patient (expired).
6. They would have told you if you (ask) him.
7. I would have come if I (have) nothing to do.
8. The long and the short of the case (are/is) this.
9. She is one of the best girls that (has/have) stood first in the class.
10. Both iron as well as gold (is/are) found in our country.
11. Sohan as well as his friends (be)..... attending the marriage party.
12. He is one of those boys who (has)..... passed the examination in first division.
13. The poet and the dramatist (be)..... dead.
14. Twenty miles (be)..... not a long distance to cover.
15. The Gulliver's Travels (be)..... a very interesting satire.
16. He (go)..... to Delhi yesterday.
17. Happiness and prosperity (be)..... two different aspects.
18. The rain (stop)..... before they arrived.
19. It is I who (be)..... responsible for my failures.
20. (has) you come the other day, I must have discussed the problem with you.

ASSIGNMENT 2

Supply the correct tense form of the verbs given in brackets:

1. Ram a letter to me yesterday. (mail)
2. Scarcely Ram the station, when the train started. (reach)
3. Hardly had the doctor reached, when the patient(die)
4. He is working hard lest he (pass)
5. He ill since Monday. (be)
6. By the next year, he his degree of Ph.D. (complete)
7. (has) you come the other day, I must have discussed the problem with you.

8. The crew taken prisoners. (be)
9. I would knit another sweater if I (have) more wool.
10. If you (be)..... in, I should have given it to you.
11. I (study)..... English for six years now.
12. He (visit) his friend yesterday.
13. Violets (bloom) in the spring.
14. He as well as his teachers (be) going to attend the work.
15. Neither Ram nor his friends (has) done this work.
16. The statesman and the politician (be) dead.

ASSIGNMENT 3

Use the verbs given in brackets correctly :

1. Each of the sisters (be) clever.
2. Milton was one of the greatest poets that (has/have) ever lived.
3. The jury (be) divided in their opinion.
4. Extravagance as well as parsimony (be) to be avoided.
5. The long and short of the matter (be) this.
6. The captain and adjutant (be) present.
7. The wages of sin (be) death.
8. The crew (was/were) taken prisoners.
9. He (take) his Ph.D. degree by the end of the next year.
10. After I (see) the television show, I went home.
11. The fire that broke out yesterday still (burn) at seven o'clock this morning.
12. He (ill) since 1978.
13. We (reach) the station, before the train come.
14. No sooner he (come) to me, than he caught cold.
15. Hardly had the doctor come, when the patient (died)

ASSIGNMENT 4

Correct the following sentences:

1. I asked him to come but he denied.
2. He refused having committed theft.
3. I will be obliged to dismiss him.
4. He said that he will soon return.
5. Do not speak a lie.
6. I wish I was dead.
7. He laid in bed all day with a chill.
8. Do this water good for drinking.
9. The murderer is to be hung.
10. Bread and butter are wholesome.

ASSIGNMENT 5

Change the tense of the following sentences as required:

1. Ram has gone to the college. (Present Indefinite Tense)
2. Hari is going to the market. (Past Perfect Tense)
3. The Teacher is teaching us very swiftly. (Past Perfect Tense)
4. Mohan has not sung any song. (Past Indefinite Tense)
5. Sohan has gone to England to study law. (Present Continuous Tense)

6. Who did this work without my prior permission. (Past Indefinite Tense)
7. The Principal does not restrict us from going there. (Past Indefinite Tense)
8. Hari was singing a song. (Future Imperfect)
9. Nala was trying to win Damayanti. (Future Perfect Tense)
10. Who was asking for me in this period? (Future Perfect)
11. Shyam is writing a letter to me. (Future Indefinite Tense)
12. She looks happy today. (Past Indefinite)

ASSIGNMENT 6

Rewrite the following passage after filling in the blanks with the correct tense of verbs given within brackets against every blank:

The (build) in the U.S.S.R. of a society in which the social wealth(own) by the whole people(exert) an influence not only on the countries in the socialist system, but on all the countries of the capitalist world, both "rich" and "poor". This (make) it no longer possible to (claim) that wealth is the privilege of the advanced capitalist countries. It is hard to (exaggerate) the importance of this great turning point in the world history. For a long time, the capitalist countries(boast) of their wealth, and bourgeois propagandists(keep)(tell) the technically underdeveloped countries that capitalism(provide) the only way to wealth. They kept telling the working people in the advanced capitalist countries that capitalism(provide) the only way out of poverty. Today, the capitalists.....(lose) their "monopoly of wealth". In the socialist world, wealth(create) which in its proportions (surpass) that of the richest capitalist countries, because this wealth(be) in the hands of the whole people. In socialist society, there(be) no room for spongers who(seek) to(live) at the expense of others. This(has) a great influence on the mind of the masses of men, the architects of history.¹

ASSIGNMENT 7

Re-write the following passage after filling in the blanks with the correct tense of Verbs given within brackets against every blank:

The aesthetic sense of the artist himself (play) a most important role in the fight for new, progressive tastes. Any bad taste or incorrect understanding of the state and level of the public's aesthetic that (appear) in a work of art(have) a negative effect on aesthetic education. In addition, with the development of mass media—cinema, radio, television, aesthetic tastes not only (form) but also(harm) and(ruin) on a vast scale. Correct and purposeful formation of aesthetic taste(be) impossible without the transformation of the world according to the laws of beauty, without intellectual and cultural development of the individual, which(cover) the sphere of his world outlook, psychology emotional make-up, and practical activity. The formation of aesthetic taste and above all aesthetic taste of the generation (determine) by conditions existing in a socialist society, by its many aspects of life labour, social principles, communist moral attitudes, everyday life, and culture.²

ASSIGNMENT 8

Re-write the following passage after filling in the blanks with the correct tense of the Verbs given within brackets against every blank:

1. *Philosophy and Sociology*, M/s Progress Publishers, Moscow, 1975, p. 410.

2. *Marxist-Leninist Aesthetics and Life*: M/s Progress Publishers, Moscow, 1976 p. 243.

All day long, and often unto the early hours of the morning, the tramp of feet (sound) up and down the stairs outside Ward's cubicle(built) into a narrow bent of the staircase between the fourth and fifth floors, its plywood walls flexed and creaked with every footstep like the timbers of a rotting windmill. Over a hundred people(live) in the top three floors of the old rooming house, and sometimes Ward(lay) awake on his narrow bunk until 2 or 3 a.m., mechanically (count) the last residents (return) from the all night movies in the stadium half a mile away. Through the window he (hear) giant fragment of the amplified dialogue (boom) among the rooftops. The stadium(be) never empty. During the day the huge sided screen(raise) on its davits and athletics meetings or football matches(run) continuously. For the people in the houses abutting the stadium the noise(be) unbearable.¹

ASSIGNMENT 9

Re-write the following passage after filling in the blanks with the correct tense of the Verbs given within brackets against every blank:

The United States of America(be) the leading capitalist country in the world. For more than three quarters of a century it(have) held the lead in the world in terms of the level of economic development. Recently, and notably during the last 15-20 years, the U.S.A.(have) achieved a high degree of scientific and technological progress. However, a worsening of the contradiction between the high level of development of the productive forces and capitalist relations of production,(find) on private property and the exploitation of man by man,(be) especially characteristic of this same United States. In its attempts to(pressive) and(strengthen) the out moted socio-economic system American imperialism, claiming the role of permanent leader of the capitalist world,(is) a brake on social progress of mankind.

At the same time, the strengthening of the socialist camp, the dimensions of the national liberation movement and growth of the workers' and democratic movement in the capitalist countries.....(change) the global alignment of forces and(compel) influential segments of the American monopoly bourgeoisie to adopt a more realistic position on the pivotal international problems, to move toward the normalization of Soviet-American relations and to(recognise) the principles of peaceful coexistence of states with different socio-economic systems.²

ASSIGNMENT 10

Fill in the blanks with suitable verbs:

The literary heritage of the United States(remain) a vital factor in the artistic development of the country. The traditions of national American culture and literature(has) in existence from the epoch of the **American Revolution**. In posing the question of the essence of a national literature and culture in the United States, contemporary American critics occasionally(revert) to the conservative opinions(express) by men of letters in the distant and not-so-distant past. Hence the wide circulation.....(give) to the views of Ezra Pound in his literary manifesto on national culture.....(write) in 1938 and several times.....(reprint). Pound.....(maintain) that the national culture of the United States(exist) from 1770 to 1861, and(perish) in the course of Civil War. He views American culture as Anglo-French in origin, and thus(hold) that when this European

1. Ballard, James G.; *Science Fiction*, M/s Progress Publishers, Moscow, 1979, p. 274.

2. *History of the U.S.A.* M/s. Progress Publishers, Moscow, 1976, p. 7.

source.....(dry) up,(replace) by realistic and democratic tendencies which(develop) as a result of the **Civil War**, national American culture.....(cease) to(exist). The flowering of realism as manifest in Walt Whitman's and Mark Twain's works for Pound(signify) the demise of American literature and culture, and American writers henceforth(has) no choice but to emigrate to Europe, as Pound himself(do): "After the debacle of American culture individuals(has) to(emigrate) in order to(conserve) such fragments of American culture as(survive).¹

ASSIGNMENT 11

Complete the following sentences by filling in the blanks with the correct tense from of the verbs given in brackets:

1. I (work) a lot since 1970. In January 1970, I (start) my work. Before 1970, I (pass) a dull life for the last two years.
2. Before January 1973, I (finish) half of my research work. I (finish) my work before coming January.
3. The sun (rise) in the east.
4. The train (start) before they reached the station.
5. We (go) to the theatre last night.
6. We shall go as soon as you (be) ready.
7. I (study) English for six years now.
8. Architects (make) the plans of buildings now a days.
9. I(see) you yesterday; you (drink) milk at a shop. but you(not see) me.
10. "I(go) to the zoo tomorrow. You ever(be) there?"
11. "Yes, I(be) there last Sunday. I(go) there nearly every week-end."
12. The palce (change) its appearance since 1940.
13. We still (live) there when my father (retire).

1. *Twentieth Century American Literature* (ed.), M/s Progress Publishers, Moscow, 1976, p. 21.

15

Modal Verbs/Auxiliaries¹

(CURRENT PATTERNS AND CORRECT USAGES)

1. Modal verbs may be classified into four distinct divisions, namely **will**, **would**, **shall** and **should**, which indicate a future activity; **would**, **should**, and **ought**, which indicate an obligatory sense; **can**, **could**, **may** and **might**, which indicate capacity and freedom of action; and, lastly, **dare** and **need** which indicate the predication of an action. For Example—

I **shall** go tomorrow. (future activity)

We **ought** to obey our parents. (obligation)

I **can** read this passage with great speed and accuracy. (capacity)

You **needn't** worry, your work will be done by all means. (predication of an action)

2. A lot of confusion generally arises as and when we find the use of modal verbs not quite compatible with the prescribed rules even by very celebrated writers. There may be various illustrations to prove how even Charles Dickens and Thomas Hardy, the great novelists of the Victorian England, have vagrantly flouted their uses. It is so with many more English writers, too. It is, therefore, but natural that the Indian users are often much perplexed to find them quite helpless when they use modal verbs wrongly and sometimes even off the mark. However, the following oft-quoted rule may be treated as a golden mean, or atleast a replica of the primary use of **shall** and **will**:

"In the **First Person** '**shall**' simply foretells;

In '**will**' a threat or else a promise dwells;

'**Shall**' in **Second** and the **Third** does threat;

'**Will**' simply then foretells the future fate."

3. Thus, **shall** is used with first person; whereas **will** with second and third persons expressing simple future action. For example:

I **shall** play tennis tomorrow. (first person)

You **will** finish your work. (second person)

He **will** purchase a car next year. (third person)

4. But when **command**, **promise**, **threat**, and determination are expressed, the above order is reversed, viz., **shall** is used with **second** and **third** person, and **will** with **first** person. For example—

I promise I **will** improve myself. (promise)

He has resolved that he **shall** always fight for a right cause. (determination)

The priest has commanded the congregation that they **shall** not while away their time in gossiping and in reading trash. (command)

The dacoit has warned that he **shall** murder the millionaire. (threat)

5. When questions are asked, it is wise to use **shall** with **first** person and **will** with **third person**. But with **second** person, **shall** and **will** are used in anticipation of the expected answers. For instance—

1. Prescribed in UPTU Syllabus (Professional Communication, TAS-103, Unit-IV). Also Prescribed in GBPU Syllabus (Technical Writing, BHS-211).

Shall I read this page? (first person)

Will he come again? (third person)

Shall you write a letter to me? (expected answer—I **shall** write a letter to you)

Will you resolve to give up this bad habit? (expected answer—I **will** resolve to give up this bad habit)

6. **Shall** is also used as an indication of **courtesy, politeness** and **respect**. For example—

I **shall** welcome the President.

Shall I help you in your work?

Shall we close the office now?

7. **Should** and **would** are generally used as past tenses of **shall** and **will** respectively, particularly in the reported speech. But often **would** is also used to denote **refusal** and **habit** also. For example—

The teacher told his pupils that they **should** always learn good habits.

(reported speech)

He reported at once that he **would** never compete with an inexperienced hand.

(reported speech)

He **would** not yield to temptation. (refusal)

He **would** always prefer a solitary place. (habit)

8. Sometimes **would** also expresses repetition of an action as well as a desire for a thing. For example—

I **would** like to tell you my scheme of study. (desire)

Now and then an ass **would** bray. (repetition of an action)

9. **Should** is used with all three persons in case **lest** is accompanied by it. For instance— He ran away **lest** he **should** be caught.

I worked hard **lest I should** fail in the examination.

You were present on the occasion **lest you should** be misunderstood.

10. **Would** is also used to express the conclusion of a condition of imaginative past tense. For example—

He **would** help you if he were you.

Had I been the Head of Department, I **would** have introduced entirely a new course in English.

11. **Will, would or would have been** cannot be used after **unless, though, if, etc.** in conditional clauses. For instance—

Unless he studies industriously, he **will** not get A grade in this trimester.

If he were a doctor, he **would** serve the patients well.

Though she is quite young, yet she **will** never commit a blunder.

12. **Must, ought and should** express obligation; **must**, however, stresses on a **necessity** and often a **command** and it is almost tantamount to inevitability of a situation. For example—

You must fill in your form latest by November 15, 2005, or else your candidature will be rejected outright.

She **must** mend her ways.

13. **Should** is usually used for **common advice, instruction or rectification**. **Must** is much more forceful than **should** in **obligatory** sense. **Ought** implies **moral duty** particularly with reference to the **past actions**; but often its may also express **probability**. For example—

Moral education **ought** to have been taught in the Universities long back.

You **should** finish your work in time.

14. **Can** express capacity and ability; **may** expresses permission and possibility. For example—
 He **can** lift this heavy load. (capacity)
 He **can** write a good book. (ability)
 May I go out, Sir? (permission sought)
 Yes, you **may** go out. (permission granted)
 It is cloudy today; it **may** rain. (possibility)
15. **Could** is past form of **can**; **might**, likewise, is past tense of **may**. Therefore, their functions correspond to those of **can** and **may**, though in different tenses. For example:
 He **could** jump quite high last year. (capacity)
 He **could** sing a song. (ability)
 I **could** solve all the questions. (capacity)
 It was very hot yesterday; it **might** rain. (probability)
16. **Could** may be used in present tense also in the sense of an incomplete activity. For example—
 She **could** overcome her difficulty.
Could you please solve this problem?
17. **Must** also expresses a duty as well as an inevitability of fate. For example—
 A teacher **must** acquire knowledge. (duty)
 We **must** all die. (inevitability of fate)
18. **Ought** is also often used to express strong probability. For example—
 Prakash Padukaun **ought** to win.
19. **May** is also used to express a purpose. For example—
 We eat that we **may** live.
 He cajoles him that he **may** befool him.
20. **May** is also used to express a **wish**. For example—
 May you enjoy longevity for a hundred years!
 Might you live to witness that great feat of my life!
21. **Can** is often used to grant permission also. For example—
 Mohan **can** finish his work now. (It means that Mohan is permitted to finish his work now; and here **can** is almost identical to the use of **may**)
22. **Dare** does not take **to** in the present and past tense **negative** and **interrogative** sentences; but in **simple** or **assertive** sentences, **to** is used. For example—
 He **dare** not compete me in essay-writing. (negative)
Dare he compete me in essay writing? (interrogative)
 He **dares** Ram to fight. (assertive or simple)
23. **Necessity** or **obligation** is expressed by **need** in **negative** and **interrogative** sentences. **Infinitive to** is not used in **negative** and **interrogative** senses. For example—
 Sohan **need not** visit me any more for this work. (negative, **s** is not added to the verb)
Need Sohan visit me any more for this work? (interrogative, **s** is not added to the verb; and infinitive has also not been used in both these sentences)
24. But **need** is also used in the senses of “**in need of**”, and in that sense, it takes present tense, third person, and singular number. For example—
 The book **needs** re-binding.
 This matter **needs** to be investigated with prudence and insight.
25. **Methinks** (it seems to me; or it appears to me) is now only used in poetry and not in prose. Its past tense is **methought**. For example—
Methought I am elf to heaven and hell. (Thomas L. Peacock—**A Love Song**, iii)
26. **Quoth** is also now used in poetry alone, and not in prose. For example—
 “I follow,” **quoth** he, “not you but thee”.

ASSIGNMENT 1

Fill in the following blanks by choosing the appropriate *modal verb* given within brackets:

1. It is very hot today; it rain. (may/can)
2. Tomorrow be Sunday, a holiday. (will/shall)
3. I think he succeed this time. (will/shall)
4. You keep your promise. (should/would)
5. I promise I help you in time of your financial strigencies. (will/shall)
6. The teacher told him that he be truthful in his life. (should/would)
7. He not succumb to threats and such other unfounded blackmails. (would/should)
8. If I were you, I help you a lot. (would/should)
9. I fly an aeroplane when I was in the Indian Air Force. (could/would)
10. Had I been your friend, I have encouraged you not to give up this noble mission of serving others. (would/should)

ASSIGNMENT 2

Fill in the following blanks with the correct modal verbs from amongst those bracketed hereunder aganist each sentence:

1. This vehicle accommodate only six persons. (may/can)
2. If you do not care a fig for your future career, you miss every opportunity. (can/may)
3. I come in, Sir. (may/can)
4. This task have been finished long back. (ought to/should/must)
5. He read two pages within thirty minutes very easily. (can/may)
6. You worry; your work will be done in time. (needn't/daren't)
7. I get some money? (shall/will)
8. He have to work hard in case he does not improve (will/would/should)
9. How he oppose his mentor? (dare/need)
10. If he worked hard, he get very good marks. (would/will/ought)

ASSIGNMENT 3

Correct/improve the following sentences:

1. We eat that we should live.
2. We shall all die.
3. He has offered him many presents that he should win his favours.
4. Shall he enjoy peace and prosperity !
5. Could he live long to see the brilliant success of his children !
6. Need he to remind me for this work again and again?
7. This house need to be repaired
8. He dares not to challenge me.
9. Sohan dares Hari to abuse.
10. We are working hard lest we might fail.

ASSIGNMENT 4

Correct or improve the following sentences:

1. Now and then a lion will roar.
2. He will help you if he were you.

3. She will have saved you from this predicament provided she had any administrative powers invested in her present office.
4. He will mend his ways.
5. He will solve this problem in no time.
6. I will write a letter the next week.
7. Will we help others?
8. I promise I shall help you.
9. He has threatened that he will harm his friend in many ways.
10. He shall buy a book the next year.

ASSIGNMENT 5

Fill in the following blanks with suitable modal verbs given within brackets:

1. you wait till Mohan comes back?
2. If I had sufficient money, I have purchased a car.
3. I do this work at all costs, although you forbid me.
4. I help you in dire situations and critical junctures of life.
5. I be glad, if you visit me the next month.
6. You get a prize, rest sure.
7. They study diligently that they improve their career.
8. I visit you, if I were allowed.
9. Unless he is regular, he not pass the test.
10. I work hard, if I get an opportunity.

ASSIGNMENT 6

Fill in the following blanks with the correct modal verbs given within brackets:

1. It is cloudy today; it rain. (may/can/should)
2. He write more quickly than now with some more practice. (could/might/should)
3. He have reached there in time, provided he had started a little earlier. (might/could/would)
4. One obey one's parents. (ought to/should/must).
5. All the applications reach the Registrar by 15th of August 2005 failing which they shall be rejected. (must/should/ought to)
6. You worry; your work will be done. (needn't/dare to)
7. You not waste your precious time in mere gossiping. (should/would/must).
8. Every one serve his country. (ought to/should)
9. They wished that their king live long. (could/might)
10. The teacher said that the student be allowed to appear at the examination. (might/could)
11. you solve this problem? (can/may)
12. He worry, because every arrangement has properly been made. (needn't/daren't)
13. He promised that he make the full utilization of his time. (should/could)
14. You have recalled your happy days when you felt frustrated. (ought to/could)
15. this chair accommodate such a heavy weight? (can/may)
16. You not loiter here and there in the class. (can/may)
17. I do not think this be true. (may/can)

ASSIGNMENT 7

Fill in suitable modal verbs in the following sentences:

1. Mohan solve this problem. (can/may)
2. Sita read the book any time she likes. (may/can/shall)
3. You obey your parents. (ought to/should/would)
4. He deposit his luggage there whenever he wanted to. (might/may/should)
5. It rain today, because it is getting cloudy hour after hour. (shall/may/will)
6. Nobody can predict safely as to what turn up tomorrow. (could/might/may)
7. I take a handbag? No, you needn't. (must/should/would)
8. He play chess when he was young. (could/would)
9. She cook very well with more practice. (may/can)
10. She go early if he lets me. (can/may)
11. You not go until I know the truth. (shall/will)
12. "Britons never, never, never be slaves." (shall/will)
13. I promise you that you not lose by it. (shall/will)
14. They have obeyed their parents. (ought to/should)
15. you please do this favour for me? (will/shall)
16. Ram not speak anything before his parents. (dare/need)
17. You not worry: he has arranged everything. (need/dare)

ASSIGNMENT 8

A. Fill in the blanks with the most appropriate modal verb:

1. Scientists keep the welfare of society in view while carrying out their researches. (must/ought to/ should)
2. You not prevent me from sending a petition to the Prime Minister. (can/may/will)
3. He do as he is told, if he wants to retain his job. (will/shall/may)
4. He is so strict that no student ask him a question in the class. (dare/need/might)
5. Ramesh informed me that he be slightly late for the meeting. (will/may/might)
6. You offer International Law in place of Indian History, if you want to secure better marks. (must/ought to/should)

B. Choose the right modal verbs and fill in the blanks:

1. You confuse me, and how I transact business if I am confused. (may/can/should)
2. The time was to come when that wine too be spilled on the street stones. (should/would/must)
3. The worst of the strife was over. He walk up and down free from distracting fancies. (could/must/will)
4. We meet again, dear darling of my soul, where the weary are at rest. (shall/will/would)
5. She think it was contrived, in case of the worst to convey to him the means of anticipating the sentences. (may/might/will/shall)
6. I preserve the honour and repose of the family, if you do not. (would/will/shall)

16

Conditional Sentences¹

(CURRENT PATTERNS AND CORRECT USAGES)

1. **Present Indefinite Tense** in the **if clause** or conditional or subordinate clause and **Future Indefinite** in the main clause form parity in a conditional sentence (a sentence showing or indicating a condition). For example—

- (a) *If you work hard, you will get good marks.* (Here in this sentence, **if you work hard** is the subordinate clause, and **you will get good marks** is the main or principal clause. **Present Indefinite** has been used in the subordinate clause and **Future Indefinite** in the main clause. Hence, both these clauses have got a perfect tense **parity** and make a set conditional sentence, which is very much used in daily composition).
- (b) *If he does not study regularly, he will not get through the examination.*
- (c) *He will visit me, provided I invite him.*
- (d) *The examination will commence at the right time, if the examinees call off their strike.*
- (e) *I shall help you a lot, in case I have sufficient money.*
- (f) *The country will make a speedy advance, if we maintain discipline.*

Note: The above condition is popularly known as the first condition in English Grammar.

2. **Past Indefinite Tense** in the **if clause** or subordinate clause and **Imaginative Past** in the main clause form parity in a conditional sentence. For example—

- (a) *If you worked intelligently and diligently, you would finish your course in time.* (Here the main clause is an **Imaginative Past**; whereas the dependent clause in **Past Indefinite Tense**. This has, therefore, formed a **parity and consistency**).
- (b) *The yield would be bumper, if it rained at the right time.*
- (c) *The mother would nurse her child well, in case she got sufficient time.*
- (d) *If I had sufficient money, I would help the poor.*
- (e) *If wishes were horses, beggars would ride them.*
- (f) *If I were you, I would bring about many changes in the society.*

Note: The above condition is popularly known as the second condition in English Grammar.

3. **Past Perfect Tense** in the **if clause** or subordinate clause and **would+have+III form of the main verb** tense-form in the main clause may form a perfect parity in a conditional sentence. For example—

- (a) *If she had worked hard, she would have got the gold medal.* (Here the dependent clause is in **Past Perfect Tense** whereas the main clause in **would/should/could/might+have+III form of the main verb tense form**).
- (b) *I might have purchased a car, if I had had sufficient money.*
- (c) *The father would have guided his son satisfactorily, provided he had sufficient time at his disposal.*
- (d) *India would have progressed a lot, if we had worked responsibly.*

1. Prescribed in GBPU Syllabus (Technical Writing, BHS-211). Also prescribed in UPTU Syllabus (Professional Communication, TAS-103).

- (e) *The student would have got through, in case he had studied punctually.*
- (f) *I might have been your friend, if I had been convinced of your behaviour.*

Note: The above condition is popularly known as the third condition in English Grammar.

4. A condition may also be indicated through **imperative mood** and compound sentence.

For instance —

- (a) *Don't waste your time and you will succeed.*

- (b) *Work while you work.*

Play while you play.

That is the way,

To be happy and gay.

5. By using **had** in the beginning of the dependent clause of III condition, the sense of a conditional word is fully implied. For example—

Had he worked hard, he would have got a prize.

This sentence stands for the following sentence with conditional word explicit:

If he had worked hard, he would have got a prize.

6. By using **were** in the beginning of the dependent clause of II condition, the sense of a conditional word is fully implied. For example—

Were I you, I would help him.

This sentence stands for the following sentence with conditional word explicit:

If I were you, I would help him.

7. Conditions may be formed with the help of such conditional words as **if**, **provided**, **provided that**, **unless**, **until**, **even if**, **in case**, **so long as**, **supposing**, **supposing that**, **if only**, **but for**, **on condition**, etc., For example—

He will study, **if** he gets time.

Mohan would come, **provided** he had time.

In case, you fail, he will help you.

8. **Until** and **Unless** are negative in sense; hence don't use any negative word with them.

For example—

Unless you work hard, you cannot pass.

Until it is 5 o'clock, he will not return.

9. **But for** is followed by a noun phrase in a conditional phrase without the verb and is usually followed by a main clause. For instance—

But for his hard work, he would have failed. This sentence may be replaced by the following:

If he had not worked hard, he would have failed.

10. **Provided** is more emphatic than **if**, but **so long as** merely indicates time. For instance:

He would have topped the class, **if** he had had more facilities.

He would have topped the class, **provided** he had had more facilities.

So long as he is ill, he cannot be marked present.

11. But sometimes the tense parity between the main and the subordinate clause is generally not maintained, and in such case, the guiding factor is the intention of the doer. For example—

- (a) **If I am** a rich man, I **have** an opportunity to go abroad.

- (b) **Unless you pay** all your dues, you **are** likely to be punished.

- (c) **If your teacher cannot teach** you now, why **was he trying** to waste your time the last week?

- (d) **He must be promoted**, provided he **fulfils** the essential qualifications.

- (e) **If they misbehaved** with their teacher last time, how **can we guarantee** their good behaviour this time?

Note: In all these conditional sentences, tense-parity has not been observed, because in them the factors of mood, modal verbs, reference to past action, habit, manners etc., are involved. So we cannot observe the rigid trammels of tense-parity in these conditional sentences, and we have to be a little bit more flexible in such situations than the rest.

ASSIGNMENT 1

In the following sentences, a particular condition out of the three conditions explained above has been indicated. Now use the rest two conditions in these sentences and write them separately:

1. I shall go to Bombay the next month, provided I get sufficient time.
2. The mangoes will be cheaper this year, provided there is no lightning and thunder.
3. India would progress day by day, if we stood united and worked nothing which went against the interest of the country.
4. This book would be cheaper than others, in case, the writer got a subsidy on it.
5. The students would have got more marks, if they had had sufficient time.
6. The teacher might have worked harder, if he had got more co-operation from the students.
7. If you persist in your subversive activities, the University will punish you.
8. Until it is 6 o'clock, the train will not arrive.
9. Unless he works hard, how can he get good marks ?
10. If you are sincere, success will lick your feet.

ASSIGNMENT 2

A. Complete the following conditional sentences:

1. If you don't attend your classes regularly
2. There can be no peace in the society
3. I would not have behaved like that
4. Had he left by the morning train
5. If you work hard,

B. While completing the clauses, use the following verbs:

6. So long as you (has) a good memory, you might not have failed in your tests.
7. He would stay there, if it (be) not much dark.
8. He must have worked hard if he (be) interested to score good marks.
9. But for your timely help, she (feel) very frustrated.
10. Walk daily if you (want) to keep fit.
11. It (rain) today, if the winds do not blow harshly.
12. If you work hard, you the examination. (pass)
13. Had he reached the station in time, he the train. (catch)
14. If she sang more sweetly, she a prize. (get)
15. I would have come to you, if I sufficient time. (have)
16. But for his timely help, she the examination. (not pass)
17. Unless he hard (work), he cannot get success in life.
18. Until it 5 o'clock (be), he will not get up.

C. Complete the following clauses by filling in the given blanks with the help of the verbs provided within brackets:

19. If he (has) sufficient money, he would have purchased a car.
20. (be) I an orange, I would be juicy and spherical.
21. Let them play in the field, if they (want) to do so.
22. Don't step in a rushing train, if you (be) really interested in the safety of your life.
23. He (failed) last year, how can he pass the same difficult test now?
24. If it is cloudy today, it (rain).
25. If wishes were horses, beggars (ride) them.
26. He (learn typing), provided he did not work by fits and starts.
27. Who (be) to be blamed now, if he does not improve himself?

ASSIGNMENT 3

Frame three conditional sentences each using the following conditional words:

1. Provided
(a) (b) (c)
2. Supposing
(a) (b) (c)
3. In case
(a) (b) (c)
4. Unless
(a) (b) (c)
5. Until
(a) (b) (c)
6. So long as
(a) (b) (c)
7. if
(a) (b) (c)

ASSIGNMENT 4

Correct/improve the following sentences and write them afresh:

1. I would be happy, if I can visit you.
2. In case, she meets with an accident, she would not come to her office.
3. In case, a pen had been weaker than a sword, everybody would like the latter.
4. The army would march ahead, if it will be forceful enough to launch an offensive.
5. He would help you, if he will get an opportunity to help you.
6. If I was you, I would help you.
7. If wishes are horses, beggars would ride them.
8. If I was a king, I had rewarded you.
9. I shall write a letter to you, if I would get time.
10. I shall be right, if I will know a thing.

ASSIGNMENT 5

1. Change the following sentence in II condition:
If you work hard, you will succeed.
2. Change the following in III condition and use **Unless** in place of **if**:
If you do not study properly, you will not pass.
3. Change the following conditional using preposition but followed by a phrase:
Had he not come in time, he would have been fined.
4. Change the following sentence using past forms of the verbs:
If I am late, I shall not come to you.
5. Change the following sentence into interrogative sentence:
If she does not speak well of him, he will not speak to her.
6. Change the following sentence into an imperative mood, compound clauses:
If he does not make haste, he will not reach there in time.
Complete the following conditionals:
7. Don't miss the train and
8. In case, you feel nervous,
9. Had I been abroad,
10. Were I you,

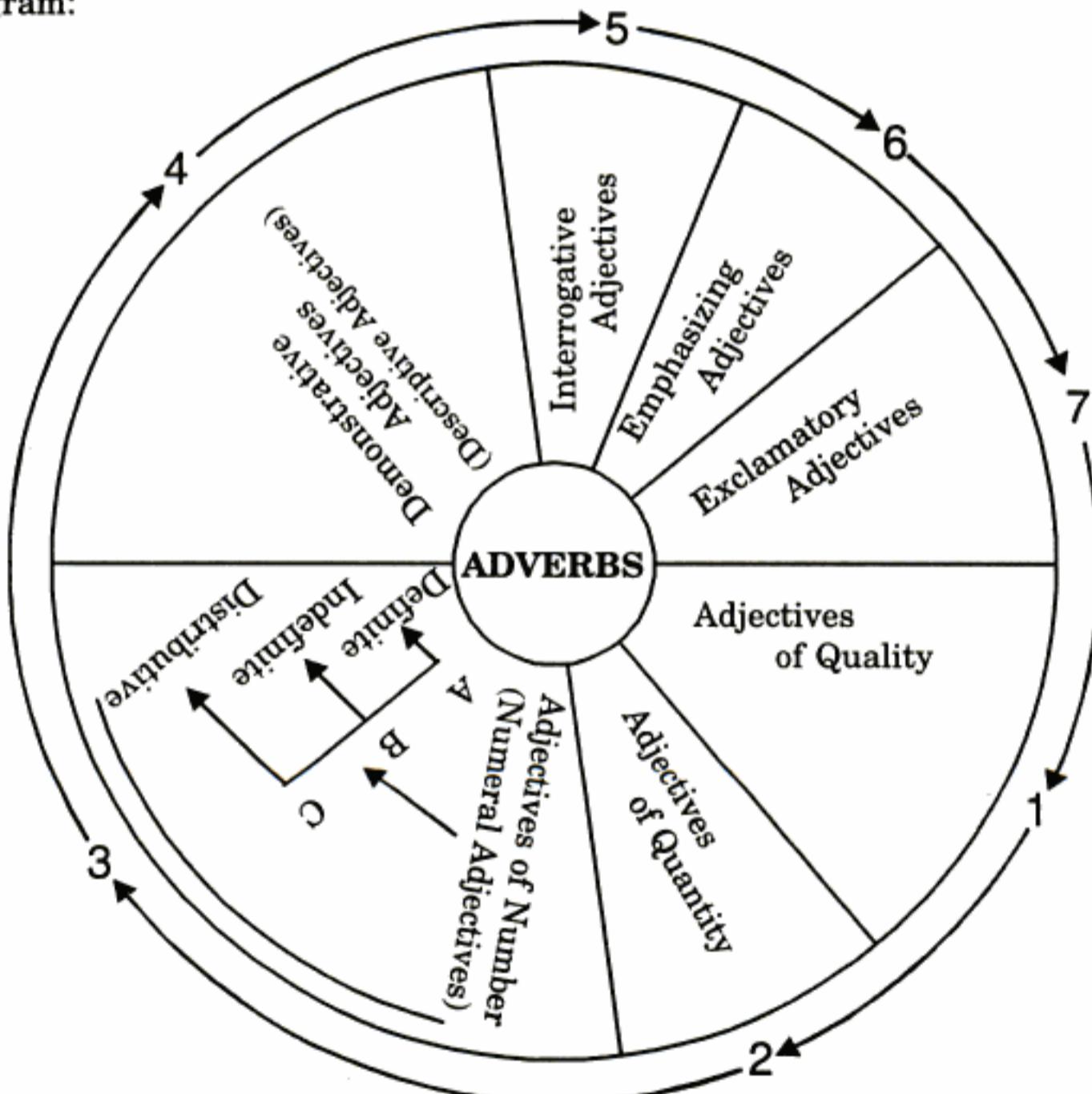
ASSIGNMENT 6**Complete the following conditional sentences:**

1. If he (have) any particle of doubt left, her talk would of necessity have resolved it.
2. If my life were not to be still consecrated to you, I (be) more unhappy.
3. If the bony fingers had been still, the stomachs (be) more famine-pinched.
4. She flung her shawl about her and went downstairs lest she (catch) the cold.
5. It was a house in whose reverberations queer old personal tales were yet audible if properly (listen) for.
6. If he (be) a rich man, he (beg not) like this in the streets.
7. If you had left earlier, you (catch) the train.
8. If the rain failed to come, there (be) a famine.
9. If you (buy) that big house, you will need several servants.
10. I should have come yesterday, if I (have) nothing to do.
11. If you (be) in, I should have given it to you.

Adjectives¹

(CURRENT PATTERNS AND CORRECT USAGES)

1. Adjectives add something extra to the meaning of the nouns which they qualify. They are classified into umpteen kinds in accordance with their functions. Of their major kinds—viz., **Adjectives of Quality or Descriptive Adjectives** (used as Proper Adjectives when formed of Proper Nouns such as Australian sheep, American clothes etc.,); **Adjectives of Quantity**; **Adjectives of Number or Numeral Adjectives**; **Demonstrative Adjectives**; and **Interrogative Adjectives**, the most significant kind is that of **Numeral Adjectives**, which may further be divided into three sub-divisions, namely—Definite Numeral Adjectives, Indefinite Numeral Adjectives, and Distributive Numeral Adjectives. Adjectives and their kinds may further be elaborated by the following diagram:



1. Prescribed in GBPU Syllabus (Technical Writing, BHS-211). Also prescribed in UPTU Syllabus (Professional Communication, TAS-103).

2. **Adjectives of Quality (Descriptive Adjectives)** indicate the **quality** of a noun; **Adjectives of Quantity** show quantity; **Adjectives of Number (Numeral Adjectives)** express number; **Demonstrative Adjectives** reckon number; and **Interrogative Adjectives** ask questions. For instance—

Nainital is a **cold** place. (Adjectives of Quality)

The **Canadian** pronunciation is not standrad. (Proper Adjectives)

He has done **sufficient** work. (Adjectives of Quantity)

I have read **many** novels. (Adjectives of Number)

This book is quite **voluminous**. (Demonstrative Adjectives)

Which road will lead to your **hostel**? (Interrogative Adjectives)

3. **Cardinals in Definite Numeral Adjectives** show exact number; whereas **Ordinals** indicate order of things serially. For example—One, two, ten, twenty, etc., (**Ordinals**) First, Second, third, fourth, fifth etc., (**Ordinals**)

4. Of the other kinds of **Numeral Adjectives**, **Indefinite Numeral Adjectives** indicate an indefinite number; whereas **Distributive Numeral Adjectives** allude to each one of a number.

For example—

Many flowers are destined to blush unseen. (Indefinite Numeral Adjectives)

Each examinee must abide by the rules. (Distributive Numeral Adjective)

Note : 1. **Many, all, no, any, certain, several, sundry**, etc., are **Indefinite Numeral Adjectives**; whereas **each, every, either, neither, etc.**, are **Distributive Numeral Adjectives**.

2. **This, these, that, those, such, yonder, nearby**, etc., are **Demonstrative Adjectives**; whereas **which, what, whose**, etc., are **Interrogative Adjectives**.

5. **Own** and **very** are **Emphasizing Adjectives**; whereas **what** is **Exclamatory Adjective**. For example—

He has spent his **own** money. (Emphasizing Adjective)

He is the **very** boy who stood first. (Emphasizing Adjective)

What a pity to see such an ignoble spectacle. (Exclamatory Adjective)

6. **Positive, Comparative and Superlative degrees** of Adjectives should prudently be used. For example—

She is an intelligent girl. (Positive)

Pantnagar is colder than Delhi. (Comparative)

He is the tallest student of the class. (Superlative)

7. **Absolute Superlative** should be used carefully. For example—

It is a **most** horrible scene.

Indeed, a most tremendous loss !

8. **Latter** and **last** allude to position; whereas **later** and **latest** to time; **nearest** shows distance; whereas **next** shows position; **elder** and **eldest** indicate age—seniority of persons (particularly of the same family); whereas **older** and **oldest** indicate seniority of persons and things alike; **farther** means more distance; whereas **further** signifies extra or additional. For example—

The **latter** arrivals of books are quite costly. (position)

The **last** book seems to be fully torn. (position)

She is **later** than they expected. (time)

The **latest** edition of the book is voluminous. (time)

The **next** boy has no book. (position)

The **nearest** place to the bus stand is about 2 kilometers far from here. (distance)

My **elder** brother is a Professor. (person of the same family)

Sohan is his **eldest** son. (person of the same family)

- Sohan is **older** than Shyam. (person)
 Delhi is one of the **oldest** cities of India. (things)
9. Two objects should carefully be compared. For example—
 Gold is costlier than any metal. (wrong)
 Gold is costlier than any **other** metal. (correct)
10. Some comparatives like **inner**, **outer**, **former**, **latter**, **elder**, **hinder**, **upper**, **utter**, etc. do not take 'than' with them. For example—
 The inner decoration of this building is not satisfactory.
 He has proved to be an utter failure in business.
11. **Junior**, **Senior**, **prior**, **anterior**, **posterior**, **superior**, and **inferior** are followed by **to**; whereas **interior**, **exterior**, **minor**, **ulterior**, and **major** may be used in positive sense and do not take either **than** or **to** with them. For instance—
 Shyam is **junior** to his friend in rank.
 This chair is **inferior** to that.
 He has no **major** problem to solve at present.
 He had an **ulterior** motive in cajoling his officer.
12. **Square**, **round**, **perfect**, **eternal**, **unique**, **universal**, etc., are such Adjectives, which are usually not used in comparisons. They are, therefore, to be used in superlative forms only. For example—This is the most **square** peg Mohan ever possessed.
13. Due care should be taken in making an interchange of comparisons. For example—
 The Pantnagar University is the **largest** University of Asia. (superlative)
 No other University in Asia is as **large** as the Pantnagar University. (positive)
 The Pantnagar University is **larger** than any other University of Asia. (comparative)
14. Little means **not much** or **hardly any**, and has a negative meaning; **a little** means **some**, **though not much**, and has a positive sense; and **the little** means not much, **but all there is**. For example—
 The students have little regard for their teachers. (not much, a negative sense)
 A **little** learning is a dangerous game. (some, a positive sense)
 The little scholarship that he possesses is not enough. (not much, but all there is)
15. **Some** is used in affirmative sense; whereas **any** is used used in negative or interrogative sense. For example—
 I shall have **some** books.
 Will you have **any** pen?
- Note:** In questions having commands or requests, **some** may also be used. For example—
 Will you please give me **some** time?
16. Adjectives may be used as nouns. For example—
 The **rich** should help the **poor**.
 The **future** is always uncertain.
 He does not want to sell his **valuables**.
- Note:** **Nobles**, **criminals**, **liquids**, **totals**, **solids**, **mortals**, **minors**, **seniors**, **juniors**, **Australians**, **Indians**, etc., are such other Adjectives which may be used as nouns.
17. The **long** and **short**, from **bad** to **worse**, before **long**, in **general**, in **future**, in **short**, **right** or **wrong**, **for good**, **through thick and thin**, etc., are some phrases composed of Adjectives which may be used as nouns. For example—
 The **long** and **short** of the matter is that he is guilty.
 He has left this University **for good**.
18. In certain phrases, Adjectives are always used after nouns. For example—
 Since time **immemorial**, there has been a constant struggle between virtue and vice.

- Note:** **Body politic, God Almighty, heir apparent, President elect, notary public etc.,** are such other phrases, in which Adjectives are always used after nouns.
19. Many Adjectives qualifying the same noun are generally used after it. For example—
The millionaire, **greedy** and **unpatriotic**, suffered from great humiliation.
 20. **Every** is more emphatic than **each**. Due care should, therefore, be taken in their use.
For example—
Every one of us has a moral duty to fulfil.
Each was given a prize.
 21. **Prefer** and **preferable** are comparatives in themselves, and are, therefore, followed by **to** and not by **than**. For example—
Death is **preferable** to begging.
 22. **Less** refers to quantity only, whereas **fewer** denotes numbers. For example—
No **fewer** than fifty students were present in the class.
He bought **less** than five kilograms of rice.
 23. **Both** and **whole** as **Adjectives** should be used with great care. For example—
Both teachers rebuked him. (wrong)
Both the teachers rebuked him. (right)
He wept **whole** day. (wrong)
He wept the **whole** day. (right)
- Or
- He wept all day. (right)
 - The **whole** India mourned the death of her beloved leader. (wrong)
 - The **whole of** India mourned the death of her beloved leader. (right)
 24. When two **Adjectives** refer to the same noun and one of them is in comparative degree, the other should also be in the same degree. For example—
Nainital is **colder** and **more enchanting** than Delhi.
Virtue is **preferable to** and more weightier than vice.
 25. Comparisons should only be made between the two corresponding things, objects or persons. For example—
The population of Nainital is not greater than other big town in India. (wrong)
The population of Nainital is not greater than that of any other big town in India. (right)
 26. **Two first** should be replaced by **first two**. For example—
The **two first** chapters of this book are interesting. (wrong)
The **first two** chapters of this book are interesting. (right)

ASSIGNMENT 1

Correct or improve the following sentences:

1. This is a worth-seeing movie.
2. The whole U.P. abounds in natural resources.
3. I have read only the three first lessons of this book.
4. Milk is more preferable than tea.
5. The natural fauna and flora of this place is better than Delhi.
6. The rich people should help the poor people.
7. Few lectures that he delivered on Monday last were quite scholarly.
8. I did not give him some guidance.

9. The officer should deal with his junior officer with little of courtesy and tactfulness.
10. I liked both lectures.

ASSIGNMENT 2

Correct/improve the following sentences:

1. My older brothers is an M.P.
2. The later chapter of this book has been written with great care.
3. The Pyramids are supposed to be the eldest structures in the world.
4. Iron is stronger than other metal.
5. The inner part of this house is fairer to that.
6. He is junior than him in rank.
7. He is the most perfect model of nobility.
8. The criminal people should be treated with great caution.
9. The cruel and honest thief was hanged.
10. Not less than five hundred students were present on the Republic Day.

ASSIGNMENT 3

Rewrite the following sentences after changing them to positive and superlative degrees:

1. Mohan is less pround than Shyam.
2. This building is less low than that.
3. This book is cheaper than yours.
4. I am taller than you.
5. This mountain is higher than that.
6. Virtue is stronger than vice.
7. A pen is mightier than a sword.
8. A wolf is more powerful than a ewe.
9. Prevention is better than cure.
10. A bird in hand is better than two in the bush.

ASSIGNMENT 4

Fill in the following blanks with the right Adjectives given within brackets:

- | | |
|---|------------------------------|
| 1. In words, he narrated the full episode. | (a few/few/the few) |
| 2. boys were playing in the field | (a few/few/the few) |
| 3. learning is a dangerous thing. | (little/a little/the little) |
| 4. courage that he showed was emulative for others. | (little/a little/the little) |
| 5. He is the man of this town. | (rich/richer/richest) |
| 6. Gold is the metal of all. | (costly/costlier/costliest) |
| 7. She is the beautiful girl of this university | (much/more/most) |
| 8. Delhi is from Nainital than Pantnagar. | (further/farther/farthest) |
| 9. No justification for this blunder was given. | (farther/further/farthest) |
| 10. The news from his friend is very encouraging. | (latest/latter/last) |

ASSIGNMENT 5**Supply appropriate comparatives or superlatives to each blank:**

1. Milk is to coffee.
2. Calcutta is the city of India.
3. Mohan is scholarly and than his friend.
4. Who is poet, Wordsworth or Tennyson?
5. Our teacher is orator in the university.
6. Which is hill-resort of our country?
7. A bad man is than a bad name.
8. Apples are than Bananas these days.

ASSIGNMENT 6**A. Supply appropriate superlatives to each of the following of the adjectives given within brackets:**

1. London is the city of the world. (populous)
2. Lead is the of all metals. (heavy)
3. Mount Everest is the peak of the Himalayas. (high)
4. He is the boy of the class. (industrious)
5. Australia is the island of the world. (large)

B. Supply the correct comparative degrees in the following blanks:

1. The pen is than the sword. (mighty)
2. His behaviour is than his master. (rude)
3. This evening is than the previous one. (pleasant)
4. Silver is than gold. (heavy)
5. She is than her sister. (pretty)

C. Supply the correct superlative degrees of adjectives in the following blanks:

1. *Shakuntala* is the drama in Sanskrit. (good)
2. England has the fleet in the world. (big)
3. He is the of his success now. (hopeful)
4. That boy is the student of all. (stupid)
5. It was the of all things. (shameful)

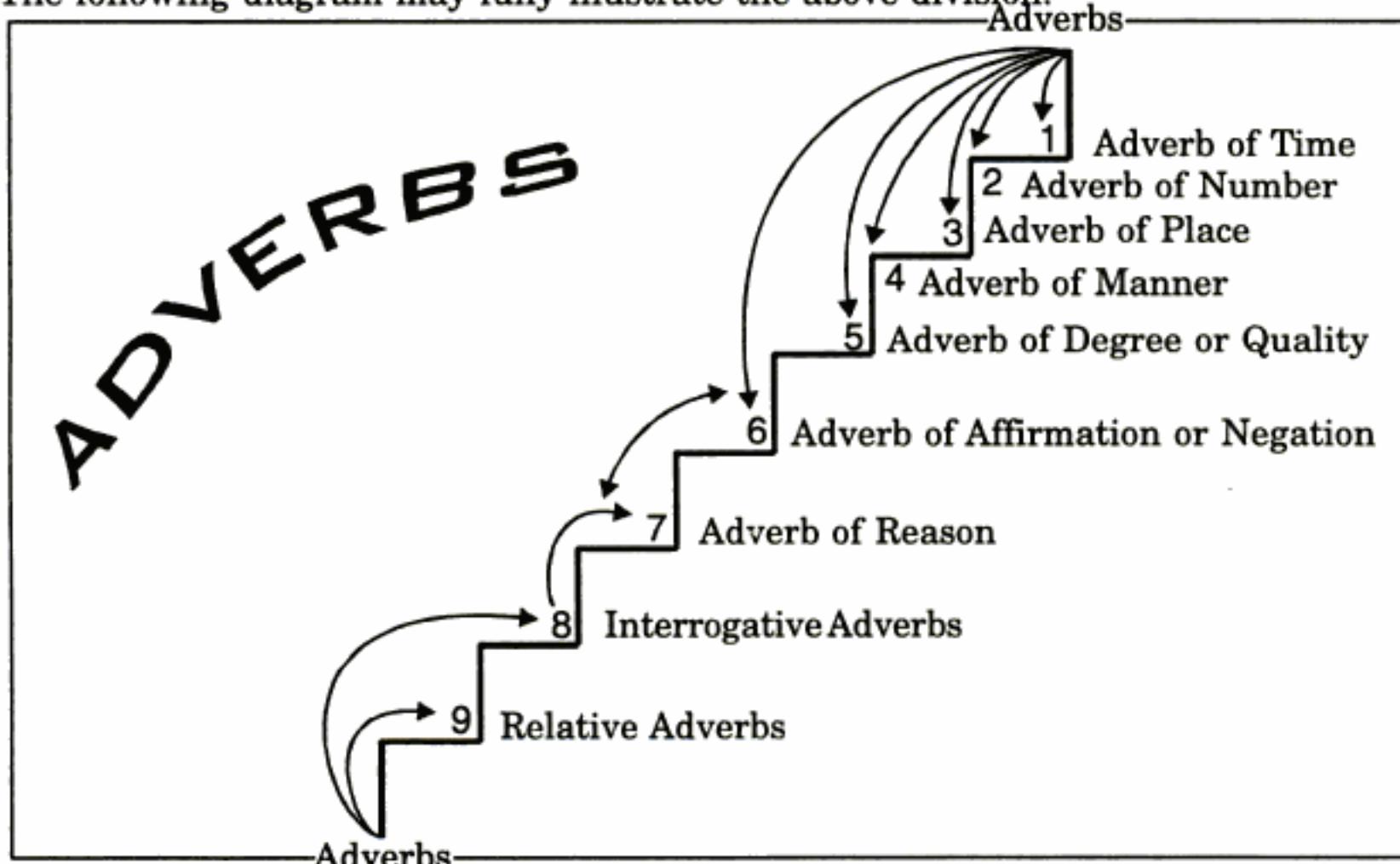
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Adverbs¹

(CURRENT PATTERNS AND CORRECT USAGES)

1. Before, now, ago, lately, formerly, never, since, already, yesterday, etc., are known as **Adverbs of Time**; whereas twice, once, seldom, often, again, frequently etc., are **Adverbs of Number**. Likewise, here, there, everywhere, out, within, in, away, etc., are regarded as **Adverbs of Place**; so, slowly, clearly, swiftly, carelessly, moderately, rationally, well, etc., are **Adverbs of Manner**; too, fully, quite, partly, altogether, rather, very, etc., are **Adverbs of Degree or Quantity**; surely, certainly, not, etc., are **Adverbs of Affirmation or Negation**; hence, therefore, so, etc., are **Adverbs of Reason**; where, when, why, how, etc., are **Interrogative Adverbs**; and where, but etc., are known as **Relative Adverbs**.

The following diagram may fully illustrate the above division:



2. Some **Adverbs** may be used as Nouns after prepositions. For example—

By then the thief ran away.

(Here **by then** means by **that time**)

Thence he came yesterday.

(Here **thence** means from there)

3. Comparison of **Adverbs** of Manner, Degree and Time should wisely be made. For example—

1. Prescribed in GBPU Syllabus (Technical Writing, BHS-211). Also prescribed in UPTU Syllabus (Professional Communication, TAS-103).

Of all the boys, he worked **most diligently**. (Superlative Degree)
 He wrote more legibly than Mohan. (Comparative Degree)
 He came **steathily**. (Positive Degree)

4. Some **Adverbs** are formed of **Prepositions** plus Nouns. For example—
abed, ahead, abrord, asleep, besides, to-day, tomorrow, overboard, etc.,
5. Mixing of **Prepositions** with **Adjectives** and **Adverbs** also forms another Adverbs. For example—

| | |
|------------------|-------------------------|
| Along | (Preposition+Adjective) |
| aloud | (—do—) |
| behind | (—do—) |
| below | (—do—) |
| beyond | (—do—) |
| without | (Preposition+Adverb) |
| beneath | (—do—) |
| within | (—do—) |
| hitherto | (—do—) |
| thereupon | (—do—) |
| whereof | (—do—) |
| thereon | (—do—) |

6. Conjunction **and** may joint two Adverbs. For example—
now and then, far and wide, first and foremost, off and on, out and out, over and above, to and fro, far and near, etc., For example—

He was warned **again and again**.

Now and then, there was a lightning in the clouds.

People came to visit the temple from **far and near**.

7. Adverb **enough** is usually placed after the word it modifies. For example—

He is clever **enough** to argue his case.

He is intelligent **enough** to understand the problem.

8. **Firstly** is never used in the beginning in an enumerative sense. For example—

Firstly we should read a book and then comment.

(wrong)

First we should read a book and then comment.

(right)

9. **Rather** indicates emphasis in a comparison. For example—

Sohan is **rather** very intelligent.

10. **Adverbs of Time** such as **always, ever, often, never, seldom, sometimes, frequently** etc., are placed before the **verb** they modify. For example—

(i) *Incorrect*—Mohan comes **frequently** to my residence.

Correct—Mohan **frequently** comes to my residence.

(ii) *Incorrect*—Barking dogs bite **seldom**.

Correct—Barking dogs **seldom** bite.

(iii) *Incorrect*—I feel **sometimes** bored with my life.

Correct—I **sometimes** feel bored with my life.

Note: But these verbs are placed after the verbs of 'to be'; as—

(i) *Incorrect*—Ram **always** is hopeful of getting good marks.

Correct—Ram is **always** hopeful of getting good marks.

11. Adverb '**else**' should be followed by '**but**'. For example—

(i) *Incorrect*—It is nothing **else than** pride.

Correct—It is nothing **else but** pride.

(ii) *Incorrect*—Call him anything **else than** a fool.

Correct—Call him anything **else but** a fool.

- 12.** 'Ever' is sometimes misused for 'never'. 'Seldom or never' and 'seldom if ever' are both correct; but to use 'seldom or ever' is incorrect. For example—
 (i) *Incorrect*—Mohan seldom or ever visits my house.
Correct—Mohan seldom or never (or seldom if ever) visits my house.
- 13.** We should not use 'Double Negative' in a sentence. **Negative Adverbs** should not be used with those words which have a sense of negation in them. For example—
 (i) *Incorrect*—The teacher could not teach **nothing** to the boy.
Correct—The teacher could not teach **anything** to the boy.
 Or
 The teacher taught **nothing** to the boy.
- (ii) *Incorrect*—I **hardly** found **no one** in the college.
Correct—I **hardly** found **any one** in the college. (**hardly** in negative)
- (iii) *Incorrect*—Mohan **scarcely** went **no** where.
Correct—Mohan **scarcely** went **anywhere**. (**scarcely** in negative)
- 14.** 'So' as an **Adverb of Degree** must not be used absolutely. (i.e., without a correlative). For example—
 (i) Mohan is **so** weak. (Incorrect)
Mohan is very weak. (Correct)
 (ii) Mohan is **so** weak **that** he cannot study. (Correct, for the adverb 'so' is followed by its **Correlative 'that'**).
- 15.** As a general rule, the word 'only' or 'even' should be immediately placed before the word it intends to modify. For example—
 (i) Mohan solved **only** three problems. But to say—
Mohan only solved three problems. is incorrect.
 (ii) He cannot speak even correct English. But to say—
He cannot even speak correct English, is wrong.
- 16.** 'Of course' should be used to denote a natural or an inevitable consequence. It must not be used for certainly. Certainly emphasizes a fact that has just been discovered or ascertained. For example—
 (i) *Incorrect*—**Of course**, Mohan is the ablest boy in the class.
Correct—Mohan is **certainly** the ablest boy in the class.
 (ii) *Incorrect*—**Of Course**, Ram has stood first in the class.
Correct—Ram has **certainly** stood first in the class.
- 17.** **Perhaps, Probably:** **Perhaps** means 'possibly'; **probably** means 'most likely'. **Perhaps** is often used incorrectly giving a sense of vagueness or uncertainty or what ought to be a definite statement. For example—
 (i) *Incorrect*—Where is the book? **Perhaps** it is on the desk.
Correct—Where is the book? **Probably** it is on the desk.
 (ii) *Incorrect*—Is Mr. Sharma at home? He is **perhaps** reading.
Correct—Is Mrs. Sharma at home? He is **probably** reading.
- 18.** Adverb 'too' denotes 'some kind of excess'. It means 'more than enough', something 'that' goes beyond what is proper or reasonable; 'very' stands for 'truly' or 'to a great extent'; as—
 (i) *Incorrect*—Mohan walks too **slowly**.
Correct—Mohan walks **very slowly**.
 (ii) *Incorrect*—Ram is **too** sympathetic to help me in every way.
Correct—Ram is **very** sympathetic to help me in every way.
- 19.** The use of **never** for **not** is incorrect. For example—
 (i) *Incorrect*—I never remember having seen him in the way.
Correct—I do not remember having seen him in the way.

20. MPT is the normal order of **Adverbs**, wherein **M** stands for **Manner**, **P** stands for **Place**, and **T** for **Time**. For example—
 The surgeon operated the patient this morning well in the emergency ward. (incorrect)
 The surgeon operated the patient well (M) in the emergency ward (P) this morning (T). (correct)
21. ODMY is the normal order of **Adverbs of Time**, wherein **O** stands for o'clock, **D** for days, **M** for month, and **Y** for year. For example—
 The writer was born in the year 1902 at 8 a.m., on March 5. (incorrect)
 The writer was born at 8 a.m., (O) on March 5 (M) in the year 1902 (Y). (correct)

ASSIGNMENT 1

Correct or improve the following sentences:

1. It was much hot yesterday.
2. He is enough wise to understand this problem.
3. He seldom or ever cares to meet his superiors.
4. Seldom he thinks about the lamentable lot of the down-trodden.
5. No one hardly knows his whereabouts.
6. He always is merciful for the needy.
7. I never saw much an idiot this week.
8. He cares a straw for his instructions.
9. Firstly you should work hard, and secondly clamour for promotion.
10. He wanted nothing else than position.

ASSIGNMENT 2

Correct or improve the following sentences:

1. I feel very weak to walk.
2. Your house is too much big for me.
3. Shortly, they reached their destination.
4. You are at all wrong.
5. Everybody does not like singing.
6. Your speech was too long and also difficult to hear.
7. I could not find my book nowhere.
8. This citadel was practically destroyed by fire.
9. He is much thankful to you.
10. Your teacher will be too glad to hear of your unexpected success in this examination.

ASSIGNMENT 3

Place the bracketed Adverbs in their proper places in the following sentences:

1. The grocer charged fifty rupees for ten kg. sugar. (only)
2. The four brothers are alike. (nearly)
3. The organisation has resolved to implement their demands. (sincerely)
4. He comes to me so that he may learn something. (generally)
5. He is late to his office and that is why he was reprimanded last time by his boss. (always)
6. He did not like to enter into any arguments with his friends. (indeed)
7. You will miss a dramatic feat by being absent that day. (certainly)

8. He is a clever student. (rather)
9. He has money to support his family. (enough)

ASSIGNMENT 4

Rewrite the following sentences with the given Adverbs:

1. They are reading a map. (now)
2. I eat an egg with milk. (generally)
3. The teacher has come in. (just)
4. The Nainital Express is late during the winter. (usually)
5. We try to get A grade. (always)
6. She has seen a mountain. (never)
7. They will have to desert their friends. (never)
8. I don't wear a coat in the summer. (usually)
9. They have seen him properly dressed. (hardly ever)
10. She has to do it herself. (nearly always)

19

Conjunctions¹

(CURRENT PATTERNS AND CORRECT USAGES)

1. Conjunction 'both' is always followed by its proper correlative 'and' and not by 'as well as' or by any other Conjunction. Apart from it, both should be nearly attached to the word it refers; as—
 - (i) *Incorrect*—Both Ram as well as Sohan are coming.
Correct—Both Ram and Sohan are coming.
 - (ii) *Incorrect*—The teacher both fined Ram and Shyam.
Correct—The teacher fined both Ram and Shyam.
2. Both cannot be used in negative sense; 'neither.....nor' is a subtle replacement of 'both' in a negative sense. For example—
 - (i) *Incorrect*—Both Ram and Sohan are not coming.
 - (ii) *Correct*—Neither Ram nor Sohan is coming.
3. Though is always followed by yet and not by but. For example—
 - (i) *Incorrect*—Though he is poor, but honest.
Correct—Though he is poor, yet honest.
4. Hardly or scarcely is followed by 'when' or 'before' and not by but, than or that. For example—
 - (i) *Incorrect*—Mohan had scarcely reached the college that it began to rain.
Correct—Mohan had scarcely reached the college when (before) it began to rain.
 - (ii) *Incorrect*—Hardly had the teacher reached the station, than the train started.
Correct—Hardly had the teacher reached the station when (before) the train started.
5. 'No sooner' is followed by 'than' and not by 'but'. For example—
 - (i) *Incorrect*—No sooner had the boy entered the class-room but the teacher called him.
Correct—No sooner had the boy entered the class-room than the teacher called him.
6. 'As' is not followed by 'so' except for the sake of emphasis. For example—
 - (i) *Incorrect*—As I am ill, so I cannot attend the college.
Correct—As I am ill, I cannot attend the college.
 - (ii) As you sow, so shall you reap. (Correct, for 'so' is here used for the sake of emphasis).
7. 'As' in positive degree after an Adjective denotes equality; whereas, 'than' in comparative degree denotes inequality. Hence, due care should be taken not to use than in place of as. For example—
 - (i) *Incorrect*—This is as good, if not better than that.
Correct—This is as good as, if not better than that.
8. After name, call, appoint, elect, make, choose, think, consider, 'as' or 'to be' is not used. For example—

1. Prescribed in GBPU Syllabus (Technical Writing, BHS-211). Also prescribed in UPTU Syllabus (Professional Communication, TAS-103).

- (i) *Incorrect*—Ram called Sohan **as a** fool.
Correct—Ram called Sohan **a** fool.
- (ii) *Incorrect*—He thinks me **as** very wise.
Correct—He thinks me very wise.
- (iii) *Incorrect*—He was appointed **as** lecturer in the college.
Correct—He was appointed lecturer in the college.
- (iv) *Incorrect*—Mohan considers me **as** an honest man.
Correct—Mohan considers me an honest man.

9. After **regard, describe, represent, portray, depict, mention, define, treat, 'as'** is always used. For example—

- (i) *Incorrect*—Please treat this letter **most** urgent.
Correct—Please treat this letter **as most** urgent.
- (ii) *Incorrect*—Mohan has regarded me his brother.
Correct—Mohan has regarded me **as** his brother.
- (iii) *Incorrect*—President Lincoln has defined Democracy, the Government of the people, for the people, and by the people.
Correct—President Lincoln has defined Democracy **as** the government of the people, for the people and by the people.

10. '**Lest**' is used as **Subordinate Conjunction** and denotes a negative purpose. It is, therefore, not to be followed by '**not**'. For example—

- (i) *Incorrect*—Study carefully, **lest** you should not fail.
Correct—Study carefully, **lest** you should fail.
- (ii) *Incorrect*—He is walking attentively **lest** he should not fall down.
Correct—He is walking attentively **lest** he should fall down.

11. '**Unless**' means '**if not**' and, therefore, it should not be used in a sentence or clause, which is already negative. For example—

- (i) *Incorrect*—**Unless** you **do not** study carefully, you will be unable to follow your teacher.
Correct—**Unless** you study carefully, you will be unable to follow your teacher.
Or

If you **do not** study carefully, you will be unable to follow your teacher.

12. '**Because**' and '**therefore**' should not occur in the same sentence. '**Because**' expresses **cause or reason**. Purpose is expressed by '**in order that**' or '**so that**'. For example—

- (i) *Incorrect*—**Because** he is poor, **therefore** he cannot be elected to the post.
Correct—**Because** he is poor, he cannot be elected to the post.
Or

He is poor, **therefore** he cannot be elected to the post.

- (ii) *Incorrect*—Students go to the library **because** they may get new things.
Correct—Students go to the library **in order that** they may get new things.

13. The use of **Present Tense** after '**as if**' and '**as though**' should be avoided. For example—

- (i) *Incorrect*—Ram appears **as if** he **is** wise.
Correct—Ram appears **as if** he **were** wise.
- (ii) *Incorrect*—Sohan acts **as though** he **is** fully expert in such things.
Correct—Sohan acts **as though** he **were** fully expert in such things.

14. '**When**' **while, before, till, after, etc.** **when** they are used in subordinate sentences and point to future occurrence, are never followed by future verb, does not matter the verb of the **Principal Clause is in future**. For example—

- (i) *Incorrect*—**When** you **will** come, I **shall** reward you.
Correct—**When** you come, I **shall** reward you.

- (ii) **Incorrect**—Before Mohan will come, I will return.
Correct—Before Mohan comes, I will return.
15. The proper correlative of 'not only' is 'but also'. The part of speech which is qualified by 'not only' should always be qualified by 'but also'. For example—
(i) He is not only honest, but intelligent. (Add 'also' before 'intelligent.')
(ii) He not only forgot his book but also his pen. (wrong, for 'not only' is followed by **forgot**, which is a verb and 'but also' by 'his' which is a pronoun. The intended correction, hence, will be by placing 'not only' before his book thus:
He forgot not only his book, but also his pen.)
16. 'Such' and 'same': when they work as adjectives, they are followed by **Conjunction 'as'** or '**that**'. But when we speak of things, '**as**' is used; and when of persons '**that**' is frequently used. **Relative Pronouns**—**who**, **which** or **whom** are never used with '**such**' and '**same**'. For example—
(i) There is no such book **which** you refer to. (wrong)
There is no such book **as** you refer to. (correct)
(ii) He is the same boy **whom** I saw yesterday. (wrong)
He is the same boy **that** I saw yesterday. (correct)
(iii) He is such a teacher **who** cannot be criticised. (wrong)
He is such a teacher **that** cannot be criticised. (correct)
17. 'Such': when it is used as a pronoun in the beginning of a sentence, it is followed by the **Conjunction 'that'** and not by '**as**'. For example—
(i) **Such** was the result **as** could never be changed. (wrong)
Correct—**Such** was the result **that** could never be changed.
18. '**Either** **or**' and '**neither** **nor**' are correlative pairs. They should always be placed before words of the same part of speech. For example—
(i) **Either** Ram **or** his brother has gone to the city.
(ii) **Neither** Sohan **nor** his friend has stolen the book.
19. **That** should never be used in place of **though**, **if**, **when**, **whether**, etc., For example—
(i) **Incorrect**—Mohan doubts **that** he will pass the examination.
Correct—Mohan doubts **whether** he will pass the examination.
(ii) **Incorrect**—Ram asked Shyam **that** he would obey him.
Correct—Ram asked Shyam **if** he would obey him.
20. **Conjunctions** '**that**', '**when**', '**why**' etc., should accompany such nouns as '**moment**', '**instant**', '**time**', '**way**', and '**reason**' in case, these nouns are followed by **Subordinate clause**. For example—
(i) The **moment** the boy saw the teacher, he ran away.
(Insert '**when**' or '**that**' after '**moment**')
(ii) This is the **factor** they got such a bitter defeat.
(Insert '**why**' after factor)
21. **When** refers to a point of time; '**since**' refers to cause or reason. **When**, therefore, should not be used in place of **since**. For example—
(i) **Incorrect**—**When** you do not obey me, I must not instruct you.
Correct—**Since** you do not obey me, I must not instruct you.
22. If '**suppose**' is used in the beginning of a sentence to denote a **command** or **request**, it is not followed by '**if**'. For example—
(i) **Suppose** if you fail, what shall happen with you? (**omit if**)
(ii) **Supposing** if the teacher teaches you well, how can you disobey him? (**omit if**)

ASSIGNMENT 1

Correct or improve the following sentences:

1. The teacher works hard lest he should not weaken his knowledge.
2. Both the student as well as his friend are wasting their precious time in gossiping.
3. Both Ram and Shyam are not participating in the ensuing debate.
4. Though he is intelligent, but lazy.
5. Though he is poor, but honest.
6. Scarcely did he reach there, that a thief chased him.
7. Scarcely had he entered the room, that a snake bit him.
8. Hardly had the doctor arrived, than the patient passed away.
9. Hardly had he started writing, than his friend came to him.
10. No sooner had he visited me, when it began to rain.

ASSIGNMENT 2

Correct or improve the following sentences:

1. No sooner did he return from America, but another country invited him to deliver five lectures at a stretch.
2. As the office is not honest, so he cannot command respect from the public.
3. This is as god, if not better than that.
4. India is as powerful a nation, if not better than Australia.
5. They appointed him as a Staff-Counsellor, Science and Humanities Society of this faculty.
6. Some people consider him as a great incorrigible.
7. He treats me his younger brother.
8. Smoking is regarded a bad habit.
9. Unless he does not improve, he cannot get through this test.
10. Unless you do not work regularly, you cannot be appointed to this post.

ASSIGNMENT 3

Correct or improve the following sentences:

1. Because he is ill, therefore he cannot attend this meeting.
2. Because he is a great scholar, therefore he is given invitations from abroad every year.
3. Sohan appears as if he is completely exhausted after hard work.
4. She acts as though she is not yet tired.
5. He reads the chapter as if he is a beginner.
6. When he will come, his father will give him some money.
7. He is not only lazy but liar.
8. He is not only a scholar but a reputed teacher.
9. There is no such way which may give you instant success in life.
10. He is the same boy whom I saw yesterday walking along the road.

ASSIGNMENT 4

Correct or improve the following sentences:

1. He is such a fellow who can never be relied upon.
2. Such was the problem as could not easily be solved.
3. The teacher doubts that he will be appreciated by his pupils.
4. The wolf asked the lamb that he would kill him.
5. The moment the teacher saw him copying in the examination hall, he caught him and snatched his answer-book.
6. When you cannot listen to me, I cannot narrate a story.
7. Suppose if you are appointed a Reader in English, what changes will you bring about in the existing teaching systems and patterns?
8. This is the reason I do not lend money to others.
9. She was both rewarded and appreciated for her hard work.
10. Thirty years passed since my friend left for the U.S.A.

20

Prepositions¹

(CURRENT PATTERNS AND CORRECT USAGES)

1. When in their active voice, the following verbs do not take any preposition with them:

- | | |
|--------------|-------------|
| 1. order | 10. inform |
| 2. accompany | 11. succeed |
| 3. benefit | 12. precede |
| 4. afford | 13. request |
| 5. combat | 14. pervade |
| 6. violate | 15. pick |
| 7. assist | 16. resist |
| 8. resemble | 17. attack |
| 9. obey | 18. reach |

For example—

- (i) Mohan resembles **to** Sohan in outward appearances. (omit ‘to’)
(ii) He attacked **on** the enemy with a dagger. (omit ‘on’)
(iii) I will accompany **with** you. (omit ‘with’)
(iv) The teacher has reached **to** the College. (omit ‘to’)

2. The phrases of time *i.e.*, **morning**, **afternoon** and **evening** always take preposition ‘**in**’ with them and not ‘**at**’. **Dawn**, **daybreak**, **noon**, **midday**, and **midnight** take ‘**at**’ and not ‘**in**’. Moreover, when ‘**last**’ and ‘**next**’ qualify these phrases of time, no preposition is ever used. For example—

- (i) I went to the park **in** the morning.
(ii) He reads **at** night.
(iii) Mohan saw me the last afternoon. (no preposition)
(iv) He will be coming **to** you the next month.

3. **Ago** points to the time goneby and **before** signifies precedence between the two occurrences; as—

- (i) He died ten years **ago**.
(ii) He died ten years **ago** before he settled **in** Delhi.

4. (a) Preposition ‘**on**’ is used to denote the things ‘**in rest**’; and ‘**upon**’ to the things ‘**in motion**’. For example—

- (i) Ram was eating **on** a desk.
(ii) The cat sprang **upon** the table.

5. ‘**Till**’ refers to time and ‘**to**’ to place; as—

- (i) He will work **till** 5 p.m.
(ii) He will go **from** this road to the Gandhi Park.

6. ‘**In**’ is used with countries and large towns; whereas ‘**at**’ is used with small towns and villages; as—

1. Prescribed in UPTU Syllabus (Professional Communication, TAS-103, Unit IV). Also Prescribed in GBPU Syllabus (Technical Writing, BHS-211).

- (i) He resides **in** India.
 (ii) He lives **in** Bombay.
 (iii) He lives **at** Khurja **in** Bulandshahr.
- 7. Since and from:** both denote point of time; since is used in Perfect Tense; whereas from can be used in any tense except Perfect Tense. For refers to period of time and not point of time. 'For' is therefore, never a pertinent replacement of either 'Since' or 'From'; as—
- (i) Ram has been suffering **from** fever **since** Monday.
 (ii) I shall teach Milton **from** tomorrow.
 (iii) He has been ill **for** a couple of days.
- 8. 'To' and 'into'** are used to denote the things which are in motion. 'In' and 'at' are used to denote the things, which are at rest or fixed; as—
- (i) The boy is going **to** the school.
 (ii) He has fallen **into** the river.
 (iii) He is **in** water.
 (iv) He is **at** the roof of the house.
- 9. 'Between'** refers two things or persons. **Among** refers to more than two things or persons; as—
- (i) Divide this property **between** Alec and Charles.
 (ii) Divide this property **among** all the brothers.
- 10.** It is advisable to use different prepositions with different words, where one preposition does not serve the purpose. For example—
- (i) This book is **preferable** and **better than** that book. (wrong, because '**preferable**' and **better** require different prepositions. Preposition '**than**' is not sufficient to serve both the words—**preferable** and **better**. Hence the correction would be—
This book is preferable to and better than that (book).)
- (ii) Ram is more intelligent and junior **to** Shyam. (incorrect)
 Ram is more intelligent **than** and junior **to** Shyam. (correct)
- 11.** Generally, it is not a sound practice to end a sentence with a preposition. However, there are three exceptions to this rule:
- (a) When in a sentence the object is **Relative Pronoun that**, the preposition can be used at the end of a sentence; as—
- (i) Here is the glass of water **that** Ram is desiring **for**.
 (ii) This is the child I was referring **to**. (Relative pronoun '**whom**' is understood between 'child' and 'I').
- (b) Preposition is commonly used at the end of a sentence, when the object happens to be the Interrogative Pronoun; as—What are you gazing **at**?
- (c) When a preposition combines a preceding intransitive verb to form a compound transitive verb, the sentence may end with a preposition; as—
 Such a thing cannot be approved of. Following is the list of correct use of prepositions. Although there is a multitude of such words, an effort has been made to include only those words which are, of course, of immense practical value:
 Learn the use of the following carefully and frame suitable sentences based on these prepositional uses:
- | solutions | |
|--------------------------------------|---------|
| 1. Abhorrence.....ingratitude | of |
| 2. Ability or some work. | for, in |
| 3. Abstinence wine. | from |
| 4. Abundance food. | of |
| 5. Access the throne. | to |

6. In accordance the rule. with
 7. Accusation theft. of
 8. Acquaintance a person or a thing. But make the acquaintance a person. with, of
 9. Adherence a plan or cause. to
 10. Admission a society of persons or class of things. to
 11. Admission a place. into or to
 12. Advance (progress) learning. of
 13. Advance (of a person) knowledge. in
 14. To take advantage someone's mistake. of
 15. To gain an advantage someone. over
 16. Affection a person. for
 17. Allegiance a person. to
 18. Alliance a person or state. with
 19. Allusion something. to
 20. Ambition distinction, fame etc. for
 21. Amends some fault. for
 22. Antidote some poison. to
 23. Antidote infection. against
 24. Anxiety anyone's safety. for
 25. Apology some fault. for
 26. Appetite food. for
 27. Application employment. for
 28. Apprehension danger. of
 29. Approach anything. to
 30. Aptitude mathematics. for
 31. Arrival a place. at
 32. Arrival a country or a large town. in
 33. Aspiration fame. after/for
 34. Assent an opinion. to
 35. Assurance help. of
 36. Atonement sin. for
 37. Attachment a person or thing. to
 38. Attack a person or place. on
 39. Attendance a person. on
 40. Attendance a place. at
 41. Attention study. to
 42. Attraction a thing. to/towards
 43. Authority a person. over
 44. Authority saying or doing. on
 45. Authority saying or doing. for
 46. Aversion or a person or thing. to/from
 47. Bargain a person. with
 48. Bargain a thing. for
 49. Beneficence the poor. towards
 50. Bias a thing. towards
 51. Blindness one's own faults. to
 52. Capacity mathematics. for
 53. Cause anxiety. for

| | | |
|--------------------------|--------------------|----------|
| 54. Caution | error. | against |
| 55. Certainty | a matter. | about |
| 56. Cessation | work. | from |
| 57. Charge | murder. (Noun) | of |
| 58. Charge | murder. (Verb) | with |
| 59. Compact | a person. | with |
| 60. Comparison | a person or thing. | to/with |
| 61. Compassion | a person. | for |
| 62. Compensation | a loss. | for |
| 63. Competition | a person. | with |
| 64. Competition | a thing. | for |
| 65. Complaint | a person. | against |
| 66. Complaint | a thing. | about |
| 67. Compliance | a request. | with |
| 68. Concurrence | a person | with |
| 69. Concurrence | proposal. | in |
| 70. Condemnation | death. | to |
| 71. Condolence | a person. | with |
| 72. Confidence | a person. | in |
| 73. Conformity | anyone's views. | with |
| 74. Conformity | rules. | to |
| 75. Connection | a person or thing. | with |
| 76. Consciousness | guilt. | of |
| 77. Contact | something. | with |
| 78. Contemporary | some person. | of |
| 79. Contempt | a person or thing. | for |
| 80. Contrast | a person or thing. | to |
| 81. In contrast | a person or thing. | with |
| 82. Contribution | a fund. | to |
| 83. Contribution | some project. | towards |
| 84. Control | a person or thing. | over |
| 85. Controversy | a person. | with |
| 86. Controversy | something. | on/about |
| 87. Conversation | a person. | with |
| 88. Conviction | guilt. | of |
| 89. Copy | nature. | from |
| 90. Correspondence | a person. | with |
| 91. Correspondence | a thing. | to |
| 92. Craving | anything. | for |
| 93. Delight | a person or thing. | in |
| 94. Deliverance | a danger. | from |
| 95. Dependence | a person or thing. | on |
| 96. Descent | ancestors. | from |
| 97. Desire | wealth. | for |
| 98. Deviation | rule. | from |
| 99. Digress | a subject. | from |
| 100. Disagreement | a person. | with |
| 101. Disgrace | a person. | to |
| 102. Dislike | a person or thing. | of/for |

| | | |
|-------------------------|--------------------|----------|
| 103. Dissent | a proposal. | from |
| 104. Distrust | a person or thing. | of |
| 105. Dominion | sea and land. | over |
| 106. Doubt | a thing. | of/about |
| 107. Encroachment | one's rights. | on |
| 108. Endeavour | happiness. | after |
| 109. Endurance | pain. | of |
| 110. Enmity | a person. | for/with |
| 111. Envy | another's success. | at/of |
| 112. Escape | punishment. | from |
| 113. Esteem | a person. | for |
| 114. Estrangement | a person. | from |
| 115. Evasion | a rule. | of |
| 116. Exception | a rule. | to |
| 117. Exemption | a penalty. | from |
| 118. Exposure | danger. | to |
| 119. Failure | a plan. | of |
| 120. Fondness | something. | for |
| 121. Glance | a person or thing. | at |
| 122. Glance | a wide surface. | over |
| 123. Gratitude | a thing. | for |
| 124. Gratitude | a person. | to |
| 125. Harmony | anything. | with |
| 126. Hatred | a person. | of/for |
| 127. Hatred | a thing. | of |
| 128. Hindrance | anything. | to |
| 129. Hostility | a person or cause. | to |
| 130. Identity | a person or thing. | with |
| 131. Immersion | water. | in |
| 132. Impediment | progress. | to |
| 133. Imputation | guilt. | of |
| 134. Imputation | someone. | against |
| 135. Incentive | industry. | to |
| 136. Inclination | study. | for/to |
| 137. Indifference | heat or cold. | to |
| 138. Indulgence | wine | in |
| 139. Indulgence | a person. | to |
| 140. Inference..... | facts. | from |
| 141. Infliction | punishment | of |
| 142. Inkling | a secret. | of |
| 143. Interference | a man's affairs. | in/with |
| 144. Intimacy | a person. | with |
| 145. Intrusion | a man's house. | into |
| 146. Irruption | a country. | into |
| 147. Irruption | invaders. | by |
| 148. Jest | a man's bad buck. | at |
| 149. Judge | a matter. | of |
| 150. Jurisdiction | a province. | over |
| 151. Jurisdiction | a law suit. | in |

| | | |
|------------------------------|----------------------------|-------------|
| 152. Laxity | morals. | in |
| 153. Leisure | amusement. | for |
| 154. Leniency | prisoners. | to |
| 155. Likeness | a person or thing. | to |
| 156. Liking | a person or thing. | to |
| 157. Longing | a thing. | for/after |
| 158. Lust | money. | for |
| 159. Malice | a person. | against |
| 160. Martyr | a certain cause. | for |
| 161. Menace | public health. | to |
| 162. Neglect | duty. | of |
| 163. Obedience | orders, parents, etc. | to |
| 164. Obligation | a person. | to |
| 165. Obstruction | traffic. | to |
| 166. Offence | morality. | against |
| 167. Opposition | a person. | to |
| 168. Order | doing a thing. | for/against |
| 169. Penitence | some fault. | for |
| 170. Persistence | an attempt. | in |
| 171. Pity | sufferers. | for |
| 172. Precaution | infection. | against |
| 173. Preface | a book. | to |
| 174. Preference | one thing. | for |
| 175. Preference | another thing. | to/over |
| 176. Prejudice | a person. | against |
| 177. Preparation | action. | for |
| 178. Pretension | learning. | to |
| 179. Protest | proceedings, decision etc. | against |
| 180. In pursuance | an object. | of |
| 181. (A) Recompense | labour | for |
| | (B) Reference | to |
| | a person or thing. | on |
| 182. Reflections | a man's honesty. | for |
| 183. Regard | something done. | for |
| 184. In or with regard | that matter. | to |
| 185. Regret | something done. | for |
| 186. Relapse | idleness | into |
| 187. Reliance | a man's word. | on |
| 188. Remedy | snake-bite | for/against |
| 189. Remonstrance | a person. | with |
| 190. Remonstrance | his conduct. | against |
| 191. Remorse | a crime. | for |
| 192. Repentence | sin. | for |
| 193. Reply | a letter. | to |
| 194. Reputation | honesty. | for |
| 195. Request | a thing. | for |
| 196. Resemblance | a person or thing. | to |
| 197. Resistance | injustice. | to |
| 198. Respect | a man or his office. | for |
| 199. With respect | a matter. | to |

| | | |
|-------------------------|------------------|------------|
| 200. Reverence | age. | for |
| 201. Revolt | authority. | against |
| 202. Rival | a position. | for |
| 203. Rivalry | a person. | with |
| 204. Sin | God. | against |
| 205. Slur | his character. | on |
| 206. Sneer | good men. | at |
| 207. Sorrow | his misfortunes. | for |
| 208. Stain | one's character. | on |
| 209. Subjection | the laws. | to |
| 210. Submission | authority. | to |
| 211. Subscription | a fund. | to |
| 212. Subsistence | rice. | on |
| 213. Succession | an estate. | to |
| 214. Supplement | a book. | to |
| 215. Surety | a person. | for |
| 216. Suspicion | his intentions. | of |
| 217. Sympathy | the poor. | with/for |
| 218. Temptation | evil. | to |
| 219. Testimony | his character. | to/against |
| 220. Traitor | his character. | to |
| 221. Trespass | the law. | against |
| 222. Trust | his honesty. | in |
| 223. In unison | his character. | with |
| 224. At variance | a person. | with |
| 225. Want | money. | of |
| 226. Warrant | his arrest. | for |
| 227. Witness | an event. | of/to |
| 228. Wonder | his rudeness. | at |
| 229. Yearning | his home. | for |
| 230. Zeal | a cause. | for |
| 231. Zest | enjoyment. | for |

B. Verb Compound

Learn the use of the following prepositional uses (verb compound) very carefully and frame suitable sentences on their basis:

| <i>Solutions</i> | | |
|--------------------|----------------|---------|
| 232. Abide | a promise. | by |
| 233. Abound | fish. | in/with |
| 234. Absolve | a charge. | of/from |
| 235. Abstain | wine. | from |
| 236. Accede | a request. | to |
| 237. Accord | a thing. | with |
| 238. Accord | a fact. | for |
| 239. Accrue | a person. | to |
| 240. Accuse | some misdeed. | of |
| 241. Acquit | blame. | of |
| 242. Adapt | circumstances. | to |
| 243. Adhere | a plan. | to |
| 244. Admit | an excuse. | of |

| | |
|---|--------------|
| 245. Admit a secret. | to/into |
| 246. Admonish a fault. | of/for |
| 247. Agree a proposal. | to |
| 248. Agree a person. | with |
| 249. Alight a carriage. | from |
| 250. Alight the ground. | on |
| 251. Allude a fact. | to |
| 252. Apologise a person | to |
| 253. Apologise rudeness. | for |
| 254. Apprise a fact. | of |
| 255. Approve an action. | of |
| 256. Aspire worldly greatness. | for/after/to |
| 257. Assent your terms. | to |
| 258. Assure a person a fact. | of |
| 259. Atone a fault. | for |
| 260. Avail oneself an offer. | of |
| 261. Avenge oneself a person. | on |
| 262. Bark a person or thing. | at |
| 263. Bask sunshine. | in |
| 264. Bear someone's faults. | with |
| 265. Beg pardon a person. | of |
| 266. Belong a person. | to |
| 267. Bequeath a thing a person. | to |
| 268. Bestow a thing a person. | on |
| 269. Beware the dog. | of |
| 270. Boast or brag one's cleverness. | of |
| 271. Brood past grievances. | over |
| 272. Clamour higher wages. | for |
| 273. Cling a person or thing. | to |
| 274. Commence a thing. | with |
| 275. Comment a matter. | on |
| 276. Communicate something a person. | to |
| 277. Comply one's wishes. | with |
| 278. Conduce happiness. | to |
| 279. Congratulate a person his success. | on |
| 280. Connive other men's misdeeds. | at |
| 281. Consent some proposal. | to |
| 282. Consign destruction. | to |
| 283. Contend a person. | with/against |
| 284. Convict a person a crime. | of |
| 285. Cope a person or task. | with |
| 286. Correspond a person. | with |
| 287. Crave happiness. | for/after |
| 288. Dabble politics. | in |
| 289. Deal a person | with |
| 290. Deal a trade. | in |
| 291. Deprive a person a thing | of |
| 292. Desist an attempt. | from |
| 293. Despair success. | of |
| 294. Deter a person an action. | from |

| | | |
|----------------------------------|---------------------------|------------|
| 295. Detract | one's reputation. | from |
| 296. Digress | the point. | from |
| 297. Dispense | a man's services. | with |
| 298. Dispose | property. (sell). | of |
| 299. Divert a person | a purpose. | from |
| 300. Dote | a person or thing. | upon |
| 301. Dwell | a subject. | on |
| 302. Grapple | difficulties. | with |
| 303. Grieve | a person. | for |
| 304. Grumble | one's lot. | at |
| 305. Guard | a bad habit. | against |
| 306. Hanker | riches. | after |
| 307. Heal | a disease. | of |
| 308. Hinder one | doing something. | from |
| 309. Hinge | (depend) something. | on |
| 310. Hover | a nest. | over |
| 311. Incite a person | some action. | to |
| 312. Infer one fact | another. | from |
| 313. Inflict punishment | a person. | on |
| 314. Inform a person | a thing. | of |
| 315. Inform | a person. | against |
| 316. Insist | a point. | on |
| 317. Instil a thing | the mind. | into |
| 318. Intermingle one thing | another. | with |
| 319. Involve a person | debt. | in |
| 320. Jeer | a person | at |
| 321. Lament | the dead. | for |
| 322. Languish | home. | for |
| 323. Lapse | disuse. | into |
| 324. Lean | a wall. | against |
| 325. Long | anything. | for |
| 326. Marvel | some sight or report. | at |
| 327. Meddle | other people's business. | with |
| 328. Meditate | some subject. | on |
| 329. Merge | anything. | into/with |
| 330. Mourn | the dead. | for |
| 331. Murmur | anything. | at/against |
| 332. Object | some proposal. | to |
| 333. Occur | one's mind. | to |
| 334. Offend | good taste. | against |
| 335. Overwhelm | kindness. | with |
| 336. Persist | doing something. | in |
| 337. Pine | something lost. | for |
| 338. Plot | a man. | against |
| 339. Plunge | a river, work etc. | into |
| 340. Ponder | a subject. | on/over |
| 341. Pounce | a person or thing. | on/upon |
| 342. Pray | God | to/for |
| 343. Preserve | harm. | from |
| 344. Prevail | a person to do something. | on |

| | | |
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| 345. Prevent | going. | from |
| 346. Proceed | a business already begun. | with |
| 347. Prohibit | doing something. | from |
| 348. Protect | harm. | from |
| 349. Provide | one's children. | for |
| 350. Provoke one | anger. | to |
| 351. Purge the mind | false notions. | of |
| 352. Recover | an illness. | from |
| 353. Refrain | tears. | from |
| 354. Rejoice | the success of another. | at |
| 355. Relieve one | a task, duty. | of |
| 356. Repent | imprudence. | on |
| 357. Reprimand a person | a fault. | for |
| 358. Rob a person | something. | of |
| 359. Scoff | religion. | at |
| 360. Shudder | cruelty. | at |
| 361. Succumb | difficulties. | to |
| 362. Surrender | the enemy. | to |
| 363. Trespass | rules. | against |
| 364. Upbraid a person | ingratitudo | with |
| 365. Urge a fact | one's attention. | on |
| 366. Venture | an undertaking. | upon |
| 367. View | another (person). | with |
| 368. Wait | a person or thing. | for |
| 369. Warm a person | danger or consequence. | of |
| 370. Wink | one's fault. | at |
| 371. Worm oneself | another man's confidence. | into |
| 372. Wrestle | an adversary. | with |
| 373. Yearn | affection. | for |
| 374. Yield | persuasion. | to |

ASSIGNMENT 1

Fill in the following blanks with appropriate prepositions:

1. You should always abide your promise.
2. You cannot absolve yourself these all charges of various acts of omission and commission.
3. The more you abstain yourself wine, the better.
4. The teacher has acceded their request arranging a picnic the next month.
5. The social worker was accused many ignoble acts of cheating and hoodwinking.
6. One should try to adapt oneself one's environs; or else one will not survive.
7. Your explanation is not relevant the present episode; it is rather the point.
8. The prince alighted the airplane and the crowd garlanded him quite profusely.
9. The teacher alluded Shakespeare's dramas, while explaining the comic element in literature.
10. The juniors apprised their seniors the latest development the matter.

ASSIGNMENT 2

Fill in the following blanks with suitable prepositions:

1. An honourable man can never approve his continuous non-cooperative attitude his neighbours.
2. 'We look and after.
And pine what is not.
Our sweetest songs are those that tell saddest thought." (P.B. Shelley)
3. "What is this life, if full care,
We have no time to stand and stare." (W.H. Davies)
4. M.K. Gandhi greatly atoned every minor lapse he did commit life.
5. You should try to avail yourself every opportunity that knocks your door.
6. They were basking sunshine happily playing and often boasting their clever tricks.
7. The striking labourers were clamouring higher wages, but the officers did cling their own rigid stand not to grant any liberal financial concessions to them.
8. Milk is conducive health.
9. His father has not consented his proposal to marry a lame girl.

ASSIGNMENT 3

Fill in the following blanks with suitable prepositions:

1. It is often pleasant to brood past events.
2. You should be beware pick-pockets at an over-crowded railway station.
3. He is disliked his friends because he always brags his valuables.
4. The rapist was convicted the gruesome crime.
5. A really learned teacher will never drabble politics and will always desist every undesirable activity unbecoming a teacher.
6. He deals his customers a decent manner.
7. If you do not mend your ways, you will be deprived all privileges.
8. Despaired success many a time, he committed suicide in the end.
9. prevailing his good sense, you can desist him doing such rash and foolish things.
10. He has disposed his property, because he was urgent need money this crucial juncture.

ASSIGNMENT 4

Fill in the following blanks with appropriate prepositions:

1. One fails to understand the reason why he is doting so much her.
2. The speaker has dwelt many fundamental issues which concern all.
3. It is not good to hanker riches just like a mad man.
4. The saint felt pitied the old woman when she was grieving her dead child.
5. No one can hinder you making progress, provided you work hard.
6. Your success hinges your hard work and perseverance.
7. The bird was hovering its nest, as there was a danger its offspring.
8. this argument, it may safely be inferred that he has not rightly judged his merit.

9. It is highly irreligious to inflict pain wild animals.
10. If you insist going to Delhi, you will be marked absent the days you remain absent the class.

ASSIGNMENT 5

Fill in the following blanks with suitable Prepositions:

1. A good teacher is always capable instilling a spirit of hard work the mind his pupils.
2. Many labourers languish nourishing meals our country.
3. We marvel his astounding progress he has, late, made the field export business.
4. A hermit usually meditates spiritual matters; and he does not long worldly comforts.
5. He was overwhelmed joy when he saw even his enemy admiring his virtues.
6. The shopkeeper refused bargain his customers the price those circumstances.
7. The patient complains convulsion his body; he attributes it rheumatism, caught running rainy day.
8. He never yields such petty temptations.
9. The robbers robbed the passengers their valuables.

ASSIGNMENT 6

I. Fill in the following blanks with appropriate prepositions. Put a × where no preposition is required:

1. He is accustomed hard work, but his friend is addicted gambling.
2. You should not indulge activities subversive discipline.
3. The scholar was enamoured the books, because he was pining real knowledge.
4. In accordance the rules of the examination, the defaulters were prevented appearing examination.
5. His father deals medicine, but he deals his customers in a nice manner.
6. The Tarai region abounds natural beauty, but some prefer plains marshy regions.
7. He was very much cast , because he never expected such a bad luck would turn after a year.

II. Fill in the following blanks with suitable prepositions:

1. This building consists many class-rooms, but its grandeur consists its structure.
2. Youth teems vivacity, but everybody is tired age.
3. It is always good to be accustomed hard work, whereas to be addicted gossiping is really very bad.
4. You should always try to refrain yourself indulging in activities indicative your bad behaviour.
5. Merely by pining greatness and by not working in accordance its requirement will bring frustration in the end.
6. They were very much cast because nothing favourable turned to them, though they **called** many things before them.

ASSIGNMENT 7

Frame meaningful sentences of your own using the following prepositional uses (verb compound):

- | | | |
|--------------------------|--------------------|-------------------------|
| 1. remarkable for | 2. derive from | 3. subsist on |
| 4. teem with | 5. enamour of | 6. commit to |
| 7. subversive of | 8. beset with | 9. deprive of |
| 10. accede to | 11. allude to | 12. lead to |
| 13. beware of | 14. disapprove of | 15. clamour for |
| 16. pine for | 17. yearn for | 18. involve in |
| 19. lax in | 20. loyal to | 21. hostile to |
| 22. amenable to | 23. headless of | 24. regard as |
| 25. treat as | 26. persist in | 27. insist on |
| 28. hinder from | 29. averse to | 30. dispense with |
| 31. seize upon | 32. respond to | 33. accompany by |
| 34. afflicted with | 35. prevail upon | 36. differ from |
| 37. indicative of | 38. trust in | 39. delude by |
| 40. laugh at | 41. delight in | 42. inimical to |
| 43. ignorant of | 44. yield to | 45. indebted to |
| 46. acquaint with | 47. consist in/of | 48. afraid of |
| 49. aspire for | 50. attribute to | 51. desist from |
| 52. capable of | 53. agree with/to | 54. guilty of |
| 55. contrary to | 56. tantamount to | 57. worthy of |
| 58. atone for | 59. entitled to | 60. according to |
| 61. in accordance with | 62. confident of | 63. desirous of |
| 64. deal in | 65. deal with | 66. object to |
| 67. depend on/upon | 68. ashamed of | 69. take off |
| 70. set in | 71. turn down | 72. rejoice at |
| 73. meddle with | 74. intrude into | 75. conform to (with) |
| 76. indulge in | 77. embark upon | 78. grieve for |
| 79. disgusted with | 80. confer upon | 81. confide in |
| 82. astonish at | 83. abound in | 84. fond of |
| 85. apprised of | 86. liable to | 87. confine to |
| 88. indifferent to | 83. refrained from | 84. confine to |
| 91. endowed with | 92. relevant to | 93. intolerant of |
| 94. sensitive to | 95. preferable to | 96. call on |
| 97. collide against | 98. found by | 99. turn up |
| 100. break out | 101. refer to | 102. arrive at |
| 103. abstain from | 104. get rid of | 105. addicted to |
| 106. accustomed to | 107. prevent from | 108. cluster round |
| 109. tire of | 110. bring about | 111. call in (send for) |
| 112. call up (recollect) | 113. cast down | 114. carry off (killed) |

ASSIGNMENT 8

A. Fill in the following blanks with appropriate prepositions:

1. Labour is preferable laziness.
2. He is an able leader but intolerant criticism.
3. One should be indifferent one's own interest.

4. Ram has to conform the rules of standard behaviour.
5. Constant practice is conducive success.
6. He is addicted opium.
7. The teacher does not object his asking questions in the class.
8. Nobody can prevent him coming to the class.
9. He was prohibited drink in the university premises.
10. He was very much annoyed his remark.

B. Insert the correct prepositions in the following passage: (prepositions are given at the end)

Any honest person will prefer hard work idleness, because idleness is incoductive and injurious health and mind both. Men of great calibre and talent whom we are jealous were men of great regularity and discipline. They always regarded hard work the basis of progress and prosperity. They thought death was preferable and more respectable disgrace. They were never indifferent and deficient sound logic and taking firm stand. They were never tired hard work in life. (of, in, to, than, with, off, up, down, about, at, from, against)

ASSIGNMENT 9

Fill in the following blanks with appropriate prepositions:

1. The Tarai region teems the wild life.
2. Animals subsist the coarsest type of grass.
3. Regular work is indicative your balanced behaviour.
4. People who are averse hard work generally do not succeed in life.
5. He is very much addicted smoking, which is not, of course, conducive health.
6. He does not want to dispose the land, as he always hankers money.
7. Though his father deals book-selling yet he does not know how to deal the customers.
8. He called me yesterday and was very much cast because of his failure in his venture many a time.
9. Gold is preferable iron.
10. Regular work is conducive happiness.
11. Honest men do not hanker money.
12. A gentleman never scoffs the mistakes of others.
13. He has not acceded his teacher's request.
14. He has disposed his property.
15. He is addicted gambling.
16. He is now corresponding his friend.
17. He does not confide his class-fellows.
18. A number of students are accustomed hard work, but some are addicted gambling.
19. His father deals cloth and he deals his customers very decently.
20. He is endowed excellent qualities of head and heart.
21. One should try to refrain oneself falling a prey to bad habits.
22. Milk is conducive health.
23. Death is preferable disgrace.

ASSIGNMENT 10

Correct the following sentences:

1. He does not care of his father.
2. He is angry upon me.
3. What is the time in your watch.
4. The dog fell in the well.
5. I have been ill from Sunday.
6. I shall take revenge from him.
7. Sita was married with Ram.
8. Please write your answer with ink.
9. Open your book on page ten.
10. He sat under the shade of a tree.

ASSIGNMENT 11

A. Fill in the blanks with appropriate prepositions:

1. What is to become this unfortunate girl?
2. You must accustom yourself the cold climate of Pantnagar.
3. The teacher objected my smoking a cigarette in the class.
4. I don't like people who show especially in public.
5. It is no use keeping telling me to give up smoking.
6. An epidemic of influenza broke last winter, and did not die down for many months.
7. We cannot approve your way of settling the issues in such a manner.
8. The horses broke a trot at a touch from the whip.
9. The invalid complains of pain in his thigh; he attributes it rheumatism, caught through running about in a wet bathing costume.
10. It is a bad psychology to laugh children for their errors.

B. Fill in the blanks in the following sentences with suitable prepositions:

1. Some persons are ambitious fame.
2. He was disgusted the conditions of work there.
3. The remark was contrary expectation.
4. Wicked people rejoice other's difficulties.
5. He is desirous visiting Bombay.
6. You should refrain yourself loose talk.
7. Trust God and do what is right.
8. You should work in conformity the instructions of your advisor.
9. Some people are totally intolerant opposition.
10. He called me a week ago.
11. He has no aptitude business.
12. In accordance his advice, I took quinine.
13. We are looking forward an amicable solution of the problem.
14. I have not yet arrived any conclusion in this matter.

21

Concord/Agreement¹

(CURRENT PATTERNS AND CORRECT USAGES)

1. Concord means **harmony** or agreement. Its Latin form is **Concordis** and its French version is **Concorde**. Apparently, it is composed of two words, viz., **Con** which means the same and **Cordis** which means the heart. Taking together, it connotes the meaning **of full harmony, of the same heart, of the same agreement**. In English Grammar, **Concord** is to be noticed in the following forms:
 1. Concord of Tense
 2. Concord of Number
 3. Concord of Person
 4. Concord of Gender
2. **Concord of Tense** means the agreement of Tense with the subject and the Verb and also other parts of the sentence. For this, it is worth-while to note that when two singular **Nouns** refer to the same subject, the verb should be in accordance with the subject. For example—

The teacher and philosopher **is** dead.

The magician and actor **has** arrived on the stage.

The player and treasurer now **declares** the annual meet open.
3. Some subjects, particularly proper names, though appear to be plural, are singular, indeed. They, therefore, take a singular verb. For instance—

The Three Musketeers is an interesting picaresque rendering of events.

The Arabian Nights offers a thrilling account of heroic chivalry.

The United States is now regarded as one of the super-powers of the world.
4. **Gentry, vermin, poultry, cattle, people** take plural verbs with them; whereas such Nouns as **mathematics, physics, politics, news, innings** etc., take a singular verb. For example—

Vermin **are** injurious to vegetables.

Pantnagar has many **gentry**.

Politics, according to some, **is** regarded as the game of a scoundrel.
5. When two **Nouns** in singular referring to a single sense are used together, a singular **verb** is generally used; likewise two identical **Nouns** used together take a singular **verb**. For example—

Slow but steady wins the race.

Bread and butter **is** everybody's worry during these days of rising prices.

The **power and influence** of the American President is constitutionally unlimited.
6. A Collective Noun indicating a **whole** takes a singular verb; but the same showing bifurcation of idea or individual entity takes a plural verb. For example—

The Executive Committee of the Lexicographical Society of India **has** unanimously chosen its Secretary. (a whole idea)

The Executive Committee of the Lexicographical Society of India **have** been divided among themselves on many vital issues. (a bifurcate idea)

1. Prescribed in UPTU Syllabus (Professional Communication, TAS-103, Unit IV). Also Prescribed in GBPU Syllabus (Technical Writing, BHS-211).

7. **Many, most, and several** take plural verb in case of their being used as nouns; but **little less, more, much** etc., take singular verb in a similar use. For example—
Little has so far been achieved in this matter.
Many have already left the job.
8. A plural noun qualifying a singular object usually takes a singular verb. For example—
Thirty kilometers is not a long distance to be covered by a scooter.
Hundred rupees is not a very **big** amount to spend for a rich business man.
9. But when a singular noun is qualified by two adjectives, the verb should be singular. For example—
Spiritual and bodily trainings are the two important aspects of the life of a real Yogi.
10. Universal statements or truths of the **Reporting Speech** do not change in indirect narration notwithstanding the fact that the **Reporting Verb** is in Past Tense. For example—
The teacher said, "The earth revolves round the sun." (Direct Narration)
The teacher **told** that the earth **revolves** round the sun. (Indirect Narration)
He said, "Man **is** mortal". (Direct Narration)
He told that man **is** mortal. (Indirect Narration)
11. Parity of **Past Perfect Tense** and **Past Indefinite Tense** may be maintained in such actions as are almost complete, yet they have their partial bearing on another action. For example—
The doctor **had come** before the patient **expired**.
They **had reached** the station before the train **started**.
12. When two **nouns** are joined together by **as well as, besides, in addition to, together with, with**, etc., we use a singular verb. For instance—
The worker **as well as** his wife **is** working in the field.
Drinking **in addition to** smoking **has** ruined his life.
The mother **together with** her child **does not care** for cold weather.
13. **Not only but also** generally joins two nouns or pronouns; and the verb in a sentence should be in accordance with the second noun or pronoun. For example—
Not only the Professor but also the students were enjoying the classical dance.
Not only the employer but also the employees have chosen to promote their own causes.
14. **Alternative Conjunctions—either or** and **neither nor** are used to indicate a choice. When they connect two nouns or pronouns in singular number, the verb that follows them is singular verb. But when there is a differing number, the verb agrees with the nearest noun or pronouns; and as far as possible, only the plural number is placed nearest to the verb. For example—
Neither the teacher nor the students **have** liked the show.
Neither you nor I **am** fond of drinking cold coffee.
15. **Compliment** does not govern the verb of a sentence, but the **subject**. For example—
My only emulation is my **English teacher**.
16. **Verb** is inevitably governed by the subject; in case of a **Relative Pronoun**, it is to be governed by the antecedent of the Relative Pronoun. For example—
I, who **am** sincere to the chair, must always be respected. (Here **who** is a **Relative Pronoun** and its antecedent is **I**; and, hence, the verb **am** is to be governed by it)
He is one of the best writers **that have** ever lived. (Here **that** is a **Relative Pronoun**, and its antecedent is **writers**; and so the verb **have** is plural).
17. The Verb **to be** is preceded and followed by the same case. For example—
It **was** he who **committed** this crime.
18. With certain time-indicators such as, **ago, back, past, a few years ago, last, yesterday** etc., it is always safer to use **Past Neutral Tense** only. For instance:

I had finisehd my work yesterday. (wrong)
 I finished my work yesterday. (right)
 Our first Prime Minister had died long back. (incorrect)
 Our first Prime Minister died long back. (correct)

- 19. Present Perfect Tense and Past Progress** may be used together because of differing but unifying senses. For example—

Sohan has finished his work **since** his father guided him. (Here an action is complete but **since** gives some idea to be thought of only in present)

- 20. Two differing Principal Verbs** in voice and number take corresponding helping (auxiliary) verbs. For example—

One candidate **was** recommended for selection and the remainder **rejected** out and out. (incorrect)

One candidate was selected and the remainder **were** rejected out and out. (correct)

But it is appropriate to say—

The entire faculty **were** divided into two administrative blocks and the departments into ten study circles.

- 21. Concord of number** indicates agreement of plurality or singularity of subject with verb in its plurality or singularity whatsoever. It also indicates a corresponding relationship between a noun and its attributive adjuncts. For example—

Both the boys and girls **have** been learning **their** lessons.

Few students **recognise** the importance of **their** time.

Many a man is born to die unhonoured, unwept and unsung.

- 22. Concord of person and gender** indicates agreement between person and verb, and also between noun/pronoun and corresponding pronoun. For Example—

She has sung a song herself.

Sita goes to attend to her work herself.

Elaphants show different teeth to their spectators, but they use different teeth when they eat sugarcanes.

- 23. The appropriate concordance of a pronoun (personal) with another pronoun (person) may be noticed from the following chart:**

| | First Person | | Second Person | | Third Person | | | |
|-------------------|--------------|------------------|----------------|----------------|--------------|-----------------|--------------|-----------------|
| Nominative (C) | I Single | We Plural | thou Single | you Plural | he Single | she Feminine | it Neuter | they Plural |
| Possessive (B) | my | mine our ours | thy, thine | your, yours | his | her hers | its | their theirs |
| Accusative (A) | me | us | thee | you | him | her | it | them |

ASSIGNMENT 1

Fill in the following blanks with suitable kind of concord of the words given within brackets:

1. The (index/indices) (has/have) been added to the book.
2. The (termini/terminus) (is/are) built of cement and iron.
3. The (erratum/errata) (has/have) been published.
4. The poet and the philosopher (has/have) passed away.
5. One has to be careful about (one's/his) work.
6. Last night, he (visit) me.
7. Many a man (was/were) present on the occasion.
8. The Arabian Nights is an interesting book. (is/are)
9. Slow and steady the race. (wins/win).
10. The committee divided in their opinion. (are/is)
11. Courtesy and gentlemanliness the basis of social life (is/are)
12. The teacher and the thinker dead. (are/is)
13. The teacher said that the earth round. (is/was)
14. Mohan will say that he the best student. (is/was)
15. The patient (die) before the doctor came.
16. He said that he reach in time. (will/would).
17. Fifty rupees not a big amount to spend. (is/are)

ASSIGNMENT 2

Use the appropriate kind of concord in the following blanks with the help of the nouns/verbs/ (words) given within brackets:

1. The horse and trap (has/have) been waiting for a long time.
2. The notorious decoit with his followers (has/have) escaped.
3. A variety of pleasing objects (charm/charms) the eye.
4. Some people reach the age of three (score/scores) and ten.
5. Vermin (destroy/destroys) our property and carry disease.
6. These poultry (are/is) mine.
7. Parentheses (is/are) important parts of a sentence.
8. Radii (is/are) also measured by length and breadth.
9. Memoranda (is/are) self-explanatory and clear.
10. They say that virtue (has/had) its own reward.
11. You will be ill if you (eat) so much.
12. My uncle would be able to help us if he (be) here.
13. If I (have) the courage, I should have answered him back.
14. I would have come sooner if I (know) you were here.
15. They (go) to Bombay yesterday.
16. No sooner Mohan (reach) the station, than he saw a big crowd.
17. He works hard lest he (should/may) pass the test.
18. Hardly the teacher (enter) the room when he (see) a salomon in the room.
19. Scarcely he (read) novel when he (feel) terrified.

ASSIGNMENT 3

A. Complete the following sentences:

1. One is answerable for errors.

2. The teacher told that honesty the best policy.
3. He is one of those honest teachers who gained knowledge bit by bit.
4. His power and influence increasing by and by.
5. The police arresting the agitators.

B. Complete the following blanks with verbs given within brackets:

1. The singer and the dancer died. (have/has)
2. The Committee divided in their opinion. (are/is)
3. The ebb and flow of life the subject matter of Ram's book. (is/are)
4. If I (has) an opportunity to meet you, I would have explained the entire situation to you.
5. He (has) a millionaire, if he could have worked hard.

ASSIGNMENT 4

Complete the following sentences with one of the two words given within brackets :

1. A bill granting the Prime Minister of this country very great powers being considered by the parliament. (are/is)
2. He is one of the five boys who been awarded scholarships. (has/have)
3. Each of these students done three exercises. (has/have)
4. One can work hard according to capacity. (his/one's)
5. The officer as well as the soldiers laughing. (was/were)
6. Neither the cat nor the mice spilt the milk. (has/have)
7. The courtesy and gentlemanliness the subject matter of this story. (are/is)

Change the verb within brackets in the proper tense :

8. See, how the farmer (cut) the corn at this time.
9. The exercise (do) by him before the teacher came.
10. India (score) four hundred runs in the last cricket match.
11. When I saw him, he (play) chess.
12. I (read) the news paper when you call on me tomorrow.
13. We (write) to you yesterday on this matter.
14. The research work (finish) by me before the end of this year.

ASSIGNMENT 5

Fill in the blanks with the suitable form of the verb given in brackets: don't use Past and Future tense :

- (i) Mrs. Gandhi and not her touts given respect. (be)
- (ii) Neither the captain nor the players present on the field. (be)
- (iii) A lot of time passed but he has not come. (have)
- (iv) The writer and the social worker dead. (be)
- (v) Ten miles not a long distance. (be)
- (vi) The cattle grazing in the field. (be)

Fill up the blanks with the most appropriate word out of those given within brackets:

1. He has listed all his requirements, which are as (follows, follows)
2. India is one of the poorest of the world. (country, countries)
3. Much more expected from you than what you have contributed. (was/were)
4. It will be honourable for you too to resolve your differences (yourself, yourselves)

5. I specifically informed him that his uncle expected to reach Delhi day before yesterday. (was, is)
6. Everyone of them was asked to make own arrangement for lodging and boarding. (one's, his)
7. Surendra alongwith his sons leaving to attend the marriage ceremony tomorrow. (are, is)
8. A sizeable majority of students addicated to drugs. (is, are)
9. His position and honour at stake. (is, are)
10. Neither the postmaster nor the clerks at the counter polite to the customers. (is, are)
11. Either Ram or his wife sleeping in the drawing room when the door was repeatedly banged by the thief. (was, were)
12. The plane off before he arrived at the airport. (had taken, took)

ASSIGNMENT 6

Complete the following sentences by filling in the blanks with one of the two words given in brackets.

1. The ratio of children and adults present here 3 : 5. (is/are)
2. Neither he nor I ready to accept the blame. (are/am)
3. Neither the thief nor the bandit stolen gold. (has/have)
4. The dinner before I reached the banquet hall. (start/had started)
5. John, with Marry and Jimmy done the exercise. (has/have)
6. Each of these labourers worked for 8 hours. (has/have)
7. Everyone should mind own business. (one's/his)
8. It is I who responsible for your troubles. (am/is)
9. A number of students secured A grade in the examination. (has/have)
10. You, he and I to finish this work. (have/am)

ASSIGNMENT 7

A. Complete the following concord :

1. One is responsible for deeds in life.
2. The teacher told that the earth round.
3. He is one of those shrewd politicians who amassed big fortune.
4. His power and influence declining day by day.
5. The police chasing the rumour-mongers.
6. The ebb and flow of life unpredictable.
7. You should mind own business.

B. Fill in the following blanks with suitable form of the verbs given within brackets:

1. Ram is one of the most intelligent students that got through the examination. (has/have)
2. Five rupees an excessive price for this pen-knife. (is/are)
3. Kindness as well as justice to be our guide. (is/are)
4. The long and the short of the matter this. (is/are)
5. It is I who responsible for your troubles. (is/am)
6. A number of interesting suggestions made. (were/was)

Essential Pre-Requisites of Technical Written Communication

22

Common Errors in Syntactical Patterns/Correct Usages and Punctuation¹

Following are some significant areas of grammar in which a professional is very likely to commit mistakes at the time of preparing his technical assignments, reports, proposals, projects, theses and dissertation etc.,

Singular and Plural

Much care should be taken to note the plural of the following:

| | |
|--|-------------------------------------|
| buffalo—buffaloes | ox—oxen |
| potato—potatoes | swine—swine |
| piano—pianos | sheep—sheep |
| dynamo—dynamos | deer—deer |
| bamboo—bamboos | cod—cod |
| memento—mementos | trout—trout |
| goose—geese | salmon—salmon |
| mouse—mice | pair—pair (after numerals) |
| louse—lice | dozen—dozen " |
| score—score (after numerals) | bellows—bellows (only in plural) |
| gross—gross " | scissor—scissors " |
| hundred—hundred " | tongs—tongs " |
| thousand—thousand " | pincers—pincers " |
| trousers—trousers (only in plural) | spectacles—spectacles " |
| drawers—drawers " | tidings—tidings " |
| breeches—breeches " | environs—environs " |
| measles—measles " | nuptials—nuptials " |
| mumps—mumps " | obsequies—obsequies " |
| billiards—billiards " | assets—assets " |
| draughts—draughts " | chattels—chattels " |
| annals—annals " | alms—alms (used only in plural) |
| thanks—thanks " | riches—riches " |
| proceeds (of a sale)—proceeds (only in plural) | things—things (used only in plural) |
| mathematics—mathematics (used | poultry—poultry (used in plural) |
| physics—physics (as singular) | cattle—cattle " |
| mechanics—mechanics " | vermin—vermin " |

1. Prescribed in UPTU Syllabus (Professional Communication, TAS-103, Unit IV). Also Prescribed in GBU Syllabus (Technical Writing, BHS-211).

| | | | |
|--------------------------------|--------------------|--------------------------------|---|
| politics—politics | " | people—people | " |
| news—news | (used as singular) | gentry—gentry (used in plural) | |
| innings—innings | " | forceps—forceps | |
| passer-by—passers-by | | analysis—analyses | |
| looker-on—lookers-on | | parenthesis—parentheses | |
| erratum—errata | | phenomenon—phenomena | |
| index—indices | | criterion—criteria | |
| radius—radii | | bandit—banditti or bandits | |
| formula—formulae or formulas | | garlic—garlics | |
| terminus—termini or terminuses | | mint—mints | |
| axis—axes | | celery—celeries. | |
| basis—bases | | rhubarb—rhubarbs | |
| crisis—crises | | haddock—haddock | |
| cryogenics—cryogenics | | amoeba—amoebas or amoebae | |

Examples

1. *Incorrect*—Cattle is grazing in the field.
Correct—Cattle are grazing in the field.
2. *Incorrect*—Riches brings happiness in life.
Correct—Riches bring happiness in life.
3. *Incorrect*—Vermins have damaged their poultries.
Correct—Vermin have damaged their poultry.
4. *Incorrect*—The architect designed three dozens buildings.
Correct—The architect designed three dozen buildings.
5. *Incorrect*—Measles spreads through contact.
Correct—Measles spread through contact.
6. *Incorrect*—Salmons often cause injury to the navigators.
Correct—Salmon often cause injury to the navigators.
7. *Incorrect*—The Indians are a hard-working peoples.
Correct—The Indians are a hard-working people.
8. *Incorrect*—Haddocks are a nourishing food for the sailors.
Correct—Haddock are a nourishing food for the sailors.
9. *Incorrect*—Amoeba are too small to be seen except with the help of a microscope.
Correct—Amoebas or amoebae are too small to be seen except with the help of a microscope.
10. *Incorrect*—The natural phenomenon of this place are quite attractive.
Correct—The natural phenomena of this place are quite attractive.

Possessives

Proper names in '....s' normally have 's', unless they are of a classical nature. For exampleCharles's; St. James's; Archimedes' Law; Phoebus' chariot. But less usual names in '.....s' often follow the classical category. For example—Keats (Keats's poetry); Pears' shop. Compounds signifying an independent one idea are regarded as single words. For instance—Jacob and Smith's agreement; Brown and Mohan's play. 'S' is omitted in words of hissing sounds. For example—justice' sake; conscience' sake; goodness' sake. Possessive case is formed by adding only an apostrophe when the word is noun-plural ending in 's'. For example—horses' tails'; forceps' edge'; boys' school.

Agreement of Verb with Subject (Concord)

If the same person, object or thing is referred to by two singular nouns, the verb should be singular. For example—

Incorrect—The architect and administrator **are** dead.

Correct—The architect and administrator **is** dead.

But if different persons are referred to, definite article **the** is used before both the nouns.

For example—

Incorrect—The scientist and researcher have been rewarded.

Correct—The scientist and **the** researcher have been rewarded.

Singular verb is used where two subjects together indicate one idea. For example—

Incorrect— Early to bed and early to rise,

Make a man healthy, wealthy and wise.

Correct— Early to bed and early to rise,

Makes a man healthy, wealthy and wise.

Neither—**nor**, **and** **either**—**or** joining subjects of different numbers take plural verb, plural subject coming later. For instance—

Incorrect— Neither the easel nor the electrodes **was** damaged by the rains.

Correct— Neither the easel nor the electrodes **were** damaged by the rains.

When the subjects joined by **or**, **nor** are of different persons, the verb agrees in person with the one nearest to it. For example—

Incorrect— Either he or **I are** misunderstood for nothing.

Correct— Either he or **I am** misunderstood for nothing.

Improvement—Either he **is** misunderstood for nothing, or I **am**.

When **and** joins or connects subjects differing in number or person or both, plural verb of the first person is used if one of the subjects is of that person; of the second person if one of the subjects is of that person, and none of the first. For example—

1. *Incorrect*— He and **I am** happy.

Correct— He and **I are** happy.

2. *Incorrect*— You and he **is** over-busy these days.

Correct— You and he **are** over-busy these days.

A singular verb is used with a collective noun signifying a group or a whole; a plural verb when individuals are spoken of. For instance—

1. *Incorrect*— The committee **was** divided in their views on the problem.

Correct— The committee **were** divided in their views on the problem.

2. *Incorrect*— The mob **have** stoned the office.

Correct— The mob **has** stoned the office.

A noun plural in form but implying singularity of meaning takes a singular verb. For example—

Incorrect— The wages of sin **are** death.

Correct— The wages of sin **is** death.

When **with**, **together with**, **in addition to**, **as well as** are parenthetically used, the usual order of the verb remains unchanged. For example—

1. *Incorrect*— Justice as well as mercy **are** a divine attribute.

Correct— Justice as well as mercy **is** a divine attribute.

2. *Incorrect*— Biometry together with another also **study** autogamy.

Correct— Biometry together with another also **studies** autogamy.

Relative pronoun, being the subject of verb, should agree to its antecedent both in number and person. For example—

1. *Incorrect*— The scientist, who **are** the benefactor of the country, should be rewarded.

Correct— The scientist, who **is** the benefactor of the country, should be rewarded.

2. *Incorrect*— Chlorophyll is one of the important matters that **is** found in plants.

Correct— Chlorophyll is one of the important matters that **are** found in plants.

Adverb

MPT is the normal order of adverbs, wherein M=manner, P=place, and T=time. For example—

Incorrect— The surgeon operated the patient this morning well in the emergency ward.

Correct— The surgeon operated the patient well (M) in the emergency ward (P) this morning (T).

ODMY is the normal order of adverbs of time, wherein O=o'clock, D=days, M=month, and Y=year. For example—

Incorrect— The scientist was born in the year 1908 at 8 a.m., on August 8.

Correct— The scientist was born at 8 a.m. (O) on August 8 (M) in the year 1908 (Y).

Often, never, always, sometimes, generally, usually, just, almost, nearly, quite, hardly, scarcely, ever, hardly ever, nearly always, seldom, rarely, occasionally, frequently, already are used just in front of the principal verb, but after the verb of **to be**. For example—

1. *Incorrect*— I **never** have seen an aeroplane.

Correct— I have **never** seen an aeroplane.

2. *Incorrect*— The trams **usually** are full in Bombay.

Correct— The trams **are** usually full in Bombay.

3. *Incorrect*— He used to **always** agree with me.

Correct— He **always** used to agree with me.

When an adverb modifies an adjective or another adverb, the adverb usually comes immediately before it. For example—

Incorrect— He is a lazy boy **rather**.

Correct— He is a **rather** lazy boy.

Enough is used just after the word it modifies. For example—

Incorrect— The industry has **enough** resources to advance ahead.

Correct— The industry has resources **enough** to advance ahead.

Adjective

Most in its absolute superlative indicates no comparison but the equivalent of a high degree. For example—

Incorrect— Gold is a **most** precious metal of all.

Correct— Gold is a **most** precious metal.

Later and **latest** refer to time; **latter** and **last** refer to position. For example—

1. *Incorrect*— The **last** chapters are inconclusive.

Correct— The **latter** chapters are inconclusive.

2. *Incorrect*— The **latter** design of the troposcatter is extremely costly.

Correct— The **latest** design of the troposcatter is extremely costly.

Elder, eldest speak of persons (particularly of the same family); **older** and **oldest** are used both for persons and things. For example—

1. *Incorrect*— He is the **oldest** scientist of all living now.

Correct— He is the **eldest** scientist of all living now.

2. *Incorrect*— The Pyramids of Egypt are the **eldest** structures in the world.

Correct— The Pyramids of Egypt are the **oldest** structures in the world.

Farther is used to show distance, whereas **further** indicates something extra or additional. For instance—

1. *Incorrect*— The experiment was conducted without **farther** delay.

Correct— The experiment was conducted without **further** delay.

2. *Incorrect*— The sun is **further** from the Jupiter than the Mars.

Correct— The sun is **farther** from the Jupiter than the Mars.

Next indicates position, whereas **nearest** shows distance. For example—

Incorrect— Mercury is the satellite **next** to the sun.

Correct— Mercury is the satellite **nearest** to the sun.

Interior, exterior, ulterior, major, and minor, though apparently comparatives, yet are used in a positive sense. But preposition **to** is used with **inferior, superior, prior, anterior, posterior, senior, and junior** in the comparative sense instead of than. For example—

1. *Incorrect*— Iron is an **inferior** metal **than** gold.

Correct— Iron is an **inferior** metal **to** gold.

2. *Incorrect*— Milk is **superior than** curd as a food.

Correct— Milk is **superior to** curd as a food.

Little indicates **not much, a little some, though not much, and the little not much**, but all there is. **Little** is negative, but **a little, the little** are positive in meaning. For example—

Incorrect— The scientists now see **the little** hope of recovery of the INSAT-I.

Correct— The scientists now see **little** hope of recovery of the INSAT-I.

Few indicates not many, hardly any, and have got a negative sense; **a few** means some, and has got a positive meaning; **the few** is used in the sense of not many, but all there are. For example—

Incorrect— **The few** scientific reasearches are free from faults.

Correct— **Few** scientific researches are free from faults.

Plural nouns as adjectives are used to denote a class of individuals or persons; singular nouns as abstract quality; singular and plural adjectives as nouns; whereas some adjectives only in plural sense. For instance—

1. *Incorrect*— The **rich people** generally hate the **poor people**.

Correct— The **rich** generally hate the **poor**.

2. *Incorrect*— The illiterate persons outnumber the literate persons in India.

Correct— The illiterate outnumber the literate in India.

Time and Tense

Past perfect should not be used in place of past indefinite. For example—

Incorrect— Columbus **has discovered** America many years ago.

Correct— Columbus **discovered** America many years ago.

Future indefinite should not be used in place of future perfect tense. For example—

Incorrect— By 2020, India **will emerge** as a super power in the world.

Correct— By 2020, India will have emerged as a super power in the world.

Present continuous tense should not be used in place of present tense. For example—

Incorrect— Science is **developing** rapidly since the renaissance period.

Correct— Science **has been developing** rapidly since the renaissance period.

Past perfect and past indefinite tenses sould properly be correlated. For example—

Incorrect— Hardly he **reached** the station, when the train **started**.

Correct— Hardly **had** he **reached** the station, when the train **started**.

Auxiliaries or modal verbs should be used carefully. For example—

1. *Incorrect*— He works hard lest he **will not fail**.

Correct— He works hard lest he **should fail**.

2. *Incorrect*— It is cloudy today; it **can rain**.

Correct— It is cloudy today; it **may rain**.

Conditional sentences should properly be constructed. For example—

1. *Incorrect*— If science **will** develop day by day, religion **will** naturally decline.

Correct— If science **develops** day by day, religion **will** naturally decline.

2. *Incorrect*— He would have got A grades in all the courses, provided he **had** sufficient time to study.
Correct— He would have got A grades in all the courses, provided he **had had** sufficient time to study.

Infinitive

Frequently a clause having the same subject as the main sentence, as also a superlative can be more concisely expressed by using an infinitive. For example—

1. *Incorrect*— Archemedes uttered **eureka when he measured** the weight of gold in water.
Correct— Archemedes uttered **eureka to measure** the weight of gold in water.
2. *Incorrect*— Sherpa Tenzing was **the first Indian for** climbing the Mount Everest.
Correct— Sherpa Tenzing was **the first Indian to climb** the Mount Everest.

Proper care should be taken to avoid the use of **split infinitive**. For example—

- Incorrect*— The doctor suggested to the patient **to regularly rub** ointment lest he should quickly get relief from arthritis.
- Correct*— The doctor suggested to the patient **regularly to rub** ointment lest he should get relief from arthritis.

Or

The doctor suggested to the patient to rub ointment regularly lest he should get relief from arthritis.

Infinitive without **to** is used with **let, bid, make, need, dare** (except when it denotes challenge), see and hear. For example—

- Incorrect*— Bid him **to go** there.
Correct— Bid him **go** there.

Participle

Participle should not be left without proper agreement. For example—

- Incorrect*— **Being the rainy season**, the fauna and flora of the Tarai forest grew attractive.
Correct— **It being the rainy season**, the fauna and flora of the Tarai forest grew attractive.

Implied meaning of a participle should not be made quite clear. For example—

- Incorrect*— **Giving** an intravenous injection for leptospirosis in the bull, the veterinary surgeon fainted.
Correct— **While he was giving** (administering) an intravenous injection for leptospirosis in the bull, the veterinary surgeon fainted.

Gerund

Gerund should be preceded by a possessive pronoun or a noun in the possessive form. For Example—

- Incorrect*— Does the doctor mind **checking** hematuria?
Correct— Does the doctor mind **checking your** (or any possessive pronoun) hematuria?

Gerund should not be confused with an infinitive. For example—

- Incorrect*— The scientist is looking forward **to see** you in the next conference.
Correct— The scientist is looking forward **to seeing** you in the next conference.

Fairly and Rather

Fairly is used in a positive or for a pleasant idea; **rather** is used in a negative or for an unpleasant idea. For example—

- Incorrect—* The Pokharan explosion was **rather** fruitful.
Correct— The Pokharan explosion was **fairly** fruitful.

A lot of and A long way

A lot of is equal to a **great deal of**, **plenty of**, and replaces much or many in simple affirmative statements; **a long way** is equal to **far**; far off to that of **a long way off**; and **far away** and far back to those of **a long way away**, and **a long way back** in simple affirmative statements. For example—

- Incorrect—* The experiment is **still far**.
Correct— The experiment is still **a long way off**.

Their is and it is

There is and **there are** are a usual way of denoting existence, particularly when the subject has not already been defined. **It is** and **it was** are used to introduce a complex subject and will look clumsy to work as real subject. For example—

1. *Incorrect—* **It is** an etiology properly to be diagnosed.
Correct— **There is** an etiology properly to be diagnosed.
2. *Incorrect—* **There is** stupid to confuse between dyspnea and dysphagia.
Correct— **It is** stupid to confuse between dyspnea and dysphagia.

PUNCTUATION

Fullstop (.) ends a sentence or abbreviates a word or words and denotes the longest pause; the **comma (,)** indicating the shortest pause, separates words of the same part of speech, a noun/pronoun in apposition, marks off parenthetical words, punctuates a nominative of address, precedes the inverted commas in direct speech, ends an absolute construction, marks off an infinitive/adverbial phrase, separates words which are used in pairs; an explanatory phrases, coordinates clauses, or marks omission of words, particularly a verb, etc.; the **semicolon (;)**, indicating a pause longer than a comma, marks off the clause of a compound sentence or separates sentences which are closely related; the **colon (:)** separates two independent but complementary sentences, and also introduces a list or a formal quotation. The **mark of interrogation (?)** indicates a question; the **exclamatory mark (!)** shows an exclamation or interjection; the **apostrophe ('')** expresses possession etc.; the **inverted commas ("")** are used to indicate the direct speech; the **dash (—)** shows a sudden change of thinking; the **hyphen (-)** forms a compound word; the brackets () are used to show a minor part of a sentence; the **capitalization** begins a sentence, every line of a poem, a direct narration, denotes proper nouns, I, O, and also the words used for God.

Illustrative Specimen

Halibut (capitalization) is a kind of sea-fish (hyphen) much used for food. (fullstop). Big weir is made to protect, (comma) seize and collect them. How should we use them? (mark of interrogation) O! how delicious it is to eat them! (mark of exclamation) A faucet—(dash) a device for controlling the outflow of water is used to store water where halibuts can remain alive. Haddock (another name of halibut) is (brackets) also regarded as the navigator's (possessive apostrophe) best food; (semicolon) the best nutrient: (colon) as it is quite wholesome to taste it independently.

ASSIGNMENT 1

Correct/improve/re-cast the following sentences as and where you think necessary :

1. The scientific crises is persisting due to wrong notions.
2. Of all the research hypothesis that they have avoided the later one is quite interesting.

3. He lost the game of billiard because of hematoma.
4. Indeed, S. Vishweswarya's name wil be written in golden letters in the annal of Indian history for his remarkable achievements.
5. The transponder as well as tasimeter often do not work satisfactory in environ of drought.
6. Athodyd may weigh many scores of tons, and it costs thousands rupees.
7. Earth takes its round on its axes is no longer regarded as outmoded and unscientific bases.
8. The navigator caught hold of handful of cuttle fishes with long tentacle and black liquids.
9. The ferret make analysis and records of electromagnetic radiation.
10. The fuselage also got damaged when the airplane landed its termini.

ASSIGNMENT 2

Correct the following sentences:

1. Sycophancy as well as cajolery are the signs of a weak mind.
2. Newton was one of the greatest scientists that has ever lived and earnestly worked for all.
3. A variety of pleasing fauna and flora of the hilly regions charm the eye of the passerbys.
4. One of the volcanic eruptions were so violent and heavy that it caused a slight tremor yesterday.
5. A number of indepth analyses was made by the botanist of the anther and carotene.
6. The tide being subsided, the fleet have set sail.
7. The long and the short of the discussions were the effects of pollen on the embryo and endosperm.
8. The manager said that wealth is not his one have it, but his one enjoys it.
9. It has wisely been said that people who is too sharp cut his own fingers.
10. The farmer is cutting the crops those that has ripened.

ASSIGNMENT 3

Correct the following sentences. You may also improve/recast those sentences which you regard as clumsy or loose in structure:

1. The doppler radar is enough durable to last for may a years.
2. The gerontology is a new science rather.
3. Ozonosphere usually is important for its absorption of solar radiation.
4. You never can think of an aircraft without a zoom.
5. His is out the best work away on astronomy.
6. In Scotland, people do wear generally a hat in winter.
7. The manager had to tell his secretary scarcely ever twice.
8. The water-system of this university breaks down rarely.
9. A scuttler ought to get-off never a tram when it is fast speeding.
10. It is a general complaint against reputed scientists that people have seen them properly dressed hardly ever.

ASSIGNMENT 4

Correct the following sentences:

1. For a committed scientist, death is much more preferable than failure in his scientific research endeavours.

2. The Himalayan peaks are attractive and wider than any other peaks of any other country.
3. Conjunctivitis is the most fatal disease, and it is often much fierce than cystitis and diarrhea.
4. The little mites that live in the roosts and litter of poultries damage them by bits.
5. The anorexia diseases render a man constantly an anaemic to blood.
6. Cryptoxanthine is one of few pigment supposed to be precursor of Vitamin A.
7. The last research and most fascinating one in the field of biological sciences during these years may be said to be that of one of deoxyribonucleric acid (DNA) that determine hereditary trait and which consist of four bases that are attached to ribose and phosphate.
8. Surgery seems perfectest cure only of fistual that we have seen latterly.
9. Ischemia indicates interior ailment of the body than exterior.
10. The hepatic disorder is surer and first of all jaundice symptoms.

ASSIGNMENT 5

Correct the following sentences:

1. William Harvey had discovered the theory of the circulation of blood many years ago.
2. No sooner Charles Darwin propounded evolutionary principles, the citadel of fundamentalism started to crumble.
3. Hardly Herbert Spencer applied evolutionism on psychology and sociology, many undiscovered areas in both these disciplines came up for further investigation.
4. Aristotle's teachings are swaying our mind since long.
5. By the turn of this century, many of H.C. Wells's and Jules Verne's scientific prognostications will come to be true.
6. An irrigation engineer takes extra care of a weir lest it will not pass excess water for wastage only.
7. If proper care is taken of buffaloes and cows, the milk production would have increased.
8. The crop-yield might have enhanced, provided the farmers used manures and fertilizers in the appropriate quantity.
9. Child education can be spread by popular methods, if the educator had had sufficient expertise and calibre.
10. It is not today; it can blow harsh.

ASSIGNMENT 6

Correct the following sentences:

1. Scientific experiments require hard work to be incessantly carried on.
2. Truth need not to be tested by any scientific method.
3. Being a foggy day, the mountaineers temporarily suspended their expedition.
4. Workign on the barren fields, the labourers harnessed much of their labour and energy to make them fertile.
5. Do you mind going with an anemometer on the mountains?
6. The Indians are looking forward to see the next atomic explosion in the country for peaceful purposes.
7. To understand Darwinism and Mendalism is fairly difficult for a laymen.
8. There is surprising to make no difference between an eel and an easel.
9. Our friends objected to us leaving so early without telling them anything.
10. They hate us eating and drinking between meals.

ASSIGNMENT 7

PUNCTUATION

Punctuate the following passage:

In addition to petroleum tanks each unit has its own set of containers for the storage of finished or partly finished products some of these tanks are of the familiar pill-box type but others used for the storage of liquefied gases, comprise large cylinders laid horizontally strangest of all among the storage vessels are the enormous spheres like giant footballs that are filled with liquefied butane gas an important refinery product with many uses in chemical industry.¹

ASSIGNMENT 8

Punctuate the following passage:

The cell is really such an astoundingly clever unit that when we think of it from the point of view of evolution it seems easier to imagine a single cell evolving into complex animals and plants than it does to imagine a group of chemical substances evolving into a cell it is very likely that the first step was more difficult but unfortunately we have no way of checking the matter for the events leading to a cell have certainly left no record that we can detect on the surface of the earth the study of early evolution really amounts to educated guesswork this has the great disadvantage that ultimately we will never be able to prove one hypothesis right and the other wrong to some this may seem an advantage for it means no possible check to endless discussion and argument.²

ASSIGNMENT 9

Punctuate the following passage:

Nevertheless as far as energy machines are concerned they are as remarkable if not more so than higher cells they have a large array of possible different diets depending on the species they can use all sorts of fuels beside using carbohydrates fats and proteins some species can derive energy from photosynthesis and some from the oxidation of sulfur iron methane gas there are even some that use molecular hydrogen and oxidize it to water since the first problem is evolution is one of devising an efficient system of harnessing energy we may say that bacteria have evolved numerous successful methods of doing this.³

ASSIGNMENT 10

Punctuate the following:

The science which is concerned with the study of living things is known as biology one of the most important things that all biologists have to keep continually in their mind is that life is an extremely complicated affair when we study things that are not alive as we do in physics and chemistry we may hope to discover a few basic elementary factors whose interactions with one another will explain all the properties of wood stone salt acids and so on that we meet but living things are more complicated it is true that all living things plants and animals are made up of same kind of atoms and electrons are non living things and that the same forces operate between the substances in living things as in the non living world therefore we can describe

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1. Dean, Frederick E.; *The True Book About Oil*; M/S Frederick Muller Ltd: London; 1957; p. 92.
 2. Bonner, J.T.: *The Ideas of Biology*, M/S, Harper & Row Publishers, London, 1962 , p. 18.
 3. Ibid., p. 20
 4. Waddington, C.H; *Biology for the Modern World*; M/S George G. Harrap : London; 1963; p 1.

many of the processes which take place in organisms by describing the physical and chemical changes which occur in them but actually there is much more in life to interest us than this.⁴

ASSIGNMENT 11

Punctuate the following:

the potentialities which an organism inherits from its parents become realized through the process of development and the adult is thus formed there are of course so enormous a number of different kinds of plants and animals that it is quite impossible in a short book such as this to describe even a minute fraction of them all we can do is to consider some of main patterns which living things have taken all these patterns represent different ways of carrying out the basic activities of living the two most important of these activities are firstly growing (that is to say having an individual life) secondly reproducing (that is taking part in) the continuing life of the race¹

ASSIGNMENT 12

Punctuate the following:

man has a relatively big brain but more important than sheer size is the fact that certain areas have been enlarged and elaborated this applies particularly to that part known as the cortex (the layer of grey matter that covers most of the surface of mans brain) those areas of cortex that are associated with speech and with memory—the essential storehouse of information without which there would be little to communicate—are especially large so too is the part that enables man to perform delicate manipulations of fingers and thumbs—a skill that takes us back to mans beginnings as the maker and welder of tools and forward to comparatively recent times when first gripped a writing implement and inscribed his testimony on stone day and papyrus for future generations to read.²

1. Waddington, C.H; *Biology for the Modern World*; M/S George G. Harrap : London; 1963; p. 1.
 2. Barry, Sir Gerald; *Communication and Language*; M/S Macdonald: London; 1965; p. 47.

23

One-Word Substitution¹

(CURRENT PATTERNS AND CORRECT USAGES)

"Brevity is the soul of wit."

—Shakespeare.

"He that uses many words for explaining any subject doth, like the cuttle-fish, hide himself in his own ink."

—Samuel Johnson

In fact, one-word substitution plays a significant role in the art of composition. Great care is, therefore, required to memorise the list of words that follows. Objective type of assignments have also been given elsewhere so that an examinee may know how aptly these words can be used. Brevity and conciseness are supposed to be the keynotes of a good writing. One-word substitution enhances brevity and conciseness. For example—if we write '**literary theft**' instead of '**plagiarism**' it will not give a striking and meaningful sense. Likewise, to use the expression '**the murder of a human being**' in place of '**homicide**' is not subtle and effective. Jonathan Swift perhaps was right when he opined that the best literary style was that which always included the appropriate words at the right places. Thomas Love Peacock regarded the choicest use of words at their subtle places as "**the back-bone of good writing.**" It is, therefore, advised to learn the following list of one-word substitutions carefully:

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|---|----------------|
| 1. A person who goes on horse back. | Equestrian |
| 2. A shed for motor cars . | Garage |
| 3. A tank in which fish are kept. | Aquarium |
| 4. To wander from the main theme. | Digress |
| 5. Word for word. | Verbatim |
| 6. The ceremony of shaving the head. | Tonsure |
| 7. A roundabout way of expressing one's self. | Circumlocution |
| 8. A room where dead bodies are kept for post-mortem examination. | Mortuary |
| 9. Eclipse of the moon. | Lunar |
| 10. A person who is interested in antiquities. | Antiquarian |
| 11. To free anything from germs. | Sterilize |
| 12. A substance which can be easily broken. | Brittle |
| 13. A thing which catches fire easily. | Inflammable |
| 14. Animals that eat flesh. | Carnivorous |
| 15. The murderer of a human being. | Homicide |
| 16. Murder of an infant. | Infanticide |
| 17. Murder of the king. | Regicide |
| 18. Murder of father. | Patricide |
| 19. Murder of mother. | Matricide |
| 20. Animals that feed on grass. | Graminivorous |
| 21. An effect which has reference to what is past. | Retrospective |

1. Prescribed in UPTU Syllabus (Professional Communication, TAS-103, Unit II). Also Prescribed in GBPU Syllabus (Technical Writing, BHS-211).

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|---|-------------------|
| 22. Nations engaged in war. | Belligerents |
| 23. Things which contain elements of opposite nature. | Heterogeneous |
| 24. A room where grain is stored. | Granary |
| 25. A medicine which prevents putrefaction. | Antiseptic |
| 26. A person who suffers from nervous disease. | Neurotic |
| 27. Allowance paid by a husband to his wife on legal separation. | Alimony |
| 28. Worship of idol. | Idolatory |
| 29. To happen simultaneously with another event. | Synchronize |
| 30. An oft repeated truth. | Truism |
| 31. A decision upon which one cannot go back. | Irrevocable |
| 32. Literary theft. | Plagiarism |
| 33. To frighten a person with the purpose of getting a secret out of him. | Intimidate |
| 34. To express disapproval of anything or any person. | Deprecate |
| 35. To use expressive motions of limbs while speaking. | Gesticulate |
| 36. To make inquiries. | Investigate |
| 37. The act of renouncing the throne by a king in favour of his son or brother. | Abdication |
| 38. A person who speaks two languages. | Bilingual |
| 39. To destroy anything completely. | Annihilate |
| 40. To root out an evil | Eradicate |
| 41. A person who cannot be easily approached. | Inaccessible |
| 42. This man is more like a woman than like a man. | Effeminate |
| 43. An animal that is equally at home, on land and in water . | Amphibious |
| 44. A breaker of images. | Iconoclast |
| 45. A hater of mankind. | Misanthropist |
| 46. A lover of humanity. | Philanthropist |
| 47. A person who is lover of woman. | Philogynist |
| 48. One who hates woman. | Misogynist |
| 49. One who hates the institution of marriage. | Misogamist |
| 50. The science concerned with the derivation of words. | Etymology |
| 51. The science of animal life. | Zoology |
| 52. Marriage with many husbands. | Polyandry |
| 53. The crime on the state of having two wives or husbands at a time. | Bigamy |
| 54. Government by rich people. | Plutocracy |
| 55. A person who can disguise the direction from which his voice comes. | Ventriloquist |
| 56. The art practised by statesman and ambassadors. | Diplomacy |
| 57. A speech addressed to oneself. | Soliloquy |
| 58. A person who walks while sleeping. | Somnambulist |
| 59. A person who thinks only of himself. | Egotist or Egoist |
| 60. A person who is over scrupulous about small details. | Meticulous |
| 61. Property inherited by a person from his ancestors. | Patrimony |
| 62. The state of being unmarried. | Celibacy |
| 63. A person with excessive and mistaken enthusiasm for his religion. | Fanatic or Bigot |
| 64. A lady's umbrella. | Parasol |
| 65. A lady's purse. | Reticule |
| 66. Instruments which are used by a barber. | Tonsorial. |
| 67. Pertaining to tailors or clothes. | Sartorial |
| 68. A person who is hard to be pleased. | Fastidious. |

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| 69. A general pardon granted by the government to political offenders. | Amensty |
| 70. A figure with eight sides. | Octagon |
| 71. Undue favour shown by a man in high position to his own relatives. | Nepotism |
| 72. A statement that is absolutely clear. | Explicit |
| 73. A person who readily believes others. | Credulous |
| 74. An office with no work but high pay. | Sinecure |
| 75. A problem which cannot be solved. | Insoluble |
| 76. An animal that can be tamed. | Domestic |
| 77. A style that is full of words. | Verbose |
| 78. A man with an evil reputation. | Notorious |
| 79. A movement which cannot be suppressed. | Irrepressible |
| 80. A person who is not easily tired out. | Indefatigable |
| 81. God is all powerful. | Omnipotent |
| 82. A person who is exempt from all errors. | Infallible |
| 83. A man who always thinks that he is ill. | Valetudinarian |
| 84. A thing that cannot be avoided. | Inevitable |
| 85. A new word coined by an author. | Neologism |
| 86. A drug that induces sleep. | Narcotic |
| 87. Anything which cannot be wounded or hurt. | Invulnerable |
| 88. To increase the speed. | Accelerate |
| 89. Morbid distrust of public places. | Agoraphobia |
| 90. Existing since old time. | Antique |
| 91. Publish as coming into force. | Promulgate |
| 92. Public sale in which articles are sold to the highest of successive bidders. | Auction |
| 93. Spheroidal gaseous envelope surrounding heavenly body. | Atmosphere |
| 94. Commencement of words with the same letter. | Alliteration |
| 95. A thing impenetrably hard. | Adamant |
| 96. To reduce the value. | Depreciate |
| 97. Metal capable of being drawn into wires. | Ductile |
| 98. A disease which is spread by contact. | Contagious |
| 99. Fine like hair. | Capillary |
| 100. Sufficiency of means of living. | Competence |
| 101. Sear with hot iron. | Cauterize |
| 102. Repeated destruction of all life, followed by new creation. | Cataclysm |
| 103. Red putrefying flesh. | Carrion |
| 104. Solicit voter from constituency. | Canvass |
| 105. Disguise of guns by splashes of various colours, smoke, screen and branches. | Camouflage |
| 106. A person who is stone-hearted. | Callous |
| 107. Ammunition chest or wagon. | Caisson |
| 108. Letter under king's private seal. | Letter de catchet |
| 109. Gold or silver before coining or manufacture. | Bullion |
| 110. A person who is inclined to fighting. | Billicose |
| 111. Writing of the purely literary kind. | Belles-lettres |
| 112. Missile with convex edge returning to its own thrower. | Boomerang |
| 113. A woman with dark skin and brown hair. | Brunette |
| 114. Having both sexes in individual. | Bisexual |

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| 115. Sucking in of fluid. | Absorption |
| 116. Temporary encampment without camps in the open air at night. | Bivouac |
| 117. One who attaches disproportionate weight to some creed or view. | Bigot |
| 118. Refraining from pleasure. | Abstain |
| 119. A place where clothes are kept. | Wardrobe |
| 120. Trouble arising between landlords and tenants regarding land. | Agrarian |
| 121. Practice of spying. | Espionage |
| 122. A man whose wife is dead. | Widower |
| 123. Articles sent from one country to the other. | Export |
| 124. One who knows many languages. | Linguist |
| 125. Incapable of being explained. | Inexplicable |
| 126. One who plays a game for pleasure and not as a profession. | Amateur |
| 127. To examine the accounts by reference to vouchers. | Audit |
| 128. Taking disrespectfully of sacred things. | Blasphemy |
| 129. To compel a person to a thing by force. | Coerce |
| 130. Two countries whose frontier touch each other. | Contiguous |
| 131. An insect with many legs. | Centipede |
| 132. Fit to be eaten. | Edible |
| 133. Study by insects. | Entomology |
| 134. To throw light on something difficult or mysterious. | Elucidate |
| 135. To absorb food in the system. | Assimilate |
| 136. Representative of Government with full authority. | Ambassador |
| 137. A place where birds are kept. | Aviary |
| 138. Mental weariness from lack of occupation. | Ennui |
| 139. The study of the origin and history of word. | Entymology |
| 140. A bird of passage. | Migratory |
| 141. A person who is fond of refined sensuous pleasure. | Epicure |
| 142. A person who is eighty years old. | Octogenarian |
| 143. Release a person from difficulty. | Extricate |
| 144. The man who can use either hand with ease. | Ambidextrous |
| 145. To do a thing at one and same time. | Simultaneously |
| 146. Too much official routine. | Red-tapism |
| 147. Dramatic performance with dumb shoes. | Pantomime |
| 148. A person who is indifferent to art or literature. | Philistine |
| 149. Commonplace remarks. | Platitudes |
| 150. A cinema show held in the afternoon. | Matinee |
| 151. An extremely talkative person. | Loquacious |
| 152. To involve a person in accusation. | Incriminate |
| 153. A law that is not subject to change. | Immutable |
| 154. The unlawful extraction of wine. | Illicit |
| 155. A man with abnormal habits. | Eccentric |
| 156. A man interested in the welfare of woman. | Feminist |
| 157. Words inscribed on the tomb of a person. | Epitaph |
| 158. A child born after the death of his father. | Posthumous |
| 159. One who is unable to pay one's debt. | Insovlent |
| 160. One who looks at the bright side of things. | Optimist |
| 161. One who looks at the dark side of things. | Pessimist |

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| 162. One who does not believe in God. | Atheist |
| 163. Not to be overcome. | Insurmountable |
| 164. A person who cannot keep his passions in check. | Incontinent |
| 165. Force with which a body moves. | Impetus |
| 166. A person deaf to argument. | Impervious |
| 167. A bard or Judge who wanders from place to place. | Itinerant |
| 168. Wanting in resolution. | Irresolute |
| 169. Argument which cannot be contradicted. | Irrefragable |
| 170. Courage in pain or poverty or misfortune. | Fortitude |
| 171. Person's strong point. | Forte |
| 172. Complete break down. | Fiasco |
| 173. Giving and receiving. | Exchange |
| 174. To deprive a sacred thing of its holy character. | Desecrate |
| 175. Using of right hand with great skill. | Dexterity |
| 176. A person who does not agree with the doctrine of Church. | Dissenter |
| 177. To fritter away energy. | Dissipate |
| 178. To set forth a doctrine in detail. | Exound |
| 179. To make amends for a sin. | Expiate |
| 180. In the interest of one side only. | Ex parte |
| 181. Concluding part of literary work. | Epilogue |
| 182. Flowers or insects lasting only for a day. | Ephemeral |
| 183. Based on experiment and not on theory. | Empiric |
| 184. To remove objectionable matter from a book. | Expurgate |
| 185. Pleasure trip of a number of persons. | Excursion |
| 186. To free a person from charge or blame. | Exculpate |
| 187. A great lover of books. | Bibliophile |
| 188. A match in which neither party wins. | Drawn |
| 189. Lack of sleep. | Insomnia |
| 190. Words having opposite meaning. | Antonym |
| 191. Words having similar meaning. | Synonym |
| 192. Medical examination made after death. | Postmortem |
| 193. Position and duties of a minister of a state. | Portfolio |
| 194. A person who comes to one country from another in order to settle there. | Immigrant |
| 195. A person who goes away from his own country to another to settle there. | Emmigrant |
| 196. A place where birds, animals, etc. are kept. | Zoo |
| 197. Persons working in the same department. | Colleagues |
| 198. One who lives on vegetables. | Vegetarian |
| 199. A word which can be interpreted in any way. | Ambiguous |
| 200. Incapable of being seen. | Invisible |
| 201. Incapable of being heard. | Inaudible |
| 202. Incapable of being read. | Illegible |
| 203. Incapable of being corrected. | Incorrigible |
| 204. A style which cannot be imitated. | Inimitable |
| 205. Incapable of being believed. | Incredible |
| 206. Incapable of being effaced. | Indelible |

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| 207. A person who depends on others. | Parasite |
| 208. A word which is no longer in use. | Obstinate |
| 209. A speech delivered without previous preparation. | Extempore |
| 210. A letter in which the name of the writer is not mentioned. | Anonymous |
| 211. A soldier who fights for money. | Mercenary |
| 212. A post for which no salary is paid. | Honorary |
| 213. With one accord and mind. | Unanimously |
| 214. Fit to be selected. | Eligible |
| 215. A word or statement which can be interpreted in two senses. | Equivocal |
| 216. A person who is out to destroy all Government and order. | Anarchy |
| 217. A system of government carried on through officers. | Red-Tapism |
| 218. A book containing every kind of information. | Encyclopaedia |
| 219. A remedy for all disease. | Panacea |
| 220. A person who often changes his party or principles. | Turn coat |
| 221. One who is present everywhere. | Omnipresent |
| 222. One who knows everything. | Omniscient. |

ASSIGNMENT 1

Substitute appropriate words in place of the following:

1. Murder of the king
2. Animals that feed on grass
3. A person who suffers from nervous disease
4. Workshop of idols
5. Animals that eat flesh
6. A hater of mankind
7. The science of animal life
8. Decisions upon which we cannot go back
9. Pertaining to tailors or clothes
10. Property inherited by a person from his ancestors

ASSIGNMENT 2

What do you understand by the following:

1. Bigot
2. Linguist
3. Blasphemy
4. Aviary
5. Epicure
6. Wardrobe
7. Posthumous
8. Optimist
9. Itinerant
10. Atheist.

ASSIGNMENT 3

Differentiate between the following:

- | | |
|----------------|-------------------------|
| 1. Desecrate | 2. Dexterity |
| 3. Dissenter | 4. Dissipate |
| 5. Expound | 6. Expiate |
| 7. Expurgate | 8. Ex-part ^e |
| 9. Expunge | 10. Ephemeral |
| 11. Illegible | 12. Legible |
| 13. Anarchy | 14. Ambassador |
| 15. Contagious | 16. Contaguous |
| 17. Camouflage | 18. Caisson |

24

Foreign Words and Phrases¹

According to Tyron Edwards, "The more languages a man knows he is so many more times a man. Each new form of human speech introduces one into a new world of thought and life." In fact, blessed are they who have acquired knowledge of many languages of the world. The more one knows the languages of another country, the more he is exposed to the thought and life-style of that country. Thus this enables a man to develop a cosmopolitan view of life. Keeping this criterion in mind, below have been given some foreign words and phrases, which have now been fully adapted and assimilated by English language. They are very common and are widely used. Often it becomes quite difficult to recognize their roots for a one whose knowledge of English Grammar is not profound. Sometimes these words occur in many competitive examinations. So the following list of words has been provided to widen the outlook of a reader. Their meanings as well as roots (within brackets) have been given; and the uses have been left to the reader for the sake of compendium of this volume.

1. Ab antiquo (L.) From olden times
2. Ab asterno (L.) from eternity
3. Ab absurdo (L.) from absurdity
4. A' batons rompus (Fr.), by fits and starts.
5. Ab initio (L.) from the beginning.
6. Ab imce pectore (L.) from the heart's bottom.
7. A' bon droit (Fr.), justly, with justice.
8. Absit invidia (L.) , may there be no offence.
9. Absit omen (L.) may there be no ill omen.
10. Ad arbitrium (L.) at pleasure, according to desire.
11. Addio (It.), farewell.
12. Ad extremum (L.), to the last.
13. Adhoc (L.), for that special aim.
14. Ad interim (L.), for the meantime.
15. A discretion (Fr.), without restriction.
16. Ad Summum (L.), to the highest point.
17. Aegri Somnia (L.), dreams of a sick man.
18. Altum Silentium (L.), perfect silence.
19. Amicus humani generis (L.), a friend of humanity.
20. Annus mirabilis (L.), year of wonders.
21. Abitrium (L.), power of decision.
22. Avenir (Fr.), future.
23. Avant propos (Fr.), preface.
24. Alpha and Omega—beginning and end.
25. Alma Meter—mother institution
26. Beaux Esprits (Fr.), men of wit.

1. Prescribed in GBPU Syllabus (Technical Writing, BHS-211). Also prescribed in UPTU Syllabus (Professional Communication, TAS-103).

27. Besoin (Fr.), need, desire.
28. Bona fides (L.), good faith.
29. Bonne fortune (Fr.), good fortune.
30. Bordereau (Fr.), a memorandum.
31. Brioche (Fr.), a blunder or mistake.
32. Bel esprit (Fr.), a man of genius.
33. Bona Fide (L.), trustworthy, real, actual.
34. Causa sine quo non (L.) an indispensable cause.
35. Commune bonum (L.), common good.
36. Cito (L.), quickly.
37. Communi Consensu (L.) , by common consent.
38. Con diligenza (It.), with diligence.
39. Con Dolors (It.), with grief.
40. Coup de hasard (Fr.), a lucky chance.
41. Creme de la Cr'eme (Fr.), Cream of the Cream, the very best.
42. Coup D' E'tat—political storm.
43. De facto (L.), really, in fact, actual.
44. Dei gratia (L.), by the grace of god.
45. De intergo (L.), afresh, new.
46. Dextra tempore (L .), at the luck moment.
47. Dectum de dieto (L.), hearsay, report.
48. Denovo (L.), afresh.
49. De bonne grace (Fr.) Willingly, with good grace.
50. De die in diem (L.), from day to day.
51. Egarement (Fr.), confusion, perplexity.
52. En route (Fr.), on the way.
53. Errare est humanum (L.), to err is human.
54. Ex abundantia (L.), out of abundance.
55. Ex officio (L.), by virtue of his office.
56. Ex Parte (L.) , on one side only.
57. Ex tacito (L.), silently.
58. Fin mot (Fr.), the main point.
59. Front a front (Fr.), face to face.
60. Felo de se (L.), suicide.
61. Heureusement (Fr.), happily, fortunately.
62. Hic et ubique (L.), here and every where.
63. Hoi polloi (Gr.), common people, rank and file.
64. Hors de propos (Fr.), outside the purpose.
65. Hostis humani generis (L.), enemy of humanity.
66. Idee fixe (Fr.), a fixed Idea or monomania.
67. Illustrissimo (It.), most illustrious, famous.
68. Impasse (Fr.), an insoluble difficulty.
69. Infra dignitatem (L.), below one's dignity.
70. In memoriam (L.) , in the memory of.
71. In status quo (L.), in the former state.
72. Inter alia (L.), among other things.
73. In toto (L.), completely, entirely .
74. Ipso facto (L.), really, actually, virtually .
75. In Excelisis (L .), at highest point.
76. L' allegro (It.), the cheerful man.

77. Lapsus calami (L.), the slip of the pen.
78. Lingua Franca (It.), common language of all.
79. Lassez Faire—absence of intervention or control. Or allowing things to go as they will.
80. Magnum Bonum (L.), a great good.
81. Mala Fide (L.), faithlessly, treacherously.
82. Malentendu (Fr.), misunderstanding.
83. Matinee (Fr.), morning performance .
84. Memorabilia (L.), things worth remembering.
85. Meum et tuum (L.), mine and thine.
86. Mirabilia (L.), Wonderful to see.
87. Nulli Secundus (L.), Unparallel, second to none.
88. Locus Standi—right to interfering.
89. On dit (Fr.), the flying rumour, common report.
90. Optimates (L.), Men of high rank.
91. Our rotundo (L.), with full voice.
92. On the tapis, under discussion.
93. Par Excellence (Fr.), eminently.
94. Penchant (Fr.), desire.
95. Per fas et one far (L.), through right and wrong.
96. Pleno jure (L.), with full Authority.
97. Post mortem (L.), after death. Or Medical inquiry of the man's body after death.
98. Prima facie (L.), on the first view.
99. Pro forma (L.), according to the form.
100. Pro memoria (L.), for a memorial.
101. Pro tempore (L.) , for the time being, temporarily .
102. Rifacimento (It.), restatement.
103. Sang-froid (Fr.), Coolness, indifference.
104. Sans Souci (Fr.) , Without care.
105. Satsapienti (L.), a mod is enough for the wise.
106. Semper fidelis (L.), always faithful.
107. Side die (L.), without a definite day, indefinitely.
108. Sine odium (L.), withotu hatred.
109. Sine quo non, (L), without which not, an indispensable condition.
110. Sub judice (L.) Under consideration.
111. Summum Bonum (L.), The highest good.
112. Splendide mendax (L.), Splendidly false.
113. Seriatim (L.), One after another.
114. Tardium vitate (L.), Weariness of life.
115. Tempus fugit (L.), time flies.
116. Tout au contraire (Fr.), quite the contrary.
117. Tout a fait (Fr.), completely.
118. Ubique (L.) every where.
119. Ultimo thub (L.) , the utmost limit.
120. Ultra vires (L.) , beyond one's powers.
121. Usque and mauseam (L.), to the point of disgust.
122. Vade mecum (L.), a constant companion.
123. Versus (L.), against.
124. Vexata quaestio (L.), a disputed question.
125. Via media (L.), a middle course, to be neutral.
126. Vice Versa (L.), the order being reversed, the terms being exchanged.

127. *Viva voce* (L.), by oral testimony, oral test.
128. *Vivit post funera Virtus* (L.), virtue survives the grave.
129. *Voila tout* (Fr.), that is all.
130. *Volage* (Fr.), fickle.
131. *Volente Deo* (L.) , God willing.
132. *Virtue Officii* (L.), by virtue of office.
133. *Vis-a-vis* (Fr.), opposite, Facing.
134. *Weltgeist* (Ger.), world-spirit.
135. *Weltschmerz* (Ger.), World-sorrow, sympathy with universal misery.
136. *Zeitgeist* (Ger.), spirit of the times.
137. Pop with a hatchet-Kindness done in a very rough way.
138. *Cortege*—procession.
139. *Veto*—power of rejection.
140. *Vale* (L.), farewell.
141. *Nom de plume* (Fr.), an assumed name.
142. *Pactum illicitum* (L.), an illegal pact.
143. *Status quo* (L.), The same position.
144. *In mubibus* (L.), in the clouds.
145. *In posse* (L.), in possibility.
146. *Emeute* (Fr.), a riot.
147. *Exempli gratia* (L.), for instance, by way of example.
148. *Durante vita* (L.), during life.
149. *Cum privilegia* (L.), with privilege.
150. *Ad hibitum* (L.), at pleasure: according to the will.

Morphology-I (Vocabulary Building)

25

Word-formation and Enlargement of Vocabulary¹

1. Samuel Johnson writes in his monumental Dictionary, “**Words are the strength of a language.**” According to Geoffrey Broughton, “**English language is powerful because of its powerful words.**” In fact, in English language words are formed in a variety of forms and the process of word-formation is quite interesting. With the addition of prefixes and suffixes, the majority of words in English language are formed and the ramified formation provides an interesting study to the readers. For example, if in the root word **legitimate**, prefix **il** is added, the new word will be formed as **illegitimate**, which is quite opposite in meaning. Likewise, if prefix **un** is added to **do** or to **load**, the words will be formed as **undo** and **unload** respectively, which are quite opposite in meaning. Sometimes **en** or **em** change a word into a noun, when these are prefixed to them. For example—**engulf, entrust** or **employ**, etc.,
2. Sometimes prepositions are used as prefixes. When they are used in their prepositional sense, the meaning is slightly more emphatic. For example—**indoor, input, outspoken, inlaid, outdo, outstanding, outdoor, outside, output, indecisive, indisciplined**, etc.
3. Some words are formed in a very unusual manner in the sense that some of their letters or parts are changed particularly in their plural forms. For example—

| | |
|----------------------|--------------------|
| radius—radii | bandit—banditii |
| crisis—crises | analysis—analyses |
| phenomenon—phenomena | criterion—criteria |
| man—men | woman—women |
| tooth—teeth | mouse—mice |
| louse—lice, etc. | |
4. Some words are formed by changing their genders in a very uncommon way. For example—

| | |
|------------|---------------------|
| cock—hen | colt—filly |
| drake—duck | drone—bee |
| hart—roe | horse—mare |
| stag—hind | wizard—witch, etc., |
5. Some words are formed by using suffixes like **son, sion, tion, ship, dom, age, ance, ial, ly, ous, hood, able, ible, est, logy, ism, mania**, etc. For example—

| | |
|--------------------|-------------------|
| compare—comparison | comprehension |
| infect—infection | friend—friendship |

1. Prescribed in UPTU Syllabus (*Professional Communication, TAS-103, Unit II*). Also prescribed in GBPU Syllabus (*Technical Writing, BHS-211*)

free—freedom
mile—mileage
benefit—beneficial
courage—courageous
value—valuable
old—oldest
social—socialism

bore—boredom
acquaint—acquaintance
brave—bravely
brother—brotherhood
contempt—contemptible
bio—biology
anglo—anglomania, etc.,

6. Below has been provided an exhaustive list of words in different word-formation. It is advised to go through the list diligently and rewrite the words so that they may well be memorised. The more the practice one does, the more the enlargement of vocabulary one may own:

Formation of Nouns

A. (Word-formation from verbs into nouns).

| <i>Verbs</i> | <i>Nouns</i> | <i>Verbs</i> | <i>Nouns</i> |
|--------------|--------------|--------------|--------------|
| Assist | Assitance | Do | Deed |
| Abound | Abundance | Drink | Draught |
| Admit | Admission | Defy | Defiance |
| Burn | Burial | Decide | Decision |
| Buru | Brand | Deny | Denial |
| Break | Breakage | Exist | Existence |
| Bear | Birth | Exceed | Excess |
| Belong | Belongings | Furnish | Furniture |
| Conceive | Conception | Float | Fleet |
| Conceal | Concealment | Flow | Flood |
| Chance | Chance | Go | Gait |
| Commit | Commitment | Give | Gift |
| Heal | Health | Relieve | Relief |
| Judge | Judgement | Resolve | Resolution |
| Know | Knowledge | Reveal | Revelation |
| Learn | Learning | Steal | Stealth |
| Lend | Loan | Secure | Security |
| Move | Motion | Strive | Strife |
| Narrate | Narration | Shake | Shock |
| | Narrative | Seize | Seizure |
| Offend | Offence | Try | Trial |
| Please | Pleasure | Trace | Track |
| Precise | Precision | Urge | Urgency |
| Predict | Prediction | Vary | Variety |
| Precede | Precedence | Weave | Web |
| Provide | Provision | Wed | Wedding |
| Quote | Quotation | | |

B. (Word-formation from adjectives into nouns).

| <i>Adjectives</i> | <i>Nouns</i> | <i>Adjectives</i> | <i>Nouns</i> |
|-------------------|--------------|-------------------|--------------|
| Acid | Acidity | Inferior | Inferiority |
| Active | Activity | Just | Justice |
| Able | Ability | Local | Locality |

| <i>Adjectives</i> | <i>Nouns</i> | <i>Adjectives</i> | <i>Nouns</i> |
|-------------------|--------------|-------------------|--------------|
| Bankrupt | Bankruptcy | Liberal | Liberality |
| Broad | Breadth | Long | Length |
| Brief | Brevity | Merry | Merriment |
| Civil | Civility | Mortal | Mortality |
| Cheap | Cheapness | Notorious | Notoriety |
| Certain | Certainty | One | Oneness |
| Compulsory | Compulsion | Obedient | Obedience |
| Deep | Depth | Private | Privacy |
| Double | Duplicity | Pious | Piety |
| Equal | Equality | Public | Publicity |
| Ferocious | Ferocity | Rigid | Rigidity |
| False | Falsehood | Splendid | Splendour |
| Frail | Frailty | Solitary | Solitude |
| Generous | Generosity | Severe | Severity |
| Grand | Grandeur | Timid | Timidity |
| Gay | Gaiety | Vain | Vanity |
| Humble | Humility | Worthy | Worth |
| High | Height | Wide | Width |
| Immense | Immensity | Zealous | Zeal |

C. (formation of concrete nouns)

| <i>Nouns</i> | <i>Nouns</i> | <i>Nouns</i> | <i>Nouns</i> |
|--------------|--------------|--------------|--------------|
| Agent | Agency | Machine | Mechanism |
| Beggar | Beggary | Owner | Ownership |
| Bond | Bondage | Person | Personage |
| Creature | Creation | Priest | Priesthood |
| Elector | Electorate | Patriot | Patriotism |
| Hermit | Hermitage | Rogue | Rouguery |
| Hero | Heroism | Senior | Seniority |
| Inferior | Inferiority | Servant | Service |
| Infant | Infancy | Ton | Tonnage |
| Junior | Juniority | Witch | Witchery |
| King | Kingship | Widow | Widowhood |

D. (formation of verbs)

| <i>Nouns</i> | <i>Verbs</i> | <i>Nouns</i> | <i>Verbs</i> |
|--------------|--------------|--------------|--------------|
| Authority | Authorise | Frost | Freeze |
| Acid | Acidity | Fraud | Defraud |
| Apology | Apologize | Fruit | Fructify |
| Brood | Breed | Famine | Famish |
| Body | Embody | Force | Enforce |
| Blood | Bleed | Glass | Glaze |
| Battle | Embattle | Grass | Graze |
| Beauty | Beautify | Gold | Gilt |
| Bed | Imbed | Glory | Glorify |
| Cipher | Decipher | Habit | Habituate |
| Circle | Encircle | Heir | Inherit |
| Cloud | Becloud | Harmony | Harmonize |

| <i>Nouns</i> | <i>Verbs</i> | <i>Nouns</i> | <i>Verbs</i> |
|--------------|--------------|--------------|--------------|
| Class | Classify | Head | Behead |
| Centre | Concentrate | Idol | Idolize |
| Colony | Colonize | Justice | Justify |
| Custom | Accustom | Knee | Kneel |
| Courage | Encourage | Knot | Knit |
| Company | Accompany | Mass | Amass |
| Drop | Drip | Monopoly | Monopolize |
| Excellence | Excel | Necessity | Necessitate |
| Economy | Economize | Nation | Nationalize |
| Electricity | Electrify | Nature | Naturalize |
| Night | Benight | Peace | Pacify |
| Office | Officiate | Patron | Patronize |
| Power | Empower | System | Systematize |
| Right | Rectify | Tomb | Entomb |
| Sermon | Sermonize | Title | Entitle |
| Substance | Substantiate | Table | Tabulate |
| Spark | Sparkle | Terror | Terrify |
| Society | Associate | Throne | Enthrone |
| Snare | Ensnare | Utility | Utilize |
| Origin | Originate | Vapour | Evaporate |
| Person | Personate | Verse | Versify |
| Peril | Imperil | Vigour | Invigorate |
| Population | Populate | Vice | Vitiate |

E. (word-formation from adjectives into verbs)

| <i>Adjectives</i> | <i>Verbs</i> | <i>Adjectives</i> | <i>Verbs</i> |
|-------------------|---------------|-------------------|--------------|
| Able | Enable | Familiar | Familiarize |
| Abundant | Abound | Feeble | Enfeeble |
| Alien | Alienate | Fine | Refine |
| Brief | Abbreviate | General | Generalize |
| Bold | Embolden | Hale | Heal |
| Bitter | Embitter | Just | Justify |
| Base | Debase | Long | Elongate |
| Cheap | Cheapen | Little | Belittle |
| Calm | Becalm | Large | Enlarge |
| Certain | Ascertain | Moist | Moisten |
| Clear | Clarify | Mean | Demean |
| Civil | Civilize | Mad | Madden |
| Clean | Cleanse | Noble | Ennoble |
| Dark | Darken | Perpetual | Perpetuate |
| Dear | Endear | Poor | Impoverish |
| Double | Duplicate | Real | Realize |
| Different | Differentiate | Rich | Enrich |
| Dense | Condense | Right | Rectify |
| Equal | Equalize | Solid | Consolidate |
| Flat | Flatten | Specific | Specify |
| Fertile | Fertilize | Stupid | Stupefy |
| False | Falsify | Strange | Estrange |

| <i>Nouns</i> | <i>Adjectives</i> | <i>Nouns</i> | <i>Adjectives</i> |
|--------------|-------------------|--------------|-------------------|
| Timid | Intimidate | White | Whiten |
| Vile | vilify | Wide | Widen |
| Venerable | Venerate | | |

F. (formation of adjectives from nouns)

| <i>Nouns</i> | <i>Adjectives</i> | <i>Nouns</i> | <i>Adjectives</i> |
|--------------|-------------------|--------------|-------------------|
| Advantage | Advantageous | Head | Heady |
| Authority | Authoritative | Hysteria | Hysteric |
| Atmosphere | Atmospheric | Hero | Heroic |
| Adventure | Adventurous | Habit | Habitual |
| Accident | Accidental | Heir | Hereditary |
| Ancestor | Ancestral | Island | Insular |
| Brute | Brutal | Iron | Ironical |
| Brass | Brazen | Joke | Jocular |
| Class | Classic | Line | Lineal |
| Calamity | Calamitous | Licence | Licentious |
| Capacity | Capacious | Lady | Ladylike |
| Chivalry | Chivalrous | Lustre | Lusturous |
| Contempt | Contemptuous | Medicine | Medicinal |
| College | Collegiate | Memory | Memorable |
| Dynasty | Dynastic | Mercury | Mercurial |
| Example | Exemplary | Merit | Meritorious |
| Enemy | Inimical | Merchant | Mercantile |
| Essence | Essential | Military | Martial |
| Expectation | Expectant | Mirth | Mirthful |
| Fable | Fabulous | Miracle | Miraculous |
| Fiction | Fictitious | Money | Monetary |
| Fate | Fateful | Moment | Momentary |
| Fraud | Fraudulent | Myth | Mythical |
| Fire | Fiery | Neighbour | Neighbourly |
| Fancy | Fanciful | Navy | Naval |
| Feather | Feathery | Nerve | Nervous |
| Figure | Figurative | Ornament | Ornamental |
| Fury | Furious | Ocean | Oceanic |
| Gout | Gouty | Orator | Oratorial |
| Glory | Glorious | Omen | Omenous |
| Germ | Germinel | Palace | Palatial |
| Grief | Grievous | People | Popular |
| Population | Populous | Tribe | Tribal |
| Picture | Picturesque | Title | Titular |
| Prose | Prosaic | Taste | Palatable |
| Prejudice | Prejudicial | Voice | Vocal |
| Ruin | Ruinous | Vice | Vicious |
| Season | Seasonable | Valour | Valiant |
| Sedition | Seditious | Vein | Venous |
| Serpent | Serpentine | War | Warlike |
| Solitude | Solitary | Wretch | Wretched |

Nouns

Slave
Space
Trifle

Adjectives

Slavish
Spacious
Trifling

Nouns

Wood
Youth
Zeal

Adjectives

Sylvan
Youthful
Zealous

G. Foreign Adjectives From Nouns

| <i>Nouns</i> | <i>Adjectives</i> | <i>Nouns</i> | <i>Adjectives</i> |
|--------------|-------------------|--------------|-------------------|
| Blood | Sanguinary | Hand | Manual |
| Body | Physical | Head | Capital |
| Brother | Corporeal | Hair | Capillary |
| Beginning | Fraternal | Heaven | Celestial |
| Cow | Initial | Heart | Cardiac |
| City | Vaccine | Hearing | Audible |
| Cat | Civic/Urban | Hell | Infernal |
| Death | Feline | Home | Domestic |
| Dog | Mortal | Hope | Sanguine |
| Earth | Canine | King | Royal |
| East | Terrestrial | Life | Vital |
| Ear | Oriental | Moon | Lunar |
| Egg | Auricular | Mind | Mental |
| End | Oval | Marriage | Nuptial/conjugal |
| Eye | Final | Man | Human |
| Flesh | Ocular | Mother | Maternal |
| Flower | Carnal | Mouth | Oral |
| Foot | Floral | Name | Nominal |
| Fox | Pedal | Ox | Bovine |
| Friend | Vulpine | Place | Local |
| Father | Amicable | Sheep | Ovine |
| God | Paternal | Ship | Naval |
| Sea | Divine | Side | Lateral |
| Sight | Marine | West | Occidental |
| Sky | Visible | Water | Aquatic |
| Son-daughter | Ethereal | Wile | Voluntary |
| Sun | Filial | Woman | Effiminate |
| Spring | Solar | Wheel | Feminine |
| Tongue | Vernal | Word | Rotary |
| Tooth | Lingual | Womb | Verbal |
| Town | Dental | World | Uterine |
| Village | Urban | Year | Mundane |
| Rust | Rural | Youth | Annual |
| | Rustic | | Juvenile |

H. Formation of national Names

| <i>Country</i> | <i>Adjectives</i> | <i>Individual</i> | <i>Nation</i> |
|----------------|-------------------|---------------------|---------------|
| Afghanistan | Afghan | An Afghan | The Afghans |
| Arabia | Arabian | An Arab | The Arabs |
| Austria | Austrial | An Austrian | The Austrians |
| Burma | Burmese | A Burmese or Burman | The Burmese |
| Canada | Canadian | A Canadian | The Canadians |

| <i>Country</i> | <i>Adjectives</i> | <i>Individual</i> | <i>Nation</i> |
|----------------|---------------------------|-----------------------------|-------------------------------|
| Belgium | Belgian | A Belgian | The Belgians |
| Ceylon | Cingalese or Sinhalese | A Cingalese or Sinhalese | The Cingalese or Sinhalese |
| China | Chinese | A Chinese or Chinaman | The Chinese or Chinamen |
| Denmark | Danish | A Dane | The Danes |
| England | English | An Englishman | The English |
| Egypt | Egyptian | An Egyptian | The Egyptians |
| Finland | Finn | A Finn | The Finns |
| France | French | A Frenchman | The French |
| Greece | Greek | A Greek | The Greeks |
| Germany | German | A German | The Germans |
| Holland | Dutch | A Dutch | The Dutch |
| Hungary | Hungarian | A Hungarian | The Hungarians |
| India | Indian | An Indian | The Indians |
| Italy | Italian | An Italian | The Italians |
| Ireland | Irish | An Irishman | The Irish |
| Japan | Japanese | A Japanese | The Japnese |
| Lapland | Lapp | A Lapp or Laplander | The Laps or Laplanders |
| Malta | Maltese | A Maltese | The Maltese |
| Morocco | Moor | A Moor | The Moors |
| Norway | Norwegian | A Norwegian | The Norwegians |
| Pakistan | Pakistani | A Pakistani | The Pakistanis |
| Poland | Polish | A Pole | The Poles |
| Persia | Persian | A Persian | The Persians |
| Portugal | Portuguese | A Portuguese | The Portuguese |
| Russia | Russian | A Russian | The Russians |
| Scotland | Scot | A Scot or Scotsman | The Scots or Scotch |
| Siam | Siamese | A Siamese | The Siamese |
| Sweden | Swede | A Swede | The Swedes |
| Spain | Spaniard | A Spaniard | The Spaniards |
| Switzerland | Swiss | A Swiss | The Swiss |
| Tartary | Tartar | A Tartar | The Tartars |
| Turkey | Turkey | A Turk | The Turks |
| Wales | Welsh | A Welshman | The Welsh |

I. PREFIXES AND SUFFIXES

- (A) Add the suffix 'able' or 'ible' to the following words making the necessary changes in the spelling:
 Convert, admire, contempt, break, deduce, advise, deduct, adjust, prefer, reduce, blame, exhaust, present, perfect, service, suit, regret, force, transfer, question, value, express, accept, access.

Solutions:

Convertible, admirable, contemptible, breakable, deducible, advisable, deductible, adjustable, preferable, reducible, blamable, exhaustible, presentable, perfectible, serviceable, suitable, regretable, forcible, transferable, questionable, valuable, expressible, acceptable, accessible.

- (B) Insert 'ar', 'er' or 'or' in each of the following blanks—

Barrist...; superwise...; condens...; separate...; particul...; defend...; sculp...; rectangul...; develop...; benefact...; manufactur...; commentat...; vineg...; messeng...; chancell...; vehicul...; upholster...; govern...; secul...; premi...; investigat...; passeng...; manipulat...; vernacul...; observ...; predecess...; peninsu...; molecul...; binocul...; warri...; announc...; consul...;

Solutions:

Barrister, supervisor, condenser, separator, particular, defender, sculptor, rectangular, developer, benefactor, spectacular, manufacturer, commentator, vinegar, messenger, chancellor, vehicular, upholsterer, governor, secular, premier, investigation, passenger, manipulator, vernacular, observer, predecessor, penninsular, molecular, binocular, warrior, announcer, consular.

- (C) Insert 'ance', 'ense', or 'ence' in each of the following blanks—

Acquaint...; circumfer...; cond...; allegi...; concurr...; mons...; appear...; vial...; susp...; bal...; rever...; toler...; brilli...; resid...; subsist...; endur...; prefer...; repent...; irrelev...; interfer...; magnific...; perserver...; excell...; remember...; venge...; depend...; conveni...; abund...; audi...; recom...;

Solutions:

Acquaintance, circumference, condense, allegiance, concurrence, nonsense, appearance, violence, suspense, balance, reverence, tolerance, brilliance, residence, subsistence, endurance, preference, repentance, irrelevance, interference, magnificence, perserverance, excellene, rememberance, vengeance, dependence, convenience, abundance, audience, recompense.

- (D) Add 'sion' or 'tion' to the following—

Accusa..., comprehen..., assimila..., inspira..., interven..., cohe..., apprehen..., preci..., reputa..., abor..., conver..., e va..., fascina..., compunc..., infec..., occa..., vindica..., dimen..., rever, suspen..., relaxa..., exten..., emigra..., inclu..., destitu..., confirma..., diver..., compunc..., persua..., restitu....,

Solutions:

Accusation, comprehension, assimilation, inspiration, intervention, cohesion, apprehension, precision, reputation, abortion, conversion, evasion, fascination, compunction, infection, occasion, vindication, dimension, reversion, suspension, relaxation, extension, emigration, inclusion, destitution, confirmation, diversion, compunction, persuasion, restitution.

- (E) Insert "eous" or "ious" in each blank to complete the spelling of the following—

Auspic..., courag..., ambit..., heterogen..., gas..., right..., fictit..., court..., vorac..., suspic..., spac..., obnox..., gorg..., pernic..., precar..., erron..., victor..., homogen..., plent..., miscellan..., simultan..., hid..., delir..., fastid..., myster..., instantan..., efficac..., conscient..., spontan...,

Solutions:

Auspicious, courageous , ambitious, heterogenous, gaseous, righteous, fictitious, courteous, voracious, suspicious, spacious, abnoxious, gorgeous, pernicious, precarious, erroneous,

victorious homogeneous, plenteous, miscellaneous, simultaneous, hideous, delirious, fastidious, mysterious, instantaneous, efficacious, conscientious, spontaneous.

- (F) Fill in 'ous' or 'uous' in the following blanks and complete the spelling—

Grive..., hazard..., contig..., circuit..., anonym..., superfl..., ard..., amor..., monoton, tort..., ridicul..., assid..., canspic..., contempt..., miracul..., teacher..., perspic..., solicit..., boister..., poison..., stren..., scrupul..., swept..., tremend..., gratuit..., ambig..., virt..., tumult..., incongr..., presumpt...,

Solutions:

Grievous, hazardous, contiguous, circuitous, anonymous, superfluous, arduous, amorous, montonous, tortuous, ridiculous, assiduous, conspicuous, contemptuous, miraculous, teacherous, perspicuous, solictious, boisterous, poisonous, strenuous, scrupulous, sweptuous, tremendous, gratuitous, ambiguous, tumultuous, incogruous, presumptuous.

- (G) Rewrite the following words and test your knowledge by inserting the omitted letters—

Ach...v...ment; ber...v...ment; con...v...ble: ga...ty, ben...f...d; unpar...ll; gall...p...ng, worsh...p...ng; mis...l...n...us; vorac...us; an...vers...ry; maint...n...nce; sep...r...tion, et... . m...1.... gy; d...ing; d.... ing; c...1... ng; unbli.... v.... ng, ex.... 1... raton; in.... fectu...ly; sup...flu...s; r...nd...vous; r...con...tre; ir...s...st...ble; pr...pr...t...r; t...m...lt...s.

Solutions

Achievement, bereavement, conceivable, gaiety, benefited, unparalleled, galloping, worshipping, miscellaneous, voracious, anniversary, maintenance, separation, etymology, dyeing, dying, ceiling, unbelieving, exhilaration, ineffectually , superfluous, rendezvous, reconneitre, irresistible, proprietor, tumultuous.

ASSIGNMENT 1

A. Change the following nouns into verbs:

- | | |
|------------|--------------|
| 1. climate | 2. knowledge |
| 3. danger | 4. circle |
| 5. forest | 6. amalgam |

B. Change the following objectives into verbs:

- | | |
|-----------|-----------|
| 1. poor | 2. stable |
| 3. mobile | 4. slack |

C. Change the following words into their opposite ones:

- | | |
|------------|-------------|
| 1. audible | 2. rational |
| 3. logic | 4. human |
| 5. visible | 6. selfish |

D. Form verbs of the following:

- | | |
|-----------------------|------------------|
| 1. infection | 2. bribery |
| 3. purification | 4. bomb |
| 5. achievement | 6. success |

E. Form nouns of the following:

- | | |
|-------------------|----------------|
| 1. grand | 2. human |
| 3. splendid | |

F. Give opposites of the following:

- | | |
|--------------------|----------------------|
| 1. mortal | 2. experienced |
| 3. religious | |

ASSIGNMENT 2**A. Give the abstract nouns of:**

1. bombard 2. grand

Give the opposite of:

3. normal 4. behave
5. adjustment

B. Change the following into verbs:

6. grief 7. substance

C. Form verbs of the following:

- | | | |
|----------------|-----------|-----------------|
| 1. accommodate | 2. beauty | 3. verification |
| 4. blood | 5. light | 6. long |

D. Form nouns of the following:

- | | | |
|------------|-------------|-----------|
| 7. distant | 8. constant | 9. normal |
|------------|-------------|-----------|

E. Give opposites of the following:

- | | |
|-------------|----------|
| 10. secure | 11. real |
| 12. logical | |

F. Form the words from the following as desired within brackets:

- | | |
|----------------------------------|-------------------------------|
| 1. forest (verb) | 11. climate (verb) |
| 2. success (noun) | 12. circle (verb) |
| 3. blood (verb) | 13. poor (verb) |
| 4. danger (verb) | 14. chaos (adjective) |
| 5. courage (adjective) | 15. custom (adjective) |
| 6. charity (adjective) | 16. brief (noun) |
| 7. inflame (adjective) | 17. problem (adjective) |
| 8. logical (opposite) | 18. slave (verb) |
| 9. bribe (abstract noun) | 19. noble (opposite) |
| 10. engine (concrete noun) | 20. Justice (opposite) |

ASSIGNMENT 3**I. Change the following words as directed:**

- | | |
|----------------------|------------------------|
| 1. Amalgam (verb) | 7. Bright (noun) |
| 2. difference (verb) | 8. Category (verb) |
| 3. Judgement (verb) | 9. Flatten (adjective) |
| 4. Able (verb) | 10. Obey (adjective) |
| 5. Jeep (adjective) | 11. Enrich (verb) |
| 6. Suit (adjective) | 12. Sober (noun) |

ASSIGNMENT 4**A. Make verbs from the following:**

- | | |
|--------------------|----------------------|
| 1. give | 7. deed |
| 2. inquire | 8. denial |
| 3. taste | 9. sale |
| 4. white | 10. choose |
| 5. practice | 11. revolution |
| 6. admission | |

B. Make adjectives from any five of the following:

- | | | |
|-------------------|-------------------|--------------------|
| 12. chaos | 16. jerk | 20. therapy |
| 13. courage | 17. charity | 21. speed |
| 14. hill | 18. hour | 22. cost |
| 15. science | 19. fog | 23. marriage |

C. Give opposites of the following:

- | | | |
|--------------------|----------------------|--------------------|
| 24. secure | 26. true | 28. pleasant |
| 25. rational | 27. scientific | 29. moral |

D. Underline one of the words which is nearest in meaning to the word on the margin:

1. **Reinforce** : to force out, to strengthen, to fill
2. **Conducive** : helpful in the development of something, component, inspiring
3. **Corrode** : cut, to destroy bit by bit, condemn
4. **Reciprocate**: to receive, regain, to give in return
5. **Perforate** : perform, to make a row of tiny holes, pollute
6. **To deflect** : to turn away from the straight path, to stray, to defeat
7. **Extraneous** : strange, powerful, outside elements

E. Choose the right word within brackets and fill in the blanks:

1. He gave his on this question, (assent, consent)
2. The train at 10 o' clock. (begins, commences, starts)
3. It is a very horse. (handsome, beautiful)
4. I was to see him begging on the roadside. (astonished, surprised)
5. There is no , he must go to school. (alternate, alternative)
6. I sat the president. (beside, besides)
7. He is very about his new work. (zealous, jealous)

ASSIGNMENT 5**A. Form the words as required and fill in the blanks :**

While we should not use (possible) of (abundance) energy as an excuse to try to support runaway population (grow) or ludicrous per capita consumption, neither should we believe that a power growth moratorium holds (solve) to these (society) and (economics) problems. Changes in rational goals public attitudes and (privacy) life styles may (reduction) the rate of growth of our (energize) consumption but those who (belief) we can reduce our total energy consumption fail to take into account three things.

B. Underline the nearest meaning:

1. **component** : complete, compliment, a part, composition.
2. **synchronise** : to criticise, to happen at the same time, to synthesise, to satisfy.
3. **protude** : to pretend, to project, to forward, to intrude, to provide.
4. **requisite** : required or needed, requested, retained, relayed.
5. **thrust** : a violent push, desire, to drink water, threat, three times.
6. **adequate** : sufficient, to publish, unfavourable, to check.
7. **agrarian** : pertaining to land ownership, quarrelsome, agricultural production, vegetarian.
8. **suction** : absorption, section, suspicion, satisfaction.

C. Underline one of the four words which in your opinion is nearest in meaning to the words on the margin:

1. **Minimum** : Highest, animal habits, lowest, speed.
2. **Output** : to blow out, investment, production, glamour.

3. **Adulterate** : to grow up, to make dirty, to cheat by mixing two substances, to purify.
4. **Pollute** : to invite, to make dirty, to conspire, to walk fast.
5. **Diffuse** : to finish, to spread equally in all directions, to connect the wire, to disturb.
6. **Synchronise** : to adapt, to happen at the same time, to encroach upon, to forget.
7. **Vortex** : textile, tax, whirlpool, heavy.

ASSIGNMENT 6

A. Underline the right meaning; also write five sentences using the words in margin in your own sentences:

1. **Agrarian** : pertaining to land ownership, quarrelsome, agricultural production, vegetarian.
2. **Extinguish** : to blow out, to put off, to put in, put out.
3. **Compact** : well-knit, loose, fight, throw out.
4. **Obsolete** : No longer in use, queer, abstract, stereotyped.
5. **Advise** : to publish, unfavourable, to praise, to check.

B. Form the following words as required; use the formations in your own sentences:

1. Authority (verb):
2. different (adjective):
3. heaven (adjective):
4. climax (opposite):
5. flexible (noun):

C. Form the words in the brackets as required and fill them in the blanks:

But the path of self (pure) is hard and steep. To attain to (perfection) (pure) one has to become (absolute) passion-free in (think) (speak) and (act): to rise above the opposing currents of love and (hate) (attach) and (repulse).

D. Form the following words as required using capital letters:

- | | |
|------------------------------|-------------------------------|
| 1. assistance (verb) | 2. burial (verb) |
| 3. circumstance (adj.) | 4. influence (adj.) |
| 5. transparent (noun) | 6. violently (opposite) |
| 7. smooth (opposite) | |

ASSIGNMENT 7

I. Underline the word which is nearest in meaning to the word given in the margin:

- (a) **Abbreviate** = to twist, to change, to shorten, to erase.
- (b) **Extraneous** = strange, powerful, outside element, surplus.
- (c) **Accelerate** = to fasten, to speed up, to inspire, to incite.
- (d) **Initial** = young, beginning, clever, final.
- (e) **Velocity** = height, speed in one direction, valour, voice.
- (f) **Preliminary** = preparatory, initial, private, limited.
- (g) **Diminish** = To rebuke, to encourage, to decrease, to become stronger.

II. Change the following words as directed:

- (i) Authority (verb)
- (ii) Justice (verb)

- | | |
|-------------------------|-----------------------|
| (iii) Solid (verb) | (iv) Variety (verb) |
| (v) Brief (noun) | (vi) Try (noun) |
| (vii) Innocent (noun) | (viii) Deep (noun) |
| (ix) Capable (opposite) | (x) Coward (opposite) |

III. Form the following words as required:

| | |
|---------------------------|-------------------------|
| system (verb) | falsehood (verb) |
| television (verb) | different (verb) |
| long (verb) | instrument (adj.) |
| moisten (adj.) | fertilize (adj.) |
| cultivate (adj.) | appreciate (adj.) |
| interesting (opp.) | opaque (noun) |
| physique (con-noun) | compare (noun) |

ASSIGNMENT 8**I. Form the following words as required:**

| | |
|---------------------|-------|
| 1. knee (verb) | |
| 2. mass (verb) | |
| 3. right (verb) | |
| 4. frailty (adj.) | |
| 5. merry (adj.) | |
| 6. mortal (opp.) | |
| 7. beauty (verb) | |
| 8. notoriety (adj.) | |
| 9. substance (verb) | |
| 10. vitiate (noun) | |

II. Complete the following sentences forming necessary words from those given in brackets:

- (a) 1. Machines the labour. (light)
 2. One should not promote interests. (section)
 3. The poor live in conditions. (human)
 4. of time should be observed. (punctual)
 5. Smoking is to health. (injury)

(b) Form the following words as required:

1. rational (opp.)
2. man (noun)
3. necessary (noun)
4. therapy (adj.)
5. classification (verb)

ASSIGNMENT 9**A. Underline one of the four words which in your opinion is nearest in meaning to the words on the margin:**

1. **Adverse** = 1. to publish 2. to praise 3. unfavourable 4. to check.
2. **Apt** = 1. to cheat 2. fit 3. to choose 4. to run-away.

B. Underline one of the four words which does not fit into that class:

1. **extinct** :dead; inactive; surface.

2. **combustion:** breaking: burning: blazing.
3. **amputate:** cut: repair: re-start.
4. **amalgamate:** collect: together: heap up: contemplate.

C. Each word in the given list below is defined. Write the appropriate word against its definition:

(centrifugal, pulverise, reciprocate, filament, kinetic, diaphragm).

1. Slender thread of wire in an electric-light bulb
2. To grind to powder
3. To give in return
4. Moving away from the centre
5. Wall of muscles between the chest and the abdomen
6. About the relations between the motion of bodies and the forces acting on them

ASSIGNMENT 10

A. Fill in the blanks in the following so as to form meaningful words. Each dot stands for one letter:

- | | |
|---------------------------------|-----------------------------------|
| 1. ga - -ty (movement) | 2. glu - -on (one who eats much) |
| 3. s- -ze (capture) | 4. viv - c- ty (youthfulness) |
| 5. cr- tic- al (delicate) | 6. m- -rt - r (patriot) |
| 7. l- -sure (spare time) | 8. mal- -n (criticise) |
| 9. negl - g- nce (carelessness) | 10. co- -ision (striking against) |
| 11. ass - s - n (kill) | |

B. Write down one word in front of the following to convey the right meaning:

1. To make a row of tiny holes
2. Easily set on fire

C. Underline one of the four words which is nearest in meaning to the word given in the margin:

1. **Anaesthetic** : Accumulative, Substance that makes insensible to pain, obsolete, having no sense of beauty.
2. **Ballistic** : Long range rockets, Bad, Remedy, Variable.
3. **Diffuse** : To finish, To spread equally in all directions, To connect the wire, To disturb.
4. **Galvanise** : To repair, To coat with metal, To enlarge, To extend.
5. **Synchronise** : To adapt, To happen at the same time, To encroach upon, To forget.
6. **Vortex** : Textile, Tax, Whirlpool, Heavy.
7. **Susceptible** : Sensible, Easily influenced by feelings, Suspicious, Dull.
8. **Eliminate** : To limit, To get rid of the unwanted, To snatch, To compel.
9. **Adequate** : To depute, Enough, Minimum, Extreme.
10. **Extraneous** : Outside element, Extraordinary, Bright, Strainuous.

Morphology-II (Vocabulary Building)

26

Spelling and Vocabulary Expansion (*New and Select*)¹

To write correct spellings of some unusual words is really a hard nut to crack. Unless a concerted effort is made, it is very difficult to write the spellings of various words correctly. Some spellings are so confusing and baffling that they require regular practice to write them correctly. Somebody has rightly said that “practice is the only **sheet-anchor that props the yatch.**” The yatch of life certainly requires the sheet-anchor of practice. Not to talk of regular practice in puny endeavour of writing words correctly, even very big tasks entailing enormous responsibility and labour require regular practice without wasting a minute of time. Samuel Johnson completed his stupendous task of completing the first English Dictionary single-handedly by putting in labour of unforgettable magnitude. Likewise, one wonders how John Milton could complete his **magnum opus** named the **Paradise Lost.** These historic mental feats of mankind were achieved through sheer practice. Boswell writes in **Johnson's Biography** that he (Johnson) was unusually meticulous in checking his spellings many a time. So was the case of John Milton, who used to scold his daughter not to have read the correct spellings of some hard words. Hence, spelling writing is certainly a very tedious mental exercise and the following spelling rules will help the students learn and write correct words:

1. If a word ends in e and if something like **able**, **ing**, **ly**, etc., are suffixed to it, then e is omitted; but quite conversely, e is retained before a consonant. For example—

| | |
|-------------|-----------|
| love + able | = lovable |
| smile + ing | = smiling |
| fill + ing | = filling |
| hope + ing | = hoping |
| move + ing | = moving |

| | |
|---------------|--------------|
| manage + able | = manageable |
| scrap + ing | = scrapping |
| file + ing | = filing |
| hop + ing | = hopping |
| cause + ing | = causing |

2. But such words as the following retain e before a vowel. For example—

| | |
|-----------|----------|
| hoe + ing | = hoeing |
| dye + ing | = dyeing |

| | |
|------------|-----------|
| mile + ing | = mileage |
|------------|-----------|

3. Some words like the following drop e before a consonant. For example—

| | |
|--------------|------------|
| due + ly | = duly |
| argue + ment | = argument |

| | |
|------------|----------|
| whole + ly | = wholly |
| true + ly | = truly |

4. If the word sounds ee, i comes before e, but not after c. For example—

piece (the sound is ee)

deceive (the sound is ee but it comes after c)

grief; belief; believe; achieve; besiege; relieve; conceit; receive; deceit; ceiling; receipt.

But exceptions are there like:

1. Prescribed in UPTU Syllabus (Professional Communication, TAS-103). Also prescribed in GBPU Syllabus (Technical Writing, BHS-211).

seize; weir; weird; sheik.

In the following words the sound is not ee:

weight; reign; neighbour; their; leisure; mischievous.

5. Words, when forming present participles, ending in y, keep the y before ing. For example—

carry + ing = carrying
marry + ing = marrying
rely + ing = relying

buy + ing = buying
deny + ing = denying

6. To form adverbs, before adding ly, the words ending in y change the y into i. For example—

pretty + ly = prettily
merry + ly = merrily
gay + ly = gaily

happy + ly = happily
heavy + ly = heavily
tidy + ly = tidily

Exceptions:

sly + ly = slyly
coy + ly = coyly

shy + ly = shyly

7. To form abstract nouns, words ending in y, change the y into i. For example—

happy + ness = happiness
lonely + ness = loneliness
naughty + ness = naughtiness

busy + ness = business
silly + ness = silliness

Some exceptions:

sly + ness = slyness
dry + ness = dryness
annoy + ance = annoyance

coy + ness = coyness
shy + ness = shyness

8. One l is dropped when the words like all and full are used to make longer words. For example—

all + ways = always
all + though = although
all + mighty = almighty
all + so = also
care + full = careful
doubt + full = doubtful
hope + full = hopeful
tune + full = tuneful

all + together = altogether
all + most = almost
all + ready = already
all + one = alone
cheer + full = cheerful
thought + full = thoughtful
peace + full = peaceful
fear + full = fearful

Sometimes one l is dropped or retained, when words ending in ll are used to make longer words. For example—

skilful; fulfil; until; instil; welfare; welcome; enrol; belfry; unrol; illwill; farewell; recall; befall; downfall; smallness; fullness; alright.

9. When a suffix beginning with the same consonant is added to a word ending in a consonant, it keeps the consonant. For Example—

keenness; meanness; cleanness; sternness; greenness; leanness; thinness; really; hopefully; gracefully; specially; truthfully; fearfully; totally; finally.

10. S is always kept, even if the other words begin with a s, when dis and mis are added to other words. For example—

dis + appear = disappear
mis + take = mistake
dis + appoint = disappoint
dis + agree = disagree
dis + sect = dissect
mis + use = misuse
mis + state = misstate

dis + suade = disuade
mis + spell = misspell
dis + qualify = disqualify
dis + solve = dissolve
mis + trust = mistrust
mis + spend = misspend
mis + shapen = misshapen

11. A word of one syllable containing a short vowel and ending in one consonant doubles this consonant when a suffix beginning with a vowel is added. For example—
sad—sadder

Examples of adding words like **er, ed, ing:**

blotter; blotting; blotted; batter; batting; batted; runner; runing; letter; chopping; tapped; shutting; cutter; slipped; supper; mapped; skipping; flipper; nipped; sipping; dabbed.

Examples of adding **y** (which at the end of a word may be regarded as a vowel):
sunny; funny; floppy; gritty.

12. A suffix beginning with a vowel added to a word ending in one vowel followed by *l* doubles the *l*. For example—

expel—expelled—expelling

reveal—revealing (two vowels).

Other examples: quarrelling; travelled; marvellous; propelling; concealed, etc.

Some exceptions: royal—royalist, penal—penalize; devil—devilish.

Note: duel—duelling; dial—dialling; equal—equalling.

13. When a suffix beginning with a vowel is added if the second syllable is stressed, then a word of two or three syllables ending in one vowel and a consonant doubles the consonant.

For example—

be GIN: beginning (one vowel, one consonant, second syllable stressed)

Open—opening (one vowel, one consonant, first syllable stressed)

SucCEED—succeeding (two vowel, second syllable stressed, but a suffix beginning with a consonant)

Other example: committing; mattering; appearing; regretting; occurring; permitting; transferring; appealing.

An exception: transferable.

14. An **e** after a **c** or **g** make these letters soft. For example: **rag** becomes **rage**. This **e** not necessary before a suffix beginning with **e** or **i**, but it is kept before a suffix beginning with **a** or **o**. For example—notice; noticing; noticeable.

Other examples: Serviced; servicing; serviceable; managed; manageable; managing; changed; changing; changeable; pronounced; pronouncing; pronounceable; peaceable; traceable; courageous; encouraging; vengeance.

15. Nouns ending in **f** or **fe** changing the **f** or **fe** to **ves** to form their plurals. For example—

knife—knives

wolf—wolves

theif—thieves

leaf—leaves

sheaf—sheaves

wife—wives

calf—calves

life—lives

half—halves

yourself—yourselves

ourself—ourselves

Some exceptions: safes; roofs; chiefs, staffs, cliffs, etc.

16. Add **s** if the **y** follows a **vowel**, but change the **y** to **ies** if it follows a consonant, to form the plural of nouns ending in **y**.

For example—

toy—toys; baby—babies; monkey—monkeys; day—days; chimney—chimneys; pulley—pulleys; turkey—turkeys; holiday—holidays; country—countries; story—stories; pony—ponies; fly—flies; lily—lilies; copy—copies; daisy—daisies; lady—ladies.

17. To form the plurals of the nouns ending in **s, ss, ch, sh, x** or **z** add **es**. For example—
atlas—atlases; gas—gases; circus—circuses; class—classes; success—sucesses; address—addresses; guess—guesses; church—churches; branch—branches; match—matches; sandwitch—sandwitches; brush—brushes; rush—rushes; fox—foxes; box—boxes; waltz—waltzes.

18. To form plurals of nouns ending in **o**, add **es**. For example—hero—heroes; echo—echoes; volcano—volcanoes; cargo—cargoes; mosquito—mosquitoes; potato—potatoes; tomato—tomatoes; negro—negroes; tornado—tornadoes; buffalo—buffaloes.
Some exceptions: pianos; solos; bamboos.
19. Some nouns remain the same in plurals as in singular. For example—sheep; deer; fish.
20. There are nouns which have no singular form in their common use. For example—scissors; pants; trousers; shorts; pliers; news; thanks; tongs; measles; goods; means.
21. There are also compound noun plurals. For example—sons-in-law, fathers-in-law, lookers-on, passers-by, step-sons, men-servants.
22. The plurals of some nouns are formed in a very uncommon way. For example—tooth—teeth, foot—feet, child—children, goose—geese, woman—women, mouse—mice, oxe—oxen.
23. A careful study is needed to memorise the spellings of the following words:

| | | | |
|-------------|-------------|---------------|-----------------|
| abate | abstain | beverage | bewilder |
| abbot | absolve | bewitch | bifurcate |
| abduct | abstruse | lingual | billiards |
| abjure | abyssmal | blind | bibliographical |
| abode | accent | blandish | blaze |
| aboriginal | accelerator | bobbery | by-pass |
| academy | access | bounty | braggart |
| accede | acclaim | breeze | bridle |
| acclimatize | activity | brinjal | broom |
| accord | accolade | bund | burial |
| accrue | accommodate | burlesque | butcher |
| adjudicator | adventure | by-law | by-gone |
| adept | affect | | |
| aghast | asrostology | cabinet | cacography |
| albeit | accord | cadre | cadence |
| allure | alter | cadet | calamander |
| altogether | altruism | calculate | calender |
| amalgam | ambivalence | calender | campaign |
| ambulance | ameliorate | cable | cannibal |
| amicability | amoral | cabinet | canvass |
| amorous | amputate | callous | cashier |
| ananaconda | anarchy | cajole | caffeine |
| anatomy | anchor | castigate | calamity |
| antagonist | anticipate | cataract | calculator |
| apologetic | apostle | celibate | censure |
| applaud | apposite | centenary | calibrate |
| apprehend | apropos | chamber | calm |
| arcانum | artifice | chersonese | chronical |
| attaint | attar | cipher | circumference |
| attire | audacious | circumfluence | calorie |
| augur | authentic | circumspect | client |
| avocation | awe | cloister | camel |
| babble | barley | coconscious | coefficient |
| | | coincide | collateral |

| | | | |
|-----------------|---------------|----------------|--------------------|
| bacteria | balm | colleague | collide |
| bamboo | bandit | colliqueate | commemorate |
| bandobast | bandy | commiserate | compatriot |
| bankrupt | bargain | complaisant | complimentary |
| bay | beatitude | conceive | concession |
| benign | bemoan | condisciple | conflagrate |
| campaign | conglomerate | franchise | frontier |
| consequence | consumption | fulcrum | fundamental |
| contemporaneous | | funeral | |
| contiguous | countenance | | |
| camera | counterfeit | gallery | ganglion |
| campus | crescent | gender | genius |
| cumulate | | genuine | geometry |
| daddle | dagger | gigantic | glisten |
| damn | dairy | glimpse | glue |
| dapper | dias | gorgeous | gossip |
| deliberate | damage | grease | grief |
| debonair | debt | grieve | guarantee |
| debut | damp | guard | guide |
| decaudate | dazzle | guise | gymnasium |
| decitizenise | declassify | handicap | hankie |
| decrepit | deaf | hault | haurient, hauriant |
| delectable | deleterious | hectare | heigh |
| deliquesce | denunciate | heir | heredity |
| depersonalize | dart | heritage | hermit |
| diacritic | dichromatic | heterogeneous | hostage |
| dredge | drazel | hurricane | |
| droger, drogher | dromedary | | |
| duplicate | dysthesia | ideology | ideopraxist |
| dyce | | igneous | ignorant |
| easel | ebullient | illegal | illiterate |
| effeminate | effrontery | illustrate | immature |
| ellops | embarkment | immediate | imparadize |
| emphasis | endeavour | impenetrate | imperseverant |
| equivalent | eradicate | impoverishment | impropriate |
| exaggerate | exasperate | inadequate | incoagulable |
| expectorate | expeditionary | incoercible | industrialization |
| extinguishment | extravagant | inclemence | inextinguishable |
| facetious | falter | inflammable | inflorescence |
| ferocious | fibre | inherit | inoffensive |
| fierce | flavescent | insensuous | insipience |
| flavour | flourish | intimate | interview |
| fluent | fragment | irritate | irreligious |
| intimidate | intervene | invertebrate | inventory |
| interrogatory | itch | invariable | intolerant |
| isotype | | knout | knuckle |

| | | | |
|-------------|---------------|--------------|-------------|
| jabber | jabot | label | laboratory |
| jackal | jaguar | laborious | ladder |
| jalop | janus | laden | lagoon |
| jamboree | jaundice | lame | language |
| jay | jealous | languid | languish |
| jealousy | jeer | languor | lapse |
| jell | jenny | larva | latter |
| jerkin | jerry | latitude | laundry |
| jersey | jessamine | lawyer | laziness |
| jester | Jewish | league | lecture |
| jigger | jive | legacy | legalize |
| jockey | joggle | legatee | legation |
| joiner | jointure | legend | legible |
| joist | josser | legislature | leisure |
| jostle | journal | leopard | leprosy |
| journey | jowl | lessen | liability |
| jubilant | jubilee | liberal | liberality |
| judge | judicature | lichen | lien |
| judicial | judiciary | lieutenant | limber |
| judicious | juicy | linguistic | literacy |
| julep | jumble | literature | loam |
| junction | juncture | locomotion | lodge |
| junior | jurist | loosen | lordliness |
| justice | justify | lucent | lucrative |
| justiciary | justification | lumber | luggage |
| justifiable | juvenile | luminous | lunge |
| | | luxurious | luxuriant |
| | | lymph | lyric |
| kelt | ken | | |
| kennel | kerb | machination | machinery |
| kerchief | kerosene | magnesium | magnificent |
| kettle | kidney | maintenance | martial |
| kinetic | kindly | martyr | marvellous |
| kindle | kitten | masculine | mastery |
| knack | knap | maternity | mathematics |
| knee | kneel | mechanician | medieval |
| knell | knight | melodius | memorandum |
| mentality | merciless | offensive | offish |
| messenger | milage | onslaught | operative |
| miniature | minority | opportunity | optimism |
| miraculous | mischievous | option | orchestra |
| mistrial | mockery | organization | oscilate |
| moderate | molest | overburden | overborne |
| momentary | momentous | overstuffed | oviparous |
| monarch | monstrance | overtrump | oxide |
| morality | mosquito | oyster | |
| moulder | moustache | paradise | paragraph |
| mucilage | mucous | | |

| | | | |
|--------------|---------------|-------------|---------------|
| mulberry | mummification | paraphrase | paralysis |
| murderous | murmur | parasite | participate |
| muscular | museum | partiality | pasture |
| mutton | mysterious | patience | patronage |
| mystify | mythology | peculiar | pendulum |
| mystic | | penance | peninsula |
| | | pension | perceive |
| namely | narrative | performance | permanence |
| nastily | nationalism | personality | petroleum |
| nationality | nativity | phantom | pier |
| naturalism | naturally | piety | pierce |
| necessarily | negation | pioneer | plague |
| negligent | negotiable | plateau | pleasance |
| neither | nerveless | pleasantry | pompous |
| neutral | neutron | possession | posterity |
| nicotine | niece | precious | precipitation |
| nitrous | nocturnal | predict | publicist |
| noisome | nomination | pudgy | puncture |
| nondescript | nonsense | pyre | |
| northerly | notability | | |
| notorious | nourish | quack | quadruped |
| novelty | nuance | quartz | quality |
| nucleus | nuisance | quarrel | quarterly |
| numeration | numerical | quench | quieten |
| numerous | nylon | quid | quinine |
| nutritious | nutrient | quintal | quiver |
| | | quota | quotation |
| obscure | occasional | quotient | quiz |
| occurrence | odorous | quite | quit |
| quote | quoth | talcum | talkie |
| | | tamper | tarnish |
| radiation | radius | tastily | taxation |
| ranger | ravine | taxidermy | technical |
| rebellious | recipient | telegraph | template |
| reference | reflective | tendentious | territorial |
| rhythm | risible | terrier | tetanus |
| rumour | rummage | theorize | theology |
| ruin | ruffian | thermometer | thicket |
| rubric | royalty | thistle | throttle |
| royalist | rostrum | tickler | timbrel |
| rival | rinse | tobacco | toady |
| rucksack | | titular | toffee |
| | | tolerate | token |
| sabotage | sacrifice | tonal | topiary |
| sanctuary | sanction | tootle | tonnage |
| satisfaction | savour | tortuous | tragedy |
| scarcely | scorch | tradition | transient |
| scorpion | studious | transfuse | transfigure |

| | | | |
|--------------|---------------|----------------|----------------|
| straight | stimulus | transcribe | traitor |
| scoundrel | scrappy | trivial | tremendous |
| scrape | scruff | trigger | trier |
| seasonable | security | trumpet | turbulent |
| sedition | sufficient | turmoil | turnip |
| sensation | sensibility | twitter | twitch |
| sensory | seperate | twirp | twiddle |
| sergeant | shaggy | tweeter | typography |
| shamble | simplicity | typhoon | tycoon |
| siren | sleuth | turtle | |
| slice | sludge | | |
| smoulder | snaffle | ultimate | ultimatum |
| snook | snort | unaccountable | unavailing |
| socialism | solemn | unbelief | unchristian |
| specialize | staunch | unconscious | unconscionable |
| suicide | suit | undercarriage | undergraduate |
| subconscious | stuffy | undersigned | unfurnished |
| stocky | | unprofessional | unutterable |
| | | utility | utilize |
| tableau | tabloid | uttermost | utmost |
| taffy | tactical | | |
| vacancy | vaccinate | xmas | x-ray |
| vaccine | vaporize | xylophone | xylonite |
| variegated | ventriloquism | | |
| veterinary | vicarious | yankee | yeoman |
| vigilant | violin | yiddish | yonder |
| vocative | vortex | youth | yule |
| vulture | vulnerable | youngster | youngish |
| voyage | | yokel | yew |
| | | yeast | yearn |
| waffle | wager | | |
| wanton | warrant | zeal | zebra |
| wastage | watery | zebu | zenith |
| wedge | weir | zest | zinnia |
| westerly | wheeze | zither | zounds |
| whimper | weiggl | zoom | zoology |
| wibful | wooingly | zodiac | |
| worsted | wrinkle | | |
| wrinkly | | | |

ASSIGNMENT 1

(a) Add **ible** or **able** as the case may be to the following words and write the correct spelling:

1. contempt
2. negotiate
3. notice
4. exhaust

Q.5. Add **er** or **or** as the case may be after the following words and give the correct spelling:

1. agress
2. dictate
3. detract
4. sail

Q.6. Complete the spelling of the following words by filling up the blanks with **ei** or **ie** as the case may be:

- | | |
|---------------|-----------------|
| 1. conc | 2. recpt |
| 3. s ze | 4. percve |
| 5. grve | 6. ach ve |

(b) Add **er** or **or** as the case may be after the following words and give the correct spelling:

- | | |
|------------------|------------------|
| 1. detract | 2. dictate |
| 3. intrud | 4. invent |

(c) Fill in the blanks in the following so as to form meaningful words. Each dot stands for one letter of the alphabet:

- | | |
|---------------------|----------------------|
| 1. glu .. on | 2. bur...crary |
| 3. P.r.n.ial | 4. l..s. |
| 5. os ..l..te | 6. mart.r |

(d) Complete the following dots:

C... A ... TIC; AB ... M ... NAL; SORTY; L ... SUR LY;

(e) Add **ence**, **iance** or **ance** to the following:

Comply; grieve; adolesc

hinder

(f) Give the past tense of the following:

prefer commit

ASSIGNMENT 2

Complete the spelling of the following words, using capital letters. Each dot stands for one letter:

1. AP..T.TE (Desire for food).
2. C.NV..N.ENCE (ease).
3. GLU..ON (one who eats too much).
4. P.R.N.IAL (lasting for a very long time).
5. SCAR..TY (shortage).
6. V.VA..TY (lifefulness).
7. REC..PT (acknowledgement).
8. EXAG..R.TE (to stretch beyond the truth).
9. L..S.RE (free time).
10. J LO ... S (free time).
11. OS..L.ATE (to move to and fro).
12. MAL..N (to speak ill of).

ASSIGNMENT 3

Complete the spelling of the following word using Capital letters. Each dot stands for one letter:

1. IR. M I N. N T (Important).
2. A D. L. S C. N C E (Age between childhood and youth).
3. D I L. G. N C E (Labour)
4. B A N K R. P. C Y (insolvency)
5. M. S C. LL. N E O U S (various)

6. B. R. A U (Office)
7. A R C. I T. C T. R E (Art of building houses)
8. GLAC..R. (Icy lake)
9. R. S I D. N. I A L (of home)
10. PHARM.C..TICAL (of making drugs and medicines)

ASSIGNMENT 4

Give the past tense form of the following verbs:

| | | | |
|-----------|----------|----------|----------|
| aberrate | affect | applaud | bully |
| put | pretend | retain | alter |
| attire | augur | awe | babble |
| bargain | beverage | bewitch | bewilder |
| bifurcate | begin | blandish | blaze |
| butcher | | | |

ASSIGNMENT 5

Form compound words from the following giving correct spellings:

| | | | |
|---------------|--------------|--------------|-----------|
| fare + well | well + fare | beauty + ful | un + fill |
| manage + able | grace + full | full + fill | |

ASSIGNMENT 6

Fill in the blanks with suitable letters so as to form meaningful words:

| | |
|--------------------------|----------------------------|
| Ab – nd – nm – nt | Acc ... s ... tion |
| Abbr – vi – tion | Ack ... owl ... dgement |
| Ab – y – nce | A ... qu ... int ... nce |
| Abnor – – 1 | Acqu ... siti ... n |
| Ab – lit+ i – n | ... dhes n |
| Ab – ente – | Adj rnment |
| Abstin – nc – | Adm ... n ... start ... on |
| Accel – ratio – | Adm ... ss ... on |
| Ac – es – | Ad ... lter ... tion |
| Ac – es – ory | Ad ... mberate |
| Acc – m – od – te | Af ... iliat ... on |
| Acc – mplishm – nt | Aggr ... g ... te |
| Acc – m – lative | Agr ... r ... an |
| Ag – on – my | Appr ... x ... mate |
| All – g – tion | A ... mam ... nt |
| Alp – abetic ... l ... y | Armo ... ry |
| Amba ... sad ... r | A ... se ... t |
| An ... ounc ... m ... nt | Asyl ... m |
| An ... nymo. ... s | Adit ... r ... um |
| Antiq ... ities | Av ... c ... tion |
| ... p ... thy | B ... cter ... olog ... st |
| Ap ... l ... gy | Bankr ... pt ... y |
| Ap ... ar ... t ... s | Bibl ... ogr ... phy |
| Appe ... s ... ment | B ... furc ... tion |

Appe ... l ... nt
Append ... d
App ... nd ... x
Appr ... h ... nsion
Appr ... pr ... tion

B ... n ... fide
B ... rea ... cr ... cy
C ... mp ... igns
C ... rd ... nal
C ... ricat ... re

ASSIGNMENT 7

Fill in the blanks with suitable letters so as to form meaningful words:

Carn ... g ...
Catchm t
Cat ... gory
C ... m ... t ... ry
C ... ntr ... fugal
Chanc. ... ll ... r
Ch ... rit ... ble
C ... rc ... mst ... nce
Cl ... n
C ... mm ... ncem ... nt
C ... mm ... tment
C ... mm ... dity
C ... mpulsory
C ... nc ... rrence
C ... nf ... sc ... t ... on
C ... rr ... sp ... nd ... nce
Cr... mati ... n
C ... rr ... c ... ll ... m
C ... it ... vation
Equ ... l ... bri ... m
Fact ... m
F ... ct ... tio ... s
Ga ... g ...
G ... z ... tt ...
G ... nu ... ne
Gri ... v ... nc ...
Hall ... c ... nation
H ... nd ... w ... rk
Har ... n ... ue
H ... m ... g ... n ... ity

D ... clar ... tion
Def ... ance
Del ... b ... r ... tion
Del ... nqu ... ncy
D ... m ... rc ... tion
D ... p ... nd ... ncy
D ... prav ... ty
Derel t
D ... amet ... r
D ... arrh ... e ...
D ... screti ... n
D ... spens ... tion
D ... still ... ry
Div ... rs ... ty
Eff ... gy
Effl ... ent
Emb ... rr ... ssm ... nt
E ... p ... ri ... m
... pis ... de
Ill ... g ... ble
Ill ... s ... ry
Imm ... n ... ty
L ... en
Mach ... n ... tion
Mem ... r ... nd m
N ... m ... ncl ... t ... re
Over ... e ... ch
Over ... i ... e
Overr ... l ...

ASSIGNMENT 8

Fill in the blanks with suitable letters so as to form meaningful words. Each dash stands for only one letter.

Pec—n—ary
Pen—logy
Pr—jud—ce
Q—or—m
Q—ot—

Ten—ncy
Th—rem
Tr—v—rse
Ubiqu—t—us
Ult—ri—r

Rec—ipt
Re—nforc—ment
Sch—d—l—
S—ac—le
St—t—t—ry
St—nc—ll—d
Sup—r—nt—nd—nt

Ver—u—
Vet—r—n—ry
Whol—s—me
Work—bl
Yi—ld
Z— —l
Z—ol—gy

ASSIGNMENT 9

Underline the correctly spelt words:

- (i) Carpantry, carpentry, carpantary, carpentry.
- (ii) nigociable, negotiable, negouciable, nagociable.
- (iii) corespondence, correspondence, corespondance, co-responsdence.
- (iv) priperation, preperation, preparation, pereperetion.
- (v) perseverence, perceverence, perseverance, persevience.
- (vi) perellal, parellal, parallel, paralal.
- (vii) nagligance, negligence, naglegance, negligeance.
- (viii) administerater, administrater, administrater, administrator.
- (ix) aparetus, apparaetes, apparatus, aperetos.
- (x) omition, omision, omission, omisson.

Morphology: Homophones: Vocabulary Building

27

HOMOPHONES¹ Choice of Appropriate Words

HOMOPHONES (Similar sounds, different meanings)

Memorize the following and use them in your sentences:

- | | |
|--|--|
| 1. Addison (adding more) Edition (publication) | 17. Martial (warlike) Marshal (an officer) |
| 2. Essay (composition) Assay (attempt) | 18. Mean (low) Mien (bearing) |
| 3. Apposition (apt, suitable) Opposition (contrary) | 19. Prey (victim) Pray (appeal) |
| 4. Birth (to be born) Berth (seat) | 20. Route (course) Root (origin) |
| 5. Cease (stop) Seize (capture) | 21. Reed (a grass in water) Read (a spell of reading) |
| 6. Cord (rope) Chord (string) | 22. Story (tale) Storey (floor) |
| 7. Defy (Challenge) Deify (make a deity) | 23. Specious (plausible) Spacious (full of space) |
| 8. Empire (kingdom) Umpire (referee) | 24. Seam (crack) Seem (appear) |
| 9. Fellow (Companion) Fallow (untitled land) | 25. Teem (abound) Team (group) |
| 10. Idol (image) Idle (lazy) | 26. Tamper (meddle) Temper (mental disposition) |
| 11. Incite (provoke) Insight (penetrative mind) | 27. Vessel (ship) Vassal (slave) |
| 12. Knotty (intricate) Naughty (mischiefous) | 28. Whether (if) Weather (atmospheric condition) |
| 13. Kettle (a vessel) Cattle (animals) | 29. Wrest (extract) Rest (lie) |
| 14. Lesson (moral) Lesson (diminish) | 30. Wear (put on) Ware (goods manufactured) |
| 15. Mental (of mind) Mantle (cloak) | 31. Wrap (envelop) Rap (strike) |
| 16. Mead (meadow) Meed (reward) | |

1. Prescribed in UPTU Syllabus (Professional Communication, TAS-103); also prescribed in GBPU Syllabus (Technical Writing, BHS-211).

Examinees are liable to confuse and misuse Homophones, i.e., the words that are similar in sound or form, but different in meaning, e.g., principal, principle; altar, alter; fair, fare. A great deal of care is needed to make a clear-cut distinction between such identical pair of words. This chapter is specifically provided to improve the understanding of the students of such commonly confused words. Only very current uses of such words have been given below:

1. (a) He a gift from me.
 (b) We all failed Shyam.
 [accepted (a)/except (b)]
2. (a) They had an to the king.
 (b) The cost was far in of the estimate.
 [access (a)/excess (b)]
3. (a) He met with a serious
 (b) This is an important of his life.
 [incident (b)/accident (a)]
4. (a) We must ourselves to the prevailing circumstances.
 (b) He is an in drawing cartoons.
 [adept (b)/adapt (a)]
5. (a) He is to gambling.
 (b) He is to his studies.
 [addicted (a)/devoted (b)]
6. (a) He made an to the murder of the prince.
 (b) Macbeth saw a dagger in the air, which was only an
 [illusion (b)/allusion (a)]
7. (a) Her remarks on that occasion were not very
 (b) Her views are the of mine.
 [opposite (b)/apposite (a)]
8. (a) The balloon made an at 4 p.m.
 (b) The headmaster gave his to their proposal.
 [ascent (a)/assent (b)]
9. (a) We will the wrongs done to our helpless fellow creatures.
 (b) She took on her neighbours who had ridiculed her.
 [revenge (b)/avenge (a)]
10. (a) His was gardening.
 (b) His is banking.
 (c) When does the summer begin?
 [avocation (a)/vocation (b)/vacation (c)]
11. (a) This custom is a relic of
 (b) This was an act of
 [barbarism (a)/barbary (b)]
12. (a) A pitched was fought between the two armies.
 (b) During the Second World many big powers of the world took part.
 (c) There was a regular between the merchants and the labourers.
 [fight (c)/war (b)/battle (a)]
13. (a) His acts were to all.
 (b) He is not a in the legal sense of the term.
 [beneficial (a)/beneficiary (b)]
14. (a) The ceremony lasted only a few hours.
 (b) Put the on the hours.
 [bridle (b)/bridal (a)]

15. (a) The tent is made of
 - (b) He had to for votes.
[canvas (a)/canvass (b)]
16. (a) He has proceeded on leave.
 (b) There is a connection between food and health.
[causal (b)/casual (a)]
17. (a) His mode of worship was rather than devout or genuine.
 (b) His manner was rather
[ceremonial (a)/ceremonious (b)]
18. (a) His manners were too for his age.
 (b) He is a man of simplicity.
[childlike (b)/childish (a)]
19. (a) My work is the of his.
 (b) I must pay my to the Ambassador.
[compliment (b)/complement (a)]
20. (a) As his parents did not sympathise with his ambitions, the young man made a of his friend.
 (b) He was of his success.
[confidant (a)/confident (b)]
21. (a) They held their meeting on Tuesday last.
 (b) Her father her to work hard.
[counsel (b)/council (a)]
22. (a) He was of his faults.
 (b) He is a worker and always does his duty.
[conscious (a)/conscientious (b)]
23. (a) He is a fellow who does not sell his conscience for money.
 (b) She sent a reply.
 (c) One is entitled to feel towards a person.
[contemptuous/contemptible] [Find the solution yourself.]
24. (a) There was a rain.
 (b) Ram worked from morning till night.
[continuously (b)/continual (a)]
25. (a) punishment is strictly prohibited in this school.
 (b) God is not a Being.
[corporeal (b)/corporal (a)]
26. (a) The left no issue to be looked after.
 (b) He is suffering from a formidable
[disease (b)/decease (a)]
27. (a) Cross-examination failed to any useful information.
 (b) There was an distillery in the forest.
[elicit (a)/illicit (b)]
28. (a) Women are also for the post.
 (b) He was selected in spite of his handwriting.
[eligible (a)/illegible (b)]
29. (a) He is an Professor of Chemistry.
 (b) They say that the third world war is very
[imminent (b)/eminent (a)]
30. (a) Several cities were ruined by a volcanic

- (b) The of the Chinese Reds into Tibet was condemned by most nations.
 [irruption (a)/eruption (b)]
31. (a) The holy man was for his good deeds.
 (b) He is a dacoit.
 [famous (b)/notorious (b)]
32. (a) is an evil in the society.
 (b) The lamb on the green grass.
 [gambol (b)/gamble (a)]
33. (a) The king prepetuated tortures to the slave.
 (b) He saw a figure in the forest.
 [ghastly (a)/ghostly (b)]
34. (a) Gandhiji did his best to improve the lot of every being.
 (b) Prisoners should be given a treatment.
 [human (a)/humane (b)]
35. (a) India has, of late, progressed a lot in field.
 (b) He has achieved tremendous success by sheer force of his nature.
 [industrious (b)/industrial (a)]
36. (a) One should be careful about matters.
 (b) Ram is extremely in making a proper selection of his book.
 [judicious (b)/judicial (a)]
37. (a) One should not feel of others.
 (b) Gandhiji was a social reformer.
 [zealous (b)/jealous (a)]
38. (a) Ivy is a plant of growth.
 (b) He is spending money like water on his habits.
 [luxuriant (a)/luxurious (b)]
39. (a) The impulse was and I did not yield to it.
 (b) The event of the 15th of August, 1947 was a one in the history of our country.
 [momentous (b)/momentary (a)]
40. (a) Those students who are in the proper pursuit of their studies fail miserably in the examination.
 (b) They reconciled to each other in the end, because the matter was quite
 [negligible (b)/negligent (a)]
41. (a) An letter was mailed to him.
 (b) His disposition has been criticised by many.
 [official (a)/officious (b)]
42. (a) Trespassers will be
 (b) Many a convert has been for his religious belief.
 [prosecute (a)/persecute (b)]
43. (a) He is a very politician.
 (b) Bombay is a very city.
 [popular (a)/populous (b)]
44. (a) A storm is often by sultry weather.
 (b) He has on two days' casual leave.
 [proceed (b)/precede (a)]
45. (a) This does not justify your wrong deeds.
 (b) He is the of the association.
 [president (b)/precedent (a)]
46. (a) The ailing child has been a tonic by the doctor for his recuperation.

- (b) The tyrant has the religious book of his opponents.
 [prescribe (a)/proscribe (b)]
47. (a) He is the of the college.
 (b) He is a man of
 [principle (b)/principal (a)]
48. (a) A young student should abstain from liquors.
 (b) life is better than material one.
 [spiritual (b)/spirituous (b)]
49. (a) He deals in
 (b) Sea water is not always
 [stationary (b)/stationery (a)]
50. (a) He has committed many errors.
 (b) His style is
 [verbal (a)/verbose (b)]

Note: Also learn the use of the following yourself:

51. Hope, expect, anticipate.
52. Select, elect, nominate.
53. Pretty, handsome, beautiful.
54. Sober, sane, sensible.
55. Life, existence, career.
56. Pure, pious, sound, sacred.
57. Mix, combine, tie.
58. Admit, acknowledge, confess.
59. Attain, obtain, acquire.
60. Praise, Appreciate, Admit.
61. Fame, reputation, prestige.
62. Allot, assign, entrust.
63. Desire, demand, aspire.
64. Improve, reform, amend.
65. Entertain, appease, flatter.
66. Fear, terror, horror, awe.
67. Suppress, oppress, repress, depress.
68. Win, conquer, overcome.
69. Refuse, deny, contradict.
70. Hatred, enmity, rivalry.
71. Anxious, eager, enthusiastic, keen.
72. Clear, obvious, apparent, evident.
73. Surprise, astonish, baffle.
74. Aware, beware, inform.
75. Assess, evaluate, ascertain.
76. Rebuke, insult, malign.
77. Help, assist, support.
78. Prohibit, restrain, forbid.
79. Bear, tolerate, enquire.
80. Benefit, profit, advantage.
81. Large, huge enormous.
82. Divide, distribute, bifurcate.
83. Tease, annoy, bother.
84. Hard, harsh, cruel, rude.

85. Remember, recollect, remind.
86. Tremble, shiver, vibrate.
87. Check, control, restrict, prevent.
88. Challenge, defy, protest.
89. Quarrel, battle, riot, duel.
90. Foolish, whimsical, silly.

ASSIGNMENT 1

Choose the right word from the choice provided within brackets and write them afresh:

1. The students (protest/defy/challenge) angrily when they are told to do their homework.
2. It is (harsh/cruel/rude/hard) for an old man to change his way of living.
3. She (teased/annoyed/angered/bothered) her brother about his long beard and thick moustache.
4. The Prime Minister addressed several (largely/hugely/enormously) attended meetings on her way to Badrinath.
5. I (restrain, forbid/prohibit) you to use a word which is not appropriate.
6. The daring bank-robbery at peak hours in broad day light has
(surprised/baffled/astonished) the police.
7. Government has categorically declared that no newspaper will be (depressed/repressed/oppressed/suppressed) any more.
8. I feel greatly (entertained/flattered/ appeased) by your invitation to address the meeting.
9. The (prestige/fame/reputation) value of living in a posh locality of Delhi is much higher now a days.
10. The *Gita* and the *Koran* are our
(pious/pure/sacred/sound) books.
11. All wealth but a few get it
(desire/demand/aspire)
12. His political is at the state in the elections.
(career/life/existence)
13. I have yet to your letter received by me in the last week.
(acknowledge/admit/confess)
14. He carries home a salary every month.
(pretty/beautiful/handsome)
15. The thieves their guilt before the magistrate. (acknowledged/confessed/admitted)
16. Politicians often their statements given to the press. (refuse/deny/contradict)
17. The office of the chief executive has recently been (divided/bifurcated/distributed)
18. There should be healthy in business for the purpose of commercial growth.
(enmity/revalry/hatred)
19. Slackening of the educational standards has been done for the of the students.
(appeasement/flattery/entertainment)
20. All the of the demonstrators cannot be met. (desires/demands/aspirations)
21. His as a teacher is well established. (fame/prestige/reputation).

ASSIGNMENT 2

Choose any ten right words given within brackets for filling in the provided blanks. While filling in the blanks by choosing the most appropriate words from amongst the bracketed ones, re-write the sentences *in full* in your answerbook and not the words merely:

1. The headmaster gave his to their proposal.
(ascent/assent)
2. There is a connection between food and health.
(casual/causal)
3. A pitched was fought between the two armies.
(fight/war/battle)

4. A young student should abstain himself from liquors. (spirituous/spiritual)
5. The tyrant has the religious book of his opponents. (prescribed/proscribed)
6. Any communal gradually eats into the vitals of our democracy. (quarrel/battle/riot/duel)
7. Every child has a feeling of towards his father. (terror/horror/awe)
8. the prizes among these boys. (divide/distribute/bifurcate)
9. Such an irresponsible officer cannot be any duty entailing a lot of trust and faith. (allotted/assigned/entrusted)
10. The Union Public Service Commission generally the best candidates out of thousands of aspirants for a post. (selects/appoints/nominates)
11. The pestilence had ravaged the entire city and had done an loss to the life and property. (large/huge/enormous)
12. When I saw a lion in the forest, I startedwith fear. (trembling/shivering/vibrating)
13. Drinking must beon the university campuses, as it may lead to other undesirable evils in the educational circles. (restrained/forbidden/prohibited)
14. of the pick-pockets at an over-crowded railway station such as Delhi, Calcutta and Bombay railway stations. (aware/beware/inform)
15. He offered his good wishes to me inof my selection for the post of a Professor. (hope/anticipation/expectation)

ASSIGNMENT 3

Choose the correct word and insert it in the following gaps:

1. Life is a tale told by an (idiot/whimsical/foolish)
2. Communal are most frequent in a secular State. (riot/quarrel/duel)
3. The demonstrators have the clamping of section 144 Cr. P.C. (defy/protest)
4. He was with cold. (shiver/tremble)
5. To a fresher by the seniors has become a common practice in Universities these days. (tease/annoy)
6. He was from entering the university premises (restrict/prekent)
7. It is very sweet to the days of youth. (remember/recollect)
8. Agricultural Science has been into various branches. (bifurcate/distribute)
9. The Pyramids of Egypt are very (enormous/large)
10. He has earned huge in business. (profit/advantage)
11. The doctor about the patient's health. (enquire/bear)
12. Drinking has been in the town. (prohibit/forbid)
13. God those who help themselves. (help/assist)
14. The teacher the boy for his ignorance. (rebuke/insult)
15. He has his marks from the Dean's office. (ascertain/assess)
16. Please of the pick-pockets at the railway station. (beware/aware)
17. He sudden death, despite his sound health, every body. (baffle/surprise)
18. The sky is to day. (clear/apparent)
19. A student should always be to know new things in his subject. (eager/anxious)
20. breads hatred, and love begets love. (enmity/hatred)
21. The pleader the argument of his opponent. (refute/deny)
22. Slow but study the race. (win/conquer)
23. The rates of sugar are these days. (repress/depress)
24.towards parents has made him a great person. (terror/awe)

25. A truly meritorious teacher will not his boss uselessly. (appease/entertain)
 26. He to become a Professor. (aspire/desire)
 27. He has a lot of in the society. (fame/prestige)
 28. Self is no praise at all. (praise/laudation)
 29. Mr. X has been for the post of a Professor by the committee. (nominate/select)
 30. He a good return in business this year. (anticipate/select)

ASSIGNMENT 4

Choose the correct word:

1. He is not a in the legal sense of the term. (beneficial/beneficiary)
2. Her father her to work hard. (council/counsel)
3. One is entitled to feel towards a person. (contemptuous/contemptible)
4. He is an in drawing cartoons. (adapt/adept)
5. The dacoit his guilt before the police. (acknowledge/admit/confess)
6. The children loudly when they were told to go to bed early. (challenge/protest/defy)
7. She is really a girl. (handsome/beautiful/pretty)
8. Life is a great (war/battle/duel)
9. Every student has a feeling of towards his teacher. (terror/horror/awe)
10. I thank you very much in (hope/expectation/anticipation)
11. Gold is very much in these days. (want/desire/demand)
12. Cinema everybody. (entertain/appease/flatter)
13. A big house has been to him. (allot/assign/entrust)
14. She was with cold. (shiver/tremble/vibrate)
15. When you your boyhood days, you are filled with happiness. (remember/collect/remind)
16. His statement has been by his own friends. (contradict/refuse/deny)
17. Social is the thing that he is caring very much. (prestige/fame/desire)
18. They have the best candidate. (select/elect/nominate)
19. The subordinate has his boss's orders. (defy/challenge/protest)
20. His judgment is right, but sometimes it is (foolish/whimsical/silly)
21. The Government should do its best to affect price-control. (check/control/restrict prevent)
22. The father his son for his wrong deeds. (rebuke/insult/malign)
23. A good general tries to the enemy's movements. (hope/elect/anticipate)
24. Do you believe in the of ghosts? (life/existence/career)
25. Ought I to to them such confidential and important plans. (allot/assign entrust)

ASSIGNMENT 5

Choose the right word from the choices given against each sentence and fill in the blanks.

1. Mrs. Gandhi was with anxiety of how to strengthen the Indian economy. (oppressed/repressed/suppressed/depressed)
2. It is not good to a grudge against anybody. (bear/tolerate/enquire)
3. Evil should be with good. (overcome/won/conquer)
4. We all happiness and health. (demand/aspire/desire)

5. eats into one's own vitals. (enmity/rivalry/hatred)
6. When did the world come into, is not definitely known. (life/existence/career)
7. Your statements today are in with what you said yesterday. (contradiction/refusal/defiance)
8. She recoiled in from the snake. (terror/horror/fear/awe)
9. Nothing is to those wild youths who respect nothing. (sacred/pious/pure/sound)
10. is he that handsome does. (handsome/beautiful/pretty)
11. We should always gifts as soon as we receive them. (acknowledge/confess/admit)
12. We are always finding new in Shakespeare's poetry. (handsomeness/prettness/beauty)
13. This is the oldest Hindi manuscript in (life/existence/career)
14. There is a great of Hindi typists nowadays. (desire/demand/aspiration)
15. He himself that he spoke English with a perfect accent. (entertained/flattered/ appeased)
16. Juice is from sugarcane. (abstracted/extracted/adulterated)
17. For an office of responsibility, test is essential at the time of recruitment. (aptitude/altitude/attitude)
18. reforms in our country are overdue. (agricultural/agrarian/aggregate)
19. The fuel in the developing countries has enormously increased. (combustion/consumption/conviction)
20. In a of a minute, a scooter picks up speed. (friction/fraction/faction)
21. eats into one's own vitals. (enmity/hatred/rivalry)
22. is the cause of many sins. (terror/fear/horror/awe)
23. Mahatma Gandhi's reached far and wide. (fame/prestige/reputation)
24. is a stage where we all play our part. (life/existence/career)
25. He took my advice with feelings. (mixed/combined/tied)
26. All wealth but a few get it. (demand/desire/aspire)
27. The Indian Constitution has been many times. (reformed/amended/improved)
28. I was struck with when I was introduced to Mrs. Indira Gandhi. (amusement/amazement)
29. Mahatma Gandhi freedom of India to her future leaders. (entrusted/assigned/allotted)
30. The regime does not last long. (oppressive/repressive/depressive/suppressive)

28

Direct and Indirect Narration¹

Direct and Indirect narration is an important part of composition. In written English, we require subtle nuances and shades of meaning. Through Direct and Indirect narration, these subtleties of meaning in English language are largely maintained. Of the embellishments of language, Direct and Indirect narration is supposed to be the most useful. But it all depends on our practice how far we develop mastery over it. Within a set framework of grammatical rules, Direct and Indirect narration may be memorised to help us embellish our written English.

Reporting Verb and Reported Speech

1. Mohan said, "Hari is good boy". (Direct Speech)
2. Mohan said that Hari was a good boy (indirect Speech)

Of the above sentences, sentence No. 1 is Direct Speech because the words spoken by Mohan have been put within inverted commas and sentence No. 2, is Indirect Speech because the spoken words have been converted into the substance of the speech. In sentence No. 2 'Mohan said' is called 'Reporting verb' and 'Hari is a good boy' is called Reported Speech.

Note—We should remember that Direct Speech is always placed within inverted commas and it always starts from a capital letter and that it is always separated from the Reporting verb by a comma. We should also remember that while making Indirect Speech no inverted commas are used and the tenses, pronouns and other necessary words are changed as and when necessary.

Conversion of Words Indicating Nearness in Time or Place

In Indirect narration, the following words indicate nearness or proximity in time and place. They have their own paramount role to play in making an indirect case. They are not wisely changed into their corresponding words. They have the inherent and intrinsic force to distort the real meaning of the whole statement. Proper care should, therefore, be taken to memorise them:

| | | | | |
|----------|----|---------|------|--------------|
| Ago | is | changed | into | then |
| Thus | " | " | " | so |
| Tomorrow | " | " | " | the next day |
| Hence | " | " | " | thence |
| Here | " | " | " | there |
| Come | " | " | " | go |
| This | " | " | " | that |
| Now | " | " | " | then |
| These | " | " | " | those |
| Hither | " | " | " | thither |
| Tonight | " | " | " | that night |

1. Prescribed in GBPU Syllabus (General English, BHS-114). Also for ESP.

| | | | | |
|--------------------|---|---|---|----------------------------|
| Yesterday | " | " | " | the previous day |
| Last night or year | " | " | " | the previous night or year |

Rules for the change of Tense

1. If the Reporting verb is in the Present or Future Tense, the verb in the reported speech does not change. For Example—
 - (a) Ram says, "Hari has come" (Present)
Ram says that Hari has come.
 - (b) Hari will say that Ramesh is a good boy. (Future)
Hari will say that Ramesh is a good boy.
2. In case, the reporting verb is in the Past tense, the tense of the reported speech is changed into the corresponding past tense. For example—
Ram said, "Hari has come to the college."
Ram said that Hari had come to the college.
3. If there is a universal truth or eternal statement in a reported speech, the tense of it remains unchanged, quite irrespective of the fact whether the reporting verb is in present or past. For Example—
Ram said, "The earth moves round the sun."
Ram said that the earth moves round the sun.

Rules for the change of Pronouns

1. First person of the reported speech is changed according to the subject of the reporting verb; as—
He said, "I will play in the field."
He said that he would play in the field.
2. Pronouns of the third person remain unchange. For Example—
He said, "He is not interested in it."
Ram said that he was not interested in that.
3. Second person of the reported speech is changed according to the object of the reporting verb. For Example—
Ram said to me, "You are a good player."
Ram said to me that I was a good player.

Note—Generally, we have to deal separately with each kind of sentence in order to convert it into indirect speech. For easy understanding, sentences are divided into the following parts—

1. **Assertive sentences.**
2. **Interrogative sentences.**
3. **Imperative sentences.**
4. **Operative sentences.**
5. **Exclamatory sentences.**

There are certain separate rules to be kept in mind while dealing with each of the above kinds of sentences.

Assertive Sentences

1. Conjunction that is used to combine or join reporting verb and reported speech. For Example—
Ram said, "He will go to the market."
Ram said that he would go the market.
2. Reply, answer, inform, state etc., may be used instead of said or told to give precise and

explanatory sense. Said need not be changed into 'told' when it is not followed by an object. For instance—

Ram said , "I cannot do such a thing."

Ram replied that he could not do such a thing.

3. 'Said'—when it is followed by an object is usually changed into 'told'. For Example—

Hari said to me, "You are not a good boy."

Hari told me that I was not a good boy.

Interrogative Sentences

1. The interrogative sign is changed into an assertive pattern by removing interrogative sign and reporting verb is replaced by ask, enquire, demand and such other verb.

2. When question is posed by interrogatives like who, whose, whom, what, which, when, why, where etc. no conjunction is used and if the reported speech begins with auxiliary verbs like is, are, was, were, do, does, did, have, shall etc., the conjunction 'whether or if' is to be used. For example—

(a) Ram said to me, "Why have you abused Shyam."

Ram asked me why I had abused Shyam.

(b) Shyam said to me, "Will you go there."

Shyam asked me if I would go there.

(c) Hari said to me, "Are you interested in it."

Hari asked me whether I was interested in that.

(d) Ram said to me, "Do you give some mangoes."

Ram asked me if I did give some mangoes.

Imperative Sentences

1. The reporting verb is changed into order, tell, advise, beseech, beg, implore, command, ask propose etc. The verb of the reported speech 'is' should be into an infinite. Conjunction that is not used. If it is used, then in place of 'to' 'should' is placed before the Imperative. Where let expresses proposal reporting verb is changed into propose and is to be replaced by should. But where let suggests 'permission and persuasion', it is to be changed in such phrase as 'might be allowed' or into the infinitive to let. For example—

(a) The student said to the peon, "Go this time."

The student ordered the peon to go that time.

(b) His brother said to me, "Trust in God and accomplish good deeds."

His brother advised me to trust in God and accomplish good deeds.

(c) Ram said to me, "Please spare me your book for three days."

Ram requested me to spare my book for three days.

(d) Hari said to Ram, "Let us have a game."

Hari suggested to Ram that they should have a game.

(e) The student said to his teacher, "Let me go home now."

The student begged his teacher that he might be allowed to go home then.

Optative Sentences

1. The reporting verb is changed into such verbs as pray, cry, claim, bless, wish etc.

2. That is invariably used.

3. Optative sentences are changed into an assertive sentence. For instance:

(a) He said, "May Ram live long."

He prayed that he might live long.

- (b) Ram said, "May my king live long."
 Ram prayed that his king might live long.

Exclamatory Sentences

1. Exclamatory sentence is changed into an assertive sentence. Such interjections as brave, hush, alas, hurrah, etc., are removed and their sense is replaced in principal clause by adverb or adverbial phrases.
2. Other rules concerning the rules of the change of tense and pronoun remain the same.
 For example—
 - (a) The captain said, "Hurrah! we won the match." The captain exclaimed with happiness that they had won the match.
 - (b) The boy said, "Alas ! his mother died." The boy exclaimed with sorrow that his mother had died.
 - (c) The teacher said to students, "Bravo! well done!" The teacher applauded the students that they had done well.

Model Exercise

1. Ram said, "Honesty is the best policy."
 Ram said that honesty is the best policy.
2. The teacher said to the students, "The earth moves round the sun."
 The teacher told the students that the earth moves round the sun.
3. The preacher said to the men, "Are you not following such precepts."
 The preacher asked the men whether they were not following such precepts.
4. The captain cried, "Bravo, you have well done by defeating your enemy."
 The captain exclaimed with happiness that they had done well by defeating their enemy.
5. Ram said, "Good bye my son ! I shall come back immediately."
 Ram bad good-bye to his son and told him that he would come back immediately.
6. The persons said loudly, "May our king live long."
 The persons prayed loudly that their king might live long.
7. The Indians cried, "May Indira Gandhi live long because she has won victory over Pakistan."
 The Indians prayed that Indira Gandhi might live long because she had won victory over Pakistan.
8. Ram said to his friend, "Let me sing there."
 Ram suggested to his friend that he might sing there.
9. The teacher said to his students, "Let us study now."
 The teacher suggested to his students that they should study then.
10. Ram said to me, "Why did you go to the garden."
 Ram asked me why I had gone to the garden.

Advanced Illustrations

1. "So protect me god!" The culprit lamented, "I will never murder any human being."
(Direct Narration)
 The culprit ruefully beseeched god to witness his firm resolve never to murder any human being. (Indirect Narration)
2. The thief said, "No, I have not stolen anything from my neighbour's house."
(Direct Narration)
 The thief denied having stolen anything from his neighbour's house. (Indirect Narration)
3. "Cheer up, friends, I will fight the enemies tooth and nail and will protect them from every imminent danger," said the brave leader. (Direct Narration)

- The brave leader cheered up his friends saying that he would fight the enemies tooth and nail and would protect them from every imminent danger. (*Indirect Narration*)
4. "You wicked and wily," said the soldier to the robber, "I shall now chop your hands off for the loot you have made here." (*Direct Narration*)
 The soldier called the robber a wicked and wily fellow and told him that he would then chop his hands off for the loot he had made there. (*Indirect Narration*)
5. The Vice-Chancellor said to the erring students, "If you do not behave properly and again indulge in subversive activities, I shall be compelled to expel you from the University." (*Direct Narration*)
 The Vice-Chancellor warned the erring students to expel from the University, if they did not behave properly and again indulged in subversive activities. (*Indirect Narration*)
6. "No, no," said the priest, "I shall never yield to these wordly temptations." (*Direct Narration*)
 The priest emphatically declared that he would never yield to those wordly temptation. (*Indirect Narration*)
7. The speaker said, "Ladies and gentlemen, I am beholding beyond words to see you that you have assembled in such a large number." (*Direct Narration*)
 The speaker thanked the audience and was beholding beyond words to see them having assembled in such a large number. (*Indirect Narration*)
8. "Do you think you are more scholarly than your colleagues in the Department? Jeered his irate boss." (*Direct Narration*)
 His irate boss jeered and asked whether he thought that he was better than his other colleagues in the Department. (*Indirect Narration*)
9. The teacher said, "Keep quite and listen to me peacefully for sometime as I have some very important announcements to make." (*Direct Narration*)
 The teacher asked the students (them) to keep quite and listen to him peacefully for sometime as he had some very important announcements to make. (*Indirect Narration*)
10. The captain said, "Bravo ! You have really sprung a big surprise by your excellent performance today." (*Direct Narration*)
 The captain applauded them, saying that they had really sprung a big surprise by their excellent performance that day." (*Indirect Narration*)

ASSIGNMENT 1

Change the following into indirect narration:

(Please take proper care of the marks of punctuation)

1. "Have you studied Columbus 5 years ago?" He said to me.
2. "Has he gone hither?" asked the stranger.
3. I shall say to him, "You are good at studies and hence you are being exempted from a course."
4. "Why was there and what work has he got with you?" said the angry father to his son.
5. You said to me. "Let them play in the field."
6. Ram said to his mother, "How cruelly you have beaten me?"
 Shyam said to Sohan, "Let us do a fine thing for us."
7. "Soldiers", said the General, "March ahead to defeat the enemy. It is our collective endeavour to protect our country."
8. The teacher said to the boy, "Who are you to question my authority."

9. The mother said to her son, "Are you really weak in English?"
10. The leader said to the public, "What a good time for you to rise to occasion!"

ASSIGNMENT 2

A. Change the following into indirect narration:

"Mind you take care of them and don't let them stray," said the villagers to him, "and keep a good look out for wolves. Don't go far away, and if you see a wolf coming near the sheep, shout out wolf," as loudly as you can and we come at once to help you.

"All right", said the boy, "I will be careful." One afternoon he said to himself, "these villagers have given me a very stupid job. I think I will play a trick on them, just for fun."

So he got up and began shouting as loudly as he could "wolf, wolf."

"Wolf, wolf," shouted the boy, and they ran faster. Atlast they came up to him, out of breath.

"Where is the wolf?" they panted. But the boy only laughed and said: There is no wolf. I only shouted in fun. It was fun to see you all running as hard as you could."

"You young rascal," they said.

B. Change the following sentences into indirect narration:

1. "You have a visitor, you see," said Defarge.
2. "Yes, for a moment. At first I thought it quite hopeless but I have seen the face that I once knew so well," said she.
3. "O, Sir, at another time you shall know my name, and who my mother was and who my father and how I never knew their history," said the girl.
4. "But consider. Is he fit for the journey?" asked Mr. Lorry.

ASSIGNMENT 3

Change the following into indirect speech:

1. She said, "What have you done just now?"
2. The teacher says, "Do you know that honesty is the best policy and that those who speak the truth get real contentment in life."
3. The scientist said, "How enchanting the natural fauna and flora of this place is!"
4. The teacher said, "Delhi is the most crowded and most industrialized city of India."
5. He declared, "Tomorrow is a holiday, and nobody will come to the office."
6. The prince asked the stranger, "What is your, name and for what purpose have you come to the palace."
7. The mother asked her daughter, "Are you always punctual to your work?"
8. The priest preached, "As you sow, so shall you reap."
9. The teacher said, "Please wait till I make another arrangement for your class."
10. The player said, "Alas ! I am ruined."

ASSIGNMENT 4

Change the following into indirect narration:

1. The leader asked his followers, "Go ahead with a spirit of self-sacrifice and your victory is certain."
2. My teacher asked me, "Why have I not done my work in time and why have I suffered from so much mental tension?"

3. The visitors said, "How beautiful the Himalayan natural scenery is!"
4. He said, "London is the best and most populous city of the world."
5. She said, "The earth revolves round the sun."
6. The merchant asked the customer, "How much will you pay for it and how much did you pay for it yesterday?"
7. The teacher said to the youngest student, "You are a shameful creature because you don't listen to anybody's instructions."
8. "Are you paid proper attention to your work," he asked his friend.
9. "Have you paid proper attention to your murder" said the judge.
10. He said to me, "I have told you many a time not to be friendly with bad boys because bad habits once picked up gradually eat into the very vitals of a man."

ASSIGNMENT 5

Report the following sentences in indirect narration:

1. "What do you want at the present moment?" the mother angrily asked her son.
2. The father said to the boy, "Let us wait for the announcement of the final result and till then let us do nothing which spoils our case."
3. He said to me, "Was his name Michael and was he caught copying in the examination hall last year?"
4. "Go to the market and bring me some fruits from there," ordered the master to his servant.
5. He said, "What a pity that he had done such an ignoble deed !"
6. The father chided the boy, "What a lazy and indifferent type of boy you are. How poorly you have fared in your examination in this trimister !"
7. Mohan said to his friend, "Do not worry much. Your evil days are over. Moreover, one should not forget that what is allotted cannot be blotted."
8. "Listen to me," said the father to his son.
9. Krishna said to Arjuna, "Work is thy duty, reward is not thy concern."
10. "God is kind to every body except to one who is a wrong-doer and to one who never listens to the dictate of one's inner-self," the priest said to his followers.

ASSIGNMENT FROM THE CLASSICS (6)

Convert the following into indirect narration:

"Do you prefer reading to cards?" said he, "That is rather singular."

"Miss Eliza Bennet," said Miss Bingley, "despises cards. She is greater reader, and has no pleasure in anything else."

"I deserve neither such praise nor such censure," cried Elizabeth, "I am not a great reader, and I have pleasure in many things."

"In nursing your sister I am sure you have pleasure," said Bingley, "and I hope it will soon be increased by seeing her quite well."

Elizabeth thanked him from her heart, and then walked towards a table where a few books were lying. He immediately offered to fetch her others—all that his library afforded.

"And I wish my collections were larger for your benefit and my own credit; but I am an idle fellow, and though I have not many, I have more than I ever look into."

Elizabeth assured him that she could suit herself perfectly with those in the room.

"I am astonished," said Miss Bingley, "that my father should have left so small a collection of books. What a delightful library you have at Pemberley, Mr. Dany!"¹

ASSIGNMENT FROM THE CLASSICS (7)

Read the following passage carefully and then re-write it in indirect narration:

"Well," he said, "If you do not believe me, what she's like, would you believe she has been confirmed three times?"

"Nonsense!" laughed Mrs. Morel.

"Nonsense or not, she has! That's what confirmation means for her—a bit of a theatrical show where she can cut a figure."

"I haven't, Mrs. Morel!" cried the girl—"I haven't ! it is not true!"

"What !" he cried, flashing round on her. "Once in Bromley, once in Beckenham, and once somewhere else."

"Nowhere else !" said she, in tears—"Nowhere else!"

"It was ! And if it wasn't, why were you confirmed twice?"

"Once I was only fourteen, Mrs. Morel," she pleaded, tears in her eyes.

"Yes," said Mrs. Morel, "I can quite understand it, child. Take no notice of him. You ought to be ashamed, William, saying such things."

"But it's true. She's religious, she had blue velvet Prayer Books, and she's not as much religion, or anything else, in her than that table-leg. Gets confirmed three times for show to show herself off, and that's how she is in *everything—everthing!*"²

ASSIGNMENT FROM THE CLASSICS (8)

Convert the following into indirect narration:

"Good Honour! let me know it without any longer preface," says Sophia, "There are few things, I promise you, which will surprise, and fewer which will shock me." "Dear madam," answered Honour, "to be sure, I overheard my master talking to person. Supply about getting a licence this very afternoon; and to be sure I heard him say your lordship should be married tomorrow morning." Sophia turned pale at these words, and repeated eagerly, "Tomorrow morning!" "Yes, madam," replied the trusted waiting-woman, "I will take my oath I heard my sister say so." "Honour," says Sophia, "You have both surprised and shocked me to such a degree, that I have scarce any breath or spirits left. What is to be done in my dreadful situation?" "I wish I was able to advise your lordship," says she, "Do, advise me," cries Sophia, "Pray, dear Honour advise me. Think what you would attempt if it was your own case." "Indeed, madam," cries Honour, "I wish your lordship and I could change situations; that is, I mean, without hurting your lordship, for to be sure I don't wish you so bad as to be a servant."³

ASSIGNMENT FROM THE CLASSICS (9)

Change the following into indirect narration:

"Yes," said I. "I am going over to Canterbury. It's a good day for a ride."

1. Austen, Jane: *Pride and Prejudice*, M/s. Washington Square Press, Inc. New York, 1960, p. 39.

2. Lawrence, D.H.: *Sons and Lovers*, M/s. Penguin Books, England 1959, p. 165.

3. Fielding, Henry: *Tom Jones*, M/s Penguin Books, England, 1949, p. 321.

"I hope your horse may think so too," said my aunt "but at present he is holding down his head and his ears, standing before the door there as if he thought his stable preferable."

My aunt, I may observe, allowed my horse on the forbidden ground, but had not at all relented towards the donkeys.

"He will be fresh enough presently," said I.

"The ride will do his master good, at all events," observed my aunt, glancing at my papers on the table. "Ah, child, you pass a good many hours here ! I never thought, when I used to read books, what work it was to write them."

"It's work enough to read them sometimes," I returned.

"As to the writing, it has its own charms, aunt."

"Ah, I see!" said my aunt. "Ambition, love of approbation, sympathy, and much more, I suppose? Well, go along with you!"

"Do you know anything more," said I, standing composedly before her—she had patted me on the shoulder, and sat down in my chair, "of that attachment of Agnes?"

She looked up in my face a little while before replying, "I think I do, Trot."

"Are you confirmed in your impression?" I inquired, "I think I am, Trot."¹

ASSIGNMENT FROM THE CLASSICS (10)

Change the following into indirect narration:

"She had, I think, a bundle, though I couldn't see very well," said a female voice from another window, which seemed that of Maryanan. "But she had no young man about here. Hers lives in Casterbridge, and I believe he's a soldier."

"Do you know his name?" Bathsheba said.

"No, mistress; she was very close about it."

"Perhaps I might be able to find out if I went to Casterbridge barracks," said William Smallbury.

"Very well; if she doesn't return to-morrow, mind you go there and try to discover which man it is, and see him. I feel more responsible than I should if she had any friends or relations alive. I do hope she has come to no harm through a man of that kind,...And then there's this disgraceful affairs of the bailiff—but I can't speak of him now."

Bathsheba had so many reasons for uneasiness that it seemed she did not think it worthwhile to dwell upon any particular one. "Do as I told you, then," she said in conclusion, closing the casement.

"Ay, ay, mistress; we will," they replied and moved away.

That night at Coggan's, Gabriel Oak, beneath the screen of closed eyelids, was busy with fancies, and full of movement, like a river flowing rapidly under its ice. Night has always been a time at which he saw Bathsheba most vividly, and through the slow hours of shadow he tenderly regarded the image now. It is rarely that the pleasures of the imagination will compensate for the pain of sleeplessness, but they possibly did with Oak to-night, for the delight of merely seeing her effaced for the time his perception of the great difference between seeing and possessing.²

ASSIGNMENT 11

A. *Change the following sentences into reported speech:*

1. He said, "This is a fine scenery."

1. Dickens, Charles: *David Copperfield*, M/s Penguin Books, England, 1965, p. 827.

2. Hardy, Thomas: *Far From the Madding Crowd*, M/s. Macmillans, London, 1939, pp. 78-79.

2. "Are you ill?" said the father to his son.
3. Mohan said to Shyam, "Sita will go to Delhi tomorrow."
4. The teacher said to the student, "What a strange fellow you are!"
5. The preacher said to the people, "Do good deeds in life."
6. The speaker said to the audience, "How many of you are prepared to sacrifice your lives?"

"Oh ! my mother cried," you are not wearing your shoes. Here are they. Why have you taken them off?

"Because I am not going to college now." I said.

B. Change the following into indirect narration with your own reporting verb:

I don't believe a word you are saying. I think it would be better for everybody if you spoke the truth. This is not the first time you have deceived me, and I hope it won't occur again.

C. Change the following into indirect narration:

He said to us, "Hello! What are you doing in this part of the world? "What a pity you didn't come yesterday. We had a lovely day on the river. But never mind, you must come with us to the hills tomorrow if you have time."

1. "I am a dead man, Hardy," said Nelson, "I am going fast; it will be all over with me soon. Come nearer to me. Let my dear Lady Hamilton have my hair, and all other things belonging to me."
2. "Cheer up, mother, I'll go and get work somewhere," said Jack. He said to me, "You must do it again next week though I must confess it's the first wrong one you've done. You'll get a new home work to do when you've finished it."
3. I said to him, "Did you wonder why I didn't come when I was wanted?"

ASSIGNMENT 12

Report the following in indirect speech:

1. Mahesh said to me, "When did you return from Australia?"
2. Krishan said to me, "Is your school closed for the winter vacation?"
3. She said to her mother, "I shall be going to Agra to see the Taj next month."
4. Manohar said to his brother, "Go home, wash your face and change your clothes before I am ready to take you to the fair."
5. She said to her mother, "How unfortunate that we have to see this sad day when my dear father is no more!"
6. The beggar said to the rich woman, "May God bless you with a son and give you a long life."
7. Radha said to her husband, "You have treated me very cruelly and I have tolerated everything silently so far, but there is a limit to my patience."
8. The foreman said to the carpenters, "The work is to be completed within a week. You should, therefore, be prepared to work outside your normal duty hours."
9. The captain said to his team, "Let us play an offensive game and I am sure we shall win."
10. He said, "Yes, so you didn't come because we didn't call you."
11. "Did you enjoy your holiday? How did you spend your evenings?" asked the man "Oh, We usually played cards," replied his friend.

Abbreviations¹

Abbreviations are significantly useful for written English. It is, therefore, advised to make a careful study of the following:

| | |
|-----------------|---|
| A.A. | Automobile Association, Anti-Aircraft. |
| A.A.A. | Amateur Athletic Association. |
| A.A.S. | (Academiae Ameracae Socius) Fellow of the American Academy. |
| A.A.F. | Auxiliary Air Force. |
| A.A.I.A. | Associate of the Association of International Accountants. |
| A.B. | Able-bodied Seaman. |
| Abp. | Archbishop. |
| A.B.S. | American Bible Society. |
| A.C. | (Ante Christum) Before Christ, Alpine Club. |
| A.A.Q.M.G. | Assistant Adjutant Quartermaster General. |
| A.B.A. | Amateur Boxing Association. |
| Ab init | Ab initio (from the beginning). |
| A.C.A. | Associate of Chartered Accountant. |
| Acad. | Academy. |
| A.C.A. (C.B.E.) | Allied Commission for Austria (British Element). |
| A.B.C.A. | Army Bureau of Current Affairs. |
| A.D. | (Ann Domini) In the year of the Lord. |
| A.C.I.S. | Associate of the Chartered Institute of Secretaries. |
| A.D.C. | Aide-de-camp, Amateur Dramatic Club. |
| Ad hoc. | For this purpose. |
| Ad.Inf. | Ad infinitum—To infinity. |
| A.D. G.B. | Air Defence of Great Britain. |
| Ad init | Ad initium—At or to the beginning. |
| Adj. | Adjutant; Adjective. |
| | Advertisement. |
| A.E.C. | Atomic Energy Commission. |
| A.E.L.T.C. | All England Lawn Tennis Club. |
| A.E.U. | Amalgamated Engineering Union. |
| A.F. | Air Force. |
| A.F.A. | Associate Faculty of Actuaries. |
| A.F.C. | Air Force Commission. |
| A.F.I. | Air Force Institute. |
| A.I.C.C. | All India Congress Committee. |
| A.F.L. | American Federation of Labour. |
| A.I.C.E. | Associate of the Institute of Civil Engineering. |
| A.I.R. | All India Radio. |

1. Prescribed in GBPU Syllabus (General English, BHS-114)

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|-----------------|---|
| A.I.R.F. | All India Railwaymen's Federation. |
| A.I.N.E.C. | All India Newspaper Editor's Conference. |
| A.I.N.T.U.C. | All India National Trade Union Congress. |
| A.M.A.T.S. | American Military Air Transport Service. |
| A.M.I.C.E. | Associate Member, Institute of Civil Engineers. |
| Alt. | Alternate, Altitude. |
| A.M.G.O.T. | Allied Military Government of Occupied Territories. |
| A.M. | Ante Meridiem (Before Noon). |
| A.N.S. | Army Nursing Service. |
| A.O. | Army Order. |
| A.O.D. | Army Ordnance Department. |
| A.N.Z.A.C. | Australian and New Zealand Army Ordnance Corps. |
| A.O.C. | Air Officer Commanding. |
| A.P. | Associated Press. |
| A.P.A. | Associated Press of America. |
| A.P.T.C. | Army Physical Training Corps. |
| A.R.A. | Associate Royal Academy. |
| A.R.A.L. | Associate of the Royal Academy of Literature. |
| A.R.C.S. | Associate of the Royal College of Science. |
| A.P.C.C. | Andhra Provincial Congress Committee. |
| A.P.I. | Associated Press of India. |
| A.P.P. | Associated Press of Pakistan. |
| A.R.I.B.A. | Associated Royal Institute of British Architects. |
| A.R.P. | Air Raid Precautions. |
| Arith. | Arithmetic, Arithmetical. |
| A.R.W. | Air Raid Warden. |
| A.S.E. | Associate of the Society of Engineers. |
| A.V.C. | Army Veterinary Corps. |
| Avoir. | Avoirdupois. |
| A.S.C. | Army Services Corps. |
| A.S.L.E. and F. | Associated Society of Locomotive Engineers and Firemen. |
| A.S.A. | Atomic Scientists' Association. |
| A.G. | Adjutant General. |
| A.H. | (Anno Hegirae)—in the Hegira year. |
| A.M.A. | American Missionary Association. |
| A.O.F. | Ancient Order of Foresters. |
| A.R.R. | (Anno Regni Regis or reginal)—In the year of the King's or the Queen's Reign. |
| A.R.S.A. | Associate of the Royal Scottish Academy |
| A.R.S.L. | Associate of the Royal Society of Literature. |
| A.R.S.W. | Associate of the Royal Society of Watercolours. |
| A.S. | Anglo-Saxon. |
| Astron. | Astronomy. |
| Att. Gen. | Attorney-General. |
| A.D.V. | Army Veterinary Department. |
| B.A. | Bachelor of Arts, British Academy. |
| B.Agr. | Bachelor of Agriculture. |
| Bar. | Barometer, Barrel. |
| Batt. | Battalion. |

| | |
|-----------------|---|
| B.A.R. | Bengal Assam Railway. |
| Bar. | Barrister. |
| Bart. | Baronet. |
| B.B.C. | British Broadcasting Corporation; Baseball Club |
| B.C. | Before Christ, British Columbia. |
| B.B. and C.I.R. | Bombay, Baroda and Central Indian Railway. |
| B.C.E. | Before Christian Era. |
| B. Comm. | Bachelor of Commerce. |
| B.C.L. | Bachelor of Civil Law. |
| Bde. | Brigade, Brigadier. |
| B. Eng. | Bachelor of Engineering. |
| B. Hy. | Bachelor of Hygiene. |
| Bib. | Bible. |
| Biog. | Biography. |
| Biol. | Biology. |
| B.L. | Bachelor of Law. |
| Bibliog. | Bibliographer, Bibliography. |
| B.M. | Bachelor of Medicine. |
| B.M.A. | Bachelor of Medical Association. |
| B. Mus. | Bachelor of Music. |
| B.O.A. | British Optical Association. |
| Br. Am. | British America. |
| Brit. Mus. | British Museum. |
| B.S. | Bachelor of Surgery. |
| B.Sc. | Bachelor of Science. |
| B. Th. | Bachelor of Theology. |
| B.V. | (Beata Virgo) Blessed Virgin. |
| B.W.I. | British West Indies. |
| B.D.A. | British Dental Association. |
| B.D.S. | Bachelor of Dental Surgery. |
| B.E.A. | British East Africa. |
| B.E.F. | British Expeditionary Force. |
| B.F.A.S. | British Fine Arts Society. |
| B.I.P.O. | British Institute of Public Opinion. |
| B.I.S. | Bank of International Settlements. |
| B.I.S.N.C. | British Indian Steam Navigation Company. |
| B. Litt. (I.) | Baccalaureus Literarum, Bachelor of Letters. |
| B.F.B.S. | British and Foreign Bible Society. |
| B.F.U.W. | British Federation of University Women. |
| B.I.A.E. | British Institute of Adult Education. |
| B.M.J. | British Medical Journal. |
| B.N.R. | Bengal Nagpore Railway. |
| B.N.W.R. | Bengal North Western Railway. |
| B.O.A.C. | British Overseas Airways Corporation. |
| B.P.A.C. | Bengal Press Advisory Committee. |
| B.R.C.S. | British Red Cross Society. |
| B.C.O.F. | British Commonwealth Occupation Force. |
| B.O.A.F.G. | British Order of Ancient Free Gardeners. |
| B.S.C. | Bengal Staff Corps. |
| B.S.L. | Botanical Society of London. |

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| B.S.T. | British Summer Time. |
| B.U.P. | British United Press. |
| B.V.M. | The Blessed Virgin Mary. |
| B.W.T.A. | British Women's Temperance Association. |
| C. Cap. | (Caput) Chapter. |
| C.A. | Chartered Accountant, Clerical Association. |
| Ca. | Calcium. |
| Cal. or Calif. | California. |
| Cam. or Camb. | Cambridge. |
| Cat. | Catalogue. |
| Capt. | Captain |
| Carp. | Carpentry. |
| Cath. | Catholic. |
| C.B. | Companion of the Bath. |
| C.B.E. | Commander of the order of the British Empire. |
| C.C. | Country Court or Council or Commissioner Circuit Court. |
| C.C.C. | Campus Christi College. |
| C.E. | Civil Engineer, Christian Endeavour. |
| C.E.T.S. | Church of England Temperance Society. |
| C.H. | Companion of Honour. |
| Chamb. | Chamberlain. |
| Cha. | Chancellor. |
| Chem. | Chemistry. |
| Ch. P. | Paymaster-in-Chief. |
| C.I. | (Imperial order of the) Crown of India. |
| C.I.D. | Criminal Investigation Department. |
| C.I.E. | Companion of the order of the Indian Empire. |
| C.I.V. | City (of London) Imperial Volunteers. |
| C.-in-C. | Commander-in-Chief. |
| C.J. | Chief Justice. |
| Cl. | Chlorine. |
| C.M. | (Chirurgiae Magister) City Magistrate. |
| C.M.S. | Church Missionary Society. |
| C.M. | Certificated Master, Corresponding Member. |
| C.O. | Crown or Colonial or Criminal Office. |
| Cor. Sec. | Corresponding Secretary. |
| C.O.S. | Charity Organization Society. |
| C.P.C. | Clerk of the Privy Council. |
| C.Q.M.S. | Company Quarter Master Sergeant. |
| Cr. | Chromium. |
| C.S. | Court of Sessions, Civil Service |
| C.S.I. | Companion of the Star of India. |
| C.T. | Certificated Teacher. |
| Cu. | (Cu-prum) Copper. |
| C.A.R.E. | Co-operative for American Remittances of Europe. |
| C.C.A. | Commission on Conventional Armaments of S.C. (Security Council). |
| C.C.C.S. | Colonial and Continental Church Society. |
| C.C.G. (B.E.) | Control Commission for Germany (British Element). |
| C.C.H.E. | Central Council for Health Education. |

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|---------------|---|
| C.D.S.O. | Companion, Distinguished Service Order. |
| C.E.E.C. | Committee of European Economic Co-operation. |
| C.E.M.A. | Council for Education in Music and Arts. |
| C.E.W.C. | Council for Education in World Citizenship of U.N.A. |
| C.E.W.M.S. | Church of England Working Men's Society. |
| C.F.M. | Council of Foreign Ministers. |
| C.G.S. | Chief of the General Staff; Centimetre-Gramme-second (System of measurement in Science). |
| C.I.F. | Cost, Insurance and Freight. |
| C.I.G.S. | Chief of Imperial General Staff. |
| C.I.O. | Committee for Industrial Organization. |
| C.L.S.C. | Chautauqua Literary and Scientific Circle. |
| C.M.G. | Companion of the order of St. Michael and St. George. |
| C.M.O. | Chief Medical Officer. |
| C.M.P. | Corps of Military Police. |
| Col. | Colonel. |
| Commissr. | Commissioner. |
| C.P.G.B. | Communist Party of Great Britain. |
| C.P.R. | Canadian Pacific Railway. |
| C.S.M. | Company's Sergeant Major. |
| C.V. | Common Version. |
| C.V.O. | Commander of the Royal Victorian Order. |
| C.W.G. | Co-operative Women's Guild. |
| C.W.I.N.C. | Central Water Power, Irrigation and Navigation Commission. |
| C.W.S. | Co-operative Wholesale Society. |
| Cyc or Cyclo. | Cyclopaedia. |
| D. | Dollar. |
| D.C. | Direct Current. |
| D.C.L. | Doctor of Civil Law. |
| D.C.M. | Distinguished Conduct Medal. |
| D.B.E. | Dame Commander of the order of the British Empire. |
| D.D. | Doctor of Divinity. |
| D.C.S. | Deputy Clerk of Session. |
| D.D.D. | Dat, dieat dedieat—He gives, devotes and dedicates. |
| D.D.G. | Deputy Director General. |
| D.D.T. | Domain Dormiance Tranquillo ("Tomorrow we will be able to sleep soundly."), a medicine which kills germs and insects. |
| D.E. | Daily Express. |
| D.D.S. | Doctor of Dental Surgery. |
| Dep. | Deputy. |
| D.F. | Defender of the Faith. |
| D.F.C. | Distinguished Flying Cross. |
| D.F.M. | Distinguished Flying Medal. |
| D.G. | (Dei gratia) By the Grace of God. |
| D.L. | Deputy Lieutenant. |
| D. Litt. | Doctor of Literature. |
| D.L.O. | Dead Letter Office. |
| D.P.H. | Diploma in Public Health. |
| D. Phil. | (Doctor Philosophiae) Doctor of Philosophy. |

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|--------------|--|
| D.P.O. | Distributing Post Office. |
| D.S. | (Dal Segno) From the sign. |
| D. Sc. | (Scientiae Doctor) Doctor of Science. |
| D.S.C. | Distinguished Service Cross. |
| D.E.I. | Dutch East Indies. |
| D.H. | Daily Herald, De Havilland. |
| D.M. | Daily Mail; District Magistrate. |
| D.M.T. | Director of Military Training. |
| D.N.B. | Dictionary of National Biography. |
| Do. | Ditto. |
| D.O.M. | To God, best and greatest. |
| D.O.R.A. | Defence of the Realm Act. |
| D.P.I. | Director of Public Instruction. |
| D.P.M. | Diploma in Psychological Medicine. |
| D.S.O. | Distinguished Service Order. |
| D.T. | Daily Telegraph; Doctor of Theology. |
| D.V. | God Willing. |
| D.V.C. | Damodar Valley Corporation. |
| D.Y. | Dockyard. |
| E. and O.E. | Errors and Omissions expected. |
| E.C. | East Central. |
| Eccl. | Ecclesiastical. |
| E.C.A. | Early Closing Association. |
| E.A.C. | Extra Assistant Commissioner. |
| E.B. | Encyclopaedia Britannica. |
| E.B.R. | Eastern Bengal Railway. |
| E.C.U. | English Church Union. |
| E.D.S. | English Dialect Society. |
| E.G. | (exempli gratia) For Example. |
| E.I. | East Indies. |
| E.I.D. | East India Docks. |
| E.C.A.F.E. | Economic Commission for Asia and the Far East. |
| E.C.E. | Economic Commission of Europe. |
| E.C.I.T.O. | European Central Inland Transport Organization. |
| E.C.L.A. | Economic Commission for Latin America. |
| E.C.O. | European Coal Organisation. |
| E.C.O.S.O.C. | Economic and Social Council of United Nations. |
| E.E.C.E. | Emergency Economic Committee for Europe. |
| E.N.E. | East-North-East. |
| Ep. | Epistle. |
| E.P.D. | Excess Profits Duty. |
| E.S.E. | East-South-East. |
| E.G.U. | English Golf Union. |
| E.I.C. | Eastern India Company. |
| E.I.R. | East Indian Railway. |
| E.M.B. | Empire Marketing Board. |
| E.P.A. | Empire Parliamentary Association. |
| E.P.R. | Eastern Punjab Railway. |
| E.R.I. | Edwardus Rex Imperator—Edward, King and Emperor. |

| | |
|------------|---|
| E.R.P. | European Recovery Programme. |
| E.W.O. | Essential Work Order. |
| Extrx. | Executrix. |
| F.A.A. | Free of all Average, Fleet Air Arm. |
| F.A. | Football Association. |
| F.B.A. | Fellow of the British Academy. |
| F.B.S. | Fellow of the Botanical Society. |
| F.C.A. | Fellow of the Institute of Chartered Accountants. |
| F.C.P. | Fellow of the College of Preceptors. |
| F.C.S. | Fellow of the Chemical Society. |
| F.E.I.S. | Fellow of the Educational Institute of Scotland. |
| F.E.S. | Fellow of the Ethnological Society. |
| F.G.A. | Foreign General Average. |
| F.G.S. | Fellow of the Geological Society. |
| F.A.O. | Food and Agricultural Organization. |
| F.A.P. | First Aid Post. |
| F.A.M. | Free and Accepted Masons. |
| F.A.S. | Fellow of the Society of Arts. |
| F.B. | Fenian Brotherhood. |
| F.B.I. | Federal Bureau of Investigation |
| F.C.I.S. | Fellow, Chartered Institute of Secretaries. |
| F.E.C. | Far Eastern Commission. |
| F.H.S. | Fellow of the Historical Society. |
| F.I.J. | Fellow of the Institute of Journalists. |
| F.F.A. | Fellow of the Actuaries. |
| F.I.S.A. | Fellow of the Incorporated Secretaries Association. |
| F.F.P.S. | Fellow of the Faculty of Physicians and Surgeons |
| F.F.C. | Film Finance Corporation. |
| F.I.A. | Fellow of the Institute of Actuaries. |
| F.I.C. | Fellow of the Institute of Chemistry. |
| F.M. | Field Marshal. |
| F.O. | Field-Officer, Foreign Office. |
| F.M.S. | Federated Malay Satates. |
| F.O.B. | Free on Board. |
| F.O.R. | Free of Railway Charges. |
| F.P. | Fire-Plug, Farmer Pupil. |
| F.P.A. | Foreign Press Association. |
| F.P.S.C. | Federal Public Service Commission. |
| F.R.Ae.S. | Fellow, Royal Aeronautical Society. |
| F.R.A.I. | Fellow of the Royal Anthropological Institute. |
| F.R.C.P. | Fellow of the Royal College of Physicians. |
| F.R.C.S. | Fellow of the Royal College of Surgeons. |
| F.R.A.M. | Fellow of the Academy of Music. |
| F.R.A.S. | Fellow of the Royal Astronomical Society. |
| F.R.C.I. | Fellow of the Royal Colonial Institute. |
| F.R.C.O. | Fellow of the Royal College of Organists. |
| F.R.C.V.S. | Fellow of the Royal College of Veterinary Surgeons. |
| F.R.G.S. | Fellow of the Royal Geographical Society. |
| F.R.E. | Fellow of the Society of Engineers. |

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| F.R.E.S. | Fellow of the Royal Economic Society. |
| F.R. Hist.S. | Fellow of the Royal Historical Society |
| F.R.H.S. | Fellow of the Royal Horticultural Society |
| F.R.I.B.A. | Fellow of the Royal Institute of British Architects. |
| F.R.M.S. | Fellow of the Royal Microscopical Society. |
| F.R.N.S. | Fellow of the Royal Numismatic Society. |
| F.R.N.S.A. | Fellow, Royal School of Naval Architecture. |
| F.R.P.S. | Fellow of the Royal Photographical Society. |
| F.R.S. | Fellow of the Royal Society. |
| F.R.S.A. | Fellow of the Royal Society of Arts. |
| F.R.S.S. | Fellow of the Royal Statistical Society. |
| F.R.S.L. | Fellow of the Royal Society of Literature. |
| F.S.A. | Fellow of the Society of Antiquaries. |
| F.S.A.A. | Fellow of the Society of Incorporated Accountants and Auditors. |
| F.S.I. | Fellow of the Surveyor's Institution. |
| F.S.S. | Fellow of the Statistical Society. |
| F.S.R. | Field Service Regulations. |
| F.Z.S. | Fellow of the Zoological Society. |
| F.T.C.D. | Fellow of the Trinity College, Dublin. |
| G.B. | Great Britain. |
| G.B. and I. | Great Britain and Ireland. |
| G.B.E. | Grand Cross of the Order of the British Empire. |
| G.A. | General Assembly. |
| G.A.T.T. | General Agreement on Tariffs and Trade of I.T.O. |
| G.B.S. | George Bernard Shaw. |
| G.C.B. | (Knight) Grand Cross of the Bath. |
| G.C.H. | (Knight) Grand Cross of Hanover |
| G.C. | George Cross. |
| G.C.I.E. | (Knight) Grand Commander of the Order of the Indian Empire. |
| G.C.L.H | Grand Cross of the Legion of Honour. |
| G.C.M. | Greatest Common Measure. |
| G.C.S.I. | (Knight) Grand Commander of the Star of India. |
| G.C.V.O. | (Knight) Grand Cross of the (Royal) Victorian Order. |
| G.C.M.G. | (Knight) Grand Commission of St. Michael and St. George. |
| G.E.C | General Electric Co. |
| G.F.S. | Girl's Friendly Society. |
| G.L. | Grand Lodge. |
| G.M. | Grand Master. |
| G.M.P. | Garrison Military Police. |
| G.M.T. | Greenwich Mean Time. |
| G.H.Q. | General Headquarters. |
| G.K.C. | Gilbert Keith Chesterton. |
| G.O. | General Order. |
| G.O.C. | General Officer Commanding. |
| G.M.F. | Grow More Food. |
| G.M.I. | Grand Master of the Indian Empire. |
| G.O.M. | General Old Man.(W.E.Glandatone) |
| G.ov. | Governor. |
| G.P.O. | General Post Office. |
| G.M.S.I. | Grand Master of the Star of India. |
| G.O.C-in-C. | General Officer Commanding-in-Chief. |

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| G.R. | (Georgius Rex) George the King. |
| G.R.I. | (Georgius Rex Imperator) George, the King and Emperor. |
| G.S. | General Staff. |
| G.S.N.C. | General Steam Navigation Comopany. |
| G.S.P. | Good Service Pension. |
| G.S.M. | Guildhall School of Music. |
| G.T.C. | Girl's Training Corps. |
| G.S.O. | Gineral Staff Officer. |
| G.T. | Grand Treasure. |
| G.W. | Grand Warden. |
| G.W.R. | Great Western Railways. |
| H. | Hydrogen, Hydrant. |
| H.A.C. | Honourable Artillery Company. |
| H.B.C. | Hudson's Bay Company . |
| H.B.M. | His or Her Britannic Majesty. |
| H.C. | House of Commons. |
| H.C.F. | Highest Common Factor. |
| H.E.I.C.S. | Honourable East India Company's Service. |
| H.C.M. | Her Catholic Majesty. |
| Hg. | (Hydragyrum) Mercury. |
| H.E. | His Excellency, His Eminence. |
| H.E.H. | His Exalted Highness, |
| H.H. | His or Her Highness, His Holiness. |
| H.I.M. | His Imperial Majesty. |
| H.L. | House of Lords. |
| H.I.H. | His or Her Imperial Highness. |
| H.K. | House of Keys. |
| H.M. | His or Her Majesty. |
| H.M.C. | His or Her Majest's Customs. |
| H.M.F. | His Mjesty's Forces. |
| H.M.I.S. | His Majesty's Inspector of Schools. |
| H.M.S. | His or Her Majesty's Ship; His Majesty's Service. |
| H.M.G. | His Majesty's Government. |
| H.M.V. | His Master's Voice (Gramophone Co.) |
| Hor. | Horizon. |
| H.P. | Half Pay. |
| H.R.E. | Holy Roman Empire. |
| H.R. | House of Representatives. |
| Hon. | Honourable. |
| H.R.I.P. | His Requiescit In Pace (rests in peace). |
| H.S.H. | His Serene Heghness. |
| H.S.S. | (Historial Societatis Socius) Fellow of the Historical Society. |
| H.W.M | High Water Mark. |
| I.A. | Indian Army. |
| Ib or Ibid. | (Ibidem) In the same place. |
| I.C.E. | Institution of Civil Engineers. |
| Icon. | Iconograyhy, Iconographic. |
| I.A.C. | Indian Armoured Corps. |
| I.A.M.C. | Indian Army Medical Corps. |
| I.A.R.O. | Indian Army Reserve of Officers. |

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| I.A.O.C. | Indian Army Ordnance Corps. |
| I.A.S. | Indian Administrative Services. |
| I.B.R.D. | International Bank of Reconstruction and Development. |
| I.A.T.A. | International Air Transport Association. |
| I.C.S. | Indian Civil Service. |
| I.C. | Intelligence Corps. |
| I.C.A. | Institute of Chartered Accountants. |
| I.C.A. | International Co-operative Alliance. |
| I.C.A.R. | Indian Council of Agricultural Research. |
| I.C.A.O. | International Civil Aviation Organization. |
| I.C.E.F. | International Children's Emergency Fund. |
| I.C.I. | Imperial Chemical Industries. |
| I.C.J. | International Court of Justice. |
| I.D. | Intelligence Department. |
| I.D.C. | Imperial Defence College. |
| I.D.B. | Illicit Diamond Buying (in S. Africa). |
| I.D.S.M. | Indian Distinguished Service Medal. |
| I.E. | <i>Id Est.</i> (That is) |
| I.E.F.C. | International Emergency Food Committee of F.A.O. |
| I.F.A. | Indian Football Association. (Calcutta) |
| I.F.S. | Indian Forest Service; Irish Free State; Indian Foreign Service. |
| I.F.T.U. | International Federation of Trade Union. |
| I.J. | Institute of Journalists. |
| I.G.C. | Inter-Governmental Committee (on Refugees). |
| I.L.P. | International Labour Party, Independent Labour Party. |
| I.G. | Inspector General. |
| I.M.D. | Indian Medical Department. |
| I.M.S. | Indian Medical Service. |
| I. of A. | Instructor of Artillery |
| I.O.M. | Isle of Man. |
| I.O.O.F. | Independent Order of Old Fellows. |
| I.O.U. | I owe you (Letters used to acknowledge a debt.) |
| I.R. | Inland Revenue. |
| I.R.O. | Inland Revenue Office. |
| I.M.A. | Indian Military Academy (Dehradun). |
| I.M.F. | International Monetary Fund. |
| I.M.P.P.A. | Indian Motion Pictures Production Association. |
| I.M.C.O. | Inter Government Maritime Consultative Organization. |
| I.N.R.I. | Jesus of Nazareth King of the Jews. |
| I.N.C. | Indian National Congress. |
| I.N.A. | Indian National Airways, Institution of Naval Architects. |
| I.O.M. | Indian Order of Merit; Isle of Man. |
| I.O.F. | Independent Order of Foresters. |
| I.O.C. | International Olympic Committee. |
| I.O.G.T. | Independent Order of Good Templars. |
| I.P.D. | In Presence of the Lords (of Session). |
| I.P.S. | Indian Police Service. |
| Ir. | Iridium, Irish. |
| I.R.A. | The Irish Republican Army. |
| I.R.C. | International Red Cross. |
| I.R.R.O. | Indian Royal Reserve of Officers. |

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| I.S.E. | Indian Service of Engineers. |
| I.S.C. | Indian Staff Corps. |
| I.S.O. | Imperial Service Order. |
| I.S.R. | Indian State Railways. |
| I.S.T. | Indian Standard Time. |
| I.S.U. | International Students Union. |
| I.T.U. | International Telecommunications Union. |
| I.T.O. | International Trade Organization. |
| I.T.U.C. | Indian Trade Union Congress. |
| I.V.C. | Indian Veterinary Service. |
| I.T. | Indian Territory. |
| I.W.W. | Industrial Workers of the World. |
| I.Y. | Imperial Yeomanry. |
| In. Pr. | (In Principle) In the beginning. |
| Inst. | (Instant) The present Month. |
| J. | Judge, Justice. |
| J.A. | Judge Advocate. |
| J.C.D. | (Juris Civilis Doctor) Doctor of Civil Law. |
| Jour. | Journal. |
| J.C. | Jesus Christ. |
| J.C.O. | Junior Commissioned Officer. |
| J.P. | Justice of the Peace. |
| J.U.D. | Doctor both of Cannon and of Civil Law. |
| Jurisp. | Jurisprudence |
| Junc. | Junction. |
| K. | (Kalium) Potassium. |
| K.B. | King's Bench, Knight of the Bath |
| K.C.B.E. | Knight Bachelor of the Order of the British Empire. |
| K.C.B. | Knight Commander of the Bath. |
| K.C. | King's Counsel; King's College. |
| K.C.I.E. | Knight Commander of the Indian Empire. |
| K.C.M.G. | Knight Commander of St. Michael and St George. |
| K.C.S.I. | Knight Commander of the Star of India. |
| K.C.H. | Knight Commander of Hanover. |
| K.C.V.O. | Knight Commander of the (Royal) Victorian Order. |
| K.G.C.B. | Knight Grand Cross of the Bath. |
| K.G. | Knight of the [Most Noble order of the] Garter. |
| K.I.H. | Kaiser-i-Hind Medal. |
| K.L.H. | Knight of the Legion of Honour. |
| K.K.K. | Ku-Klux-Klan (A Secret Society of the Whites of America hostile to Negroes, formed in the southern states after the American Civil War). |
| K.G.F. | Knight of the Golden Fleece. |
| K.P. | Knight of the order of St. Patrick. |
| K.O.Y.L.I | King's Own Yorkshire Light Infantry. |
| K.M.P.P. | Kisan Mazdoor Praja Party. |
| K.R.C. | Knight of the Red Cross. |
| K.S.I. | Knight of the Star of India. |

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| K.T. | Knight of the Order of the Thistle. |
| K.T.I. | (Kai ta loipa) And the rest, and so forth. |
| L.A. | Law Agent, Literature in Arts. |
| L.A.C. | Licentiate of the Aporthecaries Company. |
| L.B.W. | Leg Before Wicket (Cricket) |
| L.C. | Lord Chancellor; Lord Chamberlaine. |
| L.C.M. | Lea st Common Multiple. |
| L.C.J. | Lord Chief Justice. |
| L.D.S. | Licentiate in Dental Surgery. |
| L.H.D. | Liter arum Humaniorum Doctor=Doctor of Letters. |
| L.G.B. | Local Government Board. |
| L.I. | Light Infantry. |
| Litt. D. | Doctor of Letters. |
| Lieut. | Lieutenant. |
| L.L.B. | Bachelor of Laws. |
| LL.M. | Master of Laws. |
| L.L.D. | Legum Doctor=Doctor of Laws. |
| L.N. | League of Nations. |
| L. of C. | Lines of Communication |
| L.P. | Labour Party, Lord Provost. |
| L.R.C.S. | Licentiate of the Royal College of Surgeons. |
| L.R.C.P. | Licentiate of the Royal College of Physicians. |
| L.S.D. | Librae, Solidi, denari=Pounds, Shillings and Pence. |
| L.T.C. | Lawn Tennis Club. |
| L.T.A. | Lawn Tennis Association. |
| Lt. Col. | Lieutenant Colonel. |
| L. Sgt. | Lance Sargent. |
| L.A.M. | London Academy of Music. |
| L.C.B. | Lord Chief Baron. |
| L.C.C. | London Country Council. |
| L.C.P. | Licentiate of the College of Preceptors. |
| Litt. B. | Bachelor of Literature. |
| L.L. | Lord Lieutenant. |
| L.M.S. | London Missionary Society. |
| L.S.B. | London School Board. |
| L. Th. | Licentiate in Theology. |
| Lt. Gov. | Lieutenant Governor. |
| Lt. Gen. | Lieutenant General. |
| Lit. | Literature, Literally. |
| M. | (Meridiem) Noon. |
| M.A. | (Magister Artium) Master of Arts. |
| Maj. | Major. |
| Maj. Gen. | Major General. |
| Matt. | Mattheco. |
| M.B. | (Medicinae Baccalaureus). Bachelor of Medicine. |
| M.B.E. | Member of (the order of the) British Empire. |
| M.C. | Member of Congress, Master of Ceremonies. |
| M.C.C. | Marylebone Cricket Club. |
| M.C.S. | Madras Civil Service. |

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| M.E. | Mining Engineer. |
| M.E.C. | Member of the Executive Council. |
| Mem. | Memorandum. |
| Mg. | Magnesium. |
| M.H.R. | Member of the House of Representatives. |
| M.I.E.E. | Member of the Institute of Electrical Engineers. |
| M.G.C. | Machine Gun Corps. |
| M.L.A. | Member of the Legislative Assembly. |
| M.L.C. | Member of the Legislative Council. |
| M.O. | Medical Officer, Money Order. |
| M.B.B.S. | Bachelor of Medicine and Bachelor of Surgery. |
| M.C.L. | Master of Civil Law. |
| M. Com. | Master of Commerce. |
| M.D.S. | Master of Dental Surgery. |
| M.E.S. | Military Engineering Service. |
| M.G.B. | Machine Gun Brigadier. |
| MSS. | Manuscript. |
| M.G.O. | Master General of Ordnance. |
| M.I. | Military Intelligence. |
| M.I.A.E. | Member of the Institute of Automobile Engineers. |
| M.I.J. | Member of the Institute of Journalists. |
| M.I.C.E. | Member of the Institute of Civil Engineers. |
| M.I.N.A. | Member of the Institute of Naval Architects. |
| M.M. | Military Medal. |
| M.N.A.S. | Member of the National Academy of Sciences (U.S.A.) |
| M.N.S. | Member of the Numismatical Society. |
| M.O.I. | Ministry of Information. |
| M.O.H. | Medical Officer of Health. |
| M.P. | Member of Parliament, Military Police, Ministry of Pensions. |
| M.P.H. | Mile Per Hour. |
| M.P.S. | Member of the Philological Society. |
| M.R.C.C. | Member of the Royal College of Chemistry. |
| M.R.C.S. | Member of the Royal College of Surgeons. |
| M.R. | Master of the Rolls. |
| M.R.A.S. | Member of the Royal Academy of Science, Member of the Royal Asiatic Society. |
| M.R.C.P. | Member of the Royal College of Physicians. |
| M.R.C.V.S. | Member of the Royal College of Veterinary Surgeons. |
| M.R.S.L. | Member of the Royal Society of Literature. |
| M.R.G.S. | Member of the Royal Geographical Society. |
| M.R.S.T. | Member of the Royal Society of Teachers. |
| M.R.I. | Member of the Royal Institute. |
| M.S.C. | Madras Staff Corps, Medical Staff Corps. |
| M.Sc | Master of Science. |
| M.S.S. | Member of the Statistical Society, Military Staff Committee of Security Council (of U.N.) |
| M.S.M.R. | Madras and Southern Marhatta Railway. |
| M.T.C. | Mechanised Transport Corps. |
| M.V.O. | Member of the Victorian Order. |
| M.R.I.A. | Member of the Royal Irish Academy. |

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| M.S. | Master of Surgery. |
| M.T. | Mechanical Transport. |
| Mus. B. | Bachelor of Music. |
| Mus. D. | Doctor of Music. |
| M.W.G.M. | Most Worthy Grand Master. |
| N.A. | North America. |
| Nat. Hist. | Natural History. |
| N.A.T.C. | North Atlantic Treaty Council. |
| N.A.T.O. | North Atlantic Treaty Organization. |
| N.A.A.F.I. | Naval, Army, and Air Force Institute. |
| N.B. | Nota Bene—Note Well, or take notice of, North Britain. |
| N.B.C. | National Broadcasting Corporation (U.S.A.) |
| N.C.O. | Non-Commissioned Officer. |
| N.C. | New Church, North Carolina. |
| N.C.C. | National Cadet Corps. |
| N.E. | North East, New England. |
| N.E.I. | North East Indies. |
| N.F. | New Foundland. |
| N.H. | Naval Hospital. |
| N.H.R.U. | National Home Reading Union. |
| N.I.A.A. | Northern India Automobile Association. |
| N.N.E. | North—North—East. |
| N.N.W. | North—North—West. |
| Non. Seq. | Non Sequitur—It does not follow. |
| N.O.P. | Not Otherwise Provided. |
| N.S.P.C.C. | National Society for the Prevention of Cruelty Children. |
| N.M. | New Mexico. |
| Non. Obst. | (Non Obstante) Notwithstanding. |
| N.P. | Notary Public. |
| N.P.D. | North Polar Distance. |
| N.R.A. | National Rifle Association. |
| N.S. | New Style, Not in Stock. |
| N.S. | Not Specified. |
| N.S.W. | New South Wales. |
| N.T. | New Testament. |
| N.U.R. | National Union of Railwaymen. |
| N.U.J. | National Union of Journalists. |
| N.U.S.E.C. | National Union of Societies for Equal Citizenship. |
| N.W.F.P. | North West Frontier Province. |
| N.U.T. | National Union of Teachers. |
| N.Y. | New York. |
| N.Z. | New Zealand. |
| N.V.M. | Nativity of the Virgin Mary. |
| N and Q. | Notes and Queries. |
| N.W.T. | North-West Territory. |
| O. | Oxygen. |
| O/A. | On Account of. |
| Obdt. | Obedient. |
| O.B.E. | Officer of the Order of the British Empire. |

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| Obs. | Obsolete, Observation, Observatory. |
| O.C. | Officer Commanding. |
| O.C.S. | On Company's Service. |
| O.D. | Ordnance Data. |
| O.E. | Old English. |
| O.F. | Old French. |
| O.C.R. | Order of Corporate Reunion. |
| O.C.T.U. | Officer Cadets Training Unit. |
| O.E.E.C. | Organization for European Economic Cooperation |
| O.G.L. | Open General Licence. |
| O.H.G. | Old High German. |
| O.H.M.S. | On His Majesty's Service. |
| O.L. | Official Liquidator. |
| O.K. | All Correct. |
| O.M. | Order of Merit. |
| O.R. | Official Receiver. |
| Ord. Sur. | Ordnance Survey. |
| O.S. | Ordinary Seaman, Old Style. |
| O.S.A. | Order of St. Augustine. |
| O.S.B. | Order of St. Benedict. |
| O.S.F. | Order of St. Francis. |
| O.S.C. | Ordnance Staff Corps. |
| O.S.P. | Obit Sine Prole=Died without Issue. |
| O.T.C. | Officer's Training Corps. |
| O.T.S. | Officer's Training School. |
| Oxon. | Oxonia, Oxford. |
| O.T. | Old Testament. |
| Pa. | Pennsylvania. |
| P.A. | Press Association, Personal Assistant, Post Adjutant, Patent Agent. |
| P.A.A. | Pan-American Airways. |
| P.A.Y.E. | Pay as You Earn (Income Tax.) |
| P.A.C. | Pan American Cathways (Air-Lines). |
| P.C. | Privy Councillor, Police Constable. |
| P.C.A. | Production Code Administration. |
| P.C.S. | Provincial Civil Service. |
| P.C.I.R.O. | Preparatory Commission of the International Refugee Organisation. |
| P.C. | Per Cent. |
| P.C.O.B. | Permanent Central Opium Board of E.C.O.S.O.C. |
| P.E.I. | Prince Edward Island. |
| Per. An. | (Per Annum) Per year. |
| Ph.B. | (Philosophiae Baccalareus) Bachelor of Philosophy. |
| Ph.D. | (Philosophiae Doctor) Doctor of Philosophy. |
| Phil. Trans. | Philosophical Transactions. |
| Phot. | Photography. |
| P.L. | Primrose League. |
| P.L.A. | Part of London Authority. |
| P.L.C. | Poor Law Commissioners. |
| P.M. | (Post-Meridiem) Afternoon, Post Master, Prime Minister. |
| P.M.G. | Post Master General. |

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|--------------|---|
| Pm. | Premium. |
| P.O. | Post Office, Postal Order. |
| P.O.D. | Pay on Delivery. |
| P.P. | Parish Priest. |
| P.P.S. | (Post Post Scriptum) A Later Additional Post Script. |
| P.S. | Post Script., Private Secretary. |
| P.R.A. | President of the Royal Academy. |
| Pro. Tem. | (Pro tempore) For the Time Being. |
| Prox. | (Proximo) Next. |
| P.R.S. | President of the Royal Society. |
| P.E.P. | Political and Economic Planning. |
| P.E.P.S.U. | Patiala and East Punjab States Union. |
| P.M.O. | Principal Medical Officer. |
| P.O.C. | Peninsular and Oriental Company. |
| P.O.A.L. | Pacific Overseas Air Lines. |
| P.O.W. | Prisoner of War. |
| P.P.C. | Pour predre conge—To take Leave. |
| P.R. | Proportional Representation. |
| P.R.B. | Pre-Raphaelite Brotherhood. |
| P.R.O. | Public Relation Officer. |
| P.R.S.A. | President of the Royal Scottish Academy. |
| P.R.I.B.A. | President of the Royal Institute of British Architects. |
| P.R.S.E. | President of the Royal Society of Edinburgh. |
| P.S.N.C. | Pacific Steam Navigation Co. |
| P.T.O. | Please Turn Over; Post and Telegraph Office, |
| P.T.I. | Press Trust of India. |
| P.S.C.C. | Punjab States Congress Committee. |
| P.U.C. | Paper under construction. |
| P.W.D. | Public Works Department. |
| P.W.R. | Police War Reserve. |
| P.S.A. | Pleasant Sunday After Noon. |
| P.W. | Prince of Wales. |
| Pwt. or qwt. | Penny weight. |
| Q.B. | Queen's Bench. |
| Q.C. | Queen's Council. |
| Q.D. | (Quasi dicat) As if he should say. |
| Q.E. | (Quod Est) Which is |
| Q.E.D. | (Quod erat demonstrandum) which was to be demonstrated. |
| Q.E.F. | (Quod erat faciendum) which was to be done. |
| Q.E.I. | (Quod erat inveniendum) which was to be found out. |
| Q.L. | (Quantum Libet) As much as you please. |
| Q.M. | Quartermaster. |
| Q.M.G. | Quarter Master-General. |
| Q.S. | Quarter—Sessions. |
| Qs. | (Quantum Sufficit) Enough or a Sufficient Quantity. |
| Q.V. | (Quod Vide) which see; Quantum Vis—As much as you will. |
| Q.M.S. | Quarter Master—Sergeant. |
| R. | (Rex. Regina) King, Queen. |
| R.A. | Royal Academy, Royal Artillery. |

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| R.A.C. | Royal Automobile Club, Royal Armoured Corps. |
| R.A.A.F. | Royal Australian Air Force. |
| R.A.D. | Royal Academy of Dancing. |
| R.A.D.A. | Royal Academy of Dramatic Art. |
| R.A.F. | Royal Air Force. |
| R.A.F.V.R. | Royal Air Force Volunteer Reserve. |
| R.A.G.C. | Royal and Ancient Golf Club. |
| R.A.M. | Royal Academy of Music. |
| R.A.O.C. | Royal Army Ordnance Corps. |
| R.A.M.C. | Royal Army Medical Corps. |
| R.A.S.C. | Royal Army Service Corps. |
| R.A.S. | Royal Astronomical (or Asiatic) Society. |
| R.B.A. | Royal Society of British Artists. |
| R.B. | Rao Bahadur, Rifle Brigade. |
| R.C.A.F. | Royal Canadian Air Force. |
| R.C.P.I. | Revolutionary Communist Party of India. |
| R.A.N. | Royal Australian Navy. |
| R.C. | Roman Catholic. |
| R.C.M. | Royal College of Music. |
| R.C.P. | Royal College of Physicians. |
| R.C.S. | Royal College of Surgeons. |
| R.D. | Reserve Decoration. |
| R.E.S. | Royal Empire Society. |
| R.E. | Royal Engineers. |
| R.F.A. | Royal Flying Artillery. |
| R.F.C. | Royal Flying Corps. |
| R.G.G. | Royal Grenadier Guards. |
| R.G.S. | Royal Geographical Society. |
| R.G.A. | Royal Garrison Artillery. |
| R.H.G. | Royal Horse Guards. |
| R.H.S. | Royal Historical Society. |
| R.I.A.F. | Royal Indian Air Force. |
| R.I.I.A. | Royal Institute of International Affairs. |
| R.I.N. | Royal Indian Navy. |
| R.I.B.A. | Royal Institute of British Architects. |
| R.I.N.V.R. | Royal Indian Navy Volunteer Reserve. |
| R.I.P. | Rest in Peace (Requiescat in Pace) |
| R.K.R. | Rohilkund and Kumaon Railway. |
| R.L.S. | Robert Louis Stevenson. |
| R.H. | Royal Highness. |
| R.H.A. | Royal Horse Artillery. |
| R.I.M. | Royal Indian Marines. |
| R.L.O. | Returned Letter Office. |
| R.M. | Resident Magistrate, Royal Mail. |
| R.M.A. | Royal Military Academy, Royal Marine Artillery. |
| R.M.C. | Royal Military College. |
| R.M.L.I. | Royal Marine Light Infantry. |
| R.M.S. | Royal Mail Service |
| R.N. | Royal Navy. |
| R.N.A.S. | Royal Naval Air Service. |

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|------------|---|
| R.N.V.R. | Royal Naval Volunteer Reserve. |
| R.P.M. | Revolutions Per Minute. |
| R.R. | Rail Road, Right Reverend. |
| R.R.C. | Royal Red Cross. |
| R.S.L. | Royal Society of London. |
| R.S.M. | Regimental Sergeant Major. |
| R.S.O. | Railway Sub-Office. |
| R.S.P.C.A. | Royal Society for the Prevention of Cruelty to Animals. |
| R.S.V.P. | (Repondez s'il Vous Plait) Reply, if you please. |
| R.T. | Railway Transport. |
| Rt. Hon. | Right Honourable. |
| R.T.S. | Religious Tract Society. |
| R.U. | Rugby Union. |
| R.W. | Right Worthy. |
| R.N.R. | Royal Naval Reserve. |
| R.P.A. | Rationalist Press Association. |
| R.P.S. | Royal Photographic Society. |
| R.S.A. | Royal Society of British Artists. |
| R.S.D. | Royal Society of Dublin. |
| R.S.S. | Rashtriya Swayamsewak Sangh. |
| R.S.F.S.R. | Russian Soviet Federal Socialist Republic. |
| R.T.C. | Round Table Conference (1930-32). |
| R.T.O. | Royal Transport Officer. |
| R.W.G.T. | Right Worthy Grand Templar or Treasurer. |
| R.W.D.G.M. | Right Worshipful Deputy Grand Master. |
| R.W.S. | Royal Water Colour (Painters) Society. |
| R.Y.S. | Royal Yacht Squadron. |
| S.A. | South Africa. |
| S.A.A. | Small Arms Ammunition. |
| S.A.S. | (Societatis Antiquariorum Socius) Fellow of the Society of Antiquaries. |
| S.B. | Saving Bank. |
| Sc. B. | (Scientiae Baccalaureus) Bachelor of Science. |
| Sc.D. | (Scientiae Doctor) Doctor of Science. |
| S.C.D. | Survey Commercial Dock. |
| S.D. | (Sine die) Without (definite) day. |
| S.D.F. | Social Democratic Federation. |
| S.G. | Solicitor General, Specific Gravity. |
| S.J. | Society of Jesus. |
| S.L. | Solicitor-at-Law. |
| S.M. | Sergeant Major. |
| S.M.M. | (Sancta Mater Maria) Holy Mother Mary. |
| S.P. | Staff Paymaster, Superintendent of Police. |
| S.P.C.K. | Society for Promoting Christian Knowledge. |
| S.P.R. | Society for Psychical Research. |
| S.R.I. | (Sacrum Romanum Imperium) Holy Roman Empire. |
| S.S.E. | South-South-East. |
| S.S.W. | South-South-West. |
| S.T.P. | (Sanctae Theologiae Professor) Professor of Theology. |

| | |
|--------------|---|
| Supdt. | Superintendent. |
| S.A.C.M.E. | Supreme Allied Command Middle East. |
| S.C. | Security Council of United Association; Supreme Court. |
| S.C.A.P. | Supreme Commander Allied Powers. |
| S.C.A.P.A. | Society for Checking the Abuses of Public Advertising. |
| S.C.O.B. | Shell Company of Burma. |
| S.D.F. | Social Democratic Federation. |
| S.D.U.K. | Society for the Diffusion of Useful Knowledge. |
| S.E.A.C. | South East Asia Command (During the Second World War). |
| S.H.A.P.E. | Supreme Headquarters, Allied Power in Europe. |
| S.I.R. | South Indian Railway. |
| S.O.C.O.N.Y. | Standard Oil Company of New York. |
| S.P.C.A. | Society for the Prevention of Cruelty to Animals. |
| S.P.G. | Society for the Propagation of Gospel. |
| S.P.G.B. | Socialist Party of Great Britain. |
| S.P.Q.R. | Senatus Populusque Romanus=The Senate and People of Rome. |
| S.R. and O. | Statutory Rules and Orders. |
| S.S.B. | Service Selection Board. |
| S.S.C. | Solicitor before the Supreme Court. |
| S.S.R. | Soviet Socialist Republic. |
| S.T.D. | Doctor of Sacred Theology. |
| Surg. | Surgeon. |
| Surv. | Surveyor. |
| T.B. | Tuberculosis. |
| T.A. | Tantalum. |
| T.B.D. | Torpedo-Boat-Destroyer. |
| T.C.D. | Trinity College, Dublin. |
| T.D. | Territorial Decoration. |
| Te. | Tellurium. |
| Text. Rec. | (Textus Receptus) The Received Text. |
| T.F. | Territorial Force. |
| T.O. | Turn Over, Telegraph Office. |
| T.P.O. | Travelling Post Office. |
| T.R.H. | Their Railway Highness. |
| T.S. | Twin Screw. |
| T.S.O. | Town Sub-Office. |
| T.U.C. | Trade Union Congress. |
| T.V.A. | Tarness Valley Authority. |
| T.C. | Trusteeship Council of United Nations. |
| T.M.O. | Telegraph Money Order. |
| T.T. | Telegraphic Transfers. |
| T.T.C. | Travelling Ticket Checker. |
| T.T.I. | To Take Leave. |
| Trans. | Transactions. |
| Trig. | Trigonometry. |
| Trs. | Transpare. |
| U. | Uranium. |
| U.K. | United Kingdom. |

| | |
|--------------|---|
| U.C. | Upper Canada. |
| U.D.C. | Urban District Council. |
| Ult. | (Ultimo) Last Month. |
| U.S. | United States. |
| U.S.A. | United States of America. |
| U.S.C. | United States of Columbia. |
| U.S.M. | United States Mail. |
| U.S.N. | United States Navy. |
| U.K.C.C. | United Kingdom Commercial Corporation. |
| U.M.F.C. | United Methodist Free Churches. |
| U.N.A. | United Nations Association. |
| U.N.A.C.K. | United Nations Assistance Command Korea. |
| U.N.C.I. | United Nations Commission On Indonesia. |
| U.N.A.C. | United Nations Appeal for Children. |
| U.N.C.I.O. | United Nations Conference on International Organization. |
| U.N.E.S.C.O. | United Nations Educational, Scientific and Cultural Organization. |
| U.N.O. | United Nations Organization. |
| U.N.S.A. | United Nations Student Association of U.N.A. |
| U.N.S.C.O.P. | United Nations Committee On Palestine (terminated 1947). |
| U.P. | The United Provinces. |
| U.N.S.C.O.B. | United Nations Special Committee On the Balkans. |
| U.P.S.C. | United Public Service Commission. |
| U.P.U. | United Postal Union. |
| U.P.W. | Union of Post Office Workers. |
| U.S.I. | United States of Indonesia. |
| U.S.A.A.F. | United States Army Air Force. |
| U.S.I.S. | United States Information Service. |
| U.S.N.A. | United States Naval Academy. |
| U.T.C. | University Training Corps. |
| U.S.S.C. | United States Supreme Court. |
| U.S.S. | United States Ship, United States Senate. |
| U.S.S.R. | Union of Soviet Socialist Republics. |
| V. | Velocity. |
| V.A. | Vice-Admiral. |
| V.A.D. | Voluntary Aid Department |
| V.C. | Vice-Chancellor, Victoria Cross. |
| V.D. | Victoria Dock, Volunteer Decoration. |
| V.G. | (Verbi Gratia) For Example. |
| V.G. | Vicar-General, Vicar Grand. |
| V.P. | Vice-President. |
| V.R. | (Victoria Regina) Queen Victoria. |
| V.R.I. | (Victoria Regina et Imperatrix). Victoria Queen and Empress. |
| V.S. | Veterinary Surgeon. |
| VV.LL. | (Variae Lectiones) Various Readings. Various Years. |
| V.Y. | Various Years. |
| V1. | The German Flying Bomb. |
| V2. | The German Flying Racket. |
| V.C.O. | Viceroy's Commission Officer. |
| V.D.M. | Verbi Dei Minister=Preacher of God's Word. |

| | |
|------------|---|
| V. Day. | Victory Day (Second World War). |
| Vol. | Volume. |
| V.P.P. | Value Payable Packet. |
| Viz. | Videlicet—(Namely). |
| W.A. | West Africa. |
| W.A.A.F. | Women's Auxiliary Air Force. |
| W.A.A.C. | Women's Army Auxiliary Corps. |
| W.B. | Way-Bill, Water Board. |
| W.C. | West Central, Water Closet. |
| W.C.A. | West Coast of Africa. |
| W.C.T.U. | Women's Christian Temperance Union. |
| W.D. | War Department. |
| W.F. | Wrong Fount. |
| W.E.A. | Worker's Educational Association. |
| W.F.L. | Women's Freedom League. |
| W.F.U.N.A. | World Federation of United National Associations. |
| W.F.T.U. | World Federation of Trade Unions. |
| W.H.O. | World Health Organization. |
| W.I.R. | West India Regiment. |
| W.L.A. | Women's Land Army. |
| W.I. | West Indies, West India. |
| W.M. | Worshipful Master. |
| W.M.S. | Wesleyan Missionary Society. |
| W.M.O. | World Meteorological Organization. |
| W.N.W. | West—North—West. |
| W.O. | War Office. |
| W.P.B. | Waste-Paper Basket. |
| W.R.N.S. | Women's Royal Naval Service. |
| W.S. | Writer to the Signet. |
| W.R.A.F. | Women's Royal Air Force. |
| W.R.A.C. | Women's Royal Air Corps. |
| W. Va | West Virginia. |
| W.S.P.U. | Women's Social and Political Union. |
| X. | Christ. |
| X. Cp. | Ex-Coupon. |
| X. D. | Ex-Dividend. |
| X.I. | Ex-Interest. |
| Xmas. | Christmas. |
| Xn. | Ex-New Shares, |
| Y.M.C.A. | Young Men's Christian Association. |
| Y.W.C.A. | Young Women's Christian Association. |
| Yd. | Yard. |
| Y.M.S.C.E. | Young Men's Society for Christian Endeavour. |
| Y. | Year. |
| Zech. | Zechariah. |
| Zr. | Zirconium. |
| Z.S. | Zoological Society. |

Some Contracted Abbreviations

| | | | |
|-----------|-------------------|-------------|------------------|
| Abp. | Archbishop. | Ju. | Junior. |
| Adjt. | Adjutant. | K.W. | Kilowat. |
| Approx. | Approximately. | Ltd. | Limited. |
| Acad. | Academy. | Lib. | Liberal. |
| Advt. | Advertisement | Lieut. | Lieutenant. |
| Adm. | Admiral. | Maj. | Major. |
| Asst. | Assistant. | Matric. | Matriculation. |
| Brig. | Brigadier. | Memo. | Memorandum. |
| Brit. | Britain, British. | Misc. | Miscellaneous. |
| Bp. | Bishop.. | Nom. | Nominal. |
| Bros. | Brothers. | Ol. | Olympiad. |
| Bt. | Baronet. | Paym. | Paymaster. |
| Capt. | Captain. | Penin. | Peninsula. |
| Card. | Cardinal. | Phot. | Photograph. |
| Cent. | Century. | Prep. | Preparation. |
| Chron. | Chronicles. | Ps. | Psalms. |
| Cmdr. | Commander. | Qy. | Query. |
| Col. | Colonel. | Regt. | Regiment. |
| Coy. | Company. | Rev. | Revolution |
| Cpl. | Corporal. | Revd. | Reverend. |
| Cr. | Creditor. | Sec. | Secretary |
| Dol. | Dollar. | Sen. | Senate, Senator. |
| Doz. | Dozen. | Sgt. | Sterling. |
| Do. | Ditto. | Suppl. | Supplement. |
| Dr. | Doctor, Debtor. | Supt. | Superintendent. |
| Esq. | Esquire. | Surg. | Surgeon. |
| Fr. | French. | Sq. | Square. |
| Fur. | Furlong. | Treas. | Treasurer. |
| Fcap | Foolscap. | Ven. | Venerable. |
| Gal. | Gallon | Vic, Visct. | Viscount |
| Gym. | Gymnasium. | Viz. | Videlicet. |
| Inc. | Incorporated. | V. | Verses. |
| Internat. | International. | Wt. | Weight. |
| Jun. | Junction. | Xt. (ian) | Christ (ian). |
| Judg. | Judges. | | |

30

Proverbs and Sayings¹

"The study of proverbs may be more instructive and comprehensive than the most elaborate scheme of philosophy." —Motherwell.

In fact, Motherwell is right when he regards the study of proverbs and sayings as more instructive and comprehensive than even that of a philosophy. An exhaustive list of proverbs and sayings has been prepared in order that it may enrich the store of wisdom of a reader. Meanings and uses have been left out mainly because they are very famous and current ones and the reader is expected to know their uses. This has been done partly because of the above reason, and mainly with a view to preserving the compendium of this volume.

1. A bad man is better than a bad name.
2. A bird in hand is worth two in the bush.
3. A bad workman quarrels with his tools.
4. A burnt child dreads the fire.
5. A drop in the ocean.
6. A figure among cyphers.
7. A fog cannot be dispelled by a fan.
8. A little knowledge is a dangerous thing.
9. All's well that ends well.
10. A honey tongue, a heart of gall.
11. An empty vessel sounds much.
12. A rotten apple injures its companions.
13. A nine days' wonder.
14. As the king so are the subjects.
15. As you sow, so must you reap.
16. Avarice is the root of all evils.
17. A wolf in lamb's clothing.
18. A drowning man catches at a straw.
19. A little pot is soon hot.
20. A rolling stone gathers no mass.
21. A stitch in time saves nine.
22. All that glitters is not gold.
23. A sleeping fox catches no poultry.
24. An empty mind is the devil's workshop.
25. Beneath the rose lies the serpent.
26. Better wear your shoes than your bad clothes.
27. Between two stools we came to the ground.
28. Barking dogs seldom bite.
29. Beggars and borrowers could not be choosers.

1. Prescribed in GBPU Syllabus (General English, BHS-114). Also prescribed in UPTU Syllabus (Professional Communication, TAS-103).

30. Birds of a feather flock together.
31. Black will take no other hue.
32. Better late than never.
33. Better today than tomorrow.
34. Blood is thicker than water.
35. Cast not pearls before swine.
36. Creaking doors hang the longest.
37. Count not your chickens before they are hatched.
38. Cut your coat according to your cloth.
39. Cattle do not die from crow's cursing.
40. Coming events cast their shadows before hand.
41. Contentment is happiness.
42. Crows are never the whiter for washing.
43. Crying in wilderness.
44. Deep rivers move with silent majesty, shallow brooks are noisy.
45. Diamonds cut diamonds.
46. Do evil and look for like.
47. Do good and cast it into the river.
48. Desperate diseases require desperate remedies.
49. Easy come, easy go.
50. Everybody's business is nobody's business.
51. Every dog has his day.
52. Example is better than precept.
53. Every bullet has its billet.
54. Even death cannot be had for the asking.
55. Every potter praises his pot.
56. Every thing looks yellow to a jaundiced eye.
57. Evil gotten, evil spent.
58. Forced labour is better than idleness.
59. Fortune favours the brave.
60. Fool to others, to himself a sage.
61. First catch your hare and then cook it.
62. First weigh then say, look before you leap.
63. Forgiveness is the noblest revenge.
64. Good wine need no bush.
65. Great cry and little wool.
66. Give the devil his due.
67. Grasp all; lose all.
68. Gather thistles and expect pickles.
69. God's well be done.
70. Good health is above wealth.
71. Good marksman may miss.
72. Good mind, good find.
73. Guilty conscience is always suspicious.
74. Half a loaf is better than no bread.
75. Hard nut to crack.
76. He breaks his wife's head and then buys a plaster for it.
77. He jests sears who never felt a wound.
78. He, that is warm, thinks all are so.
79. He who would catch fish must not mind getting wet.

80. High winds blow on high hills.
81. Tit for tat.
82. His wits are gone a wool gathering.
83. Hunger is the best sauce.
84. He lacks most longs most.
85. His bark is worse than his bite.
86. If you want a thing well done, do it yourself.
87. Ill gotten goods seldom prosper.
88. Innocent have nothing to fear.
89. It is hard to live in Rome and to fight with the Pope.
90. It is no use crying over spilt milk.
91. It is too late to lock the stable-door when the steed is stolen.
92. It takes two make a quarrel.
93. It is too late to mend
94. Idleness is the rust of mind.
95. Jack of all trades and master of none.
96. Killing two birds with one stone.
97. Knowledge is power.
98. Let bygones be bygones.
99. Let the past bury the dead.
100. Like cures like.
101. Like draws like.
102. Like father, like son.
103. Living from hand to mouth.
104. Let sleeping dogs lie.
105. Little strokes fell mighty oaks.
106. Love me, love my dog.
107. Let every herring hang by its own tail.
108. Little pitchers have long ears.
109. Man proposes, god disposes.
110. Many a little makes a mickle.
111. Make hay while the sun shines.
112. Many a slip between the cup and the lip.
113. Manly men, many minds.
114. Measure for measure.
115. Might is right.
116. Misfortunes never come singly.
117. Money begets money, money makes the mare go.
118. Much cry and little wool.
119. More haste, less speed.
120. Necessity has no law.
121. Necessity is the mother of invention.
122. New brooms sweep clean.
123. Nothing venture, nothing have.
124. No rose without the thorn.
125. No one knows the weight of another's burden.
126. No pains, no gains.
127. One flower makes no garland.
128. One nail drives out another.
129. One to-day is better than two to-morrow.

130. Out of the frying pan into the fire.
131. One beats the bush, another catches the hare.
132. One swallow does not make a summer.
133. Out of sight, out of mind.
134. Only the wearer knows where the shoe pinches.
135. Opportunity makes the thief.
136. Prosperity gains friends, adversity tries them.
137. Patience is a plaster for all sores.
138. Prevention is better than cure.
139. Procrastination is the thief of time.
140. Pigs might fly if they had wings.
141. Praise a fair day at night.
142. Penny wise pound foolish.
143. Poverty breeds strife.
144. Pure gold does not fear the flame.
145. Quit not certainty for hope.
146. Respect yourself and you will be respected.
147. Riches have wings.
148. Rome was not built in a day.
149. Self praise is no recommendation.
150. Something is better than nothing.
151. Steal a goose and give giblets in alms.
152. Strike the iron white it is hot.
153. Slow and steady wins the race.
154. Stolen waters are sweet.
155. Strain at a gnat and swallow a camel.
156. Sow the wind and read the whirlwind.
157. Scornful dogs will eat dirty puddings.
158. Stretch one's legs according to the coverlet.
159. Satan reproving sin.
160. There is a silver lining to every dark cloud.
161. There is no smoke without fire.
162. There are friends and friends.
163. Time and tide wait for no man.
164. To make a mountain of a mole hill.
165. To make castles in the air.
166. Too many cooks spoil the broth.
167. Too much courtesy, too much craft.
168. To rob Peter to pay Paul.
169. Think of the devil and he is there.
170. The proof of the pudding is in the eating.
171. The best fish swim near bottom.
172. Those who live in glass houses should not throw stones at others.
173. When in Rome do as the Romans do.
174. That is sauce for the goose is not sauce for the gander.
175. Well begun is half done.
176. What cannot be cured must be endured.
177. Union is strength.
178. Vows made in storm are forgotten in calm.
179. Whistling maid and crowning hen are neither fit for gods nor men.

ASSIGNMENT

Complete the following proverbs:

1. All is fair in love
2. never lacks friends.
3. A friend in need is a
4. Distant drums
5. Face is the
6. First deserve desire
7. One slays,
8. Where there is will
9. Gone is the goose that did
10. where the shoe pinches.
11. To err is human,
12. is not gold.
13. Adversity makes a man
14. A nod to the wise
15. is better than a foolish friend.
16. Beauty without virtue
17. Zealous at first at last.
18. Beauty requires
19. is the touchstone of the
20. Everything is yellow
21. birds with one stone.
22. Example is better
23. Idleness is
24. Little strokes
25. every dark cloud.
26. in the eating.
27. Barking dogs
28. Praise a fair day
29. Sow the wind
30. is soon hot.
31. Strike while
32. while the sun shines.
33. gathers no mass.
34. A bird in hand
35. devil his due.
36. Everybody's business
37. Prosperity gains friends
38. Slow and steady
39. Out of sight
40. rose without the thorn.
41. Let the dead past
42. the noblest revenge.

31

Quotations¹

"The wisdom of the wise and the experience of ages may be preserved by quotation."

—Disraeli

In this chapter some quotations have been provided so that the best things spoken by the most illustrious persons of the world may mould and shape the writing skill of the readers, on the one hand, and they may also help them (readers) to learn good things in life. They are really gems which are to be retained in life. They widen our sagacity, catholicity and sweetness of mind and heart. Quotations have been arranged topic-wise, and it is strongly recommended to the students to go through them with extreme care:

Character

To be worth anything, character must be capable of standing firm upon its feet in the world of daily work, temptation and trial; and able to bear the wear and tear of actual life.

—S. Smiles

Not education, but character is man's greatest need and man's greatest safeguard.

—Spencer

The character is like white paper; if once blotted, it can hardly be ever made to appear white as before.

—J. Hawes

Action

The actions of men are like the index of a book; they point out what is most remarkable in them.

—Thomas

Heaven never helps the man who will not act.

—Sophocles

Action may not always bring happiness; but there is no happiness without action.

—Disraeli

To do an evil act is rare. To do good one without incurring danger, is common enough. But it is the part of a good man to do great and noble deeds though he risks everything in doing them.

—Plutarch

Advice

People in general only ask advice not to follow it; or if they do follow it, it is for the sake of having some one to blame for having given it.

—Alexander Dumas

He that gives good advice, builds with one hand; he that gives good counsel and example, builds with both; but he that gives good admonition and bad example, builds with one hand and pulls down with the other.

—Seatt

They that will not be counselled, cannot be helped. If you do not hear reason whe will rap you on the knuckles.

—Franklin

Discipline

No pain, no palm; no thrones; no gail, no glory, no cross; no crown —*Penn*

The discipline which corrects the baseness of worldly passions, fortifies the heart with virtuous principles, enlightens the mind with useful knowledge, and furnishes it with enjoyment from within itself, is of more consequence to read felicity, than all the provisions we can make of the goods of fortune. —*Blair*

A stern discipline pervades all nature, which is a little cruel that it may be very kind. —*Spencer*

Adversity

"Sweet are the uses of adversity;
Which, like the toad, ugly and venomous
Wears yet a precious jewel in his head." —*Shakespeare*

Adversity is the trial of principle. Without it a man hardly knows whether he is honest or not. —*Fielding*

Adversity is like the period of the former and of the latter rain cold, comfortless, unfriendly to man and to animal; yet from that season have their birth the flower and the fruit, the date, the rose, the pomegranate. —*Walter Scott*

Courage

It is an error to suppose that courage means courage in everything. Most people are brave only in the dangers to which they accustom themselves either in imagination or practice. —*Bulwar*

Courage consists not in hazarding without fear, but being resolutely minded in a just cause. —*Plutarch*

Courage consists, not in blindly overlooking danger, but in seeing and conquering it. —*Richter*

Man

What a piece of work is man ! How noble in reason ! How infinite in faculties ! in form and moving, how express and admirable ! in action, how like an angel ! in apprehension, how like a god ! —*Shakespeare*

No wild beast of the forest, no treacherous serpent of the jungle, is more cruel in its inherited nature than man when he deals with woman; as lover, he betrays her; as wife, he neglects her; as mother, he forgets her. —*Marie Corelli*

Fame

Wordly fame is but a breath of mind that blows now this way, and now that, and changes name as it changes direction. —*Dante*

Fame to the ambitious, is like salt water to the thirsty the more one gets, the more one wants. —*Ebers*

Fame is no sure test of merit but only probability of such: it is an accident, not a property of man. —*Carlyle*

Fame is the spur that the clear spirit doth raise
(The last infirmity of noble mind)
To scorn delights, and live laborious days;
But the fair guerdon when we hope to find,

And think to burst out into sudden blaze,
Come to blind Fury with the abhorred shears
And slits the thin spun life.

—John Milton

Hope

"Hope springs eternal in the human breast:
Man never is, but always to be blest."

—Alexander Pope

Hope is a flatterer, but the most upright of all parasites: for she frequents the poor man's hut, as well as palace of his superior.

—Sheustone

"True hope is swift.
And flies with swallow's wings;
Kings it makes gods,
And meaner creatures kings."

—Shakespeare

Patience

Patience does not mean indifference. We may work and trust and wait, but we ought not to be idle or careless while waiting.

—Gail Hamilton

How poor are they who have not patience ! What could did ever heal but by degrees.

—Shakespeare

Patience, why, it is the soul of peace; of all the virtues it is nearest kin to heaven; it makes men look like gods.

—Decker

Freedom

The only freedom which deserves the name is that of pursuing our own good, in our own way, so long as we do not attempt to deprive others of theirs or impede their efforts to obtain it.

—J.S. Mill

Freedom is not worth having if it does not connote freedom to err.

—Mahatma Gandhi

The cause of freedom is identified with destinies of humanity, and whatever part of the world it gains ground, by and by it will be a common gain to all who desire it.

—Kossuth

Success

Success in life is a matter not so much of talent or opportunity as concentration and perseverance.

—Wendte

The road to success is not to be run upon by seven-leagued boats. Step by step, little by little, bit by bit that is the way to wealth, that is the way to wisdom, that is the way to glory. Pounds are the sons, not of pounds, but of pence.

—Charles Buxton

Success is little more than a chemical compound of man with moment.

—Philip Guedalla

Education

The entire object of true education is to make people not merely do the right things, but enjoy the right things not merely industrious, but to love industry..... not merely learned, but to love knowledge not pure, but to love purity not merely just, but to hunger and thirst justice.

—Ruskin

Neither piety, virtue nor liberty can long flourish in a community where the education of youth is neglected.

—Coopre

Education does not mean teaching people to know what they do not know, it means teaching to behave as they do not behave. —*Ruskin*

Duty

Do the duty which lieth nearst to thee ! Thy second duty will already have become clearer. —*Thomas Carlyle*

Let us never forget that every station in life is necessary that each deserves our respect; that not the station itself, but the worthy fulfilment of its duties does honour to man. —*Mary Lyon*

Every duty which we omit, obscures some truth which we should have known. —*Ruskin*

Women

Such to the very depth of every political imbroglio, dig out the secret reason of every war that ever was begun or ended in the world, and there we shall find the love or the hate of a woman at the very core of the business. —*Marie Corelli*

Woman is like a weather-clock, when it is new, glistens in the sun and turns at every wind, but becomes fixed at last when time has rusted it. —*Voltaire*

With woman there can be no lasting friendship; hearts of hyenas are the hearts of women. —*Rigveda*

Beauty

"A thing of beauty is a joy for ever;
Its loveliness increases; it will never,
Pass into nothingness." —*John Keats*

There should be a little merit in loving a woman for her beauty, as a man for his prosperity, both being equally subject to change. —*Pope*

Beauty in a modest woman like fire at a distance, or a sharp sword beyond reach. The one does not burn, or the other wound those that come not too near them. —*Cervantes*

Beauty is as summer fruits, which are easy to corrupt and cannot last; and for the most part it makes a dissolute youth; and on age a little out of countenance; but if it light well, it makes virtues shine and vice blush. —*Bacon*

Love

There is nothing holier in this life of ours than the first consciousness of love the first fluttering of its silken wigs the first rising sound and breath of that wind which is so soon to sweep through the soul, to purify or to destroy.

—*Longfellow*

"Love is not love
Which alters with it alteration finds,
Or bends with the remover to remove;
O, No ! it is an ever-fixed mark,
That looks on tempests and is never shaken;
It is the star to every wandering bark." —*Shakespeare*

Love is an image of God, and not a lifeless image, but the living essence of the divine nature which beams full of all goodness. —*Luther*

"Oh love ! no habitant of earth thou art—

An unseen seraph, we believe in thee,—
 A faith whose martyrs are the broken heart—
 But never yet hath seen, nor e'er shall see,
 The naked eye, they form, as it should be."

—Byron

Love is never lost. If not reciprocated, it will flow back and soften and purify the heart.
 —Washington Irving

The course of true love never runs smooth. —Shakespeare

Love is an ocean of emotions entirely surrounded by expenses. —Dewar

Love is often a fruit of marriage. —Moliere

Everybody in love is blind. —Propertius

Love sought is good, but given unsought is better. —Shakespeare

It is better to have loved and lost,
 Than never to have loved at all. —Tennyson

Love is loveliest when embalmed in tears. —Scott

Love looks not with eyes, but with the mind. —Shakespeare

They love least, that let men know their love. —Shakespeare

The soul of common lives in love. —Sigourney

The greatest pleasure of life is love. —Temple

God have all men all earth to love,
 But since our hearts are small;
 Ordained for each one spot should prove
 Beloved over all. —Kipling

Life

The web of our life is of a mingled yarn, good and ill together. —Shakespeare

Life is a quarry, out of which we are to mould and chisel and complete a character. —Goethe

Life is a battle of make-believe a universal bluff. —H.G. Wells

Yes ! in the sea of life enisled
 With echoing straits between us thrown.
 Dotting the shore-less watery wild
 We mortal millions live alone. —Matthew Arnold

Friendship

Friendship is to be purchased only by friendship. —Bishop Wilson

Friendship, peculiar boon of heaven,
 The noble mind's delight and pride,
 To men and angels only given.
 To all the lower world denied. —Samuel Johnson

World

The world, which seems,
 To lie before us like a land of dreams

So various, so beatiful, so new,
 Hath really neither joy, nor love, nor light,
 Nor certitude, nor peace, nor help, or pain
 Swept with confused dreams of struggle and flight,
 Where ignorant armies clash by night.

—Mathew Arnold

The world's a theatre. The earth, a stage
 Placed in the midst: Where both prince and page,
 Both rich and poor, fool, wise man, base and high
 All act their parts in life's shore tragedy.

—Shakespeare

All the world's a stage
 And all the men and women merely players.
 They have their exists and their entrances,
 The acts being seven ages.

—Shakespeare

Happiness

Happiness, is but an occasional episode in the general drama of pain.—*Thomas Hardy*

Happiness grows at our own firesides, and is not to be picked in stranger's gardens.

—*Dougal Jerrold*

Life's but a walking shadow, a poor player
 That struts and frets his hour upon the stage,
 And then is heard no more: it is a tale
 Told by an idiot, full of sound and fury,
 Signifying nothing.

—Shakespeare

We are like swimmers in the sea,
 Poised on the top of a huge wave of fate
 Which hangs uncertain to which side to fall
 And whether it will leave us up to land,
 Or whether it will rolls us out to the sea,
 Back out to sea, to the deep waves of death,
 We know not.

—Matthew Arnold

The past will always win
 A glory from it brings far
 And orb into the perfect star
 We saw not, when we moved therein.

—*Lord Tennyson*

The world's great age begins anew,
 The golden years return,
 The earth doth like a snake renew,
 Her winter weeds outworn.

—*P.B. Shelly*

The world is too much with us; late and soon,
 Getting and spending, we lay waste our powers:
 Little we see in Nature that is ours;
 We have given our hearts away, a sordid boon!"

—*William Wordsworth*

Most men eddy about
 Here and there—eat and drink
 Chatter and love and hate

Gather and squander, are raised
 A loft, are hurl'd in the dust,
 Striving blindly, achieving
 Nothing; and then they die.

—Matthew Arnold

Fame is the scentless sunflower
 With gaudy crown of gold;
 But friendship is the breathing rose
 With sweets in every fold.

—O.W. Holmes

Every one that flatters thee
 Is no friend in misery,
 Words are easy, like the wind;
 Faithful friends are hard to find,
 Every man will be thy friend
 Whilst thou hast where with to spend:
 But, it stores of crowns be scant,
 No man will supply thy want.

—Richard Bornfield

When life is woe
 And hope is dumb
 The world says 'Go!'
 The grave says 'come!'

—Arthur Guiterman

Beauty is Nature's coin, must not be hoarded
 But must be current, and the good there of
 Consists in mutual and partaken bliss.

—Milton

Man is a child of sorrow, and this world
 In which we breathe, hath cares enough to plague us:
 But it hath means withal to soothe these cares;
 And he who meditates on other's woes.
 Shall in that meditation lose his own.

—Timocles Cumberland

For like the lightning to this field
 I came, and like the wind I go away
 Sudden and swift, and like a passing wind
 But it was writ in heaven that this should be.

—Matthew Arnold

Man was made for joy and woe;
 And when this we rightly know
 Thro' the world we safely go,
 Joy and woe are woven fine,
 A clothing for the soul divine;
 Under every grief and pain
 Runs a joy with silken twine.

—William Blake

One impulse from a vernal wood
 May teach you more of man,
 Of moral evil and of good,
 Than all the sages can.

—William Wordsworth

He prayeth well, who loveth well
 Both man and bird and beast.
 He prayeth best, who loveth best

All things both great and small;
For the dear God, who loveth us,
He made and loveth all.

—S.T. Coleridge

The beast of heraldry, the pomp of power,
And all that beauty, all that wealth e'er gave,
Awaits alike the inevitable hour:
The paths of glory lead but to the grave.

—Thomas Gray

Wandering between two worlds, one dead,
The other powerless to be learn
With nowhere yet to rest my head
Like these on earth I wait forlorn.

—Matthew Arnold

Lives of great men all remind us
We can make our lives sublime,
And departing, leave behind us
Foot prints on the sands of time.

—Longfellow

Blow, blow, thou winter wind
Thou art not so unkind
As man's ingratitude;
Thy tooth is not so keen,
Because thou art not seen.
Although they breath be rude.

—Shakespeare

Nothing in the world is single,
All things by a law divine
In one another's being mingle—
Why not with thine?

—P.B. Shelley

Fade far away, dissolve, and quite forget
What thou among the leaves hast never known.
The weariness, the fever and the fret
Here, where men sit and hear each other groan.
Where palsy shakes a few, sad, last grey hairs,
Where youth grows pale, and spectre-thin, and dies;
Where but to think is to be full of sorrow
And leaden-eyed despairs,
Where beauty cannot keep her lustrous eyes,
Or new love pine at them beyond to-morrow.

—John Keats

Full many a gem of purest ray serene
The dark unfathomed caves of ocean bear;
Full many a flower is born to blush unseen,
And waste its sweetness on the desert air.

—Thomas Gray

Culture is contact with the best
That has been said and thought in the world
There is a pleasure in the pathless woods
There is a pleasure on the lonely shore,
There is society where none intrudes,
By the deep sea, and music in its roar;
I love not man the less, but nature more.
With whatever you find you create your glad games.

—Matthew Arnold

I spend both my time and my strength over things I can never obtain.
 In my frail canoe I struggle to cross the sea of desire, and forget that I too am playing a game.

—Rabindranath Tagore

God made the country and men made the town
 What wonder then, that health and virtue, gifts
 That can alone make sweet the bitter draught
 That life holds out to all, should most abound
 And least be threatened in the fields and graves.

—Cowper

O man ! forgive thy mortal foe
 Nor even strike him blow for blow.
 For all the souls on earth that live
 To be forgiven must forgive.
 Forgive him seventy times and seven;
 For all the blessed souls in Heaven.
 Are both forgivers and forgiven.

—Lord Tennyson

Thy soul was like a star, and dwelt apart;
 Thou hadest a voice whose sound was like the sea,
 Pure as naked heavens majestic, free,
 So didst thou travel on life's common way,
 In cheerful godliness; and get thy heart
 The loveliest duties on herself did lay.

—Wordsworth

Sweet are the uses of adversity;
 Which, like the toad, ugly and venomous
 Wears yet a precious jewel in his head
 And this our life exempt from public haunt.
 Find tongues in trees, books in running brooks.
 Sermons in stones and good in everything.

—Shakespeare

The old order changeth yielding place to new,
 And god fulfils himself in many ways,
 Lest one good custom should corrupt the world.

—Tennyson

The glories of our blood and state
 And shadows, not substantial things;
 There is no armour against fate;
 Death lays his icy hands on kings.

—Shirley

Our birth is but a sleep and a forgetting:
 The soul that arises with us, our life's star,
 Hath had elsewhere its setting.
 And cometh from a far:
 Not in entire forgetfulness,
 And not in utter nakedness,
 But trailing clouds of glory do we come
 From God, who is our home.
 Heaven lies about us in ur infancy.

—Wordsworth

My never-failing friends are they,
 With whom I converse day by day;
 With them I take delight in weal.
 And seek relief in woe.

—Robert Southey

Sceptre and crown
Must tumble down,
And in the dust be equal made
With the poor crooked scythe and spade.

—Shirley

Every morn and every night
Some are born to sweet delight
Some are born to endless night.

—Blake

Out of the day and night
A joy has taken flight;
Fresh spring and summer, and winter hoar
Move my faint heart with grief but with delight
No more—oh, never more.

—P.B. Shelley

Nothing is useless, or low:
Each thing in its place is best;
And what seems but idle show
Strengthens and supports the rest.
Trust no future, however pleasant,
Let the dead past bury its dead,
Act-Act in the living present
Heart within and god overhead.

—Longfellow

Nothing begins, and nothing ends,
That is not paid with moan;
For we are born in other's pain,
And perish in our own.

Our life is not the life of roses and of leaves;
Else wherefore this deep strife,
This pain our soul conceives?
The fall of ev'n such short-lived things
To us some sorrow brings.
Life is real ! Life is earnest !
And the grave is not its goal;
Dust thou art, to dust returnest
Was not spoken of the soul.
Not enjoyments, and not sorrow,
Is our destined end or way !
But to act, that each to-morrow
Find us farther than to-day.
To me the meanest flower that blows can give
Thoughts that do often lie too deep for tears.

—Wordsworth

Stone walls do not a prison make,
Nor iron bars a cage;
Minds innocent and quiet take
That for on hermitage;
If I have freedom in my love
And in my soul on free.
Angels alone, that soar above
Enjoy such liberty.

—Lovelace

Let not ambition mock their useful toil,

Their homely joys and destiny obscure;
Nor grandeur hear with a disdainful smile
The short and simple annals of the poor.

—*Thomas Gray*

Breathers there a man with soul so dead,
Who never to himself hath said,
This is my own, my native land?
Whose heart hath ne'er within him burn'd
As home his footsteps he hath turn'd
From wandering on a foreign strand?

—*Scott*

Water, water, every where,
And all the boards did shrink;
Water, water, every where
Nor any drop to drink.

—*S.T. Coleridge*

I slept and dreamed that life was beauty.
I woke—and found that life was duty;
Was my dream, then, a shadowy lie?
Toil on, sad heart, courageously,
And thou shalt find thy dreams shall be
A noonday light and truth to thee.

—*Ellen Sturgis Hoop*

A good book is the precious life-blood of a master spirit, embalmed and treasured up on purpose to a life beyond life.

—*Milton*

Neither a borrower nor a lender be:
I or loan oft loses both itself and friend,
And borrowing dulls the edge of husbandry.

—*Shakespeare*

Criticism is a disinterested endeavour to learn and propagate the best that is known and thought in the world.

—*Matthew Arnold*

It matters not how strait the gate,
How charged with punishments the scroll,
I am the master of my fate;
I am the captain of my soul.

—*W.E. Henley*

After life's fitful fever, he sleeps well,
Treason has done his worst; nor steel nor poison
Malice domestic, foreign levy, nothing
Can touch him further.

—*Shakespeare*

Sunset and evening star
And one clear call for me !
And may there be no moaning of the bar
When I put out to sea,
I hope to see my pilot face to face
When I have crost the bar.

—*Tennyson*

Laugh and the world laugh with you
Weep and you weep alone.
For the sad old earth must borrow its mirth,
But has trouble enough of its own.

—*Ella Wheeler Wilcox*

S.T. Coleridge has rightly commented, "Language is the armoury of the human mind, and at once contains the trophies of the past weapons of its future conquests." Indeed, idoms and phrases embellish our language and sharpen our expression. Some of them are formed of verbs, some of nouns, some of prepositions, some of adjectives, and some of adverbs. So according to their formation, they may be known as verbal phrases, prepositional phrases, adjective or adverbial phrases, noun phrases, prepositional phrases, adjective or adverbial phrases, noun phrases, etc. The list of idoms, phrases and foreign expressions that follows is a mixed one containing some phrases of each kind. With regard to the verbal phrases, many meanings have been given but only one use in a sentence has been provided. Other uses may separately be made with the help of other meanings. As far as possible, only those idoms and phrases have been included in the list which are quite common and which generally occur in our day-to-day conversation and correspondence. Outdated idoms and phrases have intentionally been avoided lest it should distract the reader.

Verbal Phrases

As explained earlier, verbal phrases are those phrases which are formed of verbs such as act upon, back out, knock at, set in, laugh at, etc., They are quite useful for enhancing the quality of brevity in expression and writing. Moreover, their use embellishes composition and sharpens expression.

Act

1. Act upon—act according to or relying upon
The subordinate acted upon the instructions of his officer without any ifs and buts.
2. Act up to—fulfil
Rama has acted up to his promise.
3. Act for—act on behalf of
In the absence of the President, the Vice-President acted for him.
4. Act on—affect
Alcohol acts on the mind.
5. Act under—act in submission to
The students acted under the orders of their teachers.

Bear

6. Bear off or away—win
The Indian Cricket Team bore off or away the match in the end.
7. Bear up—to be firm, endure, support

1. Prescribed in GBPU Syllabus (Technical Writing, BHS-211) Also Prescribed in UPTU Syllabus (Professional Communication, TAS-103).

- You should try to bear up your misfortunes with courage and fortitude.
8. Bear upon or on—having connection with
His nefarious acts will bear upon or on the prestige of his family.
 9. Bear down—overthrow or crush by force
The new President has been able to bear down all opposition.
 10. Bear out—confirm, corroborate
Other facts on records have borne out the truth that he has really committed theft.
 11. Bear down upon—approach deliberately
Wisdom dictates that controversies should not be borne down upon in order to avoid or maintain calm.
 12. Bear with—tolerate
A man of fortitude bears with his difficult days quite happily.

Beat

13. Beat down—subdue, crush, lessen.
Bad habits must be beaten down as early as possible or else they cannot be annihilated later.
14. Beat back—compel to retire
A hunter might beat a tiger back into the den.
15. Beat off—drive back by force
The shepherd beat the flock of sheep off the green pasture.

Blow

16. Blow up—destroy by explosion
A bomb was exploded on October 14, 1983 in a cinema hall of Shahadra and it blew up a huge wall.
17. Blow down—throw down by the force of the wind
The yacht was blown down the lake yesterday
18. Blow out—extinguish
Strong winds blew out the lamp at once
19. Blow over—pass away without injurious effect
The cyclone across the Bay of Bengal has blown over and there has been no damage to life and property.
20. Bring forward—1. introduce 2. produce
The lawyer was finally allowed to bring forward new facts in order to prove the innocence of his client.
21. Bring about—cause to happen
The Prime Minister's 20-point programme has really brought about a new era of prosperity in the villages.
22. Bring back—1. recall 2. restore
If you bring back your childhood days, you will feel excited.
23. Bring forth—1. give birth to 2. produce
Falsehood brings forth other evils.
24. Bring round—1. cause to recover 2. persuade
Somehow, he was brought round the point.
25. Bring off—1. carry 2. succeed
Your hard labour brings off in the end.
26. Bring under—subdue, reduce to obedience
The rebels were brought under by the police in the end.

27. Bring to—revive
Old customs are hardly brought to currency in the society.
28. Bring in—1. yield as rent 2. collect
The manager brought in the revenue.
29. Bring over—persuade to change sides, convert
It is difficult to bring enemies over.
30. Bring out—expose, bring to light
The full facts of the case were not brought out by him before the committee.

Break

31. Break out—start
The epidemic has broken out leaving thousands of persons dead.
32. Break down—1. come to a stop, fail 2. collapse
The citadel broke down due to heavy tremours of earthquake.
33. Break up—1. break in pieces 2. came to an end
To break up a long journey will prove quite costly to you.
34. Break with—cease friendship
On very petty issues, you should not break up with your old friend.
35. Break off—1. stop 2. separate by breaking
The walking stick was broken off.
36. Break forth—1. appear suddenly 2. burst out
The volcano broke forth with a lot of commotion.

Cast

37. Cast out—turn out, expel
The thief must be cast out of the society.
38. Cast away—throw away, give up
One must try to cast away bad habits.
39. Cast down—depressed
He was very much cast down on having failed in this trimester.
40. Cast about—*search mentally or actually*
The poet was casting about new images for his poetry.
41. Cast up—*calculate*
Cast up your income before spending it recklessly.
42. Cast off—*discard*
Bad friends should be cast off.
43. Cast aside—1. *throw aside as useless* 2. reject
Every rusted metal should be cast aside by the bank authorities.
44. Cast about for—*look for*
He was casting about for his new friend at the railway station.

Call

45. Call for—*demand, require*
Much capital is called for to start new business.
46. Call in—1. *send for* 2. collect
All the students were called in so that they might be imparted proper instructions.
47. Call at—1. *pay a visit* 2. stop
My friend called at me when he went to Bombay.

48. Call off—1. *declare to be at an end* 2. divert attention
The strikers called off their strike yesterday after due negotiations.
49. Call over—*read out in order*
Rules of any grammar should be called over properly.

Deal

50. Deal with—1. *To have to do with* 2. treat of
He deals with his friends very politely.
51. Deal out—*distribute, give*
Justice should be dealt out very prudently.
52. Deal by—*behave*
Deal with other as you want to be dealt by others.
53. Deal in—*trade in*
His father deals in cotton and corn.

Fall

54. Fall to—*being eager to do a thing*
The child was falling to burn fire.
55. Fall off—*become separated* 2. diminish 3. deteriorate
An apple has just fallen off the tree.
56. Fall under—1. *Come Under* 2. Be ranged under
Drinking falls under the kinds of social evils.
57. Fall on or upon—1. *drop* 2. attack
He has fallen on bad days after suffering a lot of misfortune.
58. Fall away—1. become lean 2. *revolt* 3. become careless
He has, of late, fallen away from his friends on the issue of economic policy.
59. Fall back—*retire*
The officer has fallen back from active service.
60. Fall out—1. quarrel 2. happen 3. *drop out*
His followers have now fallen out and have completely deserted him.
61. Fall in with—1. meet accidentally 2. *agree*
All the political parties in the country should fall in with one another on the question of national integrity.
62. Fall through—*fail, come to nothing*
His argument has fallen through because of various inconsistent remarks.

Get

63. Get in—*enter*
She has just got in the room.
64. Get at—1. discover 2. *attack*
He got at him with abusive utterances.
65. Get about—1. go from place to place 2. *circulate*
Good news goes about instantly.
66. Get off—1. dismount 2. *escape*
The thief got off immediately with his booty.
67. Get forward—*advance, proceed*
A hard working man gets forward without being hindered by threats of others.

68. Get in to—1. enter 2. attain to a position in 3. *become involved.*
Don't get in to politics, or else your career will be ruined for ever.
69. Get along—1. advance, prosper 2. *live pleasantly together*
Always try to get along with your friends.
70. Get away—*escape*
The boy got away with a handsome money.
71. Get back—1. *return* 2. *receive*
You will get back your book tomorrow.
72. Get over—1. *recover* 2. *overcome*
A wise man gets over his difficulties with tact and patience.
73. Get through—1. *pass through* 2. *finish*
You can get through the examination by dint of hard labour.
74. Get up—1. *rise* 2. *dress* 3. *finish*
She gets up at 5 am in the morning daily.
75. Get under—*subdue, control*
Try to get under your passions and worries.
76. Get out of—*escape from*
Don't allow opportunities to get out of your hold.
77. Get out—1. *escape* 2. *remove*
The officer angrily asked his servant to get out of his office.
78. Get on with—*agree, live together with*
Good neighbours always get on with each others.
79. Get on—1. *advance* 2. *put on* 3. *live pleasantly together*
He is now getting on with his studies quite satisfactorily.

Go

80. Go through—1. suffer 2. examine 3. *carry firmly to a finish*
He wants his proposal to see that it is gone through at all costs.
81. Go along with—*to accompany*
Good boys always go along with one another.
82. Go by—1. elapse 2. *judge* 3. be guided by
A justice-loving teacher is always gone by uprightness and honesty.
83. Go upon—*act, proceed according to*
Go upon as your teacher instructs.
84. Go in for—1. enter as a competitor 2. *advocate* 2. to take
He does not go in for his friend for wrong things.
85. Go abroad—1. *go to a foreign country* 2. become public
His teacher has already gone abroad and will come back the next year.
86. Give up—1. despair of one's recovery 2. surrender 3. *abandon*
He has completely given up drinking.
87. Give way—1. *yield* 2. break
His hard labour has given way to success.
88. Give away—*distribute, present*
The chief guest has given away prizes to the winners yesterday.
89. Give in—*yield*
Don't give in when your argument is pertinent.
90. Give out—1. distribute 2. *become exhausted* 3. announce
The teacher got out completely after delivering a sustained lecture in the class.

91. Give off—*emit*

A rose flower gives off a sweet smell.

92. Give over—1. *Transfer* 2. *abandon*

Cheaper technology should be given over to the farmers. .

Hold93. Hold on—*continue*

Hold on your sustained efforts to win a first prize.

94. Hold off—*remain at a distance*

He was commanded to hold off by the soldier.

95. Hold together—*remain united*

We should try to hold ourselves together in times of external invasion on the country.

96. Hold over—*postpone*

He has held over his tour for the time being.

97. Hold forth—1. *put forward* 2. *declaim*

Hold forth your faith in God whatsoever the times may be.

98. Hold out—*resist; not to succumb*

Don't hold out in case you are absolutely wrong.

Knock99. Knock up—1. *arouse by knocking* 2. *be fatigued*

The patient was knocked up by a formidable disease.

100. Knock down—1. *overturn* 2. *sell at an auction*

A cyclist was knocked down by a scooterist yesterday.

101. Knock about—*wander about*

The poor fellow knocked about, but got no help.

102. Keep to—*adhere to, be firm*

Always keep to your word.

103. Keep out—1. *check* 2. *hinder from entering or taking possession*

Don't keep out students from developing independent thinking.

104. Keep off—*remain at distance, ward off*

Keep off poverty in the country by doing hard work.

105. Keep back—*conceal*

Big secrets are always kept back.

106. Keep from—*abstain from*

He is a man of very austere habits and he always keeps himself away from drinking.

Lead107. Lead off—*begin*

They have led off a new base of life, after forgetting their past.

108. Lead into—*bring in to*

Honesty leads into sincerity.

109. Lead on to—*continue leading as far as*

Lead on to honest path of life as far as you can.

Lay110. Lay in—*store up*

It is bad to lay in essential commodities.

111. Lay by—*save for future needs*
One should certainly lay by for future.
112. Lay out—1. *spend* 2. *invest* 3. *dispose in order*
It is always wise to lay out your capital in productive enterprises.
113. Lay up—*confine to bed* 2. *store for future use*
He is laying up these days as he is a bit indisposed.
114. Lay out for—*work keenly for*
Lay out for your success as much as you can.

Look

115. Look up to—*respect*
He looks up to me as his elder brother.
116. Look to—1. *be careful of* 2. *rely*
He is looking to his future as he is yet to find a suitable employment.
117. Look into—*investigate*
The magistrate is looking into this matter.
118. Look in—*visit*
He has not yet looked me in.
119. Look forward to—*expect with pleasure*
We are looking forward to receiving you.
120. Look up—1. *find* 2. *rise* 3. *improve*
Unless you look up, you cannot be rewarded.
121. Look down on or upon—*despise*
Don't look down upon others, because it is a bad habit.
122. Look for—1. *search for* 2. *wait patiently; expect*
We are looking for them for their help.

Make

123. Make up for—*compensate for*
The university has made up for the losses during the strike period.
124. Make off with—*run away with*
The thief made off with the money.
125. Make up with—*settle one's differences with*
There is still time to make up with him, for afterwards you may be put in a great trouble.
126. Make up to—*approach*
He makes up to his friends very often whenever he needs their help.
127. Make for—1. *move towards* 2. *tend to the advantage of*
His business has now made for, and his labour will certainly yield to good results.
128. Make out—1. *understand* 2. *prove*
Intelligent students always make out purposeful conclusions from the lectures of their teachers.
129. Make away with—1. *kill* 2. *remove in an underhand manner*
The manager has made away with the goods meant to be used in the factory.

Put

130. Put forth—*exert*
He puts forth his arguments very nicely.
131. Put down—*suppress*
The officer has put down the strike with an iron hand.

132. Put off—1. lay aside 2. turn one aside from a purpose or demand 3. *postpone* 4. start away from shore
 He has put off his visit to Delhi.
133. Put out—1. *extinguish* 2. vex or annoy 3. confuse
 The fire was put out in just ten minutes by the fire brigade.
134. Put up with—*tolerate; endure*
 One should try to put up with one's circumstances.

Run

135. Run up to—*amount to*
 Disobedience to the university rules will run up to stern action on the part of an erring student.
136. Run down—1. *blame* 2. enfeeble
 He was run down by his friend for his unfounded charges he levelled against them.
137. Run through—1. waste 2. *examine hurriedly*
 The auditor ran through the account-books of the university, and failed to point out any discrepancies.
138. Run up—1. increase 2. accumulate
 If you don't pay off your dues, they will run up in thousands.
139. Run over—1. ride or drive over 2. *overflow* 3. examine in a cursory manner
 The water ran over the tank.
140. Run out—1. *waste* 2. come to an end
 They ran out money in senseless activities.

Stand

141. Stand up for—*support*
 I always stand up for just causes.
142. Stand out against—*resist*
 Stand out against exploitation of the weak at every stratum of society.
143. Stand by—*support*
 Committed friends always stand by you in your weal and woe alike.
144. Stand to—*be consistent with*
 An intelligent teacher always stands to his students in every circumstance.
145. Stand on—*attach importance to*
 Don't stand on your dreamy plans, for this world is after all a reality.

Set

146. Set up for—*pretend*
 He sets up for a scholar though his range of knowledge is very limited.
147. Set on—1. *instigate* 2. attack
 Don't set on others, as it leads to problems to others.
148. Set down—1. *charge* 2. censure
 Don't set down anything when you disseminate knowledge to others.
149. Set off—1. *depart* 2. decorate
 The visitor set off after collecting requisite information.
150. Set up—1. *start business* 2. establish 3. to make prosperous
 He has set up his business in London.

Strike

151. Strike down with—*attack*
The bandits struck him down with sticks and ran away immediately.
152. Strike in with—*agree with*
One should strike in with other for espousing noble causes.
153. Strike up—*began to play*
The players struck up after refreshment.
154. Strike in—*come in suddenly*
New ideas struck in his mind and he immediately started writing.
155. Strike at—*aim at*
He works very hard because he wants to strike at great success in life.

Take

156. Take to—*become addicted to*
Don't take to any addiction in life.
157. Take up—*occupy*
The problem has now taken up new dimensions
158. Take after—*resemble*
His son has perfectly taken after his father.
159. Take in—1. enclose with a fence 2. *understand* 3. receive regularly
The boys have taken in the instructions imparted by his teacher.
160. Take down—1. *demolish* 2. scold
The agitators have taken down the building.

Throw

161. Throw up—*resign; cast up*
Don't throw up your efforts in face of difficulties.
162. Throw off—*discard; cast off*
Throw off untrusted friends once for all.
163. Throw away—1. *waste* 2. destroy by neglect or folly
Don't throw away papers here and there.
164. Throw down the gauntlet—*give an open challenge*
The U.S.A and the U.S.S.R. have thrown down the gauntlet to and vie with each other in order to widen their influence.
165. Throw out—*reject*
Bad boys are always thrown out by the society.
166. Throw over—*abandon*
Don't throw over any endeavour in the middle one you take it up.

Turn

167. Turn away—*dismiss*
He was turned away by his superiors.
168. Turn up—1. *happen* 2. appear
Nobody knows what may turn up tomorrow.
169. Turn down—*reject*
His appeal was turned down by the court.
170. Turn aside—1. *avert* 2. *deviate*
Don't turn aside the heavier responsibilities just because you are incapable of fulfilling them honestly.

171. Turn adrift—throw one on one's own resources
He is a self-made man, and has always turned adrift without anybody's support.
172. turn out—1. expel 2. assemble 3. produce
He was turned out of the university campus for his misbehaviour.

Work

173. Work out—1. solve 2. exhaust by working
The students could not work out this sum as it was quite difficult.
174. Work on—1. continue working 3. influence
He is a man of very liberal and cosmopolitan outlook; petty considerations cannot work on him.
175. Work up—1. excite 2. use up materials in work 3. elaborate
The teacher usually works up a problems in the class.

Idiomatic Verbal Expressions

According to T. French, a great writer of the world, idiomatic expression is the real amber of the minds of the universe. In his own words, "*Language is the amber in which a thousand precious thoughts have been safely embedded and preserved. It has arrested ten thousand lightning flashes of genius, which unless thus fixed and arrested, might have been as quickly passing and perishing as the lightning.*"—Keeping this paramountcy of idiomatic expressions, an exhaustive list has been prepared. The following list of idioms will benefit the reader quite immensely, for their selection has been made in such a way that the outmoded and outdated ones have been avoided. At the end, appears a list of assignments, which, too, may prove useful for practical purposes in the class.

176. To be ill at ease—to be disturbed in mind
He is always ill at ease here, because he has not so far made up his mind to stay over here.
177. To be under a cloud—to be in disgrace
The leader is under a cloud these days because of his various actions of omission and commissions.
178. To be under some one's thumb—to be unduly under some one's rule or control.
The subordinate is under his officer's thumb, and so he always acts upon his instructions.
179. To be a nobody—to be a person of no importance
He is certainly nobody to hinder my progress.
180. To be worth its weight in gold—said of something extremely valuable
His valuable suggestions at such a crucial juncture are really worth their weight in gold.
181. To be worth while—worth spending time
It is, indeed, worth while to read Milton's *Paradise Lost*.
182. To be born with a silver spoon in one's mouth—to be a rich man's child
The late Pt. J.L. Nehru was born with a silver spoon in his mouth.
183. To be in with—to be friendly with; to have the favour of a superior
He is quite in with his officer these days.
184. To bear one out—to support somebody's statement
The teacher born him out in the meeting, because he (teacher) thought he (any third person) was right.

185. To be at daggers drawn or to be at logger heads or to be unfriendly to the extent of being enemies to each other.
 India and Pakistan are at daggers drawn or are at logger heads these days.
186. To be out of sorts—To be slightly unwell
 He is out of sorts at present because of the inclemency of weather.
187. To be the order of the day—common thing
 It is the order of the day to hear of atleast a murder or a loot in the Punjab each day.
188. To be on one's last legs—to be about to collapse
 The U.N.O. is never on its last legs, as some super-powers allege.
189. To be in the wrong box—to be in the uncongenial circumstances.
 By joining this institute, he feels that he is in the wrong box.
190. To be in a pretty pass—to be in a difficulty
 Facing a new situation, the employee found that he was in a pretty pass.
191. To be full of oneself—to be self conceited
 He is so full of himself that others don't like him.
192. To be caught napping—to be caught in a unguarded moment
 The invigilator caught the erring examinee almost napping.
193. To be in bad or good odour—to be out of favour
 He is, in fact, in bad or good odour of his officer.
194. To be on the horns of a dilemma—to be in difficulty
 He was really on the horns of dilemma to find a difficult paper in the examination hall.
195. To cut off with a shilling—to disinherit
 If you disobey your father, he will cut off with a shilling.
196. To cut both ways—to tell for both sides, to be neutral
 He is always objective and just in his approach and so he cuts both ways on problems of wider consequences.
197. To cut a dash or figure—to make a conspicuous appearance
 By his eloquent speech, he cut a dash or figure amongst the audience.
198. To do a thing by fits and starts—irregularly
 If you study by fits and starts, you will not be able to get good marks.
199. To follow the beaten track—to do what ordinary people do.
 He is just following the beaten track, and others have, therefore, no liking for him.
200. To fish in troubled waters—to interfere in a quarrel for the sake of some personal gain.
 Mischievous element always tries to fish in trouble waters during communal riots.
201. To fight shy of—to avoid
 Don't fight shy of stark realities of life simply by putting them off.
202. To feel the pulse—to find out one's secret opinions.
 If you have the tact to feel the pulse of your followers, you can easily solicit their support.
203. To feather one's own nest—to reap an advantage in an unfair way
 Politicians usually feather their own nests these days and they generally neglect the cause of public welfare.
204. To face the music—to face a difficult situation
 If you don't nip a bad habit in the bud, you will have to face the music afterwards.
205. To end in smoke—to end in nothing
 All his efforts to win over his adversary have ended in smoke.
206. To drive one in to a corner—to put one in a fix.
 They drove him in to a corner because his arguments were not sound and pertinent.

207. To drive a nail—to give a man rebuke or unpleasant advice in such a manner that he feels its full force
 They drove a nail home by pointing out the blunders committed by the students.
208. To do a thing off hand—to do it at once without delay or hesitation
 If you speak off hand, you may not be as effective or forceful as you ought to be.
209. To end in a fiasco—to fail miserably
 The meeting ended in a fiasco, as all the members gave differing views on the major issues.
210. To follow suit—to follow somebody's course or policy
 The leader boycotted the meeting and his supporters followed suit.
211. To go through fire and water—to undertake all sorts of risks
 He is very adventurous and can always go through fire and water.
212. To go to the wall—To be hard pressed, to destroy
 He went to the well due to mounting pressure from the opposite camp.
213. To gain the upper hand—to secure advantage
 He has gained the upper hand because of his sound decisions.
214. To go hot and cold—to have excess of shame
 He went hot and cold for his major lapses.
215. To go west—to be killed, to die.
 He went west fighting his enemy.
216. To go with the tide—to do as others do
 Try to go with the tide, as it is always practicable and wise.
217. To give one the slip—to avoid someone
 The peon gave his officer a slip, because he didn't want to do his work.
218. To get into a scrape—to get into an awkward or unpleasant situation
 By his own lapses, he has gone into scrape.
219. To get the better of—to defeat.
 He got the better of his enemy by dint of his regular work and honesty.
220. To get into hot water—to get into trouble
 If you don't mend your ways, you will soon get into hot water.
221. To give one a piece of one's mind—to take a person to task; to scold.
 He didn't improve, though the teacher gave him a piece of his mind many a time.
222. To give one the cold shoulder—to discourage; to entertain poorly or in a cold manner.
 My father gave me his cold shoulder in my plan of starting a new corn business.
223. To get one's fingers burnt or to burn one's fingers—to get oneself into unexpected trouble.
 Don't poke your nose into the affairs of others, or else you will get your fingers burnt.
224. To get on one's nerves—to irritate one
 If you pester your teachers all the time, you will certainly get on their nerves.
225. To go the way of all flesh—to die
 Every body, howsoever rich, has to go the way of all flesh.
226. To hide one's light under a bushel—to conceal or obscure one's talents.
 Many a great man has to hide his light under a bushel for want of proper opportunities.
227. To go the pace—to indulge in dissipation.
 It is not wise to go the pace, as it brings no rewards in the end.
228. To harp on the same string—to dwell upon the same subject repeatedly
 If you harp on or upon the same string, people may not like to listen to you for long.
229. To hang or to tremble in the balance—to remain undecided.
 Intelligent officers take decisions at once; they do not allow to hang or tremble them in the balance.

230. To have an axe to grind—motive of self interest
A social worker has no axe to grind, because his purpose is only social service.
231. To have a bee in one's bonnet—to be slightly out of wits; to be mentally disturbed
When he was asked a difficult question, he had a bee in his bonnet.
232. To have one's hand full—to be very busy
His hands are full these days; so he cannot undertake this job.
233. To have an old head on young shoulders—to be wiser than one's age
Very few teachers are there who really have an old head on young shoulders.
234. To have too many irons in the fire—to be engaged or interested in too many enterprises
If you have too many irons in the fire, your chances of success will almost be meagre.
235. To have the courage of one's conviction—to have the courage to put one's belief into action.
A learned professor is really one who has the courage of his own conviction.
236. To hit below the belt—unfairly
If you hit the workers below the belt, they will decidedly fight back.
237. To laugh to scorn—to hold up to ridicule
If you laugh to scorn when your adversary gets defeat, you may also be ridiculed on your discomfiture.
238. To laugh in one's sleeves—to laugh at a person secretly
It is not a very sane practice to laugh in your sleeves when others commit some lapses.
239. To hit the nail on the head—to speak to the point
Don't beat about the bush, you should try to hit the nail on the head in order to attract the rapt attention of the audience.
240. To hold water—to be correct and well grounded
Since your argument is irrelevant, it does not hold water at all.
241. To hold good—to remain in force
What was true in the hoary ages, may not in fact hold good for the present milieu.
242. To hope against hope—to hope even when the case is almost hopeless
So long as man survives, he always hopes against hopes.
243. To kill two birds with one stone—to succeed in two things by making one effort.
By working hard he killed two birds with one stone; first, he enhanced his knowledge; and secondly, he got very good marks.
244. To keep up appearance—to maintain the outward show of prosperity
Always keep up appearance despite difficult situations and heavy odds.
245. To keep the wolf from the door—to avoid starvation; to ward off extreme poverty
We can keep the wolf from the country by working extremely very hard.
246. To keep a good table—to entertain a large number of guests
He is a prosperous upstart; so he always keeps a good table.
247. To hold a brief for—to have the legal authority to defend somebody
The legal consellor holds a brief for the university employees whenever their cases are dragged into a court of law.
248. To cut the Gordian knot—to perform a very difficult task
To solve the unemployment problem in our country is really just like cutting the Gordian knot.
249. Pandora's Box—(here reference goes to Jupiter's giving a present or offer to Pandora) a mysterious revelation meant for good of all, provided used property
Nuclear power may prove to be a Pandora's Box to the mankind provided it is used for the welfare of mankind.

250. Between Scylla and Charybdis—(here reference goes to the coast of Sicily, where Scylla is a rock and Charybdis is a whirlpool, which the navigators feared to cross)—between two great difficulties
 India sometimes positions herself between Scylla and Charybdis on matters of serious international problems, because by her being neutral she incurs the wrath of her enemies as well as the displeasure of her supporters.
251. All and sundry—everybody without any distinction
 He invited all and sundry on the occasion of his marriage.
252. To go to the dogs—to be ruined
 All his property has gone to the dogs because of his negligence.
253. To throw cold water on—to feel discouragd
 His failure in the examination has thrown cold water on the fond hopes of his parents.
254. To be taken aback—to feel surprised
 He was taken aback to find his friend in his room without any prior intimation.
255. Rank and file—general mass, ordinary people.
 Democracy is formed by rank and file, as it is supposed to be the government of the people, for the people, and by the people.
256. To be at one's wits' end—to be confused
 He was at his wits' end to find a very difficult paper in the examination hall.
257. To nip in the bud—to destroy or restrict in the very beginning.
 Bad habits should be nipped in the bud.
258. The Sword of Damocles—impending danger (here the reference goes to a brave Greek who was invited to eat lavishly but a pointed sword used to hang over his head by a hair only. Thus he could not enjoy it and always suffered from an impending danger of killing himself)
 The Sword of Damocles of the third World War is hanging over the whole of humanity now-a-days.
259. To call a spade a spade—to speak the truth
 If you call a spade a spade, you will never be liked by your friends.
260. By leaps and bounds—very rapidly
 India is developing by leaps and bounds in every sphere.
261. A utopian scheme—an impracticable plan
 Problems of the country cannot be solved by merely taking help of the utopian schemes.
262. To bear the brunt of—to tolerate difficulty
 Your parents bear the brunt of all financial strains as long as you stay in the university.
263. To play a second fiddle—to perform a secondary role
 He is more efficient than his boss, so he is not prepared to play a second fiddle to him.
264. To beat about the bush—to talk irrelevantly
 If you beat about the bush, your teacher will not like you.
265. By hook or by crook—through honest or dishonest methods
 He wants promotion to the next post by hook or by crook.
266. A men of letters—a learned man
 He is really a men of letters.
267. A black sheep—a disgraceful fellow
 You may find many black sheep in the society.
268. Bread and butter—means of livelihood
 Everybody is worried about his bread and butter these days.
269. Bag and baggage—with everything which one owns
 He has left Pan Nagar bag and baggage as he has now completed his B. Tech. degree.

270. An apple of discord—(here reference goes to the Greek goddesses named Juno, Minerva and Venus. Each of them claimed herself to be most beautiful and also the fittest one to get the golden apple. On this count, they quarrelled among themselves), a moot point of discord or quarrel
 Kashmir is an apple of discord between India and Pakistan.
271. To see eye to eye—to agree
 They do not see eye to eye with each other on various issues.
272. To wash one's dirty linen in public—to discuss private matter in public
 Prudence dictates one not to wash one's dirty linen in public.
273. A hard nut to crack—a difficult problem to solve
 To remove illiteracy from our country is really a hard nut to crack.
274. To gird up the lions—to be well prepared to face a challenge.
 You have to gird up your lions, as the examinations are approaching nearer and nearer.
275. Nose of wax—anything easily influenced
 He does not have a nose of wax, as he is above board.
276. The olive branch—a symbol of peace
 To live and let live is the olive branch of India's foreign policy.
277. To clean the Augean stables—(the reference goes to heroic deeds of Hercules, the great warrior. He cleaned the Augean stables which had not been cleaned for 30 years and where 3,000 oxen used to live), a very difficult task to accomplish.
 To make India prosperous by eliminating poverty is just like cleaning the Augean stables.
278. A Herculean task—a difficult problem
 It is really a Herculean task to annihilate corruption from public life in our country.
279. A turn coat—a person who changes his loyalties too often
 You will find many turn coats in every political party these days.
280. By dint of—with the help of
 He succeeded in his life by dint of hard work.
281. To read between the lines—to understand the hidden meaning
 If you read my letter between the lines, you will appreciate the spirit with which it was drafted.
282. Skin and bone—inextricably mixed
 Duties and rights go skin and bone together.
283. A bone of contention—a cause of dispute
 The huge property is the bone of contention between the sons of the deceased.
284. Dutch courage—intoxicated courage
 He bragged a lot under Dutch courage.

ASSIGNMENT 1

Frame sentences of your own using the following verbal phrases:

- | | | | |
|---------------|--------------|--------------|----------------|
| 1. act upon | 2. act on | 3. bear up | 4. bear with |
| 5. break down | 6. blow over | 7. cast down | 8. call off |
| 9. fall out | 10. get in | 11. hold on | 12. knock down |
| 13. keep up | 14. lay by | 15. look for | |

ASSIGNMENT 2

Frame sentences of your own using the following verbal phrases:

- | | | | |
|----------------|-------------|------------|------------|
| 1. make up for | 2. make out | 3. put off | 4. put out |
|----------------|-------------|------------|------------|

| | | | |
|---------------|----------------|--------------------|----------------|
| 5. run down | 6. run over | 7. stand up for | 8. stand by |
| 9. set up for | 10. set off | 11. strike in with | 12. take after |
| 13. take down | 14. throw off | 15. throw over | 16. turn up |
| 17. turn down | 18. turn aside | 19. turn out | 20. work out |

ASSIGNMENT 3

Fill in the following blanks with appropriate idiomatic expressions given at the end:

- A.
1. He invitedon the occasion of his marriage.
 2. All his property.....because of his carelessness.
 3. To remove unemployment problem from our country is just like.....
 4. His failure in the examination has.....the fond hopes of his parents.
 5. He was.....when he found a very difficult paper in the examination hall.
 6. Democracy is formed by.....
 7. He was.....when he found his own intimate friend talking in a different way.

List of idiomatic expressios:

1. to cut the Gordian knot, 2. all and sundry 3. to go to the dogs 4. to throw cold water on 5. to be at one's wit's end, 6. to be taken aback, 7. rank and file.
- B.
1. All his efforts have.....
 2. He was.....to see his friends at the bus-stand.
 3. Corruption should be.....
 4. All his riches has.....because of his intemperance and indulgence in many things.
 5. His honesty is.....
 6. He reached there to attend to his duties.....

List of Idioms

1. to go to the dogs 2. above board 3. at the nick of time 4. to end in smoke 5. to be taken aback 6. to nip in the bud.

ASSIGNMENT 4

A. Fill in the following blanks with appropaiate idiomatic expressions given at the end:

1. India is making progress
2. Politicians of today are out to get power.....
3.could not be invited due to lack of funds.
4. Whenever you find a person being extraordinarily sympathetic towards you, be sure he has.....
5. Everyone has to struggle hard for his.....
6. All his books and things were lying.....in his room.
7. The meeting....., because all expressed different opinions.
8. People often get angry when one.....
9. Bad habits should be.....
10. He preserved his fame.....his hard labour.

List of idiomatic expressions:

1. by dint of 2. by leaps and bounds 3. by hook or by crook 4. all and sundry 5. an axe to grind 6. at sixes and sevens 7. to end in smoke 8. to nip in the bud 9. bread and butter 10. to call a spade a spade.

ASSIGNMENT 5

Fill in the following blanks with appropriate idiomatic expressions given at the end:

- A. 1. On the occasion of his marriage, he invited.....
2. His is struggling hard for his.....these times.
3. Kashmir is.....between India and Pakistan.
4. India is now progressing.....in all fields.
5. To establish world-peace is just like.....
6. Social changes cannot be brought about by.....
7. If you study....., you cannot pass the test.
8. A true friend never.....you.....
9.don't reap the fruits of independence.
10. People get angry when one.....

List of idiomatic expressions: to call a spade a spade, rank and file, the apple of discord, by leaps and bounds, all and sundry, bread and butter, to cut the Gordian knot, the Utopian schemes, by fits and starts, to leave one in the lurch.

- B. Use clearly and meaningfully the following idiomatic expressions in your own sentences alongwith their meanings:

| Word | Meaning | Use |
|--------------------------------|---------|-------|
| 1. To clean the Augean stables | | |
| 2. To grease one's palm | | |
| 3. The olive branch | | |
| 4. Tooth and nail | | |
| 5. To nip in the bud | | |
| 6. An axe to grind | | |
| 7. To throw cold water on | | |

ASSIGNMENT 6

Frame sentences of your own using the following idioms:

1. Pros and cons. 2. Few and far between. 3. Black and blue. 4. Tooth and nail. 5. To eat a humble pie. 6. Hit the nail on the head. 7. Out of the frying pan into the fire. 8. The Sword of Damocles. 9. Dog in the manger. 10. To go to the dogs. 11. To feather one's nest. 12. To beat about the bush. 13. To break the ice. 14. To burn the candle at both ends. 15. To be born with a silver spoon in one's mouth. 16. To build castles in the air. 17. To nip in the bud. 18. To bear in mind. 19. To break the news. 20. To kill two birds with one stone. 21. To cut one's coat according to one's cloth. 22. To call a spade a spade. 23. to follow suit. 24. To end in smoke.

25. To carry the day. 26. To cut a sorry figure. 27. To be taken aback. 28. To harp on the same string. 29. To give the devil his due. 30. To bear the brunt of. 31. To play a second fiddle. 32. Rank and file. 33. At one's finger's end. 34. At one's wit's end. 35. At the eleventh hour. 36. At sixes and sevens. 37. At the nick of time. 38. To make a clean breast of. 39. An apple of discord. 40. A feather in one's cap. 41. A wild goose chase. 42. An axe to grind. 43. Time and again. 44. To throw cold water on. 45. A man of letters. 46. By leaps and bounds. 47. By hook or by crook. 48. With open arms. 49. Above board. 50. In the air. 51. All and sundry. 52. At arm's length. 53. Bag and baggage. 54. To keep the ball rolling. 55. A bird's eye view. 56. Black sheep. 57. Black and white. 58. Bread and butter. 59. A burning question. 60. To gird up the lions. 61. A hard nut. 62. A turn-coat. 63. To laugh in one's sleeves. 64. Wash one's dirty linen in public. 65. See eye to eye. 66. Hair's breadth escape. 67. To make head or tail of. 68. To give the cold shoulder. 69. A square deal. 70. To read between the lines. 71. To sow wild oats. 72. The olive branch. 73. To grease one's palm. 74. Root and branch. 75. A bolt from the blue. 76. A green hand. 77. A fish out of water. 78. Under the rose. 79. To cut the Gordian knot. 80. To cry over spilt milk. 81. To draw a blank. 82. Dutch courage. 83. A Utopian Scheme. 84. Crocodile tears. 85. To clean the Augean stables. 86. Apple-pie order. 87. A bull in a china shop. 88. To burn midnight oil. 89. Alpha and Omega. 90. Alma mater. 91. Alma's ale. 92. By fits and starts. 93. To leave one in the lurch. 94. To be at sea. 95. A Herculean task. 96. Brown study.

ASSIGNMENT 7

Frame sentences of your own by using the following idioms:

- | | |
|----------------------------|------------------------------|
| 1. Skin and bone | 2. To read between the lines |
| 3. Neck and neck | 4. To sow wild oats |
| 5. To bell the cat | 6. A bone of contention |
| 7. To add fuel to fire | 8. Against a rainy day |
| 9. To bury the hatchet | 10. Brown study |
| 11. Ins and outs | 12. To be at sea |
| 13. To cross the Rubicon | 14. El Dorado |
| 15. A Don Juan | 16. To draw a blank |
| 17. To cry over spilt milk | 18. A wet bargain |
| 19. A bull in a China shop | 20. Platonic love |
| 21. With a grain of salt | 22. A new broom sweeps clean |
| 23. To break the news | |

ASSIGNMENT 8

Complete the following sentences using the most suitable idiomatic expressions in their correct grammatical forms out of list at the end:

1. You cannot depend on him for correct information because he.....and never comes to the point.
2. History tells us that very few of our great men.....
3. The Akali agitation in Punjab.....had the Central Government not followed the policy of appeasement.
4. Since we are a poor nation, we.....and avoid unnecessary pomp and show.
5. The greatest difficulty in uniting the fragmented opposition in this country is that no leader wants.....to another one.
6. You will be let off without punishment even if you.....your role in the conspiracy.
7. The search for oil in this region during the past five years has proved....., through a sizeable portion of the budget has been spent on it.

List of idiomatic expressions:

To cut one's coat according to one's cloth; an axe to grind; a wild goose chase; to nip in the bud; a black sheep; to play a second fiddle; to make a clean breast of; at arm's length; to beat about the bush; born with a silver spoon in one's mouth.

ASSIGNMENT 9

1. Write the following sentences into idiomatic form:

- (a) All the grammatical rules are very well learnt by him. He can make use of them readily.
- (b) Argentina and the United Kingdom have developed deadly enmity. They are ready to strike each other.
- (c) The post of the Prime Minister does not provide an easy berth. A perpetual danger always hangs over it.
- (d) Sanjay Gandhi was very dear to Mrs. Gandhi. She showered all her affections on him.
- (e) He invited all the residents of the colony to attend a function. He did not make any distinction of the high and low.
- (f) Our father prayed fervently to God for rains. We, the children, also did the same.
- (g) Many candidates were called for interview. None came to attend it.
- (h) He is working hard now a days. His aim is to pass the examination.

33

Expansion of Ideas¹

(EXTENDED WRITING)

Expansion of ideas is a very interesting mental exercise, which entails knowledge of complete English Grammar. It is a kind of specialised composition, in which only a key-sentence is provided to hang the entire composition on. Sometimes, these key-sentences happen to be famous sayings or proverbs full of practical wisdom. Apparently, they may appear to be very common-place or trite things, but they certainly pose a serious problem before anybody who wants to expand his ideas about these sayings or proverbs. Not only this, they are asked in almost all competitive examinations. While expanding one's ideas, one has to keep in one's mind that relevancy of thought and poise of expression are inevitably needed. A redundantly expanded passage appears to be a patch, where one is bound to be exposed to criticism. Keeping all the above considerations in view, below have been given some illustrations to make one understand the way how these expansions of ideas are prepared.

1

Reading Maketh a Full Man

Bacon, the famous English essayist of the 16th century, points out in this statement that books do not only give a man pleasure and delight but also impart such valuable wisdom and experiences of life to him as make his life complete and perfect. In actual life, every man has his own limitations. He is familiar with only such few events and experiences of life as accidentally fall in his lot. He does not know about the experience of other people and he cannot have all that he wishes to have. As books contain the interpretation of life in diverse situations and as they are written on all the conceivable subjects, they can acquaint people with new experiences and thus enrich their lives. By reading books a man can thus enlarge his circle of friends, expand his ranges of emotions and ideas and add to his own knowledge the wisdom of men and women. With their help, he can live hundreds of lives in any age and country. He can broaden his outlook on life and develop a catholicity of temper. Books, are therefore, capable of enlarging a man's experiences and making his limited life a fully enriched one.

Just as no man is born complete and perfect so is no man ever omniscient. Every man has some shortcomings in his life. Books are capable of showing him his defects and also the defects of others. They can guide him against the pitfalls which have wrecked the lives of many a man. A man who reads the books can, therefore, improve and shape his character. He can also know of the weaknesses of others and avoid them. He can, therefore, turn out to be a better and perfect man by reading books. As books are a veritable treasure of wisdom and experiences, any man who reads them and acts accordingly can surely become a full man.

2

"Lives of great men all remind us; We can make our lives sublime."

Persons who have acquired great popularity in their lives are the perennial sources of

1. Prescribed in GBPU Syllabus (Technical Writing, BHS-211). Also prescribed in UPTU Syllabus (Professional Communication, TAS-103).

inspiration to all men and women. Their glorious deeds and achievements fascinate us and spur us to rise to the heights attained by them. By reading the biographies of the great saints, sages and scientists, we feel that we too can become equally great, if we are prepared to follow their foot-prints and imitate their unique examples. The people who earned great reputation and rose to the great heights, did so by dint of their hard labour and excruciating industry. They possessed a mighty fortitude. They strove much throughout their life and by doing so they set examples before others. Their patience, firm determination and single-mindedness made them overcome all the odds and hurdles of life. The stories of their struggle of life teach others to work hard. Their glorious achievements teach others to become great. Greatness will not be a far cry for us if we too can discipline ourselves only by cultivating the good and the great qualities of these eminent men of the past. Biographies of the great people thus act as beacon-lights and guide us to make out lives sublime. Their achievements serve the purpose of a soothing balm to the inflicted soul of the humanity. They become, in deed, the perennial springs of eternal happiness.

3

'Time and Tide Waits for None'

The tide of the sea does not wait for any man's convenience. It runs according to its own free whims. Just as it is impossible to control it, so it is not possible to arrest the flow of time. If even one moment of our life is lost, it will never come back to us. Time will not stand still and wait until we make our minds to utilize it. It is ever flowing and every moment the present is becoming the past and the past can never be reckoned.

Therefore, it is always wise upon a man's part to make the best use of his present. There are various illustrations to prove the fact that persons who do not put proper emphasis upon present can never achieve brilliant success. Opportunity once lost is lost for ever, Soldiers lose their battles and politicians their elevated positions, if they do not utilize every moment of their lives properly. No man can ever rise to great heights if he does not strike the iron while it is hot. Every moment of our life is precious and its should never go waste. Once it is gone; it will go for ever. Persons, who do not care for their time, can never achieve great success in their lives, because to miss a moment means to miss a resplendent opportunity. It hardly matters that a man is highly laborious, pains-taking and intelligent but if he does not utilize his time properly, he can make no success at all. Whatsoever greatness we find in a man—that is all due to the fact that he has realized the importance of his time. All the great persons of the universe have acted wisely by emphasizing much upon the proper use of time. In real life, this axim has its utmost significance.

4

'Poverty is the Mother of Crime'

Man is a slave of his own circumstances. Man is born free but is everywhere in chains. No man is a born criminal. There are the varying circumstances of life and society which greatly compel the man to become a criminal. Particularly, it is the poverty of a man, which gives birth to a crime. Mostly it has been seen in the society that a man who has got enough to earn his livelihood and brings up his family, it is but natural that he will not commit any crime. It is only when he is grinded by poverty and finds his children starving that he turns out to be a thief or a dacoit. Poverty makes a man wicked. It makes women to sell their bodies to save their children from the jaws of death. The history is galore with so many examples which show that man and women were forced to commit suicide for want of money. Mr. Jones

in *The Silver Box* written by John Galsworthy commits theft because he is poor and entirely fails to get employment, Kajoli in *So Many Hungers* sell her body because she has fallen a prey to chill-penury. In our day to day life also, countless such cases happen very frequently.

When a man is extremely poor, he does not care for religion or any moral. Swami Vivekananda was of the opinion that religion was not meant for hungry bellies. Only those persons enjoying worldly prosperity may well care for religion. The message of religion falls flat upon hungry people. They become criminals and a prey to social offences. It is of paramount significance that poverty of the society should be eliminated. A number of the crimes, today, are due to the poverty of the men. Poverty becomes the root cause of frustration and of an acute despondency for men. It is a well-known fact that in all rich countries, the number of the crimes is also fewer than others. Therefore, the country which wants to drive crime and wickedness out of its bounds should first ensure the worldly prosperity to its citizens.

5

'All that glitters is not gold'

World is a mystery. Its pleasures are like bubbles of water. Reality and unreality are the two apparent aspects of our life. All around us, world offers a hundred and one allurements. But hardly is there any reality in such allurements. The world is *maya*, mirage and deception, but there is really a tinge of actuality in the major activities of our life. Outer facet of our life is less important than our inner facet. The spirit for which we care less is many times more valuable than this world, which we care more, of course, than anything else.

In our life, too, the same thing applies. There is more unreality than reality in our deeds in life. We boast more and practice less. In every department of life, in every country this comes to be cent percent true. Great countries, communities and other intellectual sections are putting on the mask of hypocrisy. The things, which seem real have nothing substantial in them. They are as hallow as the shady teeth of an elephant. Hence, there lies a great significance in the saying, "*all that glitters is not gold*".

6

- I. Prosperity gains friends, adversity tries them.**
- II. A friend in need is a friend indeed.**
- III. Prosperity doth best discover vice, but adversity doth best discover virtue.**

It is natural that prosperity should attract friendship, or at least the semblance of friendship for a full purse never lacks friends. World illuminates with such hundred and one honey-tongued friends. They scum around us like the swarm of bees to suck the sweetness of prosperity. The moment, the honey of richness is exhausted from the beehive, they very faithlessly change their fidelity. Such friends are to be avoided. Quite contrary, the men who stick to their friends hand in glove with are worthy of highest esteem.

Adversity is the touch-stone of true friendship. Most of the friends are fair-weather friends. Friendship is like that beautiful building the foundation of which is prosperity. Prosperity is a reflection for the self-centred people. It is often seen that friends who proved themselves to be the true friends in prosperity forget their friends when the hour of misfortune came. Such friends did not love their friends but their prosperity and fortune-days. True friends helped their friends in adversity as well as in prosperity. This type of friendship is tried by adversity, as gold is tried by fire. And as the more the heat of the fire, the more the purity of gold, likewise friendship deepens as and when trials and tribulations occur.

7

I. Idleness is the rust of mind.
II. Work is worship.

Work is always virtuous. Idleness is like a great enemy of a man's progress. Work is a means through which every man paves his way for future progress. Work is a good saviour to us. If life is to be compared to a building, work and firm determination are its pillars, without which our building of life can never stand. Idle man cannot get success in every sphere of life. Work, unceasing work should now be our watch-word. Work is wealth and service is happiness; and nothing else is. The greatest crime in India today is idleness. If we finish idleness, all our difficulties and conflicts will gradually disappear. Idleness is the root cause of a man's decadence.

The secret of success lies in a busy life. The secret of life is in the law of development. Idleness is like a dreadful germ which gradually eats in to the every vitality of a man's success. Everybody is attracted more by strenuous living than indolent ease. Even the toughest problem is to be tackled by the hard industry of us all.

8

I. The fruits of labour are sweeter than the gifts of fortune.
II. Sweet are the uses of adversity.

Where there is labour, there is sweetness. Nothing tastes so sweet as that which is earned by labour. What is got by labour always proves a blessing. '*By the sweat of thy brow thou shalt earn thy bread*'—such is the divine decree in the Bible. Prosperity breeds evils. Adversity breeds virtues. Life is woven a thread of joy and woe together. Hence, sometimes life provides us happiness, and sometimes unhappiness. Adversity originates unhappiness; whereas prosperity yields to happiness. Man becomes really a great person, if he is greatly tested by the fire of adversity. Greatness is the out-come of adversity. Prosperity and fortune gradually put rust on our talents. It is, therefore, industry and labour alone which help us rise higher and still higher.

Everybody is attracted more by strenuous living than by an indolent ease. It is no wonder, therefore, if a man should cherish more the results of labour than the largesse of fortune which brings its own attendant evils and punishment. No one ever squanders the fruits of labour. The gifts of fortune are not sweeter than the calamities of misfortune or hard labour. To work hard is a brilliant preparation for an outstanding worldly success. The gifts of fortune accumulate dross on every human mind. Inactiveness or nonchalance on the contrary, is an apparent gate to gradual decline. Hard labour is the pivot round which the whole machinery of life revolves. And it is but natural that a man being gifted with richness will make no progress in this life. Fortune is a fickle goddess, and her wheel is always revolving. If today it raises a man to the top, tomorrow it hurls him down crashing to the bottom. Therefore, the gifts of fortune last but for a short time, but the fruits of labour last for ever and remain sweeter and enjoyable.

ASSIGNMENTS

Expand the following into one or two paragraphs:

1. Opportunity knocks at the door but once.
2. United we stand ; divided we fall.
3. Honesty is the best policy.
4. Rome was not built in a day.
5. To travel hopefully is better to arrive.
6. If winter comes, can spring be far behind.

7. A thing of beauty is a joy for ever.
8. Brevity is the soul of wit.
9. Honour and shame from no condition rises,
Act well your part all your honour lies.
10. A courageous foe is better than a cowardly friend.
11. A bird in hand is worth two in the bush.
12. He that cannot pay in purse must pay in person.
13. Grasp all, lose all.
14. He lacks most who longs most.
15. As you sow, so shall you reap.
16. Bitter pills may have sweet effects.
17. Coming events cast their shadows before.
18. Discretion is the better part of valour.
19. God helps those who help themselves.
20. Friendship is to be purchased only by friendship.
21. A stitch in time saves nine.
22. All are not saints that go to church.
23. Diet cures more than doctor.
24. Every cloud has silver lining.
25. Example is better than precept.
26. Fame is the last infirmity of noble minds.
27. Fools rush in where angels fear to tread.
28. Fear not the future, weep not for the past.
29. Forgiveness is the noblest revenge.
30. Eat to live, but live not to eat.
31. Diligence is the mother of good luck.
32. Fortune favours the brave.
33. Calamity is touchstone of a brave mind.
34. First deserve then desire.
35. Birds of a feather flock together.
36. An ounce of patience is worth a pound of brains.
37. An empty vessel makes much noise.
38. A good book is the best friend.
39. All's well that ends well.
40. Action is thy duty; reward is not thy concern.
41. One crowded hour of glorious life is worth an age without name.
42. Pen is mightier than sword.
43. A little learning is a dangerous thing.

Syntactical Dynamics of Written Communication

34

Sentence Structural Skills and Paragraph Writing¹

COHERENCE AND UNITY OF A SENTENCE

Types

In the preceding chapters, important grammatical pre-requisites of writing were discussed in detail. In the present chapter, it has been shown how students and technical writers commit mistakes in certain areas of sentence-structure and how they fail to develop an effective paragraph on the basis of sentence-structure. Much of sentence structure has been dealt with side by side of paragraph-writing as and when such a treatment is inevitable. What essential still on sentence-structure remains out of the preceding chapter as well as of the collective treatment of the present one unattended to, has been dealt with here in the following paragraphs.

As a matter of fact, unity and coherence of sentences determine the overall structure of a paragraph. A lot of confusion arises because of the fact that we fail to classify sentences properly and place due stress on the parts of the sentences we want to make prominent; and that demands some knowledge of grammatical rules. For this, the first stage of understanding is to use the right type of sentence for your desired expression and meaning. For example, use a simple or affirmative or assertive sentence for an affirmative statement:

Incorrect—How fatigued was he after finishing his work.

Correct—He was very fatigued after finishing his work.

For an interrogative type of sentence, it is wise to make the tone of questioning quite prominent. For example:

1. *Incorrect* — What he was doing, and what he was thinking, why he got hoodwinked?

Correct — What was he doing and thinking when he got hood-winked?

2. *Incorrect* — You are still feeling nervous having got success in the test?

Correct — Are you still feeling nervous after your success in the test?

Make a negative statement clearly:

Incorrect — He will not study biochemistry until he is not of the age of 30.

Correct — He will not study biochemistry until he is 30.

It is always wise to use the appropriate kind of sentence for imperative, optative and exclamatory types of sentences. For example:

1. *Incorrect* — The mechanic suggested why to let not him conduct the test on the machine.

Correct — The mechanic suggested to let him conduct the test on the machine.
(Imperative)

1. Prescribed in UPTU Syllabus (Professional Communication, TAS-103, Unit II). Also prescribed in GBPU Syllabus (Technical Writing, BHS-211).

2. *Incorrect* — The people wished may we not like to see our sooth sayer live for long.
Correct — The people wished for longevity for their soothsayer. (Optative sense)
3. *Incorrect* — The navigator cried, we have got the lost ship. (Direct narration)
Correct — The navigator cried, "Hurrah! we have got the lost ship". (Exclamatory)

While making a proper classification of sentences, proper care should also be taken of the marks of punctuation as explained in the foregoing chapter.

Clause-subordination

An equally important thing to remember about sentence-structure is the clause-subordination. Noun clause, adjective clause, and adverb clause should be properly classified and meaningfully made clear. For example:

1. *Incorrect* — He is a gifted scientist, is a well-known fact.
Correct — That he is a gifted scientist is a well-known fact. (noun clause subordination)
2. *Incorrect* — Peach is an important fruit of India and is grown in the subtropical temperate regions of the country.
Correct — Peach is an important fruit of India, which is grown in the subtropical temperate regions of the country. (adjective clause subordination)
3. *Incorrect* — Sugarbeet is a new crop grown over ridges and flat beds and is germinated on hypocotyle length and proper soil moisture.
Correct — Sugarbeet is a new crop grown over ridges and flat beds where hypocotyle length and soil moisture are available. (adverb clause subordination)

Fragmented Sentence

A sentence should not be left as a *fragmented clause*. For example:

Fragment — The steel industry in India is getting losses rapidly.
 Although sales are as high as in the previous years.

Correct — The steel industry in India is getting losses rapidly even though the sales are as high as in the previous years. (the second sentence has been made a subordinate clause in place of a fragmented independent sentence.)

Parallel Comparisons

Parallel comparison is always needed to make a sentence coherent. For example:

1. *Incorrect* — Iron was used for some of the parts, but some other parts were made of brass. (wrong parallel)
Correct — Iron was used for some of the parts, and brass for others.
3. *Incorrect* — The shockers and engine were examined by the assistants, while the mechanic repaired the accelerator of the scooter. (wrong parallel)
Correct — While the mechanic repaired the accelerator of the scooter, his assistants examined its shockers and engine plates.
3. *Incorrect* — The mechanic requires hammer, chisel, screws, nails, glue, paint, plates and iron-rods to repair the car.
Correct — The mechanic requires screws, nails, plates, iron-rods, glue, paint, a hammer, and chisel to repair the car.

Elements of Series

Elements of a series should be parallel in form. For example:

- Incorrect* — A driver should learn the use, the upkeep and how to drive a car.
Correct — A driver should learn the use, upkeep and driving of a car.

Connectives

Connectives should specify their thought relationship very clearly:

1. *Incorrect* — As the powdery mildew of peas gets infected, its yield decreases.
(ambiguous)
Correct — When the powdery mildew of peas gets infected, the yield decreases.
(clear)
2. *Incorrect* — While the atmosphere was becoming more cloudy, the wind was still blowing hard. (unclear)
Correct — Although the atmosphere was becoming more cloudy, the wind was still blowing hard. (clear)

Antecedents

Pronoun and its antecedents should clearly be specified. For example:

1. *Incorrect* — The proprietor mentioned the chief engineer that he was being assigned a new job. (unclear antecedent)
Correct — The proprietor informed the chief engineer of the fact that he was being assigned a new job by him (proprietor). (clear antecedent)
2. *Incorrect* — Scooter-mechanics are not required to attend to the defective vehicles, when *they* are tired and fatigued. (ambiguous antecedents)
Correct — When scooter-mechanics are fatigued, they are not required to attend to the defective vehicles. (clear)
3. *Incorrect* — The anthropologist had been discovering facts on gerontology for years, which should enhance his importance to the society. (vague idea)
Correct — The facts on gerontology the anthropologist had been discovering should enhance his importance to the society. (clear idea)
4. *Incorrect* — Although *it* is not overburdened with books on the fifth floor of the library, *it* is not quite spacious. (vague)
Correct — Although the fifth floor of the library is not overburdened with books, it is not quite spacious. (clear)

Modifiers

Modifiers should not be misplaced. For example:

1. *Incorrect* — The mechanic *always* is at fault to pinpoint the defect in the vehicle.
(misplaced modifier)
Correct — The mechanic is *always* at fault to pinpoint the defect in the vehicle.
2. *Incorrect* — The industry *almost seemed* ready to declare itself an insolvent. (misplaced modifier)
Correct — The industry seemed *almost* ready to declare itself an insolvent.
3. *Incorrect* — The car impressed the buyers, running 80 mph on the road. (misplaced modifier)
Correct — Running 80 mph on the road, the car impressed the buyers. (clear)

Squinting construction and split infinitive

Squinting construction and split infinitive should be used intelligently and meaningfully. For instance:

1. *Incorrect* — The aircraft which had been flown in immediately sprayed medicine on infected plants. (squinting construction, where *immediately* modifies two objects)
Correct — The aircraft, which had immediately been flown in, sprayed medicine on infected plants.

Or

- The aircraft which had been flown in sprayed medicine on infected plants immediately.
2. *Incorrect* — The nitrogen application hastens *to quickly* mature a maize plant. (split-infinitive)
 - Correct* — The nitrogen application hastens *quickly* to mature a maize plant.

Comparisons

Comparisons should be meaningful and relevant. For example:

1. *Incorrect* — The cost of a piece of gold is higher than an iron-piece.
- Correct* — The cost of a piece of gold is higher than that of an iron-piece.
2. *Incorrect* — The engineer is as rude to him as, if not ruder than, the mechanic.
- Correct* — The engineer is as rude as the mechanic to him, if not ruder.

Mood and Tense

Mood and Tense should consistently be used. For this, please consult chapter on Mood and Tense for detailed study. However, for illustration's sake, an example has been given below:

1. *Incorrect* — Triticale varieties in alkaline soils would grow satisfactorily, if nitrogen doses are applied properly. (Inconsistent mood and tense)
- Correct* — Triticale varieties in alkaline soils will grow satisfactorily, if nitrogen doses are applied properly.

Dangling Participles and Gerunds

Dangling participles and gerunds should be avoided as far as possible. For this, please see chapter on Dangling Participles and Gerunds where sufficient illustrations of dangling participles and gerunds have been provided. However, the examples provided below will make the idea clearer here also:

1. *Incorrect* — Having prepared well for the expedition, the mountaineer's decision was unlikely to alter. (dangling participle)
- Correct* — Having prepared well for the expedition, the mountaineers were unlikely to alter their decision.

Or

Since the mountaineers had prepared well for the expedition, they were not likely to alter their decision.

2. *Incorrect* — On making the basis of net curd weight, the evaluation of potential progenitors is not possible in cauliflower breeding because the same plants are full or parts of curd left for seed. (dangling gerund)
- Correct* — On making the basis of net curd weight, one's evaluating of potential progenitors is not possible in cauliflower breeding because the same plants are full or parts of curd left for seed.

Dangling infinitives should be avoided as far as possible. For example:

- Incorrect* — To observe the development of fungus, live specimens of nematode larvae isolated from soils must be maintained. (dangling infinitive)
- Correct* — To observe the development of fungus, one must maintain live specimens of nematode larvae isolated from soils.

Ellipsis

Ellipsis should be used meaningfully. For example:

- Incorrect* — While making experiments, the problem of bacteriology of drain puzzled us. (misleading ellipsis)
- Correct* — While we were making experiments, the problem of bacteriology of drain water puzzled us.

It is also advised to consult the foregoing chapter to learn other methods of sentence-structure.

II PARAGRAPH WRITING

Definition

The etymon of the word paragraph is basically rooted in the Greek language, composed of two fragments, viz., *paragraphas* meaning "written alongside" and *graphein* meaning "to write" respectively. In the Middle Ages, it carried the connotation of a sign *ll*,¹ and, now, it has undergone a considerable semantic change and has become a paramount segment of any kind of writing. According to J.E. Morris, "A paragraph is a unit of coherent ideas studied in various sentences."² Theodore A. Sherman says, "The function of a paragraph is to group together sentences that concern the same topic and combine to form a thought unit."³ "A paragraph should embody," write Charles William Strong and Donald Edison, "one stage of the development of an idea. The standard paragraph begins with a topic sentence, a sentence, that tells the reader what idea is to be developed in the paragraph. The idea is developed by logical division into its parts, by definition, by analogy with similar ideas, by comparison or contrast with other ideas, or by giving concrete examples of the idea."⁴ Thus a paragraph is a combination of many sentences in the form of an independent unit, pregnant with meaning, having to borrow a sentence from Aristotle, the old Greek philosopher, though spoken of in respect of a tragedy, "a beginning a middle, and an end." In technical writing, which is now chiefly objective and which has very little to do with the fond likes or the visceral dislikes or the hubristic arrogance of a writer, paragraph writing is of vital significance. However, where sentences alone in themselves form paragraph, objectivity is in itself bound to emerge. But such independent single-sentence-paragraphs rarely occur.

In any form of concerted and sustained writing such as essay, treatise, thesis, reports, etc., every paragraph epitomises a minutia of a big idea or a complex theory. Every paragraph stands as a cog in a vast machine and helps the reader understand the complete idea, bit by bit. Generally speaking, a paragraph has three inseparable constituents; first, a topic sentence that stands as a mirror for the whole idea in the paragraph; second, connectives, which create proper subordination of ideas and clauses; and third, development, which includes the facts in a logical manner.

Methods

A technical writer is naturally expected to have much artifice and expertise to write effectively. Proper paragraphing is one of the devices which help him achieve this goal. Some quite feasible and well-known method frequently used to organise a paragraph on logical and scientific lines run as under:

1. Chronological method,
2. Spatial method,
3. Inductive method,
4. Deductive method,
5. Linear method, and
6. Interrupted method.

Chronological method implies exposition or organization of a paragraph in such a way as tells the historical background of an idea; spatial method stands for a detailed description of some idea; inductive method proceeds from a particular case to a general conclusion; deductive

1. *Chamber's Twentieth Century Dictionary*, p. 781.

2. *Ibid.*,

3. *Principles of Scientific and Technical Writing*. p. 81.

4. *A Technical Writer's Handbook*, p. 14.

method tells about an object starting from a general proportion to its particular consequences; linear method deals with a case in a family-root-pattern; and interrupted method skips over a detailed presentation of the past and exclusively deals with the synchronizing event.

Diction, Syntax, Tangibles, Connectors

While organising a paragraph, proper care is also to be taken of other aspects, which not only embellish it but also make it meaningful and logical. Punctuation and syntax, diction, tangibles, connectors and classification are such essential aspects of a sentence as require an assiduous practice to write a paragraph. Good punctuation is vital to all good writing; and for technical writing, it is paramountly needed, for it classifies the relationship between ideas and is intimately linked with the use of connectives—conjunctions, prepositions, and other segments that closely bear this proximity, as has been made sufficiently clear in the preceding chapter. Syntax deals with the structure of sentences in to simple, compound and complex pattern, parallel structure, introductory elements, restrictive modifiers, dangling modifiers (modifying wrong words), agreement and voice, already dealt with in foregoing account. For diction, a technical writer should inevitably follow the Fowlerian prescription, viz., *CFS*²:

- c—prefer concrete to abstract word ;
- f—prefer familiar to the far-fetched word;
- s—prefer short to the long word;
- s—prefer single to the indirect expression.

But the above Fowlerian prescription is not sufficient to write effectively. In addition to the above, one has to know the following formula also:

$$C+J^3+W$$

wherein

- c—avoid cliches (dead woods);
- j—avoid jargons ;
- j—avoid jingles (tongue twisters);
- w—avoid wrong words.

Tangibles are composed of the following:

$$O+C+P+E$$

wherein

- o—objectivity
- c—coherence ;
- p—pace;
- e—emphasis.

For achieving the desired effect of tangibles, constant practice of writing is needed on the part of the students.

In a chiselled and poised type of technical and scientific writing, connectors serve as an embellishing device. They become of different kinds as and when they are used in different situations. However, in their normal position, such connectors as—namely, specially, haplessly, eventually etc., are illustrative connectors; while, whereas etc., are contrastive connectors; hence, therefore, thereby etc., are consequential connectors; likewise, similarly etc., are connectors of contrast ; equally, indeed, in fact etc., are emphatic connectors ; inspite of, after all, yet, however, nevertheless etc., are connectors of contrast; shortly, presently, permanently etc., are connectors of time; and firstly, secondly, thirdly, finally etc., are enumerative connectors. Students are advised to use them accurately and meaningfully.

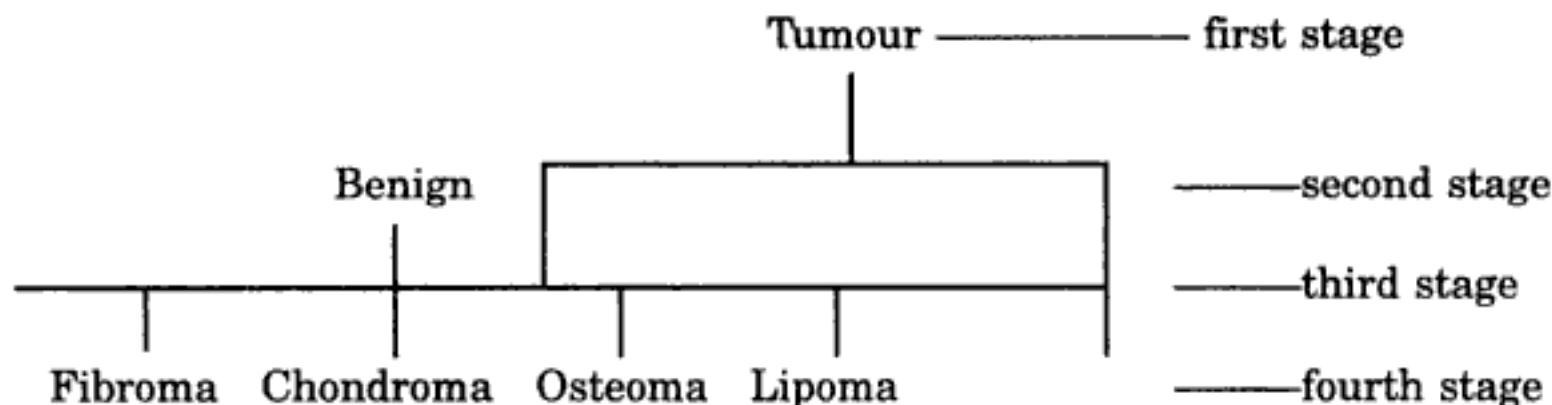
Classification

Classification adds to the clarity of technical paragraphing. Logical division is the process of breaking a category into subcategories. For example, the category of 'living things' is divided

by the biologists in to two kingdoms—(i) animal, and (ii) plant, which are further divided into a variety of phyla, which themselves may further be classed into:

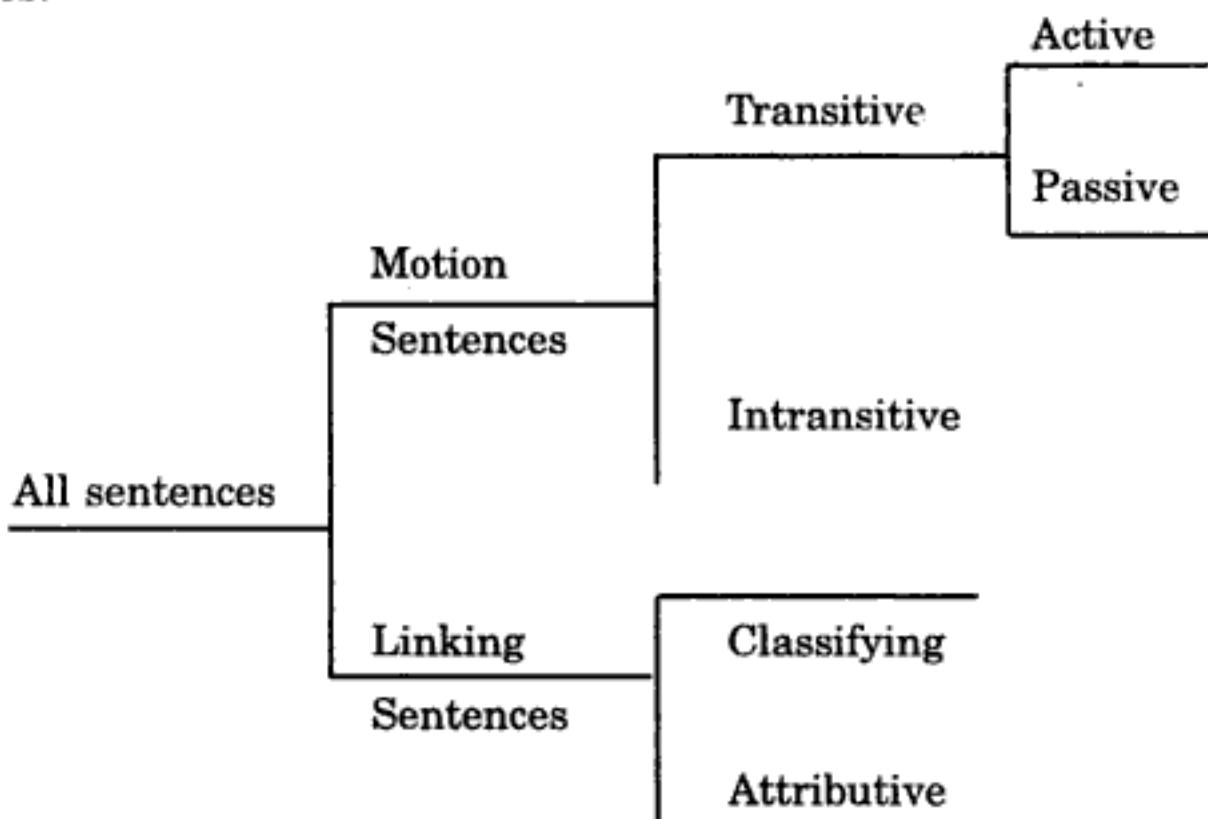
| | | |
|---------|---|-----------|
| phylum | : | chordata |
| class | : | mamalia |
| order | : | primates |
| family | : | hominidae |
| genus | : | homo |
| species | : | sapiens |

In order to make the point a little illustrative, a tree diagram based on "tumour" is given under:



Such other classifications and their logical exposition into paragraphs is expected of the students themselves in other cases. Classifications may vary, yet they should have some solid evidence and base to stand on their own.

For proper understanding of the students, below is given another such simple classification of sentences:



Criticism of A Paragraph

Let us now examine the following paragraphs from the above-enumerated standpoints:

Example 1: The structure of the penicillin molecule was elucidated in 1943. In these structural studies X-ray crystallographic methods were used extensively, and the speaker pointed out that the penicillin molecule was the first case, and, therefore, one of great historical interest, in which the structure of a natural product could be determined completely by physical techniques. The crystallographic studies on penicillin were carried out by Dorothy

Hodgkin with whom the speaker and his colleagues closely collaborated and she was awarded a Nobel Prize in 1963.¹

The above paragraph is systematically constructed into a complete and organic whole. The topic sentence stands as a mirror to the entire paragraph and the ideas are linked up logically. A proper method of exposition has been used; the Fowlerian prescription has been followed in toto; cliches, jargons, jingles have been avoided; tangibles have been achieved; connectives have nicely been used; and finally, the whole paragraph epitomises a complete segment of a big idea.

Example 2: Aortography is of value in outlining intra-abdominal vessels for the purpose of studying vascular disease such as atheroma and obstruction and nature and extent of the anastomotic circulation. The whole of the abdominal aorta is visualized together with the common iliac arteries. When the medium is injected high up in the abdominal aorta various vessels are shown including the splenic, hepatic, renal and mesenteric arteries. The most important of these are the renal arteries because by filling the blood supply to the kidneys the resulting nephrogram will reveal certain pathological changes such as eysts. The injection may be made either by the direct (percutaneous) route or by means of a eather passed through the femoral artery or through the radial artery. Before the injection of the contrast medium in translumber aortography it is necessary to ascertain that the point of the needle lies within the lumen of the aorta and a test injection of a small quantity of the medium is advisable.²

This paragraph has been logically arranged. Connectors have suitably been employed. Chronological as well as deductive methods have been used. Tangibles and classifications—the two distinct devices of technical writing—have also been made clear. On the whole, this paragraph may be regarded as a perfect specimen of good scientific and technical paragraph.

Example 3: You will notice that I am too polite to call Demos a windbag or a hot air merchant; but I am going to ask you to begin our study of Democracy by considering it first as a big balloon, filled up at the sky whilst other people are picking your pockets. When the ballon comes down to earth every five years or so you are invited to get into the basket if you can throw out one of the people who are sitting tightly in it; but as you can afford neither the time nor the money, and there are forty millions of you and hardly room for six hundred in the basket, the balloon goes up again with much the same lot in it and leaves you where you were before. I think you will admit that the balloon as an image of Democracy corresponds to the parliamentary facts.³

This paragraph had been written with more rhetoric and with less objectivity; and hence tangibles are not well sustained. Even the description of an idea, though consistent and coherent, smacks of Shaw's visceral dislike and deep-rooted conviction, which may ultimately lead to a warped judgment. From the very diction used in it, it is evident that it is a good literary prose-piece and not a technical one.

Example 4: The agricultural and pastoral character of the people upon whom the town depended for its existence was shown by the class of objects displayed in the shop windows. Scythes, reap-hooks, sheep-shears, bill-hooks, spades, mattocks, and hoes at the ironmongers's; beehives, butterfirkins, churns, milking stools and pails, hay-rakes, fiels-flagons, and seed-lips at the cooper's; cart-ropes and plough-harness at the saddler's; carts, wheelbarrows, and mill-gear at the wheelwright's and machinist's; horse-embrocations at the chemist's; at the glover's

1. Shapiro, Benyamin (ed): *Impact of Basic Sciences on Medicine*, M/s Academic Press, New York, 1966, p. 323.
 2. *M & B Medical Products*, May & Baker Ltd., Dagenham, England, (seventh edition), 1970, pp. 146-47.
 3. Shaw, G.B.: *The Apple Cart*, M/s Oxford, London, 1960 Preface, vii.

and leather-cutter's, hedginggloves, thatchers, knee-caps, ploughmen's leggings, villager's patterns and clogs.¹

The above passage is a good specimen of a scientific prose coupled with literary insight. It is true Hardyian style of writing.

ASSIGNMENT 1

Correct/improve/recast the following sentences:

1. Why the mechanic not cleaning the equipment? (interrogation)
2. What a costly part of engine is it! (exclamatory)
3. He will not learn engineering until he is not of the age of 28. (negative sentence)
4. The engineer suggested why to let not him carry on his experiment. (imperative type)
5. The workers wished to recover his owner of the factory a quick recovery. (optative type)
6. It is an age of nuclear explosion that is well-known to all. (noun clause subordination)
7. Guava is an important fruit of India and is grown in the temperate regions of the country. (adjective clause subordination)
8. Soyabean is a new crop grown over flat beds and in proper soil moistures are available (adverb clause subordination)
9. The jute industry in India is getting losses rapidly. Although sales are as high as in the previous year. (fragmented sentence)
10. Metal was used for some parts of the spade, but some other parts were made of wood (wrong parallel)

ASSIGNMENT 2

Correct the sentences given below in accordance with the directives given within brackets at the end of every sentence. The directives given within brackets serve as clues to the type of mistake to be corrected or else the students may take a lot of time to determine the type of error given in the sentence:

1. The wheels of the engine were tested by the mechanic, while its brakes were repaired by the assistant. (wrong parallel)
2. A scientist should know how to conduct experiment, the use of machinery and to conclude analysis. (parallel series of elements)
3. As the crops are ripened, they must be harvested without further delay. (use of connective)
4. The mechanic mentioned the assistant that he was being given a hard job. (unclear antecedent)
5. Car-drivers are not supposed to drive the vehicles, when they are worn out and fatigued. (ambiguous antecedents)
6. The pathologist had been discovering facts on plant-pathology for years, which should increase his importance to his department. (vague idea)
7. The scooter always is short of petrol. (misplaced modifier)
8. It impressed the visitors, running 100 mph on the road. (misplaced modifier)
9. The spraying machine which had been brought in immediately finished the work in time. (squinting construction)
10. The electronics have to quickly minimise the vision problems. (split infinitive)

1. Hardly, Thomas: *The Mayor of Casterbridge*, M/s A Signet Classic (The New American Library), New York, 1962 (Vth ed), p. 36.

ASSIGNMENT 3

Correct the following sentences as required within brackets:

1. The cost of a bag of wheat is less than two. (faulty comparison)
2. The manager is as soft to his assistants as, if not softer than, the proprietor. (faulty comparison)
3. This engineer is one of those engineers in the country who has won many prizes for his work. (faulty mood and tense)
4. Having prepared well for the test, the students decision was unlikely to change. (dangling participle)
5. On buying the equipment, it was felt by them that the price of it was incompatible with its worth. (dangling gerund)
6. To record improvement in the experiment, many lacs of rupees were spent from their own pocket. (dangling infinitive)
7. While testing the nitrogen application on wheat growth, the problem of disinfecting them also worried them. (misleading ellipsis)
8. The machine engine almost seemed ready to collapse. (misplaced modifier)
9. The car which was arranged at once helped them reach their destination. (squinting construction)
10. Although it is not terrific on the seventh floor of the building, it is not quite clean. (vague idea)
11. Define a paragraph?
12. What are the various methods of preparing a paragraph?
13. What do you understand by—
 - (a) CFS²
 - (b) C+J²+W
 - (c) O+C+P+E
14. What is the importance of connectors in a paragraph?
15. Make a classification-tree of any topic you propose to write a paragraph about.
16. Criticise the paragraphs given earlier from the standpoints whatever you wish to adopt.
17. Write a paragraph on the following topics in about 125 words each:

| | |
|--|---|
| <ol style="list-style-type: none"> (a) Milk-borne diseases (c) Tubewells (e) Bacteria (g) Innoculation (i) Epidemics (k) Viruses (m) Anaesthesia (o) Barel engine (q) Cosmonautics (s) Electroject (u) Weir | <ol style="list-style-type: none"> (b) Pasteurisation (d) INSATT—I (f) Tissue (h) Artificial insemination (j) Sterilization (l) X ray (n) Barograph (p) Coleopter (r) Cyclotron (t) Televoltmeter |
|--|---|

35

Synthesis¹

(CONDENSED WRITING)

A. Simple Sentences

1. Synthesis means combination of sentences. It is just the opposite of Analysis. We can combine a number of simple sentences into another simple, compound or complex sentences. There are various ways or methods of synthesis. Following are the methods of combining many simple sentences into another simple sentences:

(i) by using a Noun or a Phrase in Apposition. For example—

1. Akbar had immense religious tolerance. He was the great Mughal Emperor.

Solution. Akbar, the great Mughal Emperor, had immense religious tolerance.

2. This university was once a vast stretch of dense forests. It is now a panoramic sprawling campus.

Solution. This university, once a vast stretch of dense forests, is now a panoramic sprawling campus.

(ii) by using a Preposition with a Noun or Gerund. For example—

1. The sun rose. They did not arrive till then.

Solution. The sun rose before their arrival.

2. He heard the news of his failure.

He felt greatly disturbed.

Solution. On hearing the news of his failure, he felt greatly disturbed.

(iii) By using a Participle. For example—

1. He was tired of hard work. He wanted to retire to bed.

Solution. Being tired of hard work, he wanted to retire to bed.

(iv) by using Nominative Absolute Construction. For example—

1. The teachers entered the examination hall. The examinees became silent.

Solution. The teachers having entered the examination hall, the examinees became silent.

(v) by using an Infinitive and an Adverb or an Adverbial Phrase. For example—

1. He is short-sighted. He cannot see clearly.

Solution. He is too short-sighted to see clearly (Infinitive)

2. He takes nourishing diets. He wants to recuperate from illness quickly.

Solution. He takes nourishing diets to recuperate from illness quickly. (Infinitive)

3. The sun set. The actor has not completed his acting.

Solution. The actor has not completed his acting by sunset. (Adverb)

B. Compound Sentences

2. By the use of co-ordinate conjunctions, we can combine simple sentences into compound sentences. Co-ordinative conjunctions are of four types, viz., Cumulative, Adversative, Alternative and Illative.

1. Prescribed in GBPU Syllabus (Technical Writing, BHS-211). Also prescribed in UPTU Syllabus (Professional Communication, TAS-103).

3. Conjunctions which cumulate or add one statement to another are known as Cumulative Conjunctions. For example—and, both.....and, not only.....but also, as well as etc.,
4. Conjunctions which indicate contrast or difference between two statements are known as Adversative Conjunctions. For example—still, yet, nevertheless, however, but, etc.,
5. Conjunctions which indicate a choice between two statements are known as Alternative Conjunctions. For example—or, either.....or, neither.....nor, etc.,
6. Illative conjunctions are those Conjunctions from which an inference or conclusion is drawn. For example—for, so, hence, therefore, etc.,
7. Below have been given some illustrations in which the above kinds of Co-ordinative Conjunctions have been used:

1. He is very lethargic. He cannot get A grade in all the courses during the next trimesters. *(use Illative Conjunction)*

Solution. He is very lethargic, so he cannot get A grade in all the courses during the next trimesters.

2. He felt disappointed. He maintained his usual composure.*(use Adversative Conjunction)*

Solution. He felt disappointed, nevertheless (yet, still) he maintained his usual composure.

3. He is a hypocrite. He is an obstinate fellow. *(use Cumulative Conjunction)*

Solution. He is not only a hypocrite but also an obstinate fellow.

or

He is both a hypocrite and an obstinate fellow.

or

He is a hypocrite as well as an obstinate fellow.

4. Work hard. You will lag behind. *(use Adversative Conjunction)*

Solution. Work hard or you will lag behind.

5. Do not be a gambler. Do not be a pratter. *(use Adversative Conjunction)*

Solution. Neither a gambler nor a pratter be.

or

Don't be a gambler or a pratter.

C. Complex Sentences

8. Synthesis of two or more simple sentences into a single complex sentence can also be made by the use of subordinate clauses. These subordinate clauses are—Noun clause, Adjective clause and Adverb clause. A detailed mention of these subordinate clauses had been made elsewhere. However, some illustrations have been given below in order to make their uses understandable:

1. He is not proficient in English. Otherwise he is quite competent to teach degree classes. *(use Noun clause)*

Solution. Except that he is not proficient in English, he is quite competent to teach degree classes.

2. You are a lazy fellow. That disqualifies you for the post. *(use Noun clause)*

Solution. That you are a lazy fellow disqualifies you for the post.

3. He read Charles Dickens's David Copperfield. It was a voluminous novel. *(use Adjective clause)*

Solution. He read Charles Dickens's David Copperfield which was a voluminous novel.

4. The farmer has purchased a costly implement. It is very useful. *(use Adjective clause)*

Solution. The farmer has purchased a costly implement, which is very useful.

5. The teacher was not present in his chamber. I spoke to his servant for that purpose.
 (use Adverb clause)

Solution. As the teacher was not present in his chamber. I spoke to his servant for that purpose.

6. A patient should take care of himself. He cannot get quick relief.
 (use Adverb clause)

Solution. If a patient does not take care of himself, he cannot get quick relief.

ASSIGNMENT 1

Synthesise the following sentences as directed:

1. The sun rose. The fog disappeared. (single simple sentence, by using Nominative Absolute Construction).
2. He gave them his advice. He helped them liberally. (single simple sentence, by using a Preposition with a Noun or Gerund).
3. The harvest is plenteous. The labourers are few. (single compound sentence, by using Adversative Conjunction)
4. He is foolish. He is also obstinate. (single compound sentence, by using Cumulative Conjunction).
5. The rose is the sweetest of flowers. This is certain. (single complex sentence, by using Noun Clause).
6. A man once had a goose. The goose laid a golden egg every day. (single complex sentence, by using an Adjective Clause).
7. Let him sow anything. He will reap its fruit. (single complex sentence, by using an Adverb Clause).
8. He was going school. He found a purse. It had thirty rupees. (*simple*)
9. You can have books. You can have pens. You cannot have both the items. (*compound*)
10. Othello is one of the most famous tragedies. It was written by William Shakespears. (*complex*)
11. He topped the list of the successful candidates for I.A.S.
 He had studied day and night for it. (*simple*)
12. He has gone to America. He will do his Ph. D. there. He will come back after 3 years. (*compound*)
13. The train arrived. All the passengers stood up. (*complex*)
14. He was going to shcool. He was hit by a stone. It was Saturday. (*simple*)
15. The crop must be bumper. There is good rain this year. (*compound*)
16. (a) The work came to an end.
 (b) The workers were completely fatigued. (simple, use participle).
17. (a) I saw him in great difficulty.
 (b) I promised him to help. (compound, use any conjunction).
18. (a) Subhash Chandra Bose was a great patriot.
 (b) He died early. (complex adj. clause).

ASSIGNMENT 2

Combine the following sentence as directed:

1. He was tired of excessive reading. He stopped reading. (simple, use participle)

2. This place was once a seat of higher learning. It is now a common place. (simple, use Noun or a Phrase in Apposition)
3. His father died. He heard the news. He became mad. (simple, use Nominative Absolute)
4. He is a scholar. He is worldly-wise. (compound, use cumulative conjunction)
5. He was tried. He continued his work. (compound Adversative)
6. Do not be a borrower. Do not be a lender. (compound, Alternative)
7. He is suffering from fever. He cannot go to school. (compound, Illative)
8. He will pass. That is certain. (complex, Noun Clause)
9. We wish to live. We eat for that purpose. (complex, Clause Adversative)
10. Ram topped the list. He is a rich boy. (complex Adjective Clause)
11. Mr. Bannerjee lives in Gorakhpur. He is a Collector. It is a large town. (*simple*)
12. He endeavoured to hide the traces of the crime. He had committed it. The reason is not difficult to see. (*complex*)
13. You may be wrong. Ram be right. You cannot both be right. (*compound*)
14. The cage contains a tiger. The cage was strongly built. It was built for this purpose. (*simple*)
15. There is a will. There is a way too. This is generally true. (*complex*)

ASSIGNMENT 3

Synthesise the following sentences as directed:

1. The sun rose. The dew-drops vanished.
(single simple sentence, by using Nominative Absolute Construction).
2. He gave them his advice. He encouraged them nicely.
(single simple sentence, by using a Preposition with a Noun of Gerund)
3. The harvest is plenteous. The storage is poor.
(single compound sentence, by using Adversative conjunction).
4. He is foolish. He is also disobedient.
(single compound sentence, by using Cumulative Conjunction).
5. The child is the sweetest of creations. This is certain. (single complex sentence, by using Noun Clause).
6. A man once had a dog. The dog used to keep a vigil every day.
(single complex sentence, by using an Adjective Cl).
7. Let him do anything. He will get is return in the end.
(single complex sentence, by using an Adverb Clause).
8. He was looking for a bus. He found a book. It had thirty pages. (*simple*)
9. You can have sweets. You can have oranges. You cannot have both the items
(*compound*)
10. Macbeth is one of the most interesting tragedies It was written by William Shakespeare.
(*complex*)
11. He stood first. He had studied day and night for it. (*simple*)
12. He has gone to Australia. He will do his M.Sc. there. He will come back after 10 years.
(*compound*)
13. The bus arrived. All the passengers hurried up.
(*complex*)
14. He was climbing a tree. He was hit by a stone. It was Monday.
(*simple*)
15. The wheat must be bumper. There is good irrigation arrangement this year.
(*compound*)

ASSIGNMENT 4

Combine the following sentences as directed:

1. He flew down the road. He fobbed me off with promises that he never intended to keep.
(use a *participle* simple sentence)
2. The robber has committed crimes many a time. He does not yet leave his ignoble acts.
(use a Preposition with a Noun or Gerund.)
3. India is inhabited mostly by illiterate voters. India is the largest democracy in the world.
(use a Noun or a Phrase in Apposition, simple sentence)
4. The gentleman saw him in distress. He approached him in order to find out the cause of distress. He talked to the distressed fellow very sympathetically. In the end, he promised him his full help including his whole property.
(compound sentence, using any Co-ordinative Conjunction)
5. I met a drunkard in the town. I had never seen such an itinerant drunkard before in my life dancing and acting in tune with the gushes of alcohol in his body.
(complex sentence, Adjective clause)
6. Don't feel proud of your ill-gotten wealth and position. You will soon be divested of all your pomp and show.
(complex sentence, Adverb clause)
7. He is less-educated, less experienced and a man of peevish temperament. Otherwise he is quite suitable to be elevated to the office of Prime Minister.
(complex sentence, Noun clause)
8. The sun set. The labourers had not completed their work.
(simple sentence, use an Adverb or an Adverbial Phrase)
9. The weather was pleasant. They enjoyed the picnic.
(simple sentence, use Nominative Absolute)
10. It is raining very heavily. We cannot continue our studies.
(compound sentence, use Illative Conjunction)

ASSIGNMENT 5

A

Complete the following sentences as required:

1. He is not so clever (adverb clause)
2. Mary had a little lamb (adjective clause)
3. Pay careful attention to (noun clause)
4. Though he is poor (compound sentence)
5. My belief is (noun clause)

B

Combine the following sets of sentences into a simple sentence as instructed:

6. The votes on each side were equal. The Chairman gave his casting vote.
(using participle)
7. Tiger is my faithful dog. I love him.
(using apposition)
8. I got money from my father. I bought the pen.
(using preposition and gerund)
9. Mohan is very tired. He can't walk.
(using infinitive)
10. It was a very hot day. He could not go out.
(using nominative absolute)

ASSIGNMENT 6

A

Change the adjectives, adverbs and nouns in the following sentences into their respective phrases

1. Mahatma Gandhi was a kind and pious man.
2. Do your home work thoroughly and be graded satisfactorily.
3. He dislikes having to punish his servants.

Complete the following sentences by providing adverb and adjective clauses respectively.

4. He spoke so low
5. The boy stood on the burning deck

B

Synthesise the following as required:

6. Rama struck Krishna. His blows were cruel. They were frequent. There was no reason for this
(simple)
7. He came to Bombay. He wished to see his father. He had some business to settle.
(simple)
8. He copied from the next boy. This was a dishonest action.
It brought disgrace upon him. He was punished for it.
(simple)
9. There was a man hiding in the garden. He was armed with a gun. He was a Pathan. My notice was drawn to it
(simple)
10. He played really well in the match. His team won in consequence. The match was played yesterday
*(complex)*s
11. I sank into water. I felt confused. Nothing can describe that confusion.
(complex)

ASSIGNMENT 7

Combine the following sets of sentences into simple, complex and compound sentences:

1. He pursued the research last year. The research was on a wide variety of topics. He pursued it actively. It contained an analysis of shells using various discreet models.
2. A general method of analysis is highly desirable. The analysis must be applicable to the wide variety of shell types. It is due to this fact. Many geometric shapes are being used for shell structures.
3. This is the effect of various factors. These factors effect the dynamic response of highway bridges. These various factors are being studied to obtain information. This information may serve as a guide for bridge engineers.
4. There are many natural phenomena and processes. An engineer encounters them. They cannot be described adequately by deterministic methods. These methods belong to mathematics
5. The results of the survey are too voluminous. They can't be reported here. The majority of users report to this effect. The home electric heating is clean, even and easy to control.
6. The system removes the various ingredients. It does so from storage in the proper quantity and at proper rate. It mixes them together. It does not finally feed them to each of four lots of cattle.

ASSIGNMENT 8

Combine the following sets of sentences into simple, complex and compound sentences:

1. There is a ward 'Cinchona'. It is a synonym for quinine. It is related to the story of Countess Chinchon.
2. There are some symptoms of malaria. They are the initial ones. They are apparent only after 2, 3 days of parasite maturation in the red cell.
3. Tens of thousands of land lie fallow today. It is all arable land. It lies fallow due to the presence of trypanosomes in it.
4. Hookworm disease is one of the most evil of infections. It was so in the past. It is so now.
5. The cases of hookworm disease are still found in the Southern United States. Its outbreaks have been reported from mining areas in Europe. In Europe, the larval development can take place in worm, moist underground tunnels.
6. Leprosy has been known since antiquity. The Old Testament refers to it. A famous parable in the New Testament describes a well organised system of community isolation against lepers.

ASSIGNMENT 9

Complete the following sentences as required:

1. Every one knows (by adding a noun clause)
2. I shall contact you (by adding an adverb clause)
3. Is not a machine something (by adding an adjective clause)
4. Please tell me the name of book so that I may read it. (make a simple sentence by using infinitive phase)
5. He cut his crop. He ploughed his plot. The plot was situated near a garden. (simple using participle)
6. Rice is the staple food of the Indians. It is a cereal. It is useful. (simple using case in apposition)
7. Successful farmer always keeps animals. They provide him with dung. The dung is used for compost. (simple using infinitive)

ASSIGNMENT 10

Combine the following sentences as required:

1. There are many disciplines. These require formal training. The training should be of mental powers. (*simple*)
2. This is the general theory of relativity. It shows a ship. The ship undergoes acceleration. (*simple*)
3. It happened twenty years ago. My generation invented such an imaginary reality. The reality is of suburban domesticity. (*complex*)
4. A French historian visited America early in 19th century. Then he wrote about American women. The remarks were about their emancipation. (*complex*)
5. The showing of time is real. It holds for the object. The object is undergoing accelerated motion. (*compound*)
6. He gave an order. He is obeyed. They fear to offend him. (*complex*)
7. The threshing of wheat could not start. It was due to the sporadic rains. (*complex*)
8. I offered him help. He needed help. He refused to accept it. (*compound*)
9. You may be wrong. Krishna may be wrong. Both of you can't be right. (*compound*)

10. I wrote a letter. It contained truth. He praised me. (complex)
11. He was a good student. He left his studies. Nobody knew why. (complex)
12. The University has a swimming pool. Students learn swimming. This is very good for health. (compound)
13. Kalidas was a great dramatist. He was born somewhere. Nobody knows where. (simple)
14. The crow was thirsty. It saw a jug. It flew to it. (complex)
15. The train was late. We took a taxi. We reached in time. (compound)
16. Do not read in the running train. You will spoil your eyes. (simple)
17. He saw a crashed helicopter. It was in the morning. He was going for a walk. (complex)
18. This is a fine opportunity. It should not be lost. (simple)

ASSIGNMENT 11

Combine the following sentences as desired:

1. He felt tired. He left his work aside. (simple)
2. He attended his duties. He earned promotion. (simple)
3. I am very honourable. I shall not break my word. (simple)
4. The wind blew. The rain fell. The lightning flashed. (compound)
5. Work hard. You will not get a good grade. (compound)
6. My home is far away. I shall go by air. (compound)
7. He failed. He worked hard. (compound)
8. A greedy man had a hen. The hen laid an egg every day. (complex)
9. He is superstitious. He is equally wicked. (complex)
10. He is short sighted. Otherwise he is fit for the post. (noun clause)
11. I have duties of teaching. I have to perform them. (simple)
12. He has failed many times. He still hopes to succeed. (simple)
13. The police arrived. The thieves ran away. (simple)
14. He was obstinate. He was punished by his father. (compound)
15. Football is a vigorous and healthy game. Every body should play it. (compound)
16. The way was long. The wind was cold. (compound)
17. She keeps her ornaments in a safe. This is the safe. (complex)

Pragmatic Dimensions of Written English Communication

36

Transformation¹

(ALTERED WRITING)

Transformation means change in the structure-pattern of sentences without any changes in meaning. For understanding transformation, a thorough knowledge of the kinds of sentences as well as of the clauses is paramountly inevitable. Of the kinds of sentences—Simple, Negative, Interrogative, Optative, Imperative and Exclamatory; and of the clauses—Noun Clause, Adjective Clause and Adverb Clause, the most memorable thing is that the kinds of sentences should stand in consonance with the kinds of clauses. They should also be compatible with other methods of transformation, which have been listed below:

A. *By using or eliminating adverb 'too'. For example:*

1. He is too weak to walk.
2. She is too dull to pass the test.

On eliminating 'too', we shall find the following *solutions*:

He is so weak that he cannot walk.

She is so dull that she cannot pass the test.

Other illustrations:

3. It is raining so heavily that you cannot protect yourself even with the help of an umbrella. (too eliminated)
- It is raining too heavily to protect yourself with the help of an umbrella. (too used)
4. English is too popular the world over to ignore it completely. (too used)
English is so popular the world over that it cannot completely be ignored. (too eliminated)
5. India is not so prosperous that she can afford costly nuclear experiments. (too eliminated)

India is not too prosperous to afford costly nuclear experiments. (too used)

B. *By using comparative degree. For example:*

1. Delhi is not so cold as Nainital is.
2. Nainital is colder than Delhi.
3. Delhi is hotter than Nainital.
4. Delhi is less cold than Nainital.
5. He is not as tall as his friend.
6. His friend is taller than he.

Note: For detailed study, consult chapter on *Adjectives*.

C. *By using conditions. For example:*

1. He will pass the test *in case* he works hard.
2. He will pass the test *if* he works hard.

1. Prescribed in GBPU Syllabus (Technical Writing, BHS-211). Also prescribed in UPTU Syllabus (Professional Communication, TAS-103).

3. He would have returned by now *provided* he had sufficient time at his disposal.
4. *Were I* you, I would help you.
5. *If I were* you, I would help you.
6. Until it is 6 o'clock, he will not get up.
7. Unless he works hard, he cannot improve himself.

A condition may be expressed by using a *participial phrase*: such as

1. Supposing it were a lie, we would not feel disturbed.

An imperative mood may also express a condition; as—

1. Persist and you will win.
2. Run fast and you will gain strength.

A condition may also be expressed by using preposition but followed by a clause as object.

For example—

But that she is late today she would be present by now.

- D. By indicating a concession or contrast, we can transform a sentence. but for this, we should use the conjunctions *though* or *although* as, even if; the preposition *notwithstanding* followed by a noun clause; the relative adverb *however* followed by some adjective or adverb; the relative pronoun *whatever*; the phrase—*all the same* and the *absolute participle* followed by a noun clause. For example—

1. *Although* he is poor, he is honest.
2. He is intelligent *though* a pleasure-seeker.
3. *Notwithstanding* that he is industrious, he does not get much.
4. *However hard* he may work, he does not get a good division.
5. My friend does not believe *whatever* I ask him to believe.
6. Vile *as* he was, he was punished.
7. She is absolutely disgusted with the present plan; *all the same* she will help us.
8. People would not pardon you, *even if* you were justly fighting.
9. *Admitting* that a wicked fellow often gets success, he cannot succeed all the time.

E. Interchange of active and passive voice

We can transform a sentence by an interchange of active and passive voice. For example—

- | | |
|------------------------------------|-----------|
| 1. Ram was writing a letter. | (Active) |
| A letter was being written by Ram. | (Passive) |
| 2. One should keep one's promises. | (Active) |
| Promises should be kept. | (Passive) |
| 3. Mohan is killing a snake. | (Active) |
| A snake is being killed by Mohan. | (Passive) |

F. Interchange of Affirmative and Negative sentences

Transformation can also be fructified by an interchange of Affirmative and Negative sentences. For example—

1. Calcutta is more populous than Delhi.
Delhi is not so populous as Calcutta.
2. The teacher was doubtful if his students could do better in English.
The teacher was not sure if his students could do better in English.

G. Interchange of Interrogative and Assertive sentences

We can also transform a sentence by interchanging interrogative and assertive sentence.

For example—

1. Why waste time in gossiping?
It is extremely unwise to waste time in gossiping.
2. What though she has committed a crime?
It does not matter much though she has committed a crime.

H. Interchange of Exclamatory and Assertive sentences

We can also transform a sentence by interchange Exclamatory and Assertive sentences.

For example—

1. How handsome is the youth!
The youth is extremely handsome.
2. How sluggishly he walks on the road!
He walks very sluggishly on the road.

I. Interchange of one part of speech for another

By interchanging one part of speech for another, we can transform a sentence. For example—

1. I do not approve of your proposal.
I do not accord approval to your proposal.
2. Sita examined her records diligently.
Sita examined her records with diligence.
3. In all probability, he will win the match.
He will probably win the match.

J. Interchange of simple to compound sentences

We can transform a Single sentence to a Compound sentence in case we lengthen a word or phrase into a co-ordinate clause. For example—

1. The master scolded the servant for his negligence.
The servant was negligent, and so the master scolded him.
2. Having robbed the poor passenger, the dacoits butchered him.
3. The dacoits not only robbed the poor passenger, but also butchered him.

K. Conversion of Compound sentence to Simple sentence

By converting compound sentences to simple sentences, we can transform sentences quite interestingly. For example—

1. He acquired the requisite proficiency, and started his own business.
Having acquired the requisite proficiency, he started his own business.
2. He must not grudge hard work or he will be declared unsuccessful.
In the event of his grudging hard work, he will be declared unsuccessful.

L. Transformation of Simple sentences to Complex and viceversa

A simple sentence may be converted into a complex one by using subordinate clauses such as Noun, Adjective or Adverb clauses. Likewise, a complex sentence may be changed into a simple sentence by contracting such clauses into a word or phrase. For example:

1. On the rising of the sun, the fog will disappear. (Simple)
The fog will disappear as soon as the sun rises. (Complex)
2. He studied studiously to get A grade. (Simple)
He studied studiously that he might get A grade. (Compound)
3. According to the notification any employee found guilty of dereliction of duty will be sacked. (Simple)
It is notified that any employee found guilty of dereliction of duty will be sacked. (Compound)
4. He remarked how diligent the pupil was. (Compound)
He remarked on the pupil's diligence. (Simple)
5. Except that he stammers, he is fit for the post. (Complex, Noun clause)
Except for his stammering, he is fit for the post. (Simple)
6. We came across a building which was built magnificently. (Complex, Adjective clause)
We came across a magnificently built building. (Simple)

7. The Vice-Chancellor who was the most scholarly of his times is dead.
(Complex, Adjective clause)
- The Vice-Chancellor, the most scholarly of his times, is dead.
(Simple)
8. When the cat is out the mice will play.
(Complex, Adverb clause)
- In the absence of the cat, the mice will play.
(Simple)
9. He was so disappointed that he could not stay there.
(Complex, Adverb clause)
- He was too disappointed to stay there.
(Simple)
10. As you sow, so shall you reap.
(Complex, Adverb clause)
- You shall but reap the fruits of your sowing.
(Simple)

M. Interchange of Principal and Subordinate clauses

We can also transform a sentence by an interchange of Principal and Subordinate clauses.

For example—

1. Mohan did not reach there until it was 7 o'clock.
 Mohan did not reach there before it was 7 o'clock.
2. No sooner did he enter the hall than all the students stood up.
 All the students stood up as soon as he entered the hall.

N. Conversion of Compound Sentences to Complex and viceversa.

A sentence can also be transformed by converting a Compound sentence to a Complex and vice-versa. For example—

1. He apprehended the calamity and stopped making any apparent resistance to it.
(Compound)
 When he apprehended the calamity, he stopped making any apparent resistance to it.
(Complex)
2. He wishes to recuperate from illness, so he is not working hard.
(Compound)
 He is not working hard, that he may recuperate from illness.
(Complex)
3. Although he was defeated, many times, he did not feel dejected.
(Complex)
 He was defeated many times but not dejected.
(Compound)
4. Work hard and you will achieve your goal in life.
(Compound)
 If you work hard, you will achieve your goal in life.
(Complex)
5. He struggled hard and won the covetous prize.
(Compound)
 He struggled hard so that he might win the covetous prize.
(Complex)

ASSIGNMENT 1

Rewrite the following sentences in the pattern as indicated within brackets:

1. He is so miserly a fellow that he cannot be respected in the society. (*using adverb too*)
2. He can get good marks in the examination. He has to study hard for it.
(*express a condition by using if*)
3. He read a lot during this trimester. He failed.
(*express concession or contrast by using yet*)
4. He is strong. He is timid.
(*express contrast by using however*)
5. Promise should be kept.
(*use active voice*)
6. There is no smoke without fire.
(*affirmative sentence*)
7. It is a very novel idea.
(*exclamatory sentence*)
8. I cannot approve of your wrong deeds.
(*interchange one part of speech for another*)
9. We must eat or we cannot live.
(*simple*)
10. He owed his success to his political mentor.
(*complex: Noun clause*)
11. Bombay is the most populous city in India.
(*change into comparative degree*)

12. Is there anything greater than the sacrifice of a patriot?
(change into Assertive sentence)
13. O' that I were wise again!
(change into Assertive sentence)
14. Hardly matters that we have achieved nothing this time.
(change into Interrogative sentence)
15. It is sad to think that a beautiful thing should decay.
(change into Exclamatory sentence)

ASSIGNMENT 2

Transform the following sentences as directed:

1. He is too honest to accept a bribe.
(remove Adverb 'too')
2. Bombay is the best seaport in India.
(change into comparative degree)
3. Is there anything greater than the love of a mother?
(change into Assertive sentence)
4. Where there is hope there is life.
(change into Negative sentence)
5. O ther I were brave again!
(change into Assertive sentence)
6. It hardly matters that we have lost the field.
(change into Interrogative sentence)
7. It is sad to think that youth should pass away.
(change into exclamatory sentence)
8. He has disgraced his family).
(change any part of speech for another)
9. Everyone present in the assembly was listening to the speaker.
(negative)
10. The Taj Mahal is the most beautiful building in India.
(positive)
11. It is very nice of you to have helped me in difficulties.
(exclamatory)
12. He is so poor that he cannot afford two times meals every day.
(use too)
13. No sooner did the teacher enter the class than all the students became silent.
(affirmative)
14. No one ever saw a higher peak than this.
(interrogative)
15. Calcutta is more populous than any other city.
(superlative)
16. He is very weak. He cannot walk.
(use too)
17. You are too fond of money.
(remove too)
18. Ram is richer than Shyam.
(negative sentence)
19. Why waste time in gossiping like this?
(assertive)
20. It is extremely foolish to walk here idly.
(interrogative)
21. I wish that I were young again.
(exclamatory)
22. What a beautiful scene this is!
(assertive)
23. Ram is taller than his sister.
(negative)
24. What a piece of work is man!
(assertive)

ASSIGNMENT 3

Rewrite the following sentences in the pattern as indicated within brackets:

1. It hardly matters that we have spent our youth.
(change into interrogative sentence)
2. It is sad to think that beauty should pass away.
(change into exclamatory sentence)
3. He has disreputed his country.
(change any part of speech for another)
4. Honour should be kept.
(use active voice)
5. She can accord permission to go there.
(Interchange one part of speech for another)
6. He owed his success to his father.
(complex: noun clause)
7. It is sad to think that wisdom should go waste.
(change into complex : noun clause)
8. He is too honest to accept an offer.
(remove adverb 'too')

9. Delhi is the best city in India. (*change into comparative degree*)
10. Is there anything greater than the emotions and attachment of a mother? (*change into assertive sentence*)
11. O that I were handsome again. (*change into assertive sentence*)
12. He can achieve a good success in life. He has to work hard for it. (*express a condition by using if*)
13. He worked hard on that project. He failed. (*express concession or contrast by using yet*)
14. He is diligent. He is not witty. (*express contrast by using however*)
15. The plane took off as soon as I reached the airport. (*negative*)
16. It is unwise to waste time in gambling. (*interrogative*)
17. What a shame to betray the motherland in distress! (*assertive*)
18. As a student, Gandhiji was too shy to mix with his classmates. (*avoid 'too'*)
19. The Qutab is regarded to be the tallest structure in India. (*comparative degree*)

ASSIGNMENT 4

Transform the following sentences as directed:

1. The sun is so hot for us that we cannot go out at present. (*use adverb too*)
2. But that I saw it, I could not have believed it. (*use an if condition*)
3. If I were you, I would not give him any help.
(transform in such a way as conjunction if remains merely understood or implied)
4. Had they not been diligent, they would have lost their A grades.
(use preposition but followed by a phrase or a clause as object)
5. Though the teacher was always right, he did not often speak to the point.
(use an Absolute Participle followed by a Noun clause)
6. We must endure what we cannot cure. (*use passive voice*)
7. Where ignorance is bliss, it is folly to be wise. (*use interrogative form of the sentence*)
8. He succeeded in his adventure last year.
(use another part of speech in lieu of the underlined word i.e., succeeded)
9. Newton was the greatest scientist of England. (*use comparative degree*)
10. What a costly part of engine it is! (*use an assertive type of sentence*)

ASSIGNMENT 5

Transform the following sentences as required:

1. It is too evident for some critics to see possible health hazards from nuclear power. (*remove too*)
2. Man must learn to live with his new found technological capacity to achieve his most human goal. (*conditional complex sentences*)
3. The U.S. space programme has entered an entirely new stage of development. (*passive*)
4. The nuclear industry is the highest amongst the safe industries in America. (*change degree*)
5. What about the environmental effects of atomic power? (*change parts of speech*)
6. To face the nuclear age and turn it from an age of anxiety to one of peace and prosperity is a good for which we should all try. (*simple*)
7. There is a wide spread concern about cost factor in the aerospace industry now a days. (*complex*)

8. A fresh vision of the great implications of quest in space was imparted by the Swedish born scientist. (aom-pound)
9. There is no smoke without fire. (affirmative)
10. Platinum is as heavy as gold. (comparative degree)
11. It is unwise to waste time in idle gossips. (interrogative)
12. The players had hardly reached the play ground when it started raining. (negative)
13. Gandhi was greater than any other leader in India. (positive degree)
14. He is so simple that he cannot mak a successful politician. (use too)
15. It was really kind of you to help him in his need. (exclamatory)

ASSIGNMENT 6

Transform the following sentences as desired:

1. It was too late to catch the first bus. (remove too)
2. Persevere well and you will succeed. (make a conditional sentence)
3. Helen of Troy was more beautiful than any other woman. (superlative)
4. All desire wealth but some acquire it. (passive)
5. As soon as he came, he made a noise. (negative)
6. Was he not a fool to act in that way? (affirmative)
7. These mangoes have a sweet smell but a sour taste. (change parts of speech)
8. He worked hard but he failed. (simple sentence)
9. We must read or we can't pass in the examination. (simple)
10. He confessed his crime. (complex)

ASSIGNMENT 7

Transform the following sentences as required:

1. I hope you were not disturbed too much by all the noise we made. (remove too)
2. To our surprise, we found that the holidays ended all too soon. (remove too)
3. If you were a bird, you could fly. (conditional)
4. Notwithstanding the fact that he is poor, he is honest. (compound construct sentence)
5. Unaccustomed to a life of rules and regulations, he cheerfully ignored its demand. (compound)
6. The clerical or the parliamentary routine is the worst of all. (change the degree)
7. The people who write the books now-a-days, do not know how to write them. (passive voice)
8. The hardest part of schooling is the early part when you are a small kid. (negative)
9. The glory of those who lay down their lives in the service of their motherland can never fade. (interrogative)
10. When he discovered Hari's misdeeds, he thrashed him soundly.(change parts of speech)

ASSIGNMENT 8

Transform the following sentences as required:

1. I hope you were not disturbed too much by all the noise we made. (remove too)
2. My promise to help you is conditional upon your good behaviour.(conditional sentence)
3. His white hair is in contrast with his black skin. (contrast sent.)
4. The Ganga is the holiest river for Hindus. (change degree)
5. The Aga Khan's horse is likely to win the race. (passive)

6. There is not much harmony in the international relations of this time. *(change parts of speech)*
7. He has reasonably improved his performance. *(negative sentence)*
8. What if the rumour is true? *(assertive)*
9. Don't marry a puritan. *(complex)*
10. Find ways of passing time without being bored *(compound)*

ASSIGNMENT 9

Transform the following sentences as required:

1. "Listen, you are simply too gifted, too energetic to waste yourself so totally on home and children." *(remove too)*
2. I found the conversation most inspiring of all I had with my colleagues. *(change degree)*
3. I want to explore some of these formulas as they throw light on the life of women. *(passive)*
4. These are, I believe, what he stated. *(change parts of speech)*
5. If a reserve of specially trained and patriotic engineers were available, the face of India could be changed. *(simple)*
6. Knowledge is too vast to be acquired in full. *(remove too)*
7. Cheat none and you will never be cheated. *(condition / complex)*
8. Australia is the largest Island in the world. *(positive degree)*
9. As soon as he came, he started teaching. *(negative)*
10. Can you hope good behaviour from the habitual offenders? *(assertive)*
11. If he works hard, he will pass the examination. *(compound)*
12. What a fine morning! *(assertive)*

ASSIGNMENT 10

Transform the following sentences as instructed:

1. She was sobbing too deeply to make any answer. *(remove too)*
2. These mangoes are so cheap that they cannot be good. *(use too)*
3. This horse is better trained than yours. *(change degree)*
4. This is the biggest diamond I have ever seen. *(change degree)*
5. But for your obstinacy, the meeting would not have ended in smoke. *(condition)*
6. The king gave orders to arrest him. *(passive)*
7. The act made the negro slaves free. *(change parts of speech)*
8. Ashok was the greatest king. *(negative)*
9. Why waste time in cheap talks? *(assertive)*
10. He deceived his country to her disgrace. *(compound)*

Basic Pre-requisites

1. Translation is an art; and, like all other arts, it is difficult to acquire mastery over it, for it seeks to convey the exact meaning of what is expressed in one language into another. Its very nature, therefore, requires an intimate knowledge of both the languages concerned, which is a requisition not easily to be found. Knowledge is here intended to imply the capacity to comprehend and to express. We must first be able to understand exactly what is intended to be conveyed, and then to express the very same thought in other languages. So the whole art of translation lies in expressing exactly and precisely, without either omitting any essential thought from the original passage or adding any unnecessary or superfluous idea to it. For this, one has to be extremely meticulous in his choice of words and in the use of tenses. Following suggestions will certainly prove helpful.
2. First read the passage carefully, marking all such words or phrases as you do not clearly understand. You should remember that words do not have a fixed meaning. They have more than one meaning, and you have to find out exactly the meaning intended by the writer.
3. In translating try to express as a whole the sense of the passage. You have also to avoid literal translation. If you do so, you will not be able to convey exactly the meaning and intention of the writer. You should translate a sentence as a whole; do not translate merely words. You should also guard yourself against unrestricted translation. An excessively free translation sometimes lacks the essential thought without which the whole translation looks almost absurd.
4. Do not use unfamiliar, bombastic, high sounding and foreign words and phrases. Also try to avoid the use of many words when a single word will do. The whole art of translation lies in the careful choice of exact words.
5. You should also see that its total impression is the same as that of the original one. Deviation or departure from the original sense would mean a defective translation. Besides the above, it all lies in the comprehending power of recognizing the subtle nuances of words that a translator may succeed or fail. In fact, more the knowledge of a language, the better will be the presentation of the translation work. After all, it is an art which may be acquired through constant practice.
6. There are certain grammatical rules which are essential for good translation, and which every student who aims at becoming a good translator must study. Many translators do not have any idea of the plurality of nouns and their rendering into another language become defective.
7. Some nouns have the same form for the singular as for the plural; as—
Deer, sheep, salmon, grouse, fish, trout, yoke, brace, dozen, score, pice, etc.

1. Prescribed in GBP University Syllabus (General English, BHS-114)

8. Some nouns look like plural, but are singular ; as—
Innings, news, physics, gallows, wages, ethics, politics, trousers, etc.,
9. The following nouns are always used in the plural—
Alms, poultry, cattle, gentry, riches, people, etc.,
10. The following words are never used in the plural form—
Scenery, information, furniture, off-spring, environment, poetry, hair, advice, pice, etc.,
11. Some nouns retain the singular form in the following cases—
A ten-rupee note, a two-month vacation, a four-year old child, a fort-night holiday.

Illustrations

- (a) I bought three dozen oranges and two score apples.
- (b) Hundred pice make one rupee.
- (c) The scenery of Switzerland is very charming.
- (d) He is true to his word.
- (e) He has black hair.
- (f) This news is too good to be true.
- (g) I have lost my spectacles.
- (h) My friend has no off-spring.

Possessive case of Nouns

12. It is formed by adding's to the noun as Man's, Mohan's books, etc. But if the possessive is antecedent to a relative sentence, *of* is always employed, in order to bring the antecedent and the relative close together, and to prevent ambiguity. Thus we do not say, '*the man's hat that was drowned*', but, '*the hat of the man that was drowned*'.
13. The use of 'of' before a possessive changes the meaning—
This news or Ram's—This news that Ram brings.
14. The possessive's sign is limited chiefly to persons or living objects. Thus we can say: *the horses' name*. But we can not say, *chair's leg*, *the pen's nib* etc., The possessive in such cases is indicated by *of*, or the noun can sometimes be used as if it were an adjective, as—
The light of a lamp—a lamp light.
The window of the house—the house window.
15. The possessive inflexion is used in—
 - (a) Nouns denoting Personified things or dignified objects, as, Fortune's favourites, the sun's rays, the court's decision, the mind's eye, the country's call, etc.
 - (b) Nouns denoting time, space or weight.
 - (c) A few common phrases for the sake of brevity; as a rope's end, at finger's end, at an arm's length, heart's content; etc.
 - (d) A noun denoting some kind of place or building is sometimes omitted after a noun in the Possessive case, as,
I will meet you at the grocer's shop.
I will go to my cousin's house.

Illustrations

- (a) Who can change the ways of God?
- (b) We should sacrifice our life for country's good.
- (c) The roof of my sleeping room leaks badly.
- (d) I have my friend's names on my finger's end.
- (e) For the sake of health, we should laugh to our heart's content.
- (f) It is only a day's journey from here.

- (g) My college is at a stone's throw from my house.
- (h) We have to obey the court's decision.
- (i) I kept him at an arm's length.
- (j) I will go to my uncle's house.

Adjectives

16. We use the positive form of the adjectives when we are speaking of one thing; as—
This is a large building.
17. The comparative form is used when speaking of one of the two things; as—
This is larger of the two buildings.
18. The superlative form is used when speaking of more than two things; as—
This is the largest of the three buildings.
19. When an adjective consists of one syllable, the ending or, est are used for the comparative and superlative. When the adjective has more than two syllables, more and most are used. Some adjectives of two syllables take one form and some another. The sound will nearly always give you the right answer but when in doubt, it is usually advisable to use er or est.

Illustrations

- (a) Love is stronger than death.
 - (b) He is the wisest of all the students.
 - (c) This picture is more beautiful than that.
 - (d) The Taj is the most beautiful building.
 - (e) He is cleverer of the two brothers.
 - (f) Mohan is the most intelligent boy in the class.
20. But there are some words that do not admit of comparison because of their meaning as— perfect, everlasting, unique, supremen, universal, eternal, etc.,

Illustration

- (a) This picture is a perfect piece of art.
 - (b) Tha Taj is a unique building in the world.
 - (c) The President of India has the supreme authority.
 - (d) We should try to establish eternal peace in the world.
21. When one of the two Adjectives going with a Noun is in Superlative Degree, the other must also be put in the Superlative. For example—
 - (a) He is the most intelligent and cleverest student in the class.
 - (b) Mukul is the best and most sensible student in the college.
 22. The Comparative Degree is generally followed by than, but Comparative Adjectives ending *for* are followed by the preposition to; as—
 - (a) This cloth is superior to that.
 - (b) Mohan is junior to shyam by two years.
 23. When a comparison is made by means of a comparative followed by than, the thing compared must always be excluded from the class of things with which it is compared by using other or some such words; as—
 - (a) The Hindustan Times has a larger circulation than any other paper.
 - (b) The Taj is more grand than any other building.
 24. Less denotes quantity or degree; few refers to number. For example—
 - (a) There are no fewer than three hundred pages in my book.

- (b) We do not sell less than two killows of rice.
 - (c) Mossuri is less hot than Dehradun.
25. We should never use the following—the poors', the blinds' the dumbs', the nobles', the youngs', the beautifuls, we, may say—the poor, the blind, the dumb, the noble, the young, the beautiful. For example—
- (a) The rich should always help the poor.
 - (b) The doctor cured the blind, the lame, the deaf and the dumb without charging any money.
26. Older and oldest are used for both persons only and things; whereas elder and eldest may be used for persons only and usually for members of the same family. For example—
- (a) My sister is older than your sister.
 - (b) Dwarkadhish is the oldest temple of Mathura.
 - (c) I am the eldest son in the family.
 - (d) He is elder of the two.
27. *Some* is used in affirmative sentences whereas *any* is used in negative sentences. For example—
- (a) He has received some books.
 - (b) He has not received any books.
28. Farther is used to denote *distance*, whereas *further* is used for purposes. For example—
- (a) Kulu valley is farther than Dhariwal.
 - (b) I shall await your further instructions.
29. *Each* is used in speaking of two or more things; *every* is used in speaking of only more than two. *Each* directs attention to the individuals forming any group; *every* to the total group. *Each* is used for definite number in the group, whereas *every* for indefinite number. For example—
- (a) Leap year falls in every fourth year.
 - (b) Every seat in the cinema hall was occupied.
 - (c) We stayed in Delhi for seven days and it rained each day.

Pronouns

30. The Pronoun of the Third person should be placed after that of the second, and the Pronoun of the First after those of the Second and Third; as—
- (a) You and I are fast friends.
 - (b) You and he have done your duty.
31. Personal Pronouns that are the objects of Verbs of Prepositions must be in the objective form; as—
- (a) He invited Rekha and us to dinner.
 - (b) Please let Atul and me go to the circus.
 - (c) All were absent in the ceremony but me.
32. Nominative should be used after as, but, except and than in parallelism with the subject. For example—
- (a) You are not as tall as I.
 - (b) None but he could have done it.
33. The case of pronouns following than or as can be formed by mentally supplying the verb understood; as—
- (a) They are not wiser than we.
 - (b) He proved to be much wiser in this matter than I.
 - (c) They have knowledge of this thing as well as we.

34. Relative Pronoun refers to a noun or pronoun; so it must be in the same number and person as its antecedent; as—
 (a) It was one of the best prizes that have ever been presented to a scientist.
 (b) Those who are not with us are against us.
35. Reflexive Pronouns are formed by adding self to the accusative forms; as—
 (a) He cuts himself while shaving.
 (b) She absented herself from the class.
36. Relative 'which' must not as a rule be used without a definite word as its antecedent; as—
 (a) His foot slipped, and this caused him to fall heavily on the ground.
 (b) I gave two rupees to the poor beggar, and this left me penniless.

Use of tenses

37. Tenses are varieties of forms in verbs, and show (a) the time of an action, as Present, Past or Future, (b) the degree of completeness of an action, as, Perfect or Imperfect.
38. Imperfect or Indefinite tense denotes—
 (a) Present (b) Past (c) Future
39. Past Indefinite tense is used to express an action that took place in the Past. Past Indefinite tense is not used with an Adverb or any other word which expresses the present time.
40. Perfect tense denotes that the event in Present; Past or Future time is in a completed or perfect state; as—I have written a letter.
41. Present Perfect is applied to actions that have been finished at the present time, but the result of which still remains, whereas Past Tense is applied to actions that were finished at some past time. But Present Perfect Tense cannot be used with an Adverb or any word that expresses past time generally or a definite point of past time.
42. Present Perfect Continuous shows that the action which began in the past is continuing up to the present time.
43. Past perfect is always used to show that some action or event had been completed before another began. But Past Perfect should not be used in place of Past Indefinite.
44. Past Perfect Continuous is used to express an action that was finished at a certain time in the past, but had been going on till that time.
45. Future Perfect shows that an action will be completed at a certain time before another future takes place.

Illustrations

- (a) **Present**—I stand here.
- (b) **Past**—I stood here.
- (c) **Future**—I will stand here to-morrow.
- (d) **Past Indefinite**—I lived in Agra for five years.
I have not replied to your letter yet.
- (e) **Present Perfect**—I have written a letter.
- (f) **Past Perfect**—I had written a letter.
- (g) **Future Perfect**—I shall have written a letter.
- (h) **Present Perfect Continuous**—I have been writing.
It has been raining since Monday.
- (i) **Present Perfect Continuous**—
The boy had been playing for one hour, when his mother called him.
- (j) **Future Perfect**—He shall have finished his work before six o'clock.

Adverbs

46. Such Adverbs as always, never, often, ever, generally, rarely, frequently are placed before the verb they qualify; as—
 - (a) She generally wears a white sari.
 - (b) He frequently mets us at Bombay.
47. Only should be placed immediately before the word it qualifies; as—
 - (a) She drinks only water.
 - (b) I paid only two rupees for this book.
48. Too always implies excess of some kind; 'Very' as an adverb is used to qualify the adverb 'much'. But as an adjective 'very' means true or actual ; as—
 - (a) He works too hard.
 - (b) He is too tired to finish his work.
 - (c) He is very much liked by all.
 - (d) This is the very man I wanted to meet.
49. Rather means instead of or somewhat; as—
 - (a) I wish to be a student rather than a teacher.
 - (b) I am rather doubtful about his success.
50. Enough means sufficiently and quite means perfectly or completely ; as—
 - (a) I was glad enough to see you.
 - (b) I am quite tired at this moment.
51. Very modifies adjectives and adverbs in the positive degree and present participles when they are adjectives. Much modifies adjectives and adverbs in the comparative degree and past participles; for instance—
 - (a) She is very tall.
 - (b) He plays much better than Mohan.
 - (c) This pen is much more durable than that.

Prepositions

52. Prepositions are usually placed before the words they govern. They should be placed close to the word they govern.
53. There is no hard and fast rule forbidding the use of a preposition at the end of a sentence. Sometimes it is placed at the end, especially in questions, and relative or interrogative clauses. But preposition is always placed before whom, and whom becomes who when preposition is shifted to the end of a sentence. The relative can also be omitted when preposition is placed at the end.

Illustrations

- (a) Where do you come from?
- (b) Who is that letter for.
- (c) My little son has no one to play with.
- (d) For whom is this telegramme?
54. Preposition should not be used after the transitive verbs ; as—
 - (a) Pakistan attacked (not on) India.
 - (b) A committee has been set up to investigate (not into) the case.
55. A number of words require prepositions after them and are then followed by gerunds and not by infinitives; as—
 - (a) He is addicted to (not drink) drinking.
 - (b) He insisted on (not go) going to Delhi.

56. Since marks a point of time in the past; for marks a period of time (past, present or future); as—
 (a) It has been raining since 8 o'clock.
 (b) It has been raining for the last two hours.
57. Both since and for are used to mark a point of time. For is used to indicate both the past and future time, but since can be used only in reference to past time and it is always associated with some perfect tense; as—
 (a) She has been here since last June.
 (b) He worked very hard from morning till late in the night.

Conjunctions

58. Following are compound conjunctions and should be used together; either—or; neither—nor; whether—or; both—and; not only—but also; no other—than; else—but; because—therefore; notwithstanding,—nevertheless; if—then; no sooner—than; scarcely or hardly—when.
59. Two nouns or pronouns connected by as well as, besides, in addition to, no less than, together with are followed by a singular verb, if the former of the two words is singular; as—
 (a) The Vice-Chancellor as well as the Registrar was present.
 (b) The leader of the group together with his followers left the hall.
60. Future tense is not used in subordinate clause of condition and time clauses beginning with if, when, as soon as, since, till, until, etc.,
 (a) We shall go out for a walk when the rain stops.
 (b) If you get first position, I shall give you a cycle.
61. Although is usually used without a complementary correlative yet. Though is also often found without accompanying yet ; and it should not be followed by but; as—
 (a) Although it was cold, he did not light the fire.
 (b) Though he is poor, yet he is honest.
62. Unless means if not; so in the clause containing unless, the word not should not be used.
 (a) You will fail unless you work hard.
 (b) I shall not start this work unless you give me help.
63. To express a cause or reason we use because; to express a purpose we use in order that or so that; as—
 (a) Men work so that they may earn a living.
 (b) He went to Bombay because he had some business there.

ASSIGNMENT 1

Read the following sentences very carefully and translate them into any other language you know:

1. He was feeling giddy.
2. He had to ring me.
3. Prices are again shooting up.
4. The hind wheel of the cycle needs pumping.
5. I am a bit indisposed to day.
6. He is nursing his wrath.
7. Portals of fame are open only to the few.
8. His forehead shot forth the gleams of glory.
9. He was stung to the quick.
10. This thing created a great sensation in the city.
11. I have run a thorn into my foot.
12. Come what may; I can not leave him.
13. Grain market is looking up.
14. Melancholy has been gaining fast upon my mind.
15. You are a puppet in my hands.
16. He stood by me in weal and woe.
17. It will answer your purpose.
18. I am always an eye sore to you.
19. He has a screw loose in his brain.
20. His stratagems succeeded so far.
21. He had a narrow escape yesterday.
22. The doctor always comes whenever he is sent for.
23. Worry does

not mend matters. 24. I have not a moment to breathe. 25. Who can avert the decrees of fate? 26. He drew before us a rosy picture of the prospects. 27. They are cast in the same mould. 28. He is always poisoning his ears against us. 29. There is no love lost between the two brothers. 30. We soon saw through his trick. 31. It is only a hearsay. 32. Keep seated here till I return. 33. I mistook him for Atul. 34. He that doth lend doth lose his friend. 35. The rope gave way.

ASSIGNMENT 2

A. Translate the following into Hindi or in any other language you are proficient in:

The services of the scientists are very much needed in our country almost in every walk of life. Indeed, it would be no exaggeration to say that they have left no stone unturned in bringing about Green and White Revolutions. It is the perseverance of the scientists that has enabled India to carve out her own place amongst the super powers of the world. One really feels proud of our scientists who have displayed unbounded love and limitless loyalty towards the country despite the fact that they are working in poverty and want. The gloom of pessimism that prevailed with regard to the bleak future holds no ground now.

B. Summarise the following passage into Hindi or any other language you know:

One of the basic principles of India's foreign policy is peaceful co-existence. It means India believes in the concept of live and let live. Whenever there is a threat to humanity in any part of the world, India comes out with open support for the right cause. In the past, she has already advocated the cause of those nations which were unreasonably dominated by powerful countries. In the U.N.O., her role for establishing peace has been appreciated by all the countries. Even in her relations with neighbouring countries, it has been her main desire to have very friendly and cordial relations. It is another aspect of her policy of peaceful co-existence that she does not interfere in the internal affairs of other countries. It has also given sustenance to democratic spirit in our country. It is this part of her foreign policy that has given her a unique place in the whole world.

ASSIGNMENT 3

A. Translate the following into Hindi or any other language:

The Tarai Region has the most fertile soil for paddy and wheat. It is sometimes known as the rice-belt of the area. Monsoons are bound to bring heavy rainfall to the Tarai Region. It is owing to the heavy rainfall that there are dense forests in this zone. Farmers of this area are quite prosperous. Often, they feel proud of their agricultural production. Still, there is room for improvement in their system of agriculture.

B. Translate the following sentences into Hindi or any other language:

1. Let the farmers be given greater help for farming.
2. It is a common knowledge that India is bound to progress.
3. The underlying idea of farmers' education is to increase their produce.
4. What a pity that an Indian farmer is said to be born in debt.
5. Give a better deal to the haven'ts.

ASSIGNMENT 4

A. Translate the following passage into correct Hindi or any other language:

Inspite of 52 years of independence India is still in the list of under-developed countries. Though India is rich yet Indians are poor. The root cause behind it is the rapid growth of population or population explosion.

The 1971 census shows 24.57 per cent increase over the 1961 figures. The most important need of the day is to bring down both birth and death-rates. But the only difficulty is that Indians believe in fate and they do not take family-planning seriously. The joint family system is still adding new heads. Poverty, illiteracy and ignorance are also responsible for high birth and death rates. The practice of early marriage is one of the root causes of population explosion and expansion.

With such a heavy population pressure, we cannot improve our standards of living, achieve full employment, remove poverty, ignorance, disease and dirt. The other countries are striving their best for conquering the Mars and the Moon; we are striving just for food for our people.

ASSIGNMENT 5

A. Give Hindi equivalent of the following:

- | | |
|----------------|----------------|
| 1. Accelerate | 2. Committee |
| 3. Comparative | 4. Crisis |
| 5. Consumer | 6. Environment |
| 7. Gravitation | 8. Harvest |
| 9. Horizon | 10. Illegal |
| 11. Indirect | 12. Judicial |
| 13. Junior | 14. Medium |
| 15. Census | 16. Economy |
| 17. Resist | 18. Control |
| 19. Maximum | 20. Local. |

B. Translate the following sentences into Hindi or any other language:

1. That the scientists have raised the reputation of the country is an undisputed fact.
2. If our scientists had worked much harder, India would have emerged still more powerful.
3. The President of India exhorted the countrymen that they should not give any credence to the rumours.
4. No sooner did the teacher enter the hall than the student became silent.
5. Sitting at the door, the soldier killed the snake with the gun he was holding in his hands.

ASSIGNMENT 6

Choose the right word and write down their correct Hindi equivalents with them in the following blanks. The list of the words is given at the end of the passage:

People talk of white in the country, but they should also be grateful to our young agricultural scientists, whose efforts and have borne wonderful fruits. Often the behaviour of the politicians have put a on their creative activities. It is good to check their unwanted activites, but in the name of and, their sincere efforts cannot be overlooked. On the other hand too, the scientists should listen to the voice of their and should work in on a basis for the welfare of the country.

List: 1. mutual, 2. revolution, 3. restraint, 4. truculent, 5. perseverance, 6. harmony, 7. disdain, 8. hypocrisy 9. conscience, 10. constant.

ASSIGNMENT 7

Translate the following into any language you like:

The world is like a stage where the actors play their parts. The actors come and go but the stage remains intact; and in this way the world goes on, little changed by generations that come to play their parts on it and then pass away. The actors are men and women, and the play is the game of life. Just as on the stage, different actors play their parts and the spectators watch them without probing into their parts and the world knows nothing of their inner-nature. "A smiling face may hide an aching heart" and "a man may smile and smile and be a villain." We only see the surface of one another's life and can only judge by what we see. We judge our fellows by their words and actions, by the outward show, and we cannot dive deep into their thoughts, emotions and purposes. We, therefore, occupy the parts of onlookers of the lives of others. But there is one point on which we differ from the actors on the stage or the onlookers of the show. The results of the playing on the stage of the world are certainly tremendous whereas they cannot be so in plays. "Life is real! Life! is earnest! and the grave is not its goal." Again, the audience in life is a much greater one than what it is in the case of a theatre. Man has to play his part not only before his fellow-men, but also before the *Invisible Father*.

ASSIGNMENT 8

Translate the following into any language:

The future of poetry is immense, because in poetry, where it is worthy of its high destinies, our race, as time goes on, will find an ever surer and surer stay. There is not a creed which is not shaken, not an accredited dogma which is not shown to be questionable not a received tradition which does not threaten to dissolve. Our religion has materialised itself in the fact, in the supposed fact; it has attached its emotion to the fact, and now the fact is failing it. But for poetry the idea is everything; the rest is a world of illusion, of divine illusion. Poetry attaches its emotion to the idea; the idea is the fact. The strongest part of our religion to-day is its unconscious poetry.

(Matthew Arnold)

ASSIGNMENT 9

Translate the following into any language you know:

Graduation is only a milestone in life's journey. It does no mark the end of the educational road. In a very real sense, it is the commencement time, the beginning of a new journey which will test the toughness of your mental and moral fibre, the efficiency of your University training. The new experiences, the new problems and the new situations will demand from you the exercise of qualities for whose fostering the university functions. It does not require a prophet to say that India will rank as a free dominion in a short time. The future will give large powers and responsibilities to you. The historic role of the educated classes in the building-up of a new India cannot be over-estimated. If a leader is one who knows where he is going, who has a firm grasp of the insights and institutions which have made our civilization so enduring, and who can harness them to every aspect of life, it is only the universities that can train men for leadership. The universities are more than institutions for higher learning and professional training; they are called upon to educate the younger generation from its character and create a new type of intellectual leader.

(Dr. S. Radhakrishnan)

ASSIGNMENT 10

Translate the following into any language you are proficient in:

Gandhi stands for the power of spirit, the atma. He demonstrates the naked power of the spirit. No armies, no propaganda, no institution, no pomp, no ceremony, no outer impressiveness—just the sheer power of spirit or atma. No other human being had less of the outer and more of the inner. And because of that, no other man in his lifetime was followed by so many millions and in his death honoured by so many millions more—every where around the world. Gandhi then raises an issue. And what is that issue? It is the issue between the atom and the atma. Will the power resident in the atom control and smash the spirit in man and all that the spirit has built up? or will the power resident in the atma control the power resident in the atom—control it for the purpose of making a new world for everybody? We have seen the power of both—have seen the power of the atom in Hiroshima and Nagasaki, where it left piles of rubble? have seen the power of atma in Mahatma Gandhi; where it freed one fifth of the human race and after freedom healed their divisions and gave a new hope to a confused and baffled humanity. We have seen both. The issue, then is atom versus atma. (E. Stanley Jones)

ASSIGNMENT 11

Translate the following passage into Hindi or in any other language you are proficient in:

In this world of incessant and feverish activity, men have little time to think, much less to consider ideals and objectives. Yet how are we to act, even in the present, unless we know which way we are going and what our objectives are? It is only in the peaceful atmosphere of a university that these basic problems can be adequately considered. It is only when the young men and women, who are in the university today and on whom the burden of life's problems will fall tomorrow, learn to have clear objectives and standards of values that there is hope for the next generation. The past generation produced some great men but as a generation it led the world repeatedly to disaster. Two worlds wars are the price that has been paid for the lack of wisdom on man's part in this generation. It is a terrible price and the tragedy of it is that, even after that price has been paid, we have not purchased real peace or a cessation of conflict and an even deeper tragedy is that mankind does not profit by its experience and continues to go the same way that led previously to disaster.

(Jawahar Lal Nehru)

ASSIGNMENT 12

Learn the following technical terms by heart, as they are frequently used in translation work:

AGRICULTURAL TERMS

1. *Adaptation*: The process by which men or animals, species or other insects change in form or function in such a way to better survival under given environmental conditions. Darwin popularised this theory of evolution.
2. *Alkali soil*: A variety or kind of soil in which alkali salts are in large quantity says a pH of 8.5 or more and which is not congenial to normal growth of plants.
3. *Anaerobic bacteria*: The kinds of bacteria which are capable of surviving and working even in the absence of oxygen.
4. *Anther*: The upper part of stamen which produces pollen.
5. *Autogamy*: The process of self-fertilization.
6. *Autopolypliod*: A polypliod arising through multiplication of the complete haploid set of a species.

7. *Auxillary bud*: A bud located in the axil of a leaf.
8. *Azonal soils*: Soils without distinct genetic horizons.
9. *Bacteria*: One kind of single-celled plants.
10. *Biometry*: The branch of science which deals with statistical procedures in biology.
11. *Catch crop*: A crop seeded with one of the regular crops in a rotation or between the growing period separating two regular crops, for the purpose of adding to soil, organic matter and nitrogen.
12. *Carotene*: A yellow colouring matter of many fruits and vegetables. It is changed to vitamin A when eaten.
13. *Caryopsis*: The fruit or seed of the grasses; a one-seeded fruit.
14. *Chlorophyll*: The green colouring matter that is found in plants.
15. *Chlorosis*: Yellowing of green portions of plants, particularly the leaves. It is caused by disease organisms. Unavailability of nutrients and other things may also cause it.
16. *Colloid*: Small organic or inorganic particles.
17. *Corolla*: The term used in referring to the petals when taken as a group.
18. *Culm*: The stem of grasses.
19. *Deflocculate*: To separate or break down soil aggregate into their component particles.
20. *Emasculate*: Removal of anthers from a flower.
21. *Endosperm*: The starchy part of a grain which is located on the outside of the embryo and serves as important source of food for the embryo.
22. *Epidermis*: The outer layer of cells of a plant.
23. *Flocculate*: The process of individual particles into small groups or clusters as those of clay particles.
24. *Forage*: Pasture, hay or silage etc. It is a vegetable material in a fresh, dried state which is fed to livestock.
25. *Fungicide*: A chemical material applied as a dust or spray for the purpose of destroying bacteria and fungi on the plant or seed.
26. *Gene*: The unit of inheritance which is carried on the chromosomes of the germ cells and largely determines the character of the offspring.
27. *Germplasm*: The sum total of the hereditary materials in a species.
28. *Herbicide*: A chemical that will kill weeds or other plants.
29. *Heterocaryosis*: The presence of two or more genetically different nuclei within single cells of a mycellium.
30. *Hypocotyle*: The part of the young plant extending from the uppermost root hair or branch root upward to the first node.
31. *Ion*: An electrically charged particle, element or group of elements.
32. *Locus*: The position occupied by a gene in a chromosome.
33. *Membrane*: A thin layer of tissue.
34. *Monocotyledon*: A plant having only one seed leaf in each of its seeds.
35. *Mutation*: A sudden heritable variation in a gene or in chromosome structure.
36. *Nitrification*: Formation of nitrates from ammonia as in soils by soil organisms.
37. *Node*: The slightly enlarged parts of the stem, commonly known as joints, from which the leaves and buds arise.
38. *Ovule*: The part of the flower which contains the egg cell and develops into seed when fertilized.
39. *Porosity*: The fraction of the soil volume not occupied by the soil particles.
40. *Protandry*: Maturation of anthers before pistils.
41. *Rhizone*: An underground creeping stem which usually grows horizontally and produces roots and new plants at its nodes.
42. *Solum*: The upper part of the soil profile.

43. *Stoma*: Pores or openings in the surface of a leaf through which the gases and water vapour pass.
44. *Tripliod*: An organism with three basic (x) sets of chromosomes.
45. *Tuber*: A much enlarged, fleshy, underground stem. The Irish potato is an example of a plant that produces tubers,
46. *Vesicular Structure*: Soil structure characterized by round or egg-shaped cavities or vesicles.
47. *Xenia*: The effect of pollen on the embryo and end osperm.

VETERINARY TERMS

48. *Abomasum*: The fourth or true digestive stomach.
49. *Acetonemia*: Another name for ketosis in kettle.
50. *AI*: Artificial insemination.
51. *Anaemia*: A condition in which the blood is deficient in red blood cells, in hemoglobin, or in total volume causing lack of vitality.
52. *Antibiotic*: A substance produced by a micro-organism and able in dilute solution to inhibit or kill another microorganism.
53. *Antiserum*: A serum containing antibiotics against a particular disease which is used to treat that disease.
54. *Artery*: A vessel carrying blood away from the heart through the body.
55. *Arthritis*: A crippling of the joints caused by various organisms; characterized by puffiness at the joints and pain; and treated in the early stages with antibiotics.
56. *Ascarids*: Large, round worms in the intestinal tract of almost all species of animals, including human beings ; characterized by loss of appetite, unthriftiness and inactivity.
57. *Azoturia*: Lameness in a horse characterized by profuse sweating, trembling, in co-ordination, and darkening of the urine.
58. *Besore*: An ulceration of tissues deprived of nutrition caused by prolonged pressure.
59. *Blackleg*: A sudden-appearing disease in cattle.
60. *Bloat*: An accumulation of gas in the rumen of cattle, goats and sheep.
61. *Bovine*: Relating to cattle or oxen.
62. *BVD* (Bovine virus diarrhea): A viral disease in cattle.
63. *Brucellosis*: A disease in pigs, cattle and man caused by the organisms brucellae.
64. *CMT (California Mastitis Test)*: A test used to determine if a cow has mastitis.
65. *Cannibalism*: Flesh-eating animals ; when an animal devours its own kind ; occurs in young chicks that are overcrowded and bored.
66. *Capped elbow or hock*: Lameness in a horse caused by bruising.
67. *Cantery*: A hot iron, caustic, or other agent used to burn, sear or destroy tissue.
68. *Colostrum*: The first milk secreted by a mother after giving birth; characterized by high protein and necessary antibodies for the newborn.
69. *Conjunctivitis*: Inflammation of the conjunctive (the mucous membrane covering the eyeball and the inner side of the eyelid) caused by irritation of foreign matter, such as dust: characterized by mattery or runny, itchy eyes; treated with an anesthetic ointment.
70. *Cystitis*: Inflammation of the bladder.
71. *Dermatitis*: Inflammation of the skin caused by an irritation.
72. *Diarrhea*: Abnormally frequent bowel movements with more or less fluid stools.
73. *Edema*: The accumulation of fluid in tissues caused by poor circulation in an area due to sprain, injury, tight leg wraps, or pregnancy
74. *Emetic*: An agent that induces vomiting.

75. *Estrogen*: A female hormone.
76. *Fetus*: An unborn, developing animal.
77. *Frostbite*: The freezing of some part of the body, such as the ears and feet of newly born goats.
78. *Gastritis*: Inflammation of the mucous membrane of the stomach.
79. *Hematoma*: Swelling due to the collection of blood under the skin; a large bruise.

ASSIGNMENT 13

Write down the Hindi equivalents of the following:

- | | |
|----------------|-------------------|
| 1. Hematoma | 2. Dermatitis |
| 3. Colostrum | 4. Conjunctivitis |
| 5. Cystitis | 6. Diarrhea |
| 7. Edema | 8. Emetic |
| 9. Estrogen | 10. Bedsore |
| 11. Bloat | 12. Brucellosis |
| 13. Bovine | 14. Cannibalism |
| 15. Acetonemia | 16. Antibiotic |
| 17. Azoturia | 18. Arthritis |
| 19. Antiserum | 20. Abomasum |
| 21. Ascarids. | |

ASSIGNMENT 14

Write down the Hindi equivalents of the following terms:

- | | |
|------------------|-------------------|
| 1. Xenia | 2. Triploid |
| 3. Stoma | 4. Rhizone |
| 5. Protandry | 6. Solum |
| 7. Corolla | 8. Node |
| 9. Nitrification | 10. Monocotyledon |
| 11. Hypocotyle | 12. Herbicide |
| 13. Germplasm | 14. Gene |
| 15. Fungicide | 16. Flocculate |
| 17. Endosperm | 18. Alkali soil |
| 19. Anther | 20. Azonal soils |
| 21. Biometry | 22. Carotene |
| 23. Caryopsis | 24. Chlorophyll |
| 25. Chlorosis | |

ASSIGNMENT 15

Memorise the following and write down their equivalents in any language you are proficient in:

1. cyclotron = apparatus for producing heavy electric particles moving at high speed, used experimentally in nuclear research work.
2. cuttle-fish = Sea-water animal with long arms (tentacles), sends out a black liquid when attacked.
3. amphibian = animal able to live both on land and in water, for example—a frog;

| | |
|----------------------|---|
| | aircraft designed to take off from and alight on either land or water; flat-bottomed vehicle able to move in water and on land. |
| 4. amnesia | = loss of memory. |
| 5. amoeba | = (Pl) bas or bae = simple form of living matter, found in water, always changing shape and too small to be seen except with the help of a microscope. |
| 6. altruism | = principle of considering the well-being and happiness of others; unselfishness. |
| 7. ad lib (itum) | = latin = to any extent that is desired. |
| 8. acrobat | = person who can do clever things with his body, such as balancing on a rope. |
| 9. actinism | = property of the sun that produces chemical changes (as on photographic films). |
| 10. acoustics | = science of sounds. |
| 11. braille | = system of writing and reading for blind people, to enable them to read by touch. |
| 12. bollard | = upright post (usually of iron) on quay or a ship's deck for making ropes secure; or a post on a traffic island. |
| 13. binoculars | = instrument with lenses for both eyes, making distant objects seem nearer. |
| 14. bibliophile | = lover of books. |
| 15. bazooka | = weapon or instrument used to fire rockets against military tanks. |
| 16. bonanza | = something that is prospering greatly; bringing good luck and prosperity; i.e., a bonanza year. |
| 17. davit | = one of a pair of curved metal arms supporting a ship's boat. |
| 18. decanter | = vessel into which wine is poured before being brought to table. |
| 19. defalcation | = misappropriation of money. |
| 20. denouement | = final stage, where everything is made clear, in the development of the plot of a story, play, etc. |
| 21. derrick | = machine for moving or lifting heavy weights, especially on a ship. |
| 22. easel | = wooden frame to support a picture or a black-board. |
| 23. eel | = long, snake-like fish; as slippery as an eel. |
| 24. echelon | = step-like formation of troops, aircrafts, ships, etc. |
| 25. electrode | = either pole of an electric battery. |
| 26. eureka | = (gr. I have it!) cry of triumph at discovery. |
| 27. faucet | = device for controlling the outflow of water. |
| 28. ferro-concrete | = concrete with an iron or steel framework or bars inside it. |
| 29. forceps | = small pincers or tongs used by dentists when pulling out teeth and by doctors for gripping things. |
| 30. gasolene | = petrol, motor spirit. |
| 31. gasometer | = large tank in which gas is stored and measured. |
| 32. astronautics | = word coined by R. Esnault-Pelterie, a French pioneer in this field, to mean the science of space travel; now encompasses propulsion systems and vehicles. |
| 33. loran | = A long distance radio navigation system. |
| 34. transponder | = An electronic device that receives a challenging signal and automatically transmits a response. |
| 35. telemetry | = the radio link between a missile and the ground station used to transmit information. |
| 36. digital computer | = A mechanism which performs mathematical operations. |

37. aerodynamics = That field of dynamics which treats of the motion of bodies relative to the air and the forces that act upon the bodies.
38. televoltmeter = A telemeter that measures voltage.
39. tasimeter = An instrument for measuring temperature difference.
40. permeameter = An instrument for measuring the magnetic flux or flux density.
41. pantograph = In radar a system for transmitting and automatically recording data from an indicator to a remote point.
42. parasitic antenna = An antenna that is excited by radiation from other antennas rather than by electrical connection with them.
43. cryogenics = Science of substance.
44. gerontology = branch of science concerned with the processes of growing old (especially in human beings)
45. haddock (halibut) = (pl. unchanged) = sea-fish much used for food.
46. weir = Wall or similar structure built across a river to control the flow of water.
47. winch = windlass, machine for hoisting or pulling.
48. zoom = deep humming sound of the sudden upward flight of an aircraft.
49. anemometer = An instrument of measuring the speed of wind or other airstream.
50. attrocompass = An instrument by which the true heading of an aircraft may be found by sighting upon a celestial body.
51. astrodome = A plastic dome located on the top of a fuselage for celestial navigation.
52. borany chair = A revolving chair which tests a person's equilibrium.
53. barograph or barometrograph = A barometer that imprints a continuous record of atmosphere pressure on a graph.
54. coleopter = A jet aircraft with an annular wing, also called a 'flying barrel'.
55. cosmonautics = Word coined in recent years to describe the science of travel beyond the solar system.

ASSIGNMENT 16

A. Translate the following into Hindi:

There are substances present in our diet in the smallest form. They play the most important part in our lives. It is worth noting that diseases produced by their shortage are the diseases of civilization. They are dependent upon our social and economic organisation. They also depend on the methods of preparation and distribution of foods and their prices. Obviously if an artificial cereal product like polished rice or white bread is plentiful and cheap and fresh and animal and vegetable products are costlier, the poorer sections of the population will be susceptible to those diseases which result from vitamin lack.

B. Translate the following passage into Hindi:

Agriculture is a very ancient occupation of mankind. It is so old that no-body can say with certainty when and where it was first practised. Man has discovered in necessity that certain wild plants about him, would give him food in form of fruits and seeds. Following this discovery, he naturally went from place to place in search of these food materials. Seeds from these food materials dropped around his home and later bore fruit and grain; that again, he could use as food. Thus he discovered that by scattering seeds near his home, he could have food materials near his home, without having to search for them at long distances. Primitive man perhaps also had realised that the fruits and seeds gathered were not sufficient to meet his needs and those of his family. This encouraged him in the cultivation of crops so as to supplement his natural supply.

C. Write a summary in Hindi in about 1/3 size of the following passage:

The largest single step in the evolution of man is the change from shifting agriculture to the settled one. It was made possible by the will of man along with strange and secret working of nature. A combination of natural and human events created agriculture about ten thousand years ago. It was the buring point in the spread of agriculture in the old world that two forms of wheat were found. These two types of wheat had large full heads of seeds. It is interesting to note that wheat was not so luxuriant a plant at that time as it is now. It was like a wild grass growing throughout the whole Middle East. Later on, by some genetic accident, this wild grass crossed with another grass, and formed a hybrid. This process of crossing was accidentally done repeatedly under natural laws. The hybrid was able to spread naturally because its seeds were attached to the husk in such a way that they scatter in the wind. The new hybrid was fertile also. This happened after the Ice Age. In this way, in due course of time, the present bread wheat was evolved.

D. Give Hindi equivalents of any 10 of the following words:

1. Controversial
2. Altitude
3. Classification
4. Decentralization
5. Indelible
6. Contemporary
7. Imbalance
8. Coincidence
9. Hereditary
10. Truculent
11. Co-existence
12. Conjecture
13. Effigy
14. Franchise
15. Hypocrisy
16. Memorandum
17. Perseverance
18. Reciprocal
19. Smug
20. Diagram
21. Cyclone
22. Density
23. Chlorophyll
24. pollination
25. Bacteria
26. Acclimatization
27. Adaptation
28. Antibiotic
29. Algae.

ASSIGNMENT 17

Translate the following sentences into Hindi:

1. The rate of *population growth* in developing countries leads to increase in *food demands* that are difficult to meet.
2. *Energy* is one of the *key-problems* of today that must be solved seriously and urgently.
3. The *developing countries* should define and put into practice national food policy, food *production*, distribution and its consumption.
4. Along with agricultural development, *cattle development* should also be taken up because it is *absolutely necessary*.
5. The latest *researches* in the Veterinary Sciences all over the world have opened the doors to *white revolution*.
6. Virtually, every *social change of importance* in the *past century* has arisen out of *voluntary effort*.
7. The world is *too slow* in recognizing the *contribution* of scientists towards the *world peace*.
8. It is impossibel to assign a period to the *discovery* of the *fertilizing properties* of the dung of animals.
9. *Mechanization and modernization* are transforming the Japanese farm.
10. Because of Mendels discovery, we can use *nature's laws* to produce more *productive, disease-resistant* and *better-adapted crops*.

Reading and Listening Comprehension

38

Precis-Writing¹

1. Precis-writing is decidedly an important aspect of composition, because it entails a deeper study of grammar. *Precis* is a *French* word derived from *Latin* word *Praecisum*, which means to cut short. In English, it is equivalent to *precise* which means brief but to the point. It is also different from substance, summary, and paraphrase by virtue of its being complete and organic. Wilson has relevantly differentiated between precis and other words almost tantamount in meaning and sense. "A precis adheres," writes he "more closely to the original than a summary, is fuller and, though succinct, has some feeling of style. A summary is bolder or more naked, a skeleton standing half way between precis and notes, which are boldest of all. The ratio of the original of precis is 3 to 1, to summary between 20 to 1 and 10 to 1, to notes perhaps 50 to 1." Thus precis-writing is entirely different from all such other related words like paragraph, summary, notes, etc, and there must not be any confusion to understand them clearly.

2. Precis-writing is useful to enhance our brain-power. By reading a passage studiously and intelligently, we are called upon to be quick mentally. Besides, it helps us a lot in our daily composition. For a professional, technocrat, business executive, professor, administrator or a judge, precise-writing is compulsorily needed, because they have to cope with their new situations by being mentally alert.

3. For preparing a precis, we must concentrate on various phases. First of all a thorough reading should be made; and if one reading is not sufficient, many more readings should be made. Then, the key-points alongwith a suitable title should be noted down. The third stage is that when a rough draft is prepared to the length of only *one-third* size of the original passage, irrelevant points may be removed and final draft should then be prepared.

4. 'Style is the man himself,' so wrote Buffon. No doubt, one cannot completely get rid of one's own style, one should, however, try to be objective in one's approach. Every effort should be made to see that precis is prepared in such a way that a beginning, a middle, and an end may also be kept up in it out and out. Unity of thought, coherence of presentation and relevance of facts—are some of the major points one should always keep in one's mind while preparing a precis. Of late, precis-writing has assumed many more dimensions of importance than ever before because of its paramount significance. It is perhaps because of this that in every competitive examinations, precis-writing is inevitably asked.

1. Prescribed in GBPU Syllabus (General English, BHS-114). Also to be used for ESP: TOEFL/TSE/TWE/IELTS/CE and for Reading Comprehension in Language Laboratory Classes.

SPECIMEN ILLUSTRATIONS

1

Make a precis of the following passage and give it a suitable title :

The main danger in the international situation to-day is the unending, almost ruinous arms race between the great powers which unless it is controlled and eventually stopped by positive acts of statesmanship might lead to war and untold destruction. As Bertrand Russell said recently in addressing words to ordinary men and women—Americans, Western Europeans, Russians, Asians and Africans—"We are all in peril, in deadly peril, ourselves, our children, our grand-children, unless we are successful; for, if we fail, we shall have none. In comparison with this peril, all other questions are insignificant. What will it matter who was right and who was wrong when no human beings survived?" There is hardly any sensible person in any part of the world who does not realize the disastrous consequence of a nuclear war. But it is tragic that when there is such unanimity about the imperative necessity of eliminating war and resolving disputes by peaceful means, a wide gulf divides the powers and prevents a meeting of minds. The result is that neither side is prepared to make any agreement or arrive at any arrangement which would, in its views substantially alter the balance of power based on nuclear weapons and missiles and military bases. This wide chasm is due to distrust and suspicion and fear. It is this distrust that should be reduced, this acerbity that has to be diminished if the risks of a nuclear holocaust are to be eliminated. For, under the impetus of this mutual distrust and fear which both cause and are caused by the arms race, the objectives of diplomatic negotiations and differences between nations are lost sight of while bombs, warheads, rockets and missiles tend to become ends in themselves. (*Aligarh Univ. 1976*)

Solution

Title—Arms Race

The arms race among the super powers of the world has created a very tense situation, which may ultimately cause world war any time. The devastation that it may reckon, the tragedy that it shall originate, and the loss of life and property that it shall make, will certainly be enormous. Our posterity will curse us for the lack of wisdom and the use of discretion. Who can ever forget the calamitous situations that the dropping of bomb on Hiroshima and Nagasaki created? Every big nation is suffering from distrust and envy. Everybody talks of eliminating arms race, but none is prepared to restrain oneself from either producing or using nuclear weapons. World as it stands today is really heavenly, provided that it is not destroyed by the senselessness of a few fanatics and dictators.

2

To fight is a radical instinct; if men have nothing else to fight over they will fight over words, fancies or women, or they will fight because they dislike each other's looks or because they have met walking in opposite directions. To knock a thing down, especially if it is cocked at an arrogant angel, is a deep delight to the blood. To fight for a reason and in a calculating spirit is something; even a coward might screw upto such a reasonable conflict. The joy and glory of fighting lie in its pure spontaneity and consequent generosity, you are fighting for gain; but for sport and for victory. If fighting were not a possible means of livelihood the bellicose instinct could never have established itself in any long-lived race. A few men can live on plunder, just as there is room in the world as there are diligent bees. ants herbivorous kine. But victory need have no good fruits for the people whose army is victorious : that it some times does so in an ulterior and blessed circumstance to be reckoned.

Since barbarism has its pleasures, it naturally has its apologies. There are panegyrists of war who say that without a periodical bleeding a race decays and loses its manhood. Experience is directly opposed to this shameless assertion. It is war that wastes a nation's wealth, chocks its industries, kills its flowers, narrows its sympathies, condemns it to be governed by adventures and leaves the puny, deformed and unmanly to breed the next generation. Internecine war, foreign and civil brought about the greatest set which the life or reason has ever suffered; it exterminated the Greek and Italian aristocracies. Instead of being descended from heroes, modern nations are descended from slaves; and it is not their bodies only that show it. After a long peace, if the conditions of life are propitious, we observe a people's energies bursting their barriers : they become aggressive on the strength they have stored up in their remote and unchecked development. It is the unmutilated race, fresh from the struggle with nature (in which the best survive, while in war it is often the best that perish) that descends victoriously into the arena of nations and conquers disciplined armies at the first blow, becomes the military aristocracy of the next epoch and it itself ultimately sapped and decimated by luxury and battle, and merged at last into the ignoble conglomerate beneath. Then, perhaps in some other virgin country, a genuine humanity is again found, capable of victory because unbled by war. To call war the soil of courage and virtue is like calling the debauchery to soil of love.

(GBP University, Pantnagar, 1981)

Solution

Title-In Praise of War

Those who praise war are perfectly mistaken. It is not wise to extol the fighting instincts in every man. War brings about a total destruction every where. To suggest that it rejuvenates militancy and removes rust from the heroic feelings is rather absurd. A dictator preaches this, but once he is in power, he himself decries it as barbarous.

3

The best poetry is what we want; the best poetry will be found to have a power of forming, sustaining, and delighting us, as nothing else can. A clearer, deeper sense of the best in poetry, and of the strength and joy to be drawn from it, is the most precious benefit which we can gather from a poetical collection such as the present. And yet in the very nature and conduct of such a collection there is inevitably something which tends to obscure in us the consciousness of what our benefit should be, and to distract us from the pursuit of it. We should therefore, steadily set it before our mind at the out-set, and should compel ourselves to revert constantly to the thought of it as we proceed.

(Mathew Arnold)

Solution

Title-Poetry

Poetry is a constant spring of joy. The best poetry is one that gives us the purest aesthetic sense in abundance. The pursuit of knowledge in its clearer form is possible through poetry. Thought and form both go a long way to make poetry sublime.

4

At a time when inflationary trends are making the life of everyone in general, and the working classes in particular, very difficult the imperative need is for higher production to combat inflation. Owing to persistant efforts on the part of the International Labour Organiza-

tion (I.L.O.), lasting over many years, management and workers been made productivity conscious and this is expected to result in improving the earnings of the workers. It is obvious that the present proposal to reduce working hour would result in neutralizing the benefits of higher productivity unless the same quantum of production is assured during the reduced working hours. The suggestion will take away from the worker a fruitful means, of improving his pay packet through schemes of incentive payments related to productivity.

Bearing in mind the peculiar economics of industrially undeveloped countries it would be fatal for the national well-being to go in for reduction in working hour at this juncture when mounting growth of population needs exploitation of all possible avenues for higher production. Besides of all the subjects, reduction of working hours can hardly be achieved by means of an international instruments on the subject have been literally ignored by several State Members. However, there is nothing to prevent a country, if circumstances warranted it, to introduce shorter working hours through a process of collective bargaining. In fact, several countries and some of the industries have already done so, regardless of their respective States' regulations on the subject. Taking into consideration every aspect of the ease, it looks as if the I.L.O. is devoting its time and energy unnecessarily to a problem which has no immediate significance or importance to most of the countries. What is more important is the question of universal ratification of the older conventions so as to prevent soul of the countries from working more than the hours already set by the I.L.O. Should, however, an international instrument emerge out of this year's deliberations, we are sure it would merely be through the lip sympathy offered by many governments who when it comes to implementation, would show very little interest or attention.

(Bombay Univ., 1982)

Solution

Title-Inflation

In order to combat money-inflation, it is necessary to raise production. The higher the production, the lesser the inflation. To reduce working hours of the workers is no solution to this problem. Instead, longer hours yielding higher production should be rewarded in the shape of bonus or other incentives. The I.L.O.'s efforts to check inflation by means of other methods is not practicable. In a poor country like India, only more production is its apparent solution.

5 Poetry

That Light whose smile kindles the universe,
 That Beauty in which both things work and move,
 That Benediction which the eclipsing curse,
 Or birth can quench not, that sustaining Love,
 Which through the web of being blindly wove,
 By man and beast and earth and air and sea,
 Burns bright or dim, as each are mirrors of
 The fire for which all thirst; now beams on me,
 Consuming the last clouds of cold morality.

—P.B. Shelley

Solution

Title-Love

Shelley regards love as something heavenly or divine. It is love that kindles the universe. It is the beauty, the benediction, the all pervasive power of love that is everywhere present in this world. Every object whether lifeful or lifeless gets a fresh lease of life through the spirit of love.

6

Our education is a failure if we do not obtain during our college years such a conception of the universe around us, such an understanding of the movement of life and the progress of mind as to secure for us a vision of spirit in every detail of nature and life, the spirit in which all human souls, the humblest and the greatest, live, move and have their being. The aim of education is not simply to enrich the minds of people with new knowledge, but also to help them rise to their full spiritual stature. It must rouse them to the value of spiritual realities, turn their eyes from the things which are merely temporal to the things which are eternal, and enable them to pursue the values which are ultimate and not to be occupied with merely utilitarian ends. Such an education will make us ashamed of our narrow creeds and inflexible faiths which make even social relations difficult. Ability to co-operate with others is the true test of education among individuals as well as communities. *(Dr. S. Radhakrishnan)*

(Dr. S. Radhakrishnan)

Solution

Title-The Aim of Education

The greatest criterion of meaningful education is that it makes us citizens of cosmopolitan vision. Education makes us well-aware of our environs. It makes us realize our spiritual force also. To lead a perfectly utilitarian life, or to be too much given to worldly comforts and bodily pleasures is not at all the sole purpose of a really educated man. Sectarian outlook or parochialism is eliminated through such an education.

7

Religions have helped greatly in the development of humanity. They have laid down values and standards and have pointed out principles for the guidance of human life. But with all the good they have done, they have also tried to imprison truth in set forms and dogmas, and encouraged ceremonials and practices which soon lose their original meaning and become mere routine. While impressing upon man the awe and mystery of the unknown that surrounds him on all sides, they have discouraged him from trying to understand not only the unknown but what might come in the way of social effort. Instead of encouraging curiosity and thought, they have preached a philosophy of submission to nature, to the established church, to the prevailing social order, and to everything that is. The belief in a supernatural agency which ordains everything has led to a certain irresponsibility on the social planes, and emotion and sentimentality have taken the place of reasoned thought and inquiry. Religion though it has undoubtedly brought comfort to innumerable human beings and stabilized society by its values, has checked the tendency to change and progress inherent in human society.

(Jawahar Lal Nehru)

Solution

Title—Religion and Society

The importance or utility of religion to society is really immense. It has helped society lead an orderly and disciplined life. But it has also hindered the free pursuit of knowledge and has often degenerated itself into dogmas and creeds. Sometimes more harm than good is done in the name of religion. True spirit of religion means enlargement of vision and thought.

8

It is not ease, but effort—not facility, but difficulty, that makes men. There is perhaps no station in life, in which difficulties have not to be overcome before any decided measure of

success can be achieved. These difficulties are, however our best instructors, as our mistakes often form our best experience. Charles James Fox used to say that he hoped more from a man who failed, and yet went on inspite of his failure than from the career of his success. We learn wisdom from failure much more than from success. The very greatest things—great thoughts, discoveries, inventions—have generally been nurtured in hardship, often pondered over in sorrow, and at length established with difficulty. It has been said, and truly, that it is the defeat that tries the general more battles, than he gained; but he succeeded in the end. The Romans in their most victorious campaigns, almost always began with defeats.

Necessity may be a hard school mistress; but she is generally found the best. Though the ordeal of adversity is one from which we naturally shrink, yet when it comes, we must bravely and manfully encounter it. "Sweet indeed are the uses of adversity". They reveal to us our power, and call forth our energies. If there be real worth in the character, like sweet herbs it will give forth its finest fragrance when pressed. "Crosses" says the old proverb, "are the ladders that lead to heaven."

(Samuel Smiles)

Solution

Title—The Lessons of Adversity

Humanity has had more through adversity than through prosperity. Great inventions, researches or discoveries of the world have been possible only through difficult days. More can ever be expected of a man who has encountered defeat in his life and yet continues his sustained strivings than that man who has never faced defeat in his life. In fact, sweets are the fruits of adversity. Trials and tribulations test our capacity to work; our strength to endure. The more we are tested by them, the more we prove strong and pure. Blessed are indeed they who have been tested by them.

9

It is proved beyond doubt that women in modern India can be good administrators. Women rulers like Chand Bibi, Elizabeth and Rani of Jhansi proved to the world their solid worth. They ruled most efficiently and brought glory to their nations. Women are intelligent and hard working. They are not frivolous and light. They have taken up work very honestly, sincerely and earnestly, and they put heart and soul in their work. It is very fortunate that we have in India educated ladies who are very keen to take up administrative work. We are amazed to see what wonderful work they are doing in offices and Central Secretariate as typists, clerks, and reception officers. It has been observed that they are very quick to understand and very efficient in work. They have won an applause from the bureaucracy. Moreover, they cheer up others. With a sweet smile, they can win over others to their point of view. All important services have been thrown open to women. They are competing for the Indian Administrative Service, Indian Foreign Service and many other important fields of life. Very soon we will be seeing women as magistrates, judges, revenue officers, income tax officers and so on. They are dispassionate, objective and impartial and never see things in another light. Their minds are unbiased and un-prejudiced and they can be generous even to the extent of forgiveness. It will be seen that women will be good arbitrators in serious disputes and they would like to avoid bloodshed and acrimony. By means of peaceful discussion and negotiation they will be able to solve their problems. Mrs. Pandit has been a very successful ambassador and she raised the prestige of India very high in foreign countries. Women are good diplomats and they can display their diplomacy in important key posts in the Indian Foreign Service.

In modern India, women have played an important role as doctors. Lady doctors have relieved much human suffering and pain. Women can work as trained nurses, efficient midwives, doctors and surgeons. The maternity causes are taken up by lady doctors. They can

be of great service to women and children. Florence Nightingale made nursing popular among the women of the upper class. Thus, in India, women of the upper class can work in village and small towns where disease takes a very heavy toll of human lives.

Educated women have to play the role of teachers. An educated lady can serve the country in the humble capacity of a teacher. The education of children mainly depends upon women. Women can build up the character of children. Women can instruct as well as please; they can teach as well as amuse. "Human soil without education is like marble in quarry." Women can do research work and they are winning laurels in art, literature, philosophy, music and painting. We are fortunate in having very intelligent girls who are anxious to have training in foreign countries. They are being given scholarships by the Government of India and many of them have proceeded to the U.S.A., the U.K. and western countries and have made their mark as educationists. Women in modern India do not want to lag behind in any activity.

Women can also render social service whenever there is flood, famine, earthquakes or some natural calamity. They can render social service. It is also during war that they can be of utmost utility to the nation. Knitting, sewing, embroidery, dressing etc., can be done by the ladies. In free India ladies are being given training in First Aid, use of rifles and guns and some ladies are getting training as drivers and pilots. In case of war—women might be asked to offer their services in the theatres of war.

Women, surely, have a very important role to play in modern India. They have shown their worth as leaders and administrators and that time is no far off when India will have at the helm of affairs women who will lead the country from strength to strength. As legislators they have distinguished themselves and their speeches in the Parliament are carefully heard and listened to. As musicians and singers they have the admiration of men. (I.A.S. 1965)

Solution

Title—Administration and Women

Women are as effective administrators as men are. To regard them as inferior to men in any sphere of life is a great mistake. In the past, women like Chand Bibi, Elizabeth, Rani of Jhansi and others have proved their administrative merits from time to time. In modern India, they have assumed tasks which entail great risk and trust. Their capacity to endure and to work is certainly greater than men. They have more objective approach to life than man. In hours of trial and suffering, they can endure odds more than man. Being temperamentally more sophisticated and delicate, they can do more business than man. As doctors, their role is quite significant, as they can well eliminate suffering from the life of the poor. They can also prove to be good educators and can remove illiteracy from the life of the down-trodden. As social workers, they can prove quite effective during hours of exigencies and emergencies.

10

It is an old saying that knowledge is power. Education is an instrument which imparts knowledge and, therefore, indirectly controls power. Therefore, ever since the *dawn of civilization* persons in power have always tried to supervise or control education. It has been the handmade of the ruling class. During the Christian Era *the ecclesiastics* controlled the institution of education and diffused among the people the gospel of the *Bible* and religious teachings. These gospels and teachings were no other than a philosophy for the maintenance of the existing society. It taught the poor man to be meek and to earn his bread with the sweat of his brow while the priests, and the landlords lived in luxury and fought duels for the slightest offence. During the Renaissance education passed from the clutches of the priest into the hands of the prince. In other words, it *became more secular*. It was also due to the growth of the nation,

states and powerful monarchs who united the country under their rule. Thus, under the control of the monarch, education began to devise and preach the infallibility of its master, the monarch or king. It also invested—and supported fantastic theory like the Divine Right theory—and that the king can do no wrong, etc. With the advent of the industrial revolution education took a different turn and had to please the new masters. It now no longer remained the privilege of the baron class but was thrown open to the new rich merchant class of the society. Yet education was still confined to the few elite. The philosophy which was in vogue during the period was that of *Laissez Faire*, restricting the function of the state to a mere keeping of law and order which on the other hand in practice the law of the jungle prevailed in the form of free competition and the survival of the fittest.

(Calcutta Univ., 1984)

Solution

Title—Knowledge is Power

Education imparts knowledge and thus controls power, because knowledge is power. That is why men of power have always supervised education. During the Middle periods, the ecclesiastics controlled the educational institutions. They preached the rank and file that they had to earn their living by the sweat of their brow. But they themselves led a very rotten life. Austerity and purity they preached for others; for their own selves they never got rid of luxuries. The Renaissance education became more secular. Gradually, the so-called divine right of the king lost its validity, and it ultimately led to the establishment of the popular governments, though the theory of the survival of the fittest existed in every form of social setup.

Note : Ten passages meant for precis-writing have been solved. Passages that follow are unsolved. It is, therefore, advised that every care should be taken while preparing their *rough draft*. Improvement in the *rough draft* may be made as many times as possible, until the polish and poise are absolutely perfect. In fact, precis-writing is an art, which requires practice and knowledge. The more you are proficient in English, the better. So prepare the passages that follow very carefully.

11

Prepare a precis of the following passage and give it a suitable title :

How can the university discharge this obligation which the new age has placed on her? In the first place the university will have to change its approach to the story of the evolution of human society. Till the present day, the main theme of this story is the role of Force in human society. Almost every book of history devotes a major part of space to war and conflicts and very little to the evolution of social and scientific ideas and ideals. It is the soldier and not the scientist or philosopher, the poet or artist who is given the chief place. Even today, a vast majority of books give the impression that organised physical violence is the main dynamic and driving principle of the drama of human life. Yet, violent conflict is not the daily feature of life. It is an exception that occurs at intervals. Man lives not from war to war, but from one creative effort to another. The entire human history has to be re-interpreted in terms of the ceaseless creative and ethical activity which alone distinguishes man from all other creatures in this world. It is now being realised that history is ultimately the story of the human mind. I think that it is now time for universities in every part of the world to make a concerted attempt at the reinterpretation of the story of man in terms of creative and ethical activities as its main dynamic principle. It may sound unorthodox to many but I do believe that man is not the creature of mere blind physical force or the helpless victim of circumstances—his environment over which he has no control. He has the power and capacity to mould and shape them as he will and has done so on many an occasion in the past. It is for the university to rouse and re-

awaken in him that slumbering spirit which will make him the master, rather than the slave that he is, of his surroundings which are in no small measure his own creation.

Another change necessary in this respect is to make the world, instead of the nation, the framework of historical writings. Today, the nation shuts the man out of view altogether. After all, it is the creative urge of man in all parts of the world that has impelled them to weave this fabric of civilisation and culture. There are indeed many a strand and thread in it. But in the ultimate analysis all these are the creation of the human spirit, though the regional climate and group life have also coloured them to a certain extent. So in all historical writings, the main emphasis should shift to the human spirit and the character of the region and the group concerned should be given only secondary importance.

Besides a change in approach to the question of social evolution, it is also necessary that the university should now integrate itself within the life of the people as a whole rather than remaining a limp only of the classes. Originally its isolation from the common people was due to the fact that the latter had neither the time nor the economic resources to flock to it. This isolation has continued to keep the university away from the tumult and the passions of the market place so that its alumni may carry on the pursuit of truth in a calm and dispassionate atmosphere. But the position has now changed, and the university can now effectively and directly serve the broad masses of humanity. It not only can but it must do so in order to also gather the masses under the sovereignty of the new mind. It is a fact of history that in the past the mind of the classes was vastly different from the mind of the masses. But this gulf between the two did not have then the dangerous potentialities which it has today. If it continues to persist, there is every danger of the fabric of civilization going up in flames. There is another reason also, in my view, why the university should become integrated with the life and aspirations of the masses. If the present insurrection of the masses against want is not led into creative and constructive channels, it is likely to prove a volcanic lava which may destroy everything good or bad. The need for the guidance of this insurrection into right channels is an immediate one. If the university, which ought to have no axe of its own to grind, decides to approach the masses, it would be in a position to place the national and international problems in a correct perspective and would thus be able to give the masses the vision and the judgment to exercise their electoral rights correctly. But as I have already remarked, this integration of the university with the people is absolutely essential to produce in them the new mind which the new age demands. It is only when they are also activated by such a mind that the two revolutionary forces of our day would combine to produce a world of plenty and peace.

It is in the context of the supreme importance of this revolution of ideas that I view the importance of this common meeting between Commonwealth Universities Association and the Inter-University Board. I feel that this Association can play an important part in transforming the Universities of the Commonwealth. It is my earnest hope that your deliberations will help the universities to recognise that it is they who will be the leaders of thought and action in the age to come and that it is they who will control and guide the unlimited power and resources that knowledge has placed in the hands of man.

(Dr. Rajendra Prasad)

12

Prepare a precis of the following passage and give it an appropriate title :

Some candidates in elections being not too sure of their luck try underhand and unfair methods to secure votes. This happened in the last general Elections as well. They went round the city and held out many promises to individual voter and thus tried to capture the maximum number of votes. For mal-practices of this and other types, not only the candidates but the voters are also to blame, illiterate and politically inexperienced voters did not realise the importance of their votes. They did not feel that the vote was their duty which the country

expected them to discharge honestly and faithfully. They were led in their choice merely by influence and bribery than by their discretion or good senses. Corruption being the order of the day, votes were openly bought and sold.

On the actual day of the voting, under instruction from the government, all propaganda in the favour of candidates and all criticism of the rivals had been banned. Polling booths were set up in such a way that no voter had to walk more than a mile or so in order to be able to cast his vote. Police arrangements near and around the polling booths were elaborate. No agents candidates were allowed to canvass for votes in the neighbourhood of booth. This helped freedom of voting very much. Of greater help was the secrecy of the ballot when one entered the booth where ballot boxes of all the candidates, were placed, one was perfectly alone. One could, therefore, exercise one's right unhampered by any considerations.

Voting in these General Elections held under adult suffrage was peaceful and was not marked by any untoward incidents. For this the credit is due to the people who demonstrated their love of freedom and democracy and showed that they stood for secularism.

(Patna Univ., B.A., 1981)

13

Prepare a precis of the following passage and give it a suitable title :

In these days of democracy, every section of opinion, be it traders, professionals, teachers or political sects, has got some organization to voice their grievances to the powers that be. Similarly, students have their own unions. Almost every college has a Student's Union as not an unimportant part of its educational equipment. It is an organization of the students and for the students. A Students's union serves several useful purposes. For one thing it promotes social intercourse between the teacher and the taught and serves as a link between the authorities and the students.

It came into existence to defend and safeguard the just and legitimate right of the students. But now-a-days its educational value has tremendously increased. It is highly democratic in its structure. It is administered through a machinery responsible to the students who duly elect them through the ballot box. So its very composition has an ample educative value to teach the students to become responsible citizens. It teaches as to how they have to take part in the making of future governments.

This institution gives the most active help and leaves the student free to develop himself and improve his individual condition. Like small kids, who in their play become rulers and administer justice, these unions arrange Mock Parliament Session which have their responsible places filled by the students themselves. The bills has to pass through the same channels be it the Lower House of India, France or England. What does it teach? Certainly a training to the future rulers. It is here through whose portals the great administrators of tomorrow get training for holding the reins of future government.

(Punjab Univ., B.A., 1985)

14

Prepare a precis of the following passage and suggest an appropriate title to it :

People moan about poverty as a great evil; and it seems to be an accepted belief that if people only had plenty of money, they would be happy and useful and get more out of life. As a rule, there is more genuine satisfaction in and more is obtained from life in the humble cottage of the poor man than in the places of the rich. I always pity the sons and daughters of rich men, who are attended by servants, and have governesses at a late age; at the same time I am glad to think that they do not know what they have missed.

It is because I know how sweet and happy and pure the home of honesty and poverty is, how free from perplexing care and from social envies and jealousies—how loving and united its members are in the common interest of supporting the family that I sympathise with the rich man's boy and congratulate the poor man's son. It is for these reasons that from the ranks of the poor so many strong, eminent, self-reliant men have always sprung and always must spring. If you will read the list of immortals who were not born to die, you will find that most of them have been poor.

(Calcutta Univ., BA-II, 1982)

15

Prepare a precis of the following passage and also write down its title :

The difficulty in the education of young infants is largely the delicate balance required in the parents. Constant watchfulness and much labour are needed to avoid injury to health : these qualities will hardly exist in the necessary degree except where there is strong parental affection. But where this exists is very likely not to be wise. To the devoted parents, the child is immensely important. Unless care is taken, the child feels this, and judges himself as important as his parents feel him. In later life, his social environment will not regard him so fondly, and habits, which assume that he is the centre of other people's universe, will lead to disappointment. It is, therefore, necessary not only in the first year, but afterwards also, that the parents should be breezy and cheerful and rather matter of fact where the child's possible ailments are concerned. In old days, infants were too much petted, sung to rocked and dandled. This was wrong since it turned them into helpless pampered parasites. The right rule is : 'encourage spontaneous activities but discourage demands on others! Do not let the child see how much you do for him or how much trouble you take. Let him, wherever possible, taste the joy of a success, achieved by his own efforts, not extracted by tyrannising over the grown-ups.

(Bombay Univ. B.A. (Hons.), 1973)

16

Prepare a precis of the following passage and give it a suitable title :

Can nations go in for martyrdom? Yes, if the morality of non-violence and truth is to gain currency in the political and more specially the international field. Some nations will have to sacrifice as some individuals have to, for the establishment of the highest standard of morality. Who is to make this experiment? Obviously the Government, through its executive head. We are told that the head alone is responsible for major decisions. Whoever may be responsible, can a decision for martyrdom be made by the others than the would-be martyrs? Would not that make of them helpless victims of somebody else's moral or spiritual experiments. However, in a democracy if this delicate experiment of non-resistance to evil and returning good for ill is to be tried, the decision must be taken not by the head of the state, but the nation itself. Will a body of citizens, under the present circumstances, decide on a nation-wide act of martyrdom at the altar of the spiritual principle of non-resistance to evil, it is more than doubtful.

(Punjab Univ. B.A., I, 1989)

17

Prepare a precis of the following passage and give it a suitable title :

There is wonderful spirit of sociality in the brute creation and this propensity seems not to be confined to the animals of the same species. Even great disparity of kind and size does not always prevent social advances and mutual fellowship. For a very intelligent and observant person has assured me that in the former part of his life, keeping but one horse, he happened

also at a time, to have but one solitary hen. These two incongruous animals spent much of their time together in a lonely orchard, where they saw no creature but each other. By degrees on apparent regard began to take place between these two sequestered individuals. The fowl would approach the quadruped with notes of complacency, rubbing herself gently against his legs! While the horse would look down with satisfaction and move with the greatest caution and circumspection, lest he should trample on his diminutive companion. Thus by mutual good offices, each seemed to console vacant hours of the other.

(Patna Univ. B.A., I, 1980)

18

Prepare a precis of the following passage :

Perhaps the most wonderful of all the inventions in Science is what is called wireless telegraphy. This is so wonderful as to recall the realm of fairyland and the marvels of the Arabian Nights. Today a vessel many hundreds of miles from land can speak to almost any seaport it pleases. And it may send messages to other vessels hundreds of miles distant. Thus a ship in distress can send her calls for help to other ships. An explorer by land or sea can keep in touch with his friends, and if necessary secure assistance, any part of the world can be brought into contact with any other part; and if necessary on great occasions a message might be sent at one and the same time to every part of the British Commonwealth of nations. This invention is likely to affect the daily life and amusement of us all. It is now possible, for example, to hear by wireless telegraphy the speech of a great orator or the music of a great singer. But its chief value lies in its powers to lessen human toil and suffering.

(Agra Univ. B.A., II, 1976)

19

Prepare a precis of the following passage :

Man's growth from barbarism into civilization is supposed to be the theme of history. But sometimes, looking at great stretches of history, it is difficult to believe that this ideal has made such progress or that we are very much civilized or advanced. There is enough of want of co-operation today, of one country or people selfishly attacking or oppressing another, of one man exploiting another.

It is well to remember that in many ways man has not made very great progress from other animals. It may be that in certain ways some animals are superior to him. Still we look down upon the insects as almost the lowest of living things, and yet the tiny bees and ants have learnt the art of co-operation and of sacrifice for the common good far better than man. If mutual co-operation and sacrifice for the good of a society are test of civilization we may say that the bees and ants are in this respect superior to men. In one of our old Sanskrit books there is a verse which can be translated as follows; 'For the family sacrifice the individuals; for the community, the family for the country, the community : and for the soul the whole world.' What the soul is few of us can know or tell and each one of us can interpret it in a different way, but the lesson this Sanskrit verse teaches us is the same lesson of co-operation and sacrifice for the larger good. We, in India, had forgotten this sovereign path to real greatness for many a day and so all had fallen. But again we seem to have glimpses of it and all the country is astir. How wonderful it is to see men and women and boys and girls smilingly going ahead in India's cause and not caring about any pain our suffering! Well may they smile and be glad for the joy of serving great cause in theirs; and to those who are fortunate come the joy of sacrifice also.

(Punjab University, B.A., II, 1982)

20

Prepare a precis of the following passage and also assign a suitable title to it :

Among the manifold misfortunes that may befall humanity loss of health is one of the severest. All the joys which life can give cannot outweigh the sufferings of the sick. Give the sick man everything and leave him his sufferings and he will feel that half the world is lost to him. Lay him on a soft silken couch, he will nevertheless groan sleepless under the pressure of his sufferings while the miserable beggar, blessed with health, sleeps sweetly on the hard ground; spread his table with dainty meals and choice drinks and he will thrust back the hand that proffers them, and envy the poor man who thoroughly enjoys his dry crust; let his chair be a throne, and his crutch, a world-swaying sceptre, he will look with contemptuous eye on marble, on gold, on purple and would seem himself happy could he enjoy, even where under a thatched roof, the health of the meanest of servants. (*Delhi University, B.A., II, 1962*)

21

Prepare a precis of the following passage and assign it a suitable title :

When in the course of human events it becomes necessary for one people to dissolve the political bonds which have connected them with one another and assume among the powers of the earth a separate and equal station, a decent respect for the opinions of mankind requires that they should declare the cause which impels them to separation. We hold truths to be self-evident that all men are created equal, that they are endowed by their creator with certain unalienable rights; that among these are life, liberty and the pursuit of happiness; that to secure these rights, governments are instituted among them, deriving their just powers from the consent of the governed that whenever any form of government becomes destructive of these ends, it is the right of the people to abolish it and to institute a new government laying its foundations on such principles and organising its power in such form as to them shall seem most likely to affect their safety and happiness.

Prudence indeed will dictate that governments long established should not be changed for light and transient causes and accordingly all experience has shown that mankind is most disposed to suffer while evils are sufferable than to right themselves by abolishing the forms which they are accustomed. But when a long train of abuses and usurpations pursuing invariably the same objects evinces a design to reduce them under absolute despotism, it is their duty to throw off such governments and to provide new guards for their future security.

(*Bombay University, B.A., II, 1952*)

22

Prepare a precis of the following passage :

If there is one custom that might be assumed to be beyond criticism, it is the custom of shaking hands; but it seems that even this innocent and amiable practice is upon its trial. A heavy indictment has been directed against it in press on hygienic grounds, and we are urged to adopt some more healthy mode of expressing our mutual emotion when we meet of part. I think it would need a pretty stiff Act of Parliament and a heavy code of penalties to break us of ingrained a habit. Of course, there are many people in the world who go through life without ever shaking hands. Probably most people in the world manage to do so. The Japanese bows, the Indian says namaste and the Chinese makes a grave motion of the hand and the Arab touches the breast of his friend at parting with the tips of his fingers.

By comparison with these modes of salutation it may be that our Western custom of shaking each other by the hand seems coarse and rustic, but I cannot conceive that Englishmen will ever be argued out of shaking hands with each other. A greeting which we really feel

without a grip of the hand to accompany, it could seem like a repulse, or a sacrilege. It would be a bond without the seal as cold as a step-mother's breath, as official as a type written signature. It would be like denying our hands their mutual office. They would not remain in our pockets or behind our backs toying with a button. We should have to chain them up, so instinctive and impetuous is their impulse to leap at a brother's hand.

(Calcutta University, B.A., II, 1982)

23

Prepare a precis of the following passage :

We reach New York in days and not months as previously. Are not these the miracles of Science? Speak over the telephone to your friend in Sydney. Surely it looks as if you are talking to him at the dinner table. Yet you are separated by thousands and thousands of miles from the man in Sydney. A Greek of Plato days might have boasted of the deep learning of the philosopher and have believed that the world had arrived at the acme of progress. Never could he have imagined that the 20th century would be marked by those advances of human knowledge which would bring about such radical change, change in the mode of life of the people of this planet. Such have been the blessings of science in time of peace that when we compare our day-to-day life with that of a scribe or a monk or knight of the Middle Ages we thank god for sending us in this century of all round advancement.

Now look at the other side of the picture. Think of all the devastation caused by the latest weapons of fighting invented by scientists. Begin from the Tommy gun and go over the long list of deadly weapons culminating in the latest, the Atom Bomb. Ancient warfare was a limited business confined to the armies actually engaged in fighting. The civil population even in the villages adjoining the battle field did not appear much concerned either about the outcome of a conflict or about the security of its own life and property. But a modern war has become deadly an affair too horrifying to contemplate. Squadrons and bombers rush into a country covered with smiling crops and beautiful little hamlets. They disfigure the country side and under the work accomplished with years of slow toil and patience. Surely there could not have been a greater tragedy than this—his use or call it misuse, of precious knowledge wrested from unwilling hands of Nature, for the purpose of destroying life and civilization.

In conclusion, the science, therefore, has proved a great curse for humanity in war. In fact, the extent of damage it can cause in times of war is only matched by the volume of good it can do to us during peace.

If somehow we could use science only for constructive and creative purposes and resist every effort to make it an engine of destruction, civilization would be safe and the future of our world bright. Let man pause and think, for, if he wants to save himself he must act.

(Aligarh University, B.A., I, 1988)

24

Prepare a precis of the following passage :

Einstein found out the secret that the matter could be transformed into real energy. A number of scientists like Rutherford, Ramsay, Soddy, Neil, Bahr, Otto Hahn, Heisenberg Boxter, W.G. Penney and a host of other have carried on research on the atom bomb and have perfected it. The U.S.A. experimented at Eniwetek Atoll and the British have recently exploded atom bombs in Monte Bello in Australia. The Russians are believed to have exploded atom bombs in Siberia as far back as 1950.

The atom bomb is a new threat to civilization. It is the most powerful weapon of destruction that has ever been invented by the ingenuity of man. Its unrestricted use would mean the annihilation of mankind. For miles and miles around the area of explosion there is

nothing else but destruction and devastation. All living things wither and crumble away. The war-mongers may consider it a very useful invention but it is a diabolical weapon. It is like playing with fire. The atom bomb releases deadly rays and they have a fatal effect on the tissues. The future generations will be imbecile and there might be a change in structure of vital organs. The scientists are studying the effect of the rays on mice, ducks, birds, monkeys, rabbits and pigs.

From the military point of view the atom bomb is very useful. Uranium—235 is the metal used for atomic fission. The U.S.A. and Australia possess Uranium. The prolonged wars of the past would be replaced by short wars. The fate of the nations at war will be decided not in years but in weeks or perhaps in days. Atomic missiles, projects and sockets and other atomic weapons will be most effective against the enemy and issue of war will be decided in the shortest possible time. The possession of the secret of the atomic energy is necessary for the maintenance of peace.

The atomic energy can be blessing to mankind. The petroleum supplies of the world are being gradually exhausted. Coal-mines are getting empty. The atomic energy will supply fuel to ships, trains, rockets and automobiles. Already experiments are being carried on in various countries to harness atomic energy for the running of machinery and industries. Voyage to the moon and other planets with the help of atomic energy will not be a dream of a scientist like H.G. Wells but a reality.

Again atomic energy is useful for curing incurable diseases like the cancer and malignant tumour. The radioactive substances will help in destroying malignant tissues. The study of the inner structure of plants and living organism will be made easier. Already the secrets of nature are being wrested by the inquisitive scientists. Radio activity is going on in the sun from time immemorial by natural process. The atomic energy, if utilised for useful and constructive works, will not be a curse to mankind but might prove a variable blessing.

(Bombay Univ., B.A., I, 1952)

25

Prepare a precis of the following :

Scientists tell us that without the presence of the cohesive force among the atoms that comprise the globe of ours it would crumble to pieces and we would cease to exist and even as there is cohesive force in blind matters, so must there be in all things animate and the name for that cohesive force among animate beings is love. We have to learn to use that force among all that lives, and in the use of it consists our knowledge of God. Where is love there is life; hatred leads to destruction. Life persists in the midst of destruction. Only under that law would a well-ordered society be intelligible and life worth living.

The sum total of the energy of mankind is not to bring us down but to lift us up, and that is the result of the *definite, if unconscious*, working of the law of the love. The fact that mankind persists shows that the cohesive force is greater than the disruptive force, *centripetal force greater than centrifugal* : If love be not the law of our beings there is no escape from a *periodical recrudescence of war*, each succeeding one outdoing the preceding one in ferocity.

All these teachers that ever lived have preached that law with more or less vigour. If law was not the law of life, life would not have persisted in the midst of death. Life is a *perpetual triumph over the grave*. If there is a fundamental distinction between men and beasts, it is the former's progressive recognition of the law and its application in practice to his own personal life. All the saints of the world, ancient and modern, preached of that supreme law of our Being. That the brute in us seems so often to gain an easy triumph is true enough. That, however, does not disprove the law. It shows the difficulty of practice.

(Agra Univ., II, 1949)

26

Prepare a precis of the following passage :

Recently in a credulous world the Government of our country issued a warning to the public against bogus degrees and diplomas. The main victims in this case are the simple people. The quack doctor or dentist may *decorate his plate with rows of cryptic initials*, few discover what these initials mean or realize that intrinsically they may be worth nothing. Everyone, we suppose, understands that the important thing about professional man is the quality of the man himself, not the letters after his name but where some are ignorant, others busy, the tendency too often is to take the degrees for the reputation. The complexity and unfamiliarity of many degrees often make it particularly difficult to distinguish the bogus from the genuine and mere numbers on a brass plate consequently tend to prevail. Nor is the public the sole victim, the wretched holder of a document, for which, though intrinsically worthless, he may have paid a fat fee is also swindled. *Fly-by-night institutions* exist to grant *mangificent sounding titles for a prefunctory performance* or none at all. When detected in mal-practices they simply change their name and start afresh. They can understand at once that, where little in the way of effort or study is demanded little of value can be supplied but even the canny are sometimes not above impressing the credulous, while a simpleton simultaneously deceives others and is deceived by himself. It would be a logical fallacy of the first water to suggest the man whose qualifications look queer should, therefore, automatically be shunned. There do exist reputable and competent correspondence schools : out of the way institutions can produce, their quota of brilliant men, man may be efficient despite as well because of his academic background. But the government has rightly directed attention to the danger of taken things on trust.

(Agra Univ., II, 1950)

27

Prepare a precis of the following passage :

Democracy as a way of life and not a mere political arrangement, requires of its adherents a jealous regard not only for their own rights but equally for the similar rights of others. It is based on the principle of equal freedom and equal rights for all its members, regardless of race, religion, sex, occupation or economic status. Education is the great *instrument of social emancipation* by which a democracy establishes, maintains and protects the spirit of equality among its members. If we develop the *social temper of democracy* we will have confidence in one another. We will allow freedom of conscience to others as it is our faith that others, like overselves, are competent to work out their own salvation.

Equal opportunity does not mean identical opportunity for all. It means the equal availability of education for every qualified person. Our system must provide for every young person education to the extent that he can earn profit from it and of a character best designed to assure the maximum development of his nature. It must, of course, recognize differences of gifts and interests. Education confined to those who came from nobility landed gentry of professional classes is suited to a society build on *economic and social hierarchy of classes*. In a democratic society, the opportunity of learning must be open not only to an *elite* but to those who have to carry the privilege and responsibility of citizenship. Education is a universal right, not a class privilege.

The educational attainments of our people are far below what is necessary either for effective individual living or for the satisfactory maintenance of society. For the great majority of our boys and girls the kind and amount of education they may hope to get, depends not on their own abilities but on the economic status of their family or the accident of their birth. The

earnings of a very large part of our population are so low that they find it difficult to have even the barest necessities of physical existence. Low family income together with the rising costs of education is an almost impassable barrier to college education for many young people. There is a relation, however, between the ability to profit from a college education and the ability to pay for it. In distribution of educational opportunity there should be no caprice, favouritism, special privilege, or other arbitrary action.

(Bombay Univ., B.A., I, 1975)

28

Prepare a precis of the following passage :

The thoughtless wickedness with which we scatter sentences of imprisonment, torture in the solitary cell and on the plank bed, *privation of human intercourse* and daily news, and flogging on *moral invalids* and energetic rebels, is nothing compared to the *silly levity with which we tolerate poverty* as if it were either a wholesome tonic for lazy people or else a virtue to be embraced as St. Francis embraced it. If a man is indolent let him be poor. If he is drunken, let him be poor. If he is addicted to the fine arts or to pure science instead of to trade and finance, let him be poor.

Now what does this 'let him be poor' mean? It means let him be weak. Let him be ignorant. Let him be cheap and drag his fellows down to his own price by selling himself to do their work. Let his habitations turn our cities into *poisonous congeries of slums*.

This being so, it is really wise to let him be poor? Would he not do ten times less harm as a prosperous burglar, incendiary or murderer, to the utmost limits of humanity's comparatively negligible impulses in the directions? Suppose, we were to abolish all penalties for such activities and decide that poverty is the one thing we will not tolerate—that every adult with less than a thousand a year shall be painlessly but inexorably killed, and every hungry half naked child forcibly fattened and clothed. Would not that be an enormous improvement on our existing system, which has already destroyed so many civilizations, and as visibly destroying ours? Surely the sensible course would be to give every man enough to live well on, so as to guarantee the community against possibility of a case of the *malignant disease of poverty* and then necessarily to see that he earned it.

(Calcutta Univ., B.A., II, 1952)

29

Prepare a precis of the following passage :

Book of travel are of all kinds from the dry records of laborious statisticians to the *trivial diaries of globe trotters*. explorers, seamen, archaeologists, naturalists, bores, engineers, ethnologists, official, politicains, liars, journalists, dreamers—what type of man or woman has not written a book of travel? They pour form the press in an unending stream : they are read, they are forgotten, and ninety-nine out of every hundred pass away into oblivion. The great book of travel is rare, as great books in any class are, rare, and for precisely the same reason—namely that people of genius, personality and character are rare. To write a book of travel appeals irresistibly to large number of persons who have no *creative power*, whose books are the mere reflection of a shallow curiosity and of a foolish *egotism*. These deploarble works, which spread a sort of suburban fight upon the beautiful and wild places of the earth, throw into only greater relief the achievements of the true travellers, who by reason of their fortitude, their imagination, their insight and the ability to evoke the atmosphere and colour of the world, have produced books that rank as literature and last for centuries.

(Bombay Univ., B.A., II, 1953)

30

Prepare a precis of the following poem :

Lives of great men all remind us
 We can make our lives sublime,
 And departing, leave behind us,
 Footprints on the sand of time;
 Footprints, that perhaps another,
 Sailing o'er life's solemn main,
 A forlorn and shipwreck'd brother,
 Seeing, shall take heart again.

(Longfellow)

31

Prepare a precis of the following :

These few precepts in the memory,
 See through character. Give thy thoughts no tongue;
 Nor any unproportioned thought his act.
 Be thou familiar, but by no means vulgar.
 Those friends thou hast, and their adoption tired,
 Grapple them to thy soul with hoops of steel;
 But do not dull thy plam with entertainment
 Of each new-hatched, unfledged comrade. Beware
 Of entrance to a quarrel, but being in,
 Bear't that the opposed may beware of thee.
 Give every man thy ear, but few thy voice.
 Take each man's censure, but reserve thy judgement.
 Costly thy habit as thy purse can buy.
 But not expressed in fancy; rich, not gaudy;
 For the apparel often proclaims the man.
Neither a borrower nor a lender be;
 For loan oft loses both itself and friend,
 And borrowing dulls the the edge of husbandry.

—Shakespeare

ASSIGNMENT 1

Read aloud with proper stress, intonation and rhythm all the *thirty-one* (31) exercises given above in this chapter in *nine* (9) *sittings* and try to write down *precis* of atleast *ten* (10) exercises out of *thirty-one* (31) exercises and then find out yourself the level of your reading comprehension.

ASSIGNMENT 2

Write down the phonetic transcription of all the 31 exercises given above and take help of the teacher in the Communication Lab. wherever necessary.

39

Comprehension¹

Comprehension is an important part of English language, because to comprehend or to understand a written or spoken passage requires a complete mastery over the rules of grammar, a strong vocabulary, proper ear-training, a complete exposure to varying modes of speaking methods and the like. It is undoubtedly true that comprehension is the final stage of any language learning. The more one is proficient in English, the more one is expected to do well in comprehension exercises.

However, proper *attention* should be paid to an exercise meant for comprehension, because without being fully attentive one cannot understand a passage. Likewise, one should always try to grasp the *exact meaning* of the given passage. An equally important thing is our *speed* to go through the passage. A tardy or dull wit can never prepare a good and meaningful comprehension exercise. If the given passage is not clear to us in one reading, it is better to read it twice or even thrice until the whole meaning is intelligible. Finally, one should prepare a rough draft and may make as many corrections as one wants to make. Then one should prepare the final draft beautifully-written and well-presented. This is extremely necessary in the initial stages. Afterwards, one may not require a rough draft, if one has really put in a lot of labour in understanding comprehension in a sincere manner.

Comprehension has become so important these days that, in addition to being taught in the class-rooms even at the university level, it is asked in all the competitive examinations such as banking and management, U.P.S.C., S.S.C., C.D.S. etc. It is also asked in pre-entrance examinations. Keeping all these considerations in mind, separate comprehension passages have been provided in this text-book. A section of comprehension is meant to be taught in the classes and suitable assignments have been given to meet this requirement of class-teaching. Chapter 40 is based on the objective pattern of comprehension generally asked in competitive examinations. Most of exercises have been chosen from probationary officer's (State Bank) examinations to meet this requirement and they have fully been solved. Chapter 35 is based on the objective comprehension asked in the joint entrance examinations in different years conducted by M.N.R.E. College, Allahabad and Indian Institute of Technologies in our country. Some similar instructions have also been given under the head—*Precis-writing* and it is advised to read them thoroughly also.

1 Living Things

It is, of course, equally important to look inside the living thing, and study the smaller parts out of which it is made. A plant has stem, leaves, flowers, fruits, roots, etc.; and animal has limbs, nerves, brain, muscles, a heart, an intestine, and many other parts. Each such part has a special function in the life of the creature and is known as an organ; and from this is derived the word 'organism'—which is a convenient way of referring to any living being, animal or plant.

1. Prescribed in UPTU Syllabus (Communication Lab (English), TAS-253). Also prescribed in GBPU Syllabus (Technical Writing, BHS-211).

With the aid of a microscope we can examine organs in more detail, and discover the smaller parts of which they are made. We can first distinguish a number of different kinds of material such as bone, cartilage, muscle, nerve, and so on. These are known as tissues. Even the early microscopists saw that some of these tissues were not quite homogeneous substance, like glue, but were made up of small separate compartments, like a foam. However, it was not until a little over a century ago that two Germans, the botanist Schleiden and the zoologist Schwann, showed that *all* animal and plant tissues have this forth-like structure—being composed of tiny separate bubbles or drops of living material. These droplets of living substance are known as *cells*. This is one of the most important discoveries in biology. All animals and plants are made up of cells; Some are composed of millions of cells, some of only a few. For example; a human being has many millions of cells, some small rotifers, which you find in ponds, have about 20 cells, while a small aquatic organism called amoeba is just one single cell.

If, therefore, some organisms have only one cell it might be possible to take a single cell from an animal such as man and see if it can continue to live separately. This is indeed possible. If one takes a small fragment from a living animal and places it in a suitable nutritive solution, it may go on living and growing. This life isolated from the main body of the animal is usually known as *tissue culture*. A better name would really be 'cell culture,' because the small fragment of tissue usually breaks up to some extent into separate cells, and it is these individual cells which continue to live and even multiply. The cell is, therefore, seen to be the smallest part of a living thing that can carry on a separate existence.

If now we try to go to something smaller and cut the cell into pieces, these pieces fail to grow and rapidly die. They may carry on for a short time. Some of the chemical processes involved in living, but nothing smaller than the cell can perform enough of these processes to stay alive in isolation. The cell is the basic unit of living.

In trying to understand the life processes of the cell biologists have had to study its internal structure. It was soon discovered that inside each cell is a still smaller bubble known as the *nucleus*, and inside of nucleus again there are still smaller lumps of material. It is rather fortunate for biologists that these tiny lumps are readily stained by various dyes, which makes them easier to see with the microscope. They have been given the name of *chromosomes*, from two Greek words meaning a 'coloured body', and it is now known that each organism has its own specific number of chromosomes. As we shall see later, they are in many ways the most important of all the structures in the cell. It was soon found that a living cell would grow until it had roughly doubled its size, and then divide into two. In unicellular organisms, such as the amoeba, there are thus two complete organisms after such a division. These will then carry on separate existences. If the cell is in a multicellular organism, the cells, after division, usually stay together. The tissue, in which these cells are, therefore increases in size by increasing the number of cells. A multicellular organism, however, does not usually reproduce another organism simply by splitting when it has reached a certain size, but, as we shall see later, produces specialized single cells, the so-called *gamete cells*, which develop into a whole organism¹.

ASSIGNMENT 1

Read the above passage and answer the following :

1. Give some of the distinguishing features of a plant and an animal.
2. What is the advantage of a microscope? What are tissues.

1. Waddington, C.H. : *Biology for the Modern World*, M/s. ElBS, London, 1963, pp. 2-4.

3. What are cells? Who first showed that all animals and plants are composed of cells?
4. Name any uni and multicellular animal.
5. What is tissue culture? What is its better name? Why?
6. If we cut a cell into much smaller pieces, why do they fail to grow and die?
7. Name small structures present in a cell.
8. What makes the study of these small structures easy for biologists? What does chromosomes mean?
9. How does amoeba multiply?
10. How does the number of tissues increase? What are the cells called in a multicellular body which develop into a whole organism?

ASSIGNMENT 2 **Word—Formation**

From nouns from the following adjectives :

| | | |
|-------------|-------------|-----------|
| important | convenient | different |
| homogeneous | separate | possible |
| fortunate | stained | various |
| complete | specialized | |

ASSIGNMENT 3 **Phonetic Transcription**

Write down the phonetic transcription of the following words :

| | | |
|---------|---------|-------|
| cells | size | until |
| perform | this | nerve |
| animal | special | them |
| after | fail | study |
| that | for | short |

ASSIGNMENT 4 **Spellings**

Fill in the following blanks with suitable letters so as to make meaningful words :

sp-c- -li-ed
o-g-n-sm
mu-t-ce- -ul-r
ex- -t-n-e
c-romo-o-es
f-rtu- - -e
n-cle- -
bi- - o-is-s
proc- - s
ho- -ge- - ous
a- -e-a
d-ri-ed

ti- - u-s
z- - l-g-st
d- - - ingu-sh
m- - ros- - p-c
con- -nient
m- -c-es
a-u- -ic
di- - -ion

ASSIGNMENT 5

Punctuation

Punctuate the following :

It is of course equally important to look inside the living thing and study the smaller parts out of which it is made, a plant has stem leaves flowers fruits roots etc. an animal has limbs nerves brain muscles a heart an intestine and many other parts each such part has a special function in the life of the creature and is known as an organ and from this is derived the word organism which is a convenient way of referring to any living being animal or plant.

ASSIGNMENT 6

Articles & Prepositions

Fill in the following blanks with suitable articles and prepositions :

If, therefore, organisms have only one cell it might be possible take single cell animal such as man and see if it can continue live separately. This is indeed possible. If one takes small fragment living animal and places it suitable nutritive solution, it may go main living and growing. This life isolated main body animal is usually known as *tissue culture*, better name would really be 'cell culture', because small fragment tissue usually breaks some extent separate cells, and it is these individual cells which continue live and even multiply cell is, therefore, seen to be smallest part living thing that can carry separate existence.

ASSIGNMENT 7

(Controlled-Writing)

Summarize the above passage in 1/3 length.

ASSIGNMENT 8

Stress & Intonation

Read aloud the above passage by giving due weightage to *stress an intonation*. Also speak at least twenty (20) sentences on *Living Things*.

ASSIGNMENT 9

Verbs

Write down the verbs in the above passage and also write down their kinds.

ASSIGNMENT 10

Adjectives

Write down the adjectives in the above passage and also their functions.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

2

HOW OIL IS USED

In the jet engine, however, only enough of the hot air blast is applied to the turbine to operate the compressor—the greater part of the hot gases stream out behind the engine in the form of a “jet” that can drive a plane at over 1,000 miles an hour. Mr. Donald Campbell demonstrated that a turbojet could also drive a boat faster than by any other type of engine in the world.

Gas turbines and turbo-jets are now playing an increasingly important part in industry and transport, and especially in aviation. Both types of engines have been brought to a high degree of efficiency in comparatively recent years, but the ideas behind them date back many centuries.

The turbine principle was first outlined by Hero of Alexandria about 150 B.C. when he described a rotating drum driven by projecting steam nozzles. Centuries later, in 1629, an Italian engineer named Giovanni Branca designed a turbine in which a jet of steam rotated a wheel fitted with blades.

Next came a turbine operated by inflammable gases, the real forerunner of the gas turbine, which was patented by John Barber of Nuncatton as early as 1791. This engine was, however, little more than a scientific toy—many generations were to pass before engineering development made it possible to carry out Barber's ideas.

Other contributions were made, however, to the design of the gas turbine in the courses of time. For example an engineer named Fernihough suggested, in 1850, the coupling together of the compressor and the turbine. In 1884 Sir Charles Parsons, the famous engineer, introduced his steam turbine and designed the “turbine” type of air compressor which is in general use in gas turbines today.

The first practical gas turbine was constructed in Switzerland in 1938, and the first flight in a jetpropelled aeroplane was made on May 14th, 1941, following many years of patient development work by Air Commodore Sir Frank Whittle.

We have not been able to devote more space to the development of the international combustion engine, in fact scores of books have been written on all the types mentioned. We have, however, noted why there has been a steady and ever-growing demand for oil and petrol, and for kerosene which is the fuel used in turbo-jet and turbo-prop aircraft.

Finally we must touch briefly on another use for oil—the lubrication without which no machine can operate for any length of time. The necessity for separating moving metal surfaces

by a film of oil or greases, the process we now term lubrication, was well known to the ancient Egyptians, whose chariot axles of about 1400 B.C. were lubricated with animal fat.¹

ASSIGNMENT 1

Read the above passage and answer the following :

1. How is a compressor in a jet engine operated?
2. Who for the first time demonstrated that a turbojet could drive a boat faster than any other engine in the world?
3. What are the uses of gas turbines and turbojets?
4. Who first outlined the principle of turbine? What idea did he suggest?
5. Who designed a turbine in which a jet of steam rotated a wheel fitted with blades?
6. Who made the turbine operated by inflammable gas?
7. What did Fernihough suggest?
8. What did Sir Charles Parsons introduce?
9. When was the first gas turbine designed? When was the first flight in a jet propelled aeroplane made?
10. What is the fuel used in turbo-jet and turbo-prop aircraft? What is the use of oil?

ASSIGNMENT 2

Form the noun from the following words :

applied
operate
greater
drive
demonstrated
increasingly

ASSIGNMENT 3

Summarize the above passage in 1/3 length.

ASSIGNMENT 4

Read aloud the above passage by giving due weightage to *stress an intonation*.

ASSIGNMENT 5

Fill in the following blanks with suitable letters so as to make meaningful words. Each dot stands for a letter;

d-mo- - -rat-d
in- - -asin- -y
co- - -rat-v-ly
e- -icien-y
in- -a- -able
co- - -ruct- -

1. Dean, F.E. ; *The True Book About Oil* ; M/S. Frederick Muller, London, 1957, pp. 129-131.

d- -ig- -d
 - -id-ly
 l-bri- - -ion
 fo- -ru- -er
 pro- -c-i-g
 fi- ed
 co-tribu- - -n
 ce- -ur- -s
 tu-b-n-

ASSIGNMENT 6

Punctuation

Punctuate the following :

Other contributions were made however to the design of the gas turbine in the course of time for example an engineer named fernihough suggested in 1850 the coupling together of the compressor and the turbine in 1884 sir charles parsons the famous engineer introduced his steam turbine and designed the turbine type of air compressor which is in general use in gas turbines today.

ASSIGNMENT 7

Articles and Prepositions

Fill in the following blanks with suitable articles and prepositions :

We have not been able—devote more space—development—internal combustion engine,—fact scores—books have been written—all—types mentioned. We have, however, noted why there has been—steady and ever—growing demand—oil and petrol, and—kerosene which is the fuel used—turbo-jet and turbo-prop aircraft.

ASSIGNMENT 8

Synonyms

Write down the synonyms of the following words :

| | | |
|-------------|-------------|-----------|
| enough | greater | operate |
| recent | briefly | steady |
| general | constructed | devote |
| inflammable | type | suggested |

ASSIGNMENT 9

Antonyms

Write down the antonyms of the following words :

| | | |
|----------|-------------|------------|
| moving | steady | general |
| briefly | inflammable | scientific |
| greater | hot | first |
| internal | many | |

ASSIGNMENT 10

Write down all the adverbs from the above passage and tell their kinds :

- | | |
|---------|----------|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

ASSIGNMENT 11

Write the phonetic transcription of the following words :

| | | |
|----------|---------|----------|
| enough | stream | drive |
| years | ideas | faster |
| applied | blast | metal |
| steady | time | devote |
| engineer | rotated | wheel |
| flight | fuel | aircraft |

3 ANIMAL NUTRITION

Animal nutrition knowledge has developed rapidly during the last half century. It has been most studied for the environmental factors influencing animal performance. Though the need for carbohydrates, proteins, and fats for animal diets was recognized early in the nineteenth century, it was not until about 1910 that Babcock, a chemist at the Wisconsin Experiment Station, and his associates demonstrated that other "factors" were also needed. In their studies rations composed entirely of wheat (plus salt), containing ample carbohydrate, fat, and protein, failed to support normal growth, reproduction, and lactation in Heifers. Heifers receiving only corn (and salt), however, grew well, each produced a normal calf, and they produced three times as much milk the first month after calving as the wheat group. We now know that vitamin A activity in corn, but not in wheat, was the main cause of the contrasting performance.

Since most vitamins are rather unstable complex, and present in minute amounts, identification of them is a difficult task. Vitamin A was identified only after successive demonstrations indicated the presence of a beneficial factor in milk fat, vegetable foods, and cod liver oil, as well as in corn. Chemical procedures disclosed the factor was in the fat-soluble portion of the feeds, and in plants it was associated with yellow pigments. Other potent sources of the factor, however, were colourless. Today we know the yellow pigment, carotene, is contained in plant materials but is largely converted to vitamin A when the plant feeds are consumed. The relationship of the yellow carotene and colourless vitamin A was established only by appraising and comparing the *chemical* and *physical* properties of the purified compounds. Today, vitamin A potency of livestock feeds is measured by chemical procedures, measuring the density of a brilliant blue colour produced when a certain chemical is added to an extracted solution of the vitamin.

Other vitamins, amino acids, and minerals have been identified and characterized by similar chemical and physical procedures, such as determining molecular weight, reactivity with known compounds, colour reactions, and transmission of light. Once the chemical composition and structure of a complex nutrient is established, the manufacturing chemist

tries to reproduce it. An architect with atoms, he knows how to build certain key parts, and is often successful in duplicating the natural functions of plants and in developing commercial procedures for chemically manufacturing the pure nutrients. In the case of some complex nutrients, however, chemicals synthesis procedures have not yet been developed.

Chemical and physical properties of nutrients, mentioned above, are the bases for many nutrient assay techniques used by nutritionists, quality control chemists for feed manufacturers, and state feed control chemists.

Since nutrient utilization in all species is influenced by bacteria and other microorganisms in the digestive tract, nutritionists have directed much attention toward the characteristics, environmental needs, and physiology of such microorganisms. In some cases, for example, the rumen of a steer is tapped from the outside and a mass of contents (containing water, feed and microorganisms) is removed for study in an "artificial rumen."

The artificial rumen consists of a number of small test tubes. Each tube is filled with strained rumen contents, including microorganisms. They are kept in a warm water bath and carbon dioxide is bubbled through, to simulate normal temperature and body movement of the animal. Nutrients or other compounds can be added to the various tubes, and the effect on the microorganisms can be measured. Knowledge gained here may later apply to cattle feeding. Rations fortified with certain nutrients or feed additives may promote bacterial utilization of roughages.

Physiology—the study of the normal functioning of animal tissues and organs—is important to the nutritionist. Most nutrients actually do their job within tissues, so proper functioning of certain tissues and organs often serves as a measure of nutritional adequacy.

Speedy formulation of nutritionally adequate rations and supplements can be accomplished by an electronic computer, utilizing certain principles of mathematics and physics. Information on nutrient requirements, ingredient analyses, and ingredient cost is fed into the machine via special punch cards and the formula which best meets the requirements is calculated almost instantaneously. Statistics, a branch of applied mathematics, allows safe and reliable interpretation of nutritional research results.¹

ASSIGNMENT 1

Write down answer of the following given from the above passage :

1. What is animal nutrition? Explain briefly?
2. What failed to support normal growth, reproduction, and lactation in Heifers?
3. Identification of vitamins is a difficult task. Why?
4. How was vitamin A identified?
5. How other vitamins like amino acids, and minerals have been identified?
6. Why nutritionists have directed much attention towards the characteristics, environmental needs, and physiology of microorganism?
7. Why are artificial rumen kept in a warm bath?
8. What is Physiology? Why is it important to nutritionists?
9. What service does a computer do to the nutritionists? How?
10. What is Statistics? How does it help?

ASSIGNMENT 2 **Word-Formation**

Form nouns from the following adjectives :

knowledge

potency

rapidly

1. Acker, Duane : *Animal Science and Industry*, M/s, Prentice Hall, Inc., London, 1963, pp. 35-37.

| | | |
|-----------------|-------------|-------------|
| procedures | influencing | structure |
| need | functions | diets |
| control | entirely | utilization |
| reproduction | thickness | activity |
| tightly | today | water |
| largely | machine | influenced |
| instantaneously | | |

ASSIGNMENT 3

Phonetic Transcription

Write the phonetic transcription of the following words :

| | | |
|------------|---------------|------------|
| animal | vitamins | century |
| commercial | environmental | synthesis |
| factors | digestive | proteins |
| bacteria | support | artificial |
| calving | formulation | physical |
| reliable | chemical | research |
| potency | electronic | |

ASSIGNMENT 4

Controlled Writing

Summarize the above passage in its one third size.

ASSIGNMENT 5

Stress & Intonation

Read aloud the above passage giving due weightage to stress an intonation, wherever necessary. Also speak at least 30 sentences on the main points of animal nutrition.

ASSIGNMENT 6

Write down the adjectives from the above passage and also their kinds :

- | | | | |
|----|-----|----|----|
| 1. | 2. | 3. | 4. |
| 5. | 6. | 7. | 8. |
| 9. | 10. | | |

ASSIGNMENT 7

Spellings

Fill in the following blanks with suitable letter so as to make meaningful words. Each space stands for one letter.

| | |
|------------|-------------|
| d-v-l-ped | pr-c-dur-s |
| cent-ry | p-r-aps |
| r-pid-y | art-fic-al |
| l-ctation | r-m-n |
| exp-r-ment | s-pplem-nts |
| w- -at | form-lat-on |

c-l-es
dem-onstr-t-ons
pr-s-nce
phys-c-l

tis- -es
pu-ch
all-ws
st- -r

ASSIGNMENT 8

Articles and Preposition

Fill in the following blanks with suitable articles and prepositions so as to make a meaningful passage :

Speedy formulation nutritionally adequate rations and supplements can be accomplished by electronic computer, utilizing certain principles mathematics and physics. Information nutrient requirements, ingredient analyses, and ingredient cost is fed machine via special punch cards and formula which best meets requirements is calculated almost instantaneously. Statistics branch applied mathematics, allows safe and reliable interpretation nutritional research results.

ASSIGNMENT 9

Punctuation

Punctuate the following passage :

The artificial rumen consists of a number of small test tubes each tube is filled with strained rumen contents including microorganisms they are kept in a warm water bath and carbon dioxide is bubbled through to simulate normal temperature and body movement of the animal nutrients or other compound can be added to the various tubes and the effect on the micro-organisms can be measured knowledge gained here may later be applied to cattle feeding rations fortified with certain nutrients or feed additives may promote bacterial utilization of rough ages.

ASSIGNMENT 10

Synonyms

Write the synonyms of the following words :

| | | |
|-------------|--------------|-----------------|
| nutrition | rapidly | environmental |
| performance | potency | appraising |
| speedy | accomplished | instantaneously |
| thickness | tightly | physiology |

ASSIGNMENT 11

Antonyms

Write down the antonyms of the following :

| | | |
|------------|----------------|--------------|
| adequate | supplements | ingredient |
| tapped | developing | transmission |
| procedures | extracted | propertie |
| disclosed | identification | reproduction |
| recognised | structure | normal |

4 RADIO SIGNALS

Just as telephones developed out of the telegraph, so radio-telephones were born from radiotelegraphy, just after World War I. The familiar broadcasting service is a form of "one-way" radio-telephony. In two-way communication, radiotelephones have two main uses; one in world wide public telephone services, the other in short range communication between police cars, taxis, and aircraft. Radiotelephones are also used increasingly instead of overhead lines or buried cables for passing on ordinary telephone messages. Automatic stations called radio links receive radiotelephone signals, amplify them and pass them on to another automatic station. These systems are particularly useful in mountainous country where ordinary lines are difficult to install and may be damaged by avalanches.

Because radio waves are of the same nature as light waves, it is not surprising to find that we can reflect them by suitably designed mirrors. These can take form of metal bowl reflector. This type is most suitable for very short waves. Longer waves can be reflected by an array of wires hung like a curtain at a short distance from a transmitting antenna. By means of reflectors, radio waves that normally spread out in all directions can be "beamed" in any desired direction, with a considerable saving of transmitter power, with very short waves there is also a useful increase in secrecy.

Nowadays, communication systems are so intermingled that when you make a long-distance telephone call you may, without knowing it, by using a land line, a submarine cable, or a radio link, whichever is the most economical to carry your message.

The last and latest in the series of electrical devices for communicating at a distance is television. Television is a method of converting visual as well as audible signals into short-wave radio signals, transmitting the signals, and then reassembling the information into a "talking picture" at the receiving end. While television is a one-way communication (that is, broadcasting), is a familiar item in our daily lives, just the same basic apparatus can be used without radio signals for transmitting visual images and sound between two points along a land line. This *closed circuit television* is coming into increasing use in industry, as a means of controlling the operations in factories and offices.

With the invention of television we have come full circle back to the communication by sound and sight with which we started this chapter, but over a much greater distance.¹

ASSIGNMENT 1

Write true or false against the sentences given below from the passage :

1. Telephone developed out of the telegraph
2. Automatic stations are also called radio links
3. Radiotelephones are useful to police cars, taxis and aircrafts
4. Radio waves are of the same nature as light waves
5. We can reflect radio-waves
6. Reflectors can beam radio-waves in one desired direction
7. Radio waves spread in all directions
8. Television is a two-way communication
9. The closed-circuit television is coming to an end, which was used in industry, as a means of controlling the operations in factories and offices
10. Television is the latest in series of electrical devices for communicating purposes.

1. Barry, Sir Gerald : *Communication and Language*, M/s. Macdonald, London, 1965, p. 221.

ASSIGNMENT 2

Word-Formation

Form nouns from the following words :

telephonic
natural
increase
reflect

communicative
normally
cable

particularly
powerful
operational

ASSIGNMENT 3

Phonetic Transcription

Write down the phonetic transcription of the following words.

telegraph
distance
services
television
causes
considerable
reflectors

invention
familiar
radio
main
suitable
designed
factories

developed
electrical
range
world
automatic
method

ASSIGNMENT 4

Controlled Writing

Summarize the above passage in its one-third size.

ASSIGNMENT 5

Stress & Intonation

Read aloud the above passage giving due weightage to stress and intonation wherever necessary. Also speak at least 30 sentences on communication.

ASSIGNMENT 6

Adjectives

Write down the Adjectives from the above passage and also their kinds :

ASSIGNMENT 7

Spellings

Fill in the following blanks with suitable letters so as to make meaningful words. Each blank stands for one letter.

tel-ph-n-s
int-rming-d
-nd-stry
mi- -ors

b-twe-n
ec-nom-c-l
d-sir-d

mount-nio-s
gr- -ter
re- -ect

ASSIGNMENT 8

Articles and Prepositions

Fill in the following blanks with suitable articles and prepositions so as to make a meaningful passage :

Because radio waves are same nature as light waves, it is not surprising find that we can reflect them suitably designed mirrors. These can take form metal bowl reflector. This type is most suitable very short waves. Longer waves can be reflected array wires hung like curtain short distance from transmitting antenna means reflectors, radio-waves that normally spread in all directions can be beamed in any desired directions, a considerable saving transmitter power; very short waves there is also useful increase secrecy.

ASSIGNMENT 9

Punctuation

Punctuate the following passage :

The last and the latest in the series of electrical devices for communicating at a distance is television television is a method of converting visual as well as audible signals into short-wave radio signals transmitting the signals and then reassembling the information into a talking picture at the receiving end while television is a one-way communication that is broadcasting is a familiar item in our daily lives just the same basic apparatus can be used without radio signals for transmitting visual images and sound between two points along a land line this closed circuit television is coming into increasing use in industry as a means of controlling the operation in factories and offices.

ASSIGNMENT 10

Synonyms

Write down the synonyms of the following words :

telephones
familiar
taxis
communication

television
electrical
automatic

circuit
radio
waves

ASSIGNMENT 11

Antonyms

Write down the antonyms of the following :

just
main
mountanous
full
visual

born
increasingly
surprising
started
receiving

familiar
amplify
suitable
controlling
audible

5

Ecology

The most significant feature of man's ecology, as we have already illustrated in the previous example, is that to a large extent he can alter it to suit (or something damage) his own

purposes. He wants to live longer, so he improves his medical care. He is cold, so he builds a house, lights a furnace, and puts on his long winter underwear. In this way he has been able to do all the things animals have taken millions of years of selection and evolution to do. He can live in the tropics, in the arctic, in the desert, or in the rain forest or anywhere in between these extremes. He can fly; he can travel on or under water; he can move rivers to make power; he can mold the environment about him to suit his whims, his greed, his common sense, and his humanity. All these remarkable aspects come from extended embryonic development and increase in brain size.

Some animals can modify their environment. The beaver needs high water for protection, house building, and winter feeding, so he builds a dam. Bird nests are insulated and serve as a useful isolation device against the raw environment. The difference, as before, is a matter of degree; man is so much better at it. He is so because he has the ability of invention and imagination, and once the new idea has spawned it can be carried down directly to the next generation. The beaver's dam-building behaviour is to a far greater extent genetically determined and, therefore, rigid and slow to progress. This would be even more the case with insect nests, such as some of the large termite nests that are beautifully constructed to control the temperature and humidity for the colony inside.

This progressive improvement of methods of environment-modifying will have another effect upon human evolution. It means that there is no longer the possibility of climatic factors producing strong selective forces. To put it crudely, the climate inside an airconditioned house is the same all over the world. So what with the great intermixture and crossbreeding that is going on in the world at the moment and the beginning of a disappearance of climatic factors as selective influences, we can expect that the production of new species of man is becoming less and less likely, and therefore, the genetic evolution of man will progress exceedingly slowly.

Another striking way man keeps altering his environment is by altering his relation with other animals and plants. In the first place he is waging a constant war against his parasites. As civilization advances, the number of communities that live in quiet resignation and balance with their bacterial, protozoan, worm parasites steadily decreases. The variety of specific medical tricks to combat these enemies becomes more formidable every day. The danger lies only in that, with fewer parasites, we have, fewer immunities and that with mutation among micro-organisms we must be ever vigilant for a sudden epidemic spread of new virulence. The fact that the parasites are being removed does undoubtedly change the selection force upon human beings. As an example, if malaria is totally eliminated from Africa, not an unreasonable possibility for the future, then the selection pressure to maintain the sickle-cell anaemia genes will disappear, and in turn the gene itself will presumably be selected out of the population. This may occur at a very slow rate, but the fact that the homozygotes do not live can no longer be outweighed by any advantage to be derived from the heterozygous condition.¹

ASSIGNMENT 1

Write true or false :

1. The most significant feature of man's ecology is that to a large extent he can alter it to suit his own purposes.
2. To live longer, man does not improve his medical care.
3. Man can live in the tropics, in the arctic, in the desert or anywhere between these extremes.
4. Some animals cannot modify their environment.

1. Bonner, J.T. : *The Ideas of Biology*, M/s. Harper & Row, New York, 1962, pp. 158-59.

5. The beaver does not need a high water for protection.
6. Bird nests are not insulated.
7. Man has the ability of invention and imagination.
8. Termite nests are beautifully constructed to control temperature and humidity.

ASSIGNMENT 2

Word-Formation

Form noun from the following words :

| | | |
|----------|-------------|------------|
| ecology | illustrated | extent |
| longer | modify | determined |
| climatic | selective | removed |
| maintain | | |

ASSIGNMENT 3

Phonetic Transcription

Write down the phonetic transcription of the following words :

| | | |
|-------------|-------------|-----------|
| significant | alter | medical |
| care | travel | device |
| generation | relation | invention |
| progress | temperature | enemies |
| danger | expect | |

ASSIGNMENT 4

(Spellings)

Fill in the blanks with suitable letters so as to make meaningful words, Each dot stands for a letter :

| | | |
|----------------|----------------|-----------------|
| s-g- -f- -ant | fe- - -re | - -vioron- -nt |
| de- -rm-n-d | pro- - -ss | re- -gn- -ion |
| spe- -e- | con- - -ion- - | po- -ibility |
| dis-p-ea-an- - | in- -uen- - | cro- -br- -ding |
| g-n-tica- - - | h-t-rozy- -us | proto- - -n |
| an- -ia | pre-uma- -y | exc - -ding- - |

ASSIGNMENTS 5

Punctuation

Punctuate the following :

The fact that the parasites are being removed undoubtedly change the selection forces upon the human beings as an example if malaria is totally eliminated from Africa—not an unreasonable possibility for the future—then the selection pressure to maintain the sickle-cell anaemia genes will disappear and in turn the genes itself will presumably be selected out of the population this may occur at a very slow rate but the fact that the homozygotes do not live can no longer be outweighed by any advantage to be derived from the heterozygous condition.

ASSIGNMENT 6

Articles and Prepositions

Fill in the following blanks with suitable articles and prepositions :

Some animals can also modify their environment beaver needs high water protection, house building, and winter feeding so he builds a dam. Birds nests are insulated and serve as useful isolation device against raw environment, difference as before, is matter of degree; man is so much better it. He is so because he has ability of invention and imagination, and once new idea has spawned it can be carried directly next generation.

ASSIGNMENT 7

Synonyms

Write down the synonyms of following words :

| | | |
|-------------|------------|-----------|
| illustrated | alter | evolution |
| environment | device | invention |
| parasites | formidable | eliminate |
| advance | | |

ASSIGNMENT 8

Antonyms

Write down the antonyms of the following words :

| | | |
|-------------|----------|----------|
| significant | previous | alter |
| humanity | slow | constant |
| beginning | | |

ASSIGNMENT 9

Precis-Writing

Summarize the above passage in one-third length

ASSIGNMENT 10

Stress & Intonations

Read aloud the above passage by giving due weightage to stress and intonation.

LANGUAGE LAB WORK

ASSIGNMENT 11

Write down the phonetic transcription of all the passages given above and seek help of your teacher in the language lab classes.

ASSIGNMENT 12

Read aloud all the passages given above with stress, intonation and rhythm and record your voice in the lab. Then analyse your recorded speech with the help of your language teacher.

ESP : Reading and Listening Comprehension¹

40

Objective Pattern of Language in Competitive Examinations

(Banking & Management, U.P.S.C., S.S.C., C.D.S., & for other Examinations)

Industrial Revolution and Management Methods

Professor Peter F. Drucker, the management maestro of America, has wisely propounded that "man, if he is anything, is an economic man," and as a corollary to it, he has inferred that any form of the Government "perserved to seek and achieve professedly more decent world order through the satisfaction of economic needs of its citizens" can better fruitify this aim by dint of efficient management. In fact, it is now almost a truism to believe that without proper management now-a-days, "the economic man" living in an age of science and atom, cannot ignore the managerial skills inherent in an economic set-up of society. The industrial Revolution brought about in its trail the immense prosperity of material ends on the one hand, and compelled us to bear the heavy responsibility of proper management of the new socio-economic order based on sound scientific methods, on the other.

Technocrats as Specialized Managers

Engineers as specialized managers have a very significant role to play in our country. Their paramount need in industrial fields has considerably been felt, and of late, at a crucial juncture when India is endeavouring her best to develop herself on sound economic footing, their participation in managerial cadres in industrial field has almost become indispensable. In the recent decades, our industrial society has witnessed unprecedented labour unrest and turmoil, which has adversely told upon the economic condition of the nation. Engineers as technocrats when properly trained in management skills can undoubtedly diagnose the ailments from which our industrial society is suffering at present, and can provide charismatic leadership to it.

Engineers as Architects of National Economy

The late Pt. Nehru once remarked. "Engineers are not only the architects of majestic edifices, but also of the fate of nation." In fact, viewed from the standpoint of a wider spectrum, this assessment of engineers for the future welfare of our country is highly replete with

1. ESP; Also prescribed in UPTU Syllabus (Professional Communication, TAS-103) (Also to be used in TAS-253 and BHS-211 & 114 Courses)

significant facts. Technocrats are undoubtedly needed in industries, and with the volte-face industrialization in our country, it cannot be waited for long that we borrow expertise and know-how from Russia, USA, Japan, Britain or Germany. It is a very dismal state of affairs that our young engineers, notwithstanding their immense calibre, are not still credited with the task of shaping the destiny of the nation.

Engineers-Managers and Behavioural Science

There cannot be two opinions about the fact that engineers if trained in human relations can boost industrial as well as agricultural production many-fold. Engineers who are basically trained as technocrats should also be trained as behavioural scientists like most of the engineers in advanced countries. It is because of this vital drawback that Indian economy is much weaker than that of other countries.

Technocrats-Turned-Managers and Their Significance

It is in this wider perspective that engineers as technocrats need proper training in management methods. "Economy of a country is its backbone", so wrote Prof. Drucker and everyone feels convinced with it. Our country's economy will grow stronger day-by day, if a technocrat who really knows the machine may also start knowing the man with whom he is going to deal.

English Component in the Competitive Examinations

In any competitive examination, particularly the Indian Institute of Management, Banking, the Indian Institute of Rural Management etc., *English section* generally covers the following items :

1. Reading passages;
2. Reading questions;
3. Antonyms;
4. Verbal analogies;
5. Sentence completion;
6. Comprehension; and
7. English usage.

For *reading passages*, normally more than one passages are given and the examinee is asked to answer questions based on the passages without the use of the passages many a time except once from first reading. Under *reading questions* head, the examinee is required to answer a set of written questions based on the passages, but this time the examinee will be allowed the use of the passages as much as he wishes to make. Under *antonyms*, a list of words will be provided and the examinee has to find antonyms out of the words given in the list. For *verbal analogies*, two capitalized words bearing a certain relationship to each other, followed by five sets of words almost identical and having close propinquity, will be given; and the examinee will be required to find out the appropriate set of words having the similar relationship as that of the *capitalized* pair of words. For *sentence completion*, many incomplete sentences with certain blanks will be given and just below each sentence, five *lettered words* meant for the completion of the gaps, provided in the sentence, will be given. Now, the examinee will be required to choose the appropriate *lettered word* and fill in the blank. This part is slightly complex, because unless an examinee understands well the meaning of the word and also the right place to fill up, he cannot make an accurate choice. Jonathan Swift, the Augustan titan of writers, spoke of the best style as the one having the "*right words in their right places*"; and from this standpoint, the selection of appropriate words at the appropriate

places under *sentence completion* is, indeed, a hard nut to crack. It, therefore, requires persistence and perseverance on the part of an examinee intending eagerly to make up this sort of deficiency. Under *reading comprehension*, two or three passages are given; and some questions or incomplete statements, as the case may be, based on the passages, are asked. Now, each statement or question is followed by *lettered words* or expressions. The examinee will be asked to select the word or expression that most satisfactorily completes each statement. Under *English usage*, a number of incorrect sentences involving applied Grammar, usage, word-choice, idiom etc., are asked, and many parts of a sentence are *underlined and lettered*. This forms, of course, the test of the standard of written English and unless an examinee has an intimate knowledge of grammatical rules and an extraordinary confidence in his writing skills, he cannot choose the right answer. In fact, this test is alarmingly tedious and complex; and it requires sustained practice and persistence on the part of an examinee to get it through.

Paramountcy of Perseverance and Persistence for Success

From the above-enumerated outlines of the English component in entrance examinations to IIM and IIRM etc., it is evidently understandable that in order to be successful at these tests, constant practice, sustained effort and unabating perseverance and persistence are urgently needed. Some of the items meant for the tests are aimed at assessing the general depth of English, but some like those of *sentence completion* and *English usage* are undoubtedly meant for deeper technical pursuits; and they, therefore, entail an inexhaustible quantum of labour and persistence on the part of an examinee. Solomon, the wisest man of the world, has taught, us, "Make sure your strength before you choose; accidental leap may lead you astray." Indeed, the examinee has not to bank upon "accidental leap" for success in these examinations; rather, he has to ascertain his "strength before he chooses," It summarises, in essence, the spirit with which an examinee has to work incessantly for the brilliant success he anticipates in the examination. It is, moreover, commonly said, "*nothing succeeds like success*"; and if, on the contrary, an examinee gets at success even through an "accidental leap", he may not perhaps be constrained to believe the veracity of Solomon's wise counsel, because otherwise in 99% cases, it comes true invariably.

How to Plan Test Strategy

For getting remarkable success in the test, following tit bits will prove of vital help to the examinees :

1. Appear at the test with full confidence and take it with perfect ease. Don't feel non-plussed at the gate of the examination hall.
2. Please make a thorough review and recapitulation of the whole area you have traversed hitherto. Even if some items are still confusing to you, better not to worry for them. Always remember that to know two things with a sense of finality and authority is much better than knowing ten things confusedly.
3. Please don't "cram" as a poor poll, and be punctual to your work, diet and respite, particularly as the test draws nearer and nearer.
4. You have to reach your examination hall atleast 15 minutes earlier than the scheduled time. Please choose your allotted seat, occupy it atleast 5 minutes earlier, and relax as heartily as you can.
5. Please carry with you all the requisite material permissible for the examination purposes. Don't disturb others by asking certain things from anybody in the examination hall unless otherwise it is inevitably needed.
6. Please listen very attentively to all the instructions made available in the examination

- hall. Once you lack rapt attention you are very much likely to disturb the sanctity and decorum of the examination.
7. Please bifurcate your time with extreme care and economy. Not a single minute should be uselessly wasted.
 8. Please attempt the easy questions first and linger the harder ones until later.
 9. Please make many readings of the paper. Don't attempt any part of the paper until you are sure you have reached the right answer. Please think quickly but accurately and also guess carefully where necessary but only through the process of elimination. Utmost stress should be laid on "clue" words, because they are quite helpful in arriving at the right answers.
 10. Please stretch your imaginative bent of mind in all directions to search all the possible relationship of one question to another and with as many pertinent ideas as you can foresee.
 11. Please check and revise your answers and end your work with utmost care and accuracy. Please stay working in the examination-hall, utilizing every second of your valuable time until your invigilator asks you to submit your answer-book.

Suggested References

The following books are greatly helpful for the above entrance examinations. A would-be professional will find, in these books, some items extremely significant from the point of view of going through the entrance examinations. For the sake of compendium and precision, these books have been given separately, and have also been excluded from the select bibliography, that appears at the end of this book.

- | | |
|---------------------------------|--|
| 1. <i>Reading Passages</i> | 1. <i>What Young Managers Think</i> , AIMA edition, New Delhi, 1990. |
| 2. <i>Reading Questions</i> | 2. Jarret, H. <i>How to Write English</i> , Oxford, 1991. |
| 3. <i>Antonyms</i> | 1. Thomson, A.J. & Martinet, A.V. <i>A Practical English Grammar</i> , Oxford, 1951. |
| 4. <i>Verbal Analogies</i> | 2. Hornby, A.S. <i>A Guide to Patterns and Usages of English</i> , Cambridge, 1980. |
| 5. <i>Sentence Completion</i> | 1. Gowers, Sir E. <i>The Complete Plain Words</i> , Penguin, 2001. |
| 6. <i>Reading Comprehension</i> | 2. Collins, V.A. <i>A Book of English Idioms</i> , Longmans, 2002. |
| 7. <i>English Usage</i> | 1. Hornby, A.S. <i>The Teaching of Structural Words and Sentence Patterns</i> , Oxford, 2003. Arebble H.A. & Vallins, G.H. <i>An ABC of Egnlish Usage</i> , Oxford, 2003. |
- Robert, R., Rathorne, James & Steno, B. *A Writer's Guide to Engineers and Scientists*, Oxford, 2001.
1. Wood, F.T. *Current English Usage*, Macmillan, 2000.
 2. West, M. *An International Reader's Dictionary*, Longmans, 1992.
 3. Willi's, Hullon *Structure, Style, Usage*, Longmans, 2002.

(1) (Clause Correction)

Clause correction, clause subordination, usages, antonyms, synonyms, verbal analogies and inferences in objective patterns are generally asked in all competitive examinations conducted by U.P.S.C., S.S.C. Banking Service Recruitmet Boards, and other examinations.

Keeping this objective trend in mind, below have been given assignments based on objective patterns asked in various competitive examinations over the past many years. Out of the four parts of a sentence named as A, B, C, D, and E, one part is wrong. E indicates no error. Now, find the error in the following sentences :

Probationary Officer (State Bank) 1980

1. There were many reasons that the whole character of the twentieth century should be very different from that of the nineteenth. No Error.
 A B C
 D E
2. The annual survey of chemistry published by the American Chemical Society attributes the vast change in, warfare to the airplane and above all, to the motor fuel of today.
 A B
 C D
No Error.
 E
3. The Renaissance is one of the most interesting period in the history of architecture, and indeed, of art in general. No Error.
 A B C
 D E
4. Men, women and children in a word, whole population of the parish had turned out to welcome the new vicar. No Error.
 A B C
 D E
5. The character is, above all, a tremendous humility, before the facts an automatic alliance with truth even when that truth is bitter medicine. No Error.
 A B
 C D E
6. It is elemental that the greater the development of man, greater the problems he has to concern him. No Error.
 A B C
 D E
7. Though Hindi has been given the status of the national language still there are certain parts of the country, where Hindi has yet to win its rightful place in the hearts of the people. No Error.
 A B
 C D
 E
8. Over thirty years have passed since the dawn of freedom and the position of English is changing a great deal during this period. No Error.
 A B C D
 D E
9. One of the avowed principles of the scientific creed is that the ownership of capital, land and the means of production and distribution should be taken out of the hands of
 A B
 C

the individual and vested in the state. No Error.

D

E

10. As long as man warps his motives and tries to make the worse appear the better reason, there will be no real and lasting progress. No Error.

A

B

C

D

E

11. Not only he objected to his proposal, but also he condemned it in the strongest terms. No Error.

A

B

C

D

E

12. Although he had warned him of the impending danger, but he took no steps either to prepare to fight it or to avoid it. No Error.

D

E

C

13. When he started taking the attendance, he found that a number of boys had absented from the class. No Error.

D

E

B

C

14. It is much in the king's power to summon that he will, to take the advice of whom he will. No Error.

D E

A

B

C

15. Who that ever came into personal contact with him could not help liking him?

A B

C

D

No Error.

E

Solutions

1. (B)

8. (D)

2. (E)

9. (A)

3. (C)

10. (E)

4. (A)

11. (B)

5. (A)

12. (C)

6. (C)

13. (D)

7. (B)

14. (B)

15. (E)

(2)

(Probationary Officer (State Bank) 1978)

1. Disregard for odds and complete confidence in one's self have produced many of our successes. No Error.

A

B

C

D

E

2. The successful self-employed man invariably works harder and worries most than the man on a salary. No Error.

A

B

C

D

E

3. By this time next week, my child not only will have learnt numbers, but he will also master the alphabet. No Error.
 A B C
 D E
4. He has not undergone any technical training of the game, but he plays good, than most professionals. No Error.
 A B C
 D E
5. There comes a time when we feel we must have made a protest. No Error.
 A B C D E
6. If he had heard of your marriage, he had been surprised. No Error.
 A B C D E
7. Even if it takes me six months, I am determined for finishing the job. No Error.
 A B C D E
8. The criminal dared not to go out because he was afraid of being recognized by the police. No Error.
 A B C D
 E
9. As she was tired off after her long walk, she went to bed early. No Error
 A B C D E
10. As I have never met the man, I can't tell you what he looks as. No Error.
 A B C D E
11. Thirty copies of the book were bought so that each boy in the class may have one.
No Error.
 A B C D
 E
12. They threatened him with death if he does not tell them what he knew. No Error.
 A B C D E
13. Tom was told that if he behaves badly he shall go to bed without supper. No Error.
 A B C D E
14. You should have used the money for paying your debts instead of to buy a new motor-cycle. No Error.
 A B C D
 E
15. If, through carelessness, some one damages your cycle, he is under a legal obligation to pay the cost of repair. No Error.
 A B C
 D E
16. We were to be married in Novemeber but had to postpone the wedding until December. No Error.
 A B C D
 E
17. The American Revolution is the only one in mordern history which rather than devouring the intellectuals who prepared it, it carried them to power. No Error.
 A B C D E

18. From 1750 about the beginning of the ages of steam, the earth's population has more than tripled. No Error.
 A B C
 D E
19. A more significant manifestation of the concern of the community with the general welfare are the collection and dissemination of statistics. No Error.
 A B C
 D E
20. If everyone of the earth's three thousand million people was freed from want, the world would no longer have the basis of war. No Error.
 A B
 C D E

Solution

- | | | |
|--------|---------|---------|
| 1. (E) | 8. (C) | 15. (D) |
| 2. (D) | 9. (B) | 16. (A) |
| 3. (D) | 10. (D) | 17. (D) |
| 4. (C) | 11. (D) | 18. (A) |
| 5. (C) | 12. (B) | 19. (D) |
| 6. (C) | 13. (B) | 20. (B) |
| 7. (D) | 14. (D) | |

(3) (Clause-Subordination)

Tick the right choice from amongst the choices given under so as to indicate the correct form of transformation. (Complex Sentence, Adverb Clause or Adjective Clauses) :

1. *William Wordsworth was buried in the graveyard of the Westminster Abbey and myrtles had grown round his grave.* (Adverb Clause)
 - (a) so that myrtles had grown round his grave. a
 - (b) in order that myrtles had grown round his grave. b
 - (c) where myrtles had grown round his grave. c
 - (d) on which myrtles had grown round his grave. d
2. *The work being finished, the workers retired to their beds.* (Complex Sentence, Adverb Clause)
 - (a) when the work being finished. a
 - (b) as the work was finished. b
 - (c) The work being finished. c
 - (d) The work having been finished. d
3. *The man, the chief support of their family, is dead.* (Complex Sentences, Adjective Clause).
 - (a) who was the chief support of their family. a
 - (b) that was the major family support. b
 - (c) which was the chief support of the family. c
 - (d) by whom the family survived. d
4. *The Anand Bhawan, the birth-place of the late Pt. J.L. Nehru, has now been looked after by the Government.* (Complex Sentences, Adjective Clause).
 - (a) b
 - (b) c
 - (c) d
 - (d) e

- (a) The Anand Bhawan where the late Pt. J.L. Nehru was born. a
 (b) which is regarded as the birth-place of the late Pt. J.L. Nehru. b
 (c) in which the late Pt. J.L. Nehru was born. c
 (d) that where the late Nehru was born. d
5. Men of self-discipline are always remembered. (Complex Sentences, Adjective Clause).
 (a) who are self-disciplined. a
 (b) which persist in discipline. b
 (c) who observe hard discipline. c
 (d) whom we learn discipline from. d

Solutions. 1. c, 2. b, 3. a, 4. a, 5. a.

(4) (Combination of Sentences)

Tick the right choice from amongst the choices given below in order to make the synthesis meaningful and grammatically correct. It should also conform to the directions indicated within brackets :

1. M.K. Gandhi was regarded as the father of nation. He was shot dead by a fanatic. (Combine into Complex sentence, Adjective clause).
 (a) who was regarded as the father of nation. a
 (b) who brought independence. b
 (c) who was killed by a fanatic. c
 (d) who did a lot to our country. d
2. Mohan may be illiterate. He does not know. (Conform to Complex sentence, Noun Clause).
 (a) He does not know whether Mohan is illiterate. a
 (b) He suspects if Mohan is illiterate. b
 (c) That Mohan is not well-read he doubts. c
 (d) If Mohan is illiterate he speculates. d
3. He was walking very fast. He fell down. (Conform to Compound sentence using Illative Conjunction).
 (a) lest he should fall down. a
 (b) so he fell down. b
 (c) nevertheless he fell down. c
 (d) yet he fell down. d
4. The Principle came. The students dispersed. (Simple sentence, Nominative Absolute Construction).
 (a) The Principal having come, the students dispersed. a
 (b) On the arrival of the Principal, the students dispersed. b
 (c) By the time the students dispersed, the Principal came. c
 (d) The Principal came and the students dispersed. d
5. The Tarai region was once a dense forest. It is now a centre of learning. (Simple sentence, a Noun or a Phrase in Apposition).
 (a) The Tarai region, once a dense forest, is now a centre of learning. a
 (b) Th Tarai region which was once a dense forest is now a centre of learning. b
 (c) The Tarai region is a centre of learning was also a dense forest in the past. c
 (d) The dense forest of the Tarai region was once a centre of learning. d

(5)

(Synonyms and Words Nearest in Meaning)

Choose the right word from amongst the words given under and tick the square accordingly. Make sure that the word thus chosen signifies the correct meaning of the given sentence/sentences and has got the fullest meaning to substitute the whole expression :

1. A narrative in which the characters and incidents have a greater significance, usually moral or ideal, than appears on the surface; for example—John Bunyan's *Pilgrims Progress*.
 - (a) alliteration
 - (b) allusion
 - (c) anachronism
 - (d) allegory.
2. A re-arrangement of a sentence or the letters of a word to form others.
 - (a) anagram
 - (b) anthology
 - (c) anecdote
 - (d) antithesis.
3. The repetition of a vowel sound in words close together; for example—Keat's *Ode to Autumn*—‘Thy hair soft—lifted by the winnowing wind.’
 - (a) assonance
 - (b) allusion
 - (c) antonyms
 - (d) bombast.
4. Humour obtained from imitating a more serious work, usually contrasting between style and subject.
 - (a) ballad
 - (b) bibliography
 - (c) caricature
 - (d) burlesque.
5. Stereotyped phrases that are used too often and have therefore lost their appeal; for example—‘two peas in a pod’.
 - (a) cliche
 - (b) colloquialism
 - (c) comedy
 - (d) couplet.
6. An expected event which solves a difficult problem.
 - (a) denouement
 - (b) deus ex machina
 - (c) coup de theatre
 - (d) counterplot.
7. A simple verse which is often cynical and intends to be humorous.
 - (a) dramatic irony
 - (b) dramatic monologue
 - (c) elegy
 - (d) doggerel.
8. A device used in narrative poetry in which the main story is put aside for a time to report on a particular person or event.
 - (a) epigram

a
 b
 c
 d

a
 b
 c
 d

a
 b
 c
 d

a
 b
 c
 d

a
 b
 c
 d

a
 b
 c
 d

a
 b
 c
 d

a

- (b) epic b
(c) episode c
(d) epithalamium d

9. A figure of speech substituting a milder expression for an unpleasant one.
(a) euphuism a
(b) euphemism b
(c) exposition c
(d) fable. d

10. Humour mainly dependent on exaggeration and meant to cause laughter.
(a) fine-writing a
(b) farce b
(c) fable c
(d) genre. d

Solutions. 1. d, 2. a, 3. a, 4. d, 5. a, 6. b, 7. d, 8. c, 9. b, 10. b.

(6)

Tick or encircle the square that truly substitutes or replaces the meaning of the given expression :

1. The excessive use of stereotyped words, technical terms and expressions often difficult for the layman to understand.

 - (a) journalese a
 - (b) jargon b
 - (c) inversion c
 - (d) hyperbole. d

2. The sense suggested by the sound of the words used; for example—chatter, rustle etc.

 - (a) oxymoron a
 - (b) onomatopoeia b
 - (c) malapropism c
 - (d) metonymy. d

3. An understatement of emphasis; for example—‘He was a citizen of no mean country’ :

 - (a) litotes a
 - (b) limerick b
 - (c) homophones c
 - (d) homonyms. d

4. The use of a roundabout expression instead of a straight forward one; similar to circumlocution :

 - (a) parody a
 - (b) paradox b
 - (c) periphrasis c
 - (d) soliloquy. d

5. A small piece of writing placed before a drama: an introduction to it :

 - (a) pun a
 - (b) prologue b
 - (c) slang c
 - (d) personification. d

6. A figure of speech in which the part is used for the whole, or the whole for the part; for example—‘England fared badly against the Indian bowling’ :

- (a) synecdoche a
 (b) vernacular b
 (c) tautology c
 (d) picaresque. d
7. To remove objectionable matter from a book :
 (a) expurgate a
 (b) exculpate b
 (c) expiate c
 (d) epilogue. d
8. A speech delivered without previous preparation :
 (a) equivocal a
 (b) incredible b
 (c) encyclopaedia c
 (d) extempore. d
9. To deprive a sacred thing of its holy character :
 (a) dexterity a
 (b) dissenter b
 (c) desecrate c
 (d) impervious. d
10. A person who is inclined to fighting :
 (a) caisson a
 (b) callous b
 (c) contagious c
 (d) bellicose. d

Solutions. 1. b, 2. b, 3. a, 4. c, 5. b, 6. a, 7. a, 8. d, 9. c, 10. d.

(7)

(Usages, Idiomatic Expressions and Correction of Errors)

This is a test of standard written English. The rules may differ from everyday spoken English. Many of the following sentences contain Grammar, usage, word choice, and idiom that would be incorrect in written composition. Some sentences are correct. No sentence has more than one error. Any error in a sentence will be *underlined* and *lettered*, all other parts of the sentence are correct and cannot be changed. If the sentence has an error, choose the underlined part that is incorrect, and mark that letter on your own answer sheet. If there is no error, mark E on your answer sheet. Also please compare your solutions with the answers given at the end of this chapter.

1. Spring has spread her mantle of green over the earth. No error
 A B C D E
2. Sun sheds his beams on rich and poor alike. No error
 A B C D E
3. Peace hath its victories no less renowned than war. No error
 A B C D E
4. The she-manager saw her mistake by the process of elimination. No error
 A B C D E
5. The Czar ordered publicity that his beloved should be hanged. No error
 A B C D E

6. The administratix of that business institute suspected him of foul role and dispensed
 A B C
 with his services by his own order. No error
 D E
7. If the manager would have organized business activities more wisely, more profit might
 A B C
have have been obtained. No error
 D E
8. He is one of those business executive who has attained world-wide acclaim. No error
 A B C D E
9. The teacher alongwith a group of many students have donated Rs. 1000/- to the Prime
 A B C
 Minister's relief fund. No error
 D E
10. If I was you, I should be careful of who my enemies and critics are. No error
 A B C D E
11. He succeeded by dint with perseverance and sheer hard work. No error
 A B C D E
12. In consequence with his illness, he could not finish the work in time. No error
 A B C D E
13. In event of his dying without an issue, his nephew would inherit the whole property.
 A B C D
No error
 E
14. With the view to an amicable settlement, we offer you without prejudice Rs. 750/- in full
 A B C
settlement of all your claims upto date. No error
 D E
15. Notwithstanding of the resistance offered by the Manager and his assistants, they were
 A B
arrested by the police on charges of corruption and nepotism. No error
 C D E
16. Pending the further orders of the Government, the leader of the organization will act as
 A B C
the representative for the labourers. No error
 D E
17. Considering into the quality of the product, the prices fixed by the authorities of the firm
 A B C
are too high. No error
 D E
18. Respecting with the plan suggested by the executive very recently, the properties shall
 A B
write to him hereafter. No error
 C D E
19. The settlement has been finished by the Manager in accordance to the spirit of
 A B

reconciliation with the agitating workers and also to placate them. No error

C

D

E

20. By reason for his perverse attitude, the bussines executive estranged his best friends and
A B

incurred the wrath of workers. No error

C

D

E

21. If an employee is in the employment of a management. and the employee always is
A B

willing to work, he could not be deprived of his wages merely because the management
C

did not choose to take any work from him No error

D

E

22. A Study by David Sirota of International Business Machines Corporation throws
A B

considerable light on the role played by grievance channels in the accomplishment of
C D

change. No error

E

23. Sharing of information and purposeful communication help building up trust relationship,
A

minimise inter-group conflicts, facilitates problem-solving, decision-making and conflict
B

resolution processes, provide feed-back at all levels and in all areas thereby enable
C

suitable modifications, adjustments and alternations of policies, programmes, procedures
D

and methods to remove irritants and increase effectiveness. No error

E

24. Any organization must reasonably satisfy the employees in matter of wages, fringe
A

benefits, working conditions, welfare provisions, social security measures, etc., which
B C

are essential for their maintenance. No error

D

E

25. Supervisory personnel will have to properly be trained so as to adjust in their changed
A B

role in the context of democratic, participative and supportive management to develop
C

knowledge about human behaviour and to acquire more skills in dealing with human
D

beings. No error

E

26. It is easier to concede genuine and reasonable grievance, of course, expeditiously, but
A B C

needs ingenuity, tact and deeper understanding of grievance. No error

D

E

27. Misconduct means bad conduct and should reasonably be forbidden act : a behaviour which is in breach of the accepted or established norms of conduct constitutes misconduct :
- A B
but it however presupposes a wrongful intention and not merely an error of judgement,
C
and such an omission deliberately and intentionally done amounts to wilful misconduct
and deserves stricter punishment. No error
D E
28. The employer derives the power of suspension either by the way of punishment or
A B
pending enquiry by the virtue of any or statute an express term in the contract of service,
C D
in absence of the same, the employer will have no power to suspend the workmen.
No error
E
29. Charge-sheet may be caused to be served normally to the delinquent through peon or
A B
messenger and acknowledgement receipt obtained; however in event of his refusal to
C D
receive the same, the fact of such a refusal should be recorded in the presence of two
witnesses. No error
E
30. An enquiry should be held by scrupulous regard to the requirements of the principles of
A
natural justice, as questions of bonafides or malafides of the employer are at stake.
B C D
No error
E
31. The personnel manager's role is not for seeing to that that there was no labour problem
A B
or statutory violation in the organization. No error
C D E
32. To define soundness of industrial relations in the terms of the number of man-days lost
A B C
in like defining health in terms of diseases and hospitals. No error
D E
33. The positive and dynamic role to have been played by the personnel manager is that of
A B C
one of leadership of men and not containment of employees. No error
D E
34. Peter Drucker had once received the letter from the President of a company informing
A B
him that he is employing 2300 people, mostly of women, doing unskilled assembly work.
C D
No error
E

35. Two from the recent victims of welfare paternalism are the Pilkington Glass Company
 A B

at St. Helens, England, in 1971 and Hershey Chocolate Company in Hershey, Pennsylvania, an identical example of which is of Godrej, where the highest standards
 C

of welfare do not appear to have helped the management to ward of the labour troubles.
 D

No error

E

(8)

(Antonyms and Vocabulary)

Utmost care should be taken to select the appropriate lettered word that is opposite in meaning to the capitalized word. While doing so, the candidates are advised to arrive at the right choice through the process of elimination, a way extremely helpful in locating the exact *antonyms*.

1. Tete-a-Tete

- A. an indirect conversation
- B. stampede
- C. terrestrial
- D. placid
- E. scandalous

3. Valediction

- A. to part with unceremoniously
- B. on idle wanderer
- C. valentine
- D. insane
- E. utilitarian

5. Sinecure

- A. profitable
- B. lucrative
- C. starving
- D. economical
- E. an office with much work and less pay

7. Liconoclast

- A. a worshiper of images
- B. a humanist
- C. a philanthropist
- D. an eloquent speaker
- E. a voluminous writer

9. Patricide

- A. regicide
- B. infanticide
- C. suicide
- D. celibacy
- E. patrimony

2. Unprofaned

- A. unproclaimed
- B. sacrosanct
- C. baptized
- D. unceremonious
- E. sophisticated

4. Utopianism

- A. capitalism
- B. communism
- C. socialism
- D. facism
- E. realism

6. Verbose

- A. a plain and simple style
- B. a style full of words
- C. a bombastic style
- D. a satiric vein of writing
- E. an euphuistic style

8. Plutocracy

- A. democracy
- B. dictatorship
- C. oligarchy
- D. feudalism
- E. Nazism

10. Posthumous

- A. a child born during the life time of his father
- B. truism
- C. explicit
- D. credulous
- E. empiric

11. Blasphemy

- A. taking things respectfully and reverently
- B. lampooning
- C. auditing
- D. depreciate
- E. expound

13. Espionage

- A. patriotism
- B. bravery
- C. cowardice
- D. linguist
- E. verbatim

15. Antiquarian

- A. modernist
- B. romanticist
- C. classicist
- D. dexterity

17. Belligerents

- A. friendly nations
- B. fighting nations
- C. trading nations
- D. developing nations
- E. poor nations

19. Nepotism

- A. undue favouritism
- B. justice-loving nature
- C. proper dispensation of justice
- D. corruption
- E. red-tapism

21. Abdicate

- A. resign
- B. capture
- C. renounce
- D. relinquish
- E. abandon

23. Abeyance

- A. anticipation
- B. intermission
- C. dormancy
- D. expectancy
- E. fulfilment

25. Dissonance

- A. discord
- B. consonance
- C. disagreement
- D. incongruous
- E. dangling

12. Epilogue

- A. the beginning part of a literary work
- B. desecrate
- C. contagious
- D. amateur
- E. catachism

14. Circumlocution

- A. aquarium
- B. mortuary
- C. garage
- D. straight and simple style
- E. equestrian

16. Graminivorous

- A. inflammable
- B. carnivorous
- C. mortuary
- D. wardrobe

18. Annihilate

- A. create
- B. abdication
- C. synchronize
- D. narcotic
- E. neurotic

20. Abatement

- A. increase
- B. diminution
- C. assuagement
- D. remission
- E. mitigation

22. Aberration

- A. eccentricity
- B. anomaly
- C. divergence
- D. rambling
- E. mental alertness

24. Abnegation

- A. denial
- B. surrender
- C. rejection
- D. adjuration
- E. acceptance

26. Effulgence

- A. darkness
- B. lustrue
- C. radiance
- D. splendour
- E. refulgence

27. Equanimity

- A. evenness of mind
- B. composure
- C. serenity
- D. unruffled temper
- E. disturbed feelings

29. Iniquitous

- A. unjust
- B. criminal
- C. atrocious
- D. heinous
- E. righteous

31. Lecherous

- A. lascivious
- B. libidinous
- C. salacious
- D. wanton
- E. chaste

33. Mordacious

- A. pungent
- B. stinging
- C. acrid
- D. mordicant
- E. sweet

35. Opprobrious

- A. respectful
- B. vituperative
- C. scandalous
- D. contemptuous
- E. reproachful

37. Perfunctory

- A. careful
- B. indifferent
- C. slovenly
- D. reckless
- E. negligent

39. Recuperation

- A. relapse
- B. recovery
- C. restoration
- D. convalescence
- E. regain

41. Truculent

- A. well-behaved
- B. quarrelsome
- C. ill-tempered
- D. controversial
- E. intelligent

28. Placidity

- A. limberness
- B. softness
- C. laxity
- D. flabbiness
- E. unrelaxed condition

30 Obduracy

- A. obstinacy
- B. stubbornness
- C. humility
- D. induction
- E. investigation

32. Libellous

- A. malicious
- B. defamatory
- C. ungraceful
- D. charitable
- E. disinterested

34. Nonchalance

- A. carelessness
- B. indifference
- C. unconcern
- D. coolness
- E. enthusiasm

36. Perdition

- A. growth
- B. destruction
- C. wreck
- D. demolition
- E. eternal death

38. Redolency

- A. perfume
- B. sweet scent
- C. graceful odour
- D. auspicious
- E. bad smell

40. Lugubrious

- A. dismal
- B. gloomy
- C. sombre
- D. woeful
- E. vivacious

42. Malafide

- A. bonafide
- B. in bad faith
- C. treacherously
- D. nostalgia
- E. trifle

43. De facto

- A. in actual fact
- B. really
- C. mischievous
- D. unreal
- E. criminal

45. Inter alia

- A. among other things
- B. severally
- C. singularly
- D. collectively
- E. uniformly

47. Mutatis mutandis

- A. with necessary changes
- B. with lawful modifications
- C. with complete and redundant changes
- D. with restricted background
- E. modus operandi

49. Sine dubio

- A. doubtfully
- B. economically
- C. skillfully
- D. amazingly
- E. extremely

44. De jure

- A. rightful
- B. unmindful
- C. disdainful
- D. unlawful
- E. unrightful

46. In toto

- A. entirely
- B. partially
- C. extremely
- D. completely
- E. monotonously

48. Ne plus ultra

- A. nothing further
- B. climax
- C. nadir point
- D. perennial
- E. dovelopment

50. Summum bonum

- A. the chief good
- B. the great harm
- C. the seniormost position
- D. the latest position
- E. the finest contribution

(9)

(Verbal Analogies and Verbal Inferences)

Each of the two capitalized words standing certain relationship are followed by other pair of words, each designated a letter. The candidates are called upon to select with discretion the appropriate lettered pair wherein the words are related in the same way as the two capitalized words are related to each other. For this, the candidates are advised to recall their vocabulary, and brush up properly their old learning of words :

1. Lion : Cub

- A. duck : drake
- B. rooster : chicken
- C. human : child
- D. mother : daughter
- E. fox : vixen

3. Hygrometer : Barometer

- A. water : mercury
- B. snow : rain
- C. humidity : pressure
- D. temperature : weather
- E. forecast : rain

5. Money : Embezzlement

- A. bank : cashier

2. Correspondence : Clerk

- A. office : manager
- B. secretary : stenographer
- C. paper : author
- D. orders : accountant
- E. records : archivist

4. Streptogogci : Pneumonia

- A. boat : trip
- B. quinine : malaria
- C. cause : sickness
- D. malnutrition : beri-beri
- E. medicine : malaise

6. House : Mortgage

- A. car : lien

- B. writing : plagiarism
- C. remarks : insult
- D. radiation : bomb
- E. success : deference

7. Foil : Fence

- A. pencil : mark
- B. road : run
- C. gloves : box
- D. train : travel
- E. bow : bend

9. Hypothesis : Problem

- A. forecast : warning
- B. prognosis : condition
- C. cause : worry
- D. effect : solution
- E. preparation : conclusion

11. Acorn : oak

- A. fig : bush
- B. flower : stalk
- C. seed : nut
- D. bulb : tulip
- E. leaf : limb

13. 36 : 4

- A. 3 : 27
- B. 9 : 1
- C. 12 : 4
- D. 12 : 8
- E. 5 : 2

15. Hand : Nail

- A. paw : claw
- B. foot : toe
- C. head : hair
- D. ear : nose
- E. jaw : tooth

17. Bouquet : Flower

- A. key : door
- B. air : balloon
- C. skin : body
- D. chain : link
- E. eye : pigment

19. Father : Mother

- A. bird : nest
- B. teacher : taught
- C. boy : girl
- D. employer : employee
- E. doctor : patient

21. Nation : Patriot

- A. mother : child

- B. inventory : merchandise
- C. word : promise
- D. security : price
- E. equity : interest

8. Octavo : Binding

- A. pica : printing
- B. music : octava
- C. day : week
- D. pamphlet : book
- E. ruler : artist

10. Ribs : Umbrella

- A. rafter : roof
- B. hub : wheel
- C. crank : engine
- D. trunk : tree
- E. wall : fence

12. Bigotry : Hatred

- A. sweetness : bitterness
- B. segregation : integration
- C. equality : government
- D. sugar : grain
- E. fanaticism : intolerance

14. 2 : 5

- A. 5 : 7
- B. 6 : 17
- C. 6 : 15
- D. 5 : 14
- E. 21 : 51

16. Letter : Word

- A. club : people
- B. homework : school
- C. page : book
- D. production : factory
- E. picture : crayon

18. Wage : Crest

- A. pinnacle : nadir
- B. mountain : peak
- C. sea : ocean
- D. breaker : swimming
- E. island : archipelago

20. Scholar : Learning

- A. miser : wealth
- B. fish : water
- C. carpenter : wood
- D. goldsmith : gold
- E. god : devotee

22. Servant : Duty

- A. employer : employee

- B. moth : fire
 C. beggar : alms
 D. police : thief
 E. millionaire : money
- 23. Guilty : Hanging**
 A. virtue : vice
 B. inhauman : kind
 C. dacoit : death
 D. laziness : lazy
 E. vagrant : inconsistency
- 25. Pusillanimous : Terror**
 A. wicked : death
 B. cruel : kindness
 C. doctor : punctuality
 D. frightened : fear
 E. notorious : respect
- 27. Tired : Smug**
 A. mother's lap : infant
 B. patient : hospital
 C. delinquent : lunatic asylum
 D. communist : atheism
 E. navigator : astrodome
- 29. Leniency : Dictator**
 A. property : spend-thrift
 B. drinking : extravagant
 C. literacy : educator
 D. litigation : law
 E. mercy : cruel
- 31. Malafides : Bonafides**
 A. dark : white
 B. red : black
 C. virtue : vice
 D. unfaith : faith
 E. sincerity : counterfeit
- 33. Consumer : Plaza**
 A. student : examination
 B. patient : medicare
 C. citizen : nation
 D. clerk : office
 E. shop-keeper : fare
- 35. Step : Stairway**
 A. staircase : banister
 B. wood : carpet
 C. rung : ladder
 D. house : porch
 E. tree : leaves
- 37. Thirst : Parch**
 A. fever : flush
- B. officer : subordinate
 C. general : soldier
 D. teacher : teaching
 E. altruist : help
- 24. Hunter : Deer**
 A. spider : fly
 B. capitalist : labour
 C. master : servant
 D. dictator : democracy
 E. father : son
- 26. Dagger : Sheath**
 A. arms : armoury
 B. grain : granary
 C. grarrnel; ship
 D. tree : graft
 E. grampus : sound
- 28. God : Atheism**
 A. icon : iconoclast
 B. idiocy : learned
 C. languor : wrestler
 D. larceny : gentleman
 E. legerdemain : true
- 30. Locust : Grass**
 A. fish : water
 B. bee : honey
 C. serpent : poison
 D. child : milk
 E. month : fire
- 32. Climax : Nadir**
 A. right : wrong
 B. good : bad
 C. direct : indirect
 D. up : down
 E. top : bottom
- 34. School : Discipline**
 A. pupil : dean
 B. report card : marks
 C. society : confirmity
 D. underworld : gangster
 E. student : teacher
- 36. Archaeologist : Antiquity**
 A. flower : horticulture
 B. ichthyologist : marine life
 C. theology : minister
 D. Bible : psalms
 E. gold : silver
- 38. Court : Justice**
 A. doctor : sickness

- B. water : sink
- C. hunger : strangle
- D. laughter : appease
- E. disdain : trouble

39. Shoe : Leather

- A. passage : ship
- B. trail : wagon
- C. journey : boat
- D. highway : asphalt
- E. car : engine

- B. chief : boss
- C. machinist : product
- D. policeman : government
- E. auditor : accuracy

40. Fall : Pain

- A. flying : walking
- B. food : calories
- C. disobedience : punishment
- D. laugh : cry
- E. justice : thief

(10)
(Analogous Inferences)

1. Being unable to pay one's debts
2. Having an evil reputation
3. One who has no belief in the existence of God
4. One who hates mankind
5. One who loves and works for his fellowmen
6. Not being able to be selected or elected under the rules
7. One who looks at the bright side of things
8. One who looks at the dark side of things
9. One who eats human flesh
10. Knowing everything
11. Being all-powerful
12. Being present everywhere
13. Belonging to all parts of the world
14. One who abandons his religious faith
15. A person who is indifferent to pleasure or pain
16. A child whose parents are dead
17. A person who lives by himself
18. A person who spends his money recklessly
19. A person who lives at the same time as another
20. Incapable of being wounded
21. Incapable of being believed
22. Incapable of being avoided
23. Capable of being easily set on fire
24. Incapable of being reached
25. Incapable of being altered or recalled
26. Incapable of being dispensed with
27. Incapable of being burnt
28. Hard to please
29. A cure for all diseases
30. All of one mind
31. Contrary to law
32. A substance that kills germs

33. An assembly of worshippers
34. Occurring at the same time
35. A substance that kills insects
36. Of unknown or unadmitted authorship

(11)

(Sentence Completion and Fill in the Blanks)

Following sentences have two gaps each, and each sentence is followed by five sets of lettered words, one of which best completes the given blanks of the sentence. Now, students are advised to choose the appropriate set of words that best completes the meaning and makes the entire expression pregnant with requisite purpose. After selecting the correct choice, the students are advised to mark the letter of that word opposite that sentence. While arriving at the appropriate words, it is advised to read and understand the significance and central idea contained in the sentence, so as to find out the right word.

1. All the students in the University, who have paid the requisite amount, are to attend the lecture; but those who have not paid the fee prescribed shall have to be.....

| | |
|-----------------------------|---------------------------|
| A. eligible : checked | B. prohibited : called |
| C. accustomed : discouraged | D. tantamount : disregard |
| E. advised : fail. | |
2. The novel, describing the experience of a man who is brought back from the dead by a new scientific technique, is a on doctors, research foundations, and many of contemporary society.

| | |
|------------------------------|---------------------------|
| A. treatise : remorses | B. satire : fable |
| C. dossier : infallibilities | D. criticism : nostalgias |
| E. capsule : validities. | |
3. To be an eminent professor in a particular field of knowledge, devotion to the pursuit of learning and unabating are primarily needed.

| | |
|--------------------------------|---------------------------|
| A. unflagging : endeavour | B. reserve : fast |
| C. unscrupulous : quickly | D. continuous : antipathy |
| E. invaluable : interposition. | |
4. It is often said that the Romantic poets wrote their poetry form the heights of and it is why they are too far form the sordid plane of

| | |
|----------------------------|---------------------------|
| A. fantasy : fact | B. sincerity : gloominess |
| C. audacity : vivacity | D. speculation : reality |
| E. humility : faithfulness | |
5. Electronic eavesdropping technology has become so that the comparatively little law on the subject has become as as the horse and buggy.

| | |
|-----------------------------|----------------------------|
| A. repulsive : fictitious | B. omnivorous : ridiculous |
| C. sophisticated : outmoded | D. clandestine : entangled |
| E. popular : homesickness. | |
6. The Professor's image has been by his own pupils, because they have their sweet and harmonious relations with those who really matter in the field.

| | |
|--------------------------|-------------------------|
| A. tarnished : entranged | B. developed : bad |
| C. declined : decreased | D. finalised : immersed |
| E. followed : connected. | |
7. So great is the intensity of Shakespeare's dramatic language that the audience becomes

..... and sees messages and equivocations everywhere, until the play becomes an apocalypse of and fall.

- A. stunned : rise
C. aroused : doubt
E. weary : disgust.

8. Witness the long waiting list for the over-worked psychiatrists and psychologists and the twentieth century for lying on the couch talking about oneself and the neuroses that have resulted from a too intense with oneself.
A. wish : inspection
C. plan : understanding
E. garb : implication.

9. We must all hope that means will be found to retain the advantages arising out of mass while at the same time giving the worker some of the and pleasure of the old craftsmen.
A. production : pride
C. habitation : thinking
E. consumption : satisfaction.

10. One of the objects of the Russian Revolution of 1917 was to the rich rulers and to their money and land more equally among the people in general.
A. invest : destroy
C. divest : seize
E. find : analyse

11. Danta was of height, and after reaching maturity, was to walk somewhat bowed, with a slow pace, clad always in such sober dress his ripe years.
A. moderate : accustomed : benefitted
B. extreme : preferred : unfit
C. unusual : addicted : suitable
D. little : inclined : unreasonable
E. due : liked : becoming.

12. People moan about poverty a great; and it seems to be an accepted belief that if people only had of money, they would be happy and useful and get more out of life.
A. evil : plenty
C. misery : hoped
E. much : disdain.

B. virtue : established
D. happiness : expected

13. Timidity and are almost as great as conceit and over-confidence.
A. misery : perseverance
C. self-distrust : faults
E. talent : drawbacks.

B. faith : persistence
D. confidence : evils

14. A reasonable of confidence in one's own powers is for success.
A. amount : necessary
C. quality : required
E. power : expected.

B. plenty : essential
D. lot : wanted

15. Men who are always grumbling about their complaining of their difficulties, over their troubles, will never get any real happiness out of life or achieve any success.
A. adversity : hope
C. poverty : whining
E. benefit : complaining.

B. prosperity : groaning
D. welfare : claiming

16. However mean your is, meet it and live it; and do not shun it and call it names.

- A. life : hard
C. approach : risky
E. philosophy : serious.

17. Charity is a universal which it is in every man's power sometimes to
A. thing : hope
C. fact : preach
E. mind : talent

B. way : dirty
D. thinking : bad

18. "The noblest men that on earth are men whose are brown with toil."
A. live : hands
C. survive : legs
E. work : body.

B. preach : mouth
D. linger : waist

19. "What is this life, if full of, we have no time to stand and".
A. worries : cries
C. care : stare
E. talk : joke.

B. couth : plough
D. blessings : treasures

20. "One crowded hour of glorious is worth an age without a
A. life : name
C. past : thought
E. thing : commendation.

B. deed : fame
D. actions : renoun

21. A great deal of is lost in the for want of a little courage.
A. telent : world
C. endeavour : past
E. money : youth.

B. success : life
D. life : universe

22. Socrates had a strong burly figure, and crab-like eyes, a flat broad open nostrils, a large and mouth, and a forehead indicative of great mental power.
A. pointed : heavy
C. prominent : thick- lipped
E. good : huge.

B. sharp : legs
D. black : hands

23. Milton said that he did not educate his daughters in the because one tongue was enough for a
A. languages : woman
C. religious : man
E. scriptures : child.

B. slaves : scripts
D. theology : king

24. We who are fortunate enough to live in this century hardly realize how our suffered from their belief in the existence of mysterious beings.
A. machanized : slaves
C. enlightened : ancestors
E. special : parents.

B. busy : father
D. nineteenth : friends

25. Considering that the world is so we are not to be surprisd that has progressed so quickly.
A. intricate : science
C. punctual : nation
E. good-looking : retarded.

B. straight : man
D. far-sighted : generation

26. The tremendous advance in propulsion systems in recent years, and the extremely wide range of conditions under which these systems must operate, have largely made obsolete the Newtonian methods of measuring essential quantities such a pressure, temperature, and acceleration.
A. environmental : classical
C. bodily : recent
E. flimsy : outmoded.

B. physical : old
D. wordly : new

- A. worker : enemy
C. production : danger
E. goods : blessing.
37. No other of management has generated so many concepts, and literature as the personnel management has in recent times.
A. science : philosophy
C. fossils : foundations
E. roots : traits.
38. The personnel management with its chequered career is now at thewith a number of roads off.
A. crossroads : branching
C. place : emerging
E. phase : leaving.
39. The management in its own interest shouldeffective and successful of the workers in the industry.
A. nullify : significant
C. see : role
E. insure : share.
40. Industrial is partly due to meagre wages and partly because of the of foresightedness by the industrialists in our country.
A. grief : complaint
C. suffering : want
E. downfall : excess.
41. According to Hegel, a between a thesis and its antithesis produces a which partakes of the natures of both.
A. conflict : synthesis
C. concord : theory
E. feeling : enmity.
42. Lack of substantial is a minor factor that relates to the major factor of shareholder's and to the financial position of the company.
A. profit : happiness
C. royalties : dissatisfaction
E. gain : pride
43. China, India, Egypt and East Africa all have their thousands of miles of waste land, which is the result of man's to the plan future.
A. square : indifference
C. circular : regard
E. barren : involvement.
44. The Caribbean slopes of northern Venezuela are barren wastes owing first to cutting of forests and then to grazing.
A. costly : local
C. unpleasant : careful
E. ruthless : destructive.
45. In the of Central and South American Republics, natives fell superb forest trees and leave them to in order to obtain virgin soil for cultivation.
A. interiors : rot
C. inferiors : grow
E. west : develop
46. Despite the primitive conditions still maintained in the sea, its share show an amazing while their adaptive characters are perhaps not exceeded in refinement
- B. manager : friend
D. materials : suffering
- B. direction : ideology
D. branch : jargons
- B. juncture : bifurcating
D. point : coming
- B. verify : part
D. ensure : participation
- B. unrest : paucity
D. decline : profit
- B. agreement : contrast
D. discord : fight
- B. loss : sorrow
D. return : satisfaction
- B. straight : happiness
D. serpentine : concern
- B. sanguine : devastating
D. kind : careless
- B. exteriors : produce
D. cast : sprout

by those that distinguish the dwellers of dry land.

- | | |
|----------------------------|-------------------------|
| A. off-spring : sizes | B. generations : shapes |
| C. inhabitants : diversity | D. people : kinds |
| E. residents : sorts. | |
47. With the alternate rise and of the tides, the successive areas of the zone are subjected to force of wave-impact.
- | | |
|--------------------|-----------------------|
| A. fall : tidal | B. decline : sea |
| C. ebb : climate | D. setting : physical |
| E. down : natural. | |
48. Fast transport cities separated by a few hundred miles is becoming urgently necessary in populated areas, particularly in Europe, North America and Japan.
- | | |
|------------------------|-------------------|
| A. for : far-flung | B. from : thickly |
| C. between : densely | D. among : thinly |
| E. amidst : vagrantly. | |

(12) (Objective Comprehension)

Man's growth from barbarism into civilization is supposed to be the theme of history. But sometimes, looking at great stretches of history, it is difficult to believe that this idea has made such progress or that we are very much civilized or advanced. There is enough of want of co-operation, today, of one country or people selfishly attacking or oppressing another, of one man exploiting another.

It is well to remember that man in many ways has not made very great progress from other animals. It may be that in certain ways some animals are superior to him. Still we look down on the insects as almost the lowest of living things, and yet the tiny bees and ants have learnt the art of co-operation and of sacrifice for common good far better than man. If mutual co-operation and sacrifice for the good of society are the test of civilization we may say that the bees and ants in this respect are superior to man. In one of our old Sanskrit books there is a verse which can be translated as follows : "For the family, sacrifice the individual, for the community, the family, for the country, the community, and for the soul, the whole world." What the soul is few of us can know or tell, and each one of us can interpret it in a different way. But the lesson of this Sanskrit verse teaches us is the same lesson of co-operation and sacrifice for the larger good. We, in India, had forgotten this sovereign path to real greatness for many a day we had so fallen. But again we seem to have glimpses of it and all the country is astir. How wonderful it is to see men and women, and boys and girls, smilingly going ahead in India's cause without caring about any pain or suffering? Well may they smile and be glad for the joy of serving a great cause which is theirs; and those who are fortunate, comes the joy of sacrifice also.

1. What is really the theme of history?
 - (a) The rise and fall of empires.
 - (b) Man's moral and spiritual development.
 - (c) Man's search for truth.
 - (d) The process of man's becoming civilized.
2. What is the basic reason of exploitation of one man by another?
 - (a) The weakness of some people and the strength of the others.
 - (b) Lack of civilization.
 - (c) Man's beastly nature.
 - (d) Lack of education.

3. In what respect are some animals superior to man?
- (a) Physical strength.
 - (b) Having no cares in their lives.
 - (c) Having greater instinct for co-operation and sacrifice.
 - (d) Not oppressing or exploiting one another.
4. What does the soul signify for us?
- (a) The divine essence in all of us.
 - (b) Righteousness.
 - (c) Different things for different people.
 - (d) The element of life.
5. What lesson does the Sanskrit verse in question teach us?
- (a) To behave well with one another.
 - (b) To help each other in difficulties.
 - (c) To inculcate the spirit of co-operation and self-sacrifice for the larger good of the society.
 - (d) To work constantly.
6. Why do we say that man is not yet civilized?
- (a) Because there are colossal disparities between the rich and the poor.
 - (b) Because most of us are illiterate.
 - (c) Because we ill-behave with one another.
 - (d) Because most of us oppress and exploit others and lack the spirit of co-operation.
7. Why should we not look down upon the insects as almost the lowest of living things?
- (a) Because they are of immense use to mankind.
 - (b) Because they can cause harm to us out of all proportion to their size.
 - (c) Because they have a sense of sacrifice and co-operation.
 - (d) Because small size does not necessarily make anything low.
8. What does the expression 'larger good' mean?
- (a) Great good of oneself.
 - (b) A lot of good.
 - (c) Very excellent.
 - (d) Good of the society.
9. What does the sentence 'all the country astir' mean in the passage?
- (a) The whole country is up in revolt.
 - (b) There is an upsurge of moral and spiritual fervour in the whole country.
 - (c) A wave of zeal and vivacity, vigour and dynamism is perceptible in the whole country.
 - (d) The whole country is flooded with lofty ideas, and thoughts.
10. How can we be truly be civilized?
- (a) By getting more and more wealth and power.
 - (b) By reading more and more books.
 - (c) By subjugating backward nations and educating their citizens.
 - (d) By developing qualities of mutual help, co-operation and self-sacrifice.

(Probationary Officer, State Bank, 1973)

(13)
(Objective Comprehension)

Incredible though it may seem, while the percentage of literacy in India has been going up, the number of illiterates has also been increasing. Thus according to the 1966 figures, there were 353 million illiterates in the country—20 million more than in 1961. During the same period the percentage of literacy went up from 24 to 29 percent. The explanation for this paradox lies in the rapid growth of population which has outpaced whatever little progress has been achieved in literacy. For instance, from 1951 to 1961, literacy increased at an annual average rate of 0.7 percent while the country's population grew by 2.15 percent every year. But the population explosion is not entirely responsible for the growing number of illiterates. The apathy of most States in failing to tackle the problem of adult literacy is also partly to blame. Till now, they have shown little awareness of the magnitude of the problem. Moreover, follow up measures to prevent neoliterates from relapsing into illiteracy are just as important as the initial adult literacy campaigns. Hero too, the States Education authorities have been negligent. Not sufficient provision has been made for 'continued education'. This can be done by setting up more rural libraries, adult schools and correspondence courses.

1. The percentage of literacy in 1961 was
 - (a) 5
 - (b) 19
 - (c) 20
 - (d) 24
 - (e) 29

2. The number of illiterates in 1961 was
 - (a) 20 million
 - (b) 333 million
 - (c) 353 million
 - (d) 373 million
 - (e) cannot say

3. According to the passage, during the period 1951 to 1961 literacy increased every year by
 - (a) 0.7 percent.
 - (b) 2.15 percent.
 - (c) 5 percent.
 - (d) 7 percent.
 - (e) 21.5 percent.

4. What is the paradox referred to in the passage?
 - (a) The number of illiterates and the percentage of literacy have both increased.
 - (b) The number of literates has increased while the percentage of literacy has gone down.
 - (c) While the number of literates has decreased the percentage of literacy has increased.
 - (d) The number of literates has decreased while the percentage of literacy has increased.
 - (e) The number of literates and the percentage of literacy have both decreased.

5. How does the passage explain the paradox?
 - (a) Growth of population has stopped progress of literacy.
 - (b) Population increased rapidly.
 - (c) No follow up measures were taken for continued education.

- (d) Growth of population has been faster than the progress of literacy.
- (e) The passage gives more than one reason to explain the paradox.
6. What is meant by neo-literate?
- (a) Not literate.
- (b) A little literate.
- (c) Newly become literate.
- (d) Would be literate.
- (e) A literate with no formal school education.
7. According to the passage, the problem could have been tackled by
- (a) Checking the population growth.
- (b) Preventing the neo-literates from relapsing into illiteracy.
- (c) Improving adult literacy campaigns.
- (d) (a), (b) and (c) above
- (e) (b) and (c) above.
8. Which of the following is as important as the literacy campaign?
- (a) Prevention of neo-literates from relapsing into illiteracy.
- (b) Awareness of the magnitude of the problem.
- (c) Making sufficient provisions for continued education.
- (d) Adult literacy campaigns.
- (e) Starting correspondence courses.
9. According to the passage continued education means
- (a) Adult literacy campaigns.
- (b) Prevention of neo-literates from relapsing into illiteracy.
- (c) Setting more rural libraries, adult schools and correspondence courses.
- (d) (a), (b) and (c) above.
- (e) Has not been defined in the passage.
10. The passage is most likely an extract from
- (a) A report of the Adult Education Committee.
- (b) A report of the family Planning Committee.
- (c) A newspaper editorial.
- (d) A speech by a State Education Minister.
- (e) An article in a journal devoted to higher education.

(Probationary Officer, State Bank, 1974)

(14)

(Objective Comprehension)

It is said with truth that a function of a University is to prepare the young to take their place in human society. It must provide its members with knowledge and skill necessary to make them efficient citizens. But is the whole duty of a man exhausted by the acquisition of knowledge and professional training? Is a University only an institution for higher learning, a factory which turns out clerks and technicians able to turn the machinery of the state? Mere knowledge which gratifies curiosity is different from culture which refines personality. Culture is not remembering a mass of serious details about the dates of birth of the great heroes of the world or the interesting names of the fastest ships which cross the atlantic or entertaining odds and ends gathered from the latest who's who. A well-known institution of our country has for its motto *sa viddya ya vimuktaya*; that is, knowledge which is designed for salvation, for the development of the soul is the best. Such an idea is not merely an Indian idiosyncrasy. Plato said long ago that the culture of soul is "the first and the fairest thing that the best of men can

ever have." According to Goethe, the object of education is to form tastes and not simply to communicate knowledge. A man's culture is not to be judged by the amount of tabulated information which he has at his command, but by the quality of mind which he brings to bear on the facts of life. Education is not cramming the mind a host of technical details of putting sight as it were into blind eye. The eye of the soul is never blind, only its gaze may be turned to the false and the fleeting. Too often the vision may be dragged downwards by the "leaden weights" of pride and prejudice, of passion and desire. The function of the teacher is not to add to the "leaden weights" but remove them and liberate the soul from the encumbrance so that it may follow its native impulse to soar upwards. The student at a University does not merely learn something, but becomes something by being exposed, in the most elastic period of his life, to transforming influences, such as the constant clash of mind with mind, the interchange of ideas, the testing of opinions and the growth of knowledge of human nature.

1. The function of a university is

- (a) To enable the young to gather facts about the world.
- (b) To learn to do his job.
- (c) To enable him to earn his livelihood.
- (d) To prepare the young to take their place in society.
- (e) To enable them to learn to talk with others.

2. Mere knowledge and culture may be distinguished from each other in that

- (a) The former widens the mental horizon, the latter enlarges the heart.
- (b) The former gratifies curiosity, the latter refines personality.
- (c) The former enables one to earn one's livelihood, the latter enables one to become an efficient citizen.
- (d) The former is concerned with facts, the latter with fiction.
- (e) The former adds to power the latter adds to prestige.

3. What is true function of education according to the ancient Indian Philosophers?

- (a) Education is the development of mind.
- (b) Education is the civilization of culture.
- (c) Education brings about salvation and development of the soul.
- (d) Education equips man's mind with facts about the world around him.
- (e) Education aims at the inculcation of generosity.

4. What is the object of education according of Goethe?

- (a) It teaches us social manners.
- (b) It teaches courtesy.
- (c) It forms tastes.
- (d) It communicates knowledge.
- (e) It makes one a good citizen of the world.

5. What is man's culture judged by

- (a) By the amount of tabulated information which he has at its command.
- (b) By the variety of books he has read.
- (c) By the quality of mind which he brings to bear on the facts of life.
- (d) By man's sociability.
- (e) By the pleasantness of man's temperament and sweetness of behaviour.

6. What are the hindering factors in the liberation and development of the soul?

- (a) Power and wealth.
- (b) Money and influence.
- (c) Ambition and desire.
- (d) Passion and desire, pride and prejudice.
- (e) Greed and envy.

7. According to the passage the function of teacher is
- (a) To instil facts into the mind of the student.
 - (b) To teach him to master facts about the world.
 - (c) To foster of fellow-feelling.
 - (d) To teach humanity and spirit of accommodation.
 - (e) To remove the leaden weights of pride and prejudice, passion and desire to liberate the soul.
8. What is meant by "leaden weights"?
- (a) Weights made of lead.
 - (b) Cold scientific knowledge.
 - (c) Encumbrances that go with life.
 - (d) Social and family responsibilities.
 - (e) Hindering factors of pride and prejudice, passion and desire, in the liberation of the soul.

(Probationary Officer, State Bank, 1975)

(15) **(Objective Comprehension)**

Civilization has not succeeded so far, in creating an environment suitable to mental and moral activities of mankind. The low intellectual and spiritual value of most human being is due largely to deficiencies of their psychological atmosphere. The supremacy of matter and the dogmas of industrial religion have destroyed culture, beauty and morals. The intellectual classes have been debased by the immense spread of newspapers, cheap literature, radios and cinemas. Unintelligence is becoming more and more general, inspite of the courses given in schools, colleges, and universities. School children and students form their mind on the silly programmes of public entertainments. Social environment instead of favouring the growth of intelligence, opposes it with all its might.

Moral sense is almost completely ignored by modern society. We have, in fact, suppressed its manifestation. All are imbued with irresponsibility. Those who discern good and evil, who are industrious and provident, remain poor and are looked upon as morose. The woman who has several children, who devotes herself to their education instead of to her own career, is considered weak minded. If a man saves a little money for his wife and the education of his children, this money is stolen from him by enterprising financiers or taken by the government and distributed to those who have been reduced to want by their own improvidence and shortsightedness of manufacturers, bankers and economists. Artist and man of science supply the community with beauty, health and wealth. They live and die in poverty. Robbers enjoy peace and prosperity. Gangsters are protected by politicians and respected by judges. They are the heroes whom children admire at the cinema and imitate in their games. A rich man has every right. He may dicard his aging wife, abandon his mother, to penury, rob those who have entrusted their money to him, without losing the consideration of his friends. Sexual morals have been cast aside. Psychology analysts superwise men and women in their conjugal relations. There is no difference between wrong and right, just and unjust. No one makes objection to their presence. Ministers have rationalized religion. They have destroyed its mystical basis. But they do not succeed in attracting modern men. In their half-empty churches, they vainly preach a weak morality. They are content with the part of policemen, helping in the interest of the wealthy to preserve the framework of present society. Or, like politicians, they flatter the appetites of the crowd.

Men are powerless against such psychology attacks. They necessarily yield to the

influence of their group. If one lives in the company of fools or criminals, one becomes a fool or a criminal. Isolation is the only hope of salvation. But where will the inhabitants of the new city find solitude? 'Thou can't retire within thyself when thou wouldst'; said Marlius Aurelius. 'No retreat is peaceful or less troubled than that encountered by man in his own soul.' But we are not capable of such an effort. We cannot fight out social surroundings victoriously.

1. The general tenor of the article is that
 - (a) The modern civilization has given precedence to intellect over heart.
 - (b) We witness a systematic erosion of moral values in the modern civilization.
 - (c) Industrialization has divided the entire human race into two classes—the few rich and the many poor.
 - (d) Civilization to be enduring should be founded on morality.
 - (e) Corruption is running rampant in public-life.
2. According to the writer the civilization has so far failed
 - (a) To bridge the gap between the affluent and the indigent.
 - (b) To create a climate of peace and adjustment for co-existence of diverse religions and faiths.
 - (c) To create an environment congenial to the growth of mental and moral activities of mankind.
 - (d) To shape human life along spiritual lines.
 - (e) To provide justice to one and all.
3. What according to the writer, is the most conspicuous paradox of the modern civilization?
 - (a) Poverty is growing in the midst of affluence.
 - (b) Irreligion prospers in spite of the establishment of innumerable temples, churches and mosques, and the springing of innumerable religious sects.
 - (c) Man is unhappy despite his unremitting efforts for being happy.
 - (d) Unintelligence is becoming more and more general in spite of a lot of instruction being imparted in schools, colleges and universities.
 - (e) Men's bellicose tendency is asserting its sway despite his professions to live in peace and tranquillity.
4. What is being rejected almost completely in the modern society?
 - (a) The acquisitive tendency.
 - (b) The thieving habit.
 - (c) Social sense.
 - (d) Civil sense.
 - (e) Moral sense.
5. Which of the following does the author not imply in the passage?
 - (a) Men have lost power to fight with attacks of moral degeneration.
 - (b) The wise who can distinguish between good and evil are treated as foolish persons.
 - (c) The industrious and faithful remain poor.
 - (d) Peace and prosperity is enjoyed by robbers.
 - (e) Men's social sense has to be encouraged and strengthened.
6. What and how much consideration, according to the writer, do the artists and men of science receive from this society?
 - (a) They are given the required respect and regard.
 - (b) What they actually receive from the society in terms of material benefit is far short of their contribution.
 - (c) They are given moral and material benefit in far greater quantity than they really deserve.

- (d) They are insulted and their contribution to society undermined.
- (e) They are given high position of authority in life.
7. Ministers of today, according to the author, do the following except
- (a) They have given religious interpretation suited to their own ends.
- (b) They have destroyed the mystical basis of religion.
- (c) They do not elicit much respect and prestige from modern men.
- (d) They connive at the policemen—favouring the wealthy to preserve the framework of present society.
- (e) They indulge in tall-talk and hoodwink the masses by false promises.
8. What has led to the intellectual debashment of the modern intellectuals?
- (a) Their love of material comforts.
- (b) Their half hearted search for truth.
- (c) Large-scale spread of newspapers, cheap literature, radio and cinemas.
- (d) General moral degeneration of the society.
- (e) None of these.
9. The author thinks that in the modern civilization
- (a) The gangsters have grown up in large numbers.
- (b) The society is out to fight against gangsterism.
- (c) Gangsters enjoy respect and protection from those in power and the courts.
- (d) There are well conceived arrangements to bring the gangsters to book.
- (e) Gangsterism has become a profession.
10. 'A rich man has every right' what does it mean?
- (a) The rich are privileged few chosen by god.
- (b) The rich morally enjoyed every right because it is as a result of good actions in the previous life that they have become rich in this life.
- (c) The rich command resources of every type which enable them to claim and get everything they desire.
- (d) The rich are not accountable to God for any of their actions because of their having done good deeds in their former life.
- (e) The government consists of members belonging to rich families and therefore they enact legislation providing for protection for everyone of their acts.
11. 'Minister's have rationalized religion' means
- (a) They have interpreted religion in a way favourable to themselves.
- (b) They have served the connection of religion from faith and belief and have given it the stamp of reason.
- (c) They have made religion a thing of mind instead of a thing of heart.
- (d) They judge every principle of religion on its merits.
- (e) None of these.
12. In the world of today dominated by the supremacy of matter over spirit and of expediency over morality where or how can men get peace and salvation?
- (a) In the performance of his duties.
- (b) In their own souls.
- (c) On the mountain peaks.
- (d) In the caves far away from the human haunt.
- (e) In observing silence.
13. Who was the philosopher who recommended to seek peace within?
- (a) Mahatma Gandhi.
- (b) Shankaracharya.

- (c) Sage Vashistha.
- (d) Leo Tolstoy
- (e) Marlius Aurelius.
14. If one lives in the company of fools or criminals, one becomes a fool or a criminal because
 (a) One easily succumbs to the influence of one's group.
 (b) One sees acts of foolishness and crime repeated before one's eyes.
 (c) One learns bad habits more easily than good habits.
 (d) Bad habits get more easily confirmed than good habits.
 (e) None of these.
15. What in your opinion would be the best title for the passage?
 (a) Predominance of Matter in the Modern World.
 (b) Moral Degeneration in Modern Civilization.
 (c) What is wrong with the Modern Civilization.
 (d) The Negative aspects of the Modern Civilization.
 (e) The Eclipse of Spirit by the matter.

(Probationary Officer, State Bank, 1976)

(16) **(Objective Comprehensive)**

Two World Wars within a generation and the potentialities of nuclear welfare have made the establishment of international order and the preservation of international peace the paramount concern of Western Civilization. War has always been abhorred as a scourge. As the rise of the territorial state transformed the Holy Roman Empire from the actual political organisation of Christendom into an empty shell and a legal fiction, writers and statesmen reflected more and more on substitutes for the lost political unity of the Western World. Erasmus in the sixteenth century, Sully, Emeric Cruce, Hugo Grotius and William Penn in the seventeenth century, and the Abbé de Saint, Pierre, Rousseau, Bentham, and Kant in the eighteenth, were the great intellectual forerunners of the practical attempts undertaken in the nineteenth and the twentieth centuries to solve the problems of international order and peace.

Of these attempts, the Holy Alliance, the Hague Peace Conferences of 1899 and 1907, the League of Nations, and the United Nations are the outstanding examples. These organizations and conferences, together with other less spectacular endeavours to shape a peaceful world, were made possible by four factors—spiritual, moral, intellectual and political—which started to converge at the beginning of the 19th century and culminated in the theory and practice of international affairs prevalent in the period between the two World Wars.

Since the time of the Stoics and early Christians, there has been alive in Western Civilization a feeling for the morel unity of mankind which strives to find a political organization commensurate with it. The Roman Empire was such a political organization of universal scope. After its downfall, the Roman Empire remained throughout the ages a symbolic remainder of the unity of the Western World, and the ultimate goal and standard which inspired Charlemagne no less than Napoleon and determined the policies of the Holy Roman Empire until the beginning of the religious Wars. It is not by accident that the dissolution of the Holy Roman Empire in 1806 coincided with Napoleon's attempt to revive it and antedates by little less than a decade the beginning of that period of modern history which has made the restoration of international order one of its major objectives.

The moral root of these attempts to establish a stable and peaceful international order is to be found in the increase in the humaneness and civilized character of human relations which

the last centuries have witnessed in the Western World. The philosophy of the Enlightenment and the political theory of liberalism postulated respect for human life and the promotion of human welfare. The great political and social reforms of the nineteenth and twentieth centuries draw their inspiration from these postulates. To extend the reign of law, peace, and order to the international sphere was then the great humanitarian task that the modern age had to solve.

1. The writer brings out the paramount concern of western civilization for
 - (a) The garnering of more and more material property.
 - (b) The accentuation of bloody conflicts among non-European peoples so that they may derive indirect advantage therefrom.
 - (c) The generation of a climate of mutual trust and confidence among the nations of the world.
 - (d) The establishment of international order and the preservation of international peace.
 - (e) The revival of the Holy Roman Empire.
2. The Hague Conference was held
 - (a) During the period between two World Wars.
 - (b) During the period between the French Revolution and the Industrial Revolution.
 - (c) During the reign of Napoleon Bonaparte.
 - (d) In 1804 and 1870.
 - (e) In 1899 and 1907.
3. What has been the attitude of mankind towards war according to the writer?
 - (a) It has always been glorified in unmistakable terms.
 - (b) It has always been condemned as something very destructive.
 - (c) It has been regarded as a moral necessity for the natural evolution.
 - (d) It has been regarded as the most potent factor for the elimination of the evil and the preservation of the good.
 - (e) War is an instrument for the operation of the law of the survival of the fittest.
4. Which of the following philosophers did not belong to the seventeenth century?
 - (a) Rousseau
 - (b) Bentham
 - (c) Sully
 - (d) William penn
 - (e) Emeric Cruce.
5. Which of the following according to the writer did not constitute an attempt for the solution of the problems of international peace and order?
 - (a) The formation of the Holy Alliance.
 - (b) The establishment of the League of Nations.
 - (c) The establishment of the United Nations.
 - (d) The dissolution of the Holy Alliance.
 - (e) The convening of the Hague Peace Conferences of 1899 and 1907.
6. Which of the following does the author not imply in the passage?
 - (a) The danger of war has caused the leaders of the world to find out solution to the problem of international order and peace.
 - (b) The Western World has made several attempts through history to create organization capable of establishing peace in the world.
 - (c) Most often it is the religious issues which have precipitated global conflict.
 - (d) The great Emperors like Charlemagne and Napoleon tried their hands at bringing about the unity of the western world.

- (e) The last centuries have witnessed a resurgence of civilized character of human relations and an increase in mankind's concern for human life and promotion for human welfare.
7. The organizations and conferences and other attempts for the establishment of international order and the preservation of the international peace, according to the writer, were made possible by the following factors except
 (a) Cultural
 (b) Political
 (c) Intellectual
 (d) Spiritual
 (e) Moral.
8. There has been alive in Western Civilization a feeling for the moral unity of mankind since
 (a) The Reformation
 (b) The Renaissance
 (c) The War of the Crusades
 (d) The birth of Jesus Christ
 (e) The time of the Stories and the early Christians.
9. What, according to the writer, can give effect to this moral unity of mankind?
 (a) Some attempt on the part of a religious leader of word eminence.
 (b) Creation of some political organization commensurate with it.
 (c) The will of God.
 (d) Some dictators of the World.
 (e) None of these.
10. The Western World witnessed the dissolution of the Roman Empire.
 (a) In the first decade of the 19th century.
 (b) In the year in which Napoleon proclaimed himself as the Emperor of France.
 (c) Before the Wars of the Crusades began.
 (d) Before Charlemagne came upon the European scene.
 (e) Before the creation of the Holy Alliance.
11. What ideal, according to the author's implication, inspired Charlemagne and Napoleon?
 (a) To propagate the principle of the sovereign equality of all the nations.
 (b) To establish the sway of their countries over the whole world.
 (c) To bring about the unity of the western world under one flag.
 (d) To realize the dream of the world conquest.
 (e) To spiritualize the whole mankind in order to extricate it from so many ills it was plagued with.
12. The moral inspiration, according to the writer, for the attempts to establish a stable and peaceful international order was hidden
 (a) In the increase of humaneness and civilized character of human relations witnessed during the last centuries in the Western World.
 (b) In the enlightened religion which replaced the orthodox ritualistic religion in the last centuries in the Western World.
 (c) In the democratic thinking inspired by liberal education.
 (d) In mankind's intuitive concern for human welfare.
 (e) Both (c) and (d) are correct.
13. What does the political theory of liberalism stand for?
 (a) Absolution of the state.
 (b) Authoritarianism of a single ruler.
 (c) A system of polity based on the will of the selected few.

- (d) Individualism and democracy.
- (e) State Socialism.
14. What, according to the writer, did the philosophy of the Enlightenment and the political theory of liberalism postulate?
- (a) Respect for human life and the promotion of human welfare.
- (b) Special concern for the down-trodden of the society.
- (c) The essential identity of spiritual parenthood.
- (d) The moral constitution of mankind.
- (e) The essential goodness of human nature.
15. What in your opinion would be the best title for the passage?
- (a) Search for international order and peace.
- (b) The moral unity of mankind.
- (c) Attempts for political unity of the world.
- (d) The characteristics of Holy Roman Empire.
- (e) Essentials of the political theory of liberalism.

(Probationary Officer State Bank, 1977)

(17) **(Objective Comprehension)**

Until the last quarter of the nineteenth century, Africa, South of the Sahara, was almost unknown to the outside world. The coast line had been explored in the sixteenth century, and by 1875 there were a few tiny European settlements in West Africa and larger colonies in the south. But apart from the report of intrepid explorers, the interior of Africa was unknown. Here, secluded from the rest of the world by the absence of good communications and by a difficult natural environment lived innumerable Negro tribes. With few exceptions, they had made no technical progress and had little spirit of enquiry. The time-hallowed customs of the tribe were accepted. Alongside the joys of the dance, the drum, the hunt, the beer drink, the picture is dark with poverty, ignorance, hunger, disease, isolation, cruelty, even cannibalism.

This was the Africa which confronted the white man when after about 1875, European penetration and colonialism began on a large scale. There is controversy among historians about the motives for colonialism. Some stress the economic motive—exploration having provided the necessary information, Europeans wished to expand their trade with Africa by importing raw materials in return for manufactured goods. It was then necessary to protect this trade by establishing an administration. Other historians say that the supreme motive was to achieve power and prestige. In addition the excess population from over-crowded European States could emigrate to the colonies and still be connected with the mother country. To some extent the colonists, who were often preceded and accompanied by missionaries, went for philanthropic reasons.

The European colonialism was accompanied with only sporadic opposition from the Africa population, and although relations between the rival European powers were bitter (for example, the Fashoda incident in Sudan), the penetration and forming of frontiers were achieved with only one major war between the rivals. This was partly because of the vast size of Africa, and partly because of the Berlin Colonial Conference of 1884-85, the powers concerned had agreed that Africa should be divided into spheres of influence. The war between British and Dutch settlers in South Africa was the one exception.

1. The colonialism of Africa began in

- (a) 16th century
- (b) 17th century

- (c) 18th century
- (d) 18th century
- (e) In the beginning of the twentieth century.
2. The continent of the world, which took initiative in colonizing Africa was
- (a) Asia
- (b) North America
- (c) Europe
- (d) Oceania
- (e) South America
3. Before its colonization, whom was the continent of Africa inhabited by?
- (a) Negro
- (b) Magyars
- (c) Kuvis
- (d) Tartars
- (e) Red Indians.
4. Which part of Africa was unknown to the outside world until the last quarter of the 19th century?
- (a) Central part
- (b) The Northern part
- (c) No part
- (d) West Africa
- (e) The whole of Africa, South of the Sahara.
5. The Negroes of Africa lived a life of arcadian bliss before the Europeans colonized that continent. This statement is
- (a) Perfectly true
- (b) Not at all true
- (c) A perfect nonsense
- (d) Is not intelligible
- (e) Partially True.
6. Which of the following does the author not imply in the passage?
- (a) Before its colonization began, Africa was a continent characterized by a highly developed civilization and culture.
- (b) The major part of Africa was an unexplored region prior to European penetration.
- (c) European penetration and colonization of Africa was prompted by other motives also besides the economic motive.
- (d) The European Colonization of Africa was accompanied with any major war between the Europeans and the natives.
- (e) Not one but many powers of Europe were interested in having a foothold in Africa.
7. How were the economic motives of European Colonizers going to be achieved in Africa?
- (a) They could set up Sophisticated industrial plants over there and reap rich benefits from their manufactures.
- (b) They wished to expand their trade with Africa by importing raw materials in return for manufactured goods.
- (c) They could get cheap manpower there to run their industries at home.
- (d) They could reap immense benefits from slave trade.
- (e) The colonization of Africa was not a viable proposition from the economic point of view.

8. The Fashoda incident in Sudan relates to
 (a) Keen rivalry among the Africans themselves.
 (b) Keen rivalry among the European powers in the context of colonization of Africa.
 (c) The armed conflict between the British and the Dutch settlers in Africa.
 (d) The bloody wars between the European settlers and natives of Africa.
 (e) A quarrel between the British settlers themselves.
9. What were the decisions of the Berlin Colonial Conference?
 (a) That in future there was to be no war between the European settlers and natives of Africa.
 (b) That all disputes among the European powers in the context of Colonization of Africa should be settled peacefully by mutual negotiations.
 (c) That the British colonizers would be regarded as the pioneer in regard to adventures in Africa and their decision for settling mutual quarrels of the European powers will be respected by them all.
 (d) That Africa should be divided into spheres of influence of various European powers.
 (e) That any interference by an outside power into European, African affairs will invite joint action by European powers.
10. The Berlin Colonial Conference was held in
 (a) 1875
 (b) 1884-85
 (c) 1878-79
 (d) Beginning of the sixteenth century.
 (e) Same year as the Fashoda incident in Sudan.

(Probationary Officer, State Bank, 1978)

Solutions

Exercise 1

- | | | | | |
|--------|--------|--------|--------|---------|
| 1. (d) | 2. (b) | 3. (c) | 4. (c) | 5. (c) |
| 6. (d) | 7. (c) | 8. (d) | 9. (c) | 10. (d) |

Exercise 2

- | | | | | |
|--------|--------|--------|--------|---------|
| 1. (d) | 2. (b) | 3. (a) | 4. (a) | 5. (a) |
| 6. (c) | 7. (b) | 8. (a) | 9. (c) | 10. (a) |

Exercise 3

- | | | | | |
|--------|--------|--------|--------|--------|
| 1. (d) | 2. (b) | 3. (c) | 4. (c) | 5. (c) |
| 6. (d) | 7. (e) | 8. (e) | | |

Language Lab Work

ASSIGNMENT 1

Write down the phonetic transcription of all the **passages** given for objective comprehension.

ASSIGNMENT 2

Read aloud all the **passages** given for objective comprehension with proper stress, intonation and rhythm.

ESP : Empirical Dimensions of English Comprehension

41

Language Component In Competitive Examinations¹

This chapter includes objective comprehension passages asked in different examinations of the J.E.E. and I.I.T. Solutions have been provided where they are extremely needed, but some have been left to be solved by the students themselves.

(1)
SECTION-A

Note : All the questions are to be attempted. There are 42 questions in section A. For each correct answer, $1\frac{1}{2}$ mark will be awarded. For each wrong answer, one-half of a mark ($\frac{1}{2}$ mark) will be deducted.

1. (i) Each of the following 25 multiple-choice test items has a sentence/sentences with blank which need to be filled in *correctly*. You are given 4 options (A, B, C and D)
Encircle the letter A, B, C, or D before the correct answer in ink.

1. As soon as I came in, she....the room.
(A) was leaving (B) left
(C) has been leaving (D) has left.

2. Although he....hard of over five years, he didn't get a degree.
(A) will study (B) studies
(C) studied (D) is studying.

3. It hasn't rained much this year, but it a lot last year.
(A) has rained (B) had rained
(C) rained (D) has been raining.

4. It is very dark and he where he is going.
(A) can't able to see (B) will able not to see
(C) won't be bale to see (D) won't able to see.

5. I don't know whether the letter is finished yet, but he..... it yesterday as he has nothing else to do.
(A) had finished (B) finished
(C) could finished (D) could have finished.

6. Everything by the time the meeting was over.
(A) had agreed on (B) had been agreed on
(C) agreed on (D) was agreeing on.

7. I wish I a new scooter.
 (A) have (B) shall have
 (C) had (D) have had.
8. Our team six times this year.
 (A) had been defeated (B) defeated
 (C) has defeated (D) defeats.
9. I was surprised when said he believed that the earth was flat, because I thought people believed nowadays.
 (A) a few (B) several
 (C) a number of (D) few.
10. I can't help you because I have no money.
 (A) more (B) much
 (C) any (D) sufficient.
11. It's so good me about your lost pet.
 (A) to tell (B) tell
 (C) him tell (D) telling.
12. Will you refuse to the meeting?
 (A) to him to go (B) going
 (C) to go (D) him going.
13. The teacher would like the exercise by everybody before tomorrow.
 (A) to be finished (B) finishing
 (C) to finish (D) to be finishing.
14. There was so much noise the speaker couldn't make himself.....
 (A) hearing (B) to hear
 (C) heard (D) being heard.
15. Even the younger boys seemed to be enjoying the picnic.
 (A) I spoke to them (B) to whom I spoke to
 (C) who I spoke to them (D) that I spoke to.
16. Mr. Seth gave us we couldn't move for an hour after-ward.
 (A) such a huge meal that (B) so a huge meal that
 (C) a such huge meal (D) so huge a meal as.
17. hard we tried, we couldn't find the solutions.
 (A) however (B) even though
 (C) so (D) when.
18. Watches are often worn the left wrist.
 (A) over (B) in
 (C) on (D) at.
19. Some candidates withdrew the examination because they knew they couldn't pass.
 (A) out of (B) from
 (C) of (D) out.
20. The new student already seems to be very popular most of the class.
 (A) with (B) from
 (C) of (D) towards.
21. They told what had happened.
 (A) the policeman (B) to the policeman
 (C) that the policeman (D) of the policeman.
22. You can't put two litres into a litre bottle because the bottle
 (A) is small enough (B) is too big
 (C) is big enough (D) isn't big enough.

23. Some selfish people say that have only themselves to blame for their poverty.
 (A) the poor (B) the poors
 (C) poor (D) poors.
24. She has lived in New Delhi
 (A) from a long time (B) since a long time
 (C) long time ago (D) for a long time.
25. (i) The old man had to be cared his son.
 (A) of (B) by
 (C) for (D) for
 (ii) Choose the correct alternative from those given below. Encircle the letter A, B, C or D for the correct option in ink.
26. (A) The day before yesterday he went by air to the Europe.
 (B) The day before yesterday he went by air to the Europe.
 (C) Day before yesterday he went by air to Europe.
 (D) The day before yesterday he went by the air to Europe.
27. (A) I told the police all I knew about the man who was seen near the building the previous night.
 (B) I told police all I knew about the man who was seen near the building the previous night.
 (C) I told the police all I knew about the man who was seen near the building previous night.
 (D) I told a police all I knew about the man who was seen near the building the previous night.
28. (A) My favourite sport tennis, needs only two players.
 (B) My favourite sport, which is tennis, needs only two players.
 (C) My favourite sport that is tennis needs only two players.
 (D) My favourite sport which is tennis only needs two players.
29. (A) The last issue of our magazine, which argued about and discussed for hours, was extremely seccessful.
 (B) The last issue of our magazine, about which we argued and discussed for hours, was extremely successful.
 (C) The last issue of our magazine, about which we argued and discussed it for hours, was extremely successful.
 (D) The last issue of our magazine, which we argued and discussed for hours, was extremely successful.
30. (A) The job on which he has been working, that which is now completed was essential for the programme.
 (B) The job on which he has been working is now completed was essential for the programme.
 (C) The job on which he has been working, and which is now completed, was essential for the programme.
 (D) The job on which he has been working, what is now completed, was essential for the programme.
31. (A) I since have not seen him.
 (B) I have since seen him.
 (C) I have not seen him since.
 (D) I have since not seen him.
32. (A) A scheme to find useful employment for helping old people would be of great value.
 (B) A scheme for helping old people to find employment would be of great value.

- (C) To find useful employment a scheme would be of great value for helping old people.
 (D) For helping old people a useful employment scheme would be of great value.
33. (A) Farmers need water for their crops, for their animals, and, for themselves.
 (B) Farmers need water for their crops, for their animals and for themselves.
 (C) Farmers need water, for their crops, for their animals, and for themselves.
 (D) Formers need water, for their crops, for their animals, and for themselves.
34. (A) "We have come a long a way," he said "Don't try to send us back."
 (B) "We have come a long way." He said, "Don't try to send us back."
 (C) "We have come a long way." he said, "Don't try to send us back."
 (D) "We have come a long way." he said, "Don't try to send us back."

II. Read the following carefully :

In 1502 the great explorer Christopher Columbus visited West Indies in a new search for a sea route to India. While he was there the natives told him of a mysterious channel leading into the Pacific Ocean. They told him it ran across the Isthmus of Panama, the narrow strip of land joining North and South America. But Columbus searched for this channel in vain.

A few years later, the King of Spain, Charles V, ordered his officers to find out if it was possible to dig a canal across the Isthmus. Nobody tried it, but King Charles had put a new idea in men's minds.

Years passed, and nobody was bold enough to put King Charles' scheme into operation. Then at last in 1879, a Frenchman called Ferdinand de Lesseps set himself the task. Three years later he had built the Suez Canal, and now, at the age of 74, he looked for a second triumph in Panama.

There were, however, immense difficulties. The Isthmus was 50 miles wide; lakes had to be dredged—and most daunting of all—a whole hill had to be removed. Against the advice of his engineers, de Lesseps determined to dig the canal at sea level all the way. A cutting 300 feet deep would have to be made in the Culebra hillside.

Nevertheless, the French Government and public put up the money and work began. For the next nine years thousands of engineers and miners toiled in the swamps and mountains of Panama. As many as 16,000 men died from yellow fever or the dreaded malaria. Progress was slow and money was running out. On despair, de Lesseps tried to raise more money by deceitful means. He was found out and disgraced. By 1890 both he and his scheme were ruined.

Meanwhile, the United States Government was becoming interested in the canal idea. It wanted a quick route between the Atlantic and the Pacific for the American fleet. In 1904 the Americans signed a treaty with the new nation of Panama, and the work on the canal began again in the same year.

The Americans had learnt by de Lesseps mistakes. At once they sent in Surgeon-General William Gorgas to make the canal area free from disease. Gorgas was both a capable man and a skillful doctor. Under his guidance swamps were drained, and stagnant water was sprayed with petrol so that the deadly mosquitoes could no longer breed there. Within two years he had stamped out yellow fever and brought malaria under control.

It was decided, too, to dig the canal 85 feet above sea level. If the canal were higher, the cutting in the Culebra hill would not have to be so deep. But a system of locks would be needed to raise and lower the ships to and from this level.

Locks are like elevators for ships. They make it possible for a ship to go from a low body of water to a higher one or vice versa. The ship sails or is pulled into a lock, which a big tank opens at the top. Water tight gates are closed behind the ships. More water is then let into the lock through pipes called sluices. As the water gets higher, the ship floats up to the level of the next lock. The gates open and the ship moves into the next lock. The same things happen again. A ship can be helped to move from a high level of water to a lower level by reversing the process. In other words, it can be made to go "downstairs" just as it went "upstairs."

The Panama canal took 10 years to complete, and it was not until 1914 that the first ship sailed through the canal. Over 1,000 ships passed through during the following year, and today the number of ships is 10 times as great.

The canal is now being widened, but even so it cannot take the longest oil-tankers or the gigantic aircraft-carriers of the U.S. Navy. Even bigger plans are being discussed for the future. One plan is for a new canal, dug by nuclear power at sea-level. So in the end we may see the kind Panama canal that Ferdinand de Lesseps intended.

Each of the following 8 questions has four answers (A, B, C or D) printed after it. Choose the answer which accords best with the information contained in the preceding passage.

ENCIRCLE THE LETTER (A, B, C or D) before the chosen answer in ink.

35. When was Ferdinand de Lesseps born?
 (A) in 1879 (B) In 1890 (C) In 1805 (D) 1816.
36. About how many ships pass through the Panama Canal each year?
 (A) 10,000 (B) 1,000 (C) 16,000 (D) Innumerable.
37. Why did the U.S. Government become interested in the idea of building the Panama Canal?
 (A) It knew methods of wiping out yellow fever and malaria.
 (B) It had control over nuclear power.
 (C) It wanted its navy to be able to move quickly from the Atlantic to the Pacific and the other way round.
 (D) In 1904, the Americans had signed a treaty with the new nation of Panama.
38. What advantage had the Americans over de Lesseps?
 (A) They had learnt the right lessons from de Lesseps' unsuccessful attempt.
 (B) They had thought of building the canal 85 feet above sea-level.
 (C) They decided to construct a system of locks to raise and lower ships.
 (D) They started with stamping out yellow fever and bringing malaria under control.
39. Why was Gorgas the right person for the task he was set?
 (A) Unlike de Lesseps, he had the complete backing of his government.
 (B) He was a man of great ability and a doctor with long, practical experience.
 (C) He was an army officer with experience of draining swamps.
 (D) He was capable of constructing a system of locks.
40. Why did Columbus fail to reach India?
 (A) He sailed in the wrong direction west instead of east.
 (B) He consulted ignorant natives instead of scientists.
 (C) He could not locate the channel said to run across the Isthmus of Panama.
 (D) Vasco-da-Gama had already discovered the sea-route to India round the Cape of Good Hope in 1497-98.
41. Explain the sentence : "In the end we may see the canal that Ferdinand de Lesseps intended."
 (A) A cutting 500 feet deep will have been made in the Culebra hillside.
 (B) The longest oil-tankers and gigantic aircraft-carriers will be able to use the canal.
 (C) Nuclear power will have been used to dig the canal.
 (D) The new canal will be a sea-level canal.
42. Why do you think the Panama Canal is now being widened?
 (A) Many ships nowadays are mammoth sized.
 (B) The idea is to convert into a sea-level canal.
 (C) Ships will be able to reserve direction with in the locks.
 (D) The canal will approximate more closely to de Lesseps' intentions.

SECTION-B

Note : All assignments are to be attempted.

III. Explain clearly and as briefly as possible, the meanings of the following sentences :

1. We are out of petrol.
2. You are old enough to know better.
3. He will stop at nothing to gain his ends.
4. A little learning is a dangerous thing.

IV. Explain briefly and clearly the difference of meaning between the sentences in each of the following pairs :

1. Raju's sure to be offered the job.
Raju's sure he'll be offered the job.
2. Hamid must have put a new lock on the door.
Hamid must have had a new lock put on the door.
3. George said he had been fairly well treated by the jail officials.
George said he had been fairly treated by the jail officials.
4. Sharmaji won't come to the cinema, even if he has nothing else to do.
Sharmaji won't come to the cinema, even though he has nothing else to do.

V. Write a short essay (of not more than three pages) on any one of the following subjects :

Note : Do not write your name or address anywhere in the essay.

1. The Most Interesting Person I Know.
2. Listening to The Radio.
3. A Day in the Life of a Bus-Conductor.
4. My Greatest Disappointment in Life.
5. Money isn't Everything.
6. My Neighbours.

(MNEC, 1979)

SOLUTIONS**SECTION-A**

| | | | | |
|----|-------|-------|-------|-------|
| I. | 1. B | 2. C | 3. C | 4. C |
| | 5. C | 6. B | 7. C | 8. A |
| | 9. D | 10. A | 11. D | 12. C |
| | 13. A | 14. C | 15. D | 16. A |
| | 17. A | 18. C | 19. B | 20. A |
| | 21. A | 22. D | 23. A | 24. D |
| | 25. D | 26. C | 27. A | 28. B |

SECTION-B

Find out solutions yourself

| | | | | |
|-----|-------|-------|-------|-------|
| II. | 29. A | 30. C | 31. C | 32. B |
| | 33. B | 34. A | 35. C | 36. A |
| | 37. C | 38. A | 39. B | 40. A |
| | 41. D | 42. A | | |

(2)

I. Read the following passage carefully, then answer the questions under it :

A balloon is a bag filled with a gas to make it float in the air. It will float if the gas inside it is sufficiently lighter than air. To float, the bag and the gas together must weigh less than the quantity of air that would occupy the same space.

When a balloon is filled with a light gas, or with hot air (which is lighter than cool air), it will rise, and will continue to rise as long as it is lighter than air. The higher the altitude, the thinner the air is and the less it weighs. Eventually, the balloon reaches an altitude where it is no longer lighter than the air around it. Then it will rise no more. That is its 'ceiling.'

A balloon will rise even better if it could contain a vacuum—no air at all—instead of a light gas. But this cannot be done. The pressure of the gas inside is needed to make the bag bulge out and occupy its full space. With vacuum inside, the bag would collapse from the pressure of the air outside.

The principle of balloon was discovered about 200 years ago. Men knew that smoke rises. One day two brothers named Montgolfier, who lived in France, decided to find out if a bag filled with smoke would rise into the air. They placed some burning charcoal near the opening of a large linen bag about 18 feet wide, and filled the bag with smoke. The bag began to rise into the air and reached the height of a mile and a half. The bag remained in the air for about ten minutes. When the smoke began to cool, the bag slowly came down to the ground. This was in June, 1783.

In August, 1783, a French scientist named Jacques Charles discovered that air is 14 times heavier than hydrogen gas.

He decided to fill a balloon with hydrogen instead of smoke. He took a large silk bag, which held so much hydrogen that it took him four days to fill it. Thousands of people gathered in Paris to watch the balloon rise. When the balloon was filled, it was released by cutting the ropes attached to bags of sand that had held the balloon down. Charles' balloon rose high into the air. Forty-five minutes later, it landed in a field fifteen miles away. A month later, a sheep, a cock and a duck were sent up in a basket attached to a balloon. (A basket attached to a balloon is called a gondola). The animals were not hurt, so in October, 1783, another Frenchman, Francois de Rozier, went up in the gondola himself, the first man to do so. This time the balloon was filled with hot air, because hydrogen was still hard to get. The balloon was connected to the ground by long guide ropes to keep it from floating away. Such a balloon is called a captive balloon. Balloons not connected to the ground are called free balloons.

The gases most used in balloons are hydrogen, helium, and illuminating gas. Hydrogen is the lightest. Helium is scarce and very expensive, but it has one great advantage that hydrogen and illuminating gas do not have—it will not burn. Illuminating gas is cheap and is used in most free balloons.

Captive balloons were used for military observations as early as 1749, during the French Revolution soldiers went up in their balloons and saw what the enemy was doing, then dropped messages to the ground. During World War I and II, thousands of captive balloons were sent up over London. The balloons had wires and hanging from them. Enemy planes had to fly higher than the balloons or else get caught in the wires and cables. When they flew high they could not aim their bombs so well. These balloons were called barrage balloons.

Free balloons were used during French Revolution to drop small bombs. The balloons would be floated over the enemy territory with a lighted fuse inside them, to explode the bombs when the balloon was over enemy territory. Sometimes the wind changed and the balloons were blown back and the bomb exploded over the people who sent them up.

Manned free balloons always carry ballasts, usually sandbags. When the men in the balloon want to rise higher, they throw out some of the ballasts. This makes the balloon and

its load lighter, and causes it to go higher. When the men want the balloon to come down, they let some gas out of the balloon by pulling a cord connected to a valve on top of the balloon. The balloons are made of specially treated cotton cloth or silk. They are more than 30 feet across. One famous balloon called the Explorer II measured 192 feet across.

Some balloons are sent high into the air without any men inside gondola. These balloons are called weather or sounding balloons. They contain radio transmitters that send signals down to the ground, giving scientists information about the above air. Some balloons have gone more than 28 miles up (The record for a manned balloon is nearly 22½ miles). When it reaches a certain height, a sounding balloon exploded and the instruments inside are carried gently to the ground by parachutes.

Each of the following 16 questions has four answers. (A, B, C, D) printed after it. Choose the correct answer and write it with the letter before it.

1. Who was the first man in the world to go up in a balloon?
 - A. The writer of the above passage.
 - B. The younger Montgolfier.
 - C. Jacques Charles.
 - D. Francois de Rozier.
2. What was the "ceiling" of the Montgolfiers' balloon?
 - A. A mile and a half.
 - B. 28 miles.
 - C. 15 miles.
 - D. A sheep, a cock and a duck.
3. What was the risk attached to the free balloons used during French Revolution?
 - A. Planes could get caught in the wires and cables hanging from them.
 - B. Sometimes the fuses did not work.
 - C. Sometimes, the balloons were blown back and the bombs exploded over the senders themselves.
 - D. Often, the hydrogen in the balloons caught fire.
4. In which century did the French Revolution take place?
 - A. In 1794.
 - B. In the 17th century.
 - C. In the 18th century.
 - D. In the 19th century.
5. What do men in a free balloon do to make it rise higher?
 - A. They drop some of the ballast.
 - B. They let some of the gas escape from the top of the balloon.
 - C. They replace the helium by hydrogen.
 - D. They admit thinner air into the balloon from below.
6. How are instruments on a sounding balloon recovered by scientists?
 - A. The long guide ropes are pulled down.
 - B. The cord connected to a valve on top of the balloon is pulled.
 - C. The radio transmitters send signals to the ground.
 - D. The balloon explodes and the instruments descend to the ground on parachutes.
7. Why can't we use vacuum inside a balloon to make it rise in air?
 - A. The balloon will collapse from the pressure of atmosphere.
 - B. The pressure of the air would make the balloon bulge out.
 - C. A vacuum is much more costly to make than a light gas.
 - D. The higher the attitude, the thinner the air is and the less it weighs.
8. Why were barrage balloons sent up over London during the two world wars?
 - A. Soldiers went up in these balloons for military observation.

19. Since Anurag has been ill, his *appetite* has diminished.
 A. desire for exercise B. desire for sleep
 C. desire for visitors D. desire for food.
20. The *initial* step is often the most difficult.
 A. first B. last
 C. longest D. quickest.
21. Can this be a *duplicate* of the documents?
 A. A summary B. Aversion
 C. A copy D. An outline.
22. Vivek and Vipin *showed* up last night.
 A. appeared B. quarrelled
 C. went to play D. had a party.
23. Paul may succeed *in the long run*.
 A. in the long distance race B. with a lot of luck
 C. through hard work D. eventually.
24. Raghu was *pulled up* by the Principal.
 A. dragged B. scolded
 C. praised D. promised.
25. What Mr. Seth proposes is *out of the question*?
 A. impossible B. unusual
 C. criminal D. doubtful.
26. Raju decided to go to the party *on the spur of the moment*.
 A. punctually B. at the earliest possible moment
 C. for only a short time D. without previous thought.

III. Each sentence in this set of questions (Question 27 to 46) has a blank to be filled in correctly. Choose the correct word or phrase from among the four given under each sentence and write in with the letter A, B, C, or D before it.

27. Copper is a very good of electricity.
 A. conductor B. convector
 C. transporter D. refractor.
28. A steam engine heat into power.
 A. transfers B. transforms
 C. transmutes D. transmits.
29. Axes, hammers, spades and spanners are useful
 A. machineries B. tools
 C. instruments D. apparatuses.
30. One of the has come off my bicycle.
 A. pedals B. paddles
 C. peddles D. piddles.
31. The metal sheets on the sides of an open goods wagon are held together by
 A. metal screws B. rivets
 C. nuts and bolts D. solder.
32. Peter found his book this morning but now he his pen.
 A. loses B. lost
 C. has lost D. had lost.

33. The world a great deal by 1999.
A. changed B. has changed
C. will have changed D. is changing.

34. Some people take sugar with tea.
A. lot B. a lot
C. lot of D. a lot of.

35. of my friends have visited Kashmir.
A. each B. none
C. number D. several.

36. The examination was everyone passed.
A. so easy so that B. as easy that
C. very easy that D. so easy that.

37. My mother is cook in the world.
A. best of all B. the very good
C. best D. the best.

38. Many people still believe magic.
A. for B. by
C. in D. to.

39. You will have to cut it a knife.
A. through B. by
C. off by D. with.

40. Bhaskar that he had to more work to do.
A. said B. told
C. spoke D. talked.

41. He arrived I was still sleeping.
A. while B. before
C. until D. after.

42. Please my spelling mistakes.
A. excuse B. excuse at
C. excuse for D. excuse me for.

43. Himanshu's sister is in
A. the ninth class B. class the ninth
C. class ninth D. the class ninth.

44. Do not my books.
A. look B. look at
C. see D. see at.

45. This book is interesting
A. much B. too
C. very D. very much.

46. Because Manu is clever good marks
A. therefore he gets B. so he gets
C. hence he gets D. he gets.

IV. Explain briefly and clearly the difference of meaning between the sentences in each of the following pairs :

1. (A) You may open the box.
(B) You can open the box.
 2. (A) I found the beaker empty.
(B) I found the empty beaker.

3. (A) The queen stopped looking at herself in the mirror.
 (B) The queen stopped to look at herself in the mirror.
4. (A) It snows heavily in Shimla.
 (B) It is snowing heavily in Shimla.

V. Write a short essay of about 350 words on one of the following subjects :

NOTE : Do not write your name or address anywhere in the answer.

- (i) A Street Accident.
- (ii) A Day in the Life of a Policeman.
- (iii) Why do I Wish to Become an Engineer?
- (iv) If I were the President of India.
- (v) Should Cricket Test Matches be Banned.
- (vi) Water.

(MNEC, 1980)

SOLUTIONS

| | | | | |
|------|---|---|---|---|
| I. | 1. d 5. a 9. c 13. d | 2. a 6. d 10. a 14. b | 3. a 7. a 11. b 15. a | 4. c 8. a 12. a 16. d |
| II. | 17. b 21. c 25. a | 18. a 22. a 26. d | 19. d 23. d | 20. a 24. b |
| III. | 27. a 31. b 35. b 39. d 43. a | 28. b 32. c 36. d 40. a 44. b | 29. b 33. c 37. d 41. a 45. c | 30. a 34. d 38. c 42. a 46. d |

IV. Find out solutions yourself.

(3)

1. Read the following passage carefully:

Democracy is not a Beloved Republic really, and never will be. But it is less hateful than other contemporary forms of Government, and to that extent it deserves our support. It does start from the assumption that the individual is important and that all types are needed to make a civilization. It does not divide its citizens into the bosses and the bossed—as an efficiency regime tends to do the people. I admire most are those who are sensitive and want the people. I admire most are those who are sensitive and want to create something or discover something, and do not see life in terms of power, and such people get more a chance under democracy than elsewhere. They found religions, great or small, or they produce literature and art, or they disinterested scientific research, or they may be what is called ordinary people, who are creative in their private lives, bring up their children decently, for instance, or help their neighbours. All these people need to express themselves; they cannot do so unless society allows them liberty to do so, and society which allows them most liberty in a democracy.

Democracy has another merit. It allows criticism, and if there is not public criticism there are bound to be hushed-up scandals. That is why I believe in Press, despite all its lies and

vulgarity, and why I believe in Parliament. Parliament is often sneered at because it is a talking shop. I believe in the private member who makes himself a nuisance, gets snubbed and is told that he is cranky, ill-informed, but he does expose abuses which would otherwise never have been mentioned, and very often an abuse gets put right just by being mentioned. Occasionally, too, a well meaning public official starts losing his head in the cause of efficiency, and thinks himself God Almighty. Such officials are particularly frequent in the Home Office. Well there will be questions about them in Parliament sooner or later, and then they will have to mind their steps. Whether Parliament is either a representative body or an efficient one is questionable but I value it because it criticizes and talks and because its chatter gets widely reported.

So two cheers for Democracy : one because it admits variety and two because it permits criticism. Two cheers are quite enough : there is no occasion to give three. Only love the Beloved Republic.

1. Drawing your information from the above passage answer following questions briefly. 22 marks

- (a) On what fundamental assumption is democracy based?
- (b) What sort of people can function better in a democracy than in any other form of government?
- (c) Why is the author critical of those who form government that tends to be very efficient?
- (d) What is that special feature of democracy which allows people to be creative?
- (e) What are the charges levelled against newspapers and journals?
- (f) Name two instruments/institutions that are essential for a democracy?
- (g) List three reasons why the author believes in democracy?
- (h) Bring out the meaning in one sentence of each of the following expressions as they occur in the passage :
 - (i) contemporary
 - (ii) get snubbed
 - (iii) lose one's head
 - (iv) mind one's step
 - (v) questionable

2. Correct the following sentences. 32 marks

- (a) To swim and hunting are my favoutite sports.
- (b) Singing merrily and happily, our music put the entire company in a jolly mood.
- (c) The man in the car that I recognised was Mohan.
- (d) Icebergs, he could see wherever he looked.
- (e) The police is looking into the case which has become very complicated.
- (f) This phenomena occurs once in three hundred years.
- (g) He denied that he had not stolen the gold chain.
- (h) With a view to get good marks, she has been working very hard.
- (i) John said to his father that he would like him to host a party for his friends.
- (j) Please give me paper to write letter of introduction for you.
- (k) He cannot cope up with the additional paper work which he obliged to do because his assistant is on leave.
- (l) If my wife collaborates my story, the judge will believe it.
- (m) Since the data is incomplete, I cannot draw any inference from it.
- (n) A ceiling fan costs much less than a pedestal fan.
- (o) Abraham as well as his sisters have already arrived by the morning train.
- (p) He hanged his head in shame.

3. In the following sentences do as directed : 16 marks
- (a) He said to me, "Why did you arrive late at the party." (Change into indirect form of speech)
 - (b) I said to my mother, "Would you like me to leave for Lucknow today?" (Change into indirect form of speech)
 - (c) Let us cancel the contract. (Change into passive voice)
 - (d) The officer gave him a pen. (Give both the versions of the passive voice)
 - (e) The workman snores loudly and he has a red face. (Change into a complex sentence)
 - (f) The winner of the match tomorrow plays in the final round. (This sentence can mean two things. Write both the versions and without ambiguity.)

SECTION B

4. Write one paragraph only of the about 120 words beginning or ending with any one of the following : 10
- (a) It is better to be a pauper than a prince.
 - (b) Girls have a better time than boys.
 - (c) Let me tell you how you should plan your holiday.
 - (d) I would rather have a meal than buy a book.
5. Write an essay of about 300 words on any one of the following :
- (a) The educative value of films.
 - (b) Students want degrees, not knowledge.
 - (c) War is a necessary evil.
 - (d) Money makes the mare go.
 - (e) Violence in everyday life.

(MNCE, 1982)

SOLUTIONS :

For Section A and Section B
Students are advised to find out solutions themselves.

(4)

I. Read the following carefully :

The development of matches was preceded by centuries of experiment with many methods of fire making but the production of fire by spontaneous chemical reaction was unknown until the 17th century. A variety of experiments continued until the friction match introduced until 19th century, provided a means of making fire that was pocketable, reliable, safe and speedy.

In 1969 a Hamburg alchemist Henning Brand discovered phosphorus and thus placed a high combustible material at the disposal of other experimenters. Apart from the discovery by Robert Boyle in England in 1680 that fire was produced when sulphur-tipped splints were drawn through a pleat of coarse paper coated with phosphorus, no other major development took place for over a century, probably because of the difficulties in preparing phosphorus.

With early methods of fire production it was common to use specially made splinters tipped with some combustible substance, such as sulphur, to transfer the flame. An increased interest in chemistry led to experiments to produce fire by direct means on this splinter. Jean Chancel discovered in Paris in 1805 that splints tipped with potassium chlorate, sugar and gum could be ignited by dipping them into sulphuric acid. Later workers refined this method, which

culminated in the "promethean match" patented in 1828 by Samuel Jones of London. This consisted a glass head containing acid, the outside of which was coated with igniting composition. When the glass was broken by means of a small pair of pliers, or even with the user's teeth, the paper in which it was wrapped was set on fire.

In the meantime, interest in phosphorus had reawakened. The "ethereal match" or "phosphoric tapper" appeared in France about 1780. This consisted of a phosphorus and a piece of waxed paper or thread sealed in a glass tube in which the oxygen had been used up. When the glass was broken and the contents withdrawn, fire was started. By 1786 an Italian living in Paris had brought out the "phosphorus box," a pack of sulphur tipped wooden splints with a small bottle of phosphorus. A splint was dipped into the bottle and ignited by the decomposition of adhering phosphorus upon withdrawal into the air. These methods were popular with those who could afford them and they continued in use until the friction match established its supremacy.

It is possible that phosphorus matches ignitable by friction were made in Paris as early as 1805 : certainly a proposal by Derepas in 1809 to regulate the reaction of phosphorus by mixing it with magnesia lends credence to this. But the honour of making the first phosphorus friction match is usually granted to Francois Derosne of Paris (1816).

Economic conditions between 1825 and 1835 appear to have favoured manufacture of matches as an industrial preposition, although the first suppliers fell back on non-phosphoric formulas, i.e. those based mostly on potassium chlorate mixtures. John Walker of England made a match of this type in 1827, although more serious production was undertaken in 1829 by Samuel Jones, who in the preceding year had patented the "promethean match." Non-phosphoric friction matches were being made by G.E. Markel of Paris and J. Siegal of Austria among others, by 1832, by which time the manufacture of friction matches was well established in Europe.

These first matches were extremely difficult to ignite, and they frequently erupted in a shower of sparks. In addition, the smell was particularly offensive and the warning printed on Jones' box ("Persons whose lungs are delicate should by no means use lucifers") seems well founded.

The first step in making matches that were both stable and easy to ignite were taken in 1831 by Charles Sauria of France, who evolved a satisfactory method of incorporating white (yellow) phosphorus into the formula to replace other oxidizable ingredients. As his principle was not patented, the next few years saw the introduction of white phosphorus matches throughout Europe. In the U.S., a patent was granted to A.D. Phillips as early in 1836, though Ezakiel Bejam is usually acclaimed as the industrial pioneer. However, interest in non-phosphorus formulas continued until phosphorus established a clear lead.

An important milestone was the discovery of red phosphorus by Anton Von Schrotter in 1845 since red phosphorus is non-toxic and not subject to spontaneous combustion in air, it was of immediate interest to matchmakers. The idea of making matches intrinsically safe by placing some of the combustion ingredients on the striking surface of the box was first put forward by Gustaf Pasch of Sweden in 1844, although it is sometimes credited to B. Bottgor of Frankfurt, who appears to have thought of the principle a year later. A manufacturing method of making use of red phosphorus and the principle of separating the combustible ingredients was patented by J.E. Lundstrom of Sweden in 1852. Licences were taken out and other formulations prepared so that by 1856 matches on this type were being manufactured in several European countries.

Although the new safety match was widely accepted, white phosphorus matches continued to be used for many years since they had good keeping qualities and were relatively unaffected by climatic conditions.

The poisonous nature of white phosphorus was found to have serious effects on the health of workers in match factories. Phosphonecrosis, or phossy jaw, resulted when fumes entered the body through decayed teeth. Because white phosphorus was a danger to health and also was a fire threat since it burns spontaneously at 30°C in moist air, many countries, starting with Denmark in 1875 and Sweden in 1879, introduced legislation to ban white phosphorus matches. As a result of a convention held at Berne, Switzerland, in 1905-06 white phosphorus matches were prohibited in the major countries of Western Europe after 1915 : in the U.S., they fell into disuse about the same time because of taxes levied against them when suitable alternatives became available.

Each of the following 12 questions has 4 answers (A, B, C & D) printed after it. Choose the answer which accords best with the information contained in the preceding passage.

Encircle the letter (A, B, C & D) before the chosen answer.

1. What was the result of the discovery of phosphorus?
 - A. It provided the first means of making fire.
 - B. It made a highly combustible material available.
 - C. It added to the difficulties of the match makers.
 - D. It made matches safe and reliable.
2. Who is usually given credit for making the first phosphorus friction match?
 - A. Derepas
 - B. John Walker
 - C. Francois Derosne
 - D. Charles Sauria.
3. When were the conditions favourable for the manufacture of matches as an industrial preposition?
 - A. In 1680
 - B. Between 1825 and 1835
 - C. In 1809
 - D. Between 1852 and 1856
4. Who patented the "promethean match"?
 - A. Samuel Jones
 - B. Jean Chancel
 - C. An Italian
 - D. Robert Boyle
5. Why was it necessary to print a warning on Jones' box
 - A. The matches were difficult to ignite
 - B. They frequently erupted in a shower of sparks
 - C. Their smell was particularly offensive
 - D. They caused giddiness
6. Who was Ezekil Byam?
 - A. An inventor.
 - B. A pioneer of the white phosphorus match industry.
 - C. A manufacturer of safety matches.
 - D. An adventurer.
7. What was the effect of white phosphorus on the health of the workers in match factories?
 - A. It caused tuberculosis
 - B. It affected their eye-sight
 - C. It caused phossy jaw
 - D. It made their teeth decay.

8. Who first put forward the idea of safety matches?
- Gustaf Pasch
 - G.E. Markel
 - S. Siegal
 - S. Bottger.
9. Why was red phosphorus of interest to match-makers?
- It burnt in moist air
 - It was pocketable, reliable, safe and speedy
 - It could be ignited by dipping into sulphuric acid
 - It was non-toxic and not subject to spontaneous combustion in air.
10. Who discovered red phosphorus?
- Robert Boyle
 - Anton Von Schrotter
 - Henning Brand
 - J.E. Lundstrom.
11. How did white phosphorus matches fall into disuse in the U.S.A.?
- They were not available
 - They were too expensive
 - The Berne Convention prohibited them
 - They were heavily taxed.
12. Why were white phosphorus matches banned?
- They polluted the air
 - They were a danger to health and a fire hazard
 - They did not carry a warning on the box
 - Suitable alternatives were available.
- II. You have to find out which of the four items will be most suitable for filling in the blank. Encircle the letter (A, B, C or D) before the chosen answer.
13. Don't worry. It doesn't burn. It's
- Inextinguishable
 - Inflammable
 - Inflammatory
 - Non-inflammable.
14. He the charge and denied that he had anything to do with the money.
- Protested
 - Protected
 - Repealed
 - Repudiated.
15. I the doctor at the hospital until he agreed to release me.
- Badgered
 - Fastered
 - Persecuted
 - Prosecuted.
16. I know he doesn't like the house but I think that he is to the fact that he will have to stay there for sometime.
- Reconciled
 - Satisfied
 - Contented
 - Aggrieved.

17. Your handwriting is practically I can hardly read it.
A. Illegitimate
B. Ineligible
C. Eligible
D. Illegible.
18. Their team is of ex-internationals.
A. Composed
B. Consisted
C. Comprises
D. Compromised.
19. We must get to the—root of the matter and find out the cause of his troubles,
A. Secondary
B. Post-secondary
C. Primary
D. Elementary.
20. In the for gallantry the sergeant's bravery and disregard of personal danger were highly praised.
A. Accusation
B. Citation
C. Quotation
D. Impeachment.
21. To *exonerate* a person means
A. To throw him out
B. To hurry him up
C. To banish him
D. To free him from the blame.
22. If you are caught trying to smuggle the watch through the customs, it will be
A. Compensated
B. Confiscated
C. Castigated
D. Consolidated.

III. Each sentence in this set of questions (Questions 23 to 32) has a word or phrase printed in Italics. From the four choices given, choose the one word or phrase which could be substituted for the word or phrase in italics without changing the meaning of the sentences.

Encircle the letter (A, B, C or D) before the chosen answers.

Example :

He received *an anonymous* letter, which contained a veiled thereat to his life.

- A. Vague
 - B. Long-winded
 - C. Having no name
 - D. Irrelevant.
23. His ideas are rather *unorthodox* at times.
A. Aggravating
B. Contrary to accepted opinions
C. Atheistic
D. Provocative.
24. The *prototype* of this machine was produced in Japan.
A. Copy
B. Replica

- C. Duplicate
 - D. Original.
25. It would be *premature* to make a decision at this point.
- A. Foolish
 - B. Stupid
 - C. Sensible
 - D. Too hasty.
26. I had no *option* in the matter.
- A. Opinion
 - B. Right
 - C. Interest
 - D. Choice.
27. I have to manage somehow with this *meagre* allowance.
- A. Scanty
 - B. Unexpected
 - C. Borrowed
 - D. Fair.
28. His visit was *prolonged* on account of his illness.
- A. Desired
 - B. Lengthened
 - C. Predicted
 - D. Awaited.
29. They decided to *put off* the performance.
- A. Canal
 - B. Postpone
 - C. Condemn
 - D. Witness.
30. Ramesh has *dropped out of sight*.
- A. Become blind
 - B. Ceased to exist
 - C. Acted badly
 - D. Disappeared
31. Professors seldom speek *with one voice*.
- A. Clearly
 - B. Meaningfully
 - C. Unanimously
 - D. Modestly
32. He *backed up* his assistants.
- A. Scolded
 - B. Supported
 - C. Ignored
 - D. Entertained

IV. Correct and rewrite each of the following sentences in the space given below :

33. You can almost get any book at that shop.
34. He neighter offended Sohan nor his brother.
35. I must now take your leaves.
36. The magistrate directed for his dismissal.
37. He had been operated for appendicitis.

V. Write a short essay (of not more than three pages) on any one of the following subjects :

- (i) Hijacking
- (ii) Any serious road accident you have witnessed
- (iii) The present examination system in India
- (iv) Your concept of an ideal teacher
- (v) A day in the life of a scientist
- (vi) Modern fashions

(MNEC, 1981)

SOLUTIONS SECTIONS-A

| | | | | |
|------|----------------------------|----------------------------|--------------------------|--------------------------|
| I. | 1. b. 5. c. 9. d. | 2. c. 6. b. 10. b. | 3. b. 7. c. 11. d. | 4. a. 8. a. 12. b. |
| II. | 13. d. 17. d. 21. d. | 14. d. 18. a. 22. b. | 15. a. 19. c. | 16. a. 20. b. |
| III. | 23. b. 27. a. 31. c. | 24. d. 28. b. 32. b | 25. d. 29. b. | 26. d. 30. d. |

IV. and Section—B.

Find out Solutions yourself.

(5) OBJECTIVE COMPREHENSION

The world we live in presents an endless variety of fascinating problems which excite our wonder and curiosity. The scientific work attempts to formulate these problems in accurate terms and to solve them in light of all the relevant facts that can be collected by observation and experiment. Such questions as what? How? Where? and When? challenge him to find the clues that may suggest possible replies. Confronted by the map problems presented by, let us say, an active volcano, we may ask : What are the lavas made of? How does the volcano work and how is the heat generated? Where do the lavas and gases come from? When did the volcano first begin to erupt and when is it likely to erupt again?

Here and all in such queries What? refers to the stuff things are made of, and an answer can be given in terms of chemical compounds and elements. The question How? refers to processes the way things are made or happen or change. The ancients regarded natural processes as manifestations of power by irresponsible gods; today we think of them as manifestations of energy acting on or through matter. Volcanic eruptions and earthquakes no longer reflect the erratic behaviour of the gods of the under world : they arise from the action of the earth's internal heat on and through the surrounding crust. The source of the energy lies in the material of the inner earth. In many directions, of course our knowledge is still incomplete; only the first of the questions we have asked about volcanoes for example, can as yet be satisfactorily answered.

The point is not that we now pretend to understand everything, but that we have faith in the orderliness of natural processes. As a result of two or three centuries of scientific investigation, we have come to believe that Nature is understandable in the sense that when

we ask her questions by way of appropriate observations and experiment, she will answer truly and reward us with discoveries that endure.

Modern geology has for its aim the deciphering of the whole evolution of the earth from the time of earliest record that can be recognized in the rocks to the present day. Geology is by no means without practical importance in relation to the needs and industries of mankind. Thousands of geologists are actively engaged in locating and exploring the earth. The whole world is being searched for coal and oil and the ores of useful metals. Geologists are also directly concerned with the vital subject of water supply. Many engineering projects, such as tunnels, canals, docks and reservoirs, call for geological advice in the selection of sites and materials. In these and many other ways, geology is applied to the service of mankind.

Although geology has its own laboratory methods for studying minerals, rocks and fossils, it is essentially an open-air science. It attracts its followers to mountains and waterfalls, glaciers and volcanoes, beaches and coral reefs in search for information about the earth and her often puzzling behaviour. Whenever rocks are to be seen in cliffs and quarries, their arrangement and sequence can be observed and their story deciphered. With his hammer and maps the geologist in the field leads a healthy and exhilarating life. His power of observation become sharpened, his love of Nature is deepened, and the thrill of discovery is always at hand.

Assignments on the passage

Which statement (a, b, c, or d) in each of the following groups (A, B, C, D or E) do you find correct according to the passage? Write the correct statement in each case.

1. The scientific worker attempts to formulate and solve an endless variety of problems :
 - (a) On the basis of the relevant facts derived from little observation and a lot of experiment.
 - (b) On the basis of the results obtained largely from experimentation.
 - (c) On the basis of relevant fancies confirmed both by observation and experiment.
 - (d) On the basis of the facts arrived at by observation and experiment.
2. Confronted by the many problems presented by an active volcano, scientific worker may ask all the following questions except :
 - (a) Where do the lavas and gases come from?
 - (b) When did the volcano first begin to erupt?
 - (c) What makes the gods express their anger through volcanoes?
 - (d) How does the volcano work?
3. Which of the following statements best describes the attitudes of the ancients regarding natural processes?
 - (a) Natural processes demonstrate the power of gods.
 - (b) Natural processes manifest the mystery and power of the universe.
 - (c) Natural processes are manifestations of energy action on or through matter.
 - (d) Natural processes are an outcome of the helpless man's prayers to irresponsible gods.
4. The writer says that because of a fairly long tradition of scientific investigation—
 - (a) We now thoroughly understand Nature and have made enduring discoveries.
 - (b) We can understand Nature and make lasting discoveries.
 - (c) We can ask understandable questions and nature will give us true answers.
 - (d) We find nature bewildering.
5. Geology is applied to the service of mankind in all the following respects except in—
 - (a) Locating and exploring the mineral resources of the earth.
 - (b) Determining the sources of water supply.
 - (c) Locating coal and oil and ores of useful metals.
 - (d) Studying the characteristics of the underworld.

(I.I.T. 1977)

(6)
OBJECTIVE COMPREHENSION

In the world today we make health an end in itself. We have forgotten that health is really a means to enable a person to do his work and do it well. A lot of modern medicine—and this includes many patients as well as many physicians—pay very little attention to health but very much attention to those who imagine that they are ill. Our great concern with health is shown by the medical columns in newspapers, the health articles in popular magazines, and the popularity of the television programmes and all those books on medicine. We talk about health all the time. Let, for the most part the only result is more people with imaginary illness. The healthy man should not be wasting any time talking about health; he should be using health for work; the work he does and the work good health makes possible.

Assignments on the passage

2. In the light of the passage given above, which of the following statements are correct? Reproduce the correct statement in each case.
1. Modern medicine is primarily concerned with—
 - (a) Promotion of good health.
 - (b) People suffering from imaginary illness.
 - (c) People suffering from real illness.
 - (d) Increase efficiency in work.
2. A healthy man should be concerned with—
 - (a) His work which good health makes possible.
 - (b) Looking after his health.
 - (c) His health which makes work possible.
 - (d) Talking about health.
3. Talking about health all the time makes people—
 - (a) Always suffer people from imaginary illness.
 - (b) Sometimes suffer from imaginary illness.
 - (c) Health is only a means to an end.
 - (d) We should not talk about health.
4. The passage suggests that—
 - (a) Health is an end in itself.
 - (b) Health is a blessing.
 - (c) Health is only a means to an end.
 - (d) We should not talk about health.
5. The passage tells us—
 - (a) How medicines should be manufactured.
 - (b) What a healthy man should or should not do.
 - (c) What the television programmes should be about.
 - (d) How best to imagine illness.

(I.I.T. 1982)

(7)
OBJECTIVE COMPREHENSION

From the wealth of science we have selected certain parts, and our choice has in no way been influenced by a consideration of the higher interest of humanity. It has simply followed the

direction of our natural tendencies. The principles of the greatest convenience and of the least effort, the pleasure procured by speed, change, and comfort, and also the need of escaping ourselves, are the determining factors in the success of new inventions. But no one has ever asked himself how he would stand the enormous acceleration of the rhythm of life resulting from rapid transportation, telegraph, telephone, modern business methods, machines that write and calculate, and those who do all the housekeeping drudgery of former time steam heated houses, electric lighting, elevators, and chemical adulteration of food stuffs have been accepted solely because those innovations were agreeable and convenient. But no account whatever has been taken of their probable effect on human beings.

In the organization of industrial life the influence of the factors upon the physiological and mental state of the workers has been completely neglected. Modern industry is based on the conception of the maximum production at lowest cost, in order that an individual or a group of individuals may earn as much money as possible. It has been expanded without any idea of the true nature of the human being who run the machines, and without giving any consideration to the effects produced on the individual and on their descendants by artificial mode of existence imposed by the factory. The great cities have been built by no regard for us. The shape and the dimensions of the skyscrapers depend entirely on the necessity of obtaining the highest income per square foot of ground, and offering to the tenants office and apartments that please them. This caused the construction of gigantic buildings where to large masses of human beings are crowded together. Civilized men like such a way of living. While they enjoy the comforts and banal of luxury of their dwelling they do not realize that they are deprived of the necessities of life. The modern city consists of monstrous edifices and of dark, narrow streets full of gasoline fumes, coal dust, and toxic gases, torn by the noise of taxicabs, trucks, and trolleys, and thronged ceaselessly by great crowds. Obviously, it has not been planned for the good of its inhabitants.

Our life is influenced in a large measure by commercial advertising, such publicity is undertaken only in the interest of the advertisers and not of the consumers. For example, public has been made to believe that white bread is better than brown. Then flour has been treated more and more thoroughly and thus deprived of its most useful components. Such treatment permits its preservation for longer periods and facilitates the making of bread. The millers and the bakers earn more money. The consumers eat an inferior product believing it to be a superior one, and in the countries where bread is the principle food, the population degenerates. Enormous amount of money are spent for publicity. As a result, large quantities of pharmaceutical products at the least useless, and often harmful, have become a necessity for civilized man. In this manner the greediness of the individuals, sufficiently shrewd to create a popular demand for the goods that they have for sale, plays a leading part in the modern world.

Each group of four statements given below contains one statement which is most acceptable according to the passage. Reproduce the statement along with the appropriate letter in the brackets. (I.I.T. 1979)

1. Scientific inventions are accepted because
 - (a) they arouse our sense of wonder
 - (b) they improve enormously the rhythm of life
 - (c) we find them pleasing and convenient
 - (d) our higher interests are served by them
2. The basis of modern industry is
 - (a) the promotion of the physical and mental health of workers
 - (b) the maximization of the modern individual
 - (c) the conception and maximum production regardless of cost

- (d) the principle of producing more and more goods with the least possible expenditure
3. Modern industrial life
- (a) concentrates wealth in the hands of a few
 - (b) can be improved by offering more material benefits to the workers
 - (c) permits honest people to earn as much as possible
 - (d) leaves each worker to choose his mode of existence
4. Skyscrapers are built to provide the tenants with
- (a) the maximum income per square foot of the ground
 - (b) a delightful view of the city
 - (c) pleasant offices and apartments
 - (d) facilities of big social gatherings
5. The modern city
- (a) provides luxury and comforts to its inhabitants
 - (b) has been planned to suit the needs of the people
 - (c) denies its people the necessities of life
 - (d) has an adverse effect on the present generation only
6. According to the passage
- (a) white bread is better than brown bread
 - (b) the quality of bread is made poorer by treating the flour more thoroughly
 - (c) the more the flour is treated thoroughly, the more nutritious it becomes
 - (d) it is useless for the millers are bakers to treat the flour more and more thoroughly
7. Civilized men have to take drugs and medicine because
- (a) the eating of white bread has impaired his health
 - (b) they want to live a long and healthy life
 - (c) they are influenced by commercial publicity
 - (d) they want to test the truth of the advertisements
8. The aim of advertising is
- (a) to help the consumers know about the quantities of a product
 - (b) to serve the interest of both advertisers and consumers
 - (c) to prove that inferior product is a superior one
 - (d) to help the advertisers make more profits

(8)

OBJECTIVE COMPREHENSION

There are a great many people who have all the material conditions of happiness i.e. health and a sufficient income, and who, nevertheless, are profoundly unhappy. In such cases it would seem as if the fault must lie with a wrong theory as how to live. We imagine ourselves more different from the animals than we are. Animals live on impulse, and are happy as long as external conditions are favourable. If you have a cat it will enjoy life if it has food and warmth and opportunities for an occasional night on the tiles. Your needs are more complex than those of a cat, but they still have their basis in instinct. In civilized societies this is too apt to be forgotten. People propose to themselves some one paramount objective, and restrain all impulses that do not minister to it. A businessman may be so anxious to grow rich that to this end he sacrifices health and private affections. When at last he has become rich, no pleasure remains to him except harrying other people by exhortations to imitate his noble example.

If you look around you at men and women whom you call happy, you will see that they

all have certain things in common. The most important of these things is an activity which at most times is enjoyable on its own account and which, in addition, gradually builds up something that you are glad to see coming in existence. Many men who spend their time in the city devote their week ends to voluntary and unremunerated toil in their gardens, and when the spring comes they experience all the joys of having created beauty. It is the simple things that really matter. If a man delights in his wife and children, has success in his work, and finds pleasure in the alternation of day and night, spring and autumn, he will be happy whatever his philosophy may be. Man is an animal, and his happiness depends on his physiology more than he likes to think. This is a humble conclusion, but I cannot make myself disbelieve it. Unhappy businessmen would increase their happiness by walking six miles every day than by any conceivable change of philosophy.

Each of the group of four statements below contains one statement which is most acceptable in the light of the passage. Reproduce the statement alongwith the appropriate letter in the brackets.

(I.I.T. 1980)

1. According to the passage
 - (a) We are not in any sense different from the animals.
 - (b) We are superior to the animals in all respects.
 - (c) We are not as different from the animals as we think we are.
 - (d) We are descended from the animals.
2. In order to grow rich, a businessman
 - (a) may sacrifice his health and private affections.
 - (b) may harry others by asking them to follow his noble example.
 - (c) tries to make other people happy.
 - (d) seldom suppresses his personal impulses.
3. In the light of the passage
 - (a) everybody's happiness is of a different kind.
 - (b) simple forms of pleasure are not desirable.
 - (c) an activity that is enjoyable for its own sake brings happiness.
 - (d) an activity aimed at achieving one paramount objective brings happiness.
4. The passage points that
 - (a) city-dwellers hardly find any time to work in their gardens.
 - (b) by working in their gardens men engage in profit making activity.
 - (c) many men working in their gardens get the joy of creating beauty in spring.
 - (d) working in the gardens should be made compulsory for city dwellers.
5. According to the passage
 - (a) a man likes to think that his happiness depends on his physiology.
 - (b) man's happiness depends on having a right philosophy.
 - (c) a man does not like to think that his happiness largely depends on his physiology.
 - (d) physiology and philosophy are basically related.
6. It is observed that
 - (a) a cat would rather enjoy a night on the tiles than food and warmth.
 - (b) the happiness of animals depends on favourable external conditions.
 - (c) animals are more easily contented than human beings.
 - (d) animals are no less complex than human beings.
7. In civilized societies
 - (a) it is quietly forgotten that man's needs are more complex than those of animals.
 - (b) people have a tendency to forget that man's needs are rooted in instinct.
 - (c) it is seldom forgotten that man is basically an animal.
 - (d) man's happiness is determined by the wealth he possesses.

8. According to the author

- (a) success in work alone is enough.
- (b) it is not only the simple things of life but also the complex activities that give joy to men.
- (c) a man's happiness depends on having a right philosophy.
- (d) an example of the simple things that make life happy is getting joy out of alternation of day and night, spring and autumn.

(9)

OBJECTIVE COMPREHENSION

No industrial research organizations, in the modern sense, existed in the beginning of the twentieth century. At that time the laboratory unit consisted of a few scientists at the most, assisted by one or two technicians, often working with inadequate equipment in unsuitable rooms. Nevertheless, the scientists could choose any subject for investigation he liked, since there was no predetermined programme to which he had to conform.

As the century progressed, the increasing magnitude and complexity of the problems to be solved and the growing interconnection of different disciplines made it impossible, in many cases, for the individual scientist to deal with the huge of data, techniques and equipment that were required for carrying out research accurately and efficiently. The increasing scale and scope of the experiments needed to test new hypotheses and develop new techniques and industrial processes led to the setting up of research groups or teams using highly complicated equipment in elaborately designed laboratories. Owing to the large sums of money involved, it was then felt essential to direct these human and material resources into specific channels with clearly defined objectives. It was considered that in this way the quickest and most practical results could be obtained. This, then, was programmed research.

One of the effects of this organized and standardized investigation is to cause the scientist to become increasingly involved in applied research, especially in the branches of science which seem most likely to have industrial application. Since private industry and even government departments tend to concentrate on immediate results and show comparatively little interest in long-range investigations, there is a steady shift of scientists from the pure to applied field, where there are more jobs available, frequently more highly paid and with better technical facilities than jobs connected with pure research in a university.

Each of the four statements given below contains one statement which is most acceptable according to the passage. Reproduce in the space provided the most acceptable statement according to the passage along with the appropriate letter in the brackets. (I.I.T. 1981)

1. As the problem of research became more complex, the scientist

- (a) was asked to stop working
- (b) felt that he could not solve them
- (c) found it necessary to join hands with the other scientists
- (d) was compelled to solve these problems all by himself

2. The present day scientist is obliged to take up

- (a) pure research
- (b) research which has destructive results
- (c) jobs in universities
- (d) employment in industrial organization devoted to applied research

3. Previously, scientists were free to choose their own areas of research because

- (a) there were complex problems

- (b) various disciplines were interconnected
 - (c) the expenditure involved was large
 - (d) there was no need to team work in research
4. Highly complicated equipment and well-developed laboratories are required
- (a) for meeting military needs
 - (b) for verifying new hypotheses
 - (c) for discovering the laws of nature
 - (d) for encouraging the work of scientists
5. One feature of modern scientific research is that
- (a) it is both slow and expensive
 - (b) the scientist has to use new techniques
 - (c) it is very cheap and attractive
 - (d) experiments are few in number
6. According to the passage, private industry is
- (a) more interested in immediate results than in long-term investigations
 - (b) concerned about its limited profit
 - (c) opposed to the government investment in scientific research
 - (d) necessary for the country's economy.

SOLUTIONS

| | | | | | |
|---------------|--------|--------|--------|--------|--------|
| <i>Ex. 1.</i> | 1. (d) | 2. (c) | 3. (a) | 4. (b) | 5. (b) |
| <i>Ex. 2.</i> | 1. (b) | 2. (a) | 3. (a) | 4. (d) | 5. (b) |
| <i>Ex. 3.</i> | 1. (c) | 2. (d) | 3. (a) | 4. (a) | 5. (c) |
| | 6. (d) | 7. (b) | 8. (c) | | |
| <i>Ex. 4.</i> | 1. (c) | 2. (a) | 3. (b) | 4. (c) | 5. (c) |
| | 6. (b) | 7. (b) | 8. (d) | | |
| <i>Ex. 4.</i> | 1. (c) | 2. (d) | 3. (d) | 4. (b) | 5. (a) |
| | 6. (a) | | | | |

LANGUAGE LAB WORK ASMSIGNMENT 1

Write down the phonetic transcription of all the *nine (9) passages* given above.

ASSIGNMENT 2

Read aloud with stress, intonation and rhythm all the *nine (9) passages* given above.

ESP : Pragmatics and Composition : Descriptive Form¹

Aristotle, the Greek philosopher, spoke of the plot of a tragedy that it should have “*a beginning, a middle, and an end.*” This constitutes an organic whole or a symmetrical exposition or a coherent development of plot. The same cardinal characteristics of exposition may be said to be necessary for the *organic whole* of an essay. In fact, the art of essay writing is quite tedious; and Dr. Johnson’s scorn of this art seems to be outdated now, when he in a fit of pejorative tone described an essay as “*a loose sally of the mind, an undigested piece, not a regularly and orderly composition.*” Quite conversely, it is now no “loose sally of the mind,” but a sustained kind of composition. There seems a grain of truth in the following couplet of Alexander Pope :

“True ease in writing comes from art not from chance,
As those move easiest who have learned to dance.”

Thus, essay-writing like all other arts, is a serious writing business, and to treat it as quite inconsequential is, of course, a mistaken notion. Essayists like William Hazlitt, Charles Lamb, Joseph Addison, and Steele got great literary meed owing to their serious essay-writing. They have put in labour in their essays that is certainly of incomparable magnitude.

Essays may be divisible into four important classifications, namely-narrative essays, descriptive essays, reflective essays, and expository or argumentative essays. Narrative essays may be termed those essays that narrate an event, historical occurrence, a story true or imaginative, and biographical sketches of well-known persons. Narrative essay require more facts and an equally convincing presentation. Descriptive essays are those that consist of descriptions of some place or thing. They may be countries, islands, mountains, seas, rivers, natural phenomena, towns and buildings and other such similar objects. Reflective essays consist of reflections on some topics, which are generally of an abstract nature. These may be habits, qualities, social, political and domestic affairs. Expository or argumentative essays include those essays which have exposition or explanation of sayings, statements of theses.

Writing a sustained and well-documented essay is very difficult. An equally difficult thing is the habit to write a good essay. Unless we develop a perspicuous propensity to write a meaningful essay, we cannot write really a well-finished essay. Hazlitt used to revise his essay many a time before sending them finally for publication. So the first thing important to learn the art of essay-writing is to the form habit of writing. Secondly, one should always be aware and cautious to one’s environs so that he may learn various things taking place, though silently, around him. It means that one has to develop one’s habit of observing nature and of social surroundings. We learn the whole day through our contacts with others as well as through nature. If we do not learn anything from them, we are poor observers. W.H. Davies has rightly said :

“What is this life, if full of care,
We have no time to stand and stare.”

1. ESP: TOEFL/IELTS/TWE/TSE/CE. Also to be used in Communication Lab (English), TAS-253.

Next thing important for writing an essay is style. The oft quoted saying that *style is the man himself* comes nowhere truer than in the case of an essay-writer. Style should correspond the nature of the topic. Bombast and redundancy are supposed to be clear defects in an essay. Likewise, ponderous and sonorous elements are also undesirable components for an essay. Relevancy and brevity are regarded as qualities for any kind of writing, and they are naturally important for an essay too.

Inconsistency and diffuseness are other defects which are the results of one's ignorance of grammar and other requisite embellishments of language. Often grammatical blunders are committed and the expression remains extremely unconvincing. Often it is seen that due to paucity of relevant vocabulary, the desired effect is not produced. It is also seen that the whole presentation appears to be a patch-work. In order to avoid all these defects, one has to brush up one's knowledge of grammar and composition. One will have also to write daily atleast a page on anything or object one comes across and to meditate on his day's deeds before retiring to bed. This will help everybody a lot to write an essay convincingly. Some illustrative specimens of essays *written* on a variety of topics have been given below so that the students may develop the art of essay-writing themselves. In the concluding assignment, various topics have been suggested about which the students may write essays and may do a lot of home-work.

ILLUSTRATIVE SPECIMENS

1. ARGUMENTATIVE PRAGMATICS NON-ALIGNED MOVEMENT (NAM)

The non-aligned movement (*NAM*) is a concerted effort to ameliorate their poor lot by the non-aligned countries of the world. There are more than 101 countries that are its members as of today; and its member-body has largely been drawn from Asia, Africa and Latin America. The seventh non-aligned summit was held in India form March 7 to 12, 1983 and Mrs. Indira Gandhi was elected its *Chairman*. Dr. Fidel Castro, the outgoing chairman of the *NAM* and President of Cuba, profusely congratulated Mrs. Indira Gandhi on her being elected chairman of *NAM* at Vigyan Bhavan, New Delhi. On this grand occasion were present many dignitaries of the world including Dr. Javier Perez de Cuellar, U.N. Secretary General; Mr. Julius Nyerere, Tanzanian President; Mr. Peter Stambolic, Yugoslav President; Mr. Yasser Arafat, Palestine Liberation Organisation Chairman; and Mr. Mohamad Hosni Mubarak, Egyptian President. In due course of time, the non-aligned movement has got strength and stability. Its membership has also increased, because in 1961 the total number of its members was only 25. In 1964, it was held at Cairo in Egypt and the number rose to 47. In 1970, it was held at Lusaka in Zambia and its number rose to 54. Gradually, it got a somewhat speedy encouragement and succour. The late Pt. Jawaharlal Nehru, President Tito and President Nasser dedicatedly espoused the cause of the *NAM*. As a result of their sincere efforts, the *NAM*'s objectives and goals were made much more practicable than before.

In 1973, the non-aligned summit was held at Algiers in Algeria and as many countries as 75 participated in it. This number was further swelled to 86 in 1976, when the summit took place at Colombo in Shri Lanka. In 1979, the summit was held at Hawana in Cuba and its membership figured at 94. This quick rise in its membership is an apparent proof of its getting more meaningful in the world affairs day by day.

1. Communication Lab (English), TAS-253.

It is no gainsaying the truth that the whole of humanity today is sitting on the volcano of distrust and disbelief. Any moment our distrust may cause the abrupt eruption of this terrible volcano. It will naturally annihilate the total mankind. Already we have witnessed senseless killing of innocent men, women, and children in Hiroshima and Nagasaki, the two beautiful cities of Japan. On the slightest provocation, the Sword of Damocles of the third World War may fall on the head of humanity and may reckon death to all who earnestly desire to survive. This calamitous situation in the world has considerably been checked by the *NAM* many a time in the past, and much is yet expected of it.

The important role of the *NAM* becomes all the more important in view of the serious situation the world is passing through at present. The whole world has undoubtedly been divided between two clear-cut blocs—the Capitalists and the Marxists. Iran and Iraq war has not yet come to an end; Israel and the Arab countries have not yet ceased fighting; India and Pakistan also suffer from distrust from each side; America and Russia are ceaselessly vying with each other to enhance their military zones. There is the problem of the Afghans; there is the problem of Grenada; there is the problem of P.L.Os. In a word, there are very many serious problems to take with and unless there is such a world body as can work objectively and judiciously, world-peace can never be established. So the *NAM*'s role becomes absolutely relevant in such a hazardous world situation.

The non-aligned countries do not want to witness any more human destruction. They, therefore, want the freezing of nuclear stockpiles, more constructive approach to disarmament, and more economic independence. It is believed that the New Delhi summit has evolved a new political ethos of the *NAM*. Mrs. Gandhi as chairman laid much stress on economic issues, which was quite positive and constructive. Participants, too, appreciated this idea and solid measures were taken to evolve the theme of collective self-reliance in order to get rid of the clutches of the big powers in economic matters. The New Delhi summit at least succeeded in attracting the attention of the whole world on three major hurdles—first, getting global negotiations restarted, secondly, intensifying the south-south co-operation and thirdly, calling an international conference on money and finance. The result of these significant guidelines as adopted by the summit is that the Regan Administration has agreed to resuming global negotiations. But Mrs. Indira Gandhi has made it quite clear that these negotiations will be done within the framework of the U.N. So far as the resolution regarding south-south cooperation is concerned, Mrs. Indira Gandhi has offered to pool technical know-how among the developing countries. This suggestion of Mrs. Gandhi was well-appreciated and the participants showed their curiosity as well as eagerness to collaborate with India in the field of science and technology. Regarding the proposal of the international conference on money and finance, the U.S.A. reacted positively and declared the global monetary system as sacrosanct. Thus the New Delhi summit proved much more effective than the previous summit held at Hawana in Cuba in 1979.

As chairman, Mrs. Indira Gandhi took up very heavy responsibilities. In addition to becoming a great international political figure, she thought seriously about the world problems which created a permanent danger to the world peace. De-colonisation will have to be completed soon and regional conflicts will have also to be defused. A new international economic order will also emerge as we gainfully hope from the *NAM* for the ensuing period of 3 years. May the *NAM* be blessed with a keen insight to probe deeper into the above intricate situations in order to find a speedier solution to them!

2. ARGUMENTATIVE PRAGMATICS

IX ASIAD 82¹

The IX Asian Games were held in our country from November 19 to December 4, 1982. It was indeed a historic event for India, because it brought great glory to her. Almost 33 countries participated in it and about 5,000 players and sporting events covering 21 disciplines may compel us to think the vast dimensions of this fifteen-day sports festival in New Delhi. In arranging the IX Asiad, India had to incur immense expenditures, because she had to labour hard to construct various stadia, sprawling flyovers, the Asiad village complex, towering five-star hotels and many other architectural feats. This arrangement was done within a short span of less than two years. Despite the limitations of time and resources, India could organize the IX Asiad in such a nice way that even the President of the International Olympic Association lauded her efforts rather profusely. Now it is a common belief that India can find no difficulty in organizing the 1992 Olympic Games, because she has constructed various stadia, flyovers, the Asiad village and other engineering devices in such an excellent manner that they can match any country's arrangement in the whole of the world. This is really another feather in her cap. We all are proud of this historical event. Prophets of gloom prognosticated that India should not squander money like water on holding the Asiad' 82; and that the capital she would spend on it, could gainfully be utilized for other developmental activities. But, of late, they have been silenced by the tremendous success and glory India had won instead.

This sports festival provided India an opportunity to show her excellence in games and sports. In many events, she really did much better than other countries. In golf and equestrian events, she got decidedly a place of pride. In athletics, she got 4 gold medals, 9 silver medals and 8 bronze medals, a total of 27 medals in all. In boxing too, she fared quite well by getting six medals in all, viz., 1 gold, 2 silver, and 3 bronze. Her performance in equestrian events was really far better than expected earlier. She got 3 gold, 1 silver and 1 bronze medals totalling to 5 in all. In other events too, she carved out a place of supremacy obtaining 1 gold, 1 silver and 2 bronze medals in wrestling; 5 bronzes in badminton, 1 gold, 1 silver and 1 bronze in yachting; 2 golds and 1 silver in golf, 2 silvers and 1 bronze in shooting; 2 bronzes in weight lifting; 1 gold in hocky (women); 1 silver in hokey (men); 1 silver in tennis; 1 bronze in waterpolo; and 1 bronze in rowing; totalling to 57 medals in all with a break-up of 13 golds, 19 silvers and 25 bronzes. This is, of course, her grand achievement in the field of games and sports.

Besides the above, she also contested in all the 21 sports disciplines, but in archery, basketball, football, cyclling, gymnastics, handball, table-tennis and volleyball, she could not get any medal and had to be satisfied with her extremely dismal record. In the 1951 Asian Games, she got only 9 golds and by getting 13 golds in the IX Asiad, she had really improved upon her past record. Yet there is a lot still left to achieve and to strive so that she can maintain her growing prestige everywhere in the world.

India ranked fifth in this great sports festival of the IX Asiad, and improved upon her own past record ranking seventh in the Bangkok Games. China stood first, Japan second, South Korea third and North Korea fourth. China and Japan got the highest medals and almost snatched more than 50 per cent of the total 614 medals. China also emerged as the winner defeating Japan, the champion of the earlier Asiad consecutively for eight times. Both the Chinese and the Japanese players showed competence and dexterity of high quality. In events like swimming, gymnastics, athletics and badminton, there was a keen contest between both these countries, and it was quite difficult to judge as to which one was better than the other.

1. Communication Lab (English), TAS-253.

Many Asian records were shattered during the IX Asiad by players of these countries. The performance of the players of the two Koreas—South and North, was extremely satisfactory. South Korea got 28 gold, 28 silver and 27 bronze medals, totalling to 93; whereas North Korea got 17 gold, 19 silver and 20 bronze, totalling to 56 medals. Keeping in view their population and resources, we cannot but acclaim their calibre for and curiosity in games and sports. India can also emulate these industrious peoples and can unquestionably dominate the next Asiad. But for this objective, a concerted endeavour on the part of the entire nation is paramountly needed.

The IX Asiad had been regarded as the greatest show of Asia. The late Mrs. Indira Gandhi's stature as a great person in addition to being an international statesman has further got an added dimension of glory. The AGF was personally guided by her and it is really creditable that despite heavy financial stringency and bitter lampooning by the opposition, she succeeded in the end to mobilise all resources to make the Asiad a grand success.

One wonders to think how construction work went on round the clock to complete the Rs. 20-crore Jawaharlal Nehru stadium. The Indraprastha Indoor Stadium is magnificently constructed and can meet any Olympic standard construction. Engineers, architects, administrators, manpower and the rest-all deserve praise for completing a huge construction work in time. Foreigners were really amazed to see these architectural and engineering feats. It is really a tribute to our indigenous structural skills.

We have marched ahead and the IX Asiad is a significant milestone in our onward march. Colour television arrived in the country during the IX Asiad festival and Intelset satellite and microwave links made it possible to watch this festival on colour television relayed from 41 radio-stations. This is another mile-stone in our onward and continuous journey of progress and prosperity. May we be blessed with many mile-stones of success in future!

3. REFLECTIVE FORM : GENERATION GAP¹

According to Alfred Tennyson, the great Victorian poet of England, "*Old order changeth (changes) yielding place to new.*" In fact, change is the law of nature. Accordingly, society and its traditions change in due course of time replacing the old one. One generation, by the same governing principle of change, also changes replacing old generations. What is true today may not hold good tomorrow. A particular truth in a particular era turned out to be falsehood in the next generation. Copernicus's theory that the earth revolves round the sun was regarded as a great untruth in his own times. Galileo was termed as a heretic by his own generation. The austerity of the old living is now regarded as the conceited fraud. The Victorian moral taboos are now no longer existing in the modern England. The Miltonic Puritanism lost its vigour and vitality during the Romantic period in England. The India of Ram or Krishna was entirely different form the India of today. Drinking, gambling, stealing, telling lies and a host of such other evils were treated with contempt during the days of Buddha. Saint and seer Gautam turned his dear and fidel wife into a big stone on the slightest iota of doubt of her illicit relation with Indira. But now these high standards of piety and purity of living are almost obsolete. Why? It is all because of generation gap. So generation gap means difference of outlook, mode and manner that *sine dubio* exists between two generations, and the effect of which can clearly be observed and well-demarcated in every facet of life.

It is generally seen that the old generation stands for the traditional values and moorings, whereas the younger ones look them down upon. The former are the advocates of the *status quo*, whereas the latter espouse the cause of radical changes. This difference of approach between the old generation and the new often results in mutual distrust, disorder and acrimony.

1. Communication Lab (English), TAS-253.

Whereas the older ones are worried to protect their old cherished values of life from the bitter onslaughts of the younger ones, the latter are also worried because their aspirations have not fully been fructified. The one fears from destruction, the other from re-construction, because mere destruction is not construction. The old generation has enormous patience to endure all the social ills like corruption, malpractices, delays, dishonesty, smuggling, drinking etc., the new generation can hardly brook such a rotten social order. Thus a gap continuously exists between the old and the new.

We are passing through a period of transformation and transmogrification, which have further got a fillip due to scientific advances. A young man of today does not rely the old dictum that *slow but steady wins the race*. He has changed it to quick and steady wins the race. It is the impact of modern scientific advances on him. He claims, and rightly so, to be a master of the universe, because he has landed the moon, conquered the sea and is now trying to materialise his strong desire to live for longer years. But an old man does not understand or appreciate his (young) ambitions to reach the *ne plus ultra* of success. The adverse effect of this misunderstanding is that the younger generation has completely defied the authority of the older generation. This is another form of challenge to the younger generation to re-create society on new lines.

In fact, in a country like India, whose past has a rich cultural heritage, it is really a hard nut to crack to re-construct a society entirely on the western models. '*We do not live by bread alone*'—has rightly been said. In a materialistic society, money is paramountly needed, no doubt, but to discard all other values of life as meaningless will be looking to only side of the case. The more the younger generation tries to re-construct society on the western models, the more it feels frustrated. The more we want material comforts, the more we feel dissatisfied. Why? It is all because we have, as of today, failed to re-construct our society on the new lines. The old generation is unhappy with us because we have not delivered the goods so far and because we have also eroded the pedagogic authority of the old, exposing their sham and hypocrisy instead. Consequently, there is a conflict between the two. Unfortunately, this conflict is widening day by day, and has now assumed the shape of a big gap or gulf.

Everybody desires to see this conflict minimised to the extent possible lest it should harm society any longer. Arguments for and against this may be given by advocates of the both, but unless an unbiased and judicious view is taken of the whole issue, it is not possible to arrive at any specific conclusion. The surest way is, therefore, a synthesis of the ideas of the old and new generations. The old generation should try to understand the practical difficulties of the new generation and also the vice-versa. It will be unwise on the part of an ageing father to ask his own son working as a scientist in a big city to stick to the rigid trammels of old dress, fashion, food etc., and to lead the life of an ascetic. Likewise, it will also be unwise on the part of the son not to give due regard to his ageing and weak father and not to pay any heed to his valuable advice. In fact, there is some good in both the situations. The old age enriches one with practical wisdom. The youth is no doubt full of vigour and jollity, but a youth is an inexperienced puny creature to know all the mysteries of life. The vigour should be guided by wisdom. The strength of the young should be utilized by the old. Herein lies a judicious approach to mitigate and minimise the existing generation gap. However, it is always good on the part of both the old and the young that *looking before and after, and pining for what is not*, to borrow a few words from P.B. Shelley, is not rewarding. Both should not stick to their own particular points of view. Both should remember it well that by utilizing the present to its full and by reposing faith in God, great social re-construction is possible. One finds a lot of truth in the following golden mean to bridge the generation gap, if both the old and the new remember the following lines of Longfellow :

*"Trust no future, howe'er pleasant,
Let the dead past bury its dead;
Act, act in the living present
Heart within and God overhead."*

4. EXPOSITORY PRAGMATICS **PLACE OF WOMEN IN MODERN INDIA¹**

Emphasizing the important place of women in India, M.K. Gandhi once said, "*Educate women and the nation will charge of itself; for it is today, as it was yesterday and will be to the end of human life that the hand that rocks the cradle is the power that rules the world.*" Women have an important part to play in the future development of a country. If we turn the pages of human history, we shall come to know that women have helped men in developing a country. Kasturba helped M.K. Gandhi in freedom movement of the country. Rani Laxmibai alone defended the nation, Indira Gandhi contributed most vitally to the future development of our country; and being the chairperson of the NAM, she earned world-wide laudation. Nobody can deny, therefore, that women have contributed a lot to the progress of a nation, Charles Fourrier once said, "One could judge the degree of the civilization of a country by the social and political position of its women." Every nation reaches its highest cultural level only when women enjoy absolute freedom in every sphere. The ancient India, the ancient Greece and the Elizabethan England are the instances of it. In America, women have always enjoyed complete freedom. Consequently, America has developed by leaps and bounds in every facet of life.

Some people in the past looked down upon women. They regarded women as 'frailty'. The orthodox people accused her of treachery, of backbiting and of tempting men to their doom. It was on the instigation of Eve that Adam ate the forbidden fruit of knowledge and consequently brought eternal suffering on himself and his descendants. Rousseau observes, "*Women are created only to please men being incapable of judging for themselves. They must always abide by the judgement of their fathers and their husbands.*" Meredith remarks in one of his very famous novels, "*I expected that woman will be the last thing civilized by man.*" Tennyson has also expressed this view thus :

*"Man is the hunter : woman in his game;
The sleek and shining creatures of chase,
We hunt them for a beauty of their skins,
They love us for it, and we ride them down,
Wheedling and siding with them."*

In the ancient code of Manu, we read, "*Day and night must females be kept in slavery under the domination of their males.*"

But the Romanticists have viewed upon woman race with entirely a different outlook. For them women have been permanent sources of courage and bravery. They uphold that women are the parts of real beauty. To have an extract from Keats—

"Light feet, dark violet eyes parted hair.

Soft dimpled hands, white neck and creamy breast."

However, one thing remains certain that women have got their own important part to play in the society. If life is like a chariot, man and women are its two wheels. Without one the chariot of life will cease to function. Change is the law of nature. With the changing circumstances, change in out-took towards women is inevitable. Now-a-days, women are not the objects of lust or of sex-indulgence. They have proved their worth in almost all aspects of life. In domestic sphere, their importance is unrivalled. Napolean rightly said "*Give me good mothers and I will give you a good nation.*"

1. Communication Lab (English), TAS-253.

Euripides writes, "A woman should be good for everything at home but abroad good for nothing." Another writer observes, "A woman's name should appear in print but twice—when she marries and when she dies." Still more, some people think that, "Man is for the field, woman for home. Man for the sword and for needle she, man to command and woman to obey." But now this fear that women are good only for domestic uses and entirely useless for other things has proved wrong. In India, Razia Begum, Chand Bibi, Maharani Laxmibai; Queen Elizabeth and Queen Victoria in England—all have proved their inherent worth. Poetesses like Mrs. Browning and Christina Rossetti in England, Mira and Mahadevi in India have proved their poetic genius. The same thing can very easily be traced in political field.

In free India, women have many forms of duties to fulfil. Apart from being housewives and able mothers, they have to play the role of teachers, doctors and nurses. "*That a woman's voice is a cure and touch a balm.*" has not been idly said. Every woman should try to imitate Florence Nightingale, who sacrificed her life for the inflicted humanity. Moreover, they should take free part in social service also. Even in rural areas, they can increase knowledge and other comforts. In our country, where floods, famines, earthquackes and epidemics have been appearing in quick succession, services of enthusiastic women volunteers have already proved a boon.

The changing political conditions have made it even of greater importance that women should participate in political upheavals. All the noted philanthropists of the world have been of this view that women should be given equal rights. M.K. Gandhi was a supporter of women's cause and he tried his uttermost to help the women. Raj Gopalachari also regarded women's participation in political field as of far-reaching consequence. Women should, therefore, be given the opportunities of broadening their outlook and then should plunge deep into all fields of life.

In a word, in India women have been receiving the greatest acclaim. Their position in India is much more respectable than in other countries. They have enjoyed profound regards in every age. Even our mythological allusions have testified this thing. Learning is called 'Saraswati', Chastity is called 'Parvati', wealth is represented by Lakshmi and worldly beauty. Manu, the greatest law-giver, says, "*Where women are worshipped there the deities are pleased.*" In the present times too, there is a long list of virtuous women. Kasturba, Raj Kumari Amrit Kaur, Mrs. Sarojini Naidu, Mrs. V.L. Pandit, Begum Shah Nawaz and Mrs. Indira Gandhi, are some of the well-known women who have done a lot for us. Hence, women have contributed and will contribute richly to the future progress of the country.

5. ARGUMENTATIVE PROPOSITION LANGUAGE PROBLEM IN INDIA¹

Hindi or English?—which should dominate and rule the people—is a very serious controversy. Whether Hindi should be the *Link Language* or English—is, has been, and will remain a disputable issue. However, there exist facts, which testify to the utility of both the languages. The 1961 census indicates that there are nearly 1200 languages spoken throughout the country. It is estimated that English Language is spoken by more than 700,000,000 people in 12 countries of the world. English language is understood, read and written by 1,300,000,000, people all over the world. Our constitution recognizes 15 languages (*Vide Article 343*) which are used in the country. They have been called '*the National Languages*' in the Constitution. All over the country, Hindi Language is widely spoken and understood. Hindi speaking people constitute 40% in the country. Our country has many states and in each state different languages are spoken. That is why, India is said to be the '*Vast Babel Tongues.*' English

1. Communication Lab (English), TAS-253.

has been so far the *link language* in India and even outside the world. But now, the place of English has been given to Hindi language, because Hindi Language commands greater respect and confidence of the people.

By 'link language' we mean such a language, which joins state to state or country to foreign country. Any language which is not only used in the state or country, but even outside may very conveniently be said as 'Link Language.' English Language, so far, enjoyed popularity in India and outside. Our makers of constitution, have given this eminent and much 'over joyed' place to Hindi Language. Now the word 'Link Language' has underwent a lot of change. The word seems to be a modern coinage. Our fathers of constitution conferred the status of 'National Languages' on 14 regional languages in use, in the country. In the constitution, the term which came nearest to expressing the idea was "Official Language."

During the past many years, even this term has been replaced by another, namely, *Link Language*. All the states prepared themselves to adopt their regional languages as "official languages". But in cases of inter-state and state-centre communications, a vital problem came up. Later on, on account of too much pressures and agitations, this word "Official" underwent a change. It became "Link Language."

Hindi now, has been declared as the "*Link Language*". English has lost its original stature. Great political thinkers condemned English; M.K. Gandhi, for example, once said, "*The foreign medium has caused brain fag, put-an undue strain upon the nerves of our children, made the Grammars and immitators, unfitted them for original learning to the family or themselves.*" In 1948, the Government referred the question of the formation of linguistic provinces to the *Dar Committee*. But alas ! the Committee rejected the demand as '*disruptionist*'. The death of Patil Shrimulu while fasting for establishing a separate State for the Telugu speaking population created a panic. Consequently, the Government formed Andhra Pradesh—the first linguistic state in India. There has been a controversial discussion about the superiority of English and Hindi. The English votaries wanted that English should be the Link Language. The Hindi votaries also did the same, and as a result of it, a lot of confusion is still prevailing. Some non-Hindi speaking states (Southern States particularly) have raised hue and cry over language issue. They do not want Hindi language to become a substitute for English Language.

A few years ago when the question of language-problem came, Mr. C.M. Chagla, the then Union Education Minister, helplessly resigned from the Ministry. However, if we cast a glance over the status of both English and Hindi languages, after independence, we shall find that Hindi has not been given its due place during the post-independence period.

In the days of the British rule, English was the natural choice of administration. In 1956, on linguistic basis, the states were formed. On August 7, 1959, the late Pt. Nehru, while speaking before the Lok Sabha stressed upon the continuance of English language as '*official language*' as long as Hindi did not take its place. As a result of it, the Parliament passed a Bill in April, 1963, confirming, "*English may continue to be used after Jan. 26, 1965 in addition to Hindi for all the official purposes of the Union.*" Non-Hindi speaking states wanted the assurance of the late Pt. Nahru in the Parliament Bill to be incorporated, and still today, they make Pt. Nehru's assurance as the basis of language controversy and try to impede the growth of Hindi Language.

But Mrs. Indira Gandhi's Prime Ministership witnessed a new and progressive era. Dr. Triguna Sen, ex-Union Education Minister, in Mrs. Indira Gandhi's cabinet, advocated the cause of Hindi. Dr. V.K.R.V. Rao, ex-Union Education Minister also showed same respect for Hindi Language. *Three Language formula* has been confirmed and almost in all the states it is being formulated. University education is also being encouraged to be taught through Hindi Language as medium of instruction. The southern states have been asked emphatically to adopt Hindi Language as 'Link Language'. Though it is true that Hindi is not so popular abroad as English is, yet India should respect Hindi Language. Every advanced country such as

America and Russia, have given utmost stress on their native tongues. If in India, too, Hindi Language is given much respect, it can really become our 'Link Language'. Even upto post-graduate studies, Hindi Language should become the medium of instruction. But violent methods of propagation of Hindi Language should be avoided at every cost.

It has been admitted by all, even by the top-most political thinkers of the country that English, being a foreign language can never take the place of Hindi. M.K. Gandhi once said, "*The foreign medium has made our children practically foreigners in their own land.*" It is wise, therefore, on our part to raise Hindi even to the international status. In India, as mentioned above, more than 40% of the Indians use, understand and speak Hindi. The U.P., M.P., Bihar, Rajasthan, and Haryana—are entirely Hindi speaking states and they constitute the majority of the Indian populace. Hindi should not only be a national language, but also be placed on the highest pedestal of popularity.

In a word, Hindi Language, if adopted properly, can really serve our country in many ways. The Indian talent that goes waste in learning a foreign language, will be utilized in other ways. Hindi can unite the whole country. A new epoch of progress and prosperity will usher in the country in case the entire country use this language.

On October 28, 1983, Prime Minister Indira Gandhi inaugurated the third World Hindi Conference held in New Delhi at Indraprastha Stadium. She exhorted Hindi litterateurs to do their best to enrich Hindi Language in such a way that it can compete with other international languages in the scientific, technological and literary fields. Stressing the need of a single *Link Language* in a multilingual nation at the Conference, she quoted R.N. Tagore, who had said, "*While the other languages are rivers, Hindi is the great river and both would dry until they drew sustenance and developed in consonance with each other.*" This three-day International Conference was attended by several delegates from abroad including Dr. R.S. McGregor of Cambridge University, who presided over the inaugural function. In fact, Hindi may promote other regional languages also by playing the role of the link language. It can also keep up national unity and integrity, provided it is accepted by the entire country without any bias or prejudice. In comparison to any other regional languages, it has the greatest potential to serve effectively such a great nation like India.

6. EXPOSITORY FORM : INDIA'S FOREIGN POLICY¹

India is a very old country with a great past. But she is a new country also, with new urges and desires. Since August 1947, she has been in a position to pursue a foreign policy of her own. India's foreign policy is the policy of non-alignment. India neither belongs to the communist nor to the American group. That is why India is friend to all and enemy to none. During Pandit Nehru's visit to Russia a communist leader told him that Russians were the best friends and the bitterest foes, Panditji quickly replied that Indians had no foes. Ours is the only country in the world where the leaders of all countries are cordially welcomed. Pandit Nehru has rightly remarked, "It is a positive and a vital policy that flows from our struggle for freedom and from the teaching of Mahatma Gandhi."

अयं निजः परोक्षेति गणना लघु चेतसाम्।

उदार चरितानाम् तू बसुधैव कुटुम्बकम्॥

This type of high sanctity of outlook had been the ultimate aim of our policy. India has stood for peace in the entire universe. Whenever, there has been any danger to humanity, the Indians have tried their best to stop it. During the past 50 years, India has showed her deep rooted faith in peace and social security. The main aim of the Indians has been to provide

1. Communication Lab (English), TAS-253.

opportunities to the humanity for its longevity. 'Live and let live' this is the fundamental basis of India's foreign policy. India emphasises upon broad mindedness, upon a refined sanctity of outlook. *It is mine, it is thine*' this type of narrow-thinking is never relished by us. The basic principles of India's foreign policy can be summed up under three divisions (1) non-alignment with power blocks (2) opposition of imperialism and colonialism in all its manifestations and (3) co-operation with other countries in maintaining international peace and harmony. These three principles constitute India's foreign policy to a great extent. India has shown her faithful adherence to these principles and on account of which she has got laudation from all corners.

India's policy is the policy of non-alignment, of neutrality in the international sphere. It is a known fact that the entire globe, now a days is bifurcated in to two military camps. One is dominated by the capitalistic countries—like England and America, the second is ruled by the communistic countries—like Russia and China. And almost every country of the world has allied itself to either of these military camps. But it is the uniqueness of India's foreign policy that she has kept aloof from the entire world. India has decided to remain neutral in the world so that peace can be preserved. Our late Prime Minister Pt. Nehru said, "We are in no camp and in no military alliance." India has shown indifference towards the Baghdad Pact, the Manila Pact, the SEATO alliance. India has respect and love for all and malice for none. But it does not mean that the neutrality of India is merely 'isolationism or opportunism' or that India has nothing to do with the political upheavals taking place around her. By neutrality, it does not mean that India will shut her eyes towards the injustice and cruelty meted out to the humanity. India's neutrality is not passive and negative, but it is positive and dynamic. India can never be a passive spectator in times of emergent situations. Addressing the U.S. Congress in 1948, the late Pt. Nehru said, "*Where freedom is menaced or justice is threatened, or where aggression takes place, we cannot be and shall not be neutral.*" On many occasions, India has proved herself as a dynamic force. She has rushed as a fire-brigade to extinguish flames of war in the distant corners of the world. She is an active member of the U.N.O. She has everything to do with the future welfare of the mankind. In the words of Pt. Nehru, "India, though, has adopted neutrality in her foreign policy, yet when there is menace or formidable threat to the destruction of mankind, India will not keep quiet. She has never tolerated and will never tolerate injustice and cruelty."

India has always opposed imperialism, and clearly makes a plea for justice in all kinds of international relations, India does not appreciate the imperialism of the western countries. India does not have any regard for the western manipulation in the direction of imperialism and colonialism. In the words of the late Pt. Nehru. "Neutralism is not the perverted ethics of timid pessimism; it is on the other hand, the dignified cult of independent self-determination and self-assertion. What we mean by neutralism is that we must not indulge in diplomatic game of bloc-making and forging aggressive military alliances which tend to intensify the peril of cold war."

In 1954, India compromised with China and evolved a pact, which is known as 'Panch-Shila.' The basis of our Foreign Policy is 'Panch-Shila,' or the five principles of non-aggression, non-interference, respect of territory, acceptance of sovereignty but mutual help in time of distress or natural calamity, and co-existence. These five principles framed by the late Prime-Minister Pandit Nehru, are the five pillars of international peace and security in our opinion. Peace is not only an absolute necessity for us in India in order to progress and develop but is also of paramount importance to the world. These five principles of Panch-Shila have, undoubtedly, ensured complete stability of peace in the entire world. In the words of President Kennedy, "India's foreign-policy is a guaranteed step to one world government, it will drag out inhuman elements from the human society." At a civic reception in Calcutta on Nov. 30, 1955,

Pt. Nehru explained the relevance of Panch-Shila. "It is no spirit of pride or arrogance that we pursue our independent policy we welcome association and friendship with all and the flow of thoughts and ideas of all kinds but we reserve the right to choose our own path. That is the essence of Panch-Shila, peaceful co-existence is not a new idea for us in India. Many years ago, a great son of India, Ashoka, proclaimed it and inscribed it on ranks and stones, which exists today and gives us his message"

In a word, India's foreign policy serves the mankind like a panacea. She has always believed in '*live and let live.*' Therefore. India has malice towards none and goodwill for all. For India justice is greater than ties of friendship. Hatred can be conquered by love and violence can be ended by a sincere desire for peace. India's foreign policy has exerted its epoch-making impact upon the whole humanity. The Sword of Damocles in the guise of world-war has been averted many times by India. India's foreign policy aims at ending hatred and strife in the world. Time has shown that it has succeeded in achieving its end. In the words of Dr. Radha Krishnan, "*Peace to the modern age is the only arch, through which can gleam permanence and longevity of mankind, and India's foreign policy adds largely to it.*"

With Mrs. Indira Gandhi's being the chairman of the Non-Alignment Movement (NAM) in March, 1983, India's role as the torch-bearer of peace in the world really assumed big dimensions. India gave a clarion-call to 101 non-aligned countries to develop an economic system of their own whereby they could get happy riddance from the clutches of the big powers. India has helped all in maintaining world peace. For justice, she has always fought. She has condemned the Israeli attack on the Arab countries. She does not like Iraq and Iran to fight any longer. She is really worried about the lot of the Afghans. On America's attack on Grenada and Iraq, she criticised the U.S.A. Under the chairmanship of Mrs. Gandhi, the NAM got newer heights and it certainly made people understand the importance of our non-aligned foreign policy.

7. EXPOSITORY FORM **DEMOCRACY¹**

President Abraham Lincoln defined Democracy as, "*Democracy is the government of the people, for the people and by the people.*" Herodotus, the Greek writer, defined Democracy, "*as that form of Government, in which the supreme power of the state is vested in the hands of the community as a whole.*" According to Diecy, "*It is a form of government in which the governing body is comparatively large fraction of the entire nation.*" Meaning thereby, these definitions show that Democracy is a form of government in which all citizens are socially equal, irrespective of their material wealth and social status. In Democracy, every section of the people is equally represented in the legislature through election on the basis of adult franchise.

Democracy aims at equality in the society. It ensures equality of every kind to the people. In Dictatorship, every section of the society is not given its due rights. In Democracy, no difference is kept up between the rich and the poor, the high and the low. Its basic principle is to eradicate all evils of caste discriminations. There is no difference between a peasant and a professor, a shoe-maker and a scholar. In economic field, every citizen is given opportunities to get economic prosperity. In political field every citizen had got the right to choose the able leaders. In religious field, too, every citizen has been given the liberty to have faith in any religion he likes.

There are various reasons, which make democracy a failure. First of all, it is *ignorance or illiteracy* which is most harmful. The plant of Democracy can never thrive on the soil of ignorance. Illiteracy is the greatest foe to Democracy. It is like a germ of cancer or T.B., which

1. Communication Lab (English), TAS-253.

goes on gradually eating into the vitals of Democracy. The second thing, which is harmful to it is *poverty*. Due to poverty, shrewd politicians misguide the public. They take undue advantage of their richness. Votes are purchased at the time of elections. Being quite ignorant and illiterate, the poor villagers are easily misguided by them.

Thirdly, *moral depravation* is equally responsible for the failure of Democracy in India. We are morally depraved. In face of money and power, our moral becomes quite an insignificant thing. We want power and with the '*lust*' of power, we do not care for our morals. We do right and wrong, as the wordly allurements dictate us to do.

In India, Democracy is a bitter failure. The reasons of its failure are not far to seek. Poverty has taken its deep roots. Ignorance has dominated the masses. Illiteracy has captured the masses and has made them its slaves. In the name of politics, even the wonders take place. Every day, we come to learn of political instability. Citizens have forgotten the importance of their vote. Leaders have also ignored their chief aim of selfless service of the society. By fair or by foul means, they want power and pelf. They are entirely blind to the future progress of the country.

Remedies for the cure of the ailing patient of Democracy in India are numerous. However, chief among them may be conveniently counted. First of all, we have to root out *poverty* from our country. Only on the soil of richness, the plant of Democracy can develop. *Education* should be imparted to every body. Their mental horizon is to be broadened. Thirdly, we should try to raise the *moral standard* of the rank and file. Moral provides a mighty base to Democracy. Therefore, it is of paramount significance that we should care more for our morals than for anything else. Fourthly, we should try to put a check on the shifting loyalties by restraining the shrewdness of the political leaders. The whole of the administrative machinery collapses when this is not certain whether a certain minister will continue in his office or not. Many times in the past, it has been seen that when a particular Chief Minister resigns, an administrative vacuum is created, With the result that many cases of national importance go on lingering for a considerable time and ultimately they lose their value when some new incumbent comes as the Chief Minister. In big states like U.P. and Bihar, this administrative vacuum does a lot of harm to the nation. An equally interesting feature of the shifting political loyalty is that there remains an atmosphere of uncertainty in the country all around. Many turn coasts or *Aaya Rams* or *Gaya Rams* in almost all the political parties care for their own interests rather than for the country. It is greatly disastrous for the country and our Democracy can never thrive in such an atmosphere of uncertainty and suspicion.

We are certainly passing through a period of decay and decadence. Gone are the days when we were fortunate to have such great democrats as M.K. Gandhi, Sardar Patel, Jawaharlal Nehru and others. Past are the political eras when our Chief Ministers volunteered themselves to work for social welfare rather than being glued to their cozy and powerful chairs. That tribe of great parliamentarians and democrats has now almost vanished. Instead, we have now political pygmies in whose hands, it is sincerely doubted, whether the fate of our democracy might be safe for long?

8. ARGUMENTATIVE FORM **SMUGGLING¹**

Ordinarily the problem of smuggling exists in every commercial society. But in our country, it has taken the form of a chronic malady, and has become incurable. Almost on every front, the smugglers have created a nuisance for the local administration. Since the smugglers grease the palm of the customs authorities, they escape legal implications and become rich overnight. Smuggling is done only by those sections of the society, which are well-entrenched

1. Communication Lab (English), TAS-253.

or quite well off. They exercise their influence in such a manner that a parallel economy is run by them. The commodities they smuggle include gold, cloths, foreign-manufactured watches, radio and transistor sets, T.V. sets and such other costly items.

Never before did the government become so careful about the activities of the smugglers as during the last few months. Some opposition leaders alleged that when the late Mrs. Indira Gandhi finished all her wonders of the Pandora's box of political slogans then she concentrated on this problem, so that she could easily return to power in the ensuing general elections. It is also argued that many top-ranking smugglers have connections with prominent political leaders, and many of the smugglers had contributed large sums of funds to the Congress Party. Whatever may be the truth, one thing cannot be denied that the smuggling problem, if checked completely, shall create healthy atmosphere for business and the country's economic strain shall be minimum. The problem of inflation is closely allied to the smuggling and it has an indirect control on the county's prosperity.

It is strange to note that our country has been a strong hold of smugglers since long and the smugglers happen to be the richest persons of the society. A few years back, the arrests of many a prominent smuggler like Hazi Mastan brought one thing to light that these smugglers are millionaires and that they own their own business running in crores. They had a high social prestige, because they have amassed wealth by smuggling so largely that they squander it away like water. It is a wide-spread notion that Hazi Mastan, the king of gold smugglers, who is now under arrest, contributed to the Congress Party very liberally, and that he was respected as the richest man of the present times. In big cities like Bombay, Calcutta, Madras, Kanpur, Allahabad etc., these smugglers have spread their own net and they escape punishment on account of their cunning and money. The biggest smuggling in our country is done by way of sea. It is reported a few months back that these smugglers have their own sub-marines to smuggle through the sea and their method of disposal of the smuggled things is so quick and effective that it outwits the government authorities. In order to counter-effect the smugglers, the government has to purchase recently some twenty sub-marines only to detect and chase the smuggled commodities.

The smuggling problem is deep-rooted in India because of many factors. The first factor is that on account of moral and ethical degradation, smugglers have no sense of right and wrong. Secondly, the passion for amassing wealth is so dominant among the rank and file of our society that it has given a further momentum to the tendency of smuggling. To earn extraordinary profit in business is a very common habit among the business-men. The habit of hoarding essential commodities like grain, sugar, vegetables etc., is the primary stage of the smuggling problem. These things can only be transported from one part of the country to another or from one state to another. But great smugglers operate on a grand scale. They smuggle easily portable things like gold, silver, watches, clothes etc., from one country to another and put a severe strain on the economy of a country. The third factor that has given rise to smuggling problem is the lack of tight administration. The smugglers escape the grip of legal dragnet because they satisfy customs officials by giving them big bribes.

In order to check the growth of smuggling, the government has taken certain strict measures. One of them quite deterrent is the imposition of the *MISA*, under which any suspect is to be arrested and no bail is granted to him or her. The government has passed anti-smuggling ordinances which have been criticised by the opposition parties, yet they have created a healthy atmosphere in the country. Political leaders like Madhu Limaya and S.N. Misra described this ordinance as "barbarous and reprehensible", and as obstacle in "unmasking the real culprits". Whatever may, however, be the attack of the opposition on the promulgated ordinance, the fact remains that the smuggling tendency has unusually been minimised. The other important ways to prevent smuggling may be to upgrade ethical and moral standards and also to curb the tendency to earn and hoard more than what one really requires.

One cannot completely be sure of the annihilation of smuggling from the Indian soil. The tree of smuggling is so deep rooted that it will take sufficient time to be absolutely vanished. The smugglers form the richest section of the society and they can influence even the government on the basis of their economic power. Very recently it has been reported through the medium of leading newspapers that the smugglers caused death of many important officers of the C.I.D., who were entrusted the task of their investigation. One such tragic episode is that of the unfortunate death of Anil Chopra, who was a young D.M. of Daman and Diu and who was responsible for the arrests of many leading smugglers. His death occurred while he was in Delhi in a "hit-and-hide" road accident.

The smuggling problem gives rise to other problems like the problem of inflation, economic crises, the problem of hoarding and the like. The Ministry of Finance confirmed the news that the smugglers were running a parallel economy of their own and that the inflation is a part of their anti-social acts. Correct figures of their parallel economy are vague, however, it is estimated that an investment of about Rs. 2900 crores is indirectly controlled by them, and it becomes very difficult for the government to check it. The result of the failure of the efforts of the government is that the attendant problem of inflation has come up before us in a very formidable shape. Unless smuggling is absolutely checked, to curb inflation seems to be a cry in wilderness. Apart from tightening the government machinery, ethical and moral standards of the public are also to be improved in order to check smuggling from India. Political parties should make it a point that they accept no monetary assistance as funds from smugglers who have unusually exploited our economic resources.

9. EXPOSITORY PREPOSITION MONEY INFLATION¹

The problem of money-inflation is not entirely a new problem. In past ages, too, inflation has been seen and its effects have created social disorders many a time in the society. Inflation in Rome and China is an old phenomenon. The Sung Dynasty in China witnessed a serious inflationary situation. In Spain and France, inflation brought about many changes. After the War of Independence in 1775 and the Civil War in 1862, America had also suffered heavily from inflation. The debasing of coinage remained the most popular method of inflation for years. For a sufficient period, there came no inflation and the coinage once circulated continued to exist. But after 1919, inflation was rampant in most of the countries of Europe. In Austria, Poland and Hungary, inflation took place many a time since 1920, and the same thing is true in the case of Russia. During World War I the currency in Germany named 'Mark' was greatly devalued because of Germany's heavy borrowing from other countries on a large scale. Perhaps it was the German's colossal devaluation ever witnessed in the past only equal to Hungary's inflation after World War II.

Inflation or price rise appears to be a universal phenomenon; it is prevailing, not only in India, Russia or America, but also spreading in various forms in different countries of the world. In countries where economy is weak, inflation has had its harmful effects but where economy is sound, its impact is realised gradually. In a developing country like India, price rise or inflation has told upon the economy very severely. The impact is clearly to be seen on the common life. Apart from those who are financially strong or well-entrenched, it has created almost a panic amongst the rank and file. Since 1970, prices have been rising so swiftly that they have belated the hopes of common men and thus they have started taking of revolution. J.P. Movement in Bihar was a sequel to the depression the public had received on account of tremendous rise in prices. Despite various efforts or measures to check inflation on the part of the government, there had been an uncontrollable upward tendency in price-rising.

1. Communication Lab (English), TAS-253.

One of the causes or factors of inflation is the lack of production. As the production in different fields such as agriculture and industry had been far from satisfactory, the demand went high. And as the demand increased, and as the production decreased, the system of demand and supply became ineffectual. The demand increased but the production could not satisfy the demand, and as such, prices went up sky high. It happened so in the field of agriculture. Food problem became acute; and with the problem of food, other attendant problems assumed big dimensions. They became so big that they created a panic among the common men.

The second cause of inflation is the deficit financing in public sectors. Ours is a developing country and a lot of our country's progress depends on the increase in public sectors. With this view of country's development, the government evolved a system of deficit financing which in the long run created financial stringency and also resulted in inflation.

An equally significant factor of inflation is the tendency of hoarding and profiteering. When the supply of essential goods become scarce, persons who are rich generally hoard these things and it gives rise to inflation. By creating an impression of artificial shortage of goods, they exploit the helplessness of the poor. Another important factor which gives rise to inflation is the excessive issue of paper currency. Such hardships and compulsions like Pakistan's invasion, Bangla Desh refugee's burden etc, called upon the government to spend excessively and it resulted in the excessive circulation of paper currency, which had a direct bearing upon price rise or inflation.

Another cause of price-rise is the decontrol-policy of government. In 1947, the government, under the impact of M.K. Gandhi adopted the faulty policy of decontrolling the essential commodities. But people made a big fortune out of this policy. In December, 1947, control on food grains and sugar was lifted; in 1948, it was lifted even from cloth. The result of this was that price index went upto 302 in 1947, and in July, 1948 it came to 390.

Devaluation of our currency and defective government measures are other factors of inflation. In September, 1949, the Indian rupee was devalued and it caused inflation. Our government sometimes is sticking to very strong anti-inflationary measures. All these factors in one way or another have been responsible for inflation or price-rise.

Of the important measures necessary to check inflation the effective ones are the excessive production, a check on the currency of paper-money, and a curb on the tendency of hoarding and profiteering. It is also advisable on the part of the government to discourage the deficit financing in public sectors; and also to check the system of excessive bank credits to private sectors. Anti-inflationary policy is to be rigidly followed. Indeed, our govt., deserves encomium for checking anti-social acts, like smuggling and hoarding, for these have a direct connection with inflation or price-rise. Ordinance on smuggling and 'Misa' are praise-worthy acts; still such other measures are urgently needed to check inflation. Though it is true that inflation is a world-wide phenomenon, yet in a developing country like India, this problem requires special attention to be tackled with because our weak economy cannot last longer in inflationary circumstances any more.

10. REFLECTIVE FORM **INDIA'S ATOMIC EXPLOSION FOR PURPOSEFUL USES¹**

The year of 1974 will be written in golden letters in the history of India, because during this year, India made her first nuclear explosion. Dr. H.N. Sethna, the ex-chairman of atomic energy commission declared India's first nuclear explosion on June 20, 1974 in Delhi as "the

1. Communication Lab (English), TAS-253.

great scientific achievement of India and her scientists." While exhorting Indian scientists on her radio broadcast on June 8, 1974, the then Prime Minister, Mrs. Indira Gandhi said, "India is proud of her scientists, because they have achieved tremendous success in nuclear explosion." Of course, India's first nuclear explosion was a great success. It was exploded in one of the desert stretches of Rajasthan state. The place where it was exploded was desert, but after explosion, it was changed into a beautiful valley.

But India's nuclear explosion is meant for peaceful purposes. Mrs. Indira Gandhi and other top-ranking leaders of our country had categorically denied the charge that India had prepared atom for the destruction of other countries. China, Pakistan, America and other countries, except Russia, have bitterly criticised India's first nuclear explosion. Even Canada, which has been friendly to us on atomic developments, became unfriendly, although its attitude has considerably softened now. It is true that in a developing country like India, such projects like nuclear explosion should get secondary attention, but it is malicious to note that many countries allege that India made atom bomb merely from external help. Moreover, India will use it for developmental purposes. During the Prime Ministership of Atal Behari Vajpayee, India openly exploded nuclear atoms for which many countries imposed economic sanctions. However, India withstood all these challenges rather boldly.

Indeed, splitting of the atom is a great wonder of science. This marvellous achievement has made it possible to make human life more comfortable and happier. But at the same time, it has supplied means to destroy the human race. It is a matter of shame that the first use to which atomic energy was put, was to wipe out the beautiful cities of Hiroshima and Nagasaki. The advent of atom bomb hastened the end of the Second World War. The powerful nations of the world possess highly destructive atom bombs. So if the Third World War takes place it will be most destructive and destroy even the whole human civilization. But even the darkest clouds have a silver lining and efforts are being made to use the nuclear energy for constructive purposes.

The atomic energy has enormous industrial and commercial potentialities, and therefore, it offers endless opportunities of putting an end to human miseries. It can be used for providing physical necessities and comforts. Production in agriculture and industry can be increased greatly with the help of atomic energy. According to experts, the African desert can be transformed into green field with the help of atomic energy. The shortage of electric power can easily be solved with the help of nuclear energy and we can easily increase production to meet the bare necessities of the growing population.

In the field of agriculture the atomic energy can change deserts and mountains into fertile fields. It can quicken and multiply the production. With its help we can create artificial weather and increase the fertility of soil. The atomic radiation helps us in preservation of food without refrigeration. Atomic clocks have proved useful in knowing as to how long ago a plant or animal survived. So the use of atomic energy in agriculture can increase production manifold and thus help solving food problem.

In the industrial field also, atomic energy will bring about a big revolution. Atomic energy can replace the energy produced by electricity, coal and oil. It will provide powerful energy at cheaper costs. The factories and mills by using atomic energy will be able to produce huge quantity of goods necessary for day to day life. The atomic energy will also prove a boon for the improvement of present modes of transport. It will help in driving turbines, locomotives, steam ships, buses, motor cars, aeroplanes more efficiently and swiftly. This energy has also helped in conquering space and reaching the planets. The scientists in Russia and America have got wonderful success in space travel.

Atomic energy has also proved boon to the patients of incurable diseases. With the help of this energy even the most fatal diseases can be controlled. It can bring about rejuvenation

of the old and worn out body. Radio-active isotopes can be used for the treatment of tumours, cancer, blood disorders and other fatal diseases. Efforts are being made to make radio active plastic needles which are used in the treatment of cancer. Sincere endeavour is also being made to graft organs made of plastic and other such materials.

The use of atomic energy for peaceful purposes can bring about a complete change and lead the world towards eternal peace and prosperity. India is playing an important role in creating a proper atmosphere in the world for the constructive uses of nuclear energy. The choice before us is either to bring peace, prosperity and happiness to the suffering humanity by the constructive use of atomic energy, or to use it for mass destruction. Now the leaders of the world should insist on the countries not to produce dreadful atom bombs, but to use this energy for peaceful purposes. Scientists should devote their whole-hearted energies in making researches on the peaceful uses of atomic energy. The U.N.O. should also check the race of armament and persuade the powerful countries to work sincerely for the peaceful uses of unclear energy.

11. ARGUMENTATIVE FORM CORRUPTION¹

- (i) Corruption in Public Administration
- (ii) Crisis of Character in India
- (iii) Compaign Against Corruption
- (iv) Corruption : Its Causes and Remedies

Somebody has rightly remarked :

“If wealth is lost nothing is lost,
If health is lost something is lost,
If character is lost, everything is lost.”

Character, therefore, is the base of every man's life. Character is the backbone of our existence. A man who has no character can get no mental or spiritual attainment. Anything memorable in this world done so far, has been done only by those persons who had strong character. M.K. Gandhi attained higher ideals and Gautam Buddha found a rare gift in his life on account of character. Character is such a rare thing that it converts everything into gold. It is like a touchstone, which only knows to transform even a base metal into glittering pieces of gold.

In India, corruption can very esily be observed in every field of life. In political field it is at its climax. In the field of public administration, there is an utter lack of character. Bribery is most gladly accepted by the persons in power. Dishonesty is supposed to be a part of practical wisdom. Lack of sincerity to duty is, in disguise, a means to get success. Everyday, we come to know of the public changes. In administration, there is no truth and honesty. Duty is regarded as secondary and personal gains as primary. In political field, we come to take a very sad and demoralizing note of insincerity. From top to bottom, from Minister to an ordinary civil servant, there is to be seen clearly an utter lack of duty, discipline, honesty and sincerity. They seem to be mad or runing after their own personal gains. For their self interest, they do not care for any vital public good. They completely forget their numerous responsibilities to the public. They seem to forget the following memorable lines of Wordsworth :

“Stern daughter of the voice of God,
O! Duty if that name thou love,
What art a light to guide a rod,
To check the erring, and reprove.”

1. Communication Lab (English), TAS-253.

The above lines, said about the importance of duty in life, have their own significance in public administration. A political leader, who is not dutiful to the country, cannot serve the society faithfully. An I.A.S. or an I.P.S., the so-called custodians of law and order, in absence of sincerity, are enemies to the public life. In India, what is expected of a political leader, an I.A.S. officer and other civil servants has not been fulfilled so far. 'Duty is truth and truth is duty' said Nelson. We have always to remember Nelson and his advice.

It is an admitted truth that any country, which wishes to develop has to strengthen its character. Howsoever rich a country may be, yet in absence of character, that country will never develop. History has got so many examples to provide and to testify this truth. Character is the life and blood of a country. It is not gold but character of the country, which will save a country from degradation :

"Not only Gold but also men can make,
A peoples' pillars great and strong."

Too much indulgence into worldly affairs has made us insincere and dishonest. We want money and incalculable bags of money. We have become almost entirely mad after worldly pleasures. Even after making such a frantic chase after worldly and materialistic affairs, we have got no peace. Instead, we have taken 'a sordid boon' to put it in the Wordsworthian phrase. On the one hand, our desires became multiplied, and on the other, our spiritual imprint becomes less apparent. Consequently, we lose our balance and it has affected our character adversely. Our moral standards dwindle. We became guilty of many moral lapses. Before glittering prizes of wealth, our eyes dazzle and we are carried astray from the path of righteousness by worldly allurements.

Character is divine; persons of high characters always inspire us. Casablanca struck to the post of duty even when he was burning; Saint Joan was burnt alive; Latimer went to the gallows because he knew that he was right; Florence Nightingale renounced pleasures at the call of duty; Martin Luther was shot dead, since he was a man of character. Abraham Lincoln met the same fate for the same cause.

In a word, character is very much necessary for every man. For every nation too, character is greatly required. Persons of a country, who are dutiful, sincere and honest, can make their country really advanced. For India, character is very much needed. For bringing about political stability, moral standards of the politicians are to be raised. A special drive against corruption is the timely requirement of the hour. Hectic efforts are to be made to eradicate corruption, then only we will march ahead with peace and prosperity.

12. DESCRIPTIVE FORM **GAMES AND SPORTS¹**

- (i) Indian Youths and Physical Development**
- (ii) Sports and Sportsmanship**
- (iii) Importance of Sports in the Education of Man**
- (iv) The Need of Physical Culture**
- (v) Politics in Indian Sports**
- (vi) Responsibility of Young Players**
- (vii) World Olympics and India's Place in it**

Man is the best and finest creation of Almighty God. It is mind in man, which is a heavenly bliss. Sports keep our mind fit. Sports are mental meals indirectly. They are the only sources of happiness in our life. They make a way before us for living long. They are just like various

1. Communication Lab (English), TAS-253.

ladders of success in life. Mr. Chandgi Ram, the wizard-wrestler said, "Sports should be given proper place in the society or else it will extinct prematurely."

As food, water and air are very necessary in our life, likewise, sports are necessary for every man. They keep our physique fit. If we are not physically fit, we cannot enjoy the pleasures of this world. Nobody can doubt the truth of this proverb, "Sound mind in a sound body." If our health is not sound, our mind can never be sound. There seems a great relevance in the following lines, which though appear ordinary, are full of meaning :

"Work while your work :
Play while you play,
That is the way,
To be happy and gay."

Sport exercises keep us physically stout. Good physique is the basis of happiness in our life. If our health is sound, naturally then our thinking will be crystallized. When our thinking is clear, it can mould our character in a nice way. If our health is not sound, we can have no sound character. Health and character are the two pillars of our life. Naturally, students from primary schools upto universities require sound physique. After completing their education, they will possibly administer the country. If their health and mind are not balanced, they will be highly dishonest, immoral and inefficient. Hence, sound health is like precious gold for them. Country always stands in constant need of such young educated talents. These are really the talented students who are the treasures of a country. Wealth is not so important as health and character are.

Culture is, according to Dr. Radha Krishnan, "Sweetness of temper, sanity of out-look and strength of spirit." But physical culture is a part of this vast range of culture. Physical culture may be said to be the physical discipline, inner-satisfaction, physical stoutness and the like. All the Indians, now-a-days, and particularly the students require physical culture very much. What we expect of physical culture in respect of discipline and self-retrospection is world known. At least 50% frustration of the students in India can be dispelled only through proper and timely imparting of physical culture. Nelson said of physical culture, "as the mother of duty and discipline." M.K.Gaandhi said, "Where there is no health, there is no Godliness." Hence, physical culture is absolutely necessary for all young students.

But, it is very sad to mention that politics in India is taking place in every field. Whether the player is efficient and healthy or not he or she gets a place in national games or sports through political pressures. Our shrewd political figures exercise their undue favours and power in selecting a wrong person for the right game. The result is that we get defeat and disreputation in other countries. Master Chandgi Ram, when he returned after participating in the Olympic of 1969-70 said in disgust, "Indian authorities do not care for proper selection and for proper arrangement of the selected players." Politics in Indian sport is a sure sign of decadence, which should be discouraged and checked at every cost.

Our young players lack sense of discipline and duty. Once they get an opportunity to show their skill, they lack discipline and regular practice. They deem it a means of their popularity, and regard it as a device of earning money. Such thinking of the players is, of course, very bad. They should regard sports as the source of happiness and a method of keeping up their health. Regularity in practice, sense of honesty and duty are much required for the players these days.

It is wise on the part of the Government to give encouragement and help to the shining players. Party influences should not work too freely. Government should patronize good players, so that they can project a good image of the country in the world.

If we try to glance over the records of world Olympics, we will find that India's performance in world Olympics is below satisfactory. India stands on the lowest rung of the ladder : America, Britain, Russia, Japan and others come out victoriously in such world Olympics. Why? The reason is the indifference both of the players and of the Government. It

requires change and patronage. But in the IX Asiad 82, India did well by scoring a total of 57 medals. She stood fifth in order of merit; the first being China.

Apart from an indifferent attitude, there is poverty and other economic disturbances, which do not allow our players to present a good show of sports. Due to poverty many good players leave this field and adopt some other way of leading the life.

Synoptically, sports are as necessary for us as water, air and food. They are our mental meals; they give us happiness; they keep us fit. They are to be taken in honest and real spirit and evils in them are to be removed, which really requires free and sincere efforts.

13. DESCRIPTIVE FORM FOOD PROBLEM¹

Speaking at the first meeting of the National Committee on July 17, 1965, our late Prime Minister Lal Bahadur Shastri declared, "Before India took major tasks, the process of planned development should be halted for a year during which country may become self-dependent in matters of food." This shows that food problem had been a great problem before our country. Inspite of the best efforts, food problem still hang on our heads like the Sword of Democles. Food is naturally the first necessity of man. The masses of India are always in need of food, and when they are not given even the required food, they make a clamour. It is really very unfortunate that there had been a constant scarcity of food.

Though agriculture is the principal industry of India, yet our country had not yet been independent in food. Though India is rich in land resources, yet our soil is not uniformly productive. Though the Indian farmer works day and night in the fields, yet he remains poor, almost jobless. Though agriculture is the main business of the farmers, yet our country has to stretch her hands for help before other countries. There seems a great relevance in the saying, "**An Indian farmer gets birth in debt, lives in debt and dies in debt.**" We also find a lot of truth in second such saying that "**India is a rich country inhabited by the poor.**"

The causes of food problem are not very far to seek. First of all, low production per acre is the root cause of the scarcity of food. Water, fertilizers and seeds are not available in their required limits. America, though not a very big country, is well off in food grains because the production per acre there is many times more than in India. According to World Bank Team, which was in India in July 1995, agricultural production in the country suffered for want of adequate inputs of water and seeds. Out of gross cultivated area of 376.2 million acres, irrigation facilities in the form of canals, tanks, wells, etc. are available only for 68.9 million acres. Meaning thereby, the benefit has come only for about 16 per cent of the land under plough. Not only this, farmers are very much superstitious. They do not want to use scientific methods. They are still sticking to the old methods of farming. As a result of which, low production continues. Agriculture, of course, is a gamble on monsoons in India. In absence of scientific application, agriculture becomes nearly an unprotected enterprise.

Secondly, population-increase has taken the shape of a dragon in our country. Every year we have eleven million new mouths to feed. During the past 15 years, the population of our country has increased by 46 percent. The production does not keep pace with the population-increase. Most of the people regard it as divine to increase the number of their children. If they have a dozen of children, they will wish for a dozen more and will regard it as a divine offer. Thirdly, poverty is also responsible for food scarcity. Whereas an English man hardly takes not more than six slices of bread a day, supplementing his diet with fruits and such other nourishing items, an Indian requires much heavier major meals because he entirely lives on them. Fourthly, our land reforms are very slow. Ceiling of land, fragmentation and small holdings also

1. Communication Lab (English), TAS-253.

increase shortage of food-grains in the country. Proper action is needed forthwith for increasing food production, though, of late, much success has been achieved in this regard.

The first remedy to solve food problems is the scientific training for the ignorant farmers. Proper emphasis is to be laid on scientific methods of agriculture. Without scientific methods, we cannot fight against natural calamities, like rain or drought. If an industrial labour needs a training to handle machinery in the industry, the agriculture labour too needs a special training in agriculture. Every farmer should be taught the modern use of manure, fertilizers, sowing of seeds and rotation of crops. Again, better conditions of irrigation are urgently needed. Community development projects should work more efficiently.

Secondly, the demon of population problem should ruthlessly be killed. Population increase has created, indeed, a panic in the minds of all people. It is an admitted truth that the need of the hour is not mere population but production. It is proper training that is required most today. Population is increasing but not in equal proportion with production. As a result of it, we, in extreme shame, had to depend for food grains on other countries like America or Russia. Thirdly, wise on the part of stockists and hoarders is not to misuse their richness. They should discourage hoarding by persuasive propaganda. The government should also take legal measures for equal distribution of food grains. Distribution of food-stuff through effective and honest rationing system will further ease the problem.

Apart from all these factors, it is character, which is required most. We should observe honesty in our dealings. Our government officers should be above all wordly temptations. Corruption, which is at the root of all our great problems, should come to an end. Public funds should be utilized properly. Moreover, the government should always care for the proper land reforms. It will minimise food problem and it will bring palmy days to the country men. Our natural resources, if used properly, can win over this problem. Moreover effective policy of price-fixation of wheat, rice etc., should be made in a very judicious way lest it should create problems for the rank and file.

Food problem had been an alarming problem for our country since long. Even an expenditure of Rs. 1400 crores in the first two plans had failed to minimise food problem in our country. Day and night, we are striving to keep apart this hanging Sword of Democles from our heads. But we should not be disheartened. If honesty and hard labour are harnessed into agriculture, we can easily solve this problem. Being purely an agricultural country, India can well produce an amazing food stuff. India by doing so, can crown herself in every field of higher achievements. Rapid growth in population, ignorance of scientific application to agriculture and moral depravation are some drawbacks, which impeded our self-sufficiency in food should at once be controlled.

It is, indeed, heartening to note that gradually this problem is on the wane. What was true in 1966 was not true in 1975 or so. A downward trend towards mitigation of food problem has constantly been marked. As things stand today, India has controlled this problem except in very backward areas or in tribal dwellings. Last year, there was a record production of wheat and rice, and this year, too, it has officially been reported that a bumper wheat production in the country has enabled to tide over the food problem completely. We are now claiming self-sufficiency in food-grains, and in fact it is a great achievement. Our agricultural scientists deserve acclaim on this count. Due to their hard work and perseverance, they were able to bring Green Revolution in the country, which in turn ushered in a new era of prosperity in the life of the Indian masses. Nobel Laureate Norman E. Borlaug appreciated India's strivings to keep the wolf from her door by making a tremendous success in food production. In India, the root cause of many ills is population explosion. India is only second to China in population and to feed such a huge ocean of humanity is really a very hard nut to crack. However, we should continue our efforts persistently so that this problem may not rear its head again to terrify us.

14. REFLECTIVE FORM **CINEMA AND SOCIETY¹**

Cinema is one of the best and the cheapest means of recreation of the day. Formerly people used to visit the theatre, the music hall, etc., but now-a-days cinema feeds all the legitimate hankering of the eye and the ear. The talkies are distinct improvement upon the movies because the movies can satisfy only an eye but not the ear. Cinema is a means of education also. Any kind of art, which entertains as well as instructs is really a good art. Lenin regarded cinema as the most important of arts. In the words of Pt. Nehru, "A film must reflect the basic truths of our day to day life; it should be the mirror of our social and moral activities."

It is not merely the music, the songs, and the dances which are of interest to the cinema-goers. There are so many topical films which introduce us to the current events of the day. We see the coronation of kings sitting in our rooms. We see with our own eyes the volcanic eruption of the Etna, the rolling of flood of the Mississippi, and the camel ride in Sahara. Then there are educational films which are highly instructive to students. Such film as dealing with rural uplift, hygiene and sanitation, cottage industries, town planning, mechanical and electrical engineering, irrigation and test matches are most enlightening. It is not possible for all to go to schools and colleges or to study all subjects but it is quite possible for average youngmen to grasp the elementary things of science and art, architecture and industries, agriculture and sanitation on the screen.

Cinema is a wonderful form of recreation and it serves as an escape from the realities of life which hang too heavy sometimes upon us all. It is a kind of wishfulfilment in pictures as it is in dreams, in sleep or in specuations or in wakefulness. The lover of heroism can enjoy the thrills of the battle-field, the explorers can find sufficient scope for imagination in the display of the deepest forests on the highest mountains, the lover of music can have his full satisfaction in the songs and the dances, the dramatic genius can have a good stimulus from the actors, the humorist can find sufficient food for laughter, the curious child can feed his eyes and ears on the roaring of the wandering beasts in the darkest jungles. So a recreation can be complete with cinema in offering maximum pleasure at the minimum expense.

India is a country, where religious spirit is deep-rooted. Indian religious spirit has shaped Indian films to a great extent. Indian films in majority are religious and educative. The dialogues and themes in a cinema generally promote didactic aspect of life. They can shape the thinking of our young students who are the future citizens of the country. In the words of Dr. Keshar, "Our films artists are educators, reformers and critics of our social order." Cinemas are also helpful in removing social evils like untouchability, black-marketing, corruption and dowry. They can also help in promoting the schemes of family planning, scientific agriculture, cottage industries and love for discipline in life.

But cinema has got certain drawbacks also. It creates a habit in the goers to attend it too frequently. Like wine or any other vice it tempts many innocent youngmen to ruin. By attending cinema daily some youngmen not only waste their time and money but also their concentration and peace of mind. They become dreamers and as such neglect the responsibilities of life. The kissing, the half nakedness of the limbs of the dancers, the love affairs of the actors, and the demonstration of crimes pervert the young minds to a wrong path. Thus cinema is also to some extent responsible for more degradation and lawlessness among the young students.

It is, therefore, very essential that the Censure Board should judge the practicability of themes impartially. They have to keep in their minds the moral levels and spiritual standards of our country. The producers should give priority to the national building activities and not

1. Communication Lab (English), TAS-253.

misguide the youngmen. The cinema should be encouraged as an industry, as an art, as a cheap means of recreation but not as an ideal or a vocation. If taken in a right spirit, cinema can give us not only entertainment but also instruction and enlightenment. It can prove helpful in promoting knowledge and reshaping the public character. Our Government should see that immoral and worthless films are banned and only artistic and instructive films are released. Then only cinema will be able to play an important role in the re-construction of the country.

15. EXPOSITORY FORM **INDISCIPLINE AMONG STUDENTS¹**

The problem of indiscipline among students is one of the burning problems of modern India. This problem is taking a serious turn everyday. The students are not at all serious in their studies. On an ordinary pretext they indulge in mischievous activities like strike and walk out. They even become violent and destroy national property. They do not regularly attend their classes. They slip away from the class-rooms and even show no respect to their teachers, Principals and Vice-Chancellors. Sometimes they even burn the effigies of their Principals and Vice-Chancellors and shout filthy slogans. Such activities of students who are the future citizens of the country are undesirable. If we want that our country should make progress, we should find out the real causes of students' unrest and try to remove them at the earliest.

There is general indiscipline and disorder in every walk of life. The old values are fast disappearing and the new values have not proved their worth. Parental control over children has become very weak. Even the grown-up people in different walks of life very often agitate for one thing or the other. Even Government employees very often go on strike or even hunger strike for an increase in their salaries. So the general chaos and disorder inspire the students to adopt violent methods for the fulfilment of their demands.

The basic cause of students' unrest is the defective system of education. The out-dated system fosters indiscipline among students. It has no practical bearing on life, does no good to the students. It does not help in the development of mental and moral faculties of our youngmen. The system of examination is also defective. Many non-serious students manage to pass by adopting unfair means whereas good and hard working students sometimes fail. This creates non-seriousness among students. Generally, students depend on cheap guess papers and study them hard a week before the examinations. Purposeless education develops wrong tendencies among them. Employment is not guaranteed to them after finishing academic career. So it results in frustration and discontentment among students.

Students' unions are also responsible for creating indiscipline among students. These unions claim to help in providing facilities for leadership and enabling students to develop intellectual and cultural attitude. But in reality, these unions become the hot-bed of politics and create unpeaceful atmosphere in the colleges and universities. Even political parties sponsor their own candidates for the post of union office-bearers. So the elected office-bearers are misguided by the narrow-minded party leaders. They try to become popular by organising strikes and violent demonstrations. Therefore, Government should abolish these unions and encourage the formation of cultural and scientific associations under the guidance of meritorious students. This step will help in checking indiscipline to a great extent. Government should also check the interference of leaders of political parties in the affairs of educational institutions.

The educational institutions have become factories. There is no restriction on the admission of students. The classes have become unwieldy and there is no personal contact between the teacher and the taught. In these hard times, the teachers have also become a little

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bit money-conscious unlike before. So they mostly remain worried and dissatisfied. They have also to go on strikes for increase in the grades. It is hence essential to make the jobs of teachers tempting. Only then intelligent people will like to adopt teaching profession. There should be a strict restriction on the admission of students. Education should be made compulsory upto High School but to higher education third divisioners should not be admitted. By putting this restriction, the rush of students will be checked and a serious academic atmosphere will naturally prevail. The system of education should also be over-hauled and the new system of job oriented education be introduced, with a view to making it suitable to the economic, social and political needs of the country.

Lack of employment facilities, absence of moral and religious instruction, want of proper extra-curricular activities, inefficient administration, favouritism in appointment of teachers, politics in the appointment of Vice-Chancellors are some other causes for creating indiscipline among the students. This problem has assumed a serious form. So the Government should give top-priority to this problem and introduce useful changes in the system of education. The energies of students should be directed into right channels. Sincere efforts should be made to make students disciplined, sensible and conscious of their responsibilities as future citizens of the country.

ASSIGNMENT 1

Write down essays not exceeding 500 words on the following topics in the same manner in which the illustrative specimens of the essays have been written:

1. Broadcasting in India.
2. Should India go nuclear?
3. Solar energy.
4. Space-flight.
5. University education in India.
6. India of my dreams.
7. Green revolution.
8. Essentials of rural development.
9. Nothing is good or bad; only thinking makes it so.
10. Latest scientific and technical developments.
11. My visit to a model village.
12. Burning problems of our country.
13. The child is the father of the man.
14. Money is a good servant, but a bad master.
15. A hedge between keeps the friendship green.
16. Dowry-system.
17. Unemployment.
18. The Assam problem.
19. The Punjab problem.
20. Tarapur power plant.
21. Speech is silver, silence is gold.
22. "Laugh and the world laughs with you, weep and you weep alone".
23. Troposcatter.
24. Neutron bomb.
25. Impact of industrialization on the present day society.
26. Oil-crisis.
27. Inset-1B.
28. The SL V-3 D-2 rocket.

29. If I were an engineer.....
30. Child education.
31. Mechanization of dairying.
32. Agro-industries in India.
33. Wild-life preservation.
34. Lathe machine.
35. The role of an agricultural scientist or an engineer or a veterinary surgeon in the society.
36. Regionalism versus nationalism.
37. India's cattle wealth.
38. Poultry-farming as a profession.
39. Newspapers and modern life.
40. World peace.
41. World is a comedy to those who think, a tragedy to those who feel.
42. One crowded hour of glorious life is worth an age without a name.
43. Flood control.
44. Techniques of food preservation.
45. India's fauna and flora.
46. Adult education.
47. Epidemics and their effect on population.
48. Population explosion in India.
49. Hybrid variety of wheat.
50. Nutritive value of food.
51. Balanced diet.
52. 'Indian agriculture is no longer a gamble on monsoon'.
53. Optimism versus pessimism.
54. Human evolution.
55. Illiteracy and superstitions in India.
56. Social evils.
57. Science and human happiness.
58. Technical education.
59. Engineering profession.
60. Brain drain.
61. Terrorism
62. Examination reforms.

LANGUAGE LAB WORK ASSIGNMENT 1

Write down the phonetic transcription of all the *fifteen (15) compositions/essays* given above. (This will supplement chapter 1)

ASSIGNMENT 2

Read aloud all the *fifteen (15) compositions/essays* given above with stress, intonation and rhythm. (This will supplement chapter 1)

ASSIGNMENT 3

Improve upon your argumentative and expository speaking skills by speaking atleast on *five (5) topics* out of the list of topics given in assignment no. 1. (This will supplement Communication Lab Practicals)

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Professor S.D. Sharma, is a celebrated litterateur and a distinguished linguist. A Ph.D., and a D. Litt., (1979) research degree holder, Prof. Sharma has specialized in Literature, ELT, Victorian Fiction, Technical Communication and Digital Communication Lab. Prof. Sharma served G.B. Pant University, Pantnagar (USN) as Professor of English and Head; as Professor of English and Dean of the Faculty of Liberal Education for 28 years. He is also the former Professor of English and Dean, Faculty of Media and Mass Communication, IUHT, Delhi; former Professor of English and Dean, GGS Indraprastha University, Delhi; former UGC Visiting Professor of English; former Professor of English and Head, Humanities, IIT, GZB; and currently serving HR Institute of Technology GZB, (U.P. Technical University, Lucknow) after superannuation. Prof. Sharma has an experience of more than 40 years of teaching, research and administration at the University level. He has authored 20 books and more than 150 research papers published in journals of international repute. He has guided Ph.D., research work and has widely travelled including the USA, from where he has received many academic awards. Professional Communication, TAS-103 and Communication Lab (English), TAS-253 prescribed in UPTU, Lucknow for B.Tech., I yr. students were initially designed and framed by Prof. Sharma. Many research papers in Journals have appeared about Prof. Sharma as a creative and analytical author. Presently, Prof. Sharma lives in Delhi. Prof. Sharma is regarded as the **Great Grand-Father** of Technical and Scientific Communication in India.

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